



Childid
XX _____

## **Cognitive Development and Achievement Questionnaire - 15 years old**

Date when this section is filled: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(day/month/year)

Time when section started: \_\_\_\_ : \_\_\_\_

Fieldworker's name: \_\_\_\_\_ Code: \_\_\_\_\_

**FIELDWORKER:** Fill out 1.1 **before** you administer the tests.

1.1	<b>Does the child have a severe visual impairment?</b> 00=No      01=Yes  <b>→ (If the answer is Yes, do not administer the tests. This section is finished)</b>	[ ____ ] (VSIMPR3)
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### PEABODY PICTURE VOCABULARY TEST (PPVT)

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's side of the Training Plates (picture easel). Use Training Items C and D (designed for children 8 years and older).

FIELDWORKER: TRAINING ITEMS				
Plate	Series 1	Series 2	Series 3	Series 4
	<i>For most subjects under age 8 years</i>			<i>(If necessary)</i>
A	ball (2)	dog (4)	banana (3)	Spon (1)
B	crying (4)	sleeping (1)	crawling (3)	walking (2)
	<i>For most subjects age 8 years and over</i>			<i>(If necessary)</i>
C	parrot (2)	scissors (1)	flower (3)	ope (4)
D	mowing (3)	riding (2)	mopping (1)	computing (2)

**FIELDWORKER:** After you have administered the appropriate Training Items, begin testing using the Sets of Test Items corresponding to the test taker's age. Once you begin a set, always administer all 12 items in that set in order, and always start with the first item in the set.

Use numerals (1-4) to record the test taker's response to each item in the blank space in the "Resp" column. The "Key" column indicates the correct response (1-4). Compare the child's response with the correct response and indicate errors by drawing a line through the E in the last column as shown below:

Item	Word	Key	Resp	Error
1	Bus	(4)		E

At the end of each set, record the number of errors in the box provided.

**FIELDWORKER:** Please complete questions 1.2 and 1.3 **after** administering the PPVT to the child. (These items will aid the database entry process.)

1.2	<b>Lowest item responded to</b> (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[ ____ ] (PPVTLLOW)
1.3	<b>Highest item responded to</b> (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[ ____ ] (PPVTHIGH)

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**PPVT Administration:**

1.4	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ ___ ] (STRTHRPP)
1.5	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ ___ ] (STRTMNPP)

START Ages 2.5 - 3 SET 1					START Age 4 SET 2				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
1	Bus	(4)		E	13	Digging	(2)		E
2	Drinking	(3)		E	14	Cow	(1)		E
3	Hand	(1)		E	15	Drum	(3)		E
4	Climbing	(1)		E	16	Feather	(1)		E
5	Key	(4)		E	17	Painting	(3)		E
6	Reading	(1)		E	18	Cage	(2)		E
7	Closet	(2)		E	19	Knee	(1)		E
8	Jumping	(3)		E	20	Wrapping	(4)		E
9	Lamp	(4)		E	21	Fence	(3)		E
10	Helicopter	(2)		E	22	Elbow	(4)		E
11	Smelling	(2)		E	23	Garbage	(2)		E
12	Fly	(3)		E	24	Exercising	(4)		E
No. of Errors					No. of Errors				

START Age 5 SET 3					SET 4					START Ages 6 - 7 SET 5				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
25	Empty	(1)		E	37	Castle	(2)		E	49	Parachute	(3)		E
26	Shoulder	(3)		E	38	Sawing	(4)		E	50	Delivering	(1)		E
27	Square	(4)		E	39	Cactus	(3)		E	51	Rectangle	(1)		E
28	Measuring	(4)		E	40	Farm	(1)		E	52	Diving	(2)		E
29	Porcupine	(1)		E	41	Going	(2)		E	53	Camper	(4)		E
30	Arrow	(2)		E	42	Harp	(1)		E	54	Target	(2)		E
31	Peeling	(3)		E	43	Astronaut	(3)		E	55	Writing	(1)		E
32	Fountain	(2)		E	44	Raccoon	(4)		E	56	Furry	(4)		E
33	Accident	(2)		E	45	Juggling	(4)		E	57	Drilling	(2)		E
34	Penguin	(1)		E	46	Envelope	(2)		E	58	Hook	(3)		E
35	Decorated	(4)		E	47	Tearing	(3)		E	59	Group	(3)		E
36	Nest	(3)		E	48	Claw	(1)		E	60	Dripping	(4)		E
No. of Errors					No. of Errors					No. of Errors				

SET 6					START Ages 8 - 9 SET 7					START Ages 10 - 11 SET 8				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
61	Vehicle	(4)		E	73	Gigantic	(2)		E	85	Flamingo	(2)		E
62	Oval	(1)		E	74	Nostril	(4)		E	86	Tambourine	(4)		E
63	Luggage	(2)		E	75	Vase	(3)		E	87	Palm	(1)		E
64	Awarding	(3)		E	76	Knight	(1)		E	88	Surprised	(4)		E
65	Hydrant	(4)		E	77	Towing	(1)		E	89	Canoe	(3)		E
66	Swamp	(3)		E	78	Horrified	(3)		E	90	Interviewing	(1)		E
67	Calculator	(2)		E	79	Trunk	(2)		E	91	Clarinet	(4)		E
68	Signal	(1)		E	80	Selecting	(1)		E	92	Exhausted	(2)		E
69	Squash	(4)		E	81	Island	(2)		E	93	Pitcher	(3)		E
70	Globe	(2)		E	82	Camcorder	(4)		E	94	Reptile	(2)		E
71	Vegetable	(3)		E	83	Heart	(3)		E	95	Polluting	(3)		E

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72	Frame	(1)		E	84	Wrench	(4)		E	96	Vine	(1)		E
	No. of Errors					No. of Errors					No. of Errors			

SET 9					START Ages 12 - 16 SET 10					SET 11				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
97	Pedal	(2)		E	109	Solo	(4)		E	121	Carpenter	(2)		E
98	Dissecting	(2)		E	110	Citrus	(2)		E	122	Dilapidated	(4)		E
99	Bouquet	(4)		E	111	Inflated	(3)		E	123	Hazardous	(3)		E
100	Rodent	(3)		E	112	Lecturing	(3)		E	124	Adapter	(2)		E
101	Inhaling	(4)		E	113	Timer	(1)		E	125	Valve	(3)		E
102	Valley	(1)		E	114	Injecting	(1)		E	126	Isolation	(1)		E
103	Tubular	(3)		E	115	Links	(4)		E	127	Feline	(2)		E
104	Demolishing	(4)		E	116	Cooperating	(2)		E	128	Wailing	(1)		E
105	Tusk	(1)		E	117	Microscope	(1)		E	129	Coast	(4)		E
106	Adjustable	(2)		E	118	Archery	(2)		E	130	Appliance	(1)		E
107	Fern	(1)		E	119	Garment	(4)		E	131	Foundation	(4)		E
108	Hurdling	(3)		E	120	Fragile	(3)		E	132	Hatchet	(3)		E
No. of Errors					No. of Errors					No. of Errors				

SET 12					START Ages 17 - Adult SET 13					SET 14				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
133	Blazing	(3)		E	145	Syringe	(4)		E	157	Indigent	(2)		E
134	Mammal	(2)		E	146	Transparent	(3)		E	158	Oasis	(1)		E
135	Reprimanding	(1)		E	147	Ladle	(2)		E	159	Disappointed	(4)		E
136	Upholstery	(4)		E	148	Replenishing	(3)		E	160	Perpendicular	(3)		E
137	Hoisting	(1)		E	149	Abrasives	(1)		E	161	Poultry	(4)		E
138	Exterior	(1)		E	150	Parallelogram	(3)		E	162	Confiding	(1)		E
139	Consuming	(4)		E	151	Cascade	(4)		E	163	Periodical	(2)		E
140	Pastry	(4)		E	152	Lever	(1)		E	164	Filtration	(1)		E
141	Cornea	(2)		E	153	Detonation	(2)		E	165	Primate	(4)		E
142	Constrained	(3)		E	154	Pillar	(2)		E	166	Spherical	(2)		E
143	Pedestrian	(2)		E	155	Cultivating	(1)		E	167	Talon	(3)		E
144	Colt	(3)		E	156	Aquatic	(4)		E	168	Octagon	(3)		E
No. of Errors					No. of Errors					No. of Errors				

SET 15					SET 16					SET 17				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
169	Incandescent	(4)		E	181	Coniferous	(4)		E	193	Embossed	(4)		E
170	Pilfering	(2)		E	182	Wildebeest	(1)		E	194	Perambulating	(2)		E
171	Trajectory	(1)		E	183	Caster	(3)		E	195	Arable	(3)		E
172	Mercantile	(3)		E	184	Reposing	(4)		E	196	Importunity	(1)		E
173	Derrick	(4)		E	185	Convex	(1)		E	197	Cenotaph	(1)		E
174	Ascending	(2)		E	186	Gourmand	(3)		E	198	Tonsorial	(4)		E
175	Monetary	(3)		E	187	Dromedary	(2)		E	199	Nidificating	(3)		E
176	Entomologist	(2)		E	188	Diverging	(4)		E	200	Terpsichorean	(1)		E
177	Gaff	(1)		E	189	Incertitude	(2)		E	201	Cairn	(4)		E
178	Quintet	(3)		E	190	Quiescent	(3)		E	202	Osculating	(2)		E
179	Nautical	(4)		E	191	Honing	(1)		E	203	Vitreous	(3)		E
180	Incarcerating	(1)		E	192	Cupola	(2)		E	204	Lugubrious	(2)		E
No. of Errors					No. of Errors					No. of Errors				

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1.6	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ ____ ] (FINHRPP)
1.7	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ ____ ] (FINMNPP)

**FIELDWORKER:** Fill out 1.8 to 1.10 **after** you have finished all tests with the child and without the child present.

1.8	Ceiling item (possible values: from 1 to 204, -79=Refused to answer, -88=NA)	[ ____ ] (CEILING)
1.9	Minus errors (possible values: from 0 to 100, -79=refused to answer, -88=NA)	[ ____ ] (MINERR)
1.10	Raw score (possible values: from 0 to 204, -79=refused to answer, -88=NA)	[ ____ ] (RAWSCRE)

**Note:** Field workers should **not** complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

1.11	Standard score (possible values: 40 to 160, -79=refused to answer, -88=NA) <b>(DON'T FILL ON FIELD)</b>	[ ____ ] (STDSCRE)
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**FIELDWORKER:** Fill out 1.12 to 1.14 **after** you have finished the test with the child and she/he is no longer there.

1.12	Language used by field worker during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (PPFWLNG) (SPECFWLG)
1.13	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (PPCDLNG) (SPECCDLG)
1.14	Language in which the test was written. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (TESTLANG) (SPECTSLG)

CODE BOX 1 - LANGUAGES			
01= Viet	02= Dao	03= Tay	04= H'mong
05= H'Roi	06= E De	07= Other	77= NK
88= N/A			

## VERBAL ACHIEVEMENT TEST OLDER COHORT

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Give the Verbal Achievement Test Older Cohort - **cloze** to the child and read the instructions of this section with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by herself/himself with the test under your supervision. **After 5 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 10 minutes** have passed since the beginning of the test. Then stop the administration. Later on, and without the child present, fill in the answer table below with

the exact answers provided by the child. Do not mark them as correct or incorrect. The answers will be assessed centrally by a professional with experience in test scoring.

