

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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ADMINISTER ON SCREEN ONLY

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.

01. The instructions below are in the wrong order. Put the numbers 1, 2, 3, 4, 5 and 6 in the boxes to show the correct order to cook taro.

When the taro is cooked, tip the water out of the pot.

Cook the pieces of taro slowly in a pot for about half an hour.

Pour a can of coconut milk over the cooked taro. Add onion. The taro is now ready to eat.

Cut the taro into large pieces.

Peel the skin off the taro.

Push a fork into the taro to see if it is cooked.

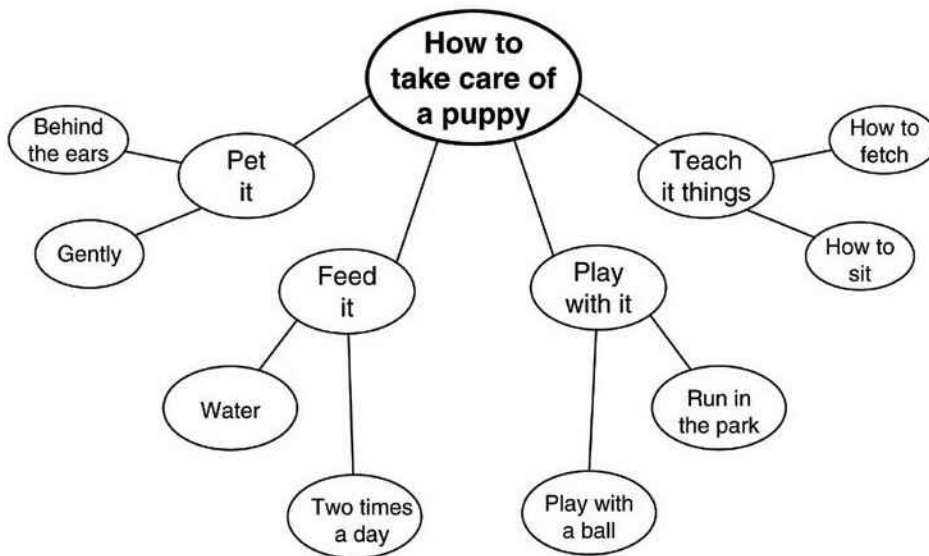
ADMINISTER ON SCREEN
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Use the following information to answer question 02.

Wayne's Teacher has asked the students to write about how to do something



Wayne decided to write about how to take care of a puppy. He made this web. Use it to answer the questions that follow.



02. This web will help Wayne to

- choose the right pet for himself
- plan and write his report
- find a good home for a pet
- write without any mistakes

End of Section

Use the following information to answer questions 03 to 05

The title of the poem **Lineage** refers to our connections to our ancestors. Read this poem and notice how the speaker compares herself to her grandmothers. Answer the questions that follow the poem.

LINEAGE*

- 1 My grandmothers were strong.
They followed ploughs and bent to toil.
They moved through fields sowing seed.
They touched earth and grain grew.
They were full of sturdiness and singing.
My grandmothers were strong.
- 2 My grandmothers are full of memories
Smelling of soap and onions and wet clay
With veins rolling roughly over quick hands
They have many clean words to say.
My grandmothers were strong.
Why am I not as they?

- Margaret Walker

* *lineage* - refers to one's ancestors or line of descent

From *THIS IS MY CENTURY: New and Collected Poems by Margaret Walker*. Copyright © 1989 by Margaret Walker Alexander.

03. What is the effect of the speaker's question at the end of the poem?

- The speaker is expressing her confusion about her grandmothers' strengths.
- The speaker is revealing one of her strengths.
- The speaker is showing she does not understand her grandmothers.
- The speaker is emphasising that she is different from her grandmothers.

04. What is the **MAIN** purpose of verse 1?

- To explain the grandmothers' jobs.
- To present the grandmothers' strengths.
- To show how difficult it was to work in the fields.
- To tell about a time when life was harder than today.

05. In line 4 of verse 2 in the poem, what does the phrase ***clean words*** **MOST** likely suggest?

- The grandmothers often argued with each other.
- The grandmothers were honest in their communication.
- The grandmothers talked about their household chores.
- The grandmothers did not believe in criticising their children.

End of Section

ADMINISTER ON SCREEN
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Use the following information to answer questions 06 to 10

Hannah had to write a paper about an influential American. She decided to write an essay about a famous movie director and producer. She wants you to read her essay and think about the corrections and improvements she should make. When you finish reading, answer the questions that follow.

