

READING COMPREHENSION

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Steve Xu

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The Reading Comprehension Ninja: Master the art of understanding texts

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EDITOR'S NOTE



Editor's Note,

My name is Steve and I set out on a mission to truly empower kids in their educational endeavours. Having been through all the rigorous tests myself and in the education industry for over a decade I have come to understand the fundamental factors required for students to excel in their education.

I know you will find this book valuable and if you would like to speak to my team and I reach out to us here:

<https://scholarlytraining.com/>

Regards, Steve

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Overview of the Reading Comprehension section of the test

The reading comprehension section of the NSW Selective High School Placement Test is designed to evaluate students' ability to read and understand a variety of texts, including fiction, non-fiction, and poetry. This section includes multiple-choice questions that test students' understanding of the main ideas, details, inferences, and vocabulary in the passages. The reading comprehension section is timed and students will be given approximately 40 minutes to complete 30 multiple choice questions for this section.



Tips for preparing for the test

- **Create a study schedule:** One of the most important steps in preparing for the test is to create a study schedule. This should include specific times set aside for studying each day and should cover all of the topics that will be tested on the exam. It's important to be realistic about the amount of time that can be dedicated to studying each day, taking into account other commitments such as schoolwork and extracurricular activities.
- **Review key concepts:** Before the test, it's important to review key concepts and skills that will be tested on the exam. This includes reviewing vocabulary, grammar, reading comprehension strategies, and any other topics that will be covered on the test.
- **Practice with sample questions:** Another important step in preparing for the test is to practice with sample questions. This can include working through practice tests or reviewing previous years' tests. Practicing with sample questions will help students become familiar with the format and types of questions that will be on the test, as well as helping students to identify their strengths and weaknesses.
- **Stay calm:** During the test, it's important to stay calm and composed. Panicking or getting anxious can make it more difficult to think clearly and answer questions correctly.

I: Explanation of key reading comprehension strategies

This chapter explains key reading comprehension strategies that students can use to improve their understanding and analysis of texts. This includes pre-reading strategies, such as previewing the passage, setting a purpose for reading, and generating questions. It also includes active reading strategies, such as underlining, note-taking, and summarising, as well as post-reading strategies, such as reviewing, reflecting, and evaluating.



- A pre-reading strategy example could be previewing the passage by reading the title, headings, and subheadings, and looking at any pictures or diagrams before reading the passage in full. This helps to establish a purpose for reading and provide a sense of the main ideas and structure of the passage.
- An active reading strategy example could be underlining important information or taking notes while reading to help organise and retain the information. These strategies allow students to engage with the text and actively process the information.
- A post-reading strategy example could be reviewing the main ideas and key details, reflecting on what you learned, and evaluating the passage's credibility, reliability and bias. These strategies help students to solidify their understanding of the text, identify gaps in their understanding, and assess the value of the text.

Tips for time management and pacing during the test

- **Budget your time:** It's important to budget your time during the test, keeping in mind the time limits for each section and making sure to allocate enough time for each question. One way to budget your time is to use a timer to keep track of how long you are spending on each question, and make adjustments as needed.
- **Prioritise questions:** During the test, it's important to prioritise questions and focus on the ones that are worth the most points or that you feel most confident in answering first. This way, you can ensure that you will have enough time to answer the harder questions.
- **Pacing yourself:** One important aspect of time management during the test is pacing yourself. This means reading at a steady pace, while making sure you're giving yourself enough time to understand the passage before moving on to the next one. A good rule of thumb is to spend no more than 5 minutes per passage during the Reading Comprehension section.
- **Review your work:** Before submitting the test, it's important to review your work quickly and effectively. This can be done by checking for careless mistakes, making sure all questions have been answered, and double-checking any calculations you've made.
- **Manage stress and stay focused:** Time management during the test also means managing stress and staying focused. Take breaks when needed, but don't waste too much time on a single question. Instead, move on and come back to it later if you have time.

II: Explanation of comparative text analysis and how to analyse two or more texts

Comparative text analysis is the process of comparing and contrasting two or more texts to identify similarities and differences. This can be done in various ways, such as:

Analysing the structure, such as the organisation, the use of literary devices and figures of speech, the style, and the tone of the texts.

Comparing the themes, issues, and ideas presented in the texts.

Examining the perspectives, or point of view, presented in the texts.

Assessing the credibility, reliability and bias of the texts.



Examples:

- Compare and contrast two articles about the same topic. For example, two articles about climate change, one by a scientist and one by a journalist. Analyse the perspective, tone, and evidence of each text.
- Compare and contrast two different versions of a fairy tale, such as the original Brothers Grimm version of "Cinderella" and the Disney version. Analyse the elements of plot, characterization, and themes.
- Compare and contrast two political speeches given by different candidates on the same topic. Analyse the tone, main arguments, and evidence presented in each speech.

Tips for comparative text analysis

- Identify the main idea and purpose of each text: Before you start comparing the texts, it's important to understand the main idea and purpose of each text. This will help you to focus your analysis and make meaningful comparisons.
- Look for similarities and differences: One of the most important aspects of comparative text analysis is identifying similarities and differences between the texts. This can include similarities in themes, ideas, literary elements, and structure, as well as differences in perspective, tone, and evidence.
- Take note of literary devices and figures of speech: literary devices and figures of speech, such as metaphor and simile, can be used to convey meaning in a text and can provide insight into the author's perspective. Make a note of these literary devices and figures of speech and compare how they are used in each text.
- Analyse the texts' credibility, reliability and bias: Analyse the texts' credibility, reliability and bias by looking for sources, facts and evidence used in the texts. Assess if the texts are written in a factual, reliable and neutral manner or if there are evident biases that may affect their credibility.

- Look for connections and themes: Analyse the texts for connections and themes. These can include connections between characters, events, or ideas within the texts, or connections between the texts and larger social, cultural, or historical contexts. It's also important to identify key themes that emerge across the texts.
- Organise your thoughts: Organise your thoughts in a structured manner by outlining the main similarities and differences you found and provide examples. Use specific quotes, phrases or paragraphs from the texts to support your analysis.

Practice exercises to help students understand how to identify similarities and differences between texts

Read the stories below and answer the questions

Extract A: The story of Orpheus and Eurydice (Greek Mythology)

Orpheus: "On his mother's side he was more than mortal. He was the son of one of the Muses and a Thracian prince. His mother gave him the gift of music and Thrace where he grew up fostered it. The Thracians were the most musical of the peoples of Greece. But Orpheus had no rival there or anywhere except the gods alone. There was no limit to his power when he played and sang. No one and nothing could resist him.

In the deep still woods upon the Thracian mountains

Orpheus with his singing lyre led the trees,

Led the wild beasts of the wilderness.

Everything animate and inanimate followed him. He moved the rocks on the hillside and turned the course of the rivers....

When he first met and how he wooed the maiden he loved, Eurydice, we are not told, but it is clear that no maiden he wanted could have resisted the power of his song. They were married, but their joy was brief. Directly after the wedding, as the bride walked in a meadow with her bridesmaids, a viper stung her and she died. Orpheus' grief was overwhelming. He could not endure it. He is determined to go down to the world of death and try to bring Eurydice back. He said to himself,

With my song

I will charm Demeter's daughter,

I will charm the Lord of the Dead,

Moving their hearts with my melody.

I will bear her away from Hades.

He dared more than any other man ever dared for his love. He took the fearsome journey to the underworld. There he struck his lyre, and at the sound all that vast multitude were charmed to stillness....

O Gods who rule the dark and silent world,

To you all born of a woman needs must come.

All lovely things at last go down to you.

You are the debtor who is always paid.

A little while we tarry up on earth.

Then we are yours forever and forever.

But I seek one who came to you too soon.

The bud was plucked before the flower bloomed.

I tried to bear my loss. I could not bear it.

Love was too strong a god, O King, you know
If that old tale men tell is true, how once
The flowers saw the rape of Proserpine,
Then weave again for sweet Eurydice
Life's pattern that was taken from the loom
Too quick. See, I ask a little thing,
Only that you will lend, not give, her to me.
She shall be yours when her years' span is full.
No one under the spell of his voice could refuse him anything. He
Drew iron tears down Pluto's cheek,
and made Hell grant what Love did seek.

They summoned Eurydice and gave her to him, but upon one condition: that he would not look back at her as she followed him, until they had reached the upper world. So the two passed through the great doors of Hades to the path which would take them out of the darkness, climbing up and up. He knew that she must be just behind him, but he longed unutterably to give one glance to make sure. But now they were almost there, the blackness was turning grey; now he had stepped out joyfully into the daylight. Then he turned to her. It was too soon; she was still in the cavern. He saw her in the dim light, and he held out his arms to clasp her; but on the instant she was gone. She had slipped back into the darkness. All he heard was one faint word, "Farewell."

Desperately he tried to rush after her and follow her down, but he was not allowed. The gods would not consent to his entering the world of the dead a second time, while he was still alive. He was forced to return to the earth alone, in utter desolation. Then he forsook the company of men. He wandered through the wild solitudes of Thrace, comfortless except for his lyre, playing, always playing, and the rocks and the rivers and the trees heard him gladly, his only companions. But at last a band of Maenads [women] came upon him....They slew the gentle musician, tearing him limb from limb, borne along past the river's mouth on to the Lesbian shore; nor had it suffered any change from the sea when the Muses found it and buried it in the sanctuary of the island. His limbs they gathered and placed in a tomb at the foot of Mount Olympus, and there to this day the nightingales sing more sweetly than anywhere else. "

Extract B: The story of Cupid and Psyche (Greek Mythology)

Once upon a time, a king and queen had three daughters. The youngest daughter, Psyche, is of such exceptional beauty that "the poverty of language is unable to give her due praise." People travel to her, proclaiming the girl is the second coming of Aphrodite, and make offerings to her instead of the goddess herself.

Aphrodite, the goddess of love and beauty, becomes jealous. Aphrodite tells her son Cupid, a young man with golden wings who represents unrestrained passion, to go to Psyche, and make her fall in love with some low, ugly person. Cupid finds the sleeping Psyche and drops bitter water on her to bring her sorrow. He pricks her with a magical arrow, waking her and startling himself. Cupid accidentally pricks his own leg with the arrow, which unbeknownst to him, will cause the two to fall in love. Cupid feels badly for bringing the girl sorrow, and unaware that he is already in love with her, drops joyful water on her to bring her happiness.

Aphrodite continues to interfere in Psyche's life, preventing any man from proposing to her. Psyche's two sisters marry princes, but Psyche herself is lonely. An oracle of Apollo says Psyche will be "the bride of no mortal lover." Her parents say their bitter goodbyes, and leave her alone on top of a mountain, adhering to the oracle's prophecy that she will marry a monster.

The god of the western wind, Zephyr, picks the sleeping Psyche up and gently brings her to Cupid's palace. An invisible voice tells her that everything she sees is hers. She is treated like royalty, and every night her now-husband Cupid visits her in total darkness, refusing to let her see him. For a time she is happy, and she soon becomes pregnant.

Psyche misses her family, who thinks she is dead. These thoughts of her parents and sisters consume her, and she beseeches her husband to let her sisters visit. Cupid finally agrees, sending Zephyr to bring them.

Her sisters, awed by the wealth and splendour of the palace, become jealous of their little sister. They ask about her husband, and Psyche describes a beautiful youth who spent time hunting in the mountains. The sisters are suspicious, and Psyche admits she has never seen her husband. They convince Psyche that her husband is the monster of the prophecy. The sisters tell Psyche to get a lamp and knife, and while her husband sleeps, light the lamp and look at him. If he is a monster, she must cut off his head. She obeys, but when she lifts the lamp, she instead sees an inhumanly beautiful man: Cupid. Psyche accidentally spills hot oil on his skin, burning him, and Cupid wakes. Feeling betrayed by his wife, he says "Love cannot dwell with suspicion," and flies away forever.

Psyche finds herself just outside the city where her sisters dwell. She tells them everything, and the sisters feign sorrow and shock. They hope Cupid will choose one of them instead. They journey back to the mountain and jump off the peak, demanding Zephyr bring them back to Cupid. But Zephyr does not, and they are both dashed to pieces on the ground below. Psyche wanders the earth, searching for her husband. She tidies some corn and barley inside a temple, hoping to please one of the gods enough to help her. The temple's goddess, Ceres, says she cannot help but may give advice. Ceres tells Psyche to go to Aphrodite and surrender, and maybe Aphrodite will be appeased by submission.

But Aphrodite traps Psyche in a storehouse, demanding that she sort the monstrous piles of grains that lie there. While Psyche stares in despair at the task ahead of her, thousands of ants appear and sort the grains, one by one. When Aphrodite returns, she is furious, and leaves only a small piece of black bread for Psyche's dinner. Psyche's next challenge is to collect the legendary Golden Fleece from a flock of sheep grazing by a river. Psyche is destitute and hungry, and intends to drown herself in the river. But the reeds speak, warning Psyche about the fast flowing river and the temperamental rams. They help her collect the Golden Fleece. For the third task, Psyche must collect the black water from the rivers Styx and Cocytus, which lead to the Underworld. Once again, she is determined to give up, and throws herself from the cliff she stands on. This time, Zeus pities her, and sends his eagle to catch her. Next, Aphrodite instructs Psyche to visit Persephone in the Underworld and ask for a little of her beauty. Again,

Psyche becomes hopeless and climbs a tower to throw herself off it, and again an anthropomorphised object—this time the tower—saves her. She must bring barley cakes for the three-headed dog Cerberus and two coins for Charon the Underworld ferryman to bring her across the river both ways. The tower also warns her not to open the box Persephone fills.

However, on her return to Aphrodite, Psyche looks at her dishevelled appearance and thinks that Aphrodite can spare a little bit of beauty, so she will look prettier when reunited with Cupid. But inside the box is sleep, not beauty, and Psyche falls to the ground as if dead. Cupid, unbeknownst to Psyche, had been divinely helping her through all her trials. Recovered from his burns and no longer able to bear being away from his love, Cupid flies to her. After he puts the sleep back into its box, Psyche revives. He then flies to Zeus, who publicly approves of the couple, convinces Aphrodite to leave them alone, and gives Psyche the drink of immortality, Ambrosia.

