

## LESSON 6

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

6 April, 1915

Today I was wakened by the sound of cannons booming in the distance. To my surprise, it was our own cannons being fired, not those of the Turkish army. I'd barely rubbed the sleep from my eyes when the sergeant of our unit called for us to assemble. The sun had yet to rise.

After we assembled, we were told that General Hamilton is preparing for a major battle in this small part of Turkey called the Gallipoli Peninsula. The sergeant explained that we would soon mount an attack on a Turkish unit located just a short distance from here.

This region is a crucial site for us in Europe. With the Black Sea being an important supply route to the south-western part of Russia, we need to control the coast to ensure that our ships are protected. We took control of the beaches around the Gallipoli Peninsula this past April. It was a horrifying battle. So many men, and so many boys about my age, lost their lives in the battle. I remember turning my head so that I would not have to look at the lifeless faces of the young, many of whom were carrying rifles instead of medical supplies, as I was. Sometimes at night, I still see their faces, lifelike portraits forever painted in my mind. I would never reveal this to my sergeant, but I am of two minds about this campaign. I know it's important to open the supply route to Russia, but I believe that the cost is much too high. So many have given their lives for the cause.

As I write this, I hear birds beginning to chirp against the background of an exquisite sunrise. It's as though nature does not realise the horrible scene that is likely to play out in just a few short hours.

The sergeant is preparing to march the unit out. He's calling for me to accompany him. I know the sergeant will keep me a safe distance from danger, but I wonder about the others. I look around at the proud, brave men beyond my tent, and I wonder which are the faces that I will not see tomorrow.

<p><b>Finding Main Idea</b></p> <p>1. What is the journal entry mostly about?</p> <ul style="list-style-type: none"> <li>Ⓐ a battle on the Gallipoli Peninsula.</li> <li>Ⓑ morning preparations for a battle.</li> <li>Ⓒ an army unit under attack.</li> <li>Ⓓ typical activities in an army camp.</li> </ul>	<p><b>Recognising Cause and Effect</b></p> <p>4. What caused the journal writer to wake from his slumber?</p> <ul style="list-style-type: none"> <li>Ⓐ the sound of drums in the distance.</li> <li>Ⓑ the sound of gunfire.</li> <li>Ⓒ the call of a sergeant summoning the troops.</li> <li>Ⓓ the sound of cannons being fired.</li> </ul>
<p><b>Recalling Facts and Details</b></p> <p>2. Which of these is true about Gallipoli?</p> <ul style="list-style-type: none"> <li>Ⓐ It was the setting for the journal entry.</li> <li>Ⓑ It is the capital of Turkey.</li> <li>Ⓒ It is located in southern Russia.</li> <li>Ⓓ It was the site of a battle featuring the Australian and New Zealand armies.</li> </ul>	<p><b>Comparing and Contrasting</b></p> <p>5. In the journal entry, the faces of dead soldiers are compared to</p> <ul style="list-style-type: none"> <li>Ⓐ revealing images.</li> <li>Ⓑ lifeless photographs.</li> <li>Ⓒ exquisite sunrises.</li> <li>Ⓓ lifelike portraits.</li> </ul>
<p><b>Understanding Sequence</b></p> <p>3. The timeline shows some of the events described in the journal entry.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <div style="display: inline-block; border: 1px solid black; padding: 5px; text-align: center; width: 150px;"> The Anzacs land at Gallipoli. </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">→</div> <div style="display: inline-block; border: 1px solid black; padding: 5px; text-align: center; width: 150px;"> Many lives are lost during the battle to take control of the beaches. </div> <div style="display: inline-block; vertical-align: middle; margin: 0 10px;">→</div> <div style="display: inline-block; border: 1px solid black; width: 100px; height: 60px;"></div> </div> <p>Which of these could not go in the empty box?</p> <ul style="list-style-type: none"> <li>Ⓐ Anzac soldiers prepare to mount an attack on a Turkish unit.</li> <li>Ⓑ The Anzacs sail toward Turkey.</li> <li>Ⓒ The journal entry is written.</li> <li>Ⓓ A battle takes place at Gallipoli.</li> </ul>	<p><b>Making Predictions</b></p> <p>6. Predict which of these will most likely happen to the writer of the journal entry.</p> <ul style="list-style-type: none"> <li>Ⓐ He will lose his life during the battle.</li> <li>Ⓑ He will leave the army and return home to his family.</li> <li>Ⓒ He will escape harm and survive the battle.</li> <li>Ⓓ He will request to stay safely behind, instead of joining the army in battle.</li> </ul>