A Special Gift

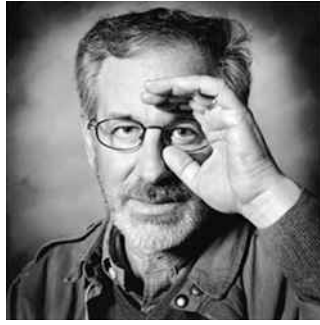
(1) It all began with a Father's Day gift. (2) The gift was an eight-millimetre movie camera, which was supposed to be used to record camping trips and other family events. (3) However, the father who received the camera didn't hardly enjoy using it, so he gave it to his 12-year-old son. (4) In no time at all, young Steven Spielberg having developed a passion for filmmaking.

(5) The boy's first films documented family camping trips. (6) Later he began to experiment with special effects creating some short films about trains crashing into each other. (7) At the age of 13, Spielberg made a 40-minute war movie that featured a battle between Nazi and British soldiers. (8) He used classmates as actors and produced his own special effects. (9) Titled *Escape to Nowhere*, the film won first prize at a teen film festival.

(10) Three years later Spielberg wrote and directed a 140-minute movie he called *Firelight*. (11) Spielberg's father rented out a local theatre and ran the movie for one night. (12) Spielberg's sisters and mother sold popcorn and sodas and the talented teenager made his first small profit of \$100. (13) In this film, scientists investigate some mysterious lights in the sky.

(14) In 1969, when Spielberg was just 23 years old, he and his friend Dennis Hoffman made a 24-minute film titled *Amblin'*. (15) The film earned several prizes and was released in some theatres. (16) Impressing executives at Universal Television Studios, they offered Spielberg a job. (17) At 24 he was invited to direct the TV movie *Duel*. (18) The finished product was highly praised, and the young filmmaker was on his way to famous.

(19) Over the next 30 years, Spielberg made scores of movies, they included *Jaws*, the first movie in history to gross more than \$100 million, and *Close Encounters of the Third Kind*, for which he earned his first Oscar nomination. (20) Other huge hits included *Raiders of the Lost Ark*, *E.T.*, and *Schindler's List*. (21) These films, as well as a tonne of others, have entertained people all over the world. (22) Steven Spielberg is one of the most respected directors in the industry. (23) Moviegoers should be glad that his mother decided to give his father an eight-millimetre camera on that Father's Day so many years ago.



06. What change, if any, should be made in sentence 7?

- Change **made** to **makes**
- Change **British** to **british**
- Change **soldiers** to **soldier's**
- Make no change

07. What is the **MOST** effective way to improve the organisation of the third paragraph (sentences 10-13)?

- Delete sentence 10
- Switch sentences 10 and 11
- Move sentence 12 to the beginning of the paragraph
- Move sentence 13 so that it follows sentence 10

08. What change should be made in sentence 6?

- Change **began** to **begins**
- Insert a comma after **effects**
- Change **trains** to **train's**
- Change **crashing** to **crashed**

09. What revision, if any, is needed in sentence 16?

- Executives at Universal Television Studios were impressed, and they offered Spielberg a job.
- Impressing executives at Universal Television Studios. They offered Spielberg a job.
- It impressed executives at Universal Television Studios, they offered Spielberg a job.
- No revision is needed

10. What change, if any, should be made in sentence 21?

- Change **a tonne of** to **numerous**
- Delete the comma after **others**
- Change **world** to **World**
- Make no change

ADMINISTER ON SCREEN
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Use the following information to answer questions 11 to 13

Amir by Paul Fleischman

- 1 In India we have many vast cities, just as in America. There, too, you are one among millions. But there at least you know your neighbours. Here, one cannot say that. The object in America is to avoid contact, to treat all as foes unless they're known to be friends. Here you have a million crabs living in a million crevices.
- 2 When I saw the garden for the first time, so green among the dark brick buildings, I thought back to my parent's Persian rug. It showed climbing vines, rivers and waterfalls, grapes, flower beds, singing birds, everything a desert dweller might dream of. Those rugs were indeed portable gardens. In the summers in Delhi, so very hot, my sisters and I would lie upon it and try to press ourselves into its world. The garden's green was as soothing to the eye as the deep blue of that rug. I'm aware of colour - I manage a fabric store. But the garden's greatest benefit, I feel, was not relief to the eyes, but to make the eyes see our neighbours.
- 3 I grew eggplants, onions, carrots, and cauliflower. When the eggplants appeared in August they were pale purple, a strange and eerie shade. When my wife would bring our little son, he was forever wanting to pick them. There was nothing else in the garden with that colour. Very many people came over to ask about them and talk to me. I recognised a few from the neighbourhood. Not one had spoken to me before - and now how friendly they turned out to be. The eggplants gave them an excuse for breaking the rules and starting a conversation. How happy they seemed to have found this excuse, to let their natural friendliness out.
- 4 Those conversations tied us together. In the middle of summer someone dumped a load of tyres in the garden at night, as if it were still filled with trash. A man's four rows of young corn were crushed. In an hour, we had all the tyres by the curb. We were used to helping each other by then. A few weeks later, early in the evening a woman screamed, down the block from the garden. A man with a knife had taken her purse. Three men from the garden ran after him. I was surprised that I was one of them. Even more surprising, we caught him. Royce held the man to a wall with his pitchfork until the police arrived. I asked the others. Not one of us had ever chased a criminal before. And most likely we wouldn't have except near the garden. There, you felt part of a community.