Finally, the marriage is made official, and their daughter, Pleasure, is born.

Answer the following questions by choosing the letter of the best answer.

1 Orpheus and Psyche in extracts A and B respectively, were tasked to fulfil certain conditions in order to bring back their lovers. What were these?

- a.) Orpheus should search for the viper that stung Eurydice and play a calm song for it to sleep; while Psyche should serve her two sisters for the rest of her life.
- b.) Orpheus should offer his gift of music to the gods in the underworld in exchange for Eurydice; while Psyche should fulfil Cupid's tasks and earn his trust more.
- c.) Orpheus should not look back at Eurydice as she followed him, until they had reached the upper world; while Psyche has to appease Aphrodite by submitting to a series of challenges.
- d.) Orpheus should constantly play and sing to the gods in the underworld until they agree to summon Eurydice back to the upper world; while Psyche should agree to Zephyr's numerous requests.

2 What should both Orpheus and Psyche in extracts A and B respectively, have possessed for them to have avoided losing their lovers?

- a.) generosity
- b.) trust and patience
- c.) respect to the gods
- d.) magnificence and liberality

3 Did both Orpheus and Psyche in extracts A and B respectively, attain their happy ending?

- a.) Yes, both characters were given a second chance by the gods.
- b.) Yes, both characters were forgiven by their lovers and lived a blissful life.
- c.) No, Orpheus was not able to bring back Eurydice and faced a painful death; while Psyche was saved by Cupid, got married with him, and bore a child.
- d.) No, Orpheus was not given a second chance by the gods in the underworld; while Psyche together with Cupid were despised by Aphrodite and thrown in a faraway island.

4 In both extracts, what message can be inferred by the presence of gods in Greek Mythology?

- 1. Gods are deceitful and should be appeased by humans.
- 2. Gods always bring chaos and misery to the lives of humans.
- 3. Gods are seen everywhere and the primary protector of humans.
- 4. Gods are powerful and should be obeyed or respected by humans.

5 In extract A, Orpheus enters the underworld and charms Hades with his music. He sings the line, "Life's pattern that was taken from the loom." What does this signify?

- a.) Orpheus compares life to an apparatus for weaving fabrics.
- b.) Orpheus sees life's structure is represented by a loom, with the delicate threads of the earth tied to our bodies.
- c.) Orpheus makes a reference to women who excelled in their craft of weaving fabrics and utilised it ingeniously.
- d.) Orpheus asks Hades to reconsider his decisions like how weaving should be done carefully and patiently.

6 In extract A, which of the following describes how powerful Orpheus' music is?

- I "...and there to this day the nightingales sing more sweetly than anywhere else."
- II "Everything animate and inanimate followed him."
- III "No one and nothing could resist him."
- IV "He took the fearsome journey to the underworld."
- V "He was the son of one of the Muses and a Tracian prince."

- A. II and III
- B. I and II
- C. IV and V
- D. I, III, and IV

In extract B, why was Aphrodite envious of Psyche?

- a.) Psyche was chosen by Cupid, the god of love and affection.
- b.) Psyche's beauty received more attention and praise than Aphrodite's.
- c.) Psyche was treated like royalty, who lived in Cupid's mansion full of luxury and grandeur.
- d.) Psyche's determination enabled her to succeed Aphrodite's tasks and was even helped by Zeus.

8 In extract B, which line proves the answer in number 15?

- a.) "The bride of no mortal lover."
- b.) "Love cannot dwell with suspicion."
- c.) "An invisible voice tells her that everything she sees is hers."
- d.) "The poverty of language is unable to give her due praise."

Answers

- 1. C
- 2. B
- 3. C
- 4. D
- 5. B
- 6. A
- 7. B
- 8. D

Explanation of poetry analysis and how to analyse poetry

Poetry analysis is a method of studying a poem to better understand its meaning and impact. This can be done by analysing the various elements of the poem, such as its structure, rhyme, meter, imagery, and literary devices. It is also important to examine the poem's themes, symbols, and tone.



When analysing a poem, it's important to first read the poem carefully and understand its overall meaning. Next, you can begin to analyse the various elements of the poem to gain a deeper understanding of its meaning. Here are some specific elements to consider:

- **Structure and Form:** The structure of a poem refers to how the poem is organised, while the form of the poem refers to the specific pattern of rhyme, meter, and line length. A poem's structure and form can reveal a lot about its meaning and impact. For example, a sonnet has a specific structure with 14 lines, and strict rhyme and meter. A free verse doesn't have strict structure, no set rhyme or meter.
- **Rhyme and Meter:** Rhyme is the repetition of sounds at the end of words, and meter refers to the pattern of stressed and unstressed syllables in a line of poetry. Analysing the rhyme and meter of a poem can reveal the poet's use of sound to create meaning and impact.
- **Imagery and Literary Devices:** Imagery refers to the use of vivid, descriptive language to create mental images. Literary devices include figurative language, such as metaphor and simile, as well as literary elements such as symbolism and allusion. Analysing the imagery and literary devices used in a poem can reveal a lot about its meaning and impact.
- **Themes, symbols, and tone:** Themes refer to the main ideas and topics presented in a poem. Symbols refer to objects, characters, or images that represent something else. The tone of a poem is the attitude or feeling conveyed by the poem. Understanding the themes, symbols, and tone of a poem can reveal a lot about its meaning and impact.

Tips for poetry analysis

- **Read the poem multiple times:** Reading a poem multiple times is essential for understanding its meaning and impact. The first time, you might focus on the overall meaning, the second time, you can start analysing the different elements of the poem such as rhyme, imagery and literary devices.
- **Identify the Poem's speaker:** Identify the poem's speaker and the point of view. The speaker is the voice that tells the story or expresses the poem's thoughts. Understanding the speaker's perspective can provide insight into the poem's meaning.
- **Look for patterns and repetition:** Look for patterns and repetition in the poem, whether it is in the rhyme, meter, imagery or themes. These patterns can reveal the poem's themes, structure and meaning.
- **Keep a dictionary and a thesaurus handy:** Poetry often uses words that are not used in everyday speech, so it can be helpful to have a dictionary and a thesaurus handy to understand the meaning of words.
- **Analyse the title:** Look at the title of the poem and think about what it might suggest about the poem's meaning. Sometimes, the title is a clue to the poem's themes or the tone of the poem.
- **Be open-minded:** Poetry often has multiple meanings and interpretations, so it's important to approach it with an open mind and be willing to consider different perspectives.
- **Practice, practice, practice:** The best way to improve poetry analysis skills is by reading and analyzing a variety of poems by different poets and from different time periods. This will help you to become familiar with different styles, techniques, and literary devices

Practice exercises to help students understand the different elements of poetry such as rhyme, meter, imagery, and symbolism

Read the poem below and answer the questions

Kissing in Vietnamese by Ocean Vuong

My grandmother kisses
as if bombs are bursting in the backyard,
where mint and jasmine lace their perfumes
through the kitchen window,
as if somewhere, a body is falling apart 5
and flames are making their way back
through the intricacies of a young boy's thigh,
as if to walk out the door, your torso
would dance from exit wounds.
When my grandmother kisses, there would be 10
no flashy smooching, no western music
of pursed lips, she kisses as if to breathe
you inside her, nose pressed to cheek
so that your scent is relearned
and your sweat pearls into drops of gold 15
inside her lungs, as if while she holds you
death also, is clutching your wrist.
My grandmother kisses as if history
never ended, as if somewhere
a body is still 20
falling apart.

1. What societal conflict does this poem provide a glimpse of?

- a.) Trauma caused by war
- b.) Marginalisation of the poor
- c.) Gender Inequality
- d.) Effects of Social Hierarchy

2 Who is the speaker of the poem?

- a.) Grandmother
- b.) Grandchild
- c.) Soldier
- d.) Grandmother's child

3. These lines utilise simile in the poem, except:

- a.) Lines 1 - 2
- b.) Line 5
- c.) Line 8
- d.) Lines 10 - 11

4 In lines 3 - 4, what type of imagery is present?

- a.) Visual
- b.) Olfactory
- c.) Auditory
- d.) Tactile

5 Which of these lines show personification?

- I Lines 1 - 2
- II Lines 6 - 7
- III Lines 8 - 9
- IV Lines 18 - 19

- a.) I, II, III
- b.) I & II
- c.) II & III
- d.) III & IV

6 What line in the poem makes it clear that in reality, the war is already over?

- a.) Line 2
- b.) Line 7
- c.) Line 9
- d.) Line 16

7 What figure of speech is used in the phrase “she kisses as if to breathe you inside her?”

- a.) Simile
- b.) Metaphor
- c.) Hyperbole
- d.) Personification

8 In lines 13 - 14, what imagery is present?

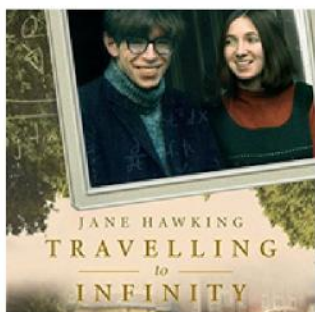
- a.) Visual
- b.) Olfactory
- c.) Auditory
- d.) Tactile

Answers

- 1. A
- 2. B
- 3. D
- 4. B
- 5. C
- 6. A
- 7. C
- 8. B

Explanation of the differences between fiction and non-fiction

Fiction is a type of literature that is created from the imagination, it is not based on real events or facts. It can include genres such as novels, short stories, and plays. Fiction often uses literary devices such as characterization, plot, imagery and symbolism to convey a message or to entertain.



Non-fiction, on the other hand, refers to literature that is based on real events and facts. It can include genres such as biographies, documentaries, and news articles. Non-fiction aims to inform, educate or persuade the reader and it often uses evidence, research and fact-checking to achieve this goal.

It is important to understand the differences between fiction and non-fiction to be able to analyse the text correctly and understand its purpose. In fiction, the author has more freedom in terms of plot development and character creation, while in non-fiction, the author needs to be accurate and factual in their representation of events, people and ideas.

Tips for analysing fiction and non-fiction texts

Fiction Analysis

- Understand the plot: The plot of a fiction text is the sequence of events that make up the story. Understanding the plot can help to understand the main ideas and themes of the text.
- Analyse the characters: The characters in a fiction text are the people or animals that the story is about. Understanding the characters' motivations, personalities, and actions can help to understand the main ideas and themes of the text.
- Pay attention to imagery and symbolism: Imagery and symbolism are literary devices that are often used in fiction to convey meaning and impact. Paying attention to these elements can help to understand the main ideas and themes of the text.

Non-Fiction Analysis

- Understand the author's argument: The author's argument refers to the main point or claim that the author is making. Understanding the argument can help to understand the main ideas and themes of the text.

- Analyse the evidence: Evidence refers to the facts, statistics, or information that the author uses to support their argument. Analysing the evidence can help to understand the main ideas and themes of the text and evaluate the credibility of the source.
- Pay attention to bias and perspective: Bias refers to a preference or prejudice for one outcome over others, perspective refers to the author's point of view. Being aware of the bias and perspective of the author can help to understand the main ideas and themes of the text and evaluate the credibility of the source.

In both Fiction and Non-Fiction Analysis

- Annotate the text: Annotating the text means taking notes on important parts of the text as you read. It helps to focus on key elements and can also help you to remember important points later on.
- Take a critical perspective: A critical perspective refers to approaching a text with an open mind, being aware of one's own biases, and being willing to consider different

Practice exercises to help students analyse fiction and non-fiction texts

Fiction

Read the story below and answer the questions

The Jew in the Thornbush by the Grimm Brothers

A farmer had a hard-working and faithful servant, who served him for three years without receiving any wages. Finally, it occurred to the servant that he really didn't want to work for nothing, and he went to his master and said: "I've served you honestly and tirelessly for a long time. That's why I trust you'll now want to give me what's due to me, in keeping with God's commandments."

However, the farmer was a sleazy man and knew that the servant was simple-minded. So he took three pennies and gave him a penny for each year. That's how the servant was paid. Meanwhile, he believed that all this was a fortune and thought, "Why should I put up with drudgery anymore? I can now take care of myself and be free and have a merry time in the world." So he stuck his huge amount of money in a sack and began travelling cheerfully over hill and dale.

When he came to a field, skipping and singing, a little man appeared and asked him why he was so merry.

"Oh, why should I be gloomy? I'm healthy, and I've got an enormous amount of money and don't need to worry. I've saved all that I earned from working for my master for three years, and it's all mine!"

"How much is your treasure?" asked the little man.

"Three whole pennies," answered the servant.

"I'm a poor man. Give me your three pennies."

Now since the servant had a kind heart and took pity on the little man, he gave him the money.

Then the man said: "Because you have a pure heart, you are to be granted three wishes, one for each penny. Now you may have what your heart desires."

The servant was satisfied with this and thought, "I prefer things to money," and he said: "First, I wish for a fowling gun that hits everything I aim at; second I wish for a fiddle that will make everyone dance when I play it; third I want people always to do what I request." The little man said, "All your wishes are granted," and he immediately gave him the fiddle and the gun and went off on his way.

Well, if the servant had been happy before, he thought that he was now ten times happier, and he had not gone very far when he encountered an old Jew. A tree was standing there, and a small lark was sitting on top of the highest branch and sang and sang. "It's a miracle of God that such a little bird can sing like that!" said the Jew. "I'd give anything to have it."

"Well, if that's all you want, the bird will soon come down to us," said the servant. Then he took aim with his gun and shot the lark between the eyes so that it fell down from the tree. "Go and pick it up," he said to the Jew.

However, the bird had fallen into some thorn bushes that were under the tree. The Jew crawled into the bushes, and when he was stuck in the middle of the bushes, the servant took out his fiddle and began playing. Then the Jew started to dance and couldn't stop. Instead, he jumped even higher with more force. Meanwhile, the thorns ripped his clothes so that they hung in shreds on him, and he was scratched and wounded, causing his entire body to bleed.

"For God's sake!" the Jew screamed. "Stop playing your fiddle. What crime have I done to deserve this?"

