

## 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 family/whānau 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 questions 01 to 03**

18 December 2006

Dear Principal Sandoval,

The Year Fours have a problem with the playground at school. I have talked with every student in the Year Four classrooms about this matter. All of us want to have some new things to play on. Last year when we played on the primary playground, we had swings, slides, and monkey bars. Now all we have is a soccer field and a basketball court. Only a few kids even use these areas. Most of us just wander around being bored. Some of the kids even get into trouble because there is nothing to do.

Part of the soccer field should be used to put in the new equipment. This area should also be covered. If we had this, we would have fun and those kids who cause problems would probably behave better, too. Year Fours deserve this because we will be at this school for another two years and we can't survive that long without better equipment.

If you would like to talk more about this, the Year Fours have lunch at 11:40 on the court. We would all be there to answer any questions you might have.

Sincerely

*Lyndsey Moore*

**01.** According to this letter, Lyndsey believes that if the Year Fours have new playground equipment they will

- have fun.
- be bored.
- be sincere.
- have problems.

**02.** Lyndsey believes that the Year Fours

- need a new soccer field.
- want a bigger basketball court.
- need an earlier lunch time.
- want a nicer playground.

**03.** Why did Lyndsey write this letter?

- To inform the Year Fours about basketball
- To describe the school lunch programme
- To persuade the principal to get new equipment
- To entertain the reader with a story about monkey bars

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End of Section

**Use the following information to answer questions 04 to 07**

### **A Very Special Celebration**

- 1 Every year Jeff Tanner and his family celebrated New Year's Eve at the home of Jeff's friend Mark Romero. The Romeros always prepared a festive Italian dinner that included pasta, and the Tanners brought dessert. The two families would play games until midnight. Then they would wish each other a happy new year. Getting the two families together was a wonderful tradition.
- 2 This year Jeff and his mother sat in the kitchen to plan the dessert. "What do you think we should take to Mark's house this year?" asked Jeff 's mother.
- 3 "I have a different idea for this year," Jeff said. "We always go to the Romeros' for New Year's, and every year Mr. and Mrs. Romero cook a great meal. They say New Year's Eve is a great time to remember their Italian heritage. This year I'd like to have the Romeros over to our house."
- 4 "Have the Romeros over here?" Jeff's mother asked. "That would be a nice change, but what would we cook?"
- 5 "I want to cook a meal with foods from our heritage," said Jeff. "We've been studying about Kwanzaa in school. It's a holiday for African Americans to celebrate our heritage. It's held the last week of the year, and 31 December is the night of the big feast."
- 6 "I know about Kwanzaa and some of the rituals people take part in to celebrate our African heritage," Jeff 's mother said. "Your idea sounds fun, but what would we eat? I don't know any stores that sell foods from Africa."
- 7 "Many of the foods our ancestors enjoyed are right in our supermarket," said Jeff. "We could have fish, greens, black-eyed peas, and okra."
- 8 "What about dessert?" Jeff 's mother asked.
- 9 "The sweet potato is a traditional African American food, so you can make your famous sweet-potato pie. Just the thought of it is enough to whet my appetite," Jeff said with a grin. "I can't wait to taste it."
- 10 "Jeff," his mother said, laughing, "I have a feeling you hatched this whole scheme just to get me to bake your favourite pie! All right. Let's call the Romeros and invite them to our house for New Year's Eve."



**04.** In paragraph 6, the word *rituals* means

- candles
- furniture
- equipment
- ceremonies

**05.** Which word **BEST** describes Jeff?

- Persuasive
- Sad
- Thoughtless
- Thrifty

**06.** The author of this passage probably believes that

- people should try new kinds of food.
- New Year's Eve is an unimportant holiday.
- New Year's Eve should be celebrated with fireworks.
- it is important to remember your heritage.



07. What is the **BEST** summary of the passage?

- This year Jeff suggests that his family invite the Romeros to Kwanzaa celebration with a traditional African American dinner.
- Fish, greens, black-eyed peas, okra, and sweet potatoes are some traditional African American foods available in the supermarket.
- Held during the last week in December, Kwanzaa is a celebration that includes eating a feast of traditional African American foods.
- The Tanners and the Romeros have always celebrated New Year's Eve by eating a big Italian feast and playing games until midnight.

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End of Section

Use the following information to answer questions 08 to 11

### Getting Ready for the Flea Market

Jody wiped her forehead after she set the heavy carton on the floor. "You look like you could use a cool drink," her grandfather said. "I really appreciate your help with this project. I had no idea how much I had up in the attic. There's no way that I can get all of it into my new place."