<p><b>Finding Word Meaning in Context</b></p> <p>7. The best meaning for the word <i>crucial</i>, as used in paragraph three, is</p> <p>Ⓐ 'profitable'.  Ⓑ 'surplus'.  Ⓒ 'significant'.  Ⓓ 'momentous'.</p>	<p><b>Identifying Author's Purpose</b></p> <p>10. The journal entry was written mainly to</p> <p>Ⓐ explain how troops prepare themselves for battle.  Ⓑ describe the early morning events of 6 April 1915.  Ⓒ entertain readers with stories from the battlefield.  Ⓓ inform others about the devastating effects of war.</p>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. You can conclude that the journal entry is written from the point of view of</p> <p>Ⓐ a Turkish soldier.  Ⓑ an Australian sergeant.  Ⓒ a medic for the Australian army.  Ⓓ a general in the New Zealand army.</p>	<p><b>Interpreting Figurative Language</b></p> <p>11. The phrase <i>of two minds</i> tells the reader that the journal writer is</p> <p>Ⓐ undecided if he should remain with his unit.  Ⓑ extremely loyal to the Anzac cause.  Ⓒ unsure of his opinions about the war.  Ⓓ doubtful that the Anzacs will be able to take control of the Gallipoli Peninsula.</p>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is an <i>opinion</i> stated by the journal writer?</p> <p>Ⓐ I know it's important to open the supply route to Russia, but I believe that the cost is much too high.  Ⓑ I know that the sergeant will keep me a safe distance from danger, but I wonder about the others.  Ⓒ I'd barely rubbed the sleep from my eyes when the sergeant of our unit called for us to assemble.  Ⓓ So many men, and so many boys about my age, lost their lives in the battle.</p>	<p><b>Summarising</b></p> <p>12. What is the best summary of paragraph three?</p> <p>Ⓐ A young boy is filled with nervous anticipation about an upcoming battle.  Ⓑ Many young boys enlisted in both the Australian army and the New Zealand army during the First World War.  Ⓒ Witnessing the results of a terrible battle can be a heart-wrenching experience.  Ⓓ Good soldiers are always prepared before entering into battle.</p>

# LESSON 7

**Read this article about a famous, but forgotten, Australian historical figure. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.**

## Bennelong

The Sydney Opera House is one of the most famous buildings in the world. Today it's an Australian icon. It's in a part of Sydney called Bennelong Point. The Opera House might be famous the world over, but not many people know where the name of this place comes from.

Bennelong was from an Aboriginal people that lived in the Port Jackson area. The Europeans called them the Eora. The word 'Eora' means 'here' in their language. When Europeans asked them where they came from, they would say 'here'. Not understanding, the Europeans started calling them the Eora people. In reality Aboriginal peoples of this area were usually members of the Wangal or Cadigal peoples.

Bennelong was born in around 1764. He was 24 when the first European settlers arrived in his country on the First Fleet in 1788. In November 1789, Bennelong was captured by men working for the new Governor of New South Wales, Arthur Phillip. This was part of Phillip's plan to learn the language and customs of the local people. It seems likely, though, that Phillip's plan also involved showing the locals the 'benefits' of European life.

Whatever the reasons, we are told that Bennelong seemed to do pretty well at being a European. He liked European food, learnt to speak English, grew to love alcohol and seemed attached to Governor Phillip. But he was still a prisoner. What we know about his time with Europeans is from European stories. It seems strange that if he was so happy, Bennelong escaped after a few months.

Phillip was speared while trying to make contact with the local peoples in Manly. Bennelong was not involved in the attack. But afterwards he would often come to see about the Governor's health. This attack re-established contact between Bennelong and the Europeans. When he was sure he wouldn't be held prisoner again, Bennelong began to visit the settlement regularly. In 1791 a brick hut was built for him. This was at the place that is now called Bennelong Point.

In December 1792, Bennelong left Australia to visit England. Here, he was presented to King George III with another Aboriginal man, Yemmerrawanie. This was meant to be a short visit. But Bennelong was forced to stay in England for years, like a caged bird. At first England was interesting to Bennelong. Then Yemmerrawanie died, aged only 19. Bennelong's health grew worse from the cold, homesickness and his drinking.

