

Comprehension Level 9

SECTION A COMPREHENSION

QUESTION 1

Read the passage TEXT A, below and answer the set questions.

TEXT A

1. My mother was one of 600 000 Greeks who were killed during the years of war that ravaged the country from 1940 to 1945. Like many of the victims, she died because her home lay in the path of the opposing armies, but she would have survived if she hadn't defied the invaders of her village to save her children.
2. I had been her favourite child and the focus of her life, loved with the intensity a Greek peasant woman reserves for an only son. I knew I was the primary reason she made the choices she did. No one doubted that she died so I could live.
3. As a boy growing up in the city of Worcester, Massachusetts, living with my sisters and the stranger who was my father, I couldn't talk about my mother and her death the way the rest of the family did, although it was with me waking and sleeping. Every Sunday, in the church full of Greek immigrants, I heard the priest recite a *trisagion* to her memory. My older sisters spoke of her constantly, often reporting dreams in which our mother appeared to them with some message or warning from the land of the dead. In *my* dreams, she was always alive, engaged in familiar scenes from the past, baking bread, harvesting fruit of our mulberry tree, laughing at my pranks. My sisters had accepted her death, but each time I awoke it came as a new shock.
4. As nine-year-old boy struggling with the English language, I felt helpless against the fact of my mother's death. It was not something I could talk about to anyone. There seemed to be nothing I could do to make up for her sacrifice except to hope that my sisters were right, that God would ultimately punish those who had betrayed, tortured and murdered her.
5. Then, in the seventh grade, a teacher assigned me to write about my life in Greece. It was one of the first days of spring. I looked out the school window, remembering our mountainside blazing with purple Judas trees, the Easter kid roasting on a spit outside each house, my mother boiling the eggs in a vat of blood-red dye.
6. I wrote how, in the spring of my eighth year, I overheard two guerrillas say they were going to take the village children away from their parents and send them behind the Iron Curtain. I ran to tell my mother what I heard and she began to plan our escape, setting in motion the events that would end in her execution four months later.
7. The essay won a certificate of merit, and I realized that I was not as helpless as I had thought. I would learn to write and eventually describe what was

done in that ravine in 1948 and by whom. I didn't speak of these ambitions to my father and sisters, who were working in factories and diners to keep us alive.

8. By the time I finished college I had saved enough money from part-time work on local newspapers to make a return visit to the village which I had left as a refugee fourteen years before. I intended to begin my search for the details of my mother's death.
9. When I walked out of that village as a boy, I knew every tree and rock of my circumscribed world, but as I followed the new dirt road back up our mountain in 1963, I mistook two villages in the distance for my own before I reached Lia. Clearly, my memory was not as accurate as I had believed.

Glossary

Trisagion: special prayer recited in Greek Orthodox Church

Iron Curtain: the political, military, and ideological barrier erected by the [Soviet Union](#) after [World War II](#) to seal off itself and its dependent eastern and central European allies from open contact with the West and other non-communist areas.

NOTE:

- All questions must be answered in your own words, unless you are asked for a quotation.
- For one-word answers, write only the question number and the word.

1.1 The writer does not cite the war as the only cause of his mother's death.

What else caused his mother's death? (Refer to paragraph 1)

(1)

1.2 Choose the correct answer to complete the following sentence.

Write down only the question number (1.2) and the letter (A – D). (paragraph 3)

The expression "**was with me waking and sleeping**" means . . .

- A** the writer thought about it when he was asleep.
- B** the writer thought about it when he was awake.
- C** the writer thought about it always.
- D** the writer was awake and asleep a lot

(1)

1.3 List three opinions that show the writer was much loved and adored by his mother. (paragraph 2)

(3)

**1.4 How do you know the writer did not have a special bond with his father?
Quote a phrase from the text.**

(1)

1.5 Why do you think the boy struggled with the English language?

(1)

1.6 If a person dreams about someone and says they get some message or warning from the land of the dead, would you call it a “premonition” or a “promise”? Substantiate your answer.

(2)

1.7 According to the writer, how did his sisters feel about his mother’s death?

(1)

1.8 In your opinion, why hasn’t the writer accepted his mother’s death?

(2)

1.9 What is the difference between the boy’s dreams about his mother and his sisters’ dreams about their mother?

(2)

1.10 (Paragraph 4). Why did the boy feel helpless against the fact of his mother’s death?

(2)

1.11 Explain what is meant by “God would ultimately punish those who had betrayed, tortured and murdered her.”

(1)

1.12 What helped the writer to write about his life in Greece in the seventh grade?

(1)

1.13 Is the following statement TRUE or FALSE? Quote two consecutive words from paragraph 5 to substantiate your answer.

The Greeks roast a baby goat for Easter.