1.15	<b>Test administration: Start Time (hour)</b> (possible values: 07 to 17)	Hour: [ ____ ] (VRBTHR)
1.16	<b>Test administration: Start Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (VRBSTMN)

1.17	<b>Cloze Item 1</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM01)
1.18	<b>Cloze Item 2</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM02)
1.19	<b>Cloze Item 3</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM03)
1.20	<b>Cloze Item 4</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM04)
1.21	<b>Cloze Item 5</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM05)
1.22	<b>Cloze Item 6</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM06)
1.23	<b>Cloze Item 7</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM07)
1.24	<b>Cloze Item 8</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM08)
1.25	<b>Cloze Item 9</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM09)
1.26	<b>Cloze Item 10</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM10)
1.27	<b>Cloze Item 11</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM11)
1.28	<b>Cloze Item 12</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM12)
1.29	<b>Cloze Item 13</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM13)
1.30	<b>Cloze Item 14</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM14)
1.31	<b>Cloze Item 15</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM15)
1.32	<b>Cloze Item 16</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM16)

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1.33	<b>Cloze Item 17</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM17)
1.34	<b>Cloze Item 18</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM18)
1.35	<b>Cloze Item 19</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM19)
1.36	<b>Cloze Item 20</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM20)
1.37	<b>Cloze Item 21</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM21)
1.38	<b>Cloze Item 22</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM22)
1.39	<b>Cloze Item 23</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM23)
1.40	<b>Cloze Item 24</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (VRBITM24)

1.41	<b>Last item completed after 5 minutes</b> (possible values: from 1 to 24 -88=NA)	[ ____ ] (VRBLST5)
1.42	<b>Last item completed after 10 minutes</b> (possible values: from 1 to 24 -88=NA)	[ ____ ] (VRBLST10)

1.43	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)	Hours: [ ____ ] (VRBENHR)
1.44	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (VRBENMN)

**FIELDWORKER:** Fill out 1.45 to 1.47 after you have finished the test with the child and she/he is no longer there.

1.45	<b>Language used by field worker during administration.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (VRBLNGAD) (SPECLNAD)
1.46	<b>Language used by child during administration.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (VRBLNGCH) (SPECLNCH)
1.47	<b>Language in which the test was written.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (VRBLNGTS) (SPECLNTS)

**CODE BOX 1 - LANGUAGES**

01= Viet	02= Dao	03= Tay	04= H'mong
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<i>05=H'Roi</i>	<i>06=E De</i>	<i>07=Other</i>	<i>77=NK</i>
<i>88=N/A</i>			

## MATHEMATICS ACHIEVEMENT TEST OLDER COHORT

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

### Booklet 1. Math Computing

**FIELDWORKER:** Give the Mathematics Achievement Test Older Cohort - Booklet 1 to the child. Read the instructions with the child to make sure she/he understands the instructions (child must answer the questions in order). Then let the child work by herself/himself with the test under your supervision. After 4 minutes you should register the last item completed by the child without interrupting his/her work. Let the child continue working until 8 minutes have passed since the beginning of the test. Then stop the administration. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child. In some items you just have to write the response given by the child. In other items you have to write down the response given by the child and then check if it is correct or incorrect and mark accordingly. Consult your fieldworker's manual for detailed instructions.

1.48	Test administration: Start Time (hour) (possible values: 07 to 18)	Hours: [ ____ ] (CMPSTHR)
1.49	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ ____ ] (CMPSTMN)

1.50	Math Item 1 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM01)
1.51	Math Item 2 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM02)
1.52	Math Item 3 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM03)
1.53	Math Item 4 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM04)
1.54	Math Item 5 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM05)
1.55	Math Item 6 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM06)
1.56	Math Item 7 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM07)
1.57	Math Item 8 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM08)
1.58	Math Item 9 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM09)
1.59	Math Item 10 (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM10)
1.60	Math Item 11 Child's response: _____ (Correct answer: 17.43) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM11)
1.61	Math Item 12 Child's response: _____ (Correct answer: $\frac{9}{4}$ or $2\frac{1}{4}$ ) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM12)

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1.62	<b>Math Item 13</b> Child's response: _____ (Correct answer: 18.03) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM13)
1.63	<b>Math Item 14</b> Child's response: _____ (Correct answer: $\frac{3}{4}$ or $\frac{18}{24}$ ) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM14)
1.64	<b>Math Item 15</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM15)
1.65	<b>Math Item 16</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM16)
1.66	<b>Math Item 17</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM17)
1.67	<b>Math Item 18</b> Child's response: _____ (Correct answer: -0.87) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM18)
1.68	<b>Math Item 19</b> Child's response: _____ (Correct answer: $1 \frac{2}{5}$ ) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM19)
1.69	<b>Math Item 20</b> Child's response: _____ (Correct answer: $\frac{25}{63}$ ) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM20)

1.70	<b>Last item completed after 4 minutes</b> (possible values: from 1 to 20, -88=NA)	[ ____ ] (MTHLST5)
1.71	<b>Last item completed after 8 minutes</b> (possible values: from 1 to 20, -88=NA)	[ ____ ] (MTHLST10)

1.72	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)	Hours: [ ____ ] (CMPENHR)
1.73	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (CMPENMN)

### Booklet 2. Problem Solving

**FIELDWORKER:** Give the Mathematics Achievement Test Older Cohort - Booklet 2 to the child. Read the instructions with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by himself/herself with the test under your supervision. **After 10 minutes** finish the administration. Do not forget to register the finish time. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child. In some items you just have to write the response given by the child. In other items you have to write down the response given by the child and then check if it is correct or incorrect and mark accordingly. Consult your fieldworker's manual for detailed instructions.

1.74	<b>Test administration: Start Time (hour)</b> (possible values: 07 to 18)	Hours: [ ____ ] (PRBSTHR)
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1.75	<b>Test administration: Start Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (PRBSTMN)
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1.76	<b>Math Item 21</b> (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM21)
1.77	<b>Math Item 22</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM22)
1.78	<b>Math Item 23</b> (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM23)
1.79	<b>Math Item 24</b> (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM24)
1.80	<b>Math Item 25</b> (values 01=a, 02=b, 03=c, 04=d, 05=e, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM25)
1.81	<b>Math Item 26</b> (values 01=a, 02=b, 03=c, 04=d, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM26)
1.82	<b>Math Item 27</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM27)
1.83	<b>Math Item 28</b> Child's response: _____ (Correct answer: 07:25) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (MTHITM28)
1.84	<b>Math Item 29</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM29)
1.85	<b>Math Item 30</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM30)

1.86	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)	Hours: [ ____ ] (PRBENHR)
1.87	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (PRBENMN)

**FIELDWORKER:** Fill out 1.88 to 1.90 after you have finished the test with the child and she/he is no longer there.

1.88	<b>Language used by field worker during administration.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (MTHLNGAD) (SPECMTAD)
1.89	<b>Language used by child during administration.</b> (ENTER FROM CODE BOX #1) (if or 07 then specify below) Other, specify: _____	[ ____ ] (MTHLNGCH) (SPECMTCH)
1.90	<b>Language in which the test was written.</b> (ENTER FROM CODE BOX #1) (if or 07 then specify below) Other, specify: _____	[ ____ ] (MTHLNGTS) (SPECMTTS)

CODE BOX 1 - LANGUAGES			
01= Viet	02= Dao	03= Tay	04= H'mong
05= H'Roi	06= E De	07= Other	77= NK
88= N/A			

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**EVALUATION OF ADMINISTRATION**

1.91

**Comments on the administration** (please comment on any situations that might affect the validity of the test results, especially if you considered the administration of either test inadequate)

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Date when this section is filled: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(day/month/year)

Time when section started: \_\_\_\_ : \_\_\_\_

Fieldworker's name: \_\_\_\_\_ Code: \_\_\_\_\_



Childid

XX \_\_\_\_\_

## Cognitive Development and Achievement Questionnaire - 8 years old

Date when this section is filled: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(day/month/year)

Time when section started: \_\_\_\_ : \_\_\_\_

Fieldworker's name: \_\_\_\_\_ Code: \_\_\_\_\_

**FIELDWORKER:** Fill out 1.1 before you administer the tests.

1.1	Does the child have a severe visual impairment? 00=No      01=Yes  → (If the answer is Yes, only administer EGRA-section C. Listening Comprehension and math items 7, 8 and 9)	[ ____ ]  (VSIMPR3)
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### PEABODY PICTURE VOCABULARY TEST (PPVT)

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's manual. Use Training Items C and D (designed for children 8 years and older).

FIELDWORKER: TRAINING ITEMS				
Plate	Series 1	Series 2	Series 3	Series 4
	<i>For most subjects under age 8 years</i>			(If necessary)
A	ball (2)	dog (4)	banana (3)	Spon (1)
B	crying (4)	sleeping (1)	crawling (3)	walking (2)
	<i>For most subjects age 8 years and over</i>			(If necessary)
C	parrot (2)	scissors (1)	flower (3)	ope (4)
D	mowing (3)	riding (2)	mopping (1)	computing (2)

**FIELDWORKER:** After you have administered the appropriate Training Items, begin testing using the Set of Test Items corresponding to the test taker's age. Once you begin a set, always administer all 12 items in that set in order, and always start with the first item in the set.

Use numerals (1-4) to record the test taker's response to each item in the blank in the "Resp" column. The "Key" column indicates the correct response (1-4). Compare the child's response with the correct response and indicate errors by drawing a line through the E in the last column as shown below:

Item	Word	Key	Resp	Error
1	Bus	(4)		E

At the end of each set, record the number of errors in the box provided.

**FIELDWORKER:** Please complete questions 1.2 and 1.3 after administering the PPVT with the child. (These items will aid the database entry process.)

1.2	Lowest item responded to (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[ ____ ]  (PPVTLLOW)
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1.3	<b>Highest item responded to</b> (possible values: from 0 to 204, -79 Refused to answer, -88=NA)	[ ____ ] (PPVTHIGH)
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**PPVT Administration:**

1.4	<b>Test administration: Start Time (hour)</b> (possible values: 07 to 17)	Hours: [ ____ ] (STRTHRPP)
1.5	<b>Test administration: Start Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (STRTMNPP)

START Ages 2.5 - 3 SET 1					START Age 4 SET 2				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
1	Bus	(4)		E	13	Digging	(2)		E
2	Drinking	(3)		E	14	Cow	(1)		E
3	Hand	(1)		E	15	Drum	(3)		E
4	Climbing	(1)		E	16	Feather	(1)		E
5	Key	(4)		E	17	Painting	(3)		E
6	Reading	(1)		E	18	Cage	(2)		E
7	Closest	(2)		E	19	Knee	(1)		E
8	Jumping	(3)		E	20	Wrapping	(4)		E
9	Lamp	(4)		E	21	Fence	(3)		E
10	Helicopter	(2)		E	22	Elbow	(4)		E
11	Smelling	(2)		E	23	Garbage	(2)		E
12	Fly	(3)		E	24	Exercising	(4)		E
No. of Errors					No. of Errors				

START Age 5 SET 3					SET 4					START Ages 6 - 7 SET 5				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
25	Empty	(1)		E	37	Castle	(2)		E	49	Parachute	(3)		E
26	Shoulder	(3)		E	38	Sawing	(4)		E	50	Delivering	(1)		E
27	Square	(4)		E	39	Cactus	(3)		E	51	Rectangle	(1)		E
28	Measuring	(4)		E	40	Farm	(1)		E	52	Diving	(2)		E
29	Porcupine	(1)		E	41	Going	(2)		E	53	Camper	(4)		E
30	Arrow	(2)		E	42	Harp	(1)		E	54	Target	(2)		E
31	Peeling	(3)		E	43	Astronaut	(3)		E	55	Writing	(1)		E
32	Fountain	(2)		E	44	Raccoon	(4)		E	56	Furry	(4)		E
33	Accident	(2)		E	45	Juggling	(4)		E	57	Drilling	(2)		E
34	Penguin	(1)		E	46	Envelope	(2)		E	58	Hook	(3)		E
35	Decorated	(4)		E	47	Tearing	(3)		E	59	Group	(3)		E
36	Nest	(3)		E	48	Claw	(1)		E	60	Dripping	(4)		E
No. of Errors					No. of Errors					No. of Errors				

