

## Reading

**First Name**

**Last Name**

**School Name**

**Room Number / Class**

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

| Very<br>Unlike<br>Me<br>1 | Unlike<br>Me<br>2 | Like Me<br>3 | Very<br>Like Me<br>4 |
|---------------------------|-------------------|--------------|----------------------|
|---------------------------|-------------------|--------------|----------------------|

**01.** I like reading at school.

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

**02.** I am good at reading.

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

**03.** My teacher thinks I am good at reading.

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

**04.** My family/whānau think I am good at reading.

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

**05.** I enjoy reading in my own time (not at school).

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

**06.** I like going to the library to get something to read.

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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.

Read the postcard and answer questions 01 to 03



|  |   |
|--|---|
| <p>Wednesday, 20 December 2000</p> <p>Kia ora Sally!</p> <p>I'm in Wellington. I'm having a great holiday. I bought this postcard to send to you because I thought the city lights looked so wonderful at night.</p> <p>Today, Mum and Dad took me to visit our old friends, the Wells family. They used to be our neighbours in Suva. Ken Wells flies helicopters and if we have the time, we might be able to take a ride in one. I can't wait! Tomorrow we are going to Te Papa, which is New Zealand's national museum.</p> <p>On Saturday, Mum, Dad and I are going to the South Island by ferry. We're going to go tramping in the Abel Tasman National Park.</p> <p>See you soon.</p> <p>Love from<br/>Alison</p> |  <p>Sally Rogers</p> <p>50 Nanuku St</p> <p>Suva</p> <p>FIJI</p>  <p><b>WELLINGTON</b><br/>The Wellington Collection<br/>No. 4 in a series of 6<br/>The inner city abounds with cinemas theatres nightclubs and restaurants and Wellington by night is an interesting and exciting city.<br/>Photo © Peter Morath</p> |
|--|---|

01. Alison and her family will travel to the South Island by

- helicopter.
- train.
- plane.
- ferry.

02. What will Alison do on Thursday 21 December?

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**03.** Copy one sentence from the postcard which shows that Alison is excited.

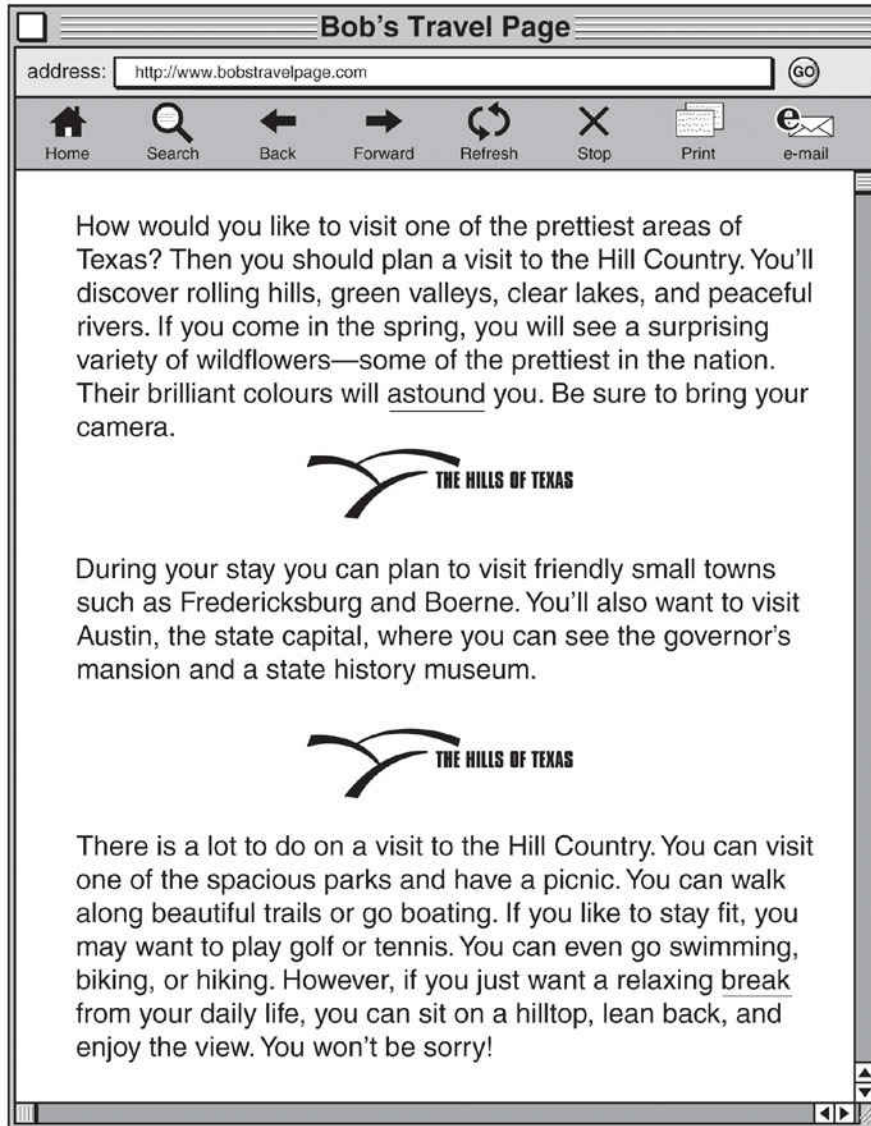
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.....  
End of Section

