

★ SET 36

CLASSWORK

COMPREHENSION SKILLS

Text type – Editorials

Editorials are written by a newspaper's senior editor or a group of editors. They reflect the newspaper's position on an issue. Editorials:

- Take a definite viewpoint on an issue
- Use evidence and argument to support their position
- Mostly use formal language.

Extending the school day

A recent report by the **Human Rights and Equal Opportunity Commission** has prompted the government to look once again at the issue of extending the school day to ten hours, in order to better cater to working parents.

Whereas 50 years ago most mothers remained in the home after having children, in **today's society**, both parents are more likely than not to be in paid employment. The scarcity of before and after school care places, together with the fact that there is no community provision of care for children over 12 years old, means that **many** parents struggle to fit their work in with the demands of children's schooling.

The trend is for more women with children to take on paid work. During the ten years from August 1996 to August 2006, the **Australian Bureau of Statistics** report that the percentage of mothers aged 25 to 34 years (with children aged under 15) who were employed increased from 46% to 52%. This upward trend was similar for mothers aged 35 to 44 years (with children aged under 15) among whom the percentage employed increased from 64% to 68%. It makes sense to alter arrangements in line with the changing needs of modern citizens. Where Mum was once likely to meet the lads at the school gate at 3.30, nowadays she's as likely to be in a board meeting then.

Concerns that a longer school day would be too much for children do not take into account the fact that many children already spend up to ten hours a day away from home. They are either in before or after school care, at swimming or music lessons or playing sport. The longer school day would not see children in lessons for ten hours, but rather would simply **formalise** and secure the ad hoc arrangements many parents already have in place. Schools would provide a variety of sport and leisure activities in the afternoon, when **many children** are being **ferried** to lessons anyway.

Extending the school day is a **child-centred as well as a parent-centred move**. It will ensure that **children are not subject to casual, sometimes unreliable care** and that parents will not have to perform the stressful juggling act between the demands of their child's school and the demands of the workplace.

The care of children is a community, rather than an individual issue. Given the current financial climate, action to remove any undue **barriers** to workforce participation is a **timely and productive move**.

The Chronicle, 5 May 2009

All answers must be in complete sentences.

1. What is the tone of the headline and what is does it identify?

The issue identified in the headline concerns whether the school day should be extended to ten hours and the tone is neutral.

2. What effect is referring to the Human Rights and Equal Opportunity Commission's report likely to have?

Referring to the H R & E O C report is intended to bring a sense of importance and credibility to the opinion which will be offered by the editorial because it is backed by a report from a credible authority and is likely to elicit a sense of trust from readers.

3. By mentioning today's society, the author is appealing to being modern and up-to-date. What effect is this intended to have?

This is intended to position readers to understand that times have changed and that the school hours need to be reassessed and the system needs to be update now that mothers are also likely to be working.

4. 'Many' identifies the issue as a significant one affecting a large number of people. How is this likely to affect the reader to perceive the issue?

This is likely to position the reader to understand that a solution must be found to a problem that is so widespread.

5. What is the purpose of using statistics from Australian Bureau of Statistics?

The purpose of using the statistics is to illustrate the trend for more women with children to take on paid work and to prove it makes sense to change the school hours to meet parental and family needs.

6. Within the context of the paragraph argument what does the reference to 'many children already spend up to ten hours a day away from home' intend to position the reader to feel?

It is intended to position the reader to feel that it won't be a big adjustment for children to make to spend ten hours a day at school and that it would make sense for them to stay longer at school.

7. What does 'child-centred as well as a parent-centred move' imply?

It implies that this change would be looking after the interests of both parents and children and not favouring one above the other.

8. What effect is the phrase 'Casual, sometimes unreliable care' intended to have the reader?

It makes it sound as though children are often left in situations where the standard of care is precarious and even dangerous, thereby implying that if they were in school it would be a safer environment for them.

9. What connotations does the image 'stressful juggling act' have? How does this impact the reader?

The image has connotations that parents are trying to balance both parenting and work demands and it is stressful because it is very difficult, and it is intended to position readers to empathise with the struggle parents have to deal with on a daily basis.

10. What is implied by ending this article with the assertion that this change would be a 'timely and productive move'?

This phrase implies that changing the length of the school day not only needs to happen now to meet community needs, but that it will also help economic productivity by taking stress off working parents and allowing them to focus on work during work hours.