SET 6					START Ages 8 - 9 SET 7					START Ages 10 - 11 SET 8				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
61	Vehicle	(4)		E	73	Gigantic	(2)		E	85	Flamingo	(2)		E
62	Oval	(1)		E	74	Nostril	(4)		E	86	Tambourine	(4)		E
63	Luggage	(2)		E	75	Vase	(3)		E	87	Palm	(1)		E
64	Awarding	(3)		E	76	Knight	(1)		E	88	Surprised	(4)		E
65	Hydrant	(4)		E	77	Towing	(1)		E	89	Canoe	(3)		E
66	Swamp	(3)		E	78	Horrified	(3)		E	90	Interviewing	(1)		E
67	Calculator	(2)		E	79	Trunk	(2)		E	91	Clarinet	(4)		E
68	Signal	(1)		E	80	Selecting	(1)		E	92	Exhausted	(2)		E

69	Squash	(4)		E	81	Island	(2)		E	93	Pitcher	(3)		E
70	Globe	(2)		E	82	Camcorder	(4)		E	94	Reptile	(2)		E
71	Vegetable	(3)		E	83	Heart	(3)		E	95	Polluting	(3)		E
72	Frame	(1)		E	84	Wrench	(4)		E	96	Vine	(1)		E
No. of Errors					No. of Errors					No. of Errors				

SET 9					START Ages 12 - 16					SET 10					SET 11				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
97	Pedal	(2)		E	109	Solo	(4)		E	121	Carpenter	(2)		E	121	Carpenter	(2)		E
98	Dissecting	(2)		E	110	Citrus	(2)		E	122	Dilapidated	(4)		E	122	Dilapidated	(4)		E
99	Bouquet	(4)		E	111	Inflated	(3)		E	123	Hazardous	(3)		E	123	Hazardous	(3)		E
100	Rodent	(3)		E	112	Lecturing	(3)		E	124	Adapter	(2)		E	124	Adapter	(2)		E
101	Inhaling	(4)		E	113	Timer	(1)		E	125	Valve	(3)		E	125	Valve	(3)		E
102	Valley	(1)		E	114	Injecting	(1)		E	126	Isolation	(1)		E	126	Isolation	(1)		E
103	Tubular	(3)		E	115	Links	(4)		E	127	Feline	(2)		E	127	Feline	(2)		E
104	Demolishing	(4)		E	116	Cooperating	(2)		E	128	Wailing	(1)		E	128	Wailing	(1)		E
105	Tusk	(1)		E	117	Microscope	(1)		E	129	Coast	(4)		E	129	Coast	(4)		E
106	Adjustable	(2)		E	118	Archery	(2)		E	130	Appliance	(1)		E	130	Appliance	(1)		E
107	Fern	(1)		E	119	Garment	(4)		E	131	Foundation	(4)		E	131	Foundation	(4)		E
108	Hurdling	(3)		E	120	Fragile	(3)		E	132	Hatchet	(3)		E	132	Hatchet	(3)		E
No. of Errors					No. of Errors					No. of Errors					No. of Errors				

SET 12					START Ages 17 - Adult					SET 13					SET 14				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
133	Blazing	(3)		E	145	Syringe	(4)		E	157	Indigent	(2)		E	157	Indigent	(2)		E
134	Mammal	(2)		E	146	Transparent	(3)		E	158	Oasis	(1)		E	158	Oasis	(1)		E
135	Reprimanding	(1)		E	147	Ladle	(2)		E	159	Disappointed	(4)		E	159	Disappointed	(4)		E
136	Upholstery	(4)		E	148	Replenishing	(3)		E	160	Perpendicular	(3)		E	160	Perpendicular	(3)		E
137	Hoisting	(1)		E	149	Abrasives	(1)		E	161	Poultry	(4)		E	161	Poultry	(4)		E
138	Exterior	(1)		E	150	Parallelogram	(3)		E	162	Confiding	(1)		E	162	Confiding	(1)		E
139	Consuming	(4)		E	151	Cascade	(4)		E	163	Periodical	(2)		E	163	Periodical	(2)		E
140	Pastry	(4)		E	152	Lever	(1)		E	164	Filtration	(1)		E	164	Filtration	(1)		E
141	Cornea	(2)		E	153	Detonation	(2)		E	165	Primate	(4)		E	165	Primate	(4)		E
142	Constrained	(3)		E	154	Pillar	(2)		E	166	Spherical	(2)		E	166	Spherical	(2)		E
143	Pedestrian	(2)		E	155	Cultivating	(1)		E	167	Talon	(3)		E	167	Talon	(3)		E
144	Colt	(3)		E	156	Aquatic	(4)		E	168	Octagon	(3)		E	168	Octagon	(3)		E
No. of Errors					No. of Errors					No. of Errors					No. of Errors				

SET 15					SET 16					SET 17				
Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error	Item	Word	Key	Resp	Error
169	Incandescent	(4)		E	181	Coniferous	(4)		E	193	Embossed	(4)		E
170	Pilfering	(2)		E	182	Wildebeest	(1)		E	194	Perambulating	(2)		E
171	Trajectory	(1)		E	183	Caster	(3)		E	195	Arable	(3)		E
172	Mercantile	(3)		E	184	Reposing	(4)		E	196	Importunity	(1)		E
173	Derrick	(4)		E	185	Convex	(1)		E	197	Cenotaph	(1)		E
174	Ascending	(2)		E	186	Gourmand	(3)		E	198	Tonsorial	(4)		E
175	Monetary	(3)		E	187	Dromedary	(2)		E	199	Nidificating	(3)		E
176	Entomologist	(2)		E	188	Diverging	(4)		E	200	Terpsichorear	(1)		E
177	Gaff	(1)		E	189	Incertitude	(2)		E	201	Cairn	(4)		E
178	Quintet	(3)		E	190	Quiescent	(3)		E	202	Osculating	(2)		E
179	Nautical	(4)		E	191	Honing	(1)		E	203	Vitreous	(3)		E

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180	Incarcerating	(1)	E	192	Cupola	(2)	E	204	Lugubrious	(2)	E
	No. of Errors				No. of Errors				No. of Errors		

1.6	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ ____ ] (FINHRPP)
1.7	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ ____ ] (FINMNPP)

**FIELDWORKER:** Fill out 1.8 to 1.10 after you have finished all tests with the child and without the child present.

1.8	Ceiling item (possible values: from 1 to 204, -79=Refused to answer, -88=NA)	[ ____ ] (CEILING)
1.9	Minus errors (possible values: from 0 to 100, -79=refused to answer, -88=NA)	[ ____ ] (MINERR)
1.10	Raw score (possible values: from 0 to 204, -79=refused to answer, -88=NA)	[ ____ ] (RAWSCRE)

**Note:** Field workers should **not** complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

1.11	Standard score (possible values: 40 to 160, -79=refused to answer, -88=NA) <b>(DON'T FILL ON FIELD)</b>	[ ____ ] (STDSCRE)
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**FIELDWORKER:** Fill out 1.12 to 1.14 after you have finished the test with the child and she/he is no longer there.

1.12	Language used by field worker during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (PPFWLANG)
1.13	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (PPCDL LANG)
1.14	Language in which the test was written. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (TESTLANG)

CODE BOX 1 - LANGUAGES			
01= Viet	02= Dao	03= Tay	04= H'mong
05= H'Roi	06= E De	07= Other	77= NK
88= N/A			

## READING AND WRITING ITEMS

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to write. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the literacy card here. Administer the items on reading and writing with the literacy card and fill out the items below. For writing item, hand the child the Cognitive Development and Achievement Questionnaire opened on the **Answer sheet** page. The child must write the sentence in this answer sheet.

1.15	<b>Test administration: Start Time (hour)</b> (possible values: 07 to 17)			Hours: [ ___ ] (VRBTHR)
1.16	<b>Test administration: Start Time (minutes)</b> (possible values: 00 to 59)			Minutes: [ ___ ] (VRBSTMN)
1.17	<b>Reading Item.</b> 77=NK      79=refused to answer      88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence			[ ___ ] (VRBITM01)
1.18	<b>Writing Item.</b> 77=NK      79=refused to answer      88=NA 01=No 02=Yes with difficulty or errors 03=Yes without difficulty or errors			[ ___ ] (VRBITM02)
1.19	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)			Hours: [ ___ ] (VRBENHR)
1.20	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)			Minutes: [ ___ ] (VRBENMN)

**Answer sheet for 1.18: writing**

IF THE CHILD MAKES A MISTAKE AND WANTS TO START AGAIN TELL THEM TO CROSS OUT WHAT THEY HAVE WRITTEN AND START AGAIN ON THE NEXT LINE

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**ADAPTATION OF EARLY GRADE READING ASSESSMENT (EGRA)**

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the EGRA stimuli cards and your Fieldworker's manual for this part. Be sure to read the instructions to the child and make sure the child understands what needs to be done. All instructions for administering EGRA are located on your fieldworker's manual. Fill the answers and codes in the given spaces.

1.21	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ ___ ] (EGRASTHR)
1.22	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ ___ ] (EGRASTMN)

**Section A. Familiar Word Identification** 

**FIELDWORKER:** Show the child card 1 of the EGRA stimuli cards. Read the instructions in your manual and practice the examples with the child. Ask the child to start reading the words and mark each incorrect word with a slash mark (/). Count self-corrections as correct. This is a **timed exercise**. When 60 seconds have gone by stop the child and **mark the final word attempted before you said "stop" with a bracket (J)**. If the child cannot read any of the examples correctly, discontinue this section and go directly to section C: Listening comprehension.

Examples:	cat	he	ball
sad	dog	red	do eat /5
and	us	to girl	then /10
as	hat	if seem	get /15
house	sun	stop lots	ear /20
food	at	they big	the /25
last	run	fly we	on /30
saw	walk	school best	time /35
boy	wall	chair all	me /40
will	blue	size fall	go /45
hope	far	man her	was /50
rat	have	fat good	pet /55
up	try	small eye	love /60

1.23	The child can read at least one example (possible values: 01=yes, 02=no, -79=Refused to answer, -88=NA)	[ ___ ] (WRIDONE)
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**FIELDWORKER:** Fill the next items after you finished administering the test to the child, and he/she is no longer with you.

1.24	Total words read at 60 seconds (possible values: from 1 to 60, -79=Refused to answer, -88=NA)	[ ___ ] (WRIDREAD)
1.25	Total incorrect words at 60 seconds (possible values: from 0 to 60, -79=refused to answer, -88=NA)	[ ___ ] (WRIDINCR)
1.26	Total correct words in 60 seconds (possible values: from 0 to 60, -79=refused to answer, -88=NA)	[ ___ ] (WRIDCRCT)
1.27	ONLY IF LESS THAN 60 SECONDS, number of seconds at completion (possible values: from 0 to 59, -79=refused to answer, -88=NA)	[ ___ ] (WRIDSECS)

Section B. Passage reading

**FIELDWORKER:** Show the child card 2 of the EGRA stimuli cards. Read the instructions in your manual with the child. Ask him/her to start reading the story aloud and mark each correct word with a slash (/). Count self-corrections as correct. This is a **timed exercise**. When 60 seconds have gone by mark the final word attempted before with a bracket ([]).

Sandra and her grey cat

5

My name is Sang and I am eight years old. 15  
 My little brother is Chau and he is four. We 25  
 like to play with our cat. Our cat is grey and fat 37  
 and she likes to hide behind the big furniture. 46

One day, our cat went missing. We thought 54  
 she was just playing hide and seek, but we 63  
 could not find her in her favourite places. So we 73  
 searched all around the house for the cat. 81

Finally, we found her under the bed, but she was 91  
 not alone! She had given birth to three kittens: 100  
 two grey and one white. When we told our parents 110  
 about the kittens, they told us that mom was also 120  
 having a baby. We are going to have a sister! 130

**FIELDWORKER:** If the 60 seconds have gone by and the child was not able to read the title and two first lines, mark "no" in the following question and fill out 1.29, 1.30, and 1.31 after you finished administering the test to the child, and he/she is no longer with you. Then, go on to section C: Listening comprehension. If the child was able to read mark "yes" and continue with this section.