Bennelong returned to Australia in 1795. But he had become an outcast. Bennelong wasn't accepted by his own people, having been with Europeans for so long that he had taken up many of their customs. But he also found that Europeans wouldn't accept him now Phillip wasn't governor.

The rest of Bennelong's life was unhappy, and he started drinking a lot. He died on 3 January 1813. A newspaper report of his death called him a savage and a drunk. European society had destroyed his life and then lost interest in Bennelong. But he'd eventually be remembered in the name of one of the world's most famous places.

<p><b>Finding Main Idea</b></p> <p>1. What is the article mostly about?</p> <ul style="list-style-type: none"> <li>Ⓐ Europeans who mistreated Aboriginal people</li> <li>Ⓑ the life of a famous Aboriginal man</li> <li>Ⓒ the ways in which people came to Australia</li> <li>Ⓓ the clash between European settlers and Aboriginal people in New South Wales</li> </ul>	<p><b>Recognising Cause and Effect</b></p> <p>4. Phillip had Bennelong captured because he</p> <ul style="list-style-type: none"> <li>Ⓐ was considered a dangerous man.</li> <li>Ⓑ wanted to take him to England.</li> <li>Ⓒ wanted to learn about the local people, and maybe show the locals what European life was like.</li> <li>Ⓓ wanted revenge for being speared.</li> </ul>
<p><b>Recalling Facts and Details</b></p> <p>2. Who captured Bennelong in 1789?</p> <ul style="list-style-type: none"> <li>Ⓐ King George II</li> <li>Ⓑ men working for Governor Phillip</li> <li>Ⓒ his own people</li> <li>Ⓓ European farmers</li> </ul>	<p><b>Comparing and Contrasting</b></p> <p>5. The article is most like</p> <ul style="list-style-type: none"> <li>Ⓐ an encyclopedia entry.</li> <li>Ⓑ a biographical sketch.</li> <li>Ⓒ a first-person narrative.</li> <li>Ⓓ a newspaper article.</li> </ul>
<p><b>Understanding Sequence</b></p> <p>3. What happened in 1795?</p> <ul style="list-style-type: none"> <li>Ⓐ The first European settlers arrived in Australia.</li> <li>Ⓑ Governor Phillip had a brick hut built for Bennelong.</li> <li>Ⓒ Bennelong travelled to England with Yemmerrawanie.</li> <li>Ⓓ Bennelong was finally able to return home.</li> </ul>	<p><b>Making Predictions</b></p> <p>6. Predict what happened after Yemmerrawanie died.</p> <ul style="list-style-type: none"> <li>Ⓐ Bennelong was glad to be the only Aboriginal man in England.</li> <li>Ⓑ Bennelong realised he would never leave England alive.</li> <li>Ⓒ Bennelong decided to return home by himself, in his own boat.</li> <li>Ⓓ Bennelong became more homesick and unhappy, missing his only company in England.</li> </ul>

<p><b>Finding Word Meaning in Context</b></p> <p>7. The best meaning of the word <i>outcast</i> is</p> <ul style="list-style-type: none"> <li>Ⓐ 'someone who goes travelling'.</li> <li>Ⓑ 'a hard worker'.</li> <li>Ⓒ 'someone who is not accepted and forced to be an outsider'.</li> <li>Ⓓ 'someone who is admired because of their experiences'</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. What is the main purpose of the last paragraph?</p> <ul style="list-style-type: none"> <li>Ⓐ to tell about how Europeans regarded Bennelong when he died, and him being commemorated in the name of a famous place</li> <li>Ⓑ to explain the details of Bennelong's life</li> <li>Ⓒ to talk about how Bennelong lived in his hut</li> <li>Ⓓ to give more details about Bennelong's liking of certain European things</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. The author suggests that stories of Bennelong's happiness at being among Europeans</p> <ul style="list-style-type: none"> <li>Ⓐ were true.</li> <li>Ⓑ were told by Europeans, and might not be true.</li> <li>Ⓒ showed that every Aboriginal man would like Europeans if he gave them a go.</li> <li>Ⓓ actually made him seem more unhappy than he was.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. Which of these is a simile?</p> <ul style="list-style-type: none"> <li>Ⓐ was presented to King George III</li> <li>Ⓑ like a caged bird</li> <li>Ⓒ started drinking a lot</li> <li>Ⓓ to learn the language and customs</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which statement from the article tells an <i>opinion</i>?</p> <ul style="list-style-type: none"> <li>Ⓐ In December 1792, Bennelong left Australia to visit England.</li> <li>Ⓑ In 1791 a brick hut was built for him by the Europeans.</li> <li>Ⓒ European society had destroyed his life and then lost interest in Bennelong.</li> <li>Ⓓ Bennelong was born in around 1764.</li> </ul>	<p><b>Summarising</b></p> <p>12. What is a good summary of the article?</p> <ul style="list-style-type: none"> <li>Ⓐ Governor Phillip wins sympathy from the local Aboriginal peoples after being speared by them.</li> <li>Ⓑ Bennelong was unable to get on with Europeans or his own people, and was hated by both.</li> <li>Ⓒ Bennelong was the first Aboriginal Australian to visit England and meet King George III.</li> <li>Ⓓ An Aboriginal man finds his life greatly changed by the arrival of European settlers, and is ultimately cast out by both his own people and Europeans.</li> </ul>

