

Reading

First Name

Last Name

School Name

Room Number / Class

Choose a circle to show how much each sentence is like you

Very Unlike Me 1	Unlike Me 2	Like Me 3	Very Like Me 4
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01. I like reading at school.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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02. I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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03. My teacher thinks I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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04. My Mum and Dad think I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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05. I enjoy reading in my own time (not at school).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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06. I like going to the library to get something to read.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Read the information and answer practice questions P01 to P08

BIRDS NESTS

Some birds build their nests on the ground; others build them in trees or bushes. Nests keep birds safe and provide them with shelter, a place to lay their eggs and a place to raise their young. Some nests are made from twigs and feathers, which are woven together with strands from a spider's web. Some are made from mud, grass or leaves.



P01. Why do birds build nests?

- To keep themselves safe.
- Because they like mud.
- To help them find food.
- Because they like to eat spiders.

P02. Correctly spell the underlined words in the space provided.

Baby birds are calld chicks.

Bird's nests are high in the trea.

P03. What materials would you **MOST LIKELY** find from the following sources?

	Source Location	Materials
<input type="checkbox"/>	1. Ground	a. Feathers
<input type="checkbox"/>	2. Birds	b. Grass
<input type="checkbox"/>	3. Trees	c. Mud
		d. Leaves

P04. Choose the circle (radio button) beside the option you believe to be correct.

- | | TRUE | FALSE |
|---------------------------------------|-----------------------|-----------------------|
| Birds only build their nests in trees | <input type="radio"/> | <input type="radio"/> |
| Birds use feathers to build nests | <input type="radio"/> | <input type="radio"/> |

P05. What do birds use to build their nests?

- Mud
- Eggs
- Twigs
- Spiders

P06. Write the numbers 1, 2 and 3 in the boxes to show the correct order for building a nest.

- Weave the grass and twigs together
- Find a good place to build nest
- Collect grass and twigs

P07. Places where birds build their nests

- (i) On the Ground
- (ii) _____
- (iii) _____

P08. Shade the bubbles to show which words should have capital letters.

different types of birds build their nest in different ways.

Use the following information to answer questions 01 to 07

*If you look around, you will likely see something with a bar code on it. In this excerpt from his article **Bar Codes**, Ed Leibowitz describes the emergence of the Universal Product Code (UPC) bar code in the 1970s. Leibowitz traces the UPC code from the once unfamiliar grocery store symbol to a widely-recognised consumer code. Read the excerpt and use the information in it to answer the questions that follow.*

BAR CODES: Reading between the lines by Ed Leibowitz

- 1 How strange that the checkout line - this unhappy place, this technological backwater - should have pioneered a symbol that has transformed not just the supermarket but mass retail worldwide. During the 25 years since its adoption, the bar code has blossomed by the thousands in every American household. It has found its way into refrigerators and kitchen cabinets, bookshelves and broom closets, bathrooms and bureaus. On just about any consumer good imaginable, the ubiquitous icon comes compulsory, as part of the purchase price.
- 2 Through its formidable database, the UPC has allowed such retail giants as K Mart and Staples, Wal-Mart and Office Depot to track customer buying habits worldwide and to adjust billions in inventory accordingly. Its use has expanded through the distribution and production chain to encompass wholesale shipments and raw materials. And it has spun off a multitude of other codes and a computerised identification movement in which human blood, overnight packages, dry cleaning, university students, antidepressants and endangered animals are identified by a laser-driven scanner.
- 3 Twelve digits run across the bar code's bottom, topped by 29 light and 30 dark lines that render those digits into a laser-scannable computer language. The first digit defines broad categories: produce, health-related items, and standard packaged foodstuffs. A non-profit corporation called the Uniform Code Council (UCC) assigns a five-digit sequence to a given manufacturer, such as the number "30000" for the Quaker Oats Company, while the manufacturer doles out subsequent five-digit units of UPC to identify different products and sizes. Thus the scanner will read "30000 06110" as a pound of Quaker's Cap'n Crunch cereal, or "30000 01020" as an 18-ounce container of Old Fashioned Quaker Oats. The final UPC digit ensures that each one of the passing items has in fact been correctly scanned.
- 4 Although the symbol would eventually become invisible in its omnipresence, one can certainly understand how shoppers during those first few months perceived that strange apparition on their cans of corn and cartons of milk decipherable to a laser but not the human eye.