- 5 I came to the United States in 1980. Cleveland is a city of immigrants. The Poles are especially well known here. I'd always heard that the Polish men were tough steelworkers and that the women cooked lots of cabbage. But I'd never known one - until the garden. She was an old woman whose space bordered mine. She had a seven-block walk to the garden, the same route I took. We spoke quite often. We both planted carrots. When her hundreds of seedlings came up in a row, I was very surprised that she did not thin them - pulling out all but one healthy-looking plant each few inches, to give them some room to grow. I asked her. She looked down at them and said she knew she ought to do it, but that this task reminded her too closely of her concentration camp, where the prisoners were inspected each morning and divided into two lines - the healthy to live and the others to die. Her father, an orchestra violinist, had spoken out against the Germans, which had caused her family's arrest. When I heard her words, I realised how useless was all that I'd heard about Poles, how much richness it hid, like the worthless shell around an almond. I still do not know, or care, whether she cooks cabbage.
- 6 The garden found this out with Royce. He was young and black. He looked rather dangerous. People watched him and seemed to be relieved when he left the garden. Then he began spending more time there. We found out that he had a stutter. Then that he had two sisters, that he liked the cats that roamed through the garden, and that he worked very well with his hands. Soon all the mothers were trying to feed him. How very strange it was to watch people who would have crossed the street if they'd seen him coming a few weeks before, now giving him vegetables, more than he could eat. In return, he watered for people who were sick and fixed fences and made other repairs. He might weed your garden or use the bricks from the building that was torn down up the block to make you a brick path between your rows. He always pretended he hadn't done it. It was always a surprise. One felt honoured to be chosen. He was trusted and liked - and famous, after his exploit with the pitchfork. He was not a black teenage boy. He was Royce.
- 7 In September he and a Mexican man collected many bricks from up the street and built a big barbecue. I was in the garden on Saturday when the Mexican family drove up in a truck with a dead pig in the back. They built a fire, put a heavy metal spit through the pig, and began to roast it. A bit later their friends began arriving. One brought a guitar, another played violin. They filled the folding table with food. Perhaps it was one of their birthdays, or perhaps no reason was needed for the party. It was beautiful weather, sunny but not hot. Fall was just beginning and the garden was changing from green to brown. Those of us who had come to work felt the party's spirit enter us. The smell of the roasting pig drifted out and called to everyone, gardeners or not. Soon the entire garden was filled.
- 8 It was a harvest festival, like those in India, though no one had planned it to be. People brought food and drinks and drums. I went home to get my wife and son. Watermelons from the garden were sliced open. The gardeners proudly showed off what they'd grown. We traded harvests, as we often did. And we gave food away, as we often did also - even I, a businessman, trained to give away nothing, to always make a profit. The garden provided many excuses for breaking that particular rule.

9 Many people spoke to me that day. Several asked where I was from. I wondered if they knew as little about Indians as I had known about Poles. One old woman, Italian I believe, said she'd admired my eggplants for weeks and told me how happy she was to meet me. She praised them and told me how to cook them and asked all about my family. But something bothered me. Then I remembered. A year before she'd claimed that she'd received the wrong change in my store. I was called out to the register. She'd gotten quite angry and called me - despite her own accent - a dirty foreigner. Now that we were so friendly with each other I dared to remind her of this. Her eyes became huge. She apologised to me over and over again. She kept saying, "Back then, I didn't know it was you. . . ."

11. What does the garden **MOST** clearly represent to the people at the end of the story?

- Liberty
- Differences
- Community
- Survival

12. In paragraph 5, why does the narrator say, *I realised how useless was all that I'd heard about Poles?*

- What he had heard was different from what the people were really like.
- He did not know anything about foreigners.
- He had been told lies about the Polish people.
- The information he was told was difficult for him to understand.

13. Which sentence **BEST** summarises paragraph 2?

- Persian rugs show beautiful outdoor scenes.
- The garden reminds the narrator of his life in India.
- It is refreshing to think of cool things when the weather is hot.
- The narrator understands colour because he manages a fabric store.