## LESSON 8

Read this story about the owner of two missing dogs. Then answer questions about the story. Choose the best answer for Numbers 1 to 12.

'I can't give up!' Jenny cried, stamping her foot in frustration. A tear trickled out of the corner of her eye.

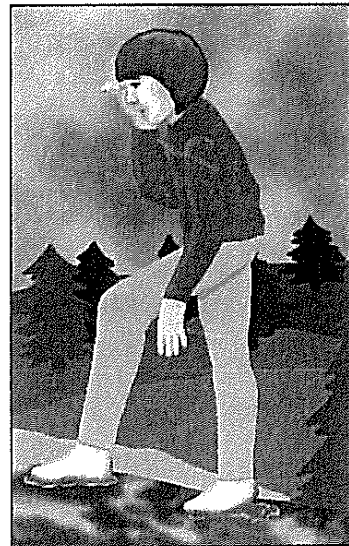
'Don't worry,' Jenny's father said calmly. He wrapped his arm around Jenny's shoulder. 'Beau and Belle have been here with us at Lake St Clair for the past five years. They know the area well. Besides, they're brother and sister. They'll look after each other.'

Jenny found little consolation in her father's words. Beau and Belle had been gone for four days. Her two Labrador retrievers had never wandered off for this long before.

'I'm going to look one more time around the lake,' Jenny told her father. 'I won't be long.'

Jenny walked along the muddy shores of the lake, looking for any sign of the animals. As she walked, she recalled the time when she and her father had rescued Beau and Belle from the RSPCA. They were ailing and helpless then, but Jenny had nursed them back to health.

Jenny decided to veer off the path and climb Freedom Point to get an elevated perspective of the area. Freedom Point was the site of a large boulder that rested at the highest point in the area that bordered the lake. The rock had been named by escaping convicts from a penal settlement, who used it as a lookout. Jenny scanned the area but saw no sign of the dogs.



As Jenny sat down to rest, she glanced at her watch. 'Oh, no!' she said aloud. 'I've been gone almost an hour. I told Dad I wouldn't be long. I'd better get back to the cabin.'

Jenny climbed down from the rock, but the soles of her muddy shoes provided little traction. She slid down the large boulder feet first and then down the muddy hillside. She tried to reach out for a branch or root to hold onto, but she was sliding too fast. Her foot became caught under a tree root while the upper portion of her body kept sliding. When she finally came to a stop, Jenny cried out in pain, her foot throbbing. She sat up and tried to free her twisted foot, but the pain was too much to bear. 'Help!' Jenny called out hopelessly, knowing that no one would be able to hear her. She lay her head back, weeping quietly and wondering how she would get herself out of this situation.

Jenny heard the sound of heavy breathing rushing toward her. She sat up, startled. Jenny couldn't believe her eyes as she shouted, 'Beau! Belle!' The two dogs circled their owner, licking her face and wagging their tails in a symphony of swishes. 'Are you a sight for sore eyes!' Jenny cried. The dogs began to yip at each other, as if communicating in secret code. Beau raced from the scene as Belle rested on her haunches next to Jenny. Jenny smiled. She knew that soon everything would be all right.

