

## 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

### San Diego Summer *by Emily Jenkins*

The summer after my sophomore year in high school, I finally had the opportunity to live with my super-cool sister in San Diego for three weeks. It was going to be great! I would do nothing but lie on the beach in the sun all day. Perhaps I would surf a little or ride my bike around Coronado Island. Yes, life was going to be amazing for those three weeks. Or so I thought...until I saw the flaws in my plan.

**First flaw:** I would not have a vehicle of my own while I was there. Not only that, I was strictly forbidden to drive any vehicle owned by my sister or her husband. *But*, I thought, *that might not be so bad. I could borrow my sister's bike; the beach wasn't that far away.*

**Second flaw:** I would spend every morning, Monday through Friday, teaching YMCA kids how to play tennis...for FREE. Since college wasn't too far off and since I had practically zero hours of community service, my volunteering at the Y was smart. *It might not be so bad*, I thought, *since I like tennis and I even kind of like little kids.*

**Third flaw:** I had a mountainous pile of summer homework that included reading two books, summarising four chapters of history, and writing two foreign language compositions. That would surely occupy most of my time in the afternoon after I was done teaching youngsters the wonders of tennis. So, not only would I not be able to transport myself to the beach, I would have absolutely no time in which to go. These three weeks were shaping up to be anything but amazing.

I soon realised that, while I wasn't able to laze away at the beach and soak up the sun, it didn't really matter because the weather in San Diego was absolutely beautiful! I was able to walk outside without frying like a slab of bacon - a common occurrence in the oven that is Phoenix. However, wonderful weather only takes one so far before reality sets in.

On my first day of camp, I was shocked by the smallness of the children. The kids could barely clutch a racket, let alone swing one. This is when it occurred to me how potentially disastrous the situation was. A group of thirty small children with rackets in hand and only four coaches. The odds were definitely against us. Luckily, the kids did not have blood on their minds, and they were *relatively* docile and cooperative.

It soon became painfully obvious that I was the only "coach" actually coaching. Rather ironic when one considers I was the only one of the four NOT being paid for my time. I must admit, however, that despite all of my efforts these children were not retaining much. I had to keep telling myself that while I couldn't enjoy the fruits of my labour at the moment, I would be revelling in the benefits once college application time came. Thus, I soldiered on.

Equally as frustrating was the fact that my mountain of schoolwork didn't really seem to be shrinking very quickly until my last week in San Diego... my last week of summer. I could almost feel the grains of time slipping through my fingers as the heinous date approached: the first day of school. Frantic, I began to trudge my way through the two books and as the last waning days of summer came and went, I managed to jot down some hastily constructed history notes and even draft two almost coherent French compositions.

As my plane landed at the Phoenix airport one day before the opening of school, I had complete peace of mind. Although I did not spend every day at the beach as I had initially hoped to do, I did accomplish several things...and I felt as if I were a better person because of my three weeks in San Diego.

**01.** The phrase *Thus, I soldiered on*, reflects which of the following characteristics about the narrator?

- Her desire to enter the military
- Her love for teaching tennis
- Her determination to not give up
- Her frustration over not going to the beach

**02.** Which of the following clauses suggests that the narrator is feeling desperate?

- "I had complete peace of mind."
- "I could feel the grains of time slipping through my fingers."
- "I would be revelling in the benefits once college application time came."
- "I wasn't able to laze away at the beach and soak up the sun."

**03.** Read this statement from the passage.

***I was able to walk outside without frying like a slab of bacon ...***

What is the effect of the above statement?

- It adds some humour.
- It advances conflict.
- It clarifies the message.
- It enhances the plot.

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End of Section

**Use the following information to answer questions 04 to 08**

*Felipe's English teacher asked him to write a biography of an interesting person. Felipe chose to write about the man who wrote the comic strip Peanuts. Read Felipe's paper and think about the corrections and improvements he should make. Then answer the questions that follow.*

**Charles Schulz**

(1) On December 14, 1999, Charles Schulz announced that he was retiring. (2) Drawing the comic strip *Peanuts* was a job that he had enjoyed for almost 50 years.

