Top Skills

Comprehension

For Selective Schools and
Scholarship Preparation

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A
FIVE SENSES
PUBLICATION

SAMPLE

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SAMPLE

Clothing in ancient Greece was a very simple affair. Everyone wore a variation on the same theme: rich and poor; adults and children; and men and women. The garment of choice was the chiton, a type of long, loose robe which fastened on the shoulders with pins and clasps.

The variations on the 'chiton' theme depended on the age, gender, social status and occupation of the wearer. Women wore long chitons covering their ankles, but men's were shorter. Poor people had garments of rough wool or linen while those of the upper classes were of imported silk. Rich ladies could follow the current fashion with red, blue, yellow or purple robes but those who were less affluent had to content themselves with undyed ones. Children and tradesmen had short, plain chitons which permitted them to be active.

People in ancient Greece did not have different clothes for different seasons. In colder weather, they simply added more layers. If there was a particularly cold spell, or if they were travelling somewhere, they might top everything with a cloak called a himation.

Ancient Greeks did not wear shoes indoors but needed leather sandals to walk on rough roads or cobblestones outside. Sometimes, ladies wore very high-heeled sandals to add height.

Women in ancient Greece always wore their hair long, and piled it up in complicated arrangements, sometimes decorating it with ornaments or jewellery. Light coloured hair was esteemed so women used bleach to acquire the desired look. Likewise, fair skin was valued so hats were always worn in the outdoors on sunny days.

1. Children wore

a. brightly coloured robes
b. short chitons
c. himations of silk
d. short trousers

2. Women's chitons were

a. always undyed
b. imported from the East
c. longer than men's
d. usually of silk

3. A poor carpenter would wear

a. a long, undyed chiton
b. a short, red chiton
c. a short, wool chiton
d. a long, linen chiton

4. In winter, people commonly

a. added extra robes
b. wore padded wool chitons
c. stayed indoors
d. had longer chitons

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5. Himations were

a. fine silk chitons worn by fashionable ladies during the summer
b. travelling clothes worn over chitons by all classes
c. thick winter clothes worn only by the poor
d. short chitons which allowed tradesmen freedom of movement

6. The purpose of the second paragraph is

a. to show why tradesmen needed different clothes
b. to explain the advantages of the chiton
c. to show the range of chitons
d. to point out the differences of the clothing of the rich and poor

7. Who were the 'less affluent' people?

a. Those who were less interested in fashion.
b. Public officials.
c. Men engaged in trades of all kinds.
d. The poorer classes.

8. Only rich people

a. wore himations when travelling abroad
b. had long, embroidered chitons
c. had garments of different hues
d. wore leather sandals in their houses

9. Which items were costly?

a. Sandals.
b. Dyes.
c. Himations.
d. Blond wigs.

10. Which statement is true?

a. Ladies approved of tanned skin.
b. Wooden clogs were worn outside.
c. Blonde hair was most admired.
d. Clothing styles were complicated.

11. Which statement is false?

a. All shoes were flat.
b. Linen was not expensive.
c. Silk wasn't made in Greece.
d. Purple was fashionable.

12. The best synonym for 'esteemed' is

a. criticised
b. approved
c. required
d. usual

13. This text is intended to

a. entertain
b. persuade
c. inform
d. instruct

SAMPLE

Animals perform amazing feats of orientation. When some species of eels need to spawn, they travel all the way from Europe to the Sargasso Sea within the Atlantic Ocean; a distance of some thousands of kilometres. A young bird, reared in a Scandinavian country, knows that with the onset of the first chilly days it must wing its way to the sunnier climate of Africa. How do animals know where to go?

Scientists do not have complete answers to this intriguing question. It is known that animals use their senses to help them find food, homes or protection from enemies. As well as using eyesight and hearing, an animal might respond to a scent carried on air or water. They also appear to observe the direction of a water current or a breeze and to adjust their path because of this. Some migrating birds, such as starlings, navigate by the sun, constantly modifying their journey as the sun changes position in the sky. Exactly how they do this is not understood. Seagulls are particularly interesting, because they are able to find their way despite travelling on updraughts and constantly varying their path to take most advantage of the wind.

By contrast, the use of echo-location by bats is well documented. They bounce high frequency sounds off objects and use the echoes to aid them in steering their flight and in finding food. It is thought that whales use a similar sort of sonar but it has not yet been discovered how this works. On a very simple level, we do know that animals pick up cues from other animals. A wildebeest's sudden start at the sight of a slinking cheetah will alert the entire herd that they must flee to a safer place. However, reliance on this type of direction can be dangerous as when a stampeding herd of buffalo plunge off a cliff!

1. 'Astonishing feats of orientation' means that

a. animals can easily be taught tricks
b. we do not know how animals communicate
c. some animal journeys are difficult to comprehend
d. scientists have not yet begun to study these matters

2. What is the purpose of the second sentence of the first paragraph?

a. To support the following sentence.
b. To introduce the subject of eels.
c. To explain how some animals travel to give birth.
d. To give an example in support of the first sentence.

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3. In paragraph two, the question is 'intriguing' because

a. We will eventually know all the answers.
b. Scientists will be motivated to continue looking for an answer.
c. Everyone is searching for an answer to this question.
d. Scientists have no chance of discovering the answer.

