

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.

- | | TRUE | FALSE |
|---------------------------------------|-----------------------|-----------------------|
| Birds only build their nests in trees | <input type="radio"/> | <input type="radio"/> |
| Birds use feathers to build nests | <input type="radio"/> | <input type="radio"/> |

P05. What do birds use to build their nests?

- Mud
- Eggs
- Twigs
- Spiders

P06. Write the numbers 1, 2 and 3 in the boxes to show the correct order for building a nest.

- Weave the grass and twigs together
- Find a good place to build nest
- Collect grass and twigs

P07. Places where birds build their nests

- (i) On the Ground
- (ii) _____
- (iii) _____

P08. Shade the bubbles to show which words should have capital letters.

different types of birds build their nest in different ways.

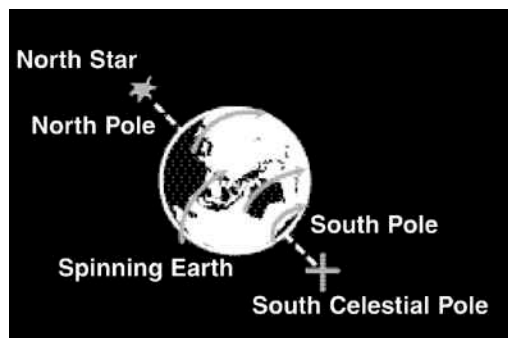
Read Navigating by the Stars and answer questions 01 to 05



NAVIGATING BY THE STARS

Navigating by the stars would be easy if the Earth didn't spin. But, as Earth turns, the stars in the night sky seem to move. In the same way, the sun seems to move across the sky during the day.

As the stars appear to move in the Southern Hemisphere's night sky, they seem to follow curved paths around a central point called the South Celestial Pole. This point never appears to move because it is in line with the axis of the spinning Earth.



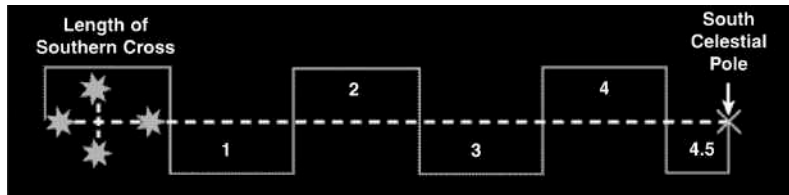
Navigators in the Northern Hemisphere are fortunate. They have a star that is exactly in line with the northern end of the Earth's axis. Because of its special position, this star doesn't appear to move, so navigators anywhere in the Northern Hemisphere can point to it and know that they are pointing north.

How to find south using the Southern Cross



Find the star formation called the Southern Cross. It has a head and a tail. It could appear to be upright, upside down, or on its side.

Whatever angle it is on, the tail of the Southern Cross is always pointing directly to the South Celestial Pole. The approximate position of the Southern Celestial Pole is at a distance of four and a half times the length of the Southern Cross from the tail of the Southern Cross.



Once you know how to navigate using the Southern Cross, you'll never be totally lost - unless of course you're trying to find your way home on a cloudy night!

01. According to the text, what makes it more difficult to navigate in the Southern Hemisphere using only the stars as a guide?

02. To determine the location of the South Celestial Pole you need to know the

- direction and size of the Southern Cross.
- location of the Southern Cross and the approximate time of day.
- approximate time of day and the size of the Southern Cross.
- direction of the Southern Cross and the location of the North Star.

03. Which of the following is **NOT** included in the text?

- A comparison of the stars in the Northern and Southern Hemispheres
- An explanation of how to navigate using the Southern Cross
- A description of the shape of the Southern Cross
- A short history of Astronomy

04. The final sentence of this information contains

- a humorous comment.
- a necessary clarification.
- a piece of useless advice.
- a summary of the main ideas.

05. The layout of the words ***South by the Southern Cross*** in the first diagram probably has been chosen to

- indicate the position of the stars in the Northern Hemisphere.
- reflect the shape of the Southern Cross.
- show the length of the Southern Cross.
- emphasise the difference between the two hemispheres.