1.28	The child can read (possible values: 01=yes, 02=no, -79=Refused to answer, -88=NA)	[ ____ ] (CANREAD)
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**FIELDWORKER:** Fill the next items after you finished administering the test to the child, and he/she is no longer with you.

1.29	Total words read at 60 seconds (possible values: from 1 to 130, -79=Refused to answer, -88=NA)	[ ____ ] (CHRDREAD)
1.30	Total incorrect words at 60 seconds (possible values: from 0 to 130, -79=refused to answer, -88=NA)	[ ____ ] (CHRDINCR)
1.31	Total correct words in 60 seconds (possible values: from 0 to 130, -79=refused to answer, -88=NA)	[ ____ ] (CHRDCRCT)
1.32	ONLY IF LESS THAN 60 SECONDS, number of seconds to complete the paragraph (possible values: from 0 to 59, -79=refused to answer, -88=NA)	[ ____ ] (CHRDSECS)

**FIELDWORKER:** Ask the child to read the text again, this time in silence. Tell her/him that you will ask her/him some questions about after she/he finishes. Let the child keep the card after her/him has read it. After you read each question, give the child at most 15 seconds to answer each question. Record the exact answer given by the child. Do not mark it as correct or incorrect. The answer will be assessed centrally by a professional with experience in test scoring.

1.33	Who is telling the story? Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS01)
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1.34	<b>Why was the cat fat?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS02)
1.35	<b>What is Sang's little brother's name?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS03)
1.36	<b>What do Sang and Chau like to do?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS04)
1.37	<b>Why did Sang and Chau say the cat was not alone?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS05)
1.38	<b>Why do you think the cat was missing for a while?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS06)
1.39	<b>How many kittens did the cat give birth to?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS07)
1.40	<b>Where did Sang and Chau find the cat?</b> Child's response: _____ (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ____ ] (READPS08)

**Section C. Listening Comprehension**

**FIELDWORKER:** This is **not** a timed exercise and **there is no stimuli card**. Read two times, aloud and slowly (1 one word per second) the following passage to the child and ask him/her the following questions.

A yellow little chicken was walking through a bridge. Suddenly, he slipped and fell in the river. "Help me! I can't swim!" he cried. There was a mouse passing by that saw the little chicken and came to help, but he fell in too. "What do we do now? I can't swim either" said the mouse. "I see something that is coming our way!" the chicken replied. They both climbed on the log and rowed to the shore. "We are saved!" they shouted when they finally arrived to land.

**FIELDWORKER:** After you read each question, give the child at most 15 seconds to answer each question. **Record the exact answer** given by the child. Do not mark it as correct or incorrect. The answer will be assessed centrally by a professional with experience in test grading.

1.41	<b>Who fell in the river first?</b> Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[ ____ ] (LSNTCM01)
1.42	<b>Who fell in the river last?</b> Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[ ____ ] (LSNTCM02)
1.43	<b>Why did the little chicken fall in the river?</b> Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[ ____ ] (LSNTCM03)
1.44	<b>Where was the chicken before he fell in the river?</b> Child's response: _____ values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA	[ ____ ] (LSNTCM04)
1.45	<b>Why did the little chicken cry for help?</b> Child's response: _____ values 01= correct, 02= partially correct, 03= incorrect, 77=NK, 79=refused to answer, 88=NA	[ ____ ] (LSNTCM05)
1.46	<b>How did the chicken and the mouse get out of the river?</b> Child's response: _____ values 01= correct, 02= partially correct, 03= incorrect, 77=NK, 79=refused to answer, 88=NA	[ ____ ] (LSNTCM06)

YOUNG LIVES PROJECT: IIN, GRADE Cognitive Development and Achievement Questionnaire - 8 years old	08 <sup>th</sup> May 2009	Format No:	Child ID:
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1.47	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ ____ ] (EGRAENHR)
1.48	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ ____ ] (EGRAENMN)

**FIELDWORKER:** Fill out 1.49 to 1.51 after you have finished the test with the child and she/he is no longer there.

1.49	Language used by field worker during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (SALNGAD)
1.50	Language used by child during administration. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (SALNGCH)
1.51	Language in which the test was written. (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (SALNGTS)

CODE BOX 1 - LANGUAGES			
01= Viet	02= Dao	03= Tay	04= H'mong
05= H'Roi	06= E De	07= Other	77= NK
88= N/A			

## MATHEMATICS ACHIEVEMENT TEST

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Explain the instructions in your Fieldworker's manual to the child. For the next items show him/her the Numeracy cards and read the instructions on your manual. Record the child's exact response and check if it is correct or incorrect and mark accordingly in spaces given below.

1.52	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ ___ ] (CNDSTHR)
1.53	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ ___ ] (CNDSTMN)

1.54	<b>Math Item 1:</b> Please, put your finger on number twenty one (use Numeracy Card A) Child's response: _____ (Correct answer: 21) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM01)
1.55	<b>Math Item 2:</b> Please, put your finger on number three hundred and twelve (use Numeracy Card A) Child's response: _____ (Correct answer: 312) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM02)
1.56	<b>Math Item 3:</b> Please, put your finger on number three thousand one hundred and twenty six (use Numeracy Card A) Child's response: _____ (Correct answer: 3126) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM03)
1.57	<b>Math Item 4:</b> Please count how many balls there are here (use Numeracy Card B) Child's response: _____ (Correct answer: 12) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM04)
1.58	<b>Math Item 5:</b> Which number should come in the space in blank? (use Numeracy Card C) Child's response: _____ (Correct answer: 28) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM05)
1.59	<b>Math Item 6</b> Which number should come in the space in blank? (use Numeracy Card D) Child's response: _____ (Correct answer: 13) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM06)
1.60	<b>Math Item 7</b> Mai has 2 apples and she receives 3 more apples. How many apples does she have now? (use Numeracy Card E) Child's response: _____ (Correct answer: 5) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM07)
1.61	<b>Math Item 8</b> Dung has 20 dollars and he bought a 4 dollar ice-cream. How many dollars does he have left? (use Numeracy Card F) Child's response: _____ (Correct answer: 16) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM08)
1.62	<b>Math Item 9</b> Please tell me the answer of this calculation: Two times four? (This item has no card) Child's response: _____ (Correct answer: 8) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[ ___ ] (MTHITM09)

1.63	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)	Hours: [ ____ ] (CNDENHR)
1.64	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (CNDENMN)

**Booklet. Math Computing**

**FIELDWORKER:** Give the Mathematics Achievement Test Younger Cohort - **Booklet. Math computing** to the child. Read the instructions with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by herself/himself with the test under your supervision. **After 4 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 8 minutes** have passed since the beginning of the test. Then stop the administration. Later on, and without the child present, fill in the answer table below with the exact answers provided by the child.

1.65	<b>Test administration: Start Time (hour)</b> (possible values: 07 to 17)	Hours: [ ____ ] (CMPSTHR)
1.66	<b>Test administration: Start Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (CMPSTMN)

1.67	<b>Math Item 10</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM10)
1.68	<b>Math Item 11</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM11)
1.69	<b>Math Item 12</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM12)
1.70	<b>Math Item 13</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM13)
1.71	<b>Math Item 14</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM14)
1.72	<b>Math Item 15</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM15)
1.73	<b>Math Item 16</b> (values from 0 to 9999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM16)
1.74	<b>Math Item 17</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM17)
1.75	<b>Math Item 18</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM18)
1.76	<b>Math Item 19</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM19)
1.77	<b>Math Item 20</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM20)
1.78	<b>Math Item 21</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM21)
1.79	<b>Math Item 22</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM22)
1.80	<b>Math Item 23</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM23)
1.81	<b>Math Item 24</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM24)
1.82	<b>Math Item 25</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM25)
1.83	<b>Math Item 26</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM26)

1.84	<b>Math Item 27</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM27)
1.85	<b>Math Item 28</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM28)
1.86	<b>Math Item 29</b> (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[ ____ ] (MTHITM29)

**FIELDWORKER:** Fill the next items after you finished administering the math computing test to the child, and he/she is no longer with you.

1.87	<b>Last item completed after 4 minutes</b> (possible values: from 11 to 29, -88=NA)	[ ____ ] (MTHLST5)
1.88	<b>Last item completed after 8 minutes</b> (possible values: from 11 to 29, -88=NA)	[ ____ ] (MTHLST10)

1.89	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)	Hours: [ ____ ] (CMPENHR)
1.90	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ ____ ] (CMPENMN)

**FIELDWORKER:** Fill out 1.91 to 1.93 **after** you have finished the test with the child and she/he is no longer there.

1.91	<b>Language used by field worker during administration.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (MTHLNGAD)
1.92	<b>Language used by child during administration.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (MTHLNGCH)
1.93	<b>Language in which the test was written.</b> (ENTER FROM CODE BOX #1) (if 07 then specify below) Other, specify: _____	[ ____ ] (MTHLNGTS)

CODE BOX 1 - LANGUAGES			
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#### EVALUATION OF ADMINISTRATION

1.94	<b>Comments on the administration</b> (please comment on any situations that might affect the validity of the test results, especially if you considered the administration of either test inadequate) (PPVTCMMT)
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Date when this section is filled: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(day/month/year)

Time when section started: \_\_\_\_ : \_\_\_\_

Fieldworker's name: \_\_\_\_\_ Code: \_\_\_\_\_



**R5 VIETNAM**

Write the correct answer in the space:

1. Write the correct answer in the space:

25% of 240 =

2. About 7000 copies of a magazine are sold each week.

Approximately how many magazines are sold each year?

- a. 8400
- b. 35 000
- c. 84 000
- d. 350 000
- e. 3 500 000

3. One year a company reported selling [1426 tons] of fertilizer. The following year the company sold 15% less fertilizer. Which is the closest approximation to the number of [tons] of fertilizer sold in the second year?

- a. 200
- b. 1200
- c. 300
- d. 1600

4. The mean age of the 11 members of a football team is 22 years. When one member of the football team was sent off, the mean age of the rest of the team was 21 years. How old was the player who was sent off?

Write your answer in the box

5.  $45 \div 15 =$

6.  $18.23 - 0.2 =$

7.  $\frac{9}{8} \times \frac{2}{3} =$

8. The graph shows the distribution of crops grown in a certain country.



According to the information in the graph, which of these statements is true?

- a) More oats are grown than wheat.
- b) Corn is more than one-half of the country's crop.
- c) Oats are more than one third of the country's crop.
- d) The total crop of oats and wheat is greater than the corn crop.

9. A scoop holds  $\frac{1}{5}$  kg of flour. How many scoops of flour are needed to fill a bag

with 6 kg of flour? Answer: \_\_\_\_\_

**10.** In a school there were 1200 students (boys and girls). A sample of 100 students was selected at random, and 45 boys were found in the sample. Which of these is most likely to be the number of boys in the school?

- a. 450
- b. 500
- c. 540
- d. 600

**11.** Tickets for a train cost either 10 [dollars], 15 [dollars], or 30 [dollars]. Of the 900 tickets sold,  $\frac{1}{5}$  cost 30 [dollars] each and  $\frac{2}{3}$  cost 15 [dollars] each. What fraction of the train tickets was sold for 10 [dollars] each?

- a.  $\frac{2}{15}$
- b.  $\frac{1}{15}$
- c.  $\frac{12}{15}$
- d.  $\frac{6}{1}$

Below is a receipt that [Oscar] received after making a purchase in a cloth shop. There are some blank spaces in the receipt where information is missing. Read carefully.

[Kathy's] Shop			RECEIPT N° 0568	
			Date: [October 4th, 2012]	
No. of items	DESCRIPTION	UNIT PRICE	LINE TOTAL	DISCOUNT
10	Trousers	[\$12]	[\$ 120]	[\$ 24]
25	T-shirts	[\$ 13]	[\$ 325]	No discount
78	Socks	[\$ 4]	[\$ 312]	[\$ 35]
37	Dresses	[\$ 20]	[ \$740]	No discount
49	Skirts	[\$ 8]	[ \$392]	[\$ 33]
			<b>[\$ 92]</b>	<b>TOTAL DISCOUNT</b>
			<b>TOTAL</b>	

12. Based on the receipt, answer the following questions by marking the correct answer with an X.

How many items did [Oscar] buy?