LANGUAGE and GRAMMAR SKILLS

Vocabulary

For each question, choose the word(s) closest in meaning to the underlined words. Write the correct answer in the brackets provided.

1. **commission** (**b**)

a. profit **b. delegation** c. service d. official

2. **bureau** (**c**)

a. shelves b. drawers **c. department** d. table

3. **formalise** (**a**)

a. authorise b. valid c. order d. appropriate

4. **ferried** (**d**)

a. shipped b. journeyed c. serviced **d. conveyed**

5. **barrier** (**b**)

a. rule **b. restriction** c. fence d. fortification

Verbal Reasoning

Here are the number codes for six words. Match the right word to the right code.

1634	3527	2534	3641	2633	4653
FALL	FILM	LAMP	LIFT	MAIL	PALM

- 1) FALL ___2633___ 3) FILM ___3641___ 5) LAMP ___4653___
 2) LIFT ___2534___ 4) MAIL ___3527___ 6) PALM ___1634___

Read the first two statements and then underline one of the five options below that must be true.

'Jamille plans to catch the bus into town at 11:30 a.m. The bus can be up to 10 minutes late.'

- 1) Jamille knows he will have to wait for the bus.
 2) Public transport is often reliable.
 3) Jamille will be late to meet his friends.
 4) The bus will have arrived by 11:40 a.m.
 5) Jamille prefers his mum to take him in the car.

Proverbs

Read the proverbs. See if you can match them with their meanings. You need only write the correct letter in each space.

1. Actions speak louder than words. ___B___ 5. When in Rome, do as the Romans do. ___F___
 2. As you make your bed, so must you lie on it. ___G___ 6. Rome wasn't built in a day. ___E___
 3. Listeners hear no good of themselves. ___H___ 7. Shoemakers' wives are the worst shod. ___C___
 4. Many hands make light work. ___D___ 8. Out of sight, out of mind. ___A___

Meanings

- A A person who is away is soon forgotten. E You cannot achieve important goals quickly.
 B It is more convincing to do something than to talk about it. F Behave like the people you are with.
 C Business comes before the family's needs. G Accept the consequences of what you do.
 D Lots of helpers make the job easier. H If you eavesdrop, you might hear unpleasant words about yourself.

Thinking Skills

1. Nothing of much value or importance is done without: ___B___.
 (a) making a profit (b) effort and care (c) money (d) a great deal of waste

2. This misunderstanding took place at the Sweaty Palms Seaside Resort, a noted playground for the rich and famous. Professor Grimes and Basil were relaxing poolside on folding cane deckchairs.

Professor Grimes: I say there, fellow, I teach history at the University of Gumberton.
Have you read Marx?

Basil: Yes. I think it's because of these cane chairs. Professor Grimes was asking Basil:
___ **D** ___.

- (a) if he had red marks from sitting on the hard chairs
- (b) if he had read books written by an author called Mark
- (c) if he was sunburnt

(d) if he had read any books written by an author whose last name was Marx

3. 'Oh, look! Do you see the lamb?' asked Jyall. 'Yes,' said Josie, 'and near it is a sailing ship.'

The children were making pictures out of clouds. You do not need much equipment to play this game; just a cloudy sky and: ___ **B** ___.

- (a) sunshine **(b) a good imagination** (c) strong winds (d) daydreaming

SET 36 HOMEWORK

COMPREHENSION SKILLS

Editorials are written by a newspaper's senior editor or a group of editors. They reflect the newspaper's position on an issue. Editorials:

- Take a definite viewpoint on an issue
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Read the text below and answer the questions that follow.

Frontline for our safety

Editorial, 28 October 2007

SOLDIERS who wear the sand-coloured beret with the **Excalibur** badge are among the Australian Army's best, brightest and bravest.

These men of the Special Air Service Regiment go where others fear to tread, which means they are always in the **vanguard** when Australia responds to terrorism.

It is dangerous duty, as we learnt again last week.

We mourn Sgt Matthew Locke, killed in action in Afghanistan, Australia's second combat death in a month and the third since 2002, and pay tribute to an inspirational leader and family man.

A Medal of **Gallantry** winner in his earlier tour of duty in Afghanistan, Sgt Locke has been described as a genuine Australian hero who put the safety of his men first.

As we offer our **condolences** to his widow and son, we also pause to remember all the men and women in uniform in dangerous places.