"You've skinned enough people," thought the servant, "so you're just getting the justice that you deserve." And he played a new jig.

Meanwhile the Jew began pleading and making promises and said he'd give him money if he stopped. At first, however, the servant didn't think the Jew offered him enough and drove him to dance even more until the Jew promised him a hundred solid gold coins that he was carrying in his bag and that he had just obtained by cheating a good Christian. When the servant saw all that money, he said: "Well, given this condition, yes, I'll stop." So he took the bag and stopped playing his fiddle. Then he calmly and happily went on his way. Meanwhile the Jew broke out of the thornbush. He was half naked and miserable and began contemplating how he'd avenge himself. He cursed the fellow and wished evil things would happen to him. Finally, he ran to a judge and complained that, without being at fault, he had been robbed of his money by a scoundrel and that he had been beaten mercilessly, and the fellow who had done this was carrying a gun on his back, and a fiddle was hanging from his shoulder. So the judge sent out some couriers and officers who were supposed to track down the servant and see where they could find him. Soon the young man was discovered and brought before the court.

The Jew accused the servant of robbing his money, but the servant said: "You gave the money to me so that I'd stop playing my fiddle."

The judge made short matter of all this and sentenced the servant to hang on the gallows. Well, soon he stood on the platform of the gallows with the noose around his neck, and he said, "Judge, please grant me one last request."

“As long as you don’t ask me to spare your life.”

“It’s not about my life. I’d like to play my fiddle just one last time.”

The Jew started screaming: “For God’s sake, don’t let him do this! Don’t let him do this!” But the judge declared: “I’m going to allow him to do this one last time, and let’s leave it at that.”

Also, since he had such talent, nobody at the marketplace wanted to refuse or have his request denied.

“For God’s sake,” the Jew shouted. “Tie me up!”

Then the servant took the fiddle and stroked it with the bow. Everyone started to shake and sway—the judge, the clerk, and the officers. Nobody could tie up the Jew. Now the servant stroked the fiddle a second time, and the hangman let go of the rope and began to dance himself, and when the servant really started fiddling, everyone danced together—the judge and the Jew at the head of all the people who had come to the marketplace to watch. At the beginning it was quite merry, but since the fiddling and dancing didn’t end, they all screamed miserably and pleaded with the servant to stop. However, he refused to do it unless the judge granted him his life and also promised to let him have the hundred gold coins. In addition he yelled to the Jew: “You swindler, confess and tell us where you got the money from, otherwise I’ll keep playing the fiddle for you only.”

“I stole it, I stole it!” he screamed so that everyone heard him. “And you earned it honestly.”

So the servant stopped playing the fiddle, and the scoundrel was hung in his place on the gallows.

Answer the following questions by choosing the letter of the best answer.

1 Which of the following traits best describe the Old Jew?

- a.)clumsy and dull
- b.)dishonest and corrupt
- c.)indecisive and ignorant
- d.)impatient and impulsive

2 Which of the following traits best describe the servant’s master?

- a.)clumsy and dull
- b.)dishonest and corrupt
- c.)indecisive and ignorant
- d.)impatient and impulsive

3 Which of the following proves the answer to number 10?

- a.)The master did not give his servant his share in the farm, despite signing a legal contract for it.
- b.)The master did not give his servant a single penny even after his servant asked to be paid for his efforts.
- c.)The master took advantage of how simple minded the servant was and only paid him three pennies.
- d.)The master complained to the judge and accused his servant of stealing his money he earned from his farm.

4 Is the servant as simple-minded as his master believed?

- a.) Yes, because he obeyed what his master always tells him to do.
- b.) Yes, because he chose to leave his job in order to have a merry time in the world.
- c.) No, because he was simply kind to accuse his master of all his wrongdoings.
- d.) No, because he wisely chose three wishes that were granted to him by the poor man.

5 What purpose does the servant's fiddle serve?

- a.) Everyone will dance nonstop unless he tells them otherwise.
- b.) Everyone will laugh continuously as he instructs them to.
- c.) Everyone will always agree with what he will ask them to do.
- d.) Everyone will sing, praise him, and give him everything he needs.

6 What does the fiddle symbolise in the story?

- a.) It represents joy and merrymaking.
- b.) It serves as a punishment for the wicked and evil.
- c.) It signifies money, earnings, and wealth.
- d.) It portrays emotions, dreams, hopes, and messages.

7 What moral can be best drawn from the servant and the poor little man's encounter?

- a.) Kind words have the power to mend someone's broken heart.
- b.) Kindness begins with the recognition that we all face hardships.
- c.) Always be kind, for you never know when someone will return the favour.
- d.) Kindness in language inspires confidence. Kindness in mind produces profundity.

8 What message can be best inferred from the old Jew's fate in the story?

I Sin will surely pay its wage – death.

II Knowledge is the sole virtue; ignorance is the sole evil.

III Everyone spends their lives attempting to maintain a balance between good and evil in their surroundings.

IV Those who plot evil and wicked schemes against someone with the kindest heart will never succeed.

- a.) I only
- b.) I and III
- c.) I and IV
- d.) II and III

Non-fiction:

Read the article below and answer the questions

The Coliseum

The Coliseum, also named the Flavian Amphitheatre, is a large amphitheatre in Rome. It was built during the reign of the Flavian emperors as a gift to the Roman people. It is an ancient stadium in the centre of Rome.

The Construction of the Coliseum began sometime between A.D. 70 and 72 under the emperor Vespasian. It opened nearly a decade later and was modified several times in the following years. The massive structure measured approximately 189 by 156 metres (620 by 513 feet), towered four stories high, and included eighty entrances to the amphitheatre—seventy-six for the patrons, two for participants of events, and two exclusively for the emperor to use. The sheer number of entrances proved to be necessary: the Colosseum could hold more than 50,000 spectators at its maximum capacity.

The Romans of those days were not connected to the Coliseum. It had last been used as a castle. Before that it was a graveyard. It has been hundreds of years since the games. The damage to the Coliseum was never repaired. It's a good thing the outer wall of it still stands strong.

Today the Coliseum is one of Rome's most popular attractions. People from all over the world come to Italy to see it. The Pope leads a big march around it every Good Friday. It is a symbol that many know. It has even appeared on the back of a coin. I guess that makes it a symbol that many people want too.

Answer the following questions by choosing the letter of the best answer.

9 For which purpose was the Coliseum NOT used?

- a.) People fought other people in it.
- b.) It was a private castle.
- c.) People fought animals in it.
- d.) It was a meeting place for the government.

10 What caused the fire that damaged the upper levels of the Coliseum?

- a.) A bolt of lightning.
- b.) Rowdy people who came to watch the events.
- c.) An attacking army.
- d.) An angry mob.

11 What did the people do with the stones that they took from the Coliseum?

- a.) They repaired buildings.
- b.) They sold them.
- c.) They used them as weapons.
- d.) They used them as tombstones.

12 Which best defines the word 'gruesome' as it is used in the third paragraph?

- a.) Exhilarating
- b.) Comical
- c.) Horrifying
- d.) Dull

13 Why was the Coliseum repaired after the fire but not after the earthquake?

- a.) There was no one left to commission, pay for and do the work.
- b.) The building was no longer used for gladiatorial events
- c.) Interest in the games amongst the Romans had waned.
- d.) All of these.

14 Based on the context of the passage and the order of precedence according to social ranking, what group of people got to sit in the front rows of the Colosseum?

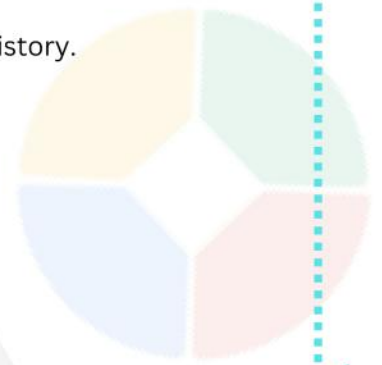
- a.) Women
- b.) Senators
- c.) Noble citizens
- d.) Soldiers

16 Which best describes the main idea in the last paragraph?

- a.) This is about all the things the Coliseum has been used for throughout history.
- b.) This is about how the Coliseum is a popular place to visit today.
- c.) This is about how the Coliseum is a symbol that many people know.
- d.) This is about how the Coliseum is used today.

Answers

- 1. **B**
- 2. **B**
- 3. **C**
- 4. **D**
- 5. **A**
- 6. **B**
- 7. **C**
- 8. **C**
- 9. **D**
- 10. **A**
- 11. **A**
- 12. **C**
- 13. **D**
- 14. **B**
- 15. **D**
- 16. **D**



Explanation of evaluation text and how to evaluate them

Evaluation texts are texts that present an argument and assess the value, effectiveness or quality of something. These texts can be found in different forms, such as product reviews, academic papers, speeches, and editorials. Evaluation text analysis is the process of studying the various elements of an evaluation text in order to better understand its main argument, evidence, and evaluation.



To evaluate an evaluation text, students should consider the following elements:

- The main argument: Identify the main point or claim that the author is making.
- Evidence: Identify the facts, statistics, or information that the author uses to support their argument. Evaluate the credibility and relevance of the evidence.
- Evaluation: Identify the author's assessment of the topic, this includes the author's evaluation of the argument and evidence presented.
- Bias and perspective: Identify the author's bias and perspective, which refers to the author's point of view and potential preference or prejudice for one outcome over others.
- Sources: Identify the sources that the author used.

Tips for analysing evaluation texts

- Read the text critically: Approach the text with an open mind, be willing to consider different perspectives, and be aware of your own biases.
- Identify the main claim or argument: As you read, look for the main point or claim that the author is making. This is the main argument of the text. Evaluate its strengths and weaknesses.
- Evaluate the evidence: Evaluate the credibility and relevance of the evidence. Ask yourself, is the evidence reliable and accurate? Is it sufficient to support the argument?
- Understand the evaluation: Evaluate the author's criteria and reasoning.
- Identify the bias and perspective of the author: Be aware of the author's potential preference or prejudice for one outcome over others. Evaluate the impact of the bias and perspective on the argument and evidence.
- Check the sources: Look for credible sources such as academic journals or reputable news outlets. Be critical of any sources that might be unreliable or biased. Evaluate their credibility and reliability, and consider the context in which the text was written.
- Compare and contrast: Compare and contrast the evaluation text with other similar texts. This can provide more insight into the author's argument and can help to identify any biases or perspectives.

Practice exercises to help students understand how to evaluate the credibility, reliability and bias of different types of texts

Read the extracts below then answer the questions

Topic: Cell phones

A.

By far, the greatest contribution to society of the mobile phone is in improved productivity. People act more efficiently when they are connected, especially when they are connected whenever, wherever, and to whomever they wish. Beyond that, the mobile phone is an invaluable tool that can entertain, educate, improve safety, and add convenience to our lives. As with every disruptive technology, mobile phones have negative attributes as well. Perhaps we first realised this in 1989 when mobile phones first rang in movie theatres. While some may have been annoyed or angered, we were dismayed. Our abiding belief in the potential of the mobile phone blinded us to the ways in which it could be antisocial. And, of course, ringing in a movie theatre or concert hall was not the only annoyance. The mobile phone alone does not make people rude. Polite people learned to turn their ringers off in the concert hall and to speak in muted voices in crowded areas.

C.

Mobile phones have changed the way of communication. It has made the mode of communication easier and cheaper; can be used to acquire knowledge or information on various topics; can use our smartphones to earn money; and can be used for promoting a business. In today's era, mobile phones are not only used for calling purposes. Smartphones are said to be a gift for social media lovers. Social media apps like Twitter, Instagram, snap chat, Facebook, etc., are at our fingertips at any time. We can edit and share our pictures and posts on social media directly from our mobile phones. Also, newly updated mobiles have big HD displays on which people can watch movies, listen to songs, and can play games. Latest mobiles include the best resolution cameras that help not to miss any moment to capture. Before mobiles, people used to take cameras with them to capture memorable moments, but now it can be done with mobile phones. Now, mobiles include both front and back cameras, by which we can take selfies.

B.

Mobile phones communicate with base stations using radiofrequency (RF) radiation. If RF radiation is high enough, it has a 'thermal' effect, which means it raises body temperature. There are concerns that the low levels of RF radiation emitted by mobile phones could cause health problems such as headaches or brain tumours. One is exposed to RF radiation when they carry their mobile phones close to their bodies when it is switched on. Intensive international research has found no conclusive or convincing evidence that mobile phones are damaging to health in the short or long term. Studies also show that using a mobile phone while driving greatly increases the risk of traffic accidents. Talking on a hand-held mobile phone while driving is illegal in all states and territories of Australia.

D.

Mobile phones were invented as early as the 1940s when engineers working at AT&T developed cells for mobile phone base stations. The very first mobile phones were not really mobile phones at all. They were two-way radios that allowed people like taxi drivers and the emergency services to communicate. Instead of relying on base stations with separate cells (and the signal being passed from one cell to another), the first mobile phone networks involved one very powerful base station covering a much wider area. Motorola, on 3 April 1973 were the first company to mass produce the first handheld mobile phone. These early mobile phones are often referred to as OG mobile phones, or Zero Generation mobile phones. Most phones today rely on 3G or 4G mobile technology.

Answer the following questions by choosing the correct letter that matches the description. Take note that the letters can be repeated accordingly.

Which description mentions about:

- 1 the positive and negative impacts of smartphones to humankind?
- 2 the health risks of cell phones?
- 3 the origin of cell phones?
- 4 lists the benefits of mobile phones?
- 5 radiation in mobile phones in close proximity with one's body?
- 6 smartphones as a means for entertainment?
- 7 using phones while driving is against the law?
- 8 the drawbacks of using phones in public areas?
- 9 the pioneering phones being two-way radios?
- 10 using phones to promote one's business?
- 11 the leading distributor of portable phones?
- 12 mobile phones' possibility of making people socially inept?