<p><b>Finding Main Idea</b></p> <p>1. The best title for the story is</p> <p>(A) 'The Search for Belle'. (B) 'Adventure at Freedom Point'. (C) 'Missing, Injured and Found'. (D) 'Amazing Labrador Retrievers'.</p>	<p><b>Recognising Cause and Effect</b></p> <p>4. The boxes show a cause-and-effect relationship.</p> <div><div>Cause</div><div>Effect Jenny slid down the large boulder feet first and then down the muddy hillside.</div></div> <p>What belongs in the empty box?</p> <p>(A) Jenny stumbled on a slippery boulder. (B) The soles of Jenny's muddy shoes provided little traction. (C) Jenny's foot became caught under a tree root. (D) Jenny decided to climb to Freedom Point.</p>
<p><b>Recalling Facts and Details</b></p> <p>2. Which of these is true?</p> <p>(A) Beau and Belle had been missing for several weeks. (B) Jenny and her father had moved to Lake St Clair five years ago. (C) Jenny was concerned about the health of her missing dogs. (D) Jenny and her father had rescued Beau and Belle from an RSPCA shelter.</p>	<p><b>Comparing and Contrasting</b></p> <p>5. Freedom Point was used by Jenny and runaway convicts as</p> <p>(A) a camping site. (B) a resting place. (C) a lookout area. (D) a hiding place.</p>
<p><b>Understanding Sequence</b></p> <p>3. The boxes tell about some of the things in the story.</p> <div><div>Jenny searches around the lake.</div><div></div><div>Jenny cries out in pain.</div></div> <p>What belongs in the empty box?</p> <p>(A) Jenny hears the sound of heavy breathing close to her. (B) Jenny's father tries to assure her that the animals will return. (C) Jenny veers off the path and climbs Freedom Point. (D) Jenny quietly weeps, wondering how she will get herself out of the situation she's in.</p>	<p><b>Making Predictions</b></p> <p>6. What will most likely happen next?</p> <p>(A) Belle will wander off for several more days. (B) Beau will lead Jenny's father to the injured Jenny. (C) Jenny and Belle will spend the night in the bush. (D) Jenny will free her foot and limp home.</p>



<p><b>Finding Word Meaning in Context</b></p> <p>7. In the story, <i>perspective</i> means</p> <ul style="list-style-type: none"> <li>Ⓐ 'a view or vista'.</li> <li>Ⓑ 'a winding path'.</li> <li>Ⓒ 'an understanding of something'.</li> <li>Ⓓ 'a high point'.</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. The story was written mainly to</p> <ul style="list-style-type: none"> <li>Ⓐ persuade readers to keep a watchful eye on their pets.</li> <li>Ⓑ show how dogs are more intelligent than other animals.</li> <li>Ⓒ inform readers about how to locate a lost animal successfully.</li> <li>Ⓓ entertain readers with a high-interest animal adventure.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. Readers of the story can conclude that</p> <ul style="list-style-type: none"> <li>Ⓐ Beau and Belle would never have returned on their own.</li> <li>Ⓑ Jenny would have found the animals if she had remained on the path.</li> <li>Ⓒ Jenny's dogs were unfamiliar with the area around Lake St Clair.</li> <li>Ⓓ Jenny and her father have spent every holiday at Lake St Clair.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. The phrase <i>sight for sore eyes</i> describes</p> <ul style="list-style-type: none"> <li>Ⓐ Jenny's feelings of hopelessness as she lay injured.</li> <li>Ⓑ Jenny's delight at seeing Beau and Belle.</li> <li>Ⓒ Jenny's fatigue from searching for her dogs.</li> <li>Ⓓ Jenny's surprise that her dogs had found her.</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is a <i>fact</i> from the story?</p> <ul style="list-style-type: none"> <li>Ⓐ Jenny's father should have joined his daughter in her search.</li> <li>Ⓑ Jenny was foolish to veer off the path and climb Freedom Point.</li> <li>Ⓒ Beau and Belle are brother and sister.</li> <li>Ⓓ Labrador retrievers are the most loyal of all dogs.</li> </ul>	<p><b>Summarising</b></p> <p>12. What is the best summary of the story?</p> <ul style="list-style-type: none"> <li>Ⓐ Two Labrador retrievers are rescued from an RSPCA shelter.</li> <li>Ⓑ Two dogs desperately search for their owner.</li> <li>Ⓒ A girl becomes injured while trying to locate her missing pets.</li> <li>Ⓓ A girl and her father holiday at Lake St Clair.</li> </ul>

# LESSON 9

Here is a history essay on some of the customs and traditions of ancient Rome. Read the essay. Then answer questions about the essay. Choose the best answer for Numbers 1 to 12.

Many customs and traditions surround modern-day weddings. It was no different in ancient Rome.

