

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.

- |                                       | <b>TRUE</b>           | <b>FALSE</b>          |
|---------------------------------------|-----------------------|-----------------------|
| 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 question 01.



Chen's Teacher has asked the students to write a report about a game or sport they enjoy.

01. Chen doesn't know what to write about. Which of these would **BEST** help him get started?

- Reading a story that takes place at school
- Thinking about who his best friends are
- Listing games and sports he likes to play
- Asking his parents to teach him how to play a new sport

End of Section

02. Read the following sentence.

First he stirred fresh mint leaves with sugar and secret ingredients in a small pot on the stove for a very long time,

**concocting** a fragrant elixir of mint. The word **concocting** means

- examining.
- creating.
- imagining.
- tasting.

**Use the following information to answer questions 03 to 09**

**A Slam Dunk for Science**

- 1 On the first afternoon of summer vacation, Nina walked down Maple Avenue heading for her cousin Larry's house. As she approached, she saw Larry shooting hoops in his driveway.
- 2 Without saying a word, Larry quickly passed the basketball over to Nina. She caught it, took a step to the left, and threw the ball to the right and up into the basket.
- 3 "That was a perfect lay-up," Larry remarked. "I can tell you've been practising."
- 4 "Better than that," Nina replied. "I started basketball camp today at the Neighbourhood Centre. We worked out all morning. Coach Lopez even showed us the slam dunk. I'm going to keep trying until I can fly up and just slip the ball into the basket like he did."
- 5 Larry was all ears as Nina described the basketball camp. He loved the sport as much as she did and being able to slam dunk was their ultimate goal.
- 6 "They need more students," Nina finally said. "Why didn't you sign up?"
- 7 "I have to baby-sit," Larry replied, nodding toward the garden where Sarah and Sammy were digging in the dirt. "I have to take care of the twins every afternoon while Mum works in her office."
- 8 "That's not a problem," Nina said. "The camp is from nine to eleven-thirty."
- 9 Larry said he would think about signing up and then promptly changed the subject. He told Nina that he was trying to find projects to keep the eight-year-olds busy.
- 10 "I have this idea, but I'll need help," he explained.
- 11 "Doing what?" Nina asked.
- 12 "The other day I saw tons of tadpoles in the shallow part of the creek," he began. "I have this old net-covered cage we can use so the twins can watch some of them grow into frogs. It would be a perfect project for the pair."
- 13 Nina thought it would be boring, but she agreed to help Larry if he would sign up for camp. That way, they could work together on both their slam dunk technique and the tadpole project.
- 14 The next afternoon, the cousins cleaned up the cage and took it and the twins to the creek. Larry and Nina waded into the water and placed the cage behind a stand of cattails. The water came about three-quarters of the way up the sides, making an enclosed pool about a foot deep. The twins caught ten tadpoles and plopped them into the pool.

- 15 Larry and Nina took the twins to visit the cage every day. They talked about basketball camp while Sarah and Sammy became very familiar with the small creatures that would eventually turn into frogs. They named them all and could identify each one by their differences in size, colouring, and stage of development. Two of them already had little hind legs. Then one day the twins made a startling discovery.
- 16 "Nina! Larry! Come here quick," Sarah called. "There's something wrong with Wiggler. He only has one leg!"
- 17 "You're right," said Larry as he and Nina bent down to get a better look. "What happened to the other leg?"
- 18 Then the group discovered that the tadpole named Prince was also missing a leg.
- 19 "Let's go to the library," Larry announced, suddenly mystified. "I want to learn more about frog development."
- 20 After hearing their story, the librarian directed the group to a rack of science magazines and showed them how to find articles about frogs. It didn't take them long to find something very interesting.
- 21 "Look at this!" Nina exclaimed. "It's a story about abnormal frogs. It says these frogs are turning up all over the world and scientists are trying to find out why. There's even a special group studying the problem."
- 22 The four crowded together to see the pictures and read the story.
- 23 "Look! Here's a toll-free telephone number to call to report sightings of frogs with abnormalities," Larry said. "This says we could help the scientists by letting them know what we've found."
- 24 The next afternoon, while Larry and the twins stood by anxiously, Nina called the number and reported the news about Wiggler and Prince. The woman she spoke with seemed very grateful. She told Nina that their information was particularly interesting since it was the first report of frog mutations in their area. She said that some scientists would want to follow-up with further study. After she hung up, Nina excitedly told her cousins what the woman had said.
- 25 "We've made a slam dunk!" Larry exclaimed.
- 26 "A slam dunk for science!" Nina corrected.
- 27 To Larry and Nina, the twins' boring tadpole project had suddenly become even more intriguing than basketball.