Australia has more than 1500 military personnel in Iraq, almost 1000 in Afghanistan, more than 800 in East Timor and smaller terms on the Israel-Lebanon border, in Sinai, Sudan and Solomons.

Not all Australians support the overseas deployments, but we hope they recognise the professionalism and appreciate the courage of the soldiers, sailors and airmen in the line of fire. In Australia's name they keep the peace, protect civilians and take the fight to terrorists.

We commend them for their commitment to the tasks at hand, many of which are dirty and thankless, and for the risks they take to make the world a safer place.

All answers must be in complete sentences.

1. What literary device is used within the phrase, 'the Australian Army's best, brightest and bravest.'?

Alliteration with the repetition of the first consonant 'b'.

2. How is the idiom, 'go where others fear to tread' intended to position readers to perceive Special Air Service Regiment soldiers?

It is intended to elicit a sense of admiration for their courage and position the readers to perceive them as exceptionally brave.

3. What event has inspired this editorial to be written?

The death of Sgt Matthew Locke who was killed in action in Afghanistan.

4. 'Sgt Locke has been described as a genuine Australian hero...' appeals to what feelings and values? What kind of appeal is it?

It is an appeal to national pride as it positions readers to feel proud of Sgt Locke for his brave service to our nation, which is implied by the words 'Australian hero'.

5. What is the newspaper's message to the community?

The newspaper's message to the community is to take a moment to appreciate the risks and sacrifice our brave soldiers make on our behalf to keep us safe.

LANGUAGE and GRAMMAR SKILLS

Vocabulary

For each question, choose the word closest in meaning to the bolded words. Write the correct answer in the brackets provided.

1. **Excalibur** (b)

- a. bravery b. **legendary** c. smart d. great

2. **Regiment** (a)

- a. **unit** b. government c. rule d. discipline

3. **Gallantry** (a)

- a. **courageous** b. polite c. chivalrous d. decorous

4. **vanguard** (d)

- a. revolution b. research c. military d. **forefront**

5. **condolences** (c)

- a. embarrassed b. pity c. **grief** d. empathy

Verbal Reasoning

Read the first two statements and then underline one of the five options below that must be true.

'Sarah is 17 years old. You can learn to drive at 17.'

- (a) Sarah has started driving lessons.
 (b) Most people start learning to drive at 17.
 (c) It is best to have lessons from a qualified instructor.
 (d) Sarah's parents have bought her a car.

(e) Sarah can now learn to drive.

Fill in the missing letters. The alphabet has been written out to help you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Example AB is to CD as PQ is to RS

- 1) GI is to JF as NK is to LO 2) BU is to CV as HM is to IN
 3) QJ is to SM as FO is to HR 4) WX is to DC as ZV is to AB or GD
 5) UG is to TF as ME is to LD 6) BW is to AX as ZZ is to YA

Similes and Metaphors

Use each simile once from the list below to complete each sentence.

as wet soap	like a crow cutting tin	as a blushing bride	as a walnut shell
as threads of silk	like a newly-minted gold coin	as a wishbone	as a hat full of worms

1. The white yacht entered the harbour as delicately _____ **as a blushing bride** _____
 2. The moon rose over the island _____ **like a newly-minted gold coin** _____
 3. His voice was so bad that he sounded _____ **like a crow cutting tin** _____
 4. The old digger's hands were as wrinkled _____ **as a walnut shell** _____
 5. The wicked king had a face that was as ugly _____ **as a hat full of worms** _____
 6. The urchin in Mexico was as slippery _____ **as wet soap** _____
 7. The little girl's hair was as soft _____ **as threads of silk** _____
 8. The horseman's legs were as bandy _____ **as a wishbone** _____

Thinking Skills

1. 'Oh, look at the birds in that field! I'll bet the farmer hates to see them there,' said Caitlyn.
 'On the contrary,' said Sarra. 'The farmer likes to see the birds there. They help him by:
 _____ **D** _____.
 (a) eating his seeds
 (b) building nests out of straw
 (c) flying to warmer climates when the cold weather begins
(d) eating insects which would otherwise destroy his plants

2. This misunderstanding took place at the Sweaty Palms Seaside Resort, a noted playground for the rich and famous. Professor Grimes and Basil were relaxing poolside on folding cane deckchairs.

Professor Grimes: I say there, fellow, I teach history at the University of Gumberton.
Have you read Marx?