"Bar Codes: Reading Between The Lines" by Ed Leibowitz, from *Smithsonian*.
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01. In paragraph 1, the word **ubiquitous** refers to something that

- benefits many people.
- takes up a large space.
- is very expensive.
- can be found everywhere.

02. According to the excerpt, why is it strange that the supermarket checkout line was the first place the bar code was used successfully?

- Checkout lines of the 1970s were not known for new technology.
- Bar Codes were a threat to a supermarket's profits.
- Other industries tried to develop the bar code in the 1970s but failed.
- Bar codes caused the price of groceries to increase.

03. Reread the last paragraph. What does it mean when something becomes **invisible in its omnipresence**?

- Over the years, the symbol has been made so tiny it can hardly be seen.
- Bar codes have come to symbolise American technology.
- Consumers are so used to bar codes that they do not notice them anymore.
- The use of the laser makes it unnecessary to read the bar code.

04. What is the **MAIN** purpose of this excerpt?

- To suggest bar codes are no longer necessary
- To explain the origin and purpose of bar codes
- To urge consumers to pay more attention to changes in bar codes
- To show how bar codes have simplified our lives

05. According to the excerpt, bar codes are used to

- keep prices under control.
- discourage shoplifters.
- allow stores to track people's buying habits.
- encourage people to buy in bulk.

06. According to the excerpt, shoppers who encountered bar codes for the first time were **PROBABLY**

- confident.
- indifferent.
- irate.
- puzzled.

07. Based on the excerpt, explain the **TWO MAIN** ways that bar codes have changed the world since they were first introduced 25 years ago. Use relevant and specific information from the excerpt to support your answer.

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End of Section

Use the following information to answer questions 08 to 10

FAT CONTENT OF SANDWICHES

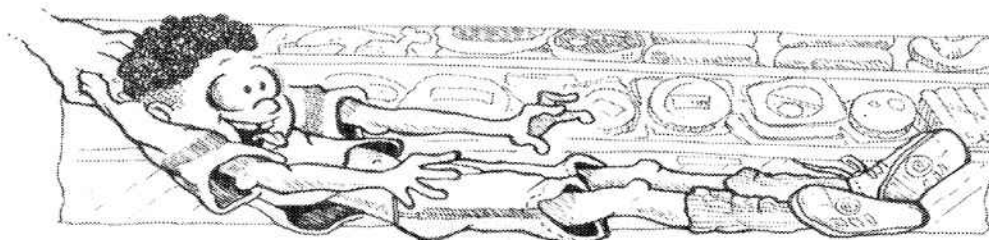
Too much fat in our diets can be a problem. Examine these charts about sandwich ingredients to answer the questions.

Deli meat---and reduced fat alternatives

Meat	Calories	% calories from fat	Total Fat (g)	Saturated Fat (g)	Sodium
Deli beef bologna, regular, two slices (2 oz.)	175	81%	16.0	7.0	555
BolognLite, two slices (2 oz.)	45	0%	0.0	0.0	490
Butcher Lite Bologna, two slices (2 oz.)	120	60%	8.0	3.0	400
Deli ham, regular, two slices (2 oz.)	105	52%	6.0	2.0	745
Slimpig Ham, regular, two slices (2 oz.)	35	0%	0.0	0.0	530
Cooklite Ham, regular, two slices (2 oz.)	60	23%	1.5	.5	470
Delite Farms Deli Select, two slices (2 oz.)	50	28%	1.5	1.0	690
Deli turkey breast, two slices (2 oz.)	55	15%	1.0	.5	625
Betterball 96% Fat Free Smoked, three slices (3 oz.)	70	32%	2.5	.5	490
Delite Farms Turkey Roast, three slices (3 oz.)	60	8%	.5	0.0	620
Meatless alternatives					
NoBologna, two slices (2 oz.)	70	0%	0.0	0.0	530
HamItUp, two slices (2 oz.)	65	0%	0.0	0.0	390
TurkeyLike, three slices (3 oz.)	80	0%	0.0	0.0	600

Sandwich Ingredients

Sandwich Ingredient	Serving	Calories	Fat (g)
White bread	2 slices	90	2
Whole wheat bread	2 slices	80	0
Mayonnaise	1 tablespoon	100	11
Brown Mustard	1 tablespoon	15	1
Cheddar Cheese	1 slice	120	10
Swiss Cheese	1 slice	40	0



08. Which statement is **TRUE**?

- Deli turkey has more calories than its alternatives.
- Deli beef bologna has more fat than deli ham.
- You should limit yourself to 2-ounce servings of sandwich meat.
- Meat contributes the most calories to sandwiches.