Wealthy families arranged marriages for their daughters when they were about 14 years old and considered to be women. Parents considered social status and mutual advantages when they set out to find a marriage partner for their daughter. Both sets of parents consulted together, and if both families agreed to all the terms, an engagement would take place.

The engagement was celebrated with a special party called a *sponsalia*. During this party the families determined the *dowry*, or property and wealth a woman would bring to her husband at marriage. The future husband then presented his new bride with gifts. One gift was usually a ring showing clasped hands, which went on the third finger of her left hand. This finger was believed to have a nerve that led straight to the heart. Finally, a contract was signed and sealed with a kiss.

Then it was time to choose a date for the wedding. Days were chosen carefully because some were regarded as unsuitable and unlucky. This was particularly true of festival days. Romans thought the best and luckiest time to be married was during the latter part of June.

The simplicity or showiness of a wedding depended upon social status and wealth. The most formal weddings, affordable by only the upper class, were called *confarreatios* and were held in the bride's family home.

The traditional dress for a bride in ancient Rome was a pure white tunic with a bright orange veil. Over this was placed a yellow cloak. The bride's hair was arranged in six braids, and a wreath of fresh flowers was placed around her head. She also wore a special sash woven from wool and tied in a 'Hercules Knot'. Traditionally, only the bridegroom could untie this knot before the wedding night.

On the day of her wedding, the bride would dedicate all of her childhood toys and dresses to the gods of her father's house. A sacrifice was made, usually a pig or sheep, whose entrails would be read for lucky signs or omens.



<p><b>Finding Main Idea</b></p> <p>1. The essay is mostly about</p> <ul style="list-style-type: none"> <li>Ⓐ ancient Roman customs.</li> <li>Ⓑ weddings in ancient Rome.</li> <li>Ⓒ the social structure of ancient Rome.</li> <li>Ⓓ superstitions held by the ancient Romans.</li> </ul>	<p><b>Recognising Cause and Effect</b></p> <p>4. What determined the simplicity or showiness of a wedding?</p> <ul style="list-style-type: none"> <li>Ⓐ the time of year</li> <li>Ⓑ the social status and wealth of the families</li> <li>Ⓒ the weather</li> <li>Ⓓ the age of the bride</li> </ul>
<p><b>Recalling Facts and Details</b></p> <p>2. When did the ancient Romans consider the best and luckiest time to get married?</p> <ul style="list-style-type: none"> <li>Ⓐ the latter part of June</li> <li>Ⓑ weekends</li> <li>Ⓒ festival days</li> <li>Ⓓ summer</li> </ul>	<p><b>Comparing and Contrasting</b></p> <p>5. According to the essay, how are modern weddings similar to those in ancient Rome?</p> <ul style="list-style-type: none"> <li>Ⓐ They both involve much superstition.</li> <li>Ⓑ They are both usually arranged.</li> <li>Ⓒ They both involve many customs and traditions.</li> <li>Ⓓ Brides and grooms wore the same clothes then as they do now.</li> </ul>
<p><b>Understanding Sequence</b></p> <p>3. What is mentioned first in the essay?</p> <ul style="list-style-type: none"> <li>Ⓐ Hercules knots</li> <li>Ⓑ wedding rings</li> <li>Ⓒ <i>confarreatios</i></li> <li>Ⓓ <i>sponsalias</i></li> </ul>	<p><b>Making Predictions</b></p> <p>6. Predict which of the following would not have happened at an ancient Roman wedding.</p> <ul style="list-style-type: none"> <li>Ⓐ physical contests</li> <li>Ⓑ eating and drinking</li> <li>Ⓒ religious ceremonies</li> <li>Ⓓ singing and dancing</li> </ul>