Basil: Yes. I think it's because of these cane chairs. Basil thought the professor was asking him: **A** .

(a) if he had red marks from sitting on the hard chairs.

(b) if he had read books written by an author called Mark.

(c) if he scored high marks for reading when he was at school.

(d) if he had read any books written by an author whose last name was Marx.

3. The children played a game spelling the place names as they looked out of the car windows. They enjoyed this game. Although they repeated it many times: **B** .

(a) it soon did not appeal to them

(b) they never grew tired of it

(c) it helped them improve their numeracy skills (d) it was a game they enjoyed

★ SET 37

CLASSWORK

COMPREHENSION SKILLS

Read the passage below and answer the questions that follow.

The mewling was intermittent at first but it gradually became louder and more insistent. It was coming from the huge mango tree with branches that were just outside the window. David ignored it initially, thinking that the sound from the downpour was playing tricks on him. However, it became clearer even above the sound of the rain pelting harshly against the windowpanes. It was definitely a kitten.

5 David could not even imagine anyone going out in the rain, much less a kitten stuck up in a tree. **He made up his mind.**

He dragged the ladder out into the pouring rain, almost tripping over the steps. The rain was falling very hard. Bracing himself against the wind, he **struggled** as he made his way to the tree. Soaked through and unable to **manoeuvre** the umbrella, he **discarded** it. He balanced the ladder
10 **precariously** against the trunk. **Gingerly**, he climbed the steps. The higher he went, the more he felt himself losing his balance. However, he concentrated on reaching the top, not daring to look down. He **searched** among the leaves and branches till he saw something moving in a corner.

Just as his fingers were about to touch the white ball, a loud bark startled him. David ignored it and reached out for the kitten. However, the frightened kitten crouched further up the branch.

15 He was about to give up when his fingers touched something cold and wet. He grabbed at it blindly, barely managing to pull the kitten out from its hiding place. David put it under his shirt, letting the warmth of his body comfort the kitten.

He got down as fast as he could, leaving the ladder in the pouring rain. Foremost on his mind was getting the kitten somewhere warm and giving it something to eat. Back in the house, he wrapped it
20 up as comfortably as he could and gave it a dish of warm milk. Within seconds, the kitten had lapped up the milk. It settled on David's lap, purring contentedly.

David fell asleep in the living room floor with the kitten on his lap. In the morning, he woke up to see two big green eyes staring at him. Sunrays were coming in through the windows. David saw the ladder he left next to the tree the night before. He stroked the kitten, unable to believe what he had
25 done. Everything seemed so different now. He was glad he had decided to save the kitten.

All answers must be in complete sentences.

1. Why was David unsure of the mewling initially?

He thought that what he heard was the sound of the rain.

2. From the passage, why was the sound of the rain very loud?

It was hitting hard against the windowpanes.

3. 'He made up his mind.' (line 5) What did David make up his mind to do?

He made up his mind to save the kitten.

4. Why did David get rid of the umbrella?

He was already very wet and it was difficult for him to carry the umbrella and the ladder at the same time.

5. What does 'precariously' (line 10) tell you about the ladder?

It tells me that the ladder was wobbly and leaning unstably against the tree.

6. Was David able to see the kitten when he grabbed it? Why?

No, he was not. The kitten was too far in the tree and it was too dark to see it.

7. How did David try to keep the kitten warm immediately after he grabbed it?

He held it under his shirt close to his warm body.

8. Which phrase tells you that the kitten drank the milk quickly?

The phrase is 'within seconds'.

9. Why did the following day seem very different from the previous night?

The sun was shining in contrast to the downpour the night before.

10. Which word tells you that David pulled the ladder along the floor?

The word is 'dragged'.

LANGUAGE and GRAMMAR SKILLS

Vocabulary

For each question, choose the word closest in meaning to the bolded words. Write the correct answer in the brackets provided. *From paragraph 2.*

1. struggled (A)

a. grappled b. toiled c. feuded d. offered

2. manoeuvre (A)

a. handle b. shift c. grab d. swing

3. discarded (C)

a. expelled b. rejected c. abandoned d. eliminated

4. gingerly (B)

a. hesitantly b. cautiously c. tenderly d. slowly

5. searched (C)

a. grabbed b. inspected c. hunted d. foraged

Verbal Reasoning

1. Read the first two statements and then underline one of the five options below that must be true.

'Sprouts are green. Sprouts are vegetables.'