09. Which brand of ham has the greatest percentage of calories from fat?

- Slimpig
- Cooklite
- DeLite Farms Deli Select
- HamItUp

10. Which sandwich would contain the fewest calories?

- 3 oz. of DeLite Farms Turkey Roast with one slice of Swiss cheese
- 2 oz. of deli ham with one tablespoon of mustard
- 2 oz. of Slimpig Ham with one tablespoon of mayonnaise
- 3 oz. of Betterball 96% Fat Free Turkey with one slice of cheddar cheese

End of Section

Read Black Noddy and answer questions 11 to 15



Black Noddy

Before the sun is up
you abandon your perch
and head towards the ocean
riding numerous waves
flying tirelessly
seeking food.

As the sun goes down
you return to your nest
lured by mating calls
faked on cassette
you swoop down unknowingly
ignorant of
being trapped
a victim
in the catcher's net.

by Makerita Vaai Nauru

11. What sounds are heard on the cassette?

- The sounds of the ocean
- Birds flying over the ocean
- Imitations of bird calls
- Cries from trapped fish

12. A Black Noddy can be described as

- a fish which is often caught in a net.
- a fish which rides on the waves.
- a bird which hunts and nests in the same location.
- a bird which eats marine creatures.

13. What do you think happens to the Black Noddy at the end of this poem?

14. Which of the following words is the **BEST** description of how the poet probably feels about the catcher?

- Supportive
- Apathetic
- Confused
- Angry

15. Which of the following words is closest to the meaning of ***lured*** as it is used in this poem?

- Distracted
- Enticed
- Confused
- Hypnotised

End of Section

Use the following information to answer questions 16 to 22

For people born colourblind, the colours of objects appear to be different than they really are. Newspaper reporter Joe Rogers is colourblind. Read his humorous recounting of living with this condition and use information from it to answer the questions that follow.

YELLOW SKIES, BLUE TREES?

I'm colourblind, but that doesn't mean my world is psychedelic - just confusing
by Joe Rogers

- 1 A fellow fourth grader broke the news to me after she saw my effort on a class assignment involving scissors and construction paper. "You cut out a purple bluebird," she said. There was no reproach in her voice, just a certain puzzlement. Her observation opened my eyes - not that my eyes particularly help - to the fact that I am colourblind. In the 36 years since, I've been trying to understand what that means. I'm still not sure I do.
- 2 My research hasn't been overly scientific. I know colour-blindness is almost always a genetic condition, affecting males far more often than females. It has to do with colour receptors, called cones, in the retina. There's some question as to whether the problem exists in the cones themselves, or the brain's ability to process the signals the cones send.
- 3 That debate I leave to others. I'm more concerned with the practical effects, such as: how can I tell when the hamburgers I'm grilling are done? Some of my past dinner guests can attest to the difficulty I've had making that determination.
- 4 On the positive side, there's a certain conversational value in the condition. When I confess my colour-blindness (it often has a way of coming up), people at first assume my world resembles a **Mathew Brady** photograph or a 1930s movie, pre-**Ted Turner**. I explain to them the failing of the word itself. Total colour-blindness is exceedingly rare. People who suffer from it usually have a host of other problems as well, including extreme sensitivity to light and poor visual acuity. Those of us with a simple colour-vision deficiency face much more mundane problems: If I wear this shirt with these pants, will people stare? Or, worse, laugh?
- 5 Early on, I learned the hazards of shopping alone for clothes, when I bought a blue shirt that turned out to be - yes - purple. Even dressing myself is hazardous. I've mistaken green shirts for grey, brown pants for green. And I'm hopeless with ties. I never wear one unless it's been cleared for use by someone I trust.
- 6 Fortunately, some clothing makers include the colour of their garments on price tags. Unfortunately, those colours tend to be listed in terms such as raisin, sesame, citron, salmon, shrimp, celery, saffron, wheat and maize. It doesn't help to tell me my clothes are the colour of a fruit, grain, seasoning or water creature when I don't know what colour any of them is, either.