"I'm glad to help, Granddad. And if that's lemonade you're offering, I'd love some," Jody said. Jody's grandfather poured two glasses of lemonade and put them on the kitchen table. "Sit here for a minute, and I'll show you what I've decided to do with all these things," he said.

Jody sat and sipped the lemonade. Her grandfather handed her an announcement from the local paper.



### Fifth Annual Giant Flea Market

The city of Moreland is sponsoring a giant flea market to raise money for community projects. The flea market will be at the high school football field on Saturday, 7<sup>th</sup> of April.

Rent a small booth for \$15 or a large booth for only \$25. The city will provide the booth. You provide the "treasures" that have been taking up too much space around your house.

1. The flea market will open to customers at 9:00 A.M. You may start setting up at 7:00 A.M. Please be sure your booth is completely set up by 8:45 A.M.
2. The flea market will close to customers at 4:00 P.M. You must have your booth cleaned out by 5:00 P.M. so volunteers can dismantle it after that time. The booths must be taken down so they can be stored until next year.
3. Keep track of how much money you make. Ten percent of the proceeds from each booth will go to the city. This money will be used solely for projects in the local community; none of the money will be used for other purposes.
4. If you don't want to rent a booth, you can still participate! We will sponsor a 50-50 Big Booth. The city will run the booth; you provide the items for sale. Simply attach a tag to each item, giving your name, address, phone number, and the price. We will try to sell the article for you, keeping 50% of the selling price and giving you the other 50%. Any unsold items will be returned to you.

This is the fifth annual Giant Flea Market fund-raiser, and it's going to be the best one yet! To sign up for a booth or ask for more information, call Celia Ruiz at 555-1891.



**08.** Why is the city of Moreland sponsoring a flea market?

- To protect the environment through recycling
- To encourage other cities to sponsor flea markets
- To provide a way for community members to meet one another
- To raise money for community projects

**09.** What will happen to items at the 50-50 Big Booth that are not sold?

- They will be thrown away.
- They will be returned to the seller.
- They will be given to charity.
- They will be sold at the flea market next year.

**10.** Which of these will Jody's grandfather probably do next?

- Put his things back in the attic
- Call about renting a booth at the flea market
- Give Jody the things he found in the attic
- Build a booth for the flea market

**11.** What is the **MAIN** idea of the announcement in the newspaper?

- The flea market opens at 9:00 A.M. and closes at 4:00 P.M.
- The city of Moreland is inviting people to rent booths for a giant flea market.
- The flea market will be held at the high school football field on Saturday, April 7.
- The city of Moreland will sponsor a 50-50 Big Booth.

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End of Section

**Use the following information to answer questions 12 to 14**

*When Mary and Tom plant a garden, they make a big discovery. Read the story to find out what they discover and then answer the questions that follow.*

**The Peanut Patch**

*by Eileen Van Kirk*

Mary and Tom waved as their uncle pulled into the driveway of their new house.

"How do you like living down here in Georgia?" asked Uncle Jed, climbing out of his pickup truck.

"It's nice," said Mary. "But it's different."

"It's not like being back in Vermont," agreed Tom.

"Why don't you plant a garden?" suggested Uncle Jed. "Nothing like a garden to help you get the feel of a new place."

"What should we plant?" asked Mary.

"How about peanuts?" suggested Uncle Jed. "They're different from anything you can grow in Vermont."

"That's a great idea," said Tom.

So Tom and Mary staked out a sunny patch in the garden and began to dig. When they had the earth nice and crumbly, they planted five rows of peanuts. They raked the earth smooth and put up a sign that said THE PEANUT PATCH.

They took good care of their garden. They watered it when it was dry and kept it free of weeds and bugs. Then one day bright green shoots poked their way out of the ground. Soon the shoots grew into vines with lots of yellow flowers.

"How are the peanuts coming?" asked Uncle Jed.

"Fine," said Tom. "We've seen lots of flowers, and that must mean lots of peanuts."

"But the plants do keep drooping onto the ground," said Mary.

"That's all right," said her uncle. "They all do that. When you harvest your peanuts I'll show you how to make a rack to dry them on."

But days went by and there were no peanuts to be seen. All the flowers were gone by now and the leaves were beginning to wilt, but they did not find one peanut. One day Uncle Jed asked if they were ready to build the drying rack.

"There's no need," said Tom. "We haven't got any peanuts to dry."