- a. 199
- b. 209
- c. 198
- d. 208

13. [Andrea] wants to buy 38 T-shirts. How much will she pay?

- a. [\$ 325]
- b. [\$ 494]
- c. [\$ 484]
- d. [\$ 304]

**14.** How much did [Oscar] spend in [Kathy's] shop?

- a. [\$ 1982]
- b. [\$ 1889]
- c. [\$ 1981]
- d. [\$ 1797]

**15.** [Oscar] bought t-shirts and socks. How much more did [Oscar] spend on t-shirts than on socks?

- a. [Oscar] spent [\$ 13] more buying t-shirts than socks
- b. [Oscar] spent [\$ 23] more buying t-shirts than socks
- c. [Oscar] spent [\$ 58] more buying t-shirts than socks
- d. [Oscar] spent [\$ 48] more buying t-shirts than socks

Below is a medicine description. Read it carefully.

Each box costs  
[\$15]

## [CIPIRINA]

INGREDIENTS: Each tablet contains 500 mg *acetaminophen* acid

DOSAGE: ORAL. 1 or 2 tablets every 4 hours, preferably accompanied by food, for not longer than 28 days. In the case of children, only 1 tablet every 8 hours for not longer than 10 days.

INDICATIONS: [Cipirina] is often used to relieve different symptoms. This medication relieves mild to moderate pain in the muscles of the hands and legs. It reduces fever, bone pain and menstrual symptoms.

CAUTION: [Cipirina] may cause drowsiness, gastric pain, allergies or ulcers. Children up to 10 years with chicken pox and asthma should consult with their doctor before taking this medicine.

Based on the text, answer the following questions by marking the correct answer with an X.

16. According to the description, how many tablets can a child take in one day?

- a. 2 tablets
- b. 1 tablet
- c. 3 tablets
- d. 8 tablets

17. If [Arturo] takes the largest amount of pills recommended for adults, how many more pills can he take compared with a child in two days?

- a. [Arturo] can take 18 pills more than a child
- b. [Arturo] can take 3 pills more than a child

c. [Arturo] can take 9 pills more than a child

d. [Arturo] can take 7 pills more than a child

18. [Ana's] doctor tells her to take 2 tablets every 12 hours for a week. How many mg of acetaminophen will [Ana] have taken in total by the end of the week?

a. 14 000 mg

b. 7 000 mg

c. 21 000 mg

d. 12 000 mg

19. [Mario] wants to buy 7 boxes. When he was going to pay the cashier told him that there was a 25% discount on the tablets he was buying. Which mathematical operation(s) is (are) needed to get the amount of money he paid for his medicine?

a. Only multiplication

b. Multiplication, division and subtraction

c. Division and multiplication

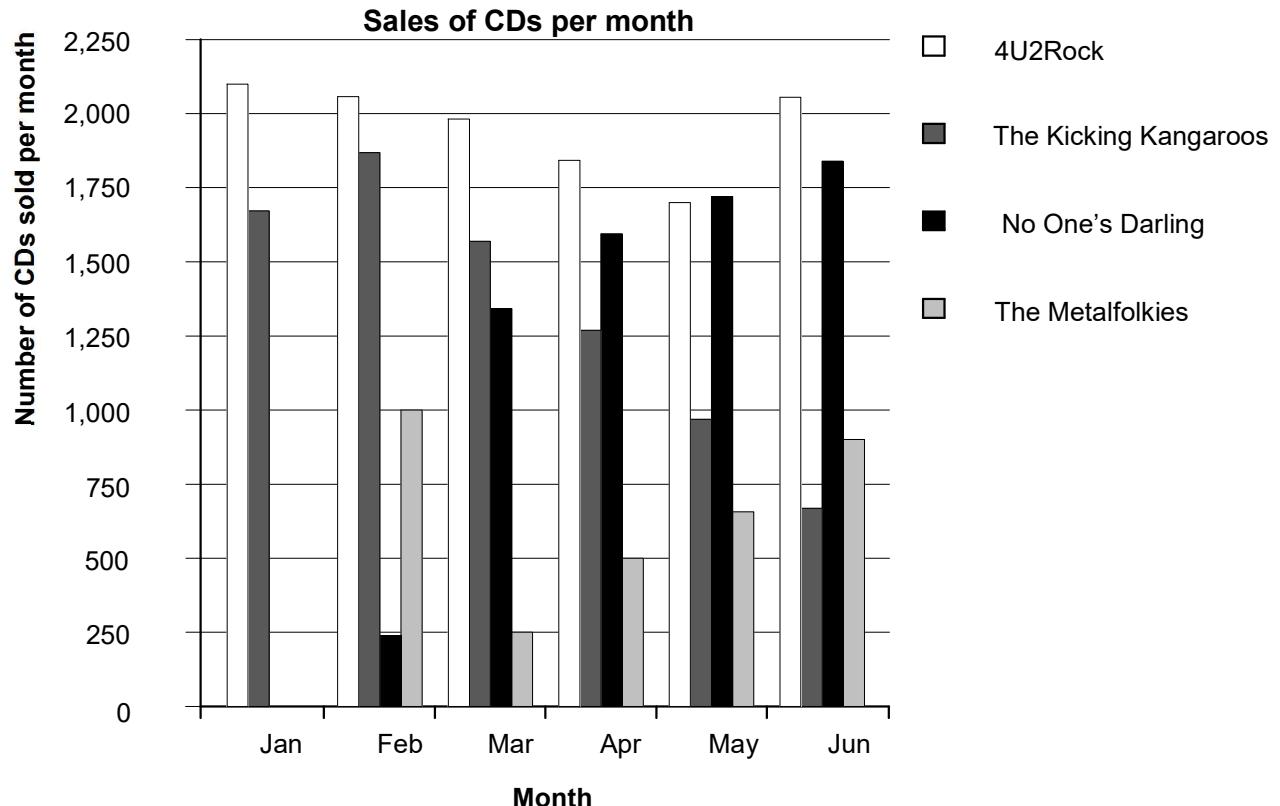
d. Addition and subtraction

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## CHARTS

In January, the new CDs of the bands *4U2Rock* and *The Kicking Kangaroos* were released.

In February, the CDs of the bands *No One's Darling* and *The Metalfolkies* followed. The following graph shows the sales of the bands' CDs from January to June.



**20.** How many CDs did the band The Metalfolkies sell in April?

- A. 250
- B. 500
- C. 1000
- D. 1270

**21.** In Which month did the band NO One's Darling sell more CDs than the ban The Kicking Kangaroos for the first time?

- A. No month
- B. March
- C. April
- D. May

**22.** The manager of The Kicking Kangaroos is worried because the number of their CDs that sold decreased from February to June. What is the estimate of their sales volume for July if the same negative trend continues?

- A. 70 CDs
- B. 370 CDs
- C. 670 CDs
- D. 1340 CDs

## **HELEN THE CYCLIST**



Helen has just got a new bike. It has a speedometer which sits on the handlebar.

The speedometer can tell Helen the distance she travels and her average speed for a trip.

**23.** On one trip, Helen rode 4km in the first 10 minutes and then 2 km in the next 5 minutes. Which one of the following statements is correct?

- A. Helen's average speed was greater in the first 10 minutes than in the next 5 minutes.
- B. Helen's average speed was the same in the first 10 minutes and in the next 5 minutes.
- C. Helen's average speed was less in the first 10 minutes than in the next 5 minutes.
- D. It is not possible to tell anything about Helen's average speed from the information given.

**24.** Helen rode 6 km to her aunt's house. Her speedometer showed that she had averaged 18 km/h for the whole trip. Which one of the following statements is correct?

- A. It took Helen 20 minutes to get her aunt's house.

- B. It took Helen 30 minutes to get her aunt's house.
  - C. It took Helen 3 hours to get her aunt's house.
  - D. It is not possible to tell how long it took Helen to get to her aunt's house.
- 25.** Helen rode her bike from home to the river, which is 4 km away. It took her 9 minutes. She rode home using a shorter route of 3km. this only took her 6 minutes. What is Helens average, speed, in km/h, for the trip to the river and back?

Average speed for the trip: ..... km/h

## WHICH CAR?

Chris has just received her car driving licence and wants to buy her first car.

This table below shows the details of four cars she finds at a local car dealer.

Model	Alpha	Bolte	Castel	Dezal
Year	2003	2000	2001	1999
Advertised price (zeds)	4800	4450	4250	3990
Distance travelled (kilometres)	105 000	115 000	128 000	109 000
Engine capacity (litres)	1.79	1.796	1.82	1.783

Chris wants a car that meets all these conditions:

- The distance travelled is not higher than 120 000 kilometers.
- It was made in the year 2000 or a later year.
- The advertised price is not higher than 4500 zeds.

**26.** Which car meets Chris conditions?

- A. Alpha
- B. Bolte
- C. Castel
- D. Dezal

**27.** Which car's engine is the smallest?

- A. Alpha
- B. Bolte
- C. Castel
- D. Dezal

**28.** Chris will have to pay an extra 2.5% of the advertised cost of the car as taxes.

How much are the extra taxes for the Alpha?

Extra taxes in zeds: .....

## CLIMBING MOUNT FUJI

Mount Fuji is a famous dormant volcano in Japan.



29. Mount Fuji is only open to the public for climbing from 1 July to 27 August each year. About 200 000 people climb Mount fuji during this time. On Average, about how many people climb Mount fuji each day?
- A. 340
  - B. 710
  - C. 3400
  - D. 7100
  - E. 7400
30. The Gotemba walking trail up Mount Fuji is about 9 Kilometres (km) long.

Walkers need to return from the 18km walk by 8pm.

Toshi estimates that he can walk up the mountain at 1.5 kilometres per hour on average, and down at twice that speed. These speeds take into account meal breaks and rest times.

Using Toshi's estimated speeds, what is the latest time he can begin his walk so that he can return by 8pm?

- 31.** Toshi wore a pedometer to count his steps on his walk along Gotemba trail.

His pedometer showed that he walked 22 500 steps on the way up.

Estimate Toshi's average step length for his walk up the 9 km Gotemba trail. Give your answer in centimetres (cm).

Answer: .....cm



## **Reading Comprehension**

### **Vietnam Round 5**

**(English Version)**

## **SET 1**

---

[CHILD'S NAME] lives in [NAME OF VILLAGE] in [NAME OF REGION]. He is a grade seven student and is twelve years old [ADJUST grades and age to reflect the official age of entry to the education system in your country]. He is a very clever student and works hard.

[CHILD'S NAME'S] father is a successful farmer. He usually produces a large quantity of maize from his farm. [CHILD'S NAME'S] mother is also a hard worker. In addition to her main domestic work she sells salt at the market in her spare time, to subsidize [or supplement] the income of the family.

After school [CHILD'S NAME] always herds cattle. He sometimes also assists his mother by fetching water. [FRIEND'S NAME] is [CHILD'S NAME'S] classmate. In the evening, [CHILD'S NAME] studies with [FRIEND'S NAME].