- 7 Because the most common form of colour-blindness involves distinguishing red and green, people logically assume it involves only those two hues. That is the type I have, but the problem is not as simple as it sounds. Sometimes I can tell red from green. Sometimes I can't. It depends on how intense the colours are, how much light is available, how far away I am from the objects in question.
- 8 I can always tell a red traffic signal from a green one, for instance. I can't tell a lone red signal from a yellow one. At night, from a distance, I can't tell a green signal from the glow of a street light. My confusion can make for some adventurous driving.
- 9 Other non-assertive colours can be troublesome, too. When I bought my house a few years back, I assumed the living-room walls were some variation of a neutral white tone. A visitor told me they were, in fact, quite pink - that I was more or less living inside a bottle of Pepto-Bismol. I called a painter who recommended something he called eggshell. I took his advice.
- 10 That sort of thing is a source of great amusement for my colour-visioned friends. When they learn my world is not completely black and white, they get a kick out of pointing to various items and asking what colour I think they are. When I say I don't know, they almost invariably ask: "Well, what colour does it *look* like?"
- 11 It's hard to explain that the colour they see simply isn't on my list of options. They seem to prefer to think that I see all the right colours but in the wrong places. That life for me, and those similarly afflicted, is a psychedelic planet of yellow skies, blue trees and orange oceans. I admit, I sometimes wonder myself whether other people see a completely different world.
- 12 Usually my problem is of little consequence. Like not knowing whether I've picked up a spearmint or cinnamon gum ball until I put it into my mouth. Or having to ask a store clerk what, precisely, is meant by a tag that says a jacket is "bark."
- 13 Of course, my career options have been limited by my condition. Fashion designer or interior decorator were never on the list. And in the case of war, where it might be of real importance to differentiate the people in green uniforms from those in brown or grey, I would not be your man.
- 14 There have been certain drawbacks in my job as newspaper reporter. When it comes to painting a picture in words, my palette is limited. There are no comparative allusions to sunsets in my work, no evocations of azure or magenta. No one has ever described my writing as colourful.
- 15 At least two purported cures exist. One involves a red-orange contact lens, worn only on one eye. A Japanese clinic claims results with treatments involving electrodes at specific points - a sort of electric acupuncture. I haven't personally investigated either, partly because I'm not sure my brain could handle a world without colour confusion. Besides, I wonder how much real need there is to be able to perceive jute or ochre.

- 16 Over the years I've considered petitioning the federal government to include colour-blindness among the legally recognised disabilities, but I suspect we lack collective political clout. I've also made some passing effort to form an association - a League for the Colour-Vision Impaired, say. Unlike left-handers, however, we seem disinclined to rally round our deviation from the norm. Thus there's no ready source of information about how many presidents, or military heroes, or rock singers have been colour-blind.
- 17 Based on the law of averages, though, there must have been some. We are everywhere, trying to cope, trying to blend in. Usually we succeed. Until someone spots our purple bluebirds. Then the jig is up.

Mathew Brady - pioneer photographer appointed as the official Union photographer during the Civil War.

His pictures were in black and white.

Ted Turner - cable television owner who has added colour to old black and white movies.

16. What is the purpose of paragraph 1?

- To introduce the important people in the author's life
- To describe the medical condition known as colour-blindness
- To identify when the author first discovered he was colourblind
- To describe the early stages of colour-blindness

17. The author gives examples of everyday experiences to

- persuade the reader to be screened for colour-blindness.
- support the scientific research on colour-blindness.
- help the reader identify with his situation.
- achieve legal recognition for colour-blindness as a disability.

18. The conclusion of the selection suggests that

- in the future, colour-blindness will be eliminated.
- the average person may have some degree of colour-blindness.
- the populations of colourblind people and left-handers are equal in numbers.
- colourblind people cannot usually be distinguished from everyone else.