4. 'Take most advantage' means

a. the seagulls use the wind to carry them to their destination
b. the seagulls go wherever the wind takes them
c. the seagulls only fly when it is windy
d. the seagulls have difficulty flying on windy days

5. Scientists find seagulls 'particularly interesting' because

a. they travel from one hemisphere to another
b. they do not take the direct route to their destination
c. they use the wind to help them fly
d. many scientists are studying them

6. Research on bats' use of echo-location

a. has now concluded
b. is still continuing without firm conclusions
c. has been extensive and can be read in a library
d. will soon provide some conclusions

7. 'Sudden start at the sight of a slinking cheetah' is an example of

a. simile
b. exaggeration
c. personification
d. alliteration

8. 'Reliance' is

a. a concrete noun
b. a metaphor
c. an abstract noun
d. a verb

9. The main idea in the last paragraph is that

a. animals never act intelligently
b. animals often mimic other animals
c. wildebeests use one animal for 'lookout'
d. animals sometimes use a type of sonar

10. A synonym for 'cues' is

a. tricks
b. actions
c. prompts
d. remainders

SAMPLE

On a Thursday afternoon in September, 1940, four adolescent boys were walking in a wood overlooking Montignac, France. One of them had previously discovered a deep hole and they were planning to explore it. Scrambling into the hole, they slid down a tunnel and found themselves in a chamber which held an amazing secret: its walls were covered with paintings of deer and bulls. They were clearly very old.

The boys told a former schoolmaster, Monsieur Laval, who, in turn, informed an eminent scientist, Abbe' Henri Breuil. People began to flood into the cave, but the advent of World War II and the enemy occupation of France meant that the cave was all but forgotten. After the war, pre-historians began to explore the caves and in 1946 an entrance chamber and staircase were built so that the public could easily access them.

However, the popularity of the caves almost spelled their doom! The warm air created by the bodies of the visitors came into contact with the cooler cave walls and this created tiny drops of condensation. When these fell, they carried pigments from the paintings with them. If this were allowed to continue, in time, the paintings would disappear.

To remedy this problem, a complex system of air filtering and cooling was devised and the number of visitors steadily increased. But, in 1962, there was a new development. Small green spots, composed of bacteria and algae spread across the walls. The caves were closed to the public and antibiotics and formaldehyde were applied to the walls. In the future, only scholars and specialists were welcome.

It is believed that the paintings were the work of the Magdalenians whose culture flourished between 11000 and 18000 years ago. The paintings have a similar style and a limited number of subjects and this suggests that they were painted by a small number of artists; perhaps, a master and his students. The most popular subject of the paintings is the horse, which is depicted hundreds of times. As well, there are many deer and fifty-two aurochs. The auroch was the ancestor of the modern bull, and one of the largest animals of the Ice Age.

1. The paintings were completed

a. during World War II
b. in 1940
c. in prehistoric times
d. by scientists

2. The discovery of the paintings

a. created a problem
b. attracted little attention
c. was only revealed to scientists
d. was accidental

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ANSWERS

UNIT ONE: (Ancient Fashions) 1.b 2.c 3.c 4.a 5.b 6.c 7.d 8.c 9.b 10.c 11.a 12.b 13.c

UNIT TWO: (Amazing Animals) 1.c 2.d 3.b 4.a 5.b 6.c 7.d 8.c 9.b 10.c

UNIT THREE: (Lascaux) 1.c 2.d 3.c 4.c 5.a 6.b 7.d 8.c 9.b 10.c

UNIT FOUR: (A Legend from Hawaii) 1.d 2.d 3.c 4.b 5.c 6.b 7.a 8.d 9.d 10.b 11.c

UNIT FIVE: (Landing on the Moon) 1.c 2.d 3.b 4.d 5.a 6.b 7.d 8.d 9.b 10.b 11.d 12.b

UNIT SIX: (The Magship) 1.c 2.b 3.b 4.d 5.c 6.c 7.d 8.c 9.d 10.c 11.c 12.b

UNIT SEVEN: (The Alien) 1.b 2.c 3.d 4.b 5.c 6.d 7.b 8.a 9.a 10.c 11.d 12.c 13.b 14.a

UNIT EIGHT: (Mozart) 1.b 2.c 3.b 4.c 5.b 6.a 7.b 8.a 9.d 10.b 11.d 12.b

UNIT NINE: (The Titanic) 1.b 2.c 3.a 4.d 5.b 6.d 7.b 8.a 9.d 10.b

UNIT TEN: (Racing Cars) 1.a 2.c 3.c 4.d 5.b 6.b 7.d 8.b 9.a 10.c

UNIT ELEVEN: (Martin Luther King) 1.c 2.b 3.a 4.b 5.d 6.b 7.c 8.c 9.a 10.c 11.d

UNIT TWELVE: (Uranus) 1.c 2.b 3.d 4.b 5.b 6.d 7.b 8.d 9.a 10.c 11.b 12.a 13.b 14.c 15.c

UNIT THIRTEEN: (Jousting) 1.c 2.d 3.b 4.b 5.a 6.a 7.b 8.b 9.c 10.b 11.c 12.c 13.b

UNIT FOURTEEN: (Romulus and Remus) 1.c 2.d 3.c 4.b 5.b 6.c 7.d 8.b 9.a 10.b 11.d 12.b 13.b 14.c

UNIT FIFTEEN: (The Lions Have Escaped) 1.c 2.b 3.c 4.d 5.b 6.c 7.a 8.c 9.b

SAMPLE

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