"Are you sure?" said Uncle Jed.

"Come and see for yourself," said Tom. The three of them trooped over to the peanut patch. Mary and Tom showed Uncle Jed the bare vines.

"Well, that's too bad," said Uncle Jed. But there was a twinkle in his eye, and he seemed more amused than sorry. "I guess the only thing for you to do is dig them up."

When he'd left, Tom picked up the garden fork. "I don't see what's so funny," Tom said crossly. "But we might as well get rid of these useless things." He uprooted a large peanut plant and tossed it into the wheelbarrow.

"Hey," said Mary. "Shake the earth off first, or this wheelbarrow will be too heavy to push." She picked up the plant, and then she gasped.

"Tom, look!" exclaimed Mary. "Peanuts! Lots and lots of peanuts."

Tom looked at the plant Mary was holding. Clusters of fat peanuts clung to stems that had grown down from the vines and burrowed beneath the soil.

"You mean peanuts grow under the ground?" cried Tom.

"It sure looks like it," said Mary. They both began to laugh.

"Uncle Jed, Uncle Jed," they cried as they ran into the house. "We found the peanuts."

Uncle Jed grinned. "I told you they were different from anything that grew in Vermont!"



**12.** What was the surprise the children got from growing the peanuts?

- Peanuts grow underground.
- Peanuts begin as yellow flowers.
- Their plants didn't grow any peanuts.
- Their plants looked like peanut plants in Vermont.

13. The **MAIN** reason Uncle Jed wants the children to plant a garden is to

- get his garden planted on time.
- help them get used to their new home.
- give them time to relax.
- remind them of Vermont.

14. Why does Uncle Jed tell the children to dig the peanut plants up?

- He thinks no peanuts grew in their garden.
- He thinks he is being funny.
- He knows they will find the peanuts.
- He wants them to start another garden.

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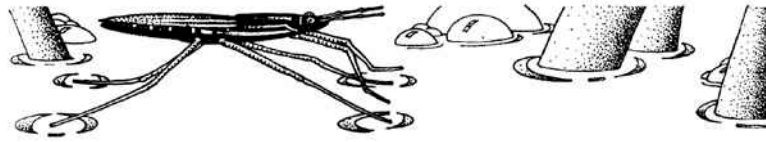
End of Section

## Use the following information to answer questions 15 to 21

Read the article and answer the questions that follow.

### The Bug That Walks on Water

- 1 Insects live in many different places. Some insects live in papery nests hidden in the weeds. Others inhabit busy hives hanging from tree limbs. Insects are also found in the crumbling wood of an old log and in the rich, dark soil of a garden. One insect inhabits a very unusual home - the surface of a pond or stream. This insect has a few nicknames, including "pond skater," but its actual name is the water strider.
- 2 The water strider has a flattened, narrow body that measures from  $\frac{1}{4}$  inch to  $\frac{1}{2}$  inch long. It has three pairs of legs; each pair has its own special purpose. The forelegs, or front legs, are the shortest. They capture and hold food, and they also help support the insect on the water. The middle legs are the longest. They move together like oars, pushing the bug forward in a jerky motion. The rear legs serve mainly for steering.
- 3 How does this bug float? Several special features allow the water strider to float. First, its feet and the bottom of its body are covered with fine, feathery hairs that are difficult to wet. Tiny air bubbles cling to these hairs and buoy the strider up. The surface tension of the water also makes it possible for the water strider to float. How does this work? Water molecules - tiny units of the chemicals that make water - are strongly attracted to each other. It is like a chain of people tightly holding hands. A person could push and push against their arms and still not break apart their hands. In the same way, even when the water strider's feet press down on the water, the molecules do not want to let go. Because of this cohesion, they help hold the water strider up.
- 4 Sometimes, the threat of danger causes the water strider to dive beneath the water surface. When it does this, it uses those air bubbles on its feathery hairs in a different way. It breathes in the air that the bubbles contain! The water strider can use this source of air for a short time. Then it pops up to the surface again.
- 5 A hungry water strider finds its food by feeling even the smallest of vibrations in the water. If another insect falls onto the surface, the water strider can feel it even from across the water. It follows the vibrations to its meal. The strider uses its oar-like middle legs to propel itself forward. In this way, it can move at a speed of one metre (about three feet) per second. When it has captured its prey, the strider holds it up above the water surface, using the tiny claws on its front legs. With all this activity, though, the water strider must be very careful. If it breaks through the surface, it might sink with its supper!
- 6 Though it seems unusual, the water strider is a common insect. You may have seen the interesting sight of a bug walking on water! There are 75 to 85 species found on North American ponds and streams. Hundreds more live in other parts of the world. One species even lives on ocean waters, skimming over the waves and laying its eggs on seaweed. Wherever these insects float and dash and dive, they are one of the world's amazing little creatures.



