

## 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 these letters to the Editor and answer questions 01 to 04**

**LETTER ONE**

Dear Editor

What's going on with the Council? I am a horse owner and have always enjoyed riding through the regional parks. The new regulations saying that horses are not permitted in regional parks mean that I virtually have nowhere to ride my horse. It's crazy! Regional parks should be for everyone to enjoy.

Without horses **meandering** over the trails, these tracks would hardly be used. It's time councils put the needs of people first.

*Jody Cook*

**LETTER TWO**

Dear Editor

I write in response to the recent letters criticising the ban on horse riding in regional parks. There seems to be a myth that parks are there for the sole purpose of being 'used' for recreation. These beautiful areas have been turned into regional parks so that they can be preserved and protected; not 'used' in any way people see fit.

Horses damage the walking tracks. If the tracks are damaged the vegetation in the area will suffer.

Horse manure in the park causes a spread of seeds and foreign vegetation which are harmful to the local ecosystem.

It is true that regional parks are for people to enjoy. Our responsibility is to secure the future of these parks that people both now, and their grandchildren in the years to come, are able to enjoy these unique places.

*Jim Bannister*

**01.** Complete this sentence. "People usually write letters to the Editor in order to ... "

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02. What do the words *There seems to be a myth* imply?

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03. In which type of publication are these letters **MOST** likely to be published?

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04. In her letter, Jody Cook is **MOST** concerned about the

- damage that is being done by horses in regional parks.
- new rules for the use of regional parks.
- damage to vegetation in regional parks.
- future development of regional parks.

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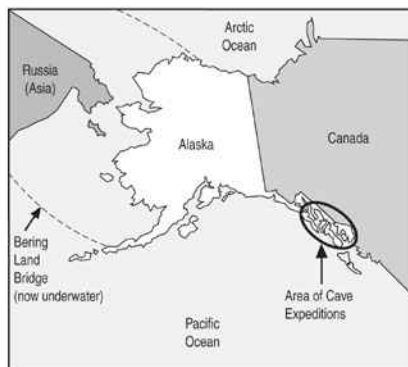
End of Section

**Use the following information to answer questions 05 to 07**

*The exploration of caves in the Alaskan Rain Forests has led to interesting and unusual discoveries. Read the article below. Use the information from the article to answer the questions that follow.*

# Inside Alaska

by Rob Knotts



Some of these caves hold secrets from the past.

- 1 As I lower myself into the cave, muddy rope squishes through my descending rack and spills gummy little mounds of slime down the front of my nylon suit. Three metres farther down-rope, the slanting wall veers into a narrow crack. A torrent of water blasts my face with icy spray and power-washes my suit sparkling clean.
- 2 "OK!" my friend Eron Gissberg shouts up from the cave passage below. "You're at the next station."
- 3 I look over at a red-and-white, polka-dotted plastic ribbon that Eron has tied to a tiny knob of rock on the cave wall. The heavy stream of water still splashes off my helmet, and the flame of the carbide lantern on the helmet sputters and hisses beneath the deluge. A trickle of water finds its way down the neck of my suit. I shiver as I hold the end of a tape measure up to the ribbon, while dangling on-rope, to measure the distance from the ribbon down to the next station Eron has picked.
- 4 "On station!" I have to yell above the noise of the waterfall for Eron to hear me. The walls squeeze around me like a limestone coffin. Every breath produces a cloud of fog that makes it difficult to see.
- 5 Eron and I are creating a map of this vertical cave on Heceta Island, Alaska. This cave and more than six hundred others like it in the Tongass National Forest in southeast Alaska are part of a programme to map all the caves in the region.
- 6 These mapping expeditions were started in 1987 by Kevin and Carlene Allred. Specially trained cavers such as Eron and I travel in float planes, helicopters, and boats to the scattered islands of southeast Alaska. These explorers spend a month each summer mapping the caves.

## 7 **Rain Forest in Alaska**

In this rain forest, the islands get more than one hundred inches of rain yearly. Over thousands of years, rainwater has carried acid from the soil down into the cracks and crevices of the limestone bedrock, dissolving the rock and widening the fractures into the caves we know today.