Answers

1. **A**
2. **B**
3. **D**
4. **C**
5. **B**
6. **C**
7. **B**
8. **A**
9. **D**
10. **C**
11. **D**
12. **A**



Explanation of summary sentences and how to identify them

A summary sentence is a condensed version of a passage or text that captures the main idea or most important information. To identify summary sentences, students can use the following steps:

- Read the text carefully and pay attention to key words and phrases that express the main idea.
- Look for sentences that are brief and to the point, and that express the main idea or key points of the text in a concise manner.

Example: A summary sentence might be, "Holden Caulfield is struggling to find his place in the world."

- Avoid sentences that include unnecessary details or personal opinions, as they are not summary sentences.

Example: A sentence like "Holden Caulfield, the protagonist of 'The Catcher in the Rye,' walked to the park on a sunny afternoon and sat on a bench, contemplating his identity" is not a summary sentence as it includes unnecessary details such as "walked to the park on a sunny afternoon and sat on a bench," and is not expressing the main idea or key point of the text in a concise manner.



Explanation of Cloze and how to complete it

A Cloze passage is a text that has certain words removed and replaced with blank spaces. The goal of completing a Cloze passage is to fill in the blanks with the appropriate word or phrase. To complete a Cloze passage, students can use the following steps:

- Read the text carefully to understand the context.

Example: Reading the following sentence "The ____ was very hot today" gives context that a weather event is being described/

- Use context clues such as word order, grammar, and sentence structure to determine the correct word or phrase.

Example: By looking at the context clues provided in the previous example, students can use their knowledge of grammar and vocabulary to determine that the missing word is likely to be a noun, and that it describes the weather. they may guess that the word "temperature" or "heat" fits the context.

- Try different options and compare them with the context to determine the correct answer.

Example: In this case, students could try different options such as "temperature," "heat," or "weather," and compare them with the context of the text to determine that the correct answer is "heat."

- Once the answer is found, read the entire text to make sure that the newly inserted word or phrase makes sense and does not change the meaning of the text.

Example: After filling in the blank with "heat," the student should read the entire text to make sure that "heat" is the most appropriate choice and does not change the meaning of the text.

Practice exercises to help students understand how to identify the main ideas in a text and how to identify missing words in a text and fill them

Read the articles below and answer the questions that follow.

Article 1 - Animals that practice agriculture

A Humans are not the only animals that practice agriculture. Leaf-cutter ants, for example, painstakingly carry leaves back to their nest to cultivate a fungus that they feed upon. Some beetles also raise fungi inside rotten trees. Damselfish tend to areas where their favourite algae grow and weed out the undesirable types. Now, researchers have found evidence that small mammals called pocket gophers manage, fertilise, and harvest roots for food too. This meets the definition of agriculture, according to the researchers of a study published July 11 in *Current Biology*.

B “Gophers are shaping the plants, as well as the soil,” says Francis (Jack) Putz, a professor of biology at the University of Florida, and the researcher behind this project. “So they’re managing crops. If farming is the management of crops, that’s what they’re doing.” Although further work is needed to definitively prove this behaviour amounts to a type of agriculture or “farming,” the finding raises fascinating questions about the ecological role of these creatures and suggests that animal-plant interactions are often much more complex than first thought. It also shows gophers are ecological engineers, not just pests.

C Southeastern pocket gophers (*Geomys pinetis*) spend most of their lifetime alone, burrowing underground. Although they’re common across North and Central American grasslands, you’re unlikely to see one—their presence is usually only noticeable thanks to the mounds of sandy soil they leave behind upon digging sprawling underground tunnel systems stretching more than 500 feet, usually about 50 inches below the ground.

D Their anatomy suits such a life: They can close their mouths behind their incisors, using teeth to dig without swallowing dirt. Fur-lined pockets on both sides of their faces carry seeds and plant material while ploughing. Recent research has discovered that they glow in the dark too, another skill that comes in handy when living deep below—perhaps for communicating or evading predators.

E Previously, gophers were thought to feed themselves mainly by munching away at the roots they encounter while constructing new tunnel systems. Yet, digging tunnels is energetically costly—up to 300 to 3000 times more tiring than walking on a surface—and the researchers show that solely eating the roots found while excavating just doesn’t make up for the energy spent. “If they were burrowing a metre and they were encountering this many roots in that metre, would they gain enough energy from those roots to offset the cost of burrowing that metre?” ask Veronica Selden

F To understand how else these mammals get access to enough roots to survive, Putz and Selden observed the behaviour of gophers in a longleaf pine savanna in northern Florida. The researchers manually excluded the gophers from parts of their tunnel systems by using an open-ended barrel as a small dam, cutting access to parts of their home for varying amounts of time. They observed that in the dark, wet subterranean tunnels the gophers had dug, new, soft, digestible roots grew like stalactites and stalagmites covering the surfaces. The gophers seem to be actively tending to the roots to ensure they grow, the scientists contend. By maintaining and defending these long networks of tunnels, gophers are creating the perfect humid environment for roots to thrive, and causing soil aeration by loosening the ground in which plants grow in the first place.

For questions 1 - 7, choose from the paragraphs above (A-G).

Which paragraph...

- _____ 1 asks how pocket gophers are able to continue digging tunnels even if it demands a lot of energy?
- _____ 2 highlights examples of animals that farm their food?
- _____ 3 describes a discovery as generating interesting questions about the role of a certain creature?
- _____ 4 explains how pocket gophers treat their waste?
- _____ 5 mentions where pocket gophers typically stay?
- _____ 6 describes the methods pocket gophers use to get adequate food?
- _____ 7 highlights the physical features of pocket gophers that allow them to live underground?

Read the article below then answer the questions that follow.

There are sentences that have been removed from the article. Choose the correct letter below that contains the sentence that best fits in the paragraph. Take note that there is an extra sentence which you do not need to use.

Bacteria Found in Ancient Ocean Rocks Provide Clues for Life on Mars

NASA's Mars Exploration Program orbiting satellites, landers, and rovers have provided essential insights into the red planet's geography, climate, and natural resources.

8..... Now, the discovery of microbial development under an ancient, cold marine crust in the centre of the South Pacific gives scientists optimism that the evidence may already exist – we only need to know where to look!

Yohey Suzuki, an associate professor at the University of Tokyo, joined an Integrated Ocean Drilling Program research team in 2010. The study vessel, which transported the scientists from Tahiti in the middle of the South Pacific Ocean to Auckland, New Zealand, moored at three spots to gather mud and rock samples from the Earth's core - around 410 feet below the seafloor. 9.....

In order to prevent surface contamination, the samples were initially disinfected with an artificial saltwater wash and a brief burn. 10..... In order to identify bacteria in rock samples during the time, it was customary to remove the boulder's outer layer, grind its centre into a powder, and then count cells from the broken stone. "I was cracking open boulders with my hammer and chisel while everyone else was working calmly with their mud," remembers Suzuki. Unfortunately, no germs were detected by the researcher.

Since becoming convinced that the ancient rocks harboured life, Suzuki has sought an improved method for locating proof. He recently proposed slicing rock samples similarly to how pathologists make ultra-thin slices of bodily tissue samples to diagnose diseases.

11..... The thin rock layers were then rinsed with a DNA-staining chemical and viewed through a microscope. Indeed, a vast number of bacteria, which appeared as green lighting spheres, were crowded inside orange-glowing tubes of clay mineral deposits. The enthusiastic researcher exclaims, "I thought I was dreaming when I observed such abundant microbiological life in rocks."

The discovery of creatures in the old iron-and-clay-rich rocks is especially fascinating due to the similarity of the environment to that of Mars. Similar to Earth's, the crust of the red planet originated approximately four billion years ago from lava that rapidly cooled and cemented. Despite the fact that lakes and other bodies of water that once existed have evaporated, they left behind mineral-rich clay craters, comparable to the clay found beneath the Earth's seabed.

13..... Neutral to slightly alkaline levels, low temperature, moderate salinity, an iron-rich environment, and basalt rock – all of these conditions are shared by the deep ocean and the surface of Mars."

The findings were published in the journal Communications Biology on April 2, 2020.

14..... This discovery of life where no one expected it, in the solid rock beneath the ocean, may alter the search for life in space, according to an ecstatic Suzuki.

Choose the letter of the correct sentence that best fits the missing lines in each paragraph.

- A.)The painstaking quest for microorganisms then began.
- B.)According to Suzuki, "Minerals are like fingerprints that reveal the conditions that existed when the clay formed.
- C.)The team is currently collaborating with NASA's Johnson Space Centre to design a plan to investigate the Martian surface rocks gathered by the rovers.
- D.)The team hypothesised that the clay-mineral-filled fissures have a high concentration of nutrients upon which the bacteria depend for sustenance.
- E.)However, discovering signs of life has been difficult.
- F.)Suzuki covered the specimens with a special epoxy to ensure that they would not disintegrate when sliced.
- G.)The specimens were estimated to be 13.5 million, 33.5 million, and 104 million years old, depending on their location.
- H.)But, life discovery has been easier than ever due to this.

Answers

- 1. E
- 2. A
- 3. B
- 4. G
- 5. C
- 6. F
- 7. D
- 8. E
- 9. G
- 10. A
- 11. F
- 12. D
- 13. B
- 14. C

*H – the extra sentence

Summary of the key concepts covered in the textbook

Practice tests with passages and multiple-choice questions that mimic the format of the actual test

Read the extracts below and answer the questions

Extract A: Little Red Riding-Hood by Charles Perrault

Once upon a time there lived in a certain village a little country girl, the prettiest creature that ever was seen. Her mother was very fond of her, and her grandmother loved her still more. This good woman made for her a little red riding-hood, which became the girl so well that everybody called her Little Red Riding-hood.

One day her mother, having made some custards, said to her:—

‘Go, my dear, and see how your grandmother does, for I hear she has been very ill; carry her a custard and this little pot of butter.’

Little Red Riding-hood set out immediately to go to her grandmother’s, who lived in another village.

As she was going through the wood, she met Gaffer Wolf, who had a very great mind to eat her up; but he dared not, because of some wood bundle makers hard by in the forest. He asked her whither she was going. The poor child, who did not know that it was dangerous to stay and hear a wolf talk, said to him:—

‘I am going to see my grandmother, and carry her a custard and a little pot of butter from my mamma.’

‘Does she live far off?’ said the Wolf.

‘Oh, yes,’ answered Little Red Riding-hood; ‘it is beyond that mill you see there, the first house you come to in the village.’

‘Well,’ said the Wolf, ‘and I’ll go and see her, too. I’ll go this way, and you go that, and we shall see who will be there first.’

The Wolf began to run as fast as he could, taking the shortest way, and the little girl went by the longest way, amusing herself by gathering nuts, running after butterflies, and making nosegays of such little flowers as she met with. The Wolf was not long before he reached the old woman’s house. He knocked at the door—tap, tap, tap.

‘Who’s there?’ called the grandmother.

‘Your grandchild, Little Red Riding-hood,’ replied the Wolf, imitating her voice, ‘who has brought a custard and a little pot of butter sent to you by mamma.’

The good grandmother, who was in bed, because she was somewhat ill, cried out:—

‘Pull the bobbin, and the latch will go up.’

The Wolf pulled the bobbin, and the door opened. He fell upon the good woman and ate her up in no time, for he had not eaten anything for more than three days. He then shut the door, went into the grandmother’s bed, and waited for Little Red Riding-hood, who came sometime afterward and knocked at the door—tap, tap, tap.

‘Who’s there?’ called the Wolf.

Little Red Riding-hood, hearing the big voice of the Wolf, was at first afraid; but thinking her grandmother had a cold, answered:—

‘Tis your grandchild, Little Red Riding-hood, who has brought you a custard and a little pot of butter sent to you by mamma.’

The Wolf cried out to her, softening his voice a little:—

‘Pull the bobbin, and the latch will go up.’

Little Red Riding-hood pulled the bobbin, and the door opened. The Wolf, seeing her come in, said to her, hiding himself under the bedclothes:—

‘Put the custard and the little pot of butter upon the stool, and come and lie down with me.’ Little Red Riding-hood undressed herself and went into bed, where she was much surprised to see how her grandmother looked in her night-clothes.

She said to her:—

‘Grandmamma, what great arms you have got!’
 ‘That is the better to hug thee, my dear.’
 ‘Grandmamma, what great legs you have got!’
 ‘That is to run the better, my child.’
 ‘Grandmamma, what great ears you have got!’
 ‘That is to hear the better, my child.’
 ‘Grandmamma, what great eyes you have got!’
 ‘It is to see the better, my child.’
 ‘Grandmamma, what great teeth you have got!’
 ‘That is to eat thee up.’

And, saying these words, this wicked Wolf fell upon Little Red Riding-hood, and ate her all up.

Extract B: Goldilocks and the Three Bears by Robert Southey

Once upon a time there were three Bears, who lived together in a house of their own, in a wood. One of them was a Little Wee Bear, and one was a Middle-sized Bear, and the other was a Great Big Bear. They each had a bowl for their porridge; a little bowl for the Little Wee Bear; and a middle-sized bowl for the Middle-sized Bear; and a great bowl for the Great Big Bear. And they each had a chair to sit in; a little chair for the Little Wee Bear; and a middle-sized chair for the Middle-sized Bear; and a great chair for the Great Big Bear. And they each had a bed to sleep in; a little bed for the Little Wee Bear; and a middle-sized bed for the Middle-sized Bear; and a great bed for the Great Big Bear.

"Somebody has been sitting in my chair!" said the Great Big Bear in his great, rough, gruff voice.

And the careless Goldilocks had squatted down the soft cushion of the Middle-sized Bear. "Somebody has been sitting in my chair!" said the Middle-sized Bear in his middle-sized voice. "Somebody has been sitting in my chair, and has sat the bottom through!" said the Little Wee Bear in his little wee voice.

Then the Three Bears thought they had better make further search in case it was a burglar, so they went upstairs into their bedchamber. Now Goldilocks had pulled the pillow of the Great Big Bear out of its place.

"Somebody has been lying in my bed!" said the Great Big Bear in his great, rough, gruff voice. And Goldilocks had pulled the bolster of the Middle-sized Bear out of its place. "Somebody has been lying in my bed!" said the Middle-sized Bear in his middle-sized voice. Goldilocks and the Three Bears in bed

But when the Little Wee Bear came to look at his bed, there was the bolster in its place! And the pillow was in its place upon the bolster! And upon the pillow—?