19. According to the selection, what is the author's attitude toward his colour-blindness?

- He resents the restrictions it has imposed on his life.
- He demands that the government take action.
- He wants to be cured so he can become a better cook.
- He has learned to live comfortably with it.

20. Use **TWO** examples to show how the author uses humour to show how comfortable he is with his colour-blindness.

21. In paragraph 15, the word *purported* means

- Purposeful
- Verified
- Beneficial
- Claimed

22. This selection is **BEST** described as

- a biography.
- a scientific article.
- an essay.
- an investigative report.

End of Section

Use the following information to answer questions 23 to 25

This story is told by Nicodemus, the leader of the rats of NIMH. Read as he describes how he and the other rats were surprised one day at the marketplace. Pay attention as the seemingly calm events lead to a thrilling end. Answer the questions that follow.

The Marketplace

from Mrs. Frisby and the Rats of NIMH

by Robert C. O'Brien

- 1 . . . It was called the Farmers' Market, a great square of a place with a roof over part of it and no walls to speak of. There early every morning the farmers arrived from all over the surrounding countryside, with trucks full of tomatoes, corn, cabbages, potatoes, eggs, chickens, hams, food for the city. One part of it was reserved for the fishermen who brought crabs and oysters and bass and flounders. It was a fine place, noisy and full of smells.
- 2 We lived near this market - my father, my mother, my nine sisters and brothers and I - underground in a big pipe that had once been part of a storm sewer, but was no longer used. There were hundreds of other rats in the neighbourhood. It was a rough life, but not so hard as you might think, because of the market.
- 3 Every evening at five o'clock the farmers and the fishermen would close up their stalls, pack their trucks, and go home. At night, hours later, the cleanup men would arrive with brooms and hoses. But in between, the market was ours. The food the farmers left behind! Peas and beans that fell from the trucks, tomatoes and squashes, pieces of meat and fish trimmed as waste - they lay on the sidewalks and in the gutters; they filled great cans that were supposed to be covered but seldom were. There was always ten times more than we could eat, and so there was never any need for fighting over it.
- 4 Fighting? Quite the contrary, the marketplace was a perfect place for playing, and so we did, the young rats at least, as soon as we had finished eating. There were empty boxes for hide-and-seek, there were walls to climb, tin cans to roll, and pieces of twine to tie and swing on. There was even, in the middle of the square, a fountain to swim in when the weather was hot. Then, at the first clang of the cleanup men in the distance, one of the older rats would sound a warning, and everyone would pick up as much food as he could to carry home. All of us kept a reserve supply, because some days - Sundays and holidays - the market would be closed, and we were never quite sure when this would happen.
- 5 When I went to the market, it was usually with two companions, my older brother Gerald and a friend of ours named Jenner. These were my two closest friends; we liked the same games, the same jokes, the same topics of conversation - even the same kinds of food. I particularly admired Jenner, who was extremely quick and intelligent.

- 6 One evening in early fall Jenner and I set out for the marketplace. It must have been September, for the leaves were just turning yellow and some children were throwing a football in a vacant lot. Gerald had to stay home that night; he had caught a cold, and since the air was chilly, my mother thought he should not go out. So Jenner and I went without him. I remember we promised to bring him back some of his favourite food, beef liver, if we could find any.
- 7 We took our usual route to the market, not along the streets but through the narrow walkways between the buildings, mostly commercial warehouses and garages, that bordered the square. As we walked, we were joined by more rats; at that time of day they converged on the marketplace from all directions. When we reached the square, I noticed that there was a white truck of an odd, square shape parked on the street bordering it, perhaps a block away. I say I noticed it - I did not pay any particular attention to it, for trucks were common enough in that part of town; but if I had, I would have noticed that printed on each side of it were four small letters: NIMH. I would not have known what they were, of course, for at that time neither I nor any of the other rats knew how to read.
- 8 It was growing dark when we reached the market, but through the dusk we could see that there was an unusually large supply of food - a great mound of it - near the centre of the square, away from the roofed-over portion. I suppose that should have served as a warning, but it didn't. I remember Jenner's saying, "They must have had a really busy day," and we ran joyfully toward the pile along with several dozen other rats.
- 9 Just as we reached the food it happened. All around us suddenly there was shouting. Bright, blinding searchlights flashed on, aimed at us and at the mound of food, so that when we tried to run away from it, we could not see where we were going. Between and behind the lights there were shadows moving swiftly, and as they came toward us I could see that they were men - men in white uniforms carrying nets, round nets with long handles.
- 10 "Look out!" cried Jenner. "They're trying to catch us." He darted in one direction, I in another, and I lost sight of him.
- 11 We all ran - straight toward the men with the nets. There was no other way to run; they had us encircled. The nets flailed down, scooped, flailed again. I suppose some rats made it through, slipping between the men and past the lights. I felt a swish - a net just missed me. I turned and ran back toward the mound, thinking I might hide myself in it. But then came another swish, and that time I felt the enveloping fibres fall over me. They entangled my legs, then my neck. I was lifted from the ground along with three other rats, and the net closed around us.



