

YEAR 10 English test Term 3 ANSWERS

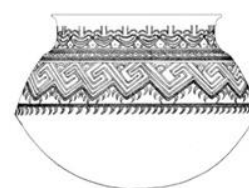
Reading Comprehension 1

(6 marks)

Across the Pacific

The Pacific Ocean covers one-third of the Earth's surface. Small islands are sprinkled across the enormous blue expanse and often isolated from each other by great areas of sea. The islands that make up Polynesia (meaning 'many islands') were settled by seafarers from places that are now called Indonesia and Malaysia. These people spread gradually across the Pacific looking for new lands to settle. Between 2000 **BC** and 1000 **AD**, they navigated incredible distances in sturdy dugout canoes, 'reading' changes in the swell of the sea, the patterns of the stars and the easterly winds.

They brought with them a patterned pottery called Lapita (right), which has become an archaeological clue to their movements. The settlers adapted to the different environments they found, from the dry atolls to the lush and fertile volcanic islands. They reached Tonga and Samoa by at least 1000 BC and developed their own customs and a society that was ruled by chiefs. By about 1000 AD, Polynesians had reached Easter Island, New Zealand and the easterly islands of Hawaii.



Reading the Sea and Sky

The Polynesians were expert navigators. They found islands to settle in the vast Pacific Ocean by reading the sea and watching for land-based birds such as frigates (above right). They travelled to and from these islands using maps they made from palm sticks and cowrie shells (left). The sticks represented the swells and currents of the sea, while cowrie shells marked islands.

BC stands for "Before Christ," and **AD** stands for "Anno Domini," meaning "in the year of our Lord."

BC (Before Christ) refers to the years before the birth of Jesus Christ, counting backward from year 1. For example, 500 BC occurred earlier than 200 BC. AD (Anno Domini) is a Latin phrase meaning "in the year of our Lord," and it refers to the years after the birth of Jesus Christ, counting forward from AD 1. There is no year 0; the timeline moves directly from 1 BC to AD 1.

The BC/AD system was devised in the 6th century by the monk Dionysius Exiguus, who wanted to create a calendar based on the birth of Christ rather than the Diocletian era, which commemorated a Roman emperor known for persecuting Christians. The system gradually spread across Europe and became widely used by the 8th and 9th centuries.

Modern alternatives to BC and AD are BCE (Before Common Era) and CE (Common Era). These terms follow the same counting rules—BCE counts backward, and CE counts forward from year 1—but are preferred by some people who do not call themselves Christian.

Questions

1. Where did the Polynesians first come from?

- ☐ Tonga and Samoa
- ☐ Indonesia and Malaysia ←
- ☐ the easterly Hawaiian Islands
- ☐ islands scattered throughout the Pacific Ocean

2. According to the text, we know how widely the Polynesians travelled and settled because

- ☐ they left traces of their Lapita pottery.
- ☐ they built gigantic stone statues.
- ☐ they used sturdy dugout canoes.
- ☐ they created detailed maps. ←

3. According to the text, why were the Easter Island statues made?

- ☐ to display the people's carving skills←
- ☐ to take advantage of the soft rock
- ☐ to help sailors navigate
- ☐ to protect the island

4. They navigated incredible distances in sturdy dugout canoes, 'reading' changes in the swell of the sea. Inverted commas are used around reading to show that this word is

- ☐ a quotation.
- ☐ particularly important.
- ☐ an old-fashioned word. ←
- ☐ used with a special meaning.

5. The main purpose of *Across the Pacific* is to provide information about

- ☐ the variety of Pacific islands.
- ☐ Polynesian settlement of the Pacific. ←
- ☐ the artworks found on Pacific islands.
- ☐ early Polynesian navigation techniques.

6. The attitude towards the first Polynesians suggested by the second article, *Reading the Sea and the Sky* is one of

- ☐ caution.
- ☐ criticism.
- ☐ neutrality.
- ☐ admiration ←

Reading Comprehension 1

(6 marks)

Tourism in Antarctica

Read the two arguments for and against tourism in Antarctica.

1. YES

Dear Sir/Madam

I went to Antarctica for my last holidays, and it was one of the best things I've ever done. It was a thrilling experience, and worth every cent it cost me. It made me much more conscious of the impact we humans have on the environment, and made me realise how important it is to preserve the untouched places that we still have.

The penguins are unforgettable: not just the sight of them all huddled in close together, but also the sounds — and the smells. And the icebergs!

No photograph or film footage comes close to preparing you for their truly awesome presence. They are spectacularly beautiful, full of light and shade, mysterious and marvelous.

The company that I travelled with is a member of IAATO (the International Association of Antarctic Tour Operators) and had very strong guidelines about what we were allowed to do and where we could go. Tourist operators in other parts of the world could certainly learn a lot from them.

Our company had to fill in a log at the end of the cruise with details about where we had been, how many of us went ashore each day, and so on. The company also helps out some of the research scientists and other base personnel by transporting them or their equipment from one place to another.

Go to Antarctica if you possibly can. You will treasure the memories all your life. it will change your life.

Yours

Voula Stavros

2. NO

Dear Sir/Madam

I am writing to express my disappointment about tourism in Antarctica. Why can't we leave the world's last wilderness alone? Let the penguins and the seals continue to live undisturbed by humans. Tourists mess about in rubber boats, take too many photographs and leave rubbish and oil spills behind them.

Every intrusion can harm the fragile landscape: moss banks take decades to recover from even a single footstep, and no one knows the amount of long-term damage done to penguin rookeries that are visited by humans over and over.

With increasing tourist numbers, there is a much greater risk of accidents, both in the icy waters off the coast of Antarctica, and at the various sites where tourists are shipped ashore.