There was Goldilocks's yellow head—which was not in its place, for she had no business there. "Somebody has been lying in my bed,—and here she is still!" said the Little Wee Bear in his little wee voice.

Now Goldilocks had heard in her sleep the great, rough, gruff voice of the Great Big Bear; but she was so fast asleep that it was no more to her than the roaring of wind, or the rumbling of thunder. And she had heard the middle-sized voice of the Middle-sized Bear, but it was only as if she had heard someone speaking in a dream. But when she heard the little wee voice of the Little Wee Bear, it was so sharp, and so shrill, that it awakened her at once. She started, and when she saw the Three Bears on one side of the bed, she tumbled herself out to the other, and ran to the window. Now the window was open, because the Bears, like good, teddy Bears, as they were, always opened their bedchamber window when they got up in the morning. So naughty, frightened little Goldilocks jumped; and whether she broke her neck in the fall, or ran into the wood and was lost there, or found her way out of the wood and got whipped for being a bad girl and playing truant, no one can say. But the Three Bears never saw anything more of her.

Answer the following questions by choosing the letter of the best answer.

1 How are the main characters in the two excerpts similar to each other?

- I Both characters are young.
- II Both characters are innocent and naive.
- III Both characters are irritable and irresponsible.
- IV Both characters make cautious and vigilant choices.
- V Both characters make imprudent decisions.

- a.) I and II
- b.) I and IV
- c.) I, III, and V
- d.) I, II, and V

2 How do the main characters in the two excerpts differ from each other?

- a.) Little Red Riding-hood from extract A becomes a victim of a crime while Goldilocks from extract B commits a crime.
- b.) Little Red Riding-hood from extract A fears meeting strangers while Goldilocks from extract B trusts strangers easily.
- c.) Little Red Riding-hood from extract A is suspicious of her surroundings while Goldilocks from extract B is wary and mindful of the situation.
- d.) Little Red Riding-hood from extract A is naughty and troublesome while Goldilocks from extract B is well-mannered and well-behaved.

3 What can be said about the repetition of phrases and lines in both extracts?

- a.) It highlights the setting of both extracts.
- b.) It drives readers into complete annoyance.
- c.) It establishes rhythm, creates a mood, and emphasises a point.
- d.) It provides obvious hints to the overall message of both extracts.

4 How do the animal characters in both extracts differ from each other?

- a.) The wolf from extract A is deceitful and wicked while the bears from extract B are sensitive, ill-tempered, and troublesome.
- b.) The wolf from extract A successfully deceived the protagonist and took advantage of her while the bears from extract B were harmed and wronged by the protagonist.
- c.) The wolf from extract A is friendly and warm towards the protagonist while the bears from extract B are hostile and unsympathetic towards the protagonist.
- d.) The wolf from extract A favourably stole food from the grandmother's house while the bears from extract B managed to fool the protagonist and lured her into their house.

5 What can be inferred about the parents of the protagonists in both extracts?

- a.) The parents know what is best for their children.
- b.) The parents lack guidance and supervision to their children.
- c.) The parents are too demanding and strict towards their children.
- d.) The parents allow their children to enjoy playing in the woods as much as they can.

6 What message can be derived from both extracts?

- a.) Both extracts serve as reminders about treating people you meet with utmost respect.
- b.) Both extracts serve as encouragement to children to always go on adventures while they are still young.
- c.) Both extracts serve as cautionary tales about the dangers of wandering and exploring unfamiliar places.
- d.) Both extracts serve as examples of how easy it is for strangers to kidnap children in modern culture.

7 In extract A, why is the main character called the "little red riding-hood"?

- a.) She is little and like the rest of her family, she has red hair.
- b.) She is the smallest member of her family and favours the colour red.
- c.) It is common knowledge that she favours the colour red in the entirety of her wardrobe, including her dresses, accessories, and other items.
- d.) Her grandmother gave her a red riding hood which suited her so well that everyone began to refer to her by that name.

8 What moral can be best drawn in extract A?

- a.) The right way to talk to strangers is with caution.
- b.) Always treat everyone with kindness and humility.
- c.) Always heed the advice of the elderly, for they know what's best for you.
- d.) Do not stray from your path and run as quickly as possible to warn someone of possible danger.

9 In extract B, did Goldilocks regret her actions?

- a.) Yes, she apologised to the three bears for her mistake.
- b.) Yes, she told the three bears never to repeat it again and ask permission the next time.
- c.) No, she got startled and leaped out of the window.
- d.) No, she threw a fit that the three bears did not understand how she was only driven by her curiosity.

10 What lesson/s can be gained from extract B?

- I Greed will always lead to one's downfall.
- II Never judge someone based on their appearance.
- III Do not use what isn't yours without the owner's permission.
- IV Even when the liar is stating the truth, no one trusts him or her.
- V It is wrong to trespass into someone's property and invade their privacy.

- a.) V only
- b.) III and V
- c.) III and IV
- d.) I, II, and IV

Read the extracts below and answer the questions

Extract A: Persuasion (Excerpt) by Jane Austen

He was not Mr Wentworth, the former curate of Monkford, however suspicious appearances may be, but a Captain Frederick Wentworth, his brother, who being made commander in consequence of the action off St Domingo, and not immediately employed, had come into Somersetshire, in the Summer of 1806; and having no parent living, found a home for half a year at Monkford. He was, at that time, a remarkably fine young man, with a great deal of intelligence, spirit, and brilliancy; and Anne an extremely pretty girl, with gentleness, modesty, taste, and feeling. Half the sum of attraction, on either side, might have been enough, for he had nothing to do, and she had hardly anybody to love; but the encounter of such lavish recommendations could not fail. They were gradually acquainted, and when acquainted, rapidly and deeply in love. It would be difficult to say which had seen highest perfection in the other, or which had been the happiest: she, in receiving his declarations and proposals, or he in having them accepted.

A short period of exquisite felicity followed, and but a short one. Troubles soon arose. Sir Walter, on being applied to, without actually withholding his consent, or saying it should never be, gave it all the negative of great astonishment, great coldness, great silence, and a professed resolution of doing nothing for his daughter. He thought it a very degrading alliance; and Lady Russell, though with more tempered and pardonable pride, received it as a most unfortunate one.

Anne Elliot, with all her claims of birth, beauty and mind, to throw herself away at nineteen; involve herself at nineteen in an engagement with a young man, who had nothing but himself to recommend him, and no hopes of attaining affluence, but in the chances of a most uncertain profession, would be, indeed, a throwing away, which she grieved to think of! Anne Elliott, so young; known to so few, to be snatched off by a stranger without alliance or fortune; or rather sunk by him into a state of most wearing, anxious, youth-killing dependence! It must not be, if by any fair interference of friendship, any representations from one who had almost a mother's love, and mother's rights, it would be prevented.

Captain Wentworth had no fortune. He had been lucky in his profession; but spending freely, what had come freely, had realised nothing. But he was confident that he should soon be rich: full of life and ardour, he knew that he should soon have a ship, and soon be on a station that would lead to everything he wanted. He had always been lucky; he knew he should be so still. Such confidence, powerful in its own warmth, and bewitching in the wit which often expressed it, must have been enough for Anne; but Lady Russell saw it very differently. His sanguine temper, and fearlessness of mind, operated very differently on her. She saw in it but an aggravation of evil. It only added a dangerous character to himself. He was brilliant, he was headstrong. Lady Russell had little taste for wit, and of anything approaching to imprudence a horror. She deprecated the connection in every light.

Such opposition, as these feelings produced, was more than Anne could combat. Young and gentle as she was, it might yet have been possible to withstand her father's ill-will, though unsoftened by one kind word or look on the part of her sister; but Lady Russell, whom she had always loved and relied on, could not, with such steadiness of opinion, and such tenderness of manner, be continually advising her in vain. She was persuaded to believe the engagement a wrong thing: indiscreet, improper, hardly capable of success, and not deserving it. But it was not a merely selfish caution, under which she acted, in putting an end to it. Had she not imagined herself consulting his good, even more than her own, she could hardly have given him up. The belief of being prudent, and self-denying principally for his advantage, was her chief consolation, under the misery of a parting - a final parting; and every consolation was required, for she had to encounter all the additional pain of opinions, on his side, totally unconvinced and unbending, and of his feeling himself ill used by so forced a relinquishment. He left the country as a consequence.

A few months had seen the beginning and end of their acquaintance; but, not with a few months ended Anne's share of suffering from it. Her attachment and regrets had, for a long time, clouded every enjoyment of youth, and an early loss of bloom and spirits had been their lasting effect.

Extract B: Sense and Sensibility (Excerpt) by Jane Austen

'What a pity it is, Elinor,' said Marianne, 'that Edward should have no taste for drawing.'
'No taste for drawing!' replied Elinor, 'why should you think so? He does not draw himself, indeed, but he has great pleasure in seeing the performances of other people, and I assure you he is by no means deficient in natural taste, though he has not had opportunities of improving it. Had he ever been in the way of learning, I think he would have drawn very well. He distrusts his own judgement in such matters so much that he is always unwilling to give his opinion on any picture; but he has an innate propriety and simplicity of taste, which in general direct him perfectly right.'

Marianne was afraid of offending, and said no more on the subject; but the kind of approbation which Elinor described as excited in him by the drawings of other people, was very far from that rapturous delight, which, in her opinion, could alone be called taste. Yet, though smiling within herself at the mistake, she honoured her sister for that blind partiality to Edward which produced it.

‘I hope, Marianne,’ continued Elinor, ‘you do not consider him as deficient in general taste. Indeed, I think I may say that you cannot, for your behaviour to him is perfectly cordial, and if THAT were your opinion, I am sure you could never be civil to him.’ Marianne hardly knew what to say. She would not wound the feelings of her sister on any account, and yet to say what she did not believe was impossible. At length she replied: ‘Do not be offended, Elinor, if my praise of him is not in every thing equal to your sense of his merits. I have not had so many opportunities to estimate the minute propensities of his mind, his inclinations and tastes, as you have; but I have the highest opinion in the world of his goodness and sense. I think of him as everything that is worthy and amiable.’ ‘I am sure,’ replied Elinor, with a smile, ‘that his dearest friends could not be dissatisfied with such commendation as that. I do not perceive how you could express yourself more warmly.’

Marianne was rejoiced to find her sister so easily pleased. ‘Of his sense and his goodness,’ continued Elinor, ‘no one can, I think, be in doubt, who has seen him often enough to engage him in unreserved conversation. The excellence of his understanding and his principles can be concealed only by that shyness which too often keeps him silent. You know enough of him to do justice to his solid worth. But of his minute propensities, as you call them you have from peculiar circumstances been kept more ignorant than myself. He and I have been at times thrown a good deal together, while you have been wholly engrossed on the most affectionate principle by my mother. I have seen a great deal of him, have studied his sentiments and heard his opinion on subjects of literature and taste; and, upon the whole, I venture to pronounce that his mind is well-informed, enjoyment of books exceedingly great, his imagination lively, his observation just and correct, and his taste delicate and pure. His abilities in every respect improve as much upon acquaintance as his manners and person. At first sight, his address is certainly not striking; and his person can hardly be called handsome, till the expression of his eyes, which are uncommonly good, and the general sweetness of his countenance, is perceived. At present, I know him so well that I think he is really handsome; or at least, almost so. What say you, Marianne?’

‘I shall very soon think him handsome, Elinor, if I do not now. When you tell me to love him as a brother, I shall no more see imperfection in his face, than I now do in his heart.’ Elinor started at this declaration, and was sorry for the warmth she had been betrayed into, in speaking of him. She felt that Edward stood very high in her opinion. She believed the regard to be mutual; but she required greater certainty of it to make Marianne’s conviction of their attachment agreeable to her. She knew that what Marianne and her mother conjectured one moment, they believed the next—that with them, to wish was to hope, and to hope was to expect. She tried to explain the real state of the case to her sister. ‘I do not attempt to deny,’ said she, ‘that I think very highly of him—that I greatly esteem, that I like him.’

Marianne here burst forth with indignation—

‘Esteem him! Like him! Cold-hearted Elinor! Oh! worse than cold-hearted! Ashamed of being otherwise. Use those words again, and I will leave the room this moment.’

Elinor could not help laughing. ‘Excuse me,’ said she; ‘and be assured that I meant no offence to you, by speaking, in so quiet a way, of my own feelings. Believe them to be stronger than I have declared; believe them, in short, to be such as his merit, and the suspicion—the hope of his affection for me may warrant, without imprudence or folly. But farther than this you must not believe. I am by no means assured of his regard for me. There are moments when the extent of it seems doubtful; and till his sentiments are fully known, you cannot wonder at my wishing to avoid any encouragement of my own partiality, by believing or calling it more than it is. In my heart I feel little—scarcely any doubt of his preference. But there are other points to be considered besides his inclination. He is very far from being independent. What his mother really is we cannot know; but, from Fanny’s occasional mention of her conduct and opinions, we have never been disposed to think her amiable; and I am very much mistaken if Edward is not himself aware that there would be many difficulties in his way, if he were to wish to marry a woman who had not either a great fortune or high rank.’

Marianne was astonished to find how much the imagination of her mother and herself had outstripped the truth.

‘And you really are not engaged to him!’ said she. ‘Yet it certainly soon will happen. But two advantages will proceed from this delay. I shall not lose you so soon, and Edward will have greater opportunity of improving that natural taste for your favourite pursuit which must be so indispensably necessary to your future felicity. Oh! if he should be so far stimulated by your genius as to learn to draw himself, how delightful it would be!’

Answer the following questions by choosing the letter of the best answer.

11 How do the characters Anne from extract A and Elinor from extract B resemble each other?

1. Both characters come from poor families.
2. Both characters are modest, clever, and practical.
3. Both characters lack sympathy, concern, and interest.
4. Both characters believe they are incapable of great feats.