- (a) Carrots are not green.
- (b) Not all vegetables are green.
- (c) Sprouts are green vegetables.
- (d) Sprouts are sold in supermarkets.
- (e) Green vegetables are good for you.

2. Read the sentences below and answer the following questions.

A, B, C, D and E have mobile phones.

A and E have pink phones, the others have silver ones.

B, D and E can access the internet on their phones, the others cannot.

A, B and E just send text messages, the others text and make calls.

Who has a silver phone used just for texting? B

Who has internet access on a pink phone? E

Who has a silver phone, but no internet access? C

Who has internet access and makes calls? D

Similes and Metaphors

Write one word to complete each metaphor. Choose from the words below.

towered	waves	burrow	lead	gold	pig
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- Jonathan can be a ___ **pig** ___ at meal times.
- The detective said he was not looking for the thieves as much as their ___ **burrow** ___.
- The survivors trudged from the bush with ___ **lead** ___ feet.
- His opponent ___ **towered** ___ over him as they shook hands in the ring.
- The invaders came in ___ **waves** ___ over the castle wall.
- My grandmother has a heart of ___ **gold** ___ and would help anyone.

Thinking Skills

- As we grow, we change in some ways but have the same basic features. Some animals, however, change their appearance completely from their early life to their adult life. Two such creatures are: ___ **B** _____.
 (a) tadpoles and frogs (b) **frogs and mosquitoes**
 (c) horses and cats (d) pigs and elephants
- Neville: The judge said I should smile more and practise my higher notes.
 Barry: Yes, do that and I'm certain you'll go close to winning next time.
 Neville and Barry are probably talking about: ___ **C** _____.
 (a) Neville's court case (b) Barry's singing lesson
(c) Neville's performance in a singing competition (d) Neville's sorrow and anger
- Mr Johanson envied the prosperity of his neighbours. But he did not envy the effort they had made to gain this prosperity. He seldom got out of bed before midday. His poor circumstances were the reward for his: ___ **C** _____.
 (a) diligent attitude (b) sleep **(c) laziness** (d) opulence

SET 37 HOMEWORK

COMPREHENSION SKILLS

Read the passage below and answer the questions that follow.

The Ainu are the aborigines of Northern Japan. They first inhabited parts of Japan about ten thousand years ago. In fact, the term Ainu means 'human being' in the Ainu language. It is said that they are the descendents of a group of people known as Emishi. Today, the term Ainu is simply used to refer to the indigenous people of Hokkaido, in Northern Japan.

These people are seen as an integrated population by themselves, separate from the rest of the Japanese population. Ainu culture reached its peak in the thirteenth and fourteenth centuries. The traditional Ainu culture was supported by hunting, gathering and fishing. An Ainu village or Kotan was usually found along the riverbanks, especially where salmon could be found and at places where game trails existed. A family consisted of about four to seven people, not more than ten.

An Ainu home was made of cogon grass, bamboo grass and tree bark. Each house had three windows but unlike many of our houses today, one of these windows was sacred and no Ainu was allowed to look out from it. This window was meant for the gods to enter and leave. It was also an opening whereby ceremonial tools could be taken in and out.

The Ainu believed that the gods could be found in every animate and inanimate object. This included natural phenomenon like the sun and the earth as well as animals and even fire and doors. They believed in the house god, the window god, the lake god, the hunting god and even the bear god. Numerous ceremonies were performed to thank these gods whom they believed provided for the well being of man. However, some gods were malevolent. They could cause mishap. The most feared of these gods was the one that could cause smallpox. Ceremonies were often held to appease these gods.

Extensive contact with the rest of the Japanese population occurred around the fourteenth century. This increased in intensity in the fifteenth century when Hokkaido came under the Bakufu Shogunate. The Shogunate implemented policies that favoured another group of people, the Wajin and not the Ainu. The Wajin is the group of people who had emigrated to Hokkaido. The bias policies worsened during the Meiji Era when the Japanese government extended their control over Hokkaido. They did not recognise Ainu owned land and instead opened up these parcels of land to anyone who wanted to buy them. As a result, there was massive migration to Hokkaido and the Ainu became a minority in their own land.