**1. In the evening who does [CHILD'S NAME] study with?**

- a) His mother
- b) His father
- c) No-one
- d) [FRIEND'S NAME]

**2. [CHILD'S NAME] does many things after school. Which is a full list of his activities?**

- a) He herds cattle, fetches water and feeds goats
- b) He fetches water, herds cattle and sleeps
- c) He fetches water, herds cattle and studies with [FRIEND'S NAME]
- d) He fetches water, feeds goats and studies with [FRIEND'S NAME]

**3. What is the main message of the story in the passage?**

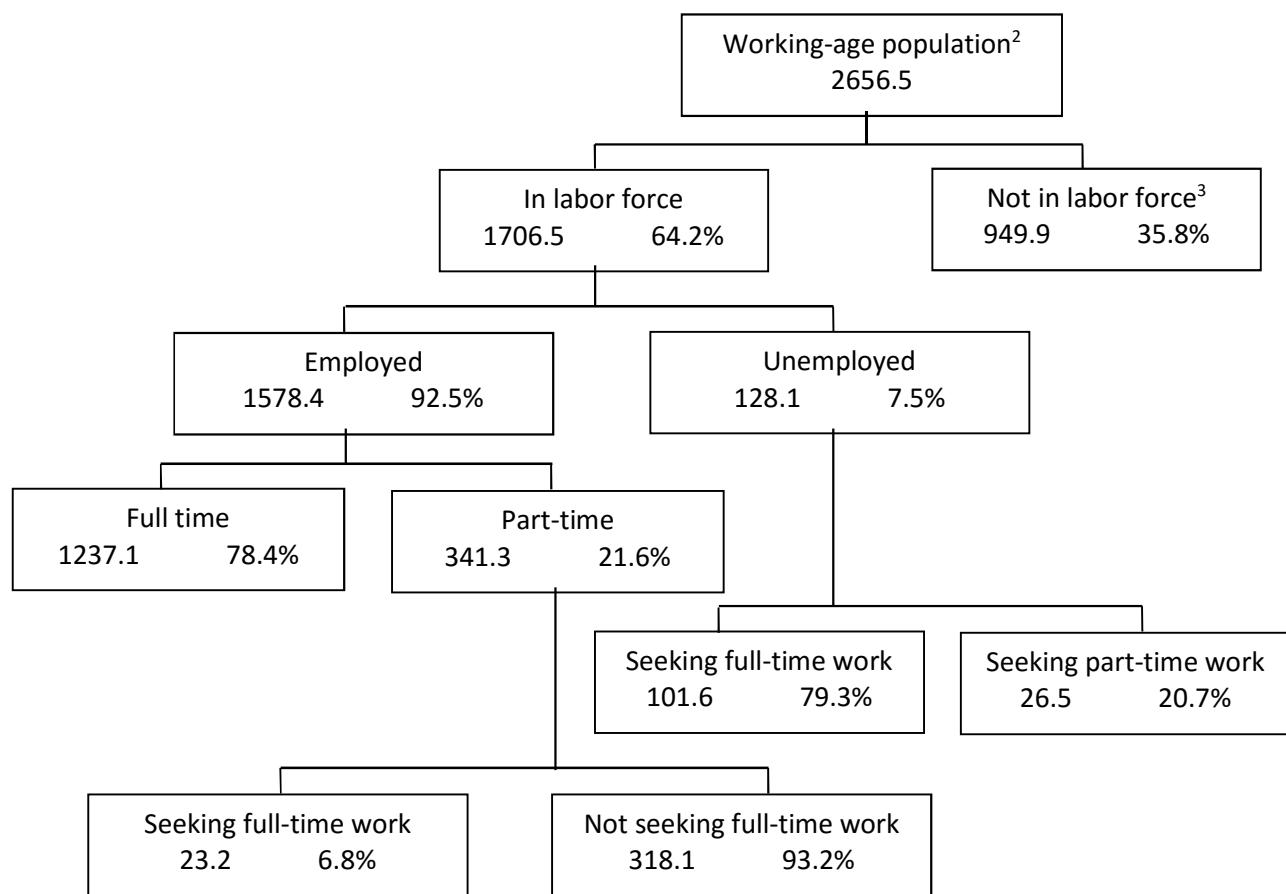
- a) [CHILD'S NAME] family are hard workers
- b) [CHILD'S NAME] family do not work hard
- c) [CHILD'S NAME] is good friends with [FRIEND'S NAME]
- d) [CHILD'S NAME] is a very clever student

## **SET 2**

---

The tree diagram below shows the structure of a country's "working-age population". The total population of the country in 1995 was about 3.4 million. Read the diagram and the footnote carefully.

**The Working Age Population Structure year ended [31 March] 1995 (in thousands)<sup>1</sup>**



1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People "Not in labour force" are those not actively seeking work and/or not available for work. This includes people with long term illnesses, retired people and prisoners.

Based on the diagram, answer the following questions.

**4. What are the two main groups into which the working-age population is divided?**

- a) Employed and unemployed
- b) Of working age and not of working age
- c) Full-time workers and part-time workers
- d) In the labour force and not in the labour force

**5. How many thousands of people of working age were not in the labour force?**

- a) 2656.5
- b) 1706.5
- c) 949.9
- d) 1578.4

**6. In which category would a man, aged 28, who recently sold his shop and is looking for work, fall?**

- a) In labour force: Employed
- b) In labour force: Unemployed
- c) Not in labour force
- d) Not included in any category

**7. ‘Underemployed’ people are people working part-time who would prefer to work full-time. This group is:**

- a) More than half of all employed people
- b) More than half of all those people seeking full-time work
- c) Less than half of those people seeking full-time work
- d) More than half of those people in part-time employment

**8. Which group would normally be counted as “in the labour force”?**

- a) Unemployed soldiers
- b) Retired teachers
- c) Those who cannot work due to illness
- d) People in prison

**9. Which groups make up the total of people in the labour force who are not employed full-time and not looking for full-time work?**

- a) People who are employed part time plus the unemployed
- b) People who are unemployed and looking for part-time work plus those in part-time employment
- c) People who are unemployed and looking for part-time work plus people who are employed part-time and not looking for full-time work
- d) The unemployed who are looking for part-time work

## **SET 3**

---

Read the following text carefully:

Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

Of all the big cats in the wild, the leopard is found across the largest area. Leopards live in much of Asia and Africa. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. Their fur can be a vivid yellow color or a rusty shade. Each of their spots is large and black, consisting of a middle spot with a circle of spots around it.

The cheetah's head is smaller than the leopard's, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard's, allowing it to run at speeds of up to [70 miles per hour]! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah's spots are simply black spots or circles.

What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.

Based on the text, answer the following questions by marking the correct answer with an X.

**10. Where in the world is one of the largest concentrations of jaguars?**

- a) The wilds of Africa
- b) Brazil and Central America
- c) Northwestern Afghanistan
- d) Northern Argentina

**11. Which of the following is NOT a way to tell the difference between spotted cats?**

- a) how big they are
- b) how their fur is marked
- c) where they live
- d) how beautiful they are

**12. Which of the following is a quality possessed by BOTH leopards and jaguars?**

- a) They are skilled climbers
- b) They can swim well
- c) They are built for speed
- d) They can hunt by climbing trees

**13. Which words from the passage express an attitude of sympathy for animals that are prey to big cats?**

- a) . . . How they move and hunt . . .
- b) . . . Might eat fruit, field mice, and large insects.
- c) . . . Dinner, which is usually an unfortunate antelope
- d) . . . That they are wild, powerful animals . . .

**14. What is the difference between a cheetah and a leopard according to the text?**

- a) The cheetah is faster and the leopard's body is longer
- b) Unlike the leopard, the cheetah's spots are just spots not circles and the cheetah's head is larger than the leopard's
- c) The leopard can climb trees while the cheetah cannot
- d) The cheetah and leopards spots are different and they are different in shape and size

**15. Which of the following describes the author's feelings about big cats?**

- a) He is impressed by their diet, hunting and habitat
- b) He is impressed by their beauty, grace and power
- c) He enjoys comparing the differences between the types of big cats
- d) He would like readers to better understand the lives of big cats

## **SET 4**

---

One of the most important natural resources nature has endowed mankind with is rivers. There are many important rivers of the world. They include the world's longest rivers, the Amazon in South America and the Nile in Africa. Others include the Yangtse river in China and the Ganges in India.

In ancient times, great civilisations developed in fertile river valleys. Thus the ancient civilisation of Egypt developed in the fertile Nile river valley. The people of Egypt depended heavily on the Nile for many types of sustenance. They obtained fresh water and fish from it, and developed a system of drawing water from the Nile River to irrigate their lands. When the river was in flood, it deposited alluvial soil on its Banks. The Egyptian farmers learned to use the rich soil to grow their crops. They had water to feed their animals – cows, camels, sheep, donkeys and goats. There is a saying that "Egypt is the Nile and the Nile is Egypt."

In some parts of the world, rivers provide alluvial gold and diamonds. After floods have subsided, people living near the banks of rivers collect and wash the alluvial soil and the sand of the river beds. Fragments of gold and diamonds are collected and sold to gold and diamond dealers. Some people today still use this method, but more frequently the job is done by powerful dredging machines.

One of the greatest uses that mankind has put rivers to is the production of hydro-electric power. It involves the construction of a dam and the creation of an artificial lake behind the dam. A dam provides a constant and reliable supply of water to turn turbines in the dam to produce cheap electric power. In Africa, the following dams readily come to mind: the Aswan dam on the Nile, the Kainji dam on the Niger, the Akosombo on the Volta and the new Tekeze dam in Ethiopia.

The Akosombo lake, created as a result of the damming of the River Volta in Ghana, is the longest man-made lake in the world. Fishing in the lake is a very lucrative business. Fishermen use dug-out canoes, fish traps, baskets, and hooks and lines to catch the fish, and every day traders from all over Ghana go to various inland ports on the lake where it is sold fresh, fried, smoked or salted. By far the most popular species of fish is the tilapia.

In spite of the immense benefits derived from rivers, human activities are destroying this important natural resource. Lumbering and farming activities have exposed some rivers to massive evaporation. Some rivers dry up in the course of the year. Some fishermen use unorthodox methods in fishing, for example by using very dangerous chemicals to poison the fish, while others use dynamite to kill large quantities. The rivers are thus polluted, which results in health hazards for the people who use the water from the rivers.

**16. What does the saying “Egypt is the Nile and the Nile is Egypt” show?**

- a) The way in which Egypt was dependent on the Nile for sustenance
- b) The fact that the Nile is located in Egypt
- c) The fact that Egypt’s main river is the Nile
- d) The fact that the Nile produces alluvial gold and diamonds

**17. How is most alluvial gold obtained today?**

- a) Through collecting and washing alluvial soil after floods
- b) Through buying it from gold and diamond dealers
- c) Through using dredging machines
- d) Through collecting and washing alluvial sand after floods

**18. What are the two ways that dams are useful?**

- a) The provision of fertile soil for agriculture and the provision of hydro-electric power
- b) The creation of dam lakes to fish in and the ability to dredge for gold and diamonds
- c) The provision of hydro-electric power and the ability to dredge for gold and diamonds
- d) The provision of hydro-electric power and the creation of dam lakes to fish in

**19. Which two activities of man have exposed some rivers to evaporation?**

- a) Lumbering and Farming
- b) Dynamite and chemical fishing
- c) The construction of dams and too much fishing
- d) Dredging for gold and diamonds and agriculture

**20. What is the best title for this article?**

- a) Dams are a good means of producing electricity and fish
- b) Rivers provide an important resource for human society in a variety of ways
- c) The many different rivers around the world
- d) Rivers provide fertile land for agriculture

**21. Which of the following is the author's main concern about the changing relationship between humans and rivers?**

- a) Damming rivers to provide electricity is destroying the natural course of rivers and is causing rivers to dry-up for periods of the year
- b) Pollution from new methods of fishing is causing a danger to human health
- c) Farming and lumbering near to rivers is polluting the water in rivers, making it unhealthy for fish and humans
- d) The use of hydro-electric power causes pollution in rivers that kills fish and damages human health

## **SET 5**

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### **A VISIT TO UNCLE'S HOME**

Visiting Uncle's home, village Sen

A fence of hibiscus lights up like pink fire

A white butterfly circles

A bunch of ripe guavas reflects the sky's honey-colour.

Uncle's home where he spent childhood

How life tilted the weathered thatched roof

A bamboo bed, too simple

The hemp hammock lulls one to sleep during summer afternoons.

Sen Village, just as every village

Houses interlaced with bamboo trees and footballs.

There the flowers are bright red like lipstick

There the white butterfly is fluttering like in a dream.