12 How different are the characters Captain Wentworth from extract A and Edward from extract B?

1. Captain Wentworth from extract A is not affluent while Edward from extract B comes from a wealthy family.
2. Captain Wentworth from extract A is well-mannered while Edward from extract B is extraordinarily vain.
3. Captain Wentworth from extract A is easily persuaded by those who seek to benefit him while Edward from extract B is a stereotype of the irresponsible upper classes.
4. Captain Wentworth from extract A is the ideal man that everyone agrees due to his eloquent demeanour while Edward from extract B is deeply unconcerned about his family’s wealth.

13 What attributes best describe the characters Captain Wentworth from extract A and Edward from extract B?

1. honourable, intelligent, and kind
2. determined, fearless, and strong
3. mature, egocentric and shy
4. respectable, irrational, and kind

14 What themes can be depicted in both extracts?

- I love and passion
- II social status
- III oppression and rebellion
- IV hatred and vengeance
- V women and femininity

- a.) I only
- b.) I and V
- c.) I, II, and V
- d.) I, II, IV, and V

15 How are class differences portrayed in both extracts?

- a.) In extract A, the Elliot family shows an unjust exercise of power and authority; while in extract B, Elinor's family emphasises their financial superiority.
- b.) In extract A, the Elliot family is very prejudiced about Captain Wentworth's wealth; while in extract B, Elinor's family questions Edward's moral standards as someone who comes from the upper class.
- c.) In extract A, Anne is advised on the need to marry a man who matches her level and class; while in extract B, Elinor realises that her wealth and position could hinder her marriage to Edward.
- d.) In extract A, Anne benefits from the society at the expense of the lower class; while in extract B, Elinor claims the idea that a man of inferior rank is no match for someone like her.

16 In both extracts, what can be said about marriage during Jane Austen's time?

- I Gender roles in marriage were more fluid and childbearing is an option.
- II Living together without being married was considered acceptable.
- III Marriage was not merely a personal matter; it involves basically the entire social group.
- IV Marriage was more of a social and economic tie between families than a simple matter of love.
- V Couples were more likely to both have careers and contribute to the family's income now that women have so many more economic opportunities.

- a.) V only
- b.) III and IV
- c.) I, III, and IV
- d.) II, IV, and V

17 In extract A, what can be said about women during the 18th century English society?

- I Women attain independence by marrying wealthy men.
- II Women are privileged enough to make their way to society.
- III Women have full and equal participation in all facets of society.
- IV Marriage is the most reasonable solution for a woman to live a happy and fulfilling life.
- V The primary source of women's influence is their ability to attract, decline, and embrace marriage proposals from men.

- a.) III only
- b.) II and III
- c.) I, III, and IV
- d.) I, IV, and V

18 In extract A, how did Anne Elliot feel after rejecting Captain Wentworth?

- a.) happy and contented
- b.) misery and regret
- c.) pleasant and relaxed
- d.) vengeful and unforgiving

19 In extract B, the line, “I am very much mistaken if Edward is not himself aware that there would be many difficulties in his way, if he were to wish to marry a woman who had not either a great fortune or high rank” implies

- a.) One’s status in the society dictates who one should or shouldn’t marry.
- b.) To climb the social ladder, one must strive to meet other people’s expectations.
- c.) When one has a high social class, he instinctively feels more superior to those in lower classes.
- d.) It is quite apparent how people of higher social class will prevail and thrive more among others.

20 In extract B, Marianne undertakes the investigation of Elinor's real feelings. What does Elinor think or feel about Edward?

- a.) She doubts and raises concerns over Edward’s artistic and aesthetic sensibilities.
- b.) She thinks that despite Edward not being the elegant man, he is unquestionably rich.
- c.) She acknowledges that he is not exactly the most dashing, but she thinks highly of him and finds him lovable now that she knows him well.
- d.) She wants to get to know him more but sees him as a man with lofty ambitions of wealth or social status.

Read the extracts below and answer questions

Extract A: A Dark Brown Dog by Stephen Crane

He discovered the little dark-brown dog who was following him with the air of a footpad. The child beat his pursuer with a small stick he had found. The dog lay down and prayed until the child had finished, and resumed his journey. Then he scrambled erect and took up the pursuit again.

On the way to his home the child turned many times and beat the dog, proclaiming with childish gestures that he held him in contempt as an unimportant dog, with no value save for a moment. For being this quality of animal the dog apologised and eloquently expressed regret, but he continued stealthily to follow the child. His manner grew so very guilty that he slunk like an assassin.

When the child reached his door-step, the dog was industriously ambling a few yards in the rear. He became so agitated with shame when he again confronted the child that he forgot the dragging rope. He tripped upon it and fell forward.

The child sat down on the step and the two had another interview. During it the dog greatly exerted himself to please the child. He performed a few gambols with such abandon that the child suddenly saw him to be a valuable thing. He made a swift, avaricious charge and seized the rope.

He dragged his captive into a hall and up many long stairways in a dark tenement. The dog made willing efforts, but he could not hobble very skillfully up the stairs because he was very small and soft, and at last the pace of the engrossed child grew so energetic that the dog became panic-stricken. In his mind he was being dragged toward a grim unknown. His eyes grew wild with the terror of it. He began to wiggle his head frantically and to brace his legs.

Extract B: The Fly by Katherine Mansfield

At that moment the boss noticed that a fly had fallen into his broad inkpot, and was trying feebly but desperately to clamber out again. Help! help! said those struggling legs. But the sides of the inkpot were wet and slippery; it fell back again and began to swim. The boss took up a pen, picked the fly out of the ink, and shook it onto a piece of blotting-paper. For a fraction of a second it lay still on the dark patch that oozed round it. Then the front legs waved, took hold, and, pulling its small, sodden body up it began the immense task of cleaning the ink from its wings. Over and under, over and under, went a leg along a wing, as the stone goes over and under the scythe. Then there was a pause, while the fly, seeming to stand on the tips of its toes, tried to expand first one wing and then the other. It succeeded at last, and, sitting down, it began, like a minute cat, to clean its face. Now one could imagine that the little front legs rubbed against each other lightly, joyfully. The horrible danger was over; it had escaped; it was ready for life again.

But just then the boss had an idea. He plunged his pen back into the ink, leaned his thick wrist on the blotting paper, and as the fly tried its wings down came a great heavy blot. What would it make of that? What indeed! The little beggar seemed absolutely cowed, stunned, and afraid to move because of what would happen next. But then, as if painfully, it dragged itself forward. The front legs waved, caught hold, and, more slowly this time, the task began from the beginning.

He's a plucky little devil, thought the boss, and he felt a real admiration for the fly's courage. That was the way to tackle things; that was the right spirit. Never say die; it was only a question of ... But the fly had again finished its laborious task, and the boss had just time to refill his pen, to shake fair and square on the new-cleaned body yet another dark drop. What about it this time? A painful moment of suspense followed. But behold, the front legs were again waving; the boss felt a rush of relief. He leaned over the fly and said to it tenderly, "You artful little b . . ." And he actually had the brilliant notion of breathing on it to help the drying process. All the same, there was something timid and weak about its efforts now, and the boss decided that this time should be the last, as he dipped the pen deep into the inkpot.

It was. The last blot fell on the soaked blotting-paper, and the draggled fly lay in it and did not stir. The back legs were stuck to the body; the front legs were not to be seen.

"Come on," said the boss. "Look sharp!" And he stirred it with his pen—in vain. Nothing happened or was likely to happen. The fly was dead.

21 Both extracts talk about the following themes, except:

- a.) Power Imbalance
- b.) Abuse of Power
- c.) Oppression
- d.) Gender Inequality

22 Which extract is an allegory for slavery and racism?

- a.) Extract A
- b.) Extract B
- c.) Both
- d.) Neither

23 Which extract illustrates the state of mind by the character?

- a.) Extract A
- b.) Extract B
- c.) Both
- d.) Neither

24 Both extracts talk about what type of conflict?

- a.) Man vs Man
- b.) Man vs Society
- c.) Man vs Himself
- d.) Man vs Nature

25 What Point-of-View does both the extracts utilise?

- a.)1st Person
- b.)2nd Person
- c.)3rd Person
- d.)4th Person

Read the extracts below and answer questions

Extract A: Ever Be Contented by Somnath Sarkar

There was a king; since he had lots of responsibilities and a huge amount of pressure on his shoulder. He was always stressed. He used to see his servant who was very happy. He was very happy with his work and family, he had no stress, and he used to work hard but enjoy his work and was contented with his life. This fascinated the King; why was he, the Supreme Ruler of the Land, unhappy and gloomy, while a lowly servant had so much joy.

The King asked the servant, "Why are you so happy?"

The man replied, "Your Majesty, I am nothing but a servant, but my family and I don't need too much – just a roof over our heads and warm food to fill our Tummies."

The king was not satisfied with that reply. Later in the day, he sought the advice of his most trusted minister. After hearing the King's woes and the servant's story, the minister said, "Your Majesty, I believe that the servant has not been made part of The 99 Club."

"The 99 Club? And what exactly is that?" the King inquired curiously.

The minister replied, "Your Majesty, just wait a bit, you yourself realise what I mean to be"

The minister then kept a small bag with 99 gold coins outside the servant's house. Next day when the servant saw the bag he was ecstatic. He began to count them. After several counts, he was at last convinced that there were 99 coins. 'What could've happened to that last gold coin? Surely, no one would leave 99 coins!' he wondered. He looked everywhere he could, but that final coin was elusive. Finally, exhausted, he decided that he would have to work harder than ever to earn that gold coin and complete his collection.

From that day he started to work really hard and hard, and could not give enough attention to his family. He was completely focused on earning that one more coin. He stopped enjoying his work.

Witnessing this drastic transformation, the King got puzzled. When he sought his Minister's help, the Minister said, "Your Majesty, the servant has now officially joined The 99 Club."

Extract B: The Necklace by Guy de Maupassant

When Madame Loisel took the necklace back, Madame Forestier said coldly:

"You should have returned it sooner, I might have needed it."

To the relief of her friend, she did not open the case. If she had detected the substitution, what would she have thought? What would she have said? Would she have taken her friend for a thief?

From then on, Madame Loisel knew the horrible life of the very poor. But she played her part heroically. The dreadful debt must be paid. She would pay it. They dismissed their maid; they changed their lodgings; they rented a garret under the roof.

She came to know the drudgery of housework, the odious labours of the kitchen. She washed the dishes, staining her rosy nails on greasy pots and the bottoms of pans. She washed the dirty linen, the shirts and the dishcloths, which she hung to dry on a line; she carried the garbage down to the street every morning, and carried up the water, stopping at each landing to catch her breath. Her husband worked every evening, doing accounts for a tradesman, and often, late into the night, he sat copying a manuscript at five sous a page.

And this life lasted ten years.

At the end of ten years they had paid off everything, everything, at usurer's rates and with the accumulations of compound interest.

One Sunday, as she was walking in the Champs Élysées to refresh herself after the week's work, suddenly she saw a woman walking with a child. It was Madame Forestier, still young, still beautiful, still charming.

Madame Loisel felt emotional. Should she speak to her? Yes, of course. And now that she had paid, she would tell her all. Why not? She went up to her.
"Good morning, Jeanne."

The other, astonished to be addressed so familiarly by this common woman, did not recognize her. She stammered: "Oh! ... my poor Mathilde, how you've changed! ..."

"Yes, I have had some hard times since I last saw you, and many miseries ... and all because of you! ..."

"Me? How can that be?"

"You remember that diamond necklace that you lent me to wear to the Ministry party? Well, I lost it."

"What do you mean? You brought it back."

"I brought you back another exactly like it. And it has taken us ten years to pay for it. It wasn't easy for us, we had very little. But at last it is over, and I am very glad."

Madame Forestier was stunned. "You say that you bought a diamond necklace to replace mine?"

"Yes; you didn't notice then? They were very similar." And she smiled with proud and innocent pleasure.

Madame Forestier, deeply moved, took both her hands. "Oh, my poor Mathilde! Mine was an imitation! It was worth five hundred *francs* at most! ..."

26 What theme does both of the extracts talk about?

- I Greed
- II Racial Discrimination
- III Contentment
- IV Oppression

- a.) I, II, III
- b.) I & III
- c.) I only
- d.) I, II, III, IV

27 What does the 99 club represent in Extract A?

- a.) a name given to those people who have enough to be happy but are never content
- b.) a club for people who loathe the king's rule.
- c.) a name given for those servants who are always happy.
- d.) a club for those who received the 99 coins the minister had given them.

28 What literary device is utilised in Extract B?

- a.) Allegory
- b.) Cliffhanger
- c.) Irony
- d.) Personification

29 These are examples of imagery in both extracts, except:

- a.) He used to see his servant who was very happy.
- b.) Madame Loisel knew the horrible life of the very poor.
- c.) She washed the dishes, staining her rosy nails on greasy pots and the bottoms of pans.
- d.) Madame Forestier, deeply moved, took both her hands.

30 Both extracts present the disparity between the _____.

- a.) oppressed and oppressor
- b.) good and bad
- c.) wealthy and unfortunate
- d.) skinny and obese

Read the extracts below and answer questions

Extract 1: THE CHRISTMAS GIFT

Once upon a time there lived a family in Melbourne. The father had three lovely children and the mother had passed away while giving birth to her youngest child, Zylith. The last words of the mother were "When we have each other, we have everything."

The next day they set up a funeral for the mother and the father muttered slowly "Gone but never forgotten." With the passing of time Zylith grew to be a very gracious girl. Everyone around her loved her for her kind heart and she was also very clever. The two older sisters were egotistical and greedy.

They always celebrated Christmas, and it was Christmas Eve at last. Everyone was so excited and they all started to prepare for it.

"Hey, Verose don't hang those stupid bubbles, the tree already looks pretty ugly as you" said Emily the oldest sister. She bursted out laughing and Verose yelled "Shut up! And you, Zylith what are you looking at? You better not forget that mom died because of you and she is not here to celebrate Christmas with us, it's all because of you! From the moment you were born misfortune has been following you."

Zylith tried not to shed her tears and ran to her room. Smirked at the two of them and she cried while hugging her mother's picture. After a while, the father came home and told his daughters to hand him the cards and that he'll post them to Santa on his way to work.