Talks are now underway to provide the Ainu with a chance to regain their land and to maintain their cultural identity. However, there is a long way to go as the Ainu population has already fallen drastically. Many Ainu people have also become part of mainstream Japanese culture and the new generation of Ainu people are unlike the older generation. Today, the number of people who identify themselves as Ainu has diminished compared to the past.

All answers must be in complete sentences.

1. Who were the ancestors of the Ainu?

The Emishi were the ancestors of the Ainu.

2. Which part of Japan do the Ainu live in now?

They live in Hokkaido.

3. How did the Ainu obtain food in the past?

They hunted for food, gathered what they could find and they also fished.

4. Why was a Kotan usually located along the riverbanks?

It would be convenient for the Ainu to catch salmon in the water.

5. Why was one of the windows in an Ainu home different from the other windows in the home?

It was a sacred window and it was only meant for the gods and for the moving of ceremonial tools, not for the Ainu themselves to look out of.

6. Where could Ainu gods be found?

They could be found in all animate and inanimate objects.

7. Which word in the passage tells you that not all the gods were kind?

The word is 'malevolent'.

8. Why were ceremonies held for the gods?

They were held either to thank the gods who provided for their well being or to appease those who were wicked.

9. How did the Meiji Era affect the Ainu?

Land that the Ainu owned were not recognised by the government and these areas were then opened up to others who wanted to buy them.

10. How is the new generation of Ainu different from the old generation?

The new generation of Ainu people have integrated into Japanese culture and they do not have a unique culture of their own unlike the old generation.

LANGUAGE and GRAMMAR SKILLS

Vocabulary

For each question, choose the word closest in meaning to the bolded words. Write the correct answer in the brackets provided. *From paragraph 6.*

1. underway (D)

- a. starting b. planning c. ending **d. progressing**

2. regain (A)

- a. reclaim** b. retain c. revert d. resume

3. drastically (B)

- a. increasingly **b. radically** c. definitely d. specifically

4. become part of (C)

- a. invested b. included **c. integrated** d. interfered

5. diminished (B)

- a. faded **b. fallen** c. disappeared d. weakened

Verbal Reasoning

1. Underline the two words, one from each group, which are closest in meaning.

Example (race, shop, start) (finish, begin, end)

- 1) (defer, **defend**, define) (shift, **shield**, attack)
 2) (distress, **remote**, remove) (comfort, alert, **distant**)
 3) (**hint**, advice, gossip) (helper, notify, **trace**)
 4) (paper, administration, **stationary**) (pens, computer, **immobile**)
 5) (**fine**, lovely, nice) (clever, thick, **thin**)

2. Underline the pair of words most opposite in meaning.

Example cup, mug, coffee, milk hot, cold

- 1) company, firm compete, contend **dislike, prefer**
 2) ideal, best **splendid, drab** disarray, chaos
 3) picture, imagine intention, goal **interest, boredom**
4) provide, remove publish, print health, diet
 5) regal, noble **primitive, developed** priceless, costly

Think of a word

In each exercise there are examples where the word has to be completed. The first few letters of each word, which consist of a prefix, are given to help you.

1. Another name for a criminal or wrongdoer is a mal___**EFACTOR**___.
2. To pretend to be ill in order to escape work is to mal___**INGER**___.
3. A person who cannot adapt to an environment is mal___**ADJUSTED**___.
4. Any improper conduct, especially by a professional person, is known as mal___**PRACTICE**___.
5. A condition in which a person fails to take in proper foods or vitamins is called mal___**NUTRITION**___.

Thinking Skills

1. When astronauts landed on the Moon they found no traces of life. Space probes that landed on Venus and Mars also found those planets to be without life forms. Extreme conditions on other planets in our solar system indicate that the likelihood of them being inhabited by living things: ___**B**___.
 (a) is very good **(b) is extremely doubtful**
 (c) is above average (d) is improper
2. Atheists are people who do not believe there is a God. Agnostics take a neutral position and say: ___**C**___.
 (a) God exists
 (b) God does not exist
(c) they do not know if God does or does not exist
 (d) they worship the sun
3. **Sports Commentator #1:** O'Toole seems to be gaining the upper edge over Bailey in this third set. He has just held his third service in a row to love.

Sports Commentator #2: Yes, Bailey still seems to be in a state of shock since the magpie swooped him. I've never seen him serve fifteen double faults in a row before.

The announcers are commenting on a game of ___**A**___.

- (a) tennis** (b) magpie swooping (c) hockey (d) cricket