Use the following information to answer questions 04 to 06

## Summer Plans

Tim's father was planning a summer holiday for the family. He thought that it might be interesting for the family to visit the Texas Hill Country. He asked Tim to use the computer to see what he could find out about the region. Five minutes later Tim was looking at the following website.




Tim remembered that his father had said that the family might go camping. He decided to try to find a campground that everyone would enjoy. He kept searching the Internet until he found this website about a park in the Hill Country.

**Travel Hill Country**











address: <http://www.travelhillcountry.com>

Home Search Back Forward Refresh Stop Print e-mail

The Hill Country State Natural Area is located near the town of Bandera. If you are looking for open spaces, clean air, and beautiful scenery, this is the place for you. The park has 36 kilometres of trails perfect for hiking, backpacking, and camping. You can swim and fish in the beautiful West Verde Creek. Campers can see deer, lizards, rabbits, red-tailed hawks, and songbirds. Please be aware that the park is undeveloped, with no paved roads or restrooms.




**What's It Like?**

|              |   |
|--------------|---|
| Campsites    |     |
| Picnic areas |   |
| Trails       |     |
| Wildlife     |      |
| Pets O.K.?   | Yes! (On a leash, please.)  |

**Hill Country State Natural Area**

You could be here.



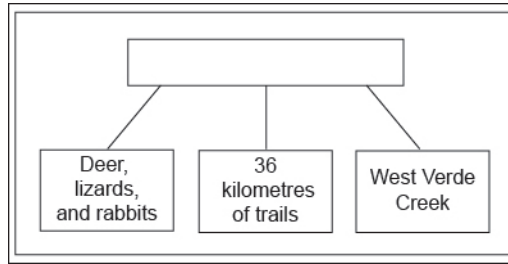
After reading the page, Tim exclaimed, "That's the one!" Then he went to find his father.

**04.** Where does this story take place?

- The Hill Country
- Near Bandera
- Tim's house
- The state capital



05. Which of these places below belongs in the empty box?



- Hill Country State Natural Area
- Fredericksburg, Texas
- State history museum
- Austin, Texas

06. The first paragraph of the web page starting *How would you like to visit one of the prettiest areas...* is **MAINLY** about

- where to find wildflowers in the Hill Country.
- rivers in the Hill Country.
- why the Hill Country is so beautiful.
- taking pictures in the Hill Country.