End of Section

Use the following information to answer questions 06 to 12

*What happens when exotic species of life are transported to a place where they have no natural predators? These biological invaders can cause problems around the world. Read the excerpt from the article, **Stopping the Alien Invaders**, to find out how the government in Hawaii takes steps to prevent alien invaders from destroying native plants and animals. Use information from the excerpt to answer the questions that follow.*

Stopping the Alien Invaders

by Sneed B. Collard III

- 1 What are these organisms? They can be plants, animals, fungi, viruses, bacteria, or any other life form you can think of. The one thing they all have in common is that they are living in places where they don't belong.
- 2 A 1993 study by the U.S. Congress Office of Technology Assessment reported that at least 4,500 exotic species have established themselves in the United States. Over 600 of these cause serious problems. Exotic diseases such as AIDS and Lyme disease endanger human health. Exotic insects such as fire ants damage farm equipment, sting people, and kill native animals. Exotic weeds of many kinds take over farmland. Some, such as the paperbark tree from Australia, threaten to take over Everglades National Park and other natural areas.
- 3 Since the turn of the century, 79 biological invaders alone have cost the U.S. economy 97 billion dollars. Every state has been affected, but some have been hit especially hard. These include California, Florida, and - more than anywhere else - Hawaii.
- 4 Hawaii is an important trading centre and home to over a dozen military bases. About six million tourists visit the Hawaiian islands every year. With all that traffic in and out, exotic species have plenty of opportunities to reach the islands. Some invaders, such as pets and garden plants, are brought in on purpose. Others, like the brown tree snake, sneak in with food, military equipment, furniture, and even the U.S. mail.
- 5 According to biologists who work in Hawaii, exotic species are the number one threat to the state's economy, environment, and way of life. Exotic agricultural pests damage crops and prevent farmers from selling millions of dollars' worth of fruits and vegetables to the mainland. Exotic goats, pigs, and other mammals rip up Hawaii's rain forests. Exotic **parasites** such as mosquitoes spread deadly diseases to native birds.
- 6 The question in Hawaii and other places is, can the invaders be stopped?
- 7 Despite our best efforts, many exotic species will continue to reach new places around the world. Some will be imported intentionally. Others will be brought in by accident. However, there is a lot we can do to slow the rate of biological invasions.

- 8 *Quarantines* are one way to do this. Quarantine is the process of isolating animals or products. In Hawaii, pet dogs and cats coming into the state remain in a special holding facility for four months to make sure they don't have rabies. Many agricultural products are also quarantined to see if they are carrying insect pests or plant diseases.
- 9 *Inspection* is a second way to stop biological invaders. At airports, borders, and shipping ports, inspectors examine passengers and their baggage to see if they are carrying exotic species. The inspectors confiscate and destroy fruits, vegetables, or other goods that might be carrying harmful pests or diseases. Specially trained dogs also sniff cargo for exotic species, such as the brown tree snake.
- 10 What if an exotic species slips by inspectors? Then efforts are made to control the invader. In Hawaii, government agencies control invaders by setting live traps around wildlife refuges and other places. The traps catch exotic cats, rats, and mongooses that eat native birds and their eggs. At Haleakala National Park employees have built miles of fences to keep out exotic pigs and goats. For years these animals ate and trampled native rain forest plants, but the fences have helped reverse this damage. Now native plants grow in places that were bare rock only a short time ago.
- 11 In some cases *biological* control helps to solve the exotic species problem. Biological control or "biocontrol" is the science of controlling one invader with another. In the early 1900s, several exotic predators were imported to Hawaii to eat a harmful exotic pest called the sugarcane leafhopper. The insect was destroying 70,000 tons of sugar a year, but the predators brought it under control. More recently, a parasite from Bolivia has been used to kill another sugarcane pest, the lesser cornstalk borer.
- 12 Biological control efforts have sometimes backfired. The mongoose was originally brought to Hawaii to eat rats. Instead, it wound up dining on endangered honeycreepers and other native birds. Because of the mongoose and other biocontrol disasters, scientists all over the world now carefully test biocontrol agents before releasing them into the wild.
- 13 The efforts of these scientists and other people are vitally important. In Hawaii alone, 10,000 different species of native plants and animals still need to be protected. Many of these are found nowhere else on earth. By stopping the spread of the brown tree snake and other biological invaders, we not only protect ourselves, but we also protect the many other native species that make our planet such a special place to live.

parasite - an organism that feeds on a living host but does not contribute to the host

CRICKET magazine, 1997, January, copyright © 1997 by Sneed B. Collard.