(3) You may have heard of Charlie Brown and Snoopy, but you might not know much about Charles Schulz, the cartoonist who created these characters.

(4) Schulz, who was born in Minnesota in 1922, knew from a young age that he wanted to create a daily comic strip. (5) His kindergarten teacher once said, "Someday, Charles, you're going to be an artist."

(6) When Schulz was older, his father enrolled him in an art course. (7) The young man who would one day become a famous American cartoonist struggled through the class, earning only a C+ in a part of the course called "Drawing of Children." (8) I think it's hard to draw people, too. (9) Schulz eventually finished the course, but he didn't get a job as an artist right away, he was drafted to fight in World War II.

(10) Shortly after the war was over, Schulz took a job lettering comic strips that had already been drawn. (11) He also taught at his old art school. (12) While there, he met some people who would later show up in his comic strips. (13) One of his friends at the school was a gentleman named Charlie Brown.

(14) Later Schulz started a weekly comic strip called *L'il Folks*. (15) Featuring two characters, Shermie and Charlie Brown. (16) The strip became the focus of Schulz's career. (17) When the comic strip was selected to appear in newspapers all over the country, it was renamed *Peanuts*. (18) Schulz did not like the new name, but he loved his job. (19) He happily drew them for the next half century. (20) As the years passed, the cartoon evolved into one of the most popular comic strips of all time. (21) Perhaps you and your friends have enjoyed the antics of Charlie Brown, Lucy, Snoopy, and Linus; some of the best-known *Peanuts* characters.

**04.** The meaning of sentence 19 can be improved by changing **them** to

- it
- newspapers
- his job
- Peanuts cartoons

05. What change, if any, should be made in sentence 5?

- Delete the comma after **Charles**
- Change **you're** to **your**
- Insert speech marks after the full stop
- Make no change

06. What transition word or phrase should be added to the beginning of sentence 13?

- In fact,
- Nevertheless,
- In comparison,
- Consequently,

07. Which sentence does **NOT** belong in this report?

- Sentence 2
- Sentence 8
- Sentence 11
- Sentence 18

08. What change, if any, should be made in sentence 16?

- Change **became** to **becomes**
- Change **focus** to **focuss**
- Change **Schulzs** to **Schulz's**
- Make no change