<p><b>Finding Word Meaning in Context</b></p> <p>7. In the fourth paragraph the word <i>particularly</i> means</p> <p>Ⓐ 'only'.  Ⓑ 'mostly'.  Ⓒ 'especially'.  Ⓓ 'usually'.</p>	<p><b>Identifying Author's Purpose</b></p> <p>10. Why did the author probably write this essay?</p> <p>Ⓐ to describe the customs and traditions of ancient Rome  Ⓑ to provide some general information on weddings in ancient Rome  Ⓒ to convince readers that ancient Rome was an advanced civilisation  Ⓓ to draw a comparison between ancient customs and those of today</p>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. From the essay, a reader can conclude that weddings in ancient Rome</p> <p>Ⓐ were always held in June.  Ⓑ were always elaborate occasions.  Ⓒ were always held on a carefully chosen day.  Ⓓ were always held in the bride's family home.</p>	<p><b>Interpreting Figurative Language</b></p> <p>11. The words <i>set out</i> in the second paragraph mean</p> <p>Ⓐ 'began to attempt'.  Ⓑ 'went on a journey'.  Ⓒ 'arranged neatly'.  Ⓓ 'paid for'.</p>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is an <i>opinion</i>?</p> <p>Ⓐ The ancient Romans believed that a nerve from the third finger led to the heart.  Ⓑ The Romans' belief in finding omens in animal entrails was misguided.  Ⓒ Wealthy families arranged marriages for their daughters.  Ⓓ The most formal type of wedding was called a <i>confarreatio</i>.</p>	<p><b>Summarising</b></p> <p>12. Which of these is the best title for the essay?</p> <p>Ⓐ 'The customs and traditions of ancient Rome'.  Ⓑ 'Married life in ancient Rome'.  Ⓒ 'Celebrations in ancient Rome'.  Ⓓ 'Weddings in ancient Rome'.</p>

# LESSON 10

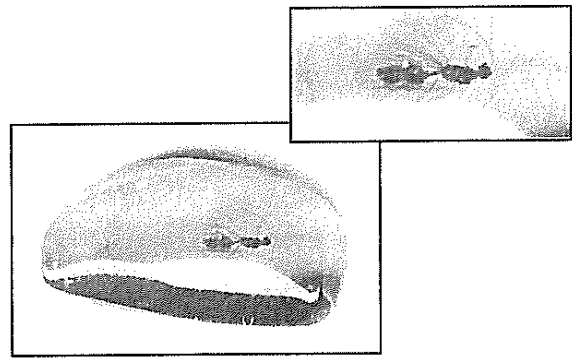
Read this science article about the origin of ants. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

## Amber Dawn

Ants are often regarded as a major annoyance by humans. Just consider the aggravation they provide to homeowners, picnickers and gardeners, to name a few.

Recently, scientists learned some startling information about the origin of ants. It has long been known that these creatures inhabited the earth millions of years before humans. However, scientists have now determined that ants have been around much longer than originally thought. The new time estimate has been increased by 50 million years to a period of 92 million years.

How was this new information about ants determined? The answer rests with a construction site where workers at a home-development project were overturning the soil. While working their machinery, they unearthed an 80 kilogram deposit of amber. They saw preserved specimens of several insects inside the amber.



*prehistoric ants  
embedded in amber*

Entomologists, scientists that specialise in insects, were summoned to investigate the amber specimens. They studied seven examples of well-preserved ants, noting their similarities to modern-day ants. The major likeness was a specialised gland that secreted juices. This gland enabled ancient ants to kill off fungi and bacteria. This ability allowed the ants to survive hostile environments. Otherwise, the fungi and bacteria would have killed them off. The same gland exists in ants today. This is the reason that ants have survived so well for millions of years.

Scientists also investigated the age of the amber deposit. It was determined to be 92 million years old. This proved that ants lived during the same time as dinosaurs ruled the animal world.

The area of the find during the time of the dinosaurs was most likely a very warm, damp, coastal area covered with swamps and marshland. Scientists determined that the amber deposit originated from the sap of ancient tropical trees. The ants were trapped in the sap. The sap then solidified and formed a hard substance called amber. This deposit, as is true with other amber deposits found over countless years, acts as a time machine to give us a clear view of the past.

So, the next time you observe ants invading the bread box or marching like a miniature army across your driveway, take a moment to marvel at the perseverance of these tiny creatures.