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End of Section

## Use the following information to answer questions 07 to 10

*You are going to read a folktale from Norway. It tells about a hungry bear and a fox with a string of fish. Read it and then answer the questions that follow.*

### **Why the Bear Has a Stumpy Tail**

by P.C. Asbjornsen and J. Moe

One winter day, the Bear met the Fox, who was slinking along with a string of fish he had stolen.

"Hi, stop a minute, Mr. Fox! Where did you get those fish?" demanded the Bear.

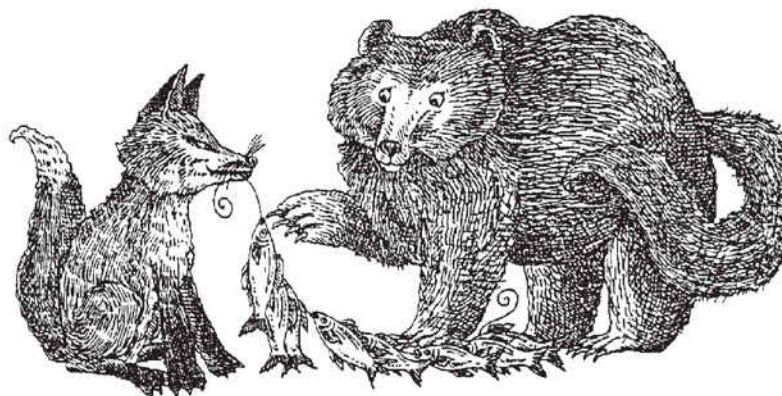
Now the Fox, as you know, is a sly one indeed. He didn't want the Bear to know that he had stolen the fish. So he said, "Oh, my Lord Bruin, I've been out fishing and caught them."

Well, the Bear was hungry and thought he would enjoy some fish. So he asked the Fox to tell him how to go about catching fish.

"Oh, it is quite easy," answered the Fox, "and soon learned. You have only to go down to the river and cut a hole in the ice. Then you put your tail in the hole and keep it there as long as you can. Don't mind if it hurts a little. That will be the fish biting. The longer you keep your tail in the hole, the more fish you will catch. Then, all at once, pull out your tail. But be sure to give a good hard pull."

Well, the Bear did as the Fox said. Before long, he was very cold, and his tail really hurt. But he kept his tail in the hole until he was sure that he must have caught a great many fish.

Then, remembering what the Fox had said, he gave a really hard pull. But what he didn't know was that his tail was frozen in the ice. So when he pulled, his tail snapped off short. And that is why, to this day, the Bear has a stumpy tail.



**07.** Why did Fox make up the story about how he caught the fish?

- He thought a silly story would amuse the Bear.
- He did not want to tell the Bear that he had stolen the fish.
- He wanted the Bear to think he was very smart.
- He hoped the Bear would follow his directions and catch some fish.

**08.** *And that is why, to this day, the Bear has a stumpy tail.* The word **stumpy** means

- furry.
- short.
- long.
- ugly.

**09.** The Bear's tail hurt while he had it in the hole because

- fish were biting it.
- he had to keep it still for so long.
- it was broken off.
- the water froze around it.

**10.** *"Hi, stop a minute, Mr Fox! Where did you get those fish?"* What punctuation tells you someone is saying these sentences?

- Quotation marks
- Exclamation point
- Question mark
- Commas

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End of Section

**Use the following information to answer questions 11 to 15**

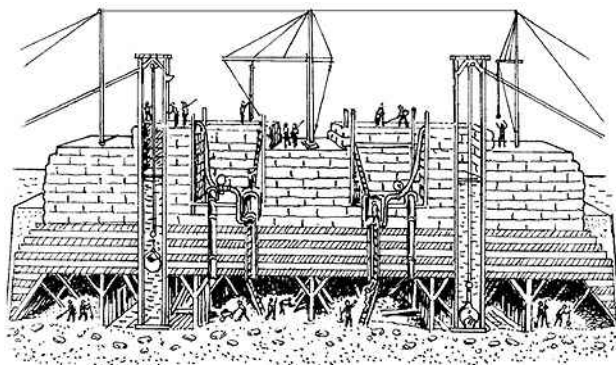
### **How was the Brooklyn Bridge Built?**

New York City was growing rapidly in the mid-1800s. Every day thousands of people had to cross the East River to get from their homes in Brooklyn to their places of work in New York City. It was necessary for them to ride one of the ferryboats, which made many crossings each day. Travel by ferryboat was always slow. Severe winter weather often made it impossible for the boats to cross the 500 metre-wide river.