06. Based on the excerpt, which of the following **BEST** explains why Hawaii is at a great risk of invasion by exotic species?

- Over 4500 exotic species exist in the United States.
- Hawaii is made up of several islands.
- Millions of people go to Hawaii each year.
- Biological control efforts have not worked.

07. Based on the excerpt, if scientists in Hawaii cannot control biological invaders, what will be the **MOST** likely result?

- Hawaii's farmers will lose millions of dollars in livestock trade.
- Quarantine times for incoming pets may be extended.
- Many of Hawaii's native species may no longer exist.
- Exotic species will no longer spread to other countries.

08. What argument does the author make in the final paragraph?

- Hawaii has the most unknown species of plants on earth.
- Humans have a responsibility to control *alien* species.
- The brown tree snake is the most dangerous of all species.
- Species should be allowed to exist without human interference.

09. What is the excerpt **MAINLY** about?

- The hazards of the brown tree snake.
- The dangers of non-native species.
- Problems faced by the Hawaiian economy.
- The importance of biologists.

10. Which of the following provides the **BEST** evidence that future attempts to use biological controls will have to be more carefully planned?

- The brown tree snake sneaked into Hawaii aboard air cargo.
- Pets coming to Hawaii from the mainland are quarantined for four months.
- Hawaii had to introduce a Bolivian parasite to save sugar crops.
- The mongoose ate more native Hawaiian birds than it did rats.

11. How do paragraphs 2 and 3 contribute to the development of the excerpt?

- They pose questions to be answered later in the article.
- They provide background for the main idea of the article.
- They preview the major points of the article.
- They give definitions of terms that will be used in the article.

12. Based on information from the excerpt, choose **TWO** methods of dealing with the threat of *alien* species. Explain why these methods are effective. Use relevant and specific information from the excerpt to support your answer.

.....
End of Section

Read the newspaper article and answer questions 13 to 15

“Intolerable” behaviour caused Te Wiata’s exit

By BRONWYN SELL

Actor Rima Te Wiata walked off the stage in the middle of the play *Woman Far Walking* in frustration, after three cellphones rang and two pagers beeped in the audience.

Anna Robertshawe, business manager for the theatre company said, “The last straw was when Te Wiata was distracted by a man in the second row eating sweets.”

The response to her sudden departure was mixed.

Te Wiata was criticised by an audience member, Ron Wilson, who said she **demand**ed that the man leave and swore loudly before leaving the stage.

In support of the actress, the theatre company said the disruptions had become intolerable for Te Wiata and she was unable to proceed with the Witi Ihimaera play. Anna Robertshawe said the venue, Auckland’s Herald

Theatre, was intimate and disruptions were magnified by the audience being close to the stage. She apologised for “this unexpected and very unfortunate incident” and said tickets for that Monday’s performance would be refunded.

Another audience member, retired Maori Professor Ranginui Walker said Te Wiata’s actions were justified because she was being insulted spiritually and professionally. Professor Walker said Te Wiata had been performing an emotional scene about influenza deaths in the Maori community in 1918 and she was “quite right in doing what she did. The behaviour was crass. You’re not at a movie. When you’re at a play it’s a live performance. But worse still, it’s also wairua – spiritual. When Maori are performing a thing like that they are actually with their ancestors, performing on behalf of their ancestors, the past and the

present are one.”

“They’re giving it their all, the emotional output is just draining and to see some crass individual at the front, eating sweets, is just intolerable.”

He said audience members were stunned and some sitting near him were “**tut-tutting**” that the “spell was broken by this unseemly behaviour.”

Veteran actor Raymond Hawthorne said last night it was very hard for an actor when disruptions occurred but walking out was a last resort. “My natural inclination is just to plough on regardless, but this problem of cellphones ringing and pagers going in theatres is a dreadful thing.”

New Zealand Herald,
22 June 2000

13. The **MAIN** purpose of this article is to

- criticise the performance of Te Wiata in the play *Woman Far Walking*.
- report the events surrounding a performance by Te Wiata.
- give the author's opinion of the behaviour of the audience.
- draw attention to the problem of influenza deaths in the Māori community.