15. The reason the author uses the phrase *like a chain of people tightly holding hands* in paragraph 3 is to

- explain what a circle would look like.
- show how strong some people are.
- demonstrate a game which children play.
- give an example of how the water molecules work.

16. Which phrase in the passage might make the reader feel sorry for the water strider?

- Sink with its supper
- Fine, feathery hairs
- Follows the vibrations
- Float and dash

17. This passage is **MOSTLY** about

- where different insects live.
- what some insects eat.
- what one special insect is like.
- why one certain insect is common.

18. What would be a reasonable question to answer in a report about the topic of this passage?

- Where is North America?
- How do you spell the words "water strider"?
- What is the temperature of the water in a pond?
- What is the scientific name for the water strider?



19. In which word does **fore-** mean the same as it does in **forelegs**?

- forest
- forehead
- forever
- foreign

20. The author wrote this passage **MOST** likely to

- convince.
- entertain.
- inform.
- warn.

21. Which of these items helps a water strider float?

- Oars
- Tiny air bubbles
- Claws
- Long, wide feet

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End of Section

Read *The Fishermen's Boats* and answer questions 22 to 24

### THE FISHERMEN'S BOATS

*When the tide ebbs  
And the sands are dry,  
The fishermen's boats  
All resting lie.*

*When the tide flows  
As it turns once more,  
And fills with its waters  
The bay's wide shore,*

*While wild sea-horses  
Around them prance,  
The fishermen's boats  
All rock and dance.*



by **Annie Wrench**

**22.** The first two verses of the poem suggest that the tide is

- going out and coming in.
- overflowing the bay.
- upsetting the fishermen.
- tossing the boats.

**23.** Write down one pair of rhyming words from the second verse of the poem.

(i) \_\_\_\_\_

**24.** Put the numbers 1, 2, 3 and 4 in the boxes to show the correct order of events in the poem.

The tide turns.

The boats toss on the water.

The tide is out and the boats are still.

The water of the bay reaches the shore.

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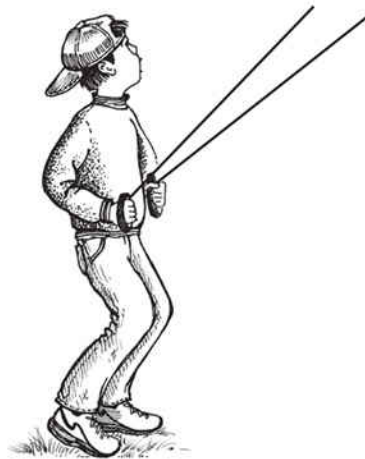
End of Section

Use the following information to answer questions 25 to 29

## Go Fly A Kite

### TWO-FISTED ACTION MAKES STUNT FLIERS SOAR ABOVE THE REST.

- 1 John Morrison and Dustin Tackett can make kites race across the sky like birds. Their fliers can suddenly stop, flip, loop, swoop, dive and climb.
- 2 John and Dustin perform their tricks with stunt kites. Traditional kites have only one line, but stunt kites have two. That lets you actually steer the kite, not just fly it.
- 3 Some of the neatest stunts occur at kite ballet events. Competitors steer kites through amazing tricks and routines set to music.
- 4 John, 15, of Rohnert Park, Calif., and Dustin, 16, of Portland, Ore., are among America's best kite ballet competitors. They have been flying for more than five years.



- 5 They have crashed and they have soared. And lots of practice has made them top-notch fliers. Here are their tips to get you started:

### CHOOSE THE RIGHT KITE

- 6 A good beginner kite is built strong to withstand frequent crashes. Look for a fiberglass frame and a delta or diamond shape, both of which are easy to fly. Expect to pay up to \$50. Be sure to read the specific directions that will come with your kite.
- 7 Expert kites fly faster but are more expensive and break more easily.

### WAIT FOR GOOD CONDITIONS

- 8 Fly in open areas when breezes are 5 to 10 miles per hour (leaves will start rustling if the wind is right). Stronger or calmer winds make kites uncontrollable.
- 9 Because kites attract lightning, never fly when thunderstorms approach. Stand far from hills and buildings because they cause air turbulence that makes flying difficult. Avoid power lines, trees and roads.