John Roebling, an engineer, believed he could build a bridge that would connect Brooklyn and New York City. After persuading doubters that his design would work, he planned to begin construction in 1869. Sadly, he died before building began. Since John and his son Washington Roebling had worked together on other bridges, Washington became chief engineer on this project.

### **The Work Began**

As many as 600 people at a time worked on the bridge. First they had to build foundations deep enough to support the bridge towers on both sides of the river. To do this, workers dug down through the mud while inside huge bottomless wooden boxes that were put on the floor of the river. Air under pressure was pumped in to prevent water from leaking into the boxes.



Sometimes workers returned to the river's surface too quickly, causing them to become sick. Because Washington believed that he should be willing to take as many risks as his workers, he spent many days working in the wooden boxes. As a result he developed a terrible disease in 1871 that left him disabled. He was so sick and weak that he could not leave his home.

Washington did not allow this obstacle to keep him from doing his job. He watched the construction from his bedroom window and relied on his wife Emily to help him.

### **The Work Continued**

Emily went to the bridge several times a day, carrying instructions from her husband. While at the building site, she checked the progress that was being made and carried the news back to her husband. Reading detailed papers and discussing plans with the engineers, she quickly learned about bridge building. She helped make important decisions and became influential in the bridge's construction. She soon earned the respect of the workers and the engineers.

### **The Work was Done**

On 24 May 1883, the work was completed. The towers were in place, and the boulevard on which the carriages and wagons would travel was finished. It had taken more than a decade to build the Brooklyn Bridge.

People from all around the country went to New York City to celebrate and watch the grand-opening ceremonies. Emily represented her husband at the ceremonies as he watched from his bedroom window. She was given the honour of being the first person to cross the bridge. Everyone was dazzled by the colourful fireworks and the parade led by U.S. President Chester A. Arthur. Bells rang and people whistled and cheered when the bridge opened. It was a great day in New York City.

The Brooklyn Bridge still stands today as one of the world's most famous bridges.



**11.** Severe weather sometimes made it impossible for ferryboats to

- charge the regular price for crossing
- transport people after dark
- travel on the river
- take a more interesting route

**12.** Emily Roebling was given the honour of

- building the huge wooden boxes
- planning the opening ceremonies
- being the first person to cross the bridge
- riding on the last ferryboat

**13.** The reader can tell from this passage that John Roebling wanted to

- be famous and write about his success
- prove that the Brooklyn Bridge could be built
- solve the traffic problem by building more boats
- avoid being involved in building the bridge

**14.** Which of these events happened last?

- Washington Roebling developed a disease that left him disabled.
- John Roebling and Washington Roebling worked together to build bridges.
- Emily Roebling earned the respect of the workers and engineers.
- Washington Roebling became the chief engineer of the Brooklyn Bridge project.

**15.** Washington Roebling used huge bottomless boxes so that he could

- watch the construction from his bedroom window
- build foundations deep enough to support the towers
- check the workers' progress
- travel back and forth between the bridge towers