*Nguyen Duc Mau*

#### **22. Which colours are mentioned in the poem?**

- a) Pink, white, yellow, red, lotus pink.
- b) Honey, white, pink fire, red lipstick.
- c) White, pink fire, red lipstick, honey.
- d) Red fire, white, honey, pink lipstick.

#### **23. Which of the following options reflects the author's feeling when visiting Uncle's house?**

- a) Melancholic, deep longing
- b) Melancholic, immense sadness.
- c) Melancholic, touched, reflective.
- d) Melancholic, expectant, hopeful

**24. What doesn't the author see when visiting Uncle's house?**

- a) A bunch of guavas, hibiscus flowers
- b) White butterfly, bamboo trees
- c) The house, hemp hammock, bamboo bed
- d) Lotus, roof tiles

**25. How is Uncle's house described?**

- a) There are a bamboo bed, a hemp hammock, and a thatched roof
- b) There are a hemp hammock, a tiled roof, and a bamboo bed
- c) There are a bamboo bed, a fabric hammock, and a thatched roof
- d) There are a thatched roof, a wooden bed, and a hemp hammock

**26. What is the poem about?**

- a) About a beautiful garden with flowers, butterflies, and ripe fruits.
- b) About a thatched house, a hemp hammock, and a bamboo bed
- c) About a village under the shade of bamboos as any other village
- d) About Uncle's home, a very simple place, but very dear to us



# KIỂM TRA ĐỌC HIẾU

## BỘ D

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Việt sống ở một ngôi làng thuộc một tỉnh nhỏ. Việt 12 tuổi và đang học lớp 6. Cậu ấy là một học sinh thông minh, chăm chỉ.

Bố của Việt là một nông dân giỏi. Chú ấy thường thu hoạch được rất nhiều ngô. Mẹ của Việt cũng làm việc rất chăm chỉ. Ngoài làm việc nhà, mỗi khi có thời gian rảnh, cô ấy còn tranh thủ bán muối ở chợ để tăng thêm thu nhập cho gia đình.

Sau giờ học, Việt thường chăn gia súc. Thỉnh thoảng Việt còn phụ giúp mẹ đi lấy nước. Khoa là bạn cùng lớp của Việt. Khoa hay học bài cùng Việt vào mỗi tối.

### 1. Buổi tối, Việt hay học bài cùng ai?

- A. Mẹ của Việt
- B. Bố của Việt
- C. Không học cùng ai
- D. Khoa

### 2. Việt làm rất nhiều việc mỗi khi đi học về. Câu nào dưới đây liệt kê đầy đủ những việc Việt làm?

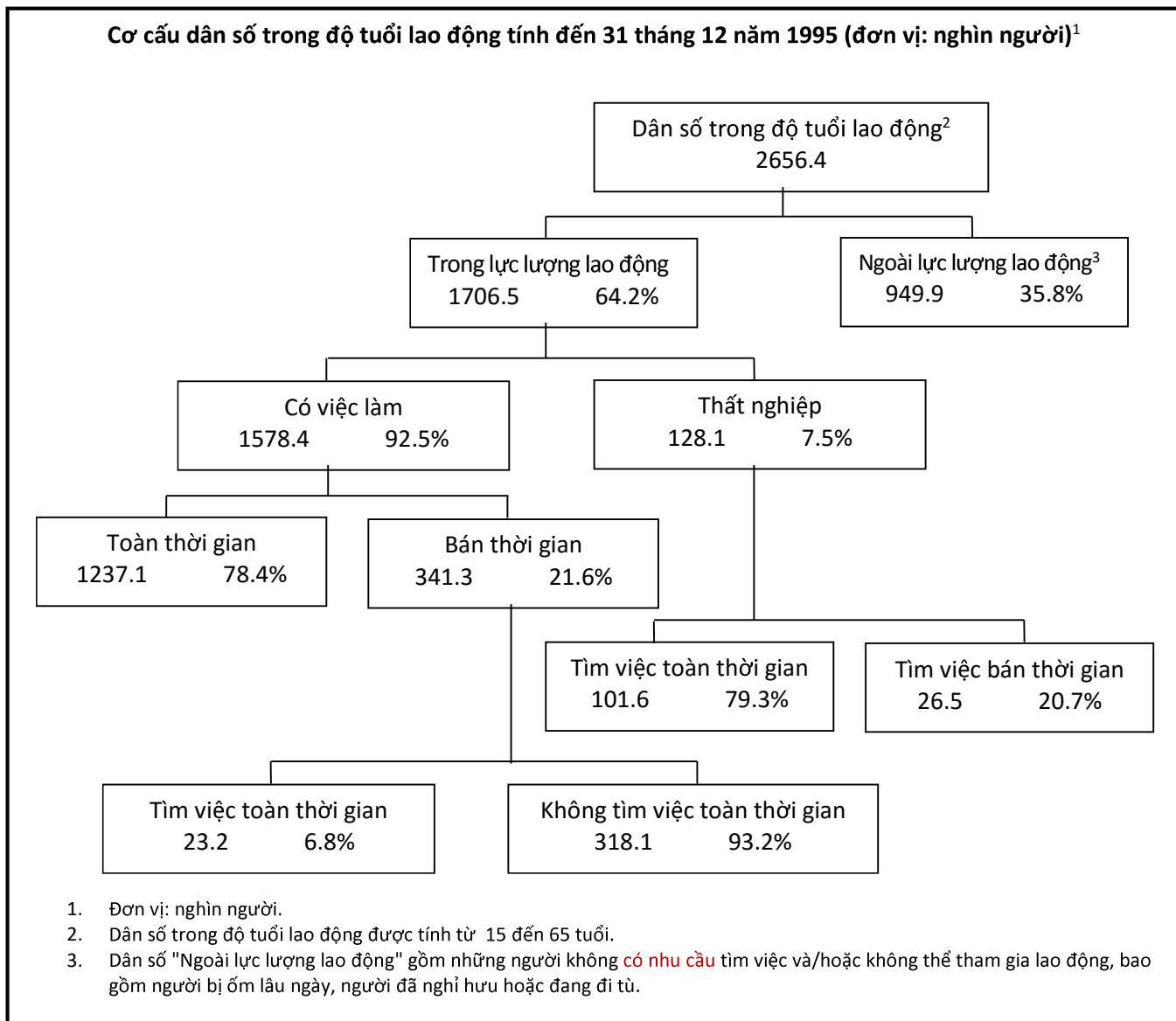
- A. Cậu ấy chăn gia súc, lấy nước và cho dê ăn
- B. Cậu ấy lấy nước, chăn gia súc và ngủ
- C. Cậu ấy lấy nước, chăn gia súc và học bài cùng Khoa
- D. Cậu ấy lấy nước, cho dê ăn và học bài cùng Khoa

### 3. Thông điệp chính của đoạn văn trên là gì?

- A. Mọi người trong gia đình Việt chăm chỉ
- B. Mọi người trong gia đình Việt không chăm chỉ làm việc
- C. Việt là bạn tốt của Khoa
- D. Việt là một học sinh thông minh

## BỘ J

Biểu đồ hình cây dưới đây biểu thị cơ cấu dân số trong độ tuổi lao động của một quốc gia. Tổng dân số của quốc gia này vào năm 1995 khoảng 3,4 triệu người. Hãy đọc kỹ biểu đồ và phần chú thích.



Dựa vào biểu đồ trên, hãy trả lời các câu hỏi sau.

### 4. Dân số trong độ tuổi lao động được chia thành hai nhóm chính nào?

- A. Nhóm có việc làm và nhóm thất nghiệp
- B. Nhóm trong độ tuổi lao động và nhóm ngoài độ tuổi lao động
- C. Nhóm làm việc toàn thời gian và nhóm làm việc bán thời gian
- D. Nhóm trong lực lượng lao động và nhóm ngoài lực lượng lao động.

**5. Có bao nhiêu nghìn người trong độ tuổi lao động nhưng ngoài lực lượng lao động?**

- A. 2656.5
- B. 1706.5
- C. 949.9
- D. 1578.4

**6. Một người đàn ông 28 tuổi vừa mới bán cửa hàng của mình và đang tìm việc làm thì thuộc nhóm nào?**

- A. Trong lực lượng lao động: Có việc làm
- B. Trong lực lượng lao động: Thất nghiệp
- C. Ngoài lực lượng lao động
- D. Không thuộc nhóm nào cả

**7. Người “thiếu việc làm” là người đang làm việc bán thời gian nhưng muốn tìm việc làm toàn thời gian. Nhóm này chiếm:**

- A. Nhiều hơn một nửa số người có việc làm
- B. Nhiều hơn một nửa số người đang tìm việc toàn thời gian
- C. Ít hơn một nửa số người đang tìm việc toàn thời gian
- D. Nhiều hơn một nửa số người đang làm việc bán thời gian

**8. Nhóm nào thường được coi là "trong lực lượng lao động"?**

- A. Những người thất nghiệp
- B. Giáo viên về hưu
- C. Những người không thể làm việc vì ốm yếu
- D. Tù nhân

**9. Những nhóm nào thuộc nhóm dân số trong lực lượng lao động, nhưng không làm việc toàn thời gian và không có nhu cầu tìm việc làm toàn thời gian?**

- A. Nhóm những người đang làm việc bán thời gian và nhóm những người thất nghiệp
- B. Nhóm những người thất nghiệp và đang tìm việc bán thời gian và nhóm những người đang làm việc bán thời gian.
- C. Nhóm những người thất nghiệp và đang tìm việc bán thời gian và nhóm làm việc bán thời gian và không có nhu cầu tìm việc toàn thời gian
- D. Nhóm thất nghiệp và đang tìm việc bán thời gian.

## **BỘ K**

Hãy đọc kĩ đoạn văn sau đây:

Một số loài vật thuộc họ Mèo có lông đốm. Bạn có biết sự khác nhau giữa báo hoa mai, báo đốm châu Mỹ, và báo săn không? Trông xa chúng có vẻ giống nhau. Tuy nhiên, khi nhìn gần, chúng rõ ràng là những giống báo khác nhau. Chúng khác nhau ở nhiều điểm, khác nhau về nơi sinh sống, kích thước cơ thể, về cách chúng di chuyển và săn mồi và về hình dạng các đốm trên bộ lông của chúng.

Trong số tất cả các loài vật sống hoang dã thuộc họ Mèo, báo hoa mai phân bố rộng nhất. Chúng sống phân lớn ở châu Á và châu Phi. Báo hoa mai leo trèo rất giỏi và có thể săn khỉ trên cây. Chúng cũng có thể nằm chờ và nhảy xuống vò khi con mồi đi qua. Khi nguồn thức ăn cạn kiệt, chúng có thể ăn hoa quả, chuột đồng, và những con côn trùng lớn. Các vết đốm của loại báo này không phải là những đốm đen đơn giản, mà trông như những vòng tròn đứt đoạn.

Báo đốm châu Mỹ, phân bố từ miền Nam của nước Mỹ đến miền Bắc của Ác-hen-ti-na, trong đó tập trung đông nhất ở Bra-xin và Trung Mỹ. Vẻ đẹp và sức mạnh của báo đốm châu Mỹ khiến những người cổ đại tôn thờ chúng. Báo đốm châu Mỹ có đầu và mình lớn, chân ngắn và to hơn chân báo hoa mai. Báo đốm châu Mỹ leo trèo giỏi, và bơi cũng giỏi. Lông của chúng màu vàng tươi hoặc màu đồng thau. Các đốm trên lông to và màu đen, gồm có một đốm ở giữa và một vòng đốm bao quanh.

Báo săn có đầu nhỏ hơn và mình dài hơn báo hoa mai. Chúng có cấu tạo cơ thể để chạy với vận tốc cực nhanh. Chân báo săn dài hơn chân báo hoa mai khá nhiều, cho phép nó chạy với tốc độ 110 km/giờ! Khả năng phi thường này giúp cho báo săn kiếm được thức ăn, thường là những con sơn dương kém may mắn. Vết đốm của báo săn là những đốm đen hay vòng tròn đen đơn giản.