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End of Section

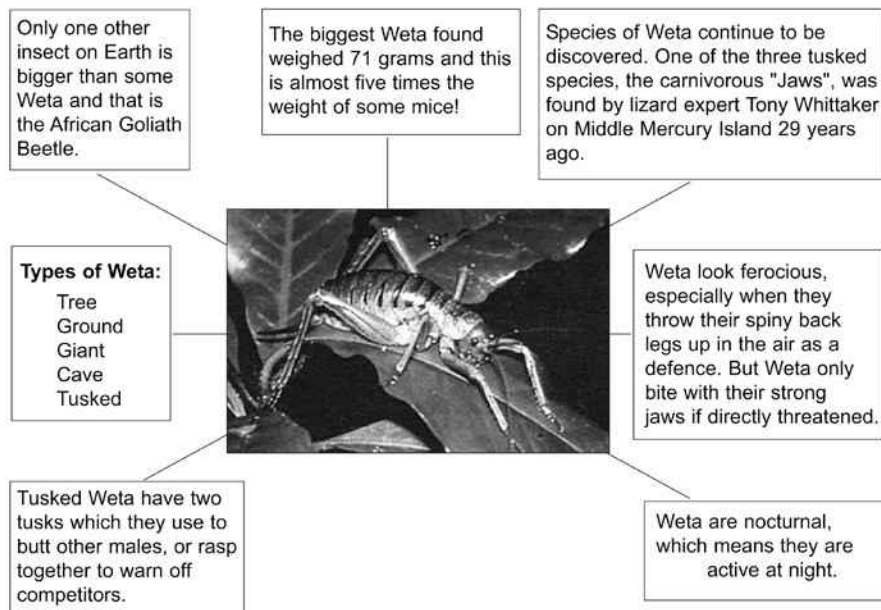


## Read Weta and answer questions 09 to 12

### WETA

Weta are known as the "**devils of the night**". They are almost unchanged from their ancestors of 190 million years ago. They have been around on earth long enough to see the dinosaurs come and go. However, today Weta are in danger of **becoming extinct**. Weta are at risk from predators, from being trampled by stock or killed by fire when forest areas are burned to make farmland.

The Middle Island Tusked Weta is being studied by the Department of Conservation in an attempt to save it from extinction. You too can help save the weta from extinction by treading carefully and putting Weta somewhere safe if you find them on the path.



09. Describe what Weta can do to look ferocious.

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10. Weta are **MOST** likely called "**devils of the night**" because they are

- mean looking and nocturnal.
- dangerous to humans.
- carnivorous and tusked.
- very large insects.

11. This text shows a picture with several labels attached to it. The labels **MOST** likely were included to

- explain the details of the picture of the Weta.
- fill up the spaces on the page.
- make extra details about the Weta easier to understand.
- make the page look more technical.

12. Choose the words which describe where Weta might be found.

- Tree
- Ground
- Giant
- Cave
- Tusked

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End of Section

Use the following information to answer questions 13 to 16

## Talking Drums

*The Lokele people are a tribe in Central Africa. It is the custom of the Lokele people for young boys to learn important things from an uncle on their mother's side of the family. This story is about a young Lokele boy named Sete. Read this story about something special that Sete learns from his uncle.*

- 1 Sete searched the thick forest for a good bamboo stem. "Ah," he said at last, "this one is perfect." The piece of dried wood was about as big around as his leg. Sete needed the bamboo to make a practice drum. Later that day Sete would begin learning "drum talk." Drums had been used by Sete's people to send messages from one village to another for hundreds of years.
- 2 Many of Sete's friends were not interested in learning about the drums. They thought other ways of communicating were better. Sete was different, though. Many of his people still used the drums, and Sete wanted to know what the messages said. He also wanted to learn to make the drums speak. Sete's uncle Baelo would show Sete how to use the "talking drums." Sete felt lucky to have his uncle as an instructor. Everyone said that Uncle Baelo was the finest drummer in the village, so Sete would learn much from him.
- 3 First Sete would learn on a small drum, and then he would graduate to a much larger one. The large drums were made from the logs of padouk trees. They made sounds that could be heard far away.
- 4 "I see you have found a good piece of bamboo," Uncle Baelo said when he arrived. Sete watched carefully as his uncle made the bamboo stem into a drum. First his uncle cut a slit in the wood using a special axe. Then he made the long, narrow cut deeper at one end. By hitting this side of the bamboo with a stick, Sete could make a deep, low sound. Then Uncle Baelo dug a smaller amount of wood out of the other end. By hitting this side, Sete could make a high sound. Later he would learn to use these sounds to make words.
- 5 When the drum was finished, Sete received his first lesson. His uncle taught him *ki-ke-ki-ke*, which made "high-low, high-low" sounds. When people heard these sounds, they knew a drummer was about to send a message.
- 6 Uncle Baelo told Sete to practise the sounds again and again. "When you have learned these sounds well, I'll teach you how to drum some words." Sete drummed *ki-ke-ki-ke*, until bedtime.
- 7 "I could hear you from the edge of the forest," Uncle Baelo said the next day. "You know the sounds well." Then he told Sete to listen carefully to one of his favourite messages. Sete could hear the difference.
- 8 "*Ke-ki-ki-ki-ke-ke-ki-ke-ke-ki-ke*" sounded like "sokolaka lik k lya botema."