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End of Section

## Use the following information to answer questions 16 to 20

### Walter Reed's Special Job

- 1 Walter Reed was born in 1851 in Belroi, Virginia. After studying medicine, he joined the Army Medical Corps in 1874 and had a very successful career for the next 25 years. Then he was given a very special job.
- 2 Doctors had long been concerned about yellow fever, which injured the liver and made the skin turn yellowish. When one person came down with yellow fever, other people soon became ill with the disease too. Doctors didn't know how yellow fever spread, so they couldn't stop it. During the Spanish-American War, the U.S. Army became concerned about yellow fever because many American soldiers who went to Cuba contracted it and became ill. In 1900 after the war, the Surgeon General put Walter Reed in charge of a team that went to Cuba to study yellow fever and other diseases.
- 3 Three other doctors were on Reed's team. The team quickly saw that nurses took care of patients with yellow fever and did not get sick. Therefore, they knew that yellow fever was not spread by touching sick people or their clothing, sheets, or blankets. Dr. Carlos Finlay of Havana, Cuba believed that mosquitoes carried yellow fever. The team decided to check his idea.
- 4 The only sure way to check this idea was to have a mosquito bite a person with yellow fever, and then have the same mosquito bite a healthy person. If the healthy person became ill with yellow fever, the team would know that the illness had been carried by the mosquito. Two doctors and a soldier bravely volunteered to be bitten by yellow-fever mosquitoes. The soldier suffered a mild case. At first the two doctors did not get sick, but then they both became very ill. After very careful experiments on other volunteers, the team members proved that mosquitoes carried yellow fever from person to person.
- 5 In 1901, based on Reed's work, doctors realised that by cleaning out the places where the mosquitoes laid their eggs they could almost completely get rid of yellow fever. A vaccine that protects people from yellow fever was discovered in 1951. It is still used today.
- 6 When the Army built a huge medical centre in Washington, DC, they named it after Walter Reed. They wanted people to have a way to remember the work done by Reed and others, especially the courageous volunteers who risked their lives, to conquer yellow fever.





16. If you wanted to learn more about yellow fever, which would be the **BEST** place to look?

- A dictionary
- A newspaper from 1900
- A medical encyclopedia
- A travel guide to Cuba

17. Which of these questions is answered in paragraph 5?

- How has the US Army honoured Walter Reed?
- When was the vaccine to prevent yellow fever introduced?
- Why was the US Army concerned about yellow fever?
- Who else was on the team with Walter Reed?

18. Which path shows how yellow fever is spread?

- Sick person is bitten by a mosquito that then bites a healthy person.
- Sick person is near a healthy person who is then bitten by a mosquito.
- Mosquito bites a sick person who is near a healthy person.
- Healthy person is near a sick person who is bitten by a mosquito.

19. What was the author's **MAIN** purpose for writing this article?

- To warn people about the dangers of yellow fever
- To tell about the history of the Spanish-American War
- To give information about Walter Reed's accomplishment
- To help stop the spread of yellow fever

20. In which paragraph does the article explain how the real cause of yellow fever was discovered?

- 1
- 2
- 4
- 6

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End of Section

Use the following information to answer questions 21 to 23.

### Walter the Wet

Magnificent, marvellous Walter the Wet  
Was not the average family pet.  
Slimy, squirmy, soft and cold,  
He's not the pet you'd like to hold.

- 5 He's long and lean. He's strong and slim.  
He loves to play. He loves to swim.  
Through his tank he moves like lightning.  
He bares his teeth; it's a little frightening.

- He can't fly in the air, nor walk upon land.  
10 If you wanted to pet him, he'd slip through your hand.  
He's quick and he's slick, with moves like a snake.  
He jumped in our boat one day, out on the lake.

- Not a dog, not a bird, not a hamster, nor cat.  
Our family's too strange for a pet such as that.  
15 He's charming, alarming, with lots of appeal.  
He's Walter the Wet. He's our family eel.

21. Read the line from the poem.

***He's long and lean; he's strong and slim***

In which of the following does ***lean*** have the same meaning as in the line?

- Exercise helps to keep our bodies lean.
- We always lean on Michael for help.
- Should he lean the tank to empty?
- Do you lean towards having a cat for a pet?

22. Why does the author **MOST** likely wait to the end of the poem to reveal what kind of animal Walter is?

- To give the reader information
- To keep the reader guessing
- To confuse the reader
- To frighten the reader

23. Which of the following **CANNOT** be inferred from reading *Walter the Wet*?

- Eels live in the water.
- Eels are playful.
- Many people own eels.
- It is not easy to pet an eel.