14. Which quote **MOST** likely fits the views of the actor Raymond Hawthorne?

- Spiritual performances need to be afforded more respect.
- Te Wiata did the right thing in leaving the stage.
- Disruptions are frustrating but the show must go on.
- Theatre goes should have an apology and their tickets refunded.

15. Which of the following things occurred first during Te Wiata's performance?

- Te Wiata was criticised.
- An audience member ate sweets.
- Te Wiata left the stage.
- Three cellphones rang.

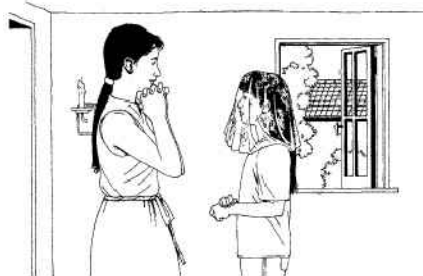
End of Section

Use the following information to answer questions 16 to 18

Tía Lidia Weaves a Story

Ñanduti is a type of thin lace handmade by women in Paraguay. Ñanduti can be made into many things, such as a scarf, tablecloth, or blanket. A mantilla is often made of this fine lace. It is worn by some women like a veil over their head and shoulders.

- 1 As Celina walked along the main road in the town of Itaugua, Paraguay, she smiled at all the wonderful sights and smells. Along the side of the road, men and women sold goods from their street shops. Some were selling beans and peanuts, while others sold hats, mats, and many other things. Celina paused at one of the many shops where women were selling *mantillas*. She admired the delicate lace *mantillas* that many women in Paraguay both sell and wear. Most of the lace *mantillas* were white, but some were more colourful. At last Celina hurried on to Tía Lidia's house. Celina liked to visit her aunt every day.
- 2 Like the women Celina had seen at the street shops, Tía Lidia made lace. Celina had always been fascinated by the wooden frame that stood in the corner of the house. She loved to watch her aunt stand at the frame, working the delicate strands of linen or silk. Most of all, she loved the pretty lace pieces called *ñanduti* that Tía Lidia created. Tía Lidia made everything from small lace collars to long, flowing dresses.
- 3 This morning, when Celina arrived at her aunt's house, Tía Lidia was working on an elegant lace tablecloth. She had been working on the tablecloth for several weeks. First Tía Lidia had placed a sheet of linen on the wooden frame. Then she had drawn a pattern of circles and fancy designs on the material. Finally she had begun carefully removing some of the threads from the material and weaving other threads across the open spaces. It was a difficult process that would produce a thin, detailed lace.
- 4 As Tía Lidia worked, Celina walked around the room and admired some of the lovely pieces her aunt had made. She smiled when she saw one rectangular piece of lace that lay over a bench. Celina carefully lifted it and settled it over her head like a veil. She peered out from behind the finely woven patterns. She thought that this must be how the world looked to new brides. "This looks like a spider's web," she said.



- 5 "That's because that's what it is," Tía Lidia said, winking. "In Guaraní, the old language of Paraguay, *ñanduti* means 'web.'" Tía Lidia paused as she carefully wove a thread into the tablecloth. "Have I ever told you the story of the white spider?" she asked at last.