As their father was a merchant, he was mostly out. In the morning there were two presents beautifully wrapped. The two older sisters got what they wished for, a fine silk dress, and jewelry. The two of them asked "Where is your present Zylith?" Giggled the both of them.

"It's right here," said Zylith. The father said "What do you mean?" "You guys are my present and what I need the most. When we have each other, we have everything and the greatest gift of all is family and my greatest pleasure is spending time with you all and I'm happy for that." said Zylith.

“We’re sorry for everything.” “You are the good fortune in our family and please forgive us for how we treated you.” said Verose and Emily. “I forgive you two, after all we are a family and family is a gift that lasts forever.” said Zylith. They all cried out of happiness and lived happily ever after.

Extract 2: HAPPINESS IS A CHOICE

An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him. He was always gloomy, constantly complained and always was in a bad mood. The longer he lived, the more bile he was becoming and he had more poison in his words. People avoided him, because his misfortune became contagious. It was even unnatural and insulting to be happy next to him. He created the feeling of unhappiness in others.

But one day, when he got eighty years old, an incredible thing happened. Instantly everyone heard the rumour: “An Old Man is happy today, he doesn’t complain about anything, smiles, and even his face is freshened up”. The whole village gathered together.

An old man was asked: – What happened to you?

– Nothing special.. – he answered. – Eighty years I’ve been chasing happiness, and it was useless. And then... I decided to live without happiness and just enjoy life... That is why I am happy now!

31 How do you think Zenith and the old man feel in their stories?

- A. Unloved
- B. Unfortunate
- C. Included
- D. Validated

32 What is the general theme in both stories?

- A. Choosing the right thing
- B. Love
- C. Family
- D. Happiness

33 The sisters and the townspeople symbolise what?

- A. Mean people
- B. Characters in the story
- C. People who invalidate others happiness
- D. Villains

34 What is the point-of-view of both extracts?

- A. 3rd person-point-of-view
- B. 2nd person-point-of-view
- C. 1st person-point-of-view
- D. 4th person-point-of-view

35 In extract 1, who did Zylith refer to as her present?

- A. The season of Christmas
- B. The gifts under the tree
- C. Her family
- D. Her daughters

36 In extract 2, how did the old man find happiness?

- A. He chased for it until he could find contentment
- B. He went looking for it so that he could enjoy life
- C. He waited for it to come
- D. He stopped chasing it and started to enjoy life

37 Both stories boil down to choosing happiness. How did Zylith choose to be happy?

- A. By not minding how mean her sisters are
- B. By celebrating Christmas so she could be happy
- C. By valuing her mother's memory through loving her family
- D. By making sure her sisters get more present than her during the holidays

38 In paragraph 4 of extract 1, an oxymoron can be seen. Which of these phrases is an oxymoron?

- A. Stupid bubbles
- B. Pretty ugly
- C. Misfortune has been following you
- D. The tree looks pretty

39 In paragraph 1 of extract 2, a hyperbole can be seen. Which of these phrases is a hyperbole?

- A. most unfortunate
- B. unnatural and insulting to be happy next to him
- C. he had more poison in his words
- D. feeling of unhappiness in others.

40 Which extract portrayed an unpleasant main character because of their attitude towards others?

- A. Extract 2
- B. Extract 1
- C. Both
- D. Neither

Read the poems below and answer the questions

Caged Bird by Maya Angelou

The free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wings 5
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through 10
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings 15
with fearful trill
of the things unknown
but longed for still
and his tune is heard
on the distant hill for the caged bird 20
sings of freedom

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn-bright lawn
and he names the sky his own. 25

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing

The caged bird sings 30
with a fearful trill
of things unknown
but longed for still
and his tune is heard

on the distant hill 35
for the caged bird
sings of freedom.



41 Which type of poetry is utilised in the poem?

- a.) Sonnet
- b.) Haiku
- c.) Free verse
- d.) Limerick

42 What do both of the birds represent in the poem?

- a.) different types of birds
- b.) different racial groups
- c.) different traditions
- d.) different countries

43 What does the caged bird symbolise in the poem?

- a.) prevalence of poverty
- b.) physical abuse of animals
- c.) betrayal of one's country
- d.) slavery and oppression of black Americans

44 Which of these lines use Alliteration?

- I Line 10
- II Line 24
- III Line 27
- IV Line 25

- a.) I, II, IV
- b.) I, II, III
- c.) I and II
- d.) II, III, IV

45 Which line shows that the caged bird lost his will to survive?

- a.) Line 26
- b.) Line 29
- c.) Line 34
- d.) Line 37

46 Which of these phrases show an auditory type of imagery?

- a.) fat worms
- b.) dawn bright lawn
- c.) sighing trees
- d.) narrow cage

47 Which figure of speech is used in stanzas 3 and 6?

- a.) Repetition
- b.) Anaphora
- c.) Epiphora
- d.) Onomatopoeia

48 Which figure of speech is used in almost every line in the poem?

- a.) Hyperbole
- b.) Simile
- c.) Metaphor
- d.) Personification

49 Which literary device is used in the poem that carries its idea or thought over to the next line without a grammatical pause?

- a.) Setting
- b.) Enjambment
- c.) Foreshadowing
- d.) Flashbacking

50 Which type of imagery is used in line 24?

- a.) Olfactory
- b.) Auditory
- c.) Gustatory
- d.) Visual

Digging by Seamus Heaney

Between my finger and my thumb
The squat pen rests; snug as a gun.

Under my window, a clean rasping sound
When the spade sinks into gravelly ground:
My father, digging. I look down 5

Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping in rhythm through potato drills
Where he was digging.

The coarse boot nestled on the lug, the shaft 10
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge deep
To scatter new potatoes that we picked,
Loving their cool hardness in our hands.

By God, the old man could handle a spade. 15
Just like his old man.

My grandfather cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper. He straightened up 20
To drink it, then fell to right away
Nicking and slicing neatly, heaving sods
Over his shoulder, going down and down
For the good turf. Digging.

The cold smell of potato mould, the squelch and slap 25
Of soggy peat, the curt cuts of an edge
Through living roots awaken in my head.
But I've no spade to follow men like them.

Between my finger and my thumb
The squat pen rests. 30
I'll dig with it.

Answer the following questions by choosing the letter of the best answer.

51 How many generations were mentioned in the poem?

- a.)Two
- b.)Three
- c.)Four
- d.)Five

52 Which is the occupation of the speaker of the poem?

- a.)Farmer
- b.)Engineer
- c.)Fisherman
- d.)Writer

53 Which is the occupation of the father and grandfather in the poem?

- a.)Farmer
- b.)Engineer
- c.)Fisherman
- d.)Writer

54 In lines 1 and 2, which figure of speech is utilised?

- a.)Simile
- b.)Metaphor
- c.)Onomatopoeia
- d.)Paradox

55 Which figure of speech is used in line 12?

- a.)Alliteration
- b.)Personification
- c.)Simile
- d.)Apostrophe

56 Which of these lines show olfactory imagery?

- a.)Line 16
- b.)Line 17
- c.)Line 19
- d.)Line 25



57 Which of these lines show gustatory imagery?

- a.) Line 17
- b.) Line 21
- c.) Line 23
- d.) Line 27

58 Which of these lines show tactile imagery, except:

- a.) Line 14
- b.) Line 19
- c.) Line 22
- d.) Line 8

59 In stanza 6, which group of lines is used in the poem?

- a.) Septet
- b.) Octave
- c.) Quintet
- d.) Tercet

60 Which type of point-of-view is used in the poem?

- a.) 1st person
- b.) 2nd person
- c.) 3rd person
- d.) None

Read the articles below and answer the questions that follow.

Dogs and how they read emotions

A Dog-owners often feel that their pooches are good at picking up on their emotions. This isn't a figment of their imaginations. New studies show how behavioural and chemical cues from humans can affect dogs in ways that enable them to not only discriminate between their owners' fear, excitement, or anger, but also to "catch" these feelings from their human companions. Just as human toddlers look to their parents for cues about how to react to the people and world around them, dogs often look to humans for similar signs. When their people project feelings of calm and confidence, dogs tend to view their surroundings as safe and secure. But the converse is true as well, which means their owner's stress and anxiety can also become the dog's stress and anxiety.

B While interacting with each other or even just looking into each other's eyes, research has found that people and their dogs experience the release of oxytocin, often called the "love hormone" or the "cuddle hormone"—though the hormone's effects are more complicated than that, given that it can foster trust and generosity in some situations and envy in others. When it comes to bonding, "oxytocin release is stimulated by eye contact or social touch such as petting, and it works both ways—from dog to human and from human to dog; it's like a feedback loop," explains Larry Young, a professor of psychiatry and director of the Silvio O. Conte Center for Oxytocin and Social Cognition at Emory University. "In order to have emotional contagion, dogs need to be able to recognize the emotions of their owner—that requires attention, which oxytocin facilitates. It causes the brain to focus on social cues."

C Dogs also have “affective empathy”—which is defined as the ability to understand someone else’s feelings—toward people who are important to them. Emotional contagion is a primitive form of affective empathy that reflects the ability to actually share those feelings. For example, in a 2020 study published in the Canadian Journal of Experimental Psychology, researchers examined how dogs reacted when their owner or a stranger in their home pretended to laugh or cry. The dog bestowed more attention on the person who appeared to be crying, both through visual and physical contact. And, when the stranger cried, the dogs showed higher stress responses, explains study co-author Julia Meyers-Manor, an associate professor of psychology at Ripon College in Ripon, Wisconsin.

D Sensory factors can influence emotional contagion between people and their canine companions. For one thing, dogs have a remarkable ability to read the facial expressions and body cues of human beings, experts say. While some research has found that dogs focus more on bodily expressions of emotion than on facial expressions in both humans and other dogs, other studies have shown that dogs process human facial expressions similar to the way people do. A study in a 2018 issue of the journal Learning & Behaviour found that dogs respond to human faces that express six basic emotions— anger, fear, happiness, sadness, surprise, and disgust—with changes in their gaze and heart rate.

E On the auditory front, research has found that when dogs hear expressions of distress, like crying, or positive sounds like laughing, they respond differently than they do to other vocalisations or non-human sounds. When they’re exposed to these human sounds, dogs are more likely to look at or approach their owner or the source of the sound.

F When it comes to olfaction, “dogs are very sensitive to body odour—it’s how they can detect diabetes and possibly epilepsy [in people],” Wynne says. In a study in a 2018 issue of Animal Cognition, researchers set up an experiment in which Labradors and Golden Retrievers were exposed to samples of three human body odours—representing fear, happiness, and a neutral emotion: The researchers induced these particular emotions in the male participants then took odour samples from their armpits. These odours were then aerosolized through a special dispenser in a space where the dogs could move freely in the presence of their owners or strangers: When the dogs were exposed to the scent of fear, they exhibited more stressful behaviours and higher heart rates than they did in the presence of “happy” odours; the dogs were also more interested in the strangers when the happy odours were present.

G For many years, researchers assumed that when dogs became domesticated, the possibility of emotional contagion served as a survival mechanism—if dogs were able to read and share their owner’s emotions, they would be better cared for. More recently, that thinking has shifted. A recent study in Scientific Reports found that it’s the bond and life experiences between dogs and their owners that account for the release of oxytocin during interactions. Also, a study in a 2019 issue of Frontiers in Psychology found that the extent to which emotional contagion occurs between humans and their canine companions increases along with the time spent sharing the same environment.

For questions 61 - 67, choose from the paragraphs above (A-G).

Which paragraph ...

- _____ 61 shows the aptitude of dogs when it comes to reading facial cues?
- _____ 62 shows how the emotional state of dog owners can affect their dogs?
- _____ 63 shows how dogs react to various sounds made by humans?

- _____ 64 mentions studies that changed our understanding of our relationship with dogs?
- _____ 65 discusses how a certain hormone can affect the interaction between dogs and humans?
- _____ 66 mentions the different ways dogs are influenced by the presence of various smells?
- _____ 67 mentions an ability that allows dogs to focus on people who are experiencing distress?

Article 3 - Using plant DNA to fight climate change

A To prevent dangerous levels of global warming, scientists say it won't be enough to just stop burning fossil fuels that release carbon into the air. Because it's virtually impossible for humanity to do that as fast as is now required, we will also need to pull carbon out of the air and secure it. Plants are among the best tools we have to do this, since these living solar collectors already capture billions of tons of carbon dioxide each year from the atmosphere through photosynthesis. About half of that carbon winds up in roots and eventually the soil, where it can stay for hundreds to thousands of years.

B But what if we could create plants and soils that are even better at capturing carbon? With CRISPR genome editing—a revolutionary new molecular biology toolset that allows scientists to make rapid and precise edits to the DNA code that underpins all life—that might be possible. Last month, the Innovative Genomics Institute (IGI), a San Francisco Bay area research consortium founded by CRISPR pioneer Jennifer Doudna, began to explore the idea in earnest. With an \$11-million gift from the Chan Zuckerberg Initiative, a team of plant geneticists, soil scientists, and microbial ecologists embarked on a three-year effort using CRISPR to create new crop varieties that photosynthesize more efficiently and funnel more carbon into the soil. Eventually, the researchers hope to create gene-edited rice and sorghum seeds that could—if planted around the globe—pull more than a billion extra tons of carbon out of the air annually.

C It's a tremendously ambitious goal, and the team is likely to face numerous challenges in the lab before its CO₂-scrubbing plants can be put in the ground. Additional social, policy, and ethical considerations will determine whether those crops are widely adopted by farmers. But the researchers believe their ambitious project meets the urgency of the climate crisis. "Climate change is a serious, serious problem," says Brad Ringeisen, the executive director of the IGI and lead principal investigator on the project. "It's threatening the entire world. CRISPR can be used to make positive effects on climate, and so we're going for it."

D Plants' ability to sequester carbon naturally begins inside tiny cellular compartments called chloroplasts. There, energy from sunlight is used to strip electrons from water molecules and add them to carbon dioxide, transforming it into glucose, a simple sugar. The plant then uses the organic carbon to grow new leaves, shoots, and roots.