- 9 "This says, 'take away the knot of the heart,' " said Uncle Baelo.
- 10 "What does that mean?" Sete asked.
- 11 "It is a good message," his uncle answered. "It means 'don't worry.'"
- 12 Sete practised the drum sounds every day for many months. At the same time, he learned their meanings. One day Sete saw his uncle coming from the far end of the village. Uncle Baelo was carrying something large. As he got closer, Sete saw what it was.
- 13 "Are you letting me borrow this large drum?" Sete asked excitedly.
- 14 "No," Uncle Baelo answered. Sete stopped smiling. "Do not be sad, nephew," Uncle Baelo said when he saw that the happiness had disappeared from Sete's face. "I made this drum for you as a gift. It's yours to keep. Use it wisely."
- 15 Sete did not answer. As his uncle turned to walk away, Sete ran his hand over his smooth new drum and smiled. He waited until the next day to use his gift for the first time. Uncle Baelo was fishing on the river, but he would hear the message.
- 16 "*Ki-ke-ki-ke,*" Sete began. Then "*ke-ki-ki-ki-ke-ke-ki-ke-ke-ke-ke,*" he made his new drum say. "*Sokolaka lik k lya botema.*"
- 17 "Do not worry, Uncle," Sete thought as he pounded out the sounds. "I will take very good care of my fine new drum. And someday I will show my own nephews how to make the drums talk."



**13.** Uncle Baelo cuts out different amounts of wood from the two ends of the bamboo so that

- the drum will look different.
- the sounds will not be so loud.
- the sounds will be different.
- the drum will not break.

**14.** Which sentence from the story shows that Sete knows the importance of what Uncle Baelo has taught him?

- He also wanted to learn to make the drums speak.
- Later he would learn to use these sounds to make words.
- "I could hear you from the edge of the forest," Uncle Baelo said the next day.
- "And someday I will show my own nephew how to make the drums talk."

**15.** Why does Sete want to learn about the talking drums?

- He wants to send messages to his friends.
- He wants to continue the custom of the talking drums.
- He wants his uncle to make him a talking drum.
- He wants to be different from everyone else.

**16.** From what the reader learns about Sete, which statement does not make sense?

- Uncle Baelo will teach Sete a new message.
- Sete will decide to stop practising on the talking drums.
- Uncle Baelo will send a message to Sete on a drum.
- Sete will someday make a talking drum for his nephew.

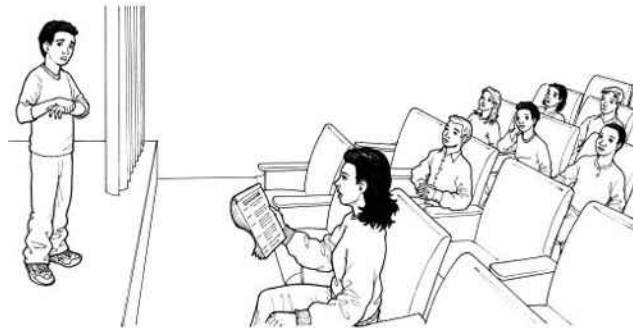
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End of Section

Use the following information to answer questions 17 to 19

### A Personal Achievement

- 1 "You're next, Carl," Mrs. Sosa said. Carl walked nervously to the stage. Why had he let his friend Neil talk him into trying out for the play? He hated standing in front of people.
- 2 He had spent the weekend memorising lines, but he knew he wouldn't get the part. It was a small part anyway, not like the lead role he just knew Neil would get. Neil had already finished his audition. As always he had done well even though he hadn't practised at all.
- 3 "You're trying out for a guard?" Mrs. Sosa asked. "I'll read the queen's lines. Begin when you're ready."