23. Reread paragraph 9. Which of the following **BEST** describes how the rats in the story feel when they see searchlights?

- Angered
- Confused
- Prepared
- Relieved

24. Read the sentence below.

It was a rough life, but not so hard as you might think, because of the market.

Give **TWO** ways in which the Farmers' Market makes life easier for the rats that live in the neighbourhood.

Provide **TWO** important and specific details from the story to help support your explanation.

25. Reread paragraph 7 in the story. Based on this paragraph, what **MOST** likely happens to the narrator in the future?

- He learns how to read.
- He rescues his friends.
- He escapes from danger.
- He returns to the market.

End of Section

BOOK REVIEWS ON THE WEB

Book Title: The House That Jack Built **Author:** Gavin Bishop **Publisher:** Scholastic, NZ

1. Would you recommend this book? 2. How many stars do you give this title?

Yes No

3. Please enter a one-line summary of your review:

4. Type your review in the space below: Maximum of 1,000 words.

I liked this book. It is based on the retelling of a traditional rhyme, set in New Zealand at the turn of the 19th century. But it's different because it seems both new and old at the same time. The pictures in the book are fascinating and the use of imagery is amazing. I read in another review that the pictures included in the book are a **metaphor** for what happened when European traders, sealers, whalers and settlers arrived in Aotearoa/New Zealand during the early 19th century. The illustrations are certainly full of meaning. The story begins when Jack Bull arrives in Aotearoa in 1798 to find a land strong in spirit and tradition. The Maori, the people of the land, want his iron pots, nails and blankets to enhance their daily lives. They trade and Jack builds a house but problems arise as a steady flood of European settlers follow him and things start to change in the Maori world.

To the Maori, the land is their Earth Mother, Papatuanuku, who gives life to all things. But, the settlers pressure the Maori to give up their land to build farms and towns. The loss of tribal land and the failure of the Treaty of Waitangi in 1840 to bind the two peoples together, leads to conflict. Tumatauenga, the Maori god of war, calls the Maori people to fight for Papatuanuku. As he grows strong on the land, the Earth Mother's presence fills the page and the remains of the house that Jack built smoulder in the foreground as a **symbol of the conflict**.

The illustrations on each page seem to tell as much of the story as the words. At the beginning, we see the land, sea and sky dominated by the Earth Mother, Papatuanuku, the Sky Father, Rangiui, and the eyes of their children. They are drawn in a style that reflects traditional Maori art forms. As the story unfolds, the spirit of the Earth Mother **diminishes** and fades. In contrast, the pictures showing events through the eyes of the Europeans are naturalistic in style. On the last pages the conflict is recorded for future generations on the wall of a meeting house in a folk art style blending traditional Maori and European art forms. This final blending seems to me to be like the intertwining of cultures in the rich history of Aotearoa.

I enjoyed this book enormously. I liked the multilayered illustrations because they are integral to the telling of this story.

5. Include some related titles you also enjoyed and say why.

Taniwha, a great picture book by Robyn Kahukiwa. I liked it for its use of Maori images in the illustrations.