E It took hundreds of millions of years for the biochemical machinery behind photosynthesis to evolve. But in recent decades, plant biologists have discovered that the process is surprisingly inefficient. For instance, when it's very sunny outside, plants will often turn off key proteins involved in collecting photons of light. This helps ensure that they don't overcommit resources to harvesting sunlight when other factors, like water and nutrients, might limit their growth.

F But it's not necessary for plants to do that, says David Savage, a plant biologist at the University of California, Berkeley and a member of the IGI research team. Plants "You can keep photosynthesis at max" and turn that sunlight into stored carbon if humans ensure they are well irrigated and fertilised. Faster and more precise than earlier genetic engineering approaches, CRISPR genome editing opens a door to rapid breakthroughs. "We can start to

optimise the pathways [of photosynthesis] in a way that has been completely impossible,” Savage says.

G Working first with individual cells, Savage and his colleagues will use CRISPR to make millions of tiny genetic edits to rice, a crop that’s relatively easy to genetically manipulate today, in part because it’s been so well studied for genetic engineering in the past. The researchers will then screen the cells for mutations that could make key steps in photosynthesis more efficient. Eventually, they will take the most promising cell lines and grow actual rice plants to see how their edits hold up.

For questions 14 - 20, choose from the paragraphs above (A-G).

Which paragraph contains the following information?

- _____ 68 highlights the importance of plants in fighting global warming?
- _____ 69 shows that CRISPR can be used to make photosynthesis more efficient?
- _____ 70 mentions an initiative by different scientists to make plants that are more efficient in removing carbon from the environment?
- _____ 71 describes how plants utilise carbon to grow different parts?
- _____ 72 highlights the motivation of the scientists for using CRISPR?
- _____ 73 explains why photosynthesis in plants is sometimes not done to its fullest capacity?
- _____ 74 describes the method scientists utilise to create plants that are more efficient in photosynthesis?

Read the stories below and then answer the questions that follow.

The Best Cook with a Sore and a Wise King

Mamara was a very beautiful lady and a good cook, but she had an ugly sore at the back of her left hand that refused to heal. This restricted people from patronising her.

Mamara lived in a town called Komiko. One day, the Duke of her town decided to host his fellow Dukes and other dignitaries at his daughter’s wedding. He needed a cook to prepare food for his guests. In hopes of finding the best cook, he sent his chiefs searching far and wide. Although they knew that Mamara was the best in her community and all the neighbouring villages, they did not contact her because of the ugly sore at the back of her hand.

As the searching continued, the various chiefs recommended different cooks; one of the chiefs recommended Mamara, but other chiefs rejected her. Meanwhile, the wedding was fast approaching and the search for a good cook has not yielded any result. The other arrangements for the wedding were almost concluded and the Duke and his wives were getting worried. The chief who recommended Mamara advised the Duke to conduct a contest for the cooks so that he could choose the best of them. The Duke took his advice and provided everything it would take to conduct the contest.

After the contest, Mamara was judged to be the best and the winner. The Duke accepted the result of the contest and picked Mamara to do the cooking, though other chiefs were against the Duke’s decision. But how would the expected Dukes and dignitaries from other communities feel when they heard that the cook who prepared the food for the guests of the Duke of Komiko had an ugly sore on the back of her left hand and, worse yet, they had eaten that food?

The Duke in his wisdom decided to employ a doctor to treat the cook. But he would not like his guests to see the dressing of the cook’s sore in case there was a need for her to appear

publicly. Therefore, he decided to give a prize to the best cook. He invited the award designer and specifically told him to design a prize for the back of the Cook's left hand. His intention was to cover the ugly sore so that nobody would see it. The designer designed a very beautiful prize for the back of the left hand of Mamara.

It was publicly presented to her and she put it on. The dressing on her hand was covered completely; only the prize could be seen and, because it was very beautiful, the crowd burst out into applause. The king pleaded with the people not to tell anybody who had not known that the Cook had a sore, and they obeyed. On the day of the event, the Cook prepared food for the Duke and his guests. They all ate and were happy. Thereafter, each of the guests began to invite the Cook to prepare food at their events. Throughout her lifetime, nobody who had not known before knew that Mamara had a sore, because the people cooperated with the Duke and never spoke of it again.

Answer the following questions by choosing the letter of the best answer.

75 Why did the King want to hire a cook?

- a.) For his banquet
- b.) For the festival
- c.) For the wedding reception
- d.) For his birthday

76 Why did the chiefs not recommend Mamara even though she was the best cook?

- a.) Because the sore on her left hand was unpleasant to look at
- b.) Because she could not cook well with a sore on her hand
- c.) Because they think it is unsanitary
- d.) Because they are afraid what other dignitaries might say

77 How were they able to resolve their problem?

- a.) By holding a contest
- b.) By holding a festival
- c.) By choosing whoever is really the best
- d.) By choosing whoever the Duke sees fit

78 What were the other chief's trying to protect by not recommending Mamara?

- a.) The sanitary of their food and kitchen
- b.) Mamara's image
- c.) The Duke's reputation
- d.) The safety of other dignitaries

79 How would you define the Duke after they had chosen the best cook?

- a.) Rude
- b.) Fair
- c.) Arrogant
- d.) Accepting

80 What is the Duke's dilemma?

- a.) He does not know what to explain to the other dignitaries when they find out their cook had a sore on her hand.
- b.) He does not know how to hide the sore in Mamara's hand.
- c.) He does not know how to heal the sore in Mamara's hand.
- d.) The doctors could not find a cure for the sore in Mamara's hand in time for the wedding.

81 What was Mamara's prize?

- a.) The cook for the wedding
- b.) The best cook in the community
- c.) A cover-up for her sore
- d.) A cure for her sore

82 What is the conflict of the story?

- a.) Man vs Man
- b.) Man vs Himself
- c.) Man vs Nature
- d.) Man vs Circumstance

83 Which character is a round character?

- a.) Mamara
- b.) The duke
- c.) The chiefs
- d.) None of the above

84 What is the moral of the story?

- a.) There is more than what meets the eye.
- b.) Be the best that you can be.
- c.) Do not judge others.
- d.) Be accepting of others.

Read the extracts below then answer the questions that follow.

Topic: Indoor Plants

A. Money tree plants are very commonly found in homes and offices because of their ability to survive with minimal care. The money tree plant is also highly idolised by those who practice feng shui because they commonly sprout five leaves on a stem. Five is an important number in feng shui because it is believed that everything within the universe is made up of five distinct elements: water, wood, fire, earth and metal. It is believed that if you place a money tree plant in an area that is exposed to areas concerning money, the money tree plant will bring the owner good luck and fortune. Often adorned with red ribbons and symbols, the money tree plant is perfect as an office/business gift because of its ability to grow in low light, minimal watering and care, and the wealth and good fortune it brings. Most money trees have five or six leaves on each stem, but you'll occasionally find one with seven leaves on the stem. If you do, you might want to consider buying a lottery ticket – seven leaf stems are rumoured to bring extra luck.

B. Potted bamboo palms bring colour and warmth to any room in the house. Wherever you place your palm, be cautious when changing locations—a sudden change in lighting conditions can shock the plant and cause serious damage. Bamboo palms do not respond well to cold and dry conditions. They can survive just fine indoors in winter, but you can mist them periodically to make up for the moisture that's absent from the air. These plants don't like sitting in water. If they sit in too much water, you run the risk of rotting roots. Inspect your palm regularly for any dead or yellowing leaves. If you see any leaves that fit this description, use sharp bypass pruners to cut them off at the base of the stem so the leaves don't affect the health of the rest of the plant. Always make sure to sharpen your pruners before you prune — dull blades can create uneven cuts or tears which will create open wounds.

C. A rubber tree plant is also known as a *Ficus elastica*. These large trees can grow up to 50 feet tall. A rubber tree houseplant needs bright light but prefers indirect light that isn't too hot. Some people recommend putting it near a window that has sheer curtains. During the growing season, it needs to be kept moist and watered at least once a week. It is also a good idea to wipe off the leaves of your rubber tree houseplant with a damp cloth or spritz them with water. If you water the rubber tree plant too much, it will signal you by the leaves turning yellow and brown and falling off. In order to promote new leaves on a rubber tree houseplant, cut a slit in the node where a leaf fell off. This will allow a new leaf to grow quicker. During the dormant season, it may only need water once or twice a month. If the leaves begin to droop, but not fall off, increase the water you give the rubber tree gradually until the leaves perk back up again.

D. The snake plant is one of the most popular and hardy species of houseplants. These plants are easy to grow and, in many cases, are nearly indestructible. They will thrive in very bright light or almost dark corners of the house. Snake plants generally grow slowly in indoor light, but increasing its exposure to light will boost growth if it receives a few hours of direct sun. Planting and repotting is best done in the spring. Snake plant is an ideal choice for beginner gardeners because it is difficult to kill. It's great in a container and grows well on the floor or on tabletop displays. To control the height of your snake plant, remove the tallest leaves. Also, remove any leaves that are marred. Removing leaves spurs new leaf growth. Snake plant seeds tend to have low germination rates. It can take between three to six weeks before you see a seedling.

Answer the following questions by choosing the correct letter that matches the description. Take note that the letters can be repeated accordingly.

Which extract mentions about...

- 85** gradually increasing the plant's water intake reviving a drooping leaf?
- 86** an indoor plant that is simple to cultivate and almost impossible to kill?
- 87** a plant that is a fantastic present to colleagues?
- 88** a plant that is a great option to start gardening?
- 89** overwatering a plant causing the leaves to drop and die?
- 90** a plant that is revered by the followers of the feng shui belief system?
- 91** a plant that does not thrive well with cool and dry temperatures?
- 92** a plant that decays when left in the water for too long?
- 93** a plant that can grow almost 15 metres?
- 94** uneven cuts or even tearing in the plant possibly leading to infection?

There are sentences that have been removed from the article. Choose the correct letter below that contains the sentence that best fits in the paragraph. Take note that there is an extra sentence which you do not need to use.

The World's Population Is Now At Eight Billion!

On November 15, the United Nations (UN) said that there were now eight billion people on Earth (8,000,000,000). 95..... As the number of people on Earth continues to grow, there will be problems to solve.

The number of people on Earth, or the world's population, has grown quickly over the last 200 years. In 1805, there were a billion people on Earth for the first time ever. It took more than a century for that number to double from one billion to two billion. 96..... Now, the number has doubled again in less than 50 years, to eight billion.

The number of people in the world is not exact because people are always dying and being born. 97..... Where you are in the world has a lot to do with how fast the population is growing.

Most of the time, as a country gets richer, its population growth slows. 98..... Asia and Africa have the most people getting born and living there.

99..... Experts say that will change in the next year when India will overtake China as the country with the most people. The Democratic Republic of the Congo, Egypt, Ethiopia, Nigeria, Pakistan, the Philippines, and Tanzania are also likely to grow quickly by 2050.

As the world's population grows, it becomes more difficult to feed, educate, and take care of everyone's medical needs. 100..... To take care of that many people, people will have to change how they use land, water, and other resources on Earth.

Some people think that the growing number of people in the world is bad for the climate. 101..... Experts say, though, that it's not that easy. Most of the countries with fast population growth don't make much of the pollution that is causing the climate crisis.

102..... For example, there are only eight hundred thousand people in the US state of South Dakota. Tanzania has about 61 thousand people and is one of the countries that is growing the fastest. About the same amount of pollution is made by both each year.

People are living longer than they used to, which is one reason why the world's population is growing. 103..... Even though the world's population is still growing, it is growing more slowly than it did in the past.

It's hard to say exactly what will happen in the future, but the rate of growth is likely to keep slowing down. The UN thinks there will be about 9.7 billion people on Earth by 2050. 104.....

Choose the letter of the correct sentence that best fits the missing lines in each paragraph.

- A. It went from two billion to four billion in less than 50 years.
- B. Japan is one country where the number of people is actually going down.
- C. This is harder to do because poorer countries are adding people at a faster rate.
- D. People say that adding more people to the world will only make global warming worse.
- E. China is the country with the most people right now, with 1.4 billion people living there.
- F. This population growth happened only 11 years after the world's population hit seven billion.

- G. While experts say that by the year 2100, there could be about 10.4 billion people living on Earth.
- H. The real problem is the amount of energy and pollution that comes from richer countries with much slower population growth.
- I. Instead, the number is an estimate based on how many people live in each country now and how fast their populations are growing.
- J. The growing number of people from third-world countries will certainly cause a drastic problem in terms of the environment of first-world countries.
- K. In some countries, this could be a problem because there are fewer young people to support the growing number of older people.

Answers

- | | | | |
|-------|-------|-------|--------|
| 1. D | 27. A | 53. A | 79. B |
| 2. A | 28. C | 54. A | 80. B |
| 3. C | 29. B | 55. A | 81. C |
| 4. B | 30. C | 56. D | 82. D |
| 5. B | 31. B | 57. B | 83. D |
| 6. C | 32. D | 58. D | 84. A |
| 7. D | 33. C | 59. B | 85. C |
| 8. A | 34. A | 60. A | 86. D |
| 9. C | 35. C | 61. D | 87. A |
| 10. B | 36. D | 62. A | 88. D |
| 11. B | 37. C | 63. E | 89. C |
| 12. A | 38. B | 64. G | 90. A |
| 13. A | 39. C | 65. B | 91. B |
| 14. C | 40. A | 66. F | 92. B |
| 15. C | 41. C | 67. C | 93. C |
| 16. B | 42. B | 68. A | 94. B |
| 17. D | 43. D | 69. F | 95. F |
| 18. B | 44. B | 70. B | 96. A |
| 19. A | 45. A | 71. D | 97. I |
| 20. C | 46. C | 72. C | 98. B |
| 21. D | 47. A | 73. E | 99. E |
| 22. A | 48. D | 74. G | 100. C |
| 23. B | 49. B | 75. C | 101. D |
| 24. D | 50. D | 76. D | 102. H |
| 25. C | 51. B | 77. A | 103. K |
| 26. B | 52. D | 78. C | 104. G |

* J – incorrect



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