**03.** Which of these is the overall theme in this story?

- People should be more concerned with the environment.
- Taking care of eight-year-old twins can be a chore.
- Sometimes things turn out to be different from what is expected.
- The library is a great source of information about frog mutations.

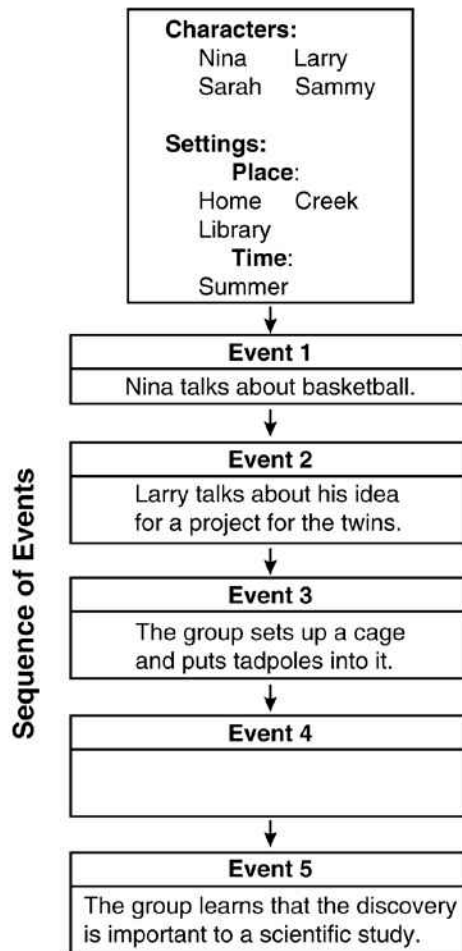
**04.** Paragraphs 25 and 26 reflect a feeling of

- love.
- boredom.
- sympathy.
- pride.

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05. Which statement belongs in the box marked Event 4?

Look at the organisational chart for this story.



- Nina makes a telephone call to a toll-free number to make a report.
- The group discovers something different about some of the tadpoles.
- Sarah and Sammy go to the creek with Larry and Nina.
- The tadpole project becomes more intriguing than basketball.

06. Nina wants Larry to go to the basketball camp because

- he needs something else to do.
- he needs to practise his free throw.
- she wants to help him with his project.
- more students are needed.



07. According to information in the story, which is **MOST** likely to happen next?

- Nina will quit going to basketball camp.
- The group will release the tadpoles into the creek.
- Scientists will study the area where the tadpoles were found.
- The twins will no longer be interested in the project.

08. In paragraph 12, the phrase "**perfect project for the pair**" is an example of

- consonance.
- alliteration.
- metaphor.
- assonance.

09. Which word in this story has a root word that means **unusual** or **average**?

- particularly
- eventually
- abnormalities
- development

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**Use the following information to answer questions 10 to 12**

*In the novel **The Old Man and the Sea**, Ernest Hemingway writes about an old fisherman with a long stretch of bad luck. Read the excerpt from the novel below. Use information from the excerpt to answer the questions that follow.*

**The Old Man and the Sea**

*by Ernest Hemingway*

- 1 He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.
- 2 The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert.
- 3 Everything about him was old except his eyes and they were the same colour as the sea and were cheerful and undefeated.
- 4 "Santiago," the boy said to him as they climbed the bank from where the skiff was hauled up. "I could go with you again. We've made some money."
- 5 The old man had taught the boy to fish and the boy loved him.
- 6 "No," the old man said. "You're with a lucky boat. Stay with them."
- 7 "But remember how you went eighty-seven days without fish and then we caught big ones every day for three weeks."
- 8 "I remember," the old man said. "I know you did not leave me because you doubted."
- 9 "It was papa made me leave. I am a boy and I must obey him."
- 10 "I know," the old man said. "It is quite normal."
- 11 "He hasn't much faith."
- 12 "No," the old man said. "But we have. Haven't we?"
- 13 "Yes," the boy said.

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10. In this excerpt, what is the old man's attitude toward his streak of bad luck?

- He feels sorry for himself.
- He has not given up hope.
- He is bitter about his bad luck.
- He blames others for his misfortune.

11. In the simile *it looked like the flag of permanent defeat*, the word *it* refers to the

- sail.
- boat.
- old man.
- flour sack.

12. In the excerpt, the boy shows his love for the old man by

- obeying his orders.
- expressing faith in him.
- mending his nets.
- sharing fish with him.