- 4 Carl took a deep breath and tried to picture himself as a guard, just as his mother had suggested when she helped him practise. "Your majesty," Carl began uncertainly, "the castle is under siege."
- 5 "Call my knights!" Mrs. Sosa responded as the queen, sounding like Carl's mother had. He almost smiled. At first he felt silly in front of other students, but as he concentrated on his lines, he forgot about the people watching. It was as if he had really become a guard in a queen's service!
- 6 After Carl finished, he walked over to Neil. As soon as Carl sat down, Neil asked, "Do you think I got the part of a knight?"
- 7 "I'm sure you did," Carl mumbled. Sometimes he thought Neil just liked hearing how great he was. "It's not like he doesn't already hear what a great basketball player he is," Carl thought. Neil was confident and talented. He seemed to succeed at everything without even trying, while Carl struggled just to be average.
- 8 "You shouldn't have made your voice sound like an actor in *The Bank Caper*," Neil said.
- 9 "I had enough trouble just remembering my lines," Carl said.
- 10 The next afternoon Carl went to Mrs. Sosa's room to see who had been given the part of the guard. His name wasn't listed. "Figures," he muttered.

- 11 Mrs. Sosa walked up to Carl and said, "Rehearsals start tomorrow. There's a lot of work to do." Seeing Carl's puzzled face, she said. "Oh you haven't heard." She pointed to the top of the list. "You're playing Sir Trawood. You had the best tryout of anyone, Carl."
- 12 Carl was stunned. "But what about Neil?"
- 13 Mrs. Sosa sighed. "Neil was offered a smaller part, but he rejected it."
- 14 "He did?" Carl's eyes widened. "But I can't be in the play without Neil," he said.
- 15 Mrs. Sosa frowned. "But Carl, you're the best actor for this part."
- 16 Neil called Carl that night and said, "I guess you're happy to get the best part. I have to admit I'm jealous." Carl was silent. He couldn't believe that Neil would be jealous of *him*.

### **Star of the Show**

- 1 "Begin when you're ready, Neil," Mrs. Sosa said.
- 2 Neil started to speak. "Humph," he coughed, trying to stall. He had looked at the script that morning, but now his mind was blank. Maybe he could improvise - make up his own words now and memorise his lines after he got the part. Then luckily he remembered. "Knights of the Royal Order," he hissed, trying to sound like his favourite actor, "this means war!"
- 3 He saw Mrs. Sosa raise her eyebrows. He could tell she was impressed. He stumbled over his words a couple more times, but he still felt confident when he had finished. He couldn't wait to star in a real play. Most days he imagined himself as a basketball star, but sometimes he thought he would like to star in the movies. "Maybe I'll be an actor after I retire from basketball," he thought.
- 4 His friend Carl was next. Neil felt sorry for him. Carl looked terrified. When he started talking, he sounded as if he had swallowed a frog. Carl remembered all his lines, but he didn't act very well. He just used his regular voice.
- 5 When Carl returned, Neil noticed that he was sullen. "Do you think I got the part of the knight?" he asked his friend, hoping to take Carl's mind off his own tryout. "Maybe I'll ask Mrs. Sosa to give Carl another chance." Neil thought.
- 6 After basketball practice the next day, Neil rushed to Mrs. Sosa's room to see who else was in the play. He noticed right away that Carl didn't have the part of the guard. Then Neil gasped. Carl had the part of Sir Trawood! There had to be some mistake.
- 7 "I'm afraid you didn't get the part you wanted, Neil," Mrs. Sosa said. "You'll be playing the part of a messenger."
- 8 "But Carl didn't even try out for Sir Trawood," Neil protested.

- 9 Mrs. Sosa nodded. "Yes, but I think he'll make an excellent knight."
- 10 "He didn't even sound like an actor," Neil complained.
- 11 "That's why he did so well," Mrs. Sosa said. "You'll see what I mean at practice tomorrow."
- 12 "No, I won't," Neil said. "I'm not going to be some stupid messenger." He stormed out. As he walked home, he kept thinking it wasn't fair. Carl probably wouldn't even have tried out for the play if Neil hadn't insisted. He felt angry that Carl would be in the play without him. "But I guess I should congratulate him," he thought. "After all, I'm the school's star basketball player, and Carl didn't even make the team."