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End of Section

## Use the following information to answer questions 24 to 26

### One Giant Leap

On July 16, 1969, *Apollo 11* launched toward the moon with astronauts Neil Armstrong, Edwin "Buzz" Aldrin, and Michael Collins aboard. Four days later Armstrong and Aldrin reached the moon's surface in the *Eagle* landing craft while Collins stayed aboard *Apollo 11* in orbit around the moon.



- 1 Neil Armstrong studied the *Eagle's* gauges. The spacecraft was working perfectly. If things continued to go well, he and Buzz Aldrin would soon become the first men to land on the moon. From 60 miles away the moon didn't look much like the small, flat white circle he had seen all his life. Mountains and craters dotted its dusty grey surface. As he waited to begin the final descent, Armstrong marvelled at what he was about to do. For centuries people had dreamed of this moment, and now he and Aldrin were on the brink of making history.
- 2 As the *Eagle* slowly circled the moon, Armstrong thought back to the mission's beginning. Just four days earlier the astronauts had been on Earth, anxiously waiting for a rocket to propel them into orbit. Thousands of people had gathered to witness the launch, and millions more around the world had watched on television. As the powerful rocket lifted off, Armstrong had wondered what the next eight days would bring. Much about the moon remained a mystery. Armstrong couldn't help but feel a bit anxious. He understood why people around the world were focused on this flight. Landing on the moon wasn't just his dream; it was everyone's. This journey was for people everywhere.
- 3 Now, as he prepared to land, Armstrong shook his head in amazement. When *Apollo 11* had been launched, the moon had been thousands of miles from where it was now. Yet scientists had been able to chart a course to this precise location, knowing the moon would be there to meet Armstrong, Aldrin, and Collins. Armstrong thought of the thousands of people who had made his mission possible. Without them he wouldn't be minutes away from doing what had never been done before.
- 4 Finally the command came to begin landing. As Armstrong ignited a small rocket engine to slow the spacecraft, he remembered his training. Safety came first. If anything went wrong, he was supposed to cancel the landing. Suddenly, just 5,000 feet from the surface, a caution light blinked on - a computer alarm! Armstrong's heart sank. Would they have to turn back when they were so close? After a few tense seconds, mission control said to continue. The computer had just needed more time to complete its operations.

- 5 Then Armstrong saw another problem. There was a large crater in the landing area. Could he land there safely? The surface was only 500 feet below, but he decided to fly past the crater. Landing was one of the most dangerous parts of the mission, but Armstrong calmly worked the controls. He was only 40 feet away now. Exhaust from the engines created a cloud of dust. Armstrong strained to see. Then mission control informed him that only 30 seconds of fuel remained in the landing engine. Finally the craft shook slightly; the *Eagle* had landed!
- 6 Standing on the ladder outside the *Eagle* later, Armstrong remembered that everyone was watching and listening back home. In a few seconds he would become the first person to set foot on any place other than Earth. His heart raced as he stepped down onto the moon's surface and said, "That's one small step for man, one giant leap for mankind."

### One Small Step

- 1 Andy tried again to force his leg to move. It only quivered, shooting pain up his back. "I'll never walk again," he said bitterly. "Who am I kidding?"
- 2 "Let's try a couple of steps," Nurse Parker suggested cheerfully. Andy liked her, but today her good mood made him feel worse.
- 3 "Leave me alone," he said, frowning.
- 4 "Bad day?" she asked, pushing his wheelchair toward the walking bars.
- 5 "Okay, on your feet," Nurse Parker said, parking Andy's chair in front of the bars.
- 6 "I won't do it," he said. "I'm tired, and it'll hurt. Besides, what's the use?"
- 7 "Andy," Nurse Parker said, "you *are* making progress. These exercises are important to your rehabilitation. We have to teach your legs to walk again. It takes time."
- 8 "Easy for you to say," Andy said. "When's the last time your legs forgot how to walk?" With her help he pulled himself upright. His legs screamed with pain. They were on fire, and he was hardly putting any weight on them. Sweat rolled down his cheeks as he stood there, supporting himself with his arms. "I can't do it," he said, grimacing.
- 9 "Yes, you can. Try!" Nurse Parker said. At that moment he hated her. Did she think it was easy? What did she know? Couldn't she just leave him alone?
- 10 Gripping the cold metal bars, Andy thought back to the gymnastics competition. "Andrew Farnsworth on the parallel bars," the announcer's voice echoed through his memory. He had mounted the bars with grace and confidence, pushing his body into a perfect handstand. Then he had swung below the bars and back up as he started his routine. Suddenly his hand had slipped, and he had crashed to the floor. With pain exploding through his body, he had fought back tears, unable to move.