## **PREPARING FOR LAUNCH**

- 10 Keep your back to the wind. Have a friend hold the kite with the top pointing up. Lay out 100 to 120 feet of the lines - make sure they are uncrossed and even. Then tighten them. Hold your arms in front of you, with elbows bent and hands between your waist and shoulders. Keep hands even.

## **TIME FOR LIFT-OFF**

- 11 Signal your friend to release the kite, then take one or two steps back and jerk your hands as though nudging someone with your elbow. The kite should rise. Return your hands to the starting position. There is no need to walk backwards.

## **MAKE THE KITE MOVE**

- 12 "Flying a kite is like riding a bike," Dustin says. Each uses the same hand movements. Imagine holding your bike's handlebars when you grasp the kite handles.
- 13 To make the kite hover, hold your hands even. To make it turn right, pull the right line toward you and push the left line away. Do the opposite to turn left. Pull and push for only a second or two before you hold your hands even. Doing it longer will cause constant loops - just as staying in a turning position on the handlebars makes bikes continue circling.

## **AVOID BEGINNER MISTAKES**

- 14 Beginners often lose control by dropping their arms, lifting their hands overhead or forgetting to stop pulling lines.
- 15 "Loosen up," Dustin says. "If you're too tense, you're not going to control the kite."

## **DON'T WORRY ABOUT CRASHING**

- 16 Landing is difficult. Your first attempts will be crashes. Don't worry. With practice, it will get easier.
- 17 To learn more about stunt kites, contact the American Kitefliers Association (352 Hungerford Drive, Rockville, Maryland 20850-4117). The AKA offers several publications for beginning kite fliers.

*-Joe Bower*

25. The author's **MAIN** purpose in writing this article is to

- instruct.
- entertain.
- criticise.
- persuade.

26. According to the article, when flying a stunt kite, a big concern is

- launching it.
- repairing it.
- wind conditions.
- air temperature.

27. Flying a stunt kite is **MOST** like riding a bicycle because of the

- steering techniques.
- balancing techniques.
- practice needed.
- strength needed.

28. In the first heading of the article, what does ***two-fisted action*** refer to?

- Flying a stunt kite is twice as much fun as flying a regular kite.
- Two hands are required to control the two lines of a stunt kite.
- John Morrison and Dustin Tackett are two famous stunt kite flyers.
- Stunt kites are so large that it takes two people to control one kite.

**29.** According to John and Dustin, your choice of a kite should be based **MOSTLY** on its

- cost.
- design.
- size.
- directions.

Read So Much to Tell You and answer questions 30 to 32

*So much to tell you*

July 6

Well, I'm at... "**Moonibah**". It's a relief to be able to draw a breath at last. It's the first breath I've had a chance to draw since I got here. Mrs Preshill picked us up at school at about three o'clock and brought us back here. She's one of those people who are competent at everything, always nice, never fazed, "and" able to chat on in a pleasant and good-humoured way in any situation. Adults are amazing like that, with their confidence. Where does it come from? Do they acquire it automatically as they grow older? Are they given lessons when they leave school? Is there some secret that's being kept from me?

Anyway, since we got here it's been non-stop. This seems to be another **one of those magical families** where people are nice to each other, and friendly and kind and generous. Mr Preshill didn't get in till after dark because he'd been mending a fence where the cattle had got through onto the road. That put him behind on some other work he'd been doing (building a new stockyard) so what does Cathy do the next morning - this morning? Gets up early and heads straight out to the stockyards to help. I went too, of course, but I was amazed by the way she did it so naturally. Without feeling she had to do it, without feeling annoyed, without worrying about having a sleep-in or anything.

It was hard work too. I don't think I was much help. I started to regret letting myself get so unfit. We had to dig these hugely deep holes with a crowbar and shovel, then drop a massive log in, then start packing the earth back in around the log, again using a crowbar. Cathy was good at it but I was sore across the shoulders and in the arms in no time at all.

**30.** In paragraph 2 the narrator describes the Preshills as **one of those magical families**. Why is the family **magical**?

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31. From this extract the reader gains the impression that the narrator

- is very similar to Cathy.
- doesn't enjoy farm life.
- would rather have stayed at school.
- wishes she could be like the Preshills.

32. Choose **three** words from the passage which describe Mrs Preshill.

- Competent
- Sharp
- Non-stop
- Good-humoured
- Pleasant
- Generous