- 6 "No, Tía Lidia. Tell me!"
- 7 The dark-haired woman stepped away from the frame and smoothed her colourful skirt. "Every young girl in Paraguay should know this story. But this story needs a nice cup of *yerba mate*." As Tía Lidia prepared the hot drink, she told Celina about the lace Tía Lidia's mother had woven. "My mother told me this story when I was learning to make *ñanduti*."
- 8 "A very long time ago," Tía Lidia began, "when a young man named Juan was fetching water for his mother to make tea with, he saw a white spider struggling in the stream. Quickly he scooped the spider and placed it gently on the leaves of a yerba tree."
- 9 "Isn't this *yerba mate* made from the leaves of a yerba tree?" Celina asked.
- 10 "That's right," Tía Lidia said with a smile. "Every day, when Juan went to fill up the water jugs, he saw the white spider waiting for him. He began to think of the spider as a friend to whom he could tell all his troubles. One day he told the spider about a lovely woman with whom he had fallen in love. However, in those days, it was the custom in Paraguay for a woman's father to choose her husband. This woman's father had said, 'I want to make sure my daughter is well cared for. Whoever brings forth the most wonderful and original gift shall win her hand.' Juan was very sad. He knew he could never afford such a gift. The next day, however, when he returned to the spring, he saw that his friend was almost finished spinning a fragile silk cloth. Juan could see that it was the most exquisite lace *mantilla* he had ever seen. Juan knew the *mantilla* would look lovely draped around the shoulders of the woman he adored."
- 11 "The patterns of the *mantilla* were of all the native flowers of the area. Leaves and vines and drops of dew then surrounded the flowers. Instantly Juan understood what the spider had done. He ran off to present his gift. When he reached the village and placed the *mantilla* upon the woman, her face immediately lit up. She was radiant. Everyone around her gasped. They all knew at once that this *mantilla* was the most wonderful gift a woman could receive. Juan and the woman were married right away."
- 12 "From then on," finished Tía Lidia, "the women of Paraguay have tried to duplicate the delicate lace. We have woven the lace for years, but no one has been able to equal that made by the white spider. Still, our lace is famous for its splendour."
- 13 Celina smiled at the wonderful tale she had just heard. "Now that I know the story of the white spider, perhaps it is time I learned to make lace."

16. In paragraph 10, why is Juan sad?

- Juan thinks the woman will marry someone else.
- Juan has promised the spider he will never give the lace away.
- Juan thinks the woman doesn't want to marry him.
- Juan doesn't want to give his fine lace mantilla away.

17. The reader can tell that Tia Lidia

- makes the finest lace in Paraguay.
- thinks that women should not sell their lace.
- learned to make lace from her mother.
- weaves lace that is better than the white spider's.

18. Which of these sentences in the story shows the reader that Paraguay is known for its fine lace?

- Most of the lace mantillas were white but some were more colourful.
- Tia Lidia made everything from small lace collars to long, flowing dresses.
- "We have woven lace for years, but no one has been able to equal that made by the white spider."
- "Still our lace is famous for its splendour."

End of Section

Use the following information to answer questions 19 to 24

The Eagle People

Stephen Bodio

- 1 For hundreds, maybe thousands, of years the Kazakh people of central Asia have hunted with golden eagles. Forty years ago, I saw a photograph in an old book of a Kazakh horseman with his eagle. Since then, I've collected everything I could find about these people and their birds. For a long time, people from Europe and the U.S. were not allowed to travel to western Mongolia, the Kazakh homeland. But in 1997, I was able to fulfil a lifelong dream, travelling there to ride with the Kazakh people and learn about their way of life.
- 2 I've been hunting with birds - a practice known as falconry - for 37 years. I was drawn to it by the beauty of the birds' flight and the challenge of training them. I caught and trained my first bird of prey, a little kestrel, when I was 13. I then graduated to a red-tailed hawk, a common bird you often see on the tops of roadside poles. Since then I've had one small eagle, many falcons, and a couple of goshawks.
- 3 A redtail is a pretty big bird, with a wingspan of more than four feet. But the eagles the Kazakhs hunt with are huge - they can have a 10-foot wingspan and weigh as much as 14 pounds, four times the weight of a redtail or goshawk. You always wear a glove when you are working with a bird, for her comfort and yours. An eagle's grip, if it were feeling unfriendly, could crack the bones in the back of your hand, so you must use gloves twice as thick as the usual ones.
- 4 A bird of prey already knows how to fly and hunt, but the falconer must teach it to come back. Training it is like training a dog, though harder. You teach a hawk or eagle to return for food rewards, and to allow you to approach her if she's caught something. Gradually, she'll learn to trust you and know that you will help her. You don't command a bird of prey; you act as her servant and must always be polite to her.
- 5 The Kazakhs live in a harsh, unforgiving land, and so any Kazakh custom must have a practical value. Eagles, the largest birds that falconers train, can catch rabbits, which are good to eat, and foxes. Until recently, a Kazakh could trade a fox skin for a sheep. Since an eagle could catch between 20 and 40 foxes in a season, one well-trained eagle could feed a Kazakh family for a year.
- 6 I wanted to visit the most traditional Kazakhs, the ones who have always tamed eagles, who live in the province of Bayaan-Olgii in Mongolia. And since they only work with eagles between November, when the animals they hunt grow winter fur, and March, when their sheep, goats, and cattle give birth, I had to go in winter.