8 These caves can be dangerous. Most of them are squirmy little holes that go straight down for hundreds of metres. Loose rocks and cold temperatures are constant threats.

9 In some caves there are horizontal passages where cavers have found human-made tools, hand-woven cedar baskets, ancient drawings on the walls, and many, many animal bones. Inside the dry, protected areas of the caves, some of these objects have been preserved for thousands of years.

10 When cavers find something that does not naturally occur in a cave, they note its location and inform the Forest Service of their discovery. Scientists use this information to learn more about the people and animals who once lived in the area.

## 11 **A Mystery**

Some of these discoveries may help change our ideas about one of the great mysteries of science: How did the first Americans and the ancestors of American Indians come to live on these continents?

12 For many years scientists have thought that the first people to migrate into the Americas did so on foot. During the Ice Age (which ended about ten thousand years ago), an eight-hundred-mile-wide strip of land called the Bering Land Bridge connected Alaska to Russia. Many scientists think people from Asia became the first Americans by following large herds of animals across this land bridge and south through Canada and the United States.

13 But there's another possibility. Maybe people came from Asia in small boats, skipping from one island to another along the coast.

## 14 **The Caves' Clues**

The island caves hold clues about those times. Inside the caves, Dr. Timothy Heaton of the University of South Dakota has found the bones of many kinds of animals that are now extinct from the area. He discovered that the brown bear, ringed seal, arctic fox, red fox, land otter, and others lived on these islands during the last years of the Ice Age, when glaciers were thought to have covered all of Alaska, including the islands. But the islands must have been free from ice. Otherwise, these animals could not have survived. And ice-free islands mean the way was clear for people to move along the coast.

15 In July 1996, Dr. Heaton led a dig in a small cave on Prince of Wales Island. He discovered the oldest human skeletal remains ever recovered in Alaska. The bones were dated at about 9,200 years ago. Later, at the same cave, Dr. E. James Dixon of the Denver Museum of Natural History discovered a campsite of the same age.



- 16 These scientists have shown that humans were living on the southern coast of Alaska at the end of the Ice Age. The idea that the first Americans came on foot is still alive, but now there is another reasonable idea: they might have come along the coast by boat.
- 17 And that is why many cavers return to southeast Alaska each year. Mapping a cave is not just a chance to visit some of the last unexplored regions of our planet. It is also a chance to help discover new information about how animals and humans migrated into the Americas.

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**05.** Which of these **BEST** expresses the main idea of the article?

- Mapping caves in Alaska is cold, uncomfortable, and dangerous work.
- Mapping caves in Alaska helps scientists learn about past human migrations.
- For years, scientists thought that the very first Americans arrived on foot.
- In Alaska, scientists have found bones from animals that are now extinct.

**06.** Read this sentence from the article.

***When cavers find something that does not naturally occur in a cave, they note its location and inform the Forest Service of their discovery.***

What part of speech is the word **note** in?

- Adverb
- Noun
- Adjective
- Verb

**07.** According to the article, scientists have developed another reasonable idea about how people originally migrated to America. Explain this new idea, and give **TWO** important pieces of evidence from the article to support your answer.

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End of Section

Use the following information to answer questions 08 to 10.

*In the Anglo-Saxon epic Beowulf, a hero announces his intentions to defend his people from a dragon. Read the excerpt and use the information to answer the questions that follow.*

## Beowulf

*Translated by Seamus Heaney*

- 1 Beowulf spoke, made a formal boast for the last time: "I risked my life often when I was young. Now I am old, but as king of the people I shall pursue this fight for the glory of winning, if the evil one will only abandon his earth-fort and face me in the open."
- 2 Then he addressed each dear companion one final time, those fighters in their helmets, **resolute** and high-born: "I would rather not use a weapon if I knew another way to grapple with the dragon, and make good my boast as I did against **Grendel** in days gone by. But I shall be meeting molten venom in the fire he breathes, so I go forth in **mail-shirt** and shield. I won't shift a foot when I meet the cave-guard: what occurs on the wall between the two of us will turn out as fate, overseer of men, decides. I am resolved. I scorn further words against this sky-borne foe."
- 3 "Men at arms, remain here on the **barrow**, safe in your armour, to see which one of us is better in the end at bearing wounds in a deadly fray. This fight is not yours, nor is it up to any man except me to measure his strength against the monster or to prove his worth. I shall win the gold by my courage, or else mortal combat, doom of battle, will bear your lord away."