Dead Man's Head by Jack Lazenby is another great New Zealand book full of descriptive language and rich in imagery, some spectacular characterisations are present. A New Zealand prize winner by Maurice Gee, The Fat Man, is a fantastic read. Watch out for a twisting plot. It is scary at times and very descriptive. You can almost "see" the story unfold as you read the words.

6. Enter your email address

Internet zone Adapted from <http://www.nzbooks.com>

26. What is the **MAIN** purpose of this review?

- To give detailed information about European settlement
- To retell a traditional rhyme
- To describe the illustrations in the book
- To express an opinion about a book the writer has read

27. What do the books that have been chosen as related titles have in common?

- They have all been written by the same author.
- They rely heavily on imagery.
- They have strong characterisations.
- They have a sharp twist in the plot.

28. Why did Katy write the last paragraph of the review?

- To repeat and summarise the reviewer's opinion
- To inform readers about the hardships of life in New Zealand at that time
- To provide background information on the Land Wars
- To describe the styles of art used in the book

29. Which word could replace the word **diminishes** in paragraph 3.

30. In what ways are the styles of the illustrations in the book for Māori and Europeans different?

Use the following information to answer questions 31 to 37

A West Indian in London by Sam Selvon

- 1 The summer night descend with stars, they walking hand in hand, and **Galahad feeling hearts.**
'It was a lovely evening -' Daisy began.
'Come and go in the yard, ' Galahad say.
'What?' Daisy say. 'The yard. Where I living.'
- 2 Daisy start to hesitate but he make haste and catch a number twelve, telling she that it all on the way home. When they hop off by the Water she was still getting on prim, but Galahad know was only **grandcharge**, and besides the old blood was getting hot, so he walk Daisy brisk down the road, and she quiet as a mouse. They went down the basement steps and Galahad fumble for the key, and when he open the door a whiff of stale food and old clothes and dampness and dirt come out the door and he only waiting to hear what Daisy would say.
- 3 But she ain't saying nothing, and he walk through the passage and open the door and put the light on...Galahad say: 'You want a cup of char?' And without waiting for any answer he full the pot in the tap and put it on the ring and turn the gas on.
- 4 When the water was boiling, he went to the cupboard and take out a packet of tea, and he shake some down in the pot.
Daisy look at him as if he mad.
'Is that how you make tea?' she ask.
'Yes,' Galahad say. 'No foolishness about it. Tea is tea - you just drop some in the kettle. If you want it strong, you drop plenty. If you want it weak, you drop little bit. And so you make a lovely cuppa.'
He take the kettle off and rest it on a sheet of Daily Express on the ground. He bring two cups, a spoon, a bottle of milk and a packet of sugar.
'Fix up,' he say, handing Daisy a cup.
They sit down there sipping the tea and talking.
'You get that raise the foreman was promising you?' Galahad ask, for something to say.
'What did you say? You know it will take me some time to understand everything you say.
The way you West Indians speak!
'What's wrong with it?' Galahad ask.
'Is English we speaking.'



31. Explain why **grandcharge** (Paragraph 2) is not in the dictionary.

- It is too modern.
- It is a foreign language.
- It is too old.
- It is a West Indian expression.

32. What is the writer aiming to show about daisy and Galahad with the phrase "**They sit down there ... something to say**" (Paragraph 4)?

- They are struggling to communicate.
- They have common interests to share.
- They enjoy the companionable silence.
- They do not get a chance to talk at work.

33. What is a likely concern a West Indian reader might have about this text?

- It stereotypes the way West Indians speak.
- It describes West Indians as very emotional.
- It shows negative West Indian views about women.
- It portrays West Indians as stupid and naïve.

34. What response does the author intend to draw from the reader?

- Sympathy
- Satisfaction
- Anger
- Humour

35. Why does Daisy **MOST** likely **NOT** understand Galahad when he asks "**You get that raise the foreman was promising you?**" (Paragraph 4)

- He is speaking a different language.
- He is using West Indian English.
- He is speaking with an accent.
- He is raising a difficult subject.

36. What is the author's purpose in his use of the language and grammar in the text?

- To make the text difficult to read
- To reflect the narrator's thoughts
- To challenge ideas about correct English
- To show Galahad is very nervous

37. Why might Daisy be confused about the word **yard** in the phrase "**Come and go in the yard**" (Paragraph 1)?