- 7 Reaching Mongolia wasn't easy - it's about as far from the U.S. as you can go. Once I reached Bayaan-Olgii, capital of the Kazakh state, I met my guide, translator, and driver, Canat. We had to drive for a half a day in a jeep to get to the villages where the eagle hunters lived. The first one we met was a man named Suleiman. When we arrived at his house his eagle was waiting, perched on the tyre of his tractor, wearing a hood of black leather. Hunting eagles wear hoods that cover their eyes to keep them calm before they fly.
- 8 We rode out in a mixed flock of horses, camels, and one red Russian jeep to watch Suleiman and his young apprentice Bakyt fly their eagles. They rode their horses to the top of a red sandstone cliff overlooking a plain where rabbits lived. For two hours we poked around in the bushes, but saw no rabbits. Finally Suleiman came down off the rocks, leaving his eagle behind with Bakyt. He took out a lure made of fox skin stuffed with rabbit meat and swung it around, calling the bird: "Kukai! Kukai!" After a moment the huge bird took flight and dived down to grab the lure at Suleiman's feet.
- 9 The last eagle hunters we visited were Manai and his 14-year-old son Kadan, whose family lived in a high, rocky desert valley. There were no trees for miles, and they used dried cow and yak dung for fuel. Unlike the other Kazakhs we visited, they preferred eagles caught in nets, between one and three years old. (Eagles are full grown at four months, although they do not breed until they are four or five years old.) Manai explained that although eagles taken as chicks may become tamer, the ones taken as adults fly better.
- 10 Manai said that most Kazakhs keep birds for 10 years, then let them go, with little white streamers attached to their wings so they can recognise them if they see them again. He told us that one of his best eagles, which he had kept for 11 years, was now breeding nearby. Some eagles can live as many as 40 years.
- 11 I saw a wolf skin on the wall and asked Manai whether he had caught it with an eagle. He looked sad and said that he had, but that the wolf had killed the eagle. He now only hunted foxes, he told me. "If you want to let your eagle go in 10 years, don't hunt wolves."
- 12 This visit to Mongolia was a dream fulfilled, worth all the yearning, waiting, and learning it took to accomplish. But it was just a glimpse of the Kazakh culture and the practices of the eagle people. Canat wants me to come again with my wife, Libby, in the fall, to go on a six-week horseback trip. My friend Larry Millman, a travel writer, says that "no trip is complete unless it remains a little incomplete, with at least one stone left unturned to lure the traveller back." That's exactly how I feel. I'm ready to go.

© Stephen Bodio



©Kent Keller

19. From the tone of this passage, the reader can tell that the author is

- tired from a long, hard trip.
- confused about how the eagles are trained.
- fascinated with the work of the Kazakh people.
- sympathetic to the birds of prey.

20. What is the main idea of paragraph 3?

- Eagles are larger than red-tailed hawks.
- Birds of prey are large and require special handling.
- Redtails are somewhat large with four-foot wingspans.
- Sometimes eagles feel unfriendly.

21. In paragraph 11, the author uses a quotation to

- emphasise why Manai no longer hunts wolves.
- describe the language of the Kazakhs.
- show how friendly the family was.
- explain the eagles' preference for hunting.

22. In this passage, the author used the word **unforgiving** in paragraph 5 to

- emphasise that there is no room for error or weakness in the land.
- explain that the people in this land often hold grudges against each other.
- describe the Kazakh peoples' custom of offering peace to visitors.
- establish that eagles must be careful where they land to catch rabbits.

23. Which sentence expresses a theme of the selection?

- "He now only hunted foxes, he told me."
- "For two hours we poked around in the bushes..."
- "...I've collected everything I could find about these people..."
- "This visit to Mongolia was a dream fulfilled..."

24. Which is the **BEST** summary of this passage?

- The most traditional Kazakhs have always trained eagles to help them in their hunts.
- The author has been hunting with birds for 37 years and was drawn to it by their beauty and challenge of training them.
- Until 1997, the author could not realise his dream of visiting western Mongolia because people from Europe and the United States were not allowed to travel there.
- The author visited the Kazakh people of western Mongolia, who are experts in falconry and depend on birds for their livelihood.