**17.** In *A Personal Achievement*, what is Carl's problem just after he gets the part of Sir Trawood?

- He must choose between playing basketball or being in the play.
- He really wanted the part of one of the queen's guards.
- He must spend the weekend memorising his new lines
- He has to decide whether to be in the play without Neil.

**18.** From *Star of the Show*, the reader can conclude that Neil

- had basketball practice and couldn't memorise his lines.
- tries out for a main part in the play.
- decides to play the part of the messenger.
- no longer wants to be a basketball player when he grows up.



19. Which of these is the **BEST** summary of *A Personal Achievement*?

- Carl doesn't like standing in front of people. He wishes he hadn't let his friend persuade him to try out for a part in the play. He thinks he isn't good enough to get even a small part.
- Carl spends the weekend memorising his lines for a play. His mother helps him practise for the tryout. He hopes to get a part as a guard. He wonders how his friend Neil can try out without practising at all.
- Carl tries out for a part in a play after his friend Neil talks him into it, he is nervous at first but then forgets about the people watching. The next day he is surprised to find out he has been given the role of Sir Trawood instead of Neil.
- Carl's mother helps him memorise his lines for a play that he wants to try out for. They spend the weekend practising. Carl notices that his teacher and his mother sound alike when they read the lines of the queen.

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End of Section

**Use the following information to answer questions 20 to 23.**

### **Florence Nightingale: The Lady of the Lamp**

- 1 As she prepared to sail home in 1856, Florence Nightingale was triumphant. Since her arrival in Scutari, Turkey, almost two years earlier, she had not only improved medical care for British soldiers, but she had also transformed the public's view of nursing. Grateful citizens in London eagerly awaited her return.
- 2 Nightingale had long wanted to help others. Born into a wealthy family in 1820, she spent her early life travelling across Europe. Through her family's travels, Nightingale saw the finest European society. However, she also saw the poverty, sickness, and hardship of Europe's common citizens. While still a teenager, she decided to spend her life helping others.
- 3 Nightingale's parents expected her to marry, but she refused all proposals. She did not want to be a wife and mother. At the age of 24, she decided to become a nurse. Her family was horrified.
- 4 In those days nursing was not a respected vocation. Hospitals were dirty, dangerous places. Nurses were seen as careless and dishonest. Moreover, respectable women would never do such work. Though her parents discouraged her, Nightingale secretly read and studied everything she could about caring for the sick. Eventually, she left her parents' home to begin her nursing studies, first in Germany and then in France.
- 5 After finishing her studies, Nightingale returned home and, despite her family's continued objections, accepted a job running a hospital. In her new job she immediately set about making improvements in the care being given to patients. She had hot water piped into the hospital and insisted that the wards be kept spotless. She ordered that bed linens be cleaned and changed regularly. Most importantly, she hired properly trained nurses. Not all her changes pleased her employers, but Nightingale persisted. She was soon recognised as the leading hospital expert in England.
- 6 During this time the British army was in Turkey, fighting a war with Russia. At first Great Britain rejoiced at the news of great victories, but disturbing reports soon followed. Thousands of soldiers had been wounded, and only a few doctors were available to treat them. The soldiers had almost no food or warm clothing. Outraged citizens demanded action. Finally Britain's secretary of war, a friend of Nightingale's, asked for her help. Nightingale and 38 nurses set out for Turkey.
- 7 In Scutari, Nightingale found a filthy army hospital swarming with lice, fleas, and rats. The soldiers' bedding and clothes were covered with disease-spreading pests. Food supplies were spoiled, often causing the soldiers to become even sicker. Though the army commander was uncooperative, Nightingale devised ways to improve conditions. Within months the hospital became a place where soldiers got better, not worse. Stories of Nightingale's work reached England. Hearing of her nightly visits to wounded soldiers, people began calling her the Lady of the Lamp. Nightingale herself fell seriously ill but continued working from her bed.