(2)

1.14 Why is the word “*trisagion*” (paragraph 3) written in Italics?

(2)

1.15 Provide a synonym for the underlined word as it appears in the context of the passage.

I wrote how, in the spring of my eighth year, I overheard two guerrillas say they were going to take the village children away from their parents and send them behind the Iron Curtain.

(1)

1.16 Choose the correct answer to complete the following sentence. Write down only the question number (1.16) and the letter (A – D).

The writer gained tremendous confidence in how he could get over his mother's death when:

- A he knew he could study further
- B his essay won a certificate of merit
- C he realized he could write about his mother's death
- D if he did not have to tell his father and sisters about his ambitions.

(1)

1.17 Explain the metaphor used in paragraph 6 “Iron Curtain”.

(2)

1.18 In your opinion, do you think the writer needs to write the story of how his mother died? Give a reason for your answer.

(2)

1.19 Assume you are the writer returning to your village to investigate your mother's death. What would you fear the most to find out? Give a reason for your answer.

(2)

SECTION B

SUMMARY

QUESTION 2

Below is a speech given by Margaret Thatcher, former Prime Minister of Britain, to Nottingham Police Academy. You are a journalist and you have to write an article on this speech. Your focus is what the Prime Minister think is the duty of a policeman or police force.

Read the passage below, TEXT B, and list **SEVEN** functions and or advantages of a policeman or police force

INSTRUCTIONS

- 1. List seven pieces of advice in full sentences using 60 to 70 words.**
- 2. Number your sentences from 1 to 7.**
- 3. Write only ONE point per sentence.**
- 4. Use your OWN words.**
- 5. Indicate the total number of words you have used in brackets at the end of your summary.**

TEXT B

I have been immensely impressed by your high standard of turnout and bearing this morning.

I want to congratulate the five (?) prize-winning Cadets. When there is no competition, prize-winning is relatively easy.

But I have seen, even during my short visit here, that to win a prize among these Cadets is a very special achievement indeed.

Although most of you have parents and friends here this morning, and although we meet in the presence of the Lord Lieutenant, the Chairman of the Police Authority and the Chief Constable, this is YOUR day — [fo 1] a proud day—I hope, and one which you will always remember; and it is to you, the Cadets, that I want to speak primarily this morning.

You are members of the finest Police Force in the world. Our long and proud tradition of freedom under the law, which has been the envy of other countries, has always depended, and depends still, on a wholly impartial and professional Police Force.

All over the world, the rule of law is under attack. It is under attack in our own country as never before. It is not just that recorded crime has reached unprecedented levels, although that is true. It is not just that respect for the person and property of others is less than ever before, although that is true as well. We have become an increasingly violent and intolerant society. We have lost our traditional values. We need to return to the old truths, which some had thought that we could live without.

If we are to do that, we need a Police Force strong in number, stronger still in its professional standard, and strongest of all in its pride and esprit de corps.

In our country, the Police have never been an instrument of Government policy. Our law confines the role of the Police to the maintenance of public order and to the protection of the citizen and his property.

A Policeman's duty is to uphold the law, impartially, without fear or favour. He must be as careful of the rights of minorities and of unpopular people, as he is of majorities and of pop stars.

In a civil disturbance, a policeman is the servant of both sides.

His only duty is to see that the law is observed and that the public are protected.

Because the threat to the rule of law is more real in Britain than ever before, there is never a time when we have been in greater need of policemen of the highest quality. I often think that we take too much for granted the service which the Police render to the British people. The Plaque which I have just unveiled in memory of Police Constable McDonald, who was murdered on duty at the age of 19, is a reminder not only of the courage and devotion of the Police, but also of the danger which they face, each day, so that we may live more safely.

Government, Parliament and people have a duty, at all times, and in all circumstances, to give to the Police both moral and material support.

My presence here today is not just a symbol of the importance which the Government attaches to the Police and its Cadet Force.

It underlines the plain truth that the thin blue line of an efficient and impartial Police Force is the indispensable guarantor of freedom under the law.

That is why the profession which you have chosen is of such crucial importance.

I know of no other career which offers the same opportunity to render deeper or more lasting service to your fellow citizens.

Everything that I have seen and heard this morning has renewed my confidence that the highest traditions of the Police are being preserved.

As you embark on your careers of public service, all who have been present at this ceremony today join in giving you our thanks, our congratulations, and our warmest good wishes.

From the Margaret Thatcher Foundation

(10)

SECTION C LANGUAGE

QUESTION 3 VISUAL LITERACY

3.1 ANALYSING A CARTOON TEXT C



3.1.1 What stereotypical view of Vikings can be inferred from frame 1?

(1)

3.1.2 Do you think the Vikings give their wives too much power? Give a reason for your answer.

(2)

3.1.3 What is the meaning of the phrase “psst” used in frame 7 and what does it imply is Eddie doing?

(2)

3.1.4 Provide an example of Hagar trying to boost the spirits of the Vikings.

(1)

3.1.5 What effect would you say does the words of the last frame have on the Vikings?

(2)

TEXT D

3.2



3.2.1 Which term of endearment does Blondie use for her husband?

(1)

3.2.2 Quote a cliché used by the husband and explain how he twists it in frame 3.

(2)

3.3 ANALYSING AN ADVERTISEMENT

Study the advertisement below, TEXT E and answer the set questions.