End of Section

Use the following information to answer questions 25 to 28

CHRISTMAS TEXT

Christmas Day in New Zealand *Lady Barker [1872]*

1



The question then seriously presented itself to my mind, of how to amuse my twenty stalwart guests from 3 o'clock to 7. I intended them to have tea again about 5, and quantities of plum cake if they could possibly eat it; but there were two hours of broiling heat to be got through, socially speaking, before they could be invited to eat again.

2

I began to grow desperate; my company would not talk or do anything, but sit staring at each other and me. In vain I asked questions about subjects which I thought might interest them. Conversation seemed impossible, when some bold individual started the subject of gold-digging. Everybody's tongue was unloosed as if by magic, and all had some really interesting story to tell about either their own or their 'mate's' experiences at the West Coast gold-diggings. One man described with much humour how he had been in the very first 'rush', and how amazed a lonely settler in the Bush had been at the sudden appearance of a thousand men in the silence and solitude of his hut, which was built up a gully. When the eager gold-seekers questioned him as to whether he had found the 'colour' in the creek which they were bent on tracing to its rich source, he lazily shook his head and said, coolly, pointing over his shoulder, 'Me and the boys' [his equally lazy sons] 'have never earned no wages, no, nor had any money of our own. Whenever we wanted to go to the store' - about twenty miles off, and a wretched track between - 'we jest took and we washed a bit among that 'ere dirt, and we allers found as much dust as we wanted.' The bed of that creek contained nearly as many particles of fine flake-gold as of sand; and that lazy old man could have made a fabulous fortune years and years before, if he had taken the trouble to see it, as it rippled past his log hut.



COLOUR TEXT

The Colour *Rose Tremain [2003]*

1



So then Joseph let himself look at it again and touch it and begin to pick out the **grains** of gold and set them to one side. And something rose in his heart which threatened to choke him and he thought he might weep or begin babbling pure meaningless nothings and it seemed to him as if all the blood that flowed through him had been filtered of its poisons and was fresh and bright again and his limbs were strong again, like the limbs of a younger man.

2 "The colour," he repeated. "We found the colour."

3 Already he was estimating the value of what lay before him here. He thought there was enough to take him into the Bank of New Zealand and bring him out again with a smile on his face. But he needed to know that there was more. He needed to know that this gold was just the beginning ...

2 He made Harriet describe the site, the texture of the earth, the disposition of rocks and trees, and he learned that here, at a bend in the river, there was this wide curve of shingle and that the gold had lain there, in what had looked to her like a **rich** scattering among stones at the water's edge, and the soft mud where the river lapped had a yellowish sheen. And so he recognised that this was the most precious of all finds, a surface claim, an easy beach-working, needing no shafts, but only a pan and a cradle, and he thought that after all he had suffered how strange it was that the colour had come up from the depths, come towards him, as though to say: Enough, you've endured enough.



25. Both Christmas Text (Paragraph 2) and Colour Text (Paragraph 3) both use **rich** as a pun.

Meaning 1: gold makes people wealthy
 Meaning 2: gold is _____

- accessible
- visible
- yellow
- plentiful

26. Christmas Text contains a true account while Colour Text is fictional. Why is the settler's attitude more difficult to believe than Joseph's response?

- Most people want to work hard.
- Most people want a peaceful lifestyle.
- Most people want good fortune.
- Most people want to become rich.

27. Which words in Christmas Text show that it was used in research for Colour Text?

- "The sudden appearance of a thousand men in the silence and solitude of his hut" (Paragraph 2).
- "That lazy old man could have made a fabulous fortune years and years before" (Paragraph 2).
- "We washed a bit ... and we allers found as much as we wanted" (Paragraph 2).
- "That creek contained nearly as many particles of fine flake-gold as of sand" (Paragraph 2).

28. In Christmas Text, the gold is described as **particles** (Paragraph 2), and in Colour Text as **grains** (Paragraph 1). The different words reflect

- the different size of the flakes of gold.
- the era in which the words were written.
- the life experience of each writer.
- the place where the gold was discovered.

29. Correct the sentence on the line provided using the right punctuation (capital letters and punctuation marks).

watch out shouted the firefighter