### Note

**resolute** - determined

**Grendel** - a man-eating dragon that Beowulf killed

**mail-shirt** - a type of armour made of small overlapping metal rings, loops of chain, or scales

**barrow** - a large mound made of earth or stones constructed over a burial site

From BEOWULF, translated by Seamus Heaney.

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**08.** In Verse 2 what does Beowulf mean when he says he ***"won't shift a foot"***?

- He will be motionless from fear.
- He will make sure he keeps his balance.
- He will not act until other soldiers join him.
- He will not retreat from the dragon.

**09.** According to Beowulf's words, what will determine the outcome of the battle?

- Experience
- Skill
- Weapons
- Fate

**10.** Beowulf reveals himself to be an honourable man in the excerpt. Identify **TWO** examples from the excerpt and explain how they illustrate Beowulf's honour. Use relevant and specific information from the excerpt to support your answer.

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End of Section

Use the following information to answer questions 11 to 23



From *The Story Of My Life* by Helen Keller

*Helen Keller was born in Alabama in 1880. Before she was two years old, a childhood illness left her blind and deaf. Shortly before she turned seven, Helen's family hired a teacher from the Perkins Institution for the Blind. Her challenge was to teach a poorly behaved child who could neither see nor hear and had never learned to speak.*

- 1 The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l-." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed, I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup, and a few words like sit, stand, and walk. But my teacher had been with me several weeks before I understood that everything has a name.
- 2 One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had a tussle over the words "m-u-g" and "w-a-t-e-r". Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I **dashed** it upon the floor. I was **keenly delighted** when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong **sentiment of tenderness**. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

- 3 We walked down the path to the **well-house**, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. **Suddenly I felt a misty consciousness of something forgotten - a thrill of returning thought;** and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.
- 4 I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to **quiver** with life. That was because I saw everything with the strange new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realised what I had done, and for the first time I felt repentance and sorrow.



11. Which narrative point of view does Helen Keller use?

- Omniscient
- Third Person
- Second Person
- First Person

12. What does Helen Keller **MOST** want to show through the **water incident**?

- How frustrating and difficult it was to be both blind and deaf
- How understanding the meaning of language changed her life
- How she changed from being destructive to caring about things
- How learning depends on a person's prior understanding

13. Turn the following phrase into modern English,  
"dashed the new doll upon the floor" (Paragraph 2)

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14. What is the reader's **MOST** likely response after reading this text?

- Sympathy for the difficulties of being deaf and blind
- Sorrow for Helen because of her disabilities
- Joy for Helen because of the positive change in her life
- Admiration for Miss Sullivan in persisting with Helen

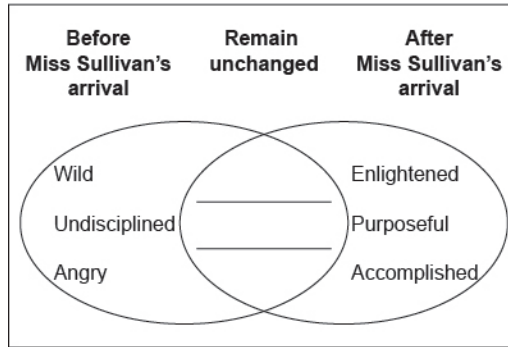
15. Which statement **BEST** describes what Helen Keller achieved through this text?

- She showed the importance of a skilled and patient teacher.
- She showed how language could free the blind and deaf.
- She succeeded where we all dream ...in making her life count.
- She brought courage to millions of blind people.

16. Which phrase from the text gives the **MOST** vivid insight into how Helen felt before Miss Sullivan arrived?

- "...childish pleasure and pride" (Paragraph 1)
- "Neither sorrow nor regret...." (Paragraph 2)
- "...hop and skip with pleasure" (Paragraph 2)
- "...a thrill of returning thought..." (Paragraph 3)

17. Which words belong in the blanks?



- Ignorant, Self-centred
- Clever, Famous