<p><b>Finding Main Idea</b></p> <p>1. What is the main idea of paragraph 2?</p> <p>(A) Scientists have discovered that ants have been around longer than originally believed.</p> <p>(B) Scientists determined that an amber deposit was 92 million years old.</p> <p>(C) Entomologists learned much from the ants preserved in amber.</p> <p>(D) Ants have inhabited the earth for millions of years longer than humans.</p>	<p><b>Recognising Cause and Effect</b></p> <p>4. Scientists were able to estimate the number of years that ants have inhabited the earth because the scientists</p> <p>(A) tested the ancient ant specimens to determine their age.</p> <p>(B) were able to establish the age of the amber deposit.</p> <p>(C) were able to analyse fungi and bacteria trapped within the ancient specimens.</p> <p>(D) were able to determine the type of tree from which the amber deposit originated.</p>								
<p><b>Recalling Facts and Details</b></p> <p>2. During the time of the dinosaurs, conditions in the area of the find were</p> <p>(A) hot and arid.</p> <p>(B) warm and damp.</p> <p>(C) barren and parched.</p> <p>(D) cold and humid.</p>	<p><b>Comparing and Contrasting</b></p> <p>5. How are ants today similar to ants 92 million years ago?</p> <p>(A) Both secrete juices that produce fungi and bacteria.</p> <p>(B) Both have the same physical appearance.</p> <p>(C) Both have a gland that enables them to fight fungi and bacteria.</p> <p>(D) Both are regarded as a major nuisance by humans.</p>								
<p><b>Understanding Sequence</b></p> <p>3. The boxes tell about some of the events described in the article.</p> <table border="1"><tr><td>Construction workers unearth an 80 kilogram deposit of amber.</td><td>Scientists are called in to examine the ant specimens trapped in amber.</td><td></td><td>Scientists investigate the age of the amber deposit.</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>Which of these belongs in box 3?</p> <p>(A) Scientists discover that ants were on the earth 50 million years earlier than had been believed.</p> <p>(B) Scientists first learn that ants survived many hostile environments.</p> <p>(C) Scientists make an important finding regarding similarities between ancient ants and modern ants.</p> <p>(D) Scientists determine that the amber deposit is 92 million years old.</p>	Construction workers unearth an 80 kilogram deposit of amber.	Scientists are called in to examine the ant specimens trapped in amber.		Scientists investigate the age of the amber deposit.	1	2	3	4	<p><b>Making Predictions</b></p> <p>6. Predict which of these could also provide scientists with important information about ants.</p> <p>(A) water samples</p> <p>(B) fossilised rock</p> <p>(C) tar pits</p> <p>(D) petrified wood</p>
Construction workers unearth an 80 kilogram deposit of amber.	Scientists are called in to examine the ant specimens trapped in amber.		Scientists investigate the age of the amber deposit.						
1	2	3	4						

<p><b>Finding Word Meaning in Context</b></p> <p>7. In the last paragraph, <i>perseverance</i> means</p> <ul style="list-style-type: none"> <li>Ⓐ 'possessing unique features'.</li> <li>Ⓑ 'beginning in the earliest times'.</li> <li>Ⓒ 'the ability to continue in spite of difficulty'.</li> <li>Ⓓ 'the quality of lasting without change'.</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. The article was written mainly to</p> <ul style="list-style-type: none"> <li>Ⓐ explain why ants have been able to survive for millions of years.</li> <li>Ⓑ describe techniques used by scientists to determine the age of ancient species.</li> <li>Ⓒ entertain readers with interesting facts about ants.</li> <li>Ⓓ inform readers about a recent scientific discovery that reaches back millions of years.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. The ancient specimens were probably so well preserved because</p> <ul style="list-style-type: none"> <li>Ⓐ the climate at the time the ants died was warm and moist.</li> <li>Ⓑ the solidified amber protected the ants from decay.</li> <li>Ⓒ the amber deposit was buried deep underground.</li> <li>Ⓓ ants have a specialised gland that helps them survive.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. The phrase <i>marching like a miniature army</i> is an example of</p> <ul style="list-style-type: none"> <li>Ⓐ personification.</li> <li>Ⓑ a metaphor.</li> <li>Ⓒ a simile.</li> <li>Ⓓ an onomatopoeia.</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is a <i>fact</i> about ants?</p> <ul style="list-style-type: none"> <li>Ⓐ Ants should be regarded more favourably by humans.</li> <li>Ⓑ Ants provide aggravation to homeowners.</li> <li>Ⓒ Ants are a remarkable species of insect.</li> <li>Ⓓ Ants lived during the same time that dinosaurs roamed the earth.</li> </ul>	<p><b>Summarising</b></p> <p>12. Which of these best summarises the last paragraph of the article?</p> <ul style="list-style-type: none"> <li>Ⓐ One should take time to watch and observe insects in action.</li> <li>Ⓑ Though ants may be considered annoying, one can still appreciate their ability to survive.</li> <li>Ⓒ Ants have inhabited the earth since the time of the dinosaurs.</li> <li>Ⓓ Sap from ancient tropical trees solidified to form a hard, clear substance called amber.</li> </ul> <p style="text-align: right;">You have now completed Lessons 6–10. Go to page 32. Complete Self-assessment 2.</p>