- 11 He had fractured a vertebra and sustained a minor spinal cord injury. It would take time, but he would recover. He was lucky, the doctor had said.
- 12 "Yeah, lucky Andy," he thought, wincing as he tried to move his leg. Pain shot through him. Then, just as he was about to give up, his foot rose ever so slightly. Andy couldn't believe it. Ignoring the pain, he strained to move the leg forward. Finally it inched ahead just a little.
- 13 "There you go!" Nurse Parker said.
- 14 Andy exhaled. It was just one small step, but it felt like a giant leap. There would be no more thoughts of quitting.

**24.** In paragraph 2 of *One Giant Leap*, Armstrong was a little anxious because he

- wasn't sure what lay ahead and he knew that people were counting on him.
- thought the spacecraft might have been too heavy for the rocket to carry into space.
- had been in space for a long time and wanted to return to Earth.
- wasn't sure that he would be able to remember everything he needed to do.

**25.** Which of these is a theme in both *One Giant Leap* and *One Small Step*?

- People should always remember where they started.
- Great progress is the result of many small steps.
- Planning ahead ensures success.
- There can be no progress without pain.

**26.** Which of these statements **BEST** describes Andy's attitude at the end of *One Small Step*?

- Andy thinks that physical therapy is a waste of time.
- Andy accepts that he will never compete in gymnastics again.
- Andy is determined to recover from his injury.
- Andy realises that his physical therapy isn't really very painful.

Read movie Review A and answer questions 27 to 29

**REVIEW A**  
**GADGET NEEDS A LOT OF TINKERING**



There is virtually nothing to see in this **summer of spam**. **Good thing the weather's been nice**. *Inspector Gadget* is a downright dumb movie that, with its breathless pace, lack of character development and uninventive gags, might be torture for even the kids to sit through - although, at 80 minutes, it's thankfully a short ride.

So what to do? See *Phantom Menace* again? At least it had some positive messages for the young'uns. Or a second viewing of *Tarzan*, the only truly good offering this summer for children?

**See you at the park**. Because although *Tarzan* is indicative of a decade-long Disney resurgence in its animated films, *Inspector Gadget* is an example of the studio's "live - action" collapse. It would be hard to display any less character than Matthew Broderick does as *Inspector Gadget*.

*Inspector Gadget* is the feature debut for director David Kellogg, who has made a bundle shooting commercials for Nike and Fuji, among others. With its never-let-up pace, stale references to other movies, lack of plot or good characters and voluminous product placement, *Inspector Gadget* feels like an 80-minute TV ad. So why would you pay \$5 - or \$8 - a pop to see a commercial?

adapted from G. Allen Johnson, *San Francisco Examiner*, July 23, 1999.

27. In the phrase **summer of spam** the word **spam** **MOST** likely means

- canned meat.
- junk e-mails.
- comic book characters.
- bad acting.



28. **"A play on words"** is a clever and funny use of words with more than one meaning. Which of the following phrases from the review is a **"play on words"**?

- Gadget needs a lot of tinkering
- Positive messages for the young'uns
- Studio's live-action collapse
- Voluminous product placement

29. Why do you think this reviewer says **"Good thing the weather's been nice"** and **"See you at the park"**?

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