Who would clean up an oil spill? What would be the cost? Who pays for rescue attempts when grand adventure holidays go horribly wrong? How many diseases are being introduced to the Antarctic wildlife by people having a fun time at the locals' expense?

Tourists are in Antarctica by choice—let them choose somewhere else to spend their money and get their thrills.

Yours

Thomas Nguyen

Questions

1. Voula thought that the cost of her trip was

- ☐ unfair.
- ☐ justifiable. ←
- ☐ extravagant.
- ☐ inexpensive.

2. The tone of Voula's letter is best described as

- ☐ anxious.
- ☐ boastful.
- ☐ nostalgic.
- ☐ enthusiastic. ←

3. What does Thomas especially value about Antarctica?

- ☐ its status as the world's last wilderness ←
- ☐ the opportunities it offers for supervised visits
- ☐ its suitability for research by environmental scientists
- ☐ the commitment of tourist operators to preserving its environment

4. One of the techniques that Thomas uses in his letter is

- ☐ alerting readers to the dangers of Antarctica.
- ☐ appealing to readers' concerns about money.
- ☐ providing readers with expert opinions from scientists.
- ☐ implying that readers who disagree with him are irresponsible. ←

5. On which one of the following points do Voula and Thomas agree?

- ☐ A visit to Antarctica is an experience that no one should miss.
- ☐ Until the present time, Antarctica has been unaffected by visitors.
- ☐ Antarctica requires special consideration now and into the future. ←
- ☐ With proper care and supervision, tourism in Antarctica is safe and enjoyable

6. Voula's trip would be likely to disappoint Thomas because it involved

- ☐ tourists leaving rubbish behind.
- ☐ tourists intruding on a fragile landscape. ←
- ☐ people endangering themselves and others.
- ☐ people wasting money on expensive holidays

Spelling

(9 marks)

Our new comunuty hospital is equipped with an operating theatre.

Previusly patients had to travel to the city for sergary.

Marcia had always wanted to go to Africa. It was an acheivment when she had saved suficent money for the trip.

Africa had seemed so exsotic in her imaganaton but now she wondered whether she should buy a car instead.

Many athletes have found that regular training can make a substaintal difference to their level of performance.

Write the mis-spelt words on the lines below:

1. community
2. Previously
3. surgery
4. achievement
5. sufficient
6. exotic
7. imagination
8. substantial
9. performance

Language Usage

(8 marks)

1. Which of the following correctly completes the sentence?

George _____ to the movies if his mother had let him.

have gone

will have gone

would not gone

would have gone←

2. Which of the following correctly completes the sentence?

Andrew has _____ he likes to call a great talent!

why

when

who

what←

3. Which of the following correctly completes the sentence?

She knew she _____ the perfect dress the minute she saw it.

Finds

will find

has found

had found←

4. Which of the following correctly completes the sentence?

The girl _____ likely to win is a genius

whos

who's←

whose

whose'

5. Which of the following correctly completes the sentence?

The fireworks were so exciting I _____ watched them all night.

couldve

could've←

could of

could've

Jacques Cousteau

French diver Jacques Cousteau was influential in making the general public aware of the underwater world. Through his documentaries featuring sunken wrecks and those featuring the natural marine environment, Cousteau's film work captivated people worldwide. His films allowed audiences to glimpse a new world.

6. In the first sentence, the word *French* is used as

a verb.

a noun.

an adverb.

an adjective. ←

7. This text has been written in the

first person.

second person.

third person. ←

8. In the last sentence, the word *allowed* is used as

a verb. ←

a noun.

an adverb.

an adjective

Punctuation

(6 marks)

1. Which of the following has the correct punctuation?

"Who dropped that." nobody said a word.

"Who dropped that?" Nobody said a word. ←

"Who dropped that? nobody," said a word.

"Who dropped that." Nobody said a word.

2. Which sentence has the correct punctuation?

Mum said, No swimming without an adult.

Mum said "No swimming without an adult."

"Mum said" No swimming without an adult.

Mum said, "No swimming without an adult." ←

3. Which sentence has the correct punctuation?

The train was really crowded today; I have no idea why. ←

The train was really crowded, today, I have no idea, why.

The train was really crowded today; I have no idea why?

The train was really crowded today, I have no idea why?

4. Which sentence has the correct punctuation?

Mum said to obey all the signs, so we went the other way. ←

Mum said, to obey all the signs, so we went the other way.

Mum said, "to obey all the signs, so we went the other way."

Mum said "To obey all the signs, so we went the other way."

5. Which sentence has the correct punctuation?

"We need to start rehearsing, said Mrs Peters so get finish getting ready."

"We need to start rehearsing" said Mrs Peters "so finish getting ready." ←

"We need to start rehearsing," said Mrs Peters, "so finish getting ready."

"We need to start rehearsing," said Mrs Peters, "So finish getting ready."

6. Which sentence has the correct punctuation?

The man, got out of the car before it burst into flames and ran away.

The man got out of the car before, it burst into flames and ran away.

The man got out of the car, before it burst into flames, and ran away. ←

The man, got out of the car, before it burst into flames, and ran away

Writing

(15 marks)

Today you are going to write a narrative or story. The title for your story is 'FOUND'.

Your story might be about finding a lost pet, hidden treasures or new friends.

It could be about finding the solution to a problem or finding an opportunity to do something different and exciting.

Your story could be about how people in difficult situations find courage, help or understanding.

Think about:

- The characters and where they are.
- The complication or problem to be solved.
- How the story will end.

Remember to:

- Plan your story before you start.
- Write in sentences.
- Pay attention to the words you choose, your spelling and punctuation.
- Check and edit your writing when you have finished.