TEXT E

**Picks up five
times
more women
than a
Lamborghini.**



Forget your Italian racers. This little babe-magnet is the Daihatsu Hijet MPV. Don't laugh. It packs in six comfortable seats, (four of them reclining). A five speed gear box. Two sun roofs for when things get hot. And even a 3 year/60,000 mile warranty guaranteed staying power. But what really makes the Hijet MPV so attractive? The £167,503 change from a Lamborghini course. Our price is just £8,497 on the road. For more information call us on 0800 521 700. **THE HIJET MPV.**

 **NO-NONSENSE VEHICLES.**

For more information on the Daihatsu Hijet MPV call free on 0800 521 700, or send this coupon to Daihatsu Information Services, FREEPOST 506, Sandwich, Kent CT12 9BR.

ADDRESS _____

NAME _____

TELEPHONE _____

TICK IF UNDER 18 CURRENT VEHICLE

MODEL _____

YEAR _____

PE3 MPV

PRICE, EXCLUDING VAT, 10% DEPOSIT, NUMBER PLATES AND VA DEMONIC ROAD TAX LICENSE. EACH VEHICLE OF THIS MODEL IS A PASSenger CONVERSION OF A VAN, THEREFORE AS A COMMERCIAL VEHICLE.

DAIHATSU

3.3.1 How does the advertiser use the picture to highlight the advertised product?

(2)

3.3.2 What makes this product much better than a Lamborghini, according to the advertisement?

(2)

3.3.3 What type of client is this advertisement aimed at? Give a reason for your answer.

(2)

3.3.4 What is the advertiser trying to say with the words “babe magnet”?

(1)

3.3.5 What could be the two meanings of the words “when things get hot” in the description of the car?

(2)

3.3.6 What does the advertiser imply with his slogan: “No nonsense vehicles”?

(1)

3.3.7 Would this advertisement convince you to buy this vehicle instead of a Lamborghini? Give a reason for your answer.

(2)

SECTION D

QUESTION 4

LANGUAGE AND EDITING SKILLS

Read the passage below, TEXT F which has some deliberate errors, and answer the set questions.

TEXT F

After water, tea is probelby the most consumed bevirage in the world. Not counting water, it's also probably the healthfiest.

Now, a brand new study in the Journal of Nutrition and Healthy Aging showed that there is (4.4.1) positive relationship between tea drinking and cognitive performance. Total tea consumption was independently associated (4.4.2) better performance (4.4.3) global cognition, memory, executive function and information processing

speed. It didn't matter whether the subjects (4.4.4) the study drank green, black or oolong tea. "The protective effect of tea consumption on cognitive function was not limited to particular type of tea", wrote the researchers.

Even teas not made from the *Camellia sinensis* plant are beneficial. The newly popular *Yerba Matte* tea (made from an entirely different plant) has been shown to have significant antioxidant activity. A recent [study](#) in the journal *Public Health and Nutrition* showed that rooibos tea (a red tea from Africa) exhibited cardiovascular benefits by acting as an ACE-inhibitor. And [another study](#) showed that even herbal teas (in addition to the standard teas) were helpful in reducing the risk of ovarian cancer, with subjects who drank four or more cups a day having significantly less risk compared to subjects who drank no tea at all. It is noted that drinking tea improves your daily productivity.

4.1 Correct the three words misspelled in the first paragraph.

(3)

4.2 What would most probably be the abbreviation for the "Journal of Nutrition and Healthy Aging".

(1)

4.3 Rewrite the following sentence into indirect speech: "The protective effect of tea consumption on cognitive function was not limited to a particular type of tea", wrote the researchers. Begin your answer with:

Researchers wrote that...

(3)

4.4 Provide the missing words. Number your answer 4.4.1 – 4.4.4

(4)

4.5 Rewrite the following sentence starting with the underlined words:
It is noted that drinking tea improves your daily productivity.

(2)

4.6 Provide the comparative degree of comparison for "less risk".

(1)

SECTION E

QUESTION 5

DICTIONARY SKILLS

Study the dictionary entries linked to the word “responsible” and answer the questions that follow:

Responsible: (adjective) answerable to someone

Responsibly: (adverb) acting so that you can be trusted

Responsibility: (noun) answerable to someone

Responsibilities: (noun) something to be responsible for

5.1 You have to act _____ if you want people to trust you.

(1)

5.2 Your _____ will determine if they trust you in your work.

(1)

5.3 You have to take your _____ serious if you want people to take you serious.

(1)

5.4 You are _____ for your own decisions.

(1)