Điểm chung của các loài báo này, đó là chúng là những động vật hoang dã, mạnh mẽ, rất đẹp và duyên dáng.

Dựa vào đoạn văn trên, hãy trả lời các câu hỏi sau:

**10. Báo đốm châu Mỹ sống tập trung đông nhất ở đâu trên thế giới?**

- A. Vùng hoang vu của châu Phi
- B. Bra-xin và Trung Mỹ
- C. Tây Bắc Ap-ga-ni-xtăng
- D. Bắc Ác-hen-ti-na

**11. Điểm nào sau đây KHÔNG PHẢI điểm khác biệt được nói đến giữa các loài báo đốm?**

- A. kích thước cơ thể
- B. hình dạng các đốm trên bộ lông
- C. nơi sinh sống
- D. vẻ đẹp của chúng

**12. Đặc điểm nào sau đây có CẢ ở báo hoa mai VÀ báo đốm châu Mỹ?**

- A. Chúng leo trèo giỏi
- B. Chúng bơi giỏi
- C. Chúng có cấu tạo cơ thể để chạy với vận tốc cực nhanh
- D. Chúng có thể trèo cây để săn mồi

**13. Những từ nào trong đoạn văn DIỄN TẢ thái độ cảm thông với những động vật là mồi săn của những con báo?**

- A. . . . cách chúng di chuyển và săn mồi . . .
- B. . . . có thể ăn hoa quả, chuột đồng hay những con côn trùng lớn.
- C. . . . thức ăn, thường là những con sơn dương kém may mắn
- D. . . . chúng là những động vật hoang dã, mạnh mẽ . . .

**14. Theo đoạn văn trên thì điểm khác biệt giữa báo săn và báo hoa mai là gì?**

- A. Báo săn nhanh hơn, thân mình báo hoa mai dài hơn
- B. Không giống báo hoa mai, đốm của báo săn chỉ là các đốm đơn giản, không có vòng tròn bao quanh, đầu của báo săn to hơn đầu báo hoa mai
- C. Báo hoa mai có thể leo cây còn báo săn thì không
- D. Đốm của báo săn và báo hoa mai khác nhau về hình dạng và kích cỡ

**15. Câu nào sau đây miêu tả cảm nhận của tác giả đối với các loài báo?**

- A. Tác giả ấn tượng với chế độ ăn uống, khả năng săn mồi và môi trường sống tự nhiên của chúng
- B. Tác giả ấn tượng với vẻ đẹp, sự duyên dáng và sức mạnh của chúng
- C. Tác giả thích so sánh sự khác nhau giữa các loài báo
- D. Tác giả mong muốn người đọc sẽ hiểu kĩ hơn về cuộc sống của loài báo

## BỘ L

Một trong những nguồn tài nguyên quan trọng nhất mà thiên nhiên ban tặng cho con người đó là những dòng sông. Trên thế giới có nhiều dòng sông quan trọng, gồm những dòng sông dài nhất thế giới, như sông A-ma-zôn ở Nam Mỹ và sông Nin ở châu Phi. Những dòng sông quan trọng khác có thể kể đến là sông Trường Giang ở Trung Quốc và sông Hằng ở Ấn Độ.

Từ thời cổ đại, các nền văn minh lớn đã phát triển dọc các lưu vực sông màu mỡ. Nền văn minh Hy Lạp cổ đại phát triển ở lưu vực sông Nin. Người Hy Lạp phụ thuộc nhiều vào sông Nin để có các nguồn sinh sống. Họ lấy nước ngọt và đánh cá ở sông Nin, phát triển hệ thống tưới tiêu lấy nước từ sông Nin chuyển đến các cánh đồng. Khi nước sông dâng lên, phù sa bồi lấp bờ sông, những người nông dân Hy Lạp đã học cách sử dụng đất phù sa màu mỡ để trồng hoa màu. Họ cũng lấy nước từ sông để chăm sóc - bò, lạc đà, cừu, lừa và dê. Người Hy Lạp có câu thành ngữ "Hy Lạp là sông Nin và sông Nin là Hy Lạp."

Ở một số nơi trên thế giới, con người còn thu được vàng và kim cương bồi tích từ các dòng sông. Sau khi nước rút, những người sống cạnh bờ sông nạo vét và đào đất bồi tích dưới lòng sông để lấy sạn vàng và kim cương, rồi đem bán cho các hiệu buôn. Ngày nay một số người vẫn còn dùng phương pháp này, nhưng thường dùng máy nạo vét và đào vàng có công suất lớn.

Một trong những lợi ích lớn nhất mà các dòng sông mang lại là tạo ra năng lượng thủy điện. Để làm được điều đó, người ta phải xây một con đập và một cái hồ nhân tạo đằng sau con đập. Con đập là nguồn cung cấp nước thường xuyên và tin cậy để làm cho các tua bin đặt ở các con đập quay và tạo ra nguồn điện giá rẻ. Ở châu Phi, khi nói về đập thủy điện người ta nghĩ ngay đến những cái tên sau: đập A-xoa trên sông Nin, đập Kai-ni trên sông Nai-giơ, đập A-cô-xôm-bô trên sông Vôn-ta và con đập mới Te-ke-de ở É-ti-ô-pi-a.

Hồ A-cô-xôm-bô, được tạo nên trong quá trình xây đập trên sông Vôn-ta ở Ga-na, là hồ nhân tạo dài nhất trên thế giới. Việc đánh bắt cá trong lòng hồ là mang lại lợi nhuận rất lớn. Nhiều người đánh bắt cá sử dụng những con thuyền độc mộc, lưới, giỏ, lưới câu và dây câu để bắt cá. Hàng ngày, lái buôn từ khắp các vùng miền của Ga-na đổ về các bến cảng trên hồ để thu mua cá tươi, cá khô, cá hun khói hay cá muối. Loại cá được ưa thích nhất ở đây là cá rô phi.

Mặc dù sông mang lại những lợi ích to lớn như vậy, nhưng những hoạt động của con người đang hủy hoại nguồn tài nguyên thiên nhiên quan trọng này. Hoạt động xả chất thải và hoạt động trộn trọt khiến cho nhiều dòng sông đang cạn nước. Một số dòng sông cạn nước theo mùa trong năm. Nhiều người dân sử dụng một số cách đánh bắt cá không chính thống như dùng hóa chất hay thuốc nổ để bắt cá hàng loạt. Vì thế những dòng sông đang bị ô nhiễm, và điều này sẽ gây nguy hại cho sức khỏe của những người đang sử dụng nước từ các dòng sông.

**16. Thành ngữ "Hy Lạp là sông Nin và sông Nin là Hy Lạp" nói lên điều gì?**

- A. Rằng người Hy Lạp phụ thuộc vào sông Nin để có các nguồn sinh sống
- B. Rằng sông Nin nằm ở Hy Lạp
- C. Rằng con sông chính của Hy Lạp là sông Nin
- D. Rằng sông Nin tạo ra vàng và kim cương trong phù sa

**17. Ngày nay vàng bồi tích từ các dòng sông được khai thác chủ yếu bằng hình thức nào?**

- A. Bằng cách nạo vét và đai đất phù sa sau các đợt nước lũ
- B. Bằng cách mua lại từ các hiệu buôn
- C. Bằng cách dùng các máy nạo vét và máy đai vàng
- D. Bằng cách nạo vét và đai cát phù sa sau các đợt nước lũ

**18. Hai lợi ích của các con đập là gì?**

- A. Cung cấp đất màu mỡ cho nông nghiệp và cung cấp năng lượng thủy điện
- B. Tạo ra hồ ngăn nước để đánh bắt cá và có thể đai phù sa lấy vàng và kim cương
- C. Cung cấp năng lượng thủy điện và có thể đai phù sa lấy vàng và kim cương
- D. Cung cấp năng lượng thủy điện và tạo ra hồ ngăn nước để đánh bắt cá

**19. Hai hoạt động nào của con người làm cho một số dòng sông cạn nước?**

- A. Xả chất thải và trồng trọt
- B. Đánh cá bằng hóa chất và thuốc nổ
- C. Xây dựng các con đập và đánh bắt cá quá nhiều
- D. Nạo vét, đai phù sa lấy vàng và kim cương và trồng trọt

**20. Tiêu đề nào sau đây phù hợp nhất với đoạn văn trên?**

- A. Đập nước là một biện pháp tốt để sản xuất điện và đánh bắt cá
- B. Sông là nguồn tài nguyên quan trọng cho xã hội loài người dưới nhiều hình thức
- C. Những con sông khác nhau trên thế giới
- D. Sông cung cấp đất màu mỡ cho nông nghiệp

**21. Điều nào sau đây nói lên mối quan ngại chính của tác giả bài viết về mối quan hệ đang thay đổi giữa con người và các dòng sông?**

- A. Xây đập ở trên các dòng sông để tạo ra năng lượng thủy điện đang hủy hoại dòng chảy tự nhiên của sông và làm cho sông bị cạn nước theo mùa trong năm
- B. Sự ô nhiễm do sử dụng các phương pháp đánh cá mới đang gây nguy hại cho sức khỏe con người
- C. Trồng trọt và xả chất thải gần khu vực sông đang làm ô nhiễm nước sông, gây nguy hại cho thủy sản và con người.
- D. Sử dụng năng lượng thủy điện khiến cho các con sông bị ô nhiễm, khiến cá chết và hủy hoại sức khỏe con người

## **BÔ N**

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### **VỀ THĂM NHÀ BÁC**

Về thăm nhà Bác, làng Sen  
Có hàng râm bụt thấp lén lửa hồng  
    Có con bướm trắng lượn vòng  
    Có chùm ổi chín vàng ong sắc trời.  
    Ngôi nhà Bác thuở thiếu thời  
    Nghiêng nghiêng mái lợp bao đời nắng mưa  
        Chiếc giường tre quá đơn sơ  
        Võng gai ru mát những trưa nắng hè.  
        Làng Sen như mọi làng quê  
        Ngôi nhà lẩn dưới hàng tre bóng tròn.  
            Kìa hàng hoa đỏ màu son,  
            Kìa con bướm trắng chập chờn như mơ.

*Nguyễn Đức Mậu*

**22. Những màu sắc nào được nhắc đến trong bài thơ?**

- A. Hồng, trắng, vàng, đỏ, hồng cánh sen.
- B. Vàng ong, trắng, lửa hồng, đỏ màu son.
- C. Trắng, lửa hồng, đỏ màu son, vàng ong.
- D. Lửa đỏ, trắng, vàng ong, hồng màu son.

**23. Câu nào dưới đây thể hiện cảm xúc của tác giả khi thăm nhà Bác?**

- A. Bâng khuâng, khát khao mãnh liệt
- B. Bâng khuâng, nỗi buồn mênh mông
- C. Bâng khuâng, xúc động, trầm ngâm
- D. Bâng khuâng, mong chờ, hi vọng

**24. Tác giả không nhìn thấy cảnh gì khi về thăm nhà Bác?**

- A. Chùm ổi, hoa râm bụt
- B. Bướm trắng, hàng tre
- C. Ngôi nhà, vồng gai, giường tre
- D. Hoa sen, mái ngói

**25. Nhà Bác được miêu tả như thế nào?**

- A. Có giường tre, vồng gai, và mái lợp
- B. Có vồng gai, mái ngói và giường tre
- C. Có giường tre, vồng vải và mái lợp
- D. Có mái lợp, giường gỗ và vồng gai

**26. Bài thơ viết về điều gì?**

- A. Về một khu vườn rất đẹp, có hoa, có bướm và quả chín.
- B. Về một ngôi nhà mái lợp, một chiếc vồng gai, và một chiếc giường tre
- C. Về một ngôi làng dưới bóng tre giống như bao ngôi làng khác
- D. Về nhà Bác, một nơi rất đỗi giản dị nhưng vô cùng thân thương với chúng ta