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- 8 Finally, peace was declared. Nightingale returned to England exhausted but elated. After her return, she met with Queen Victoria to urge that injured or sick British soldiers never again be so neglected. Later in her life, Nightingale wrote books about nursing and hospitals and started a nursing school with money donated by the grateful people of England.

### **Help on Horseback: Mary Breckinridge and the Frontier Nursing Service**

- 1 Mary Breckinridge urged her horse up a hill deep in the Kentucky woods. Inside the small house ahead was a man with a broken leg. The man's friend had seen Breckinridge while on his way to bring back the only doctor available, a horse doctor, to amputate the leg. Breckinridge was hurrying to examine the injured man. She knew he would be unable to support his family if his leg were removed. She didn't want it done unless it was absolutely necessary.
- 2 "I'm a nurse," she said when a child opened the door. The injured man lay in bed, a splintered fragment of bone piercing his skin. "What happened?" she asked. The man didn't answer. His leg was infected, and he was weak and in pain. Still, Breckinridge thought the leg might be saved. She sent the child away and began cleaning the wound.
- 3 When she was a child, Mary Breckinridge probably never expected to be a nurse. The daughter of a wealthy and important U.S. diplomat, she had spent part of her youth living in the palace of Nicholas II, czar (king) of Russia. But though her childhood had been happy, Breckinridge's early adult life was filled with tragedy. Her first husband had died just two years after their marriage. She married again and had two children, but they both died very young. Grief stricken, Breckinridge became determined to spend her life improving health care for mothers and children.
- 4 She joined the American Red Cross and was sent to Europe with the American Committee for Devastated France. World War I had ended, but the French people were still suffering. While she was there, Breckinridge started a programme to provide food and medical care to children and their mothers.

- 5 Inspired, Breckinridge decided to continue her nursing studies in England. She also travelled to Scotland to observe a nursing service that cared for people living out in the country. Breckinridge knew that children in the rural United States desperately needed health care, too. She returned to the United States and started the Frontier Nursing Service, recruiting other nurses to help her. They travelled on horseback to care for people who lived far from doctors and hospitals.
- 6 Breckinridge chose to start the service in Leslie County, Kentucky. Although it was originally started to care for mothers and children, the service helped anyone in need. The nurses gave shots, treated diseases, bandaged wounds, and delivered babies. What began as a small clinic eventually expanded into a hospital and a nursing school.



©  
Frontier  
Nursing  
Service,  
Inc.

- 7 Today the Mary Breckinridge Hospital continues to care for patients from the mountains of Kentucky. People from around the world travel there to study the programme Breckinridge started. Many come from places where people have little or no medical care. Though she died in 1965, Breckinridge's ideas continue to help people.

**20.** What is paragraph 3 in *Help on Horseback* MAINLY about?

- The time Breckinridge spent living in the palace of Czar Nicholas II
- The cause of death of Breckinridge's children
- The death of Breckinridge's husband two years after their marriage
- The happy childhood and tragic early adult years of Breckinridge

**21.** Why does the author start *Help on Horseback* by telling about a man who injured his leg?

- To warn readers how easily wounds can become infected
- To explain why the main character washed the man's leg
- To prove that Breckinridge was smarter than most doctors
- To capture the reader's attention and introduce the main character

**22.** In paragraphs 1 and 2 of *Help on Horseback*, the author's tone is

- urgent.
- fearful.
- relaxed.
- hopeless.

**23.** One similarity between Nightingale and Breckinridge was that both

- became nurses over the objections of their families.
- experienced personal tragedy that led them to become nurses.
- started programmes to help mothers and children.
- were pioneers in the field of medicine.

**Use the following information to answer questions 24 to 27**

*Sixteen-year-old Evie Hutchins, the main character in **A String of Chances**, lives with her parents and Aunt Ida in a small Maryland town. To make ends meet, the family takes in elderly boarders in need of care. Read this chapter from the novel and answer the questions that follow.*

**A String of Chances** by Phyllis Reynolds Naylor

"Help."

A strangely calm but insistent voice came from one of the lower bedrooms. Like the ring of a telephone, it was repeated again and again at regular intervals. "Evie, can you tend to Sister Ozzie?"

Aunt Ida called. "I've got my hands in the bread dough. Soon as the cartoons are over, she starts that yelling." Evie went downstairs and into the bedroom in back of the kitchen. A tall, angular woman in a short nightdress was sitting on the edge of the bed, rocking back and forth. Her wrinkled cheeks were heavily rouged, and a jagged line of lipstick cut across her mouth. Like a veil, her white hair hung in wisps about her face and shoulders.

"I want to see Mama," said Sister Ozzie.

"Your mama's not here, but I am. What would you like?"

"I want to go to the bathroom."

"Are you sure?"

"I want to put on my make-up." It was attention she wanted, then. An old fool's vanity, Aunt Ida had said about the cosmetics. She never wore any all the years she sang in the choir, and why she wants it now that her mind's gone, I don't know. Evie took a box from the night stand and handed Ozzie a mirror. The old woman stared intently at her own reflection.

"Who's that?" she asked sharply.

"It's you, Sister Ozzie."

The tall woman frowned. "Now what you need," Evie told her, "is something to highlight your eyes. Hold real still." The white-haired lady began to smile. Carefully Evie rubbed a sponge-tipped stick in the blue mascara and smeared it under Sister Ozzie's eyebrows. Even there, the skin was finely wrinkled, like crepe.

"You're going to be so beautiful that men will go absolutely mad," Evie told her.

"They'll be pounding on the door day and night." Sister Ozzie giggled, then scolded, "Well, go on. You always stop."

"The first man will say, 'Sister Ozzie,'" and Evie lowered her voice, "'I've brung you these here flowers to put on your table.' And you will lift one long finger, and the butler will throw him out. Close your eyes, now." "What butler?" "Murphy."

"Oh."

"Then the second man will knock on your door, and he'll say, 'Sister Ozzie, I've brought you some flowers to wear on your dress."

"The old woman's eyelids fluttered. "And I'll take them, won't I?" "Nope." Evie smoothed out the spots of rouge that Sister Ozzie had applied herself that morning. "You'll just smile and say, 'No, thank you,' and Murphy will show him out. Because you're waiting for the third man, see. Then he'll knock and say, 'Ah, Mademoiselle, here are the most beautiful flowers in all the world to wear in your beautiful hair.'"

"I'll take them!" Sister Ozzie cried.

"Of course, you will, and he'll pin them behind your ear, whispering adoringly . . . ." "Evelyn Hutchins that is about the silliest thing I ever heard" said a voice from the doorway, but Aunt Ida chuckled as she passed by. Sister Ozzie put one wrinkled hand over Evie's and said, "I certainly do like your stories." And for one brief moment it seemed that the old woman had a grasp on time and place before she let them slip away once more. Would she even remember her, Evie wondered, come September?

**24.** What quality of Evie's is evident in the way she treats Sister Ozzie?

- Patience
- Meekness
- Efficiency
- Aggressiveness

**25.** Why does Evie think Sister Ozzie started wearing cosmetics only after she became bedridden?

- She wanted to look young again.
- She wanted someone to pay attention to her.
- She turned into a completely different person.
- She wanted to look beautiful again.

**26.** How do the ways in which Evie treats Sister Ozzie demonstrate that she is a good caregiver? Find **TWO** examples from the chapter to support your answer.

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**27.** In the last paragraph, the author says, "***... it seemed that the old woman had a grasp on time and place before she let them slip away once more.***"

This phrase most likely means that Sister Ozzie

- was thinking about her past.
- did not want to forget Evie.
- did not have long to live.
- was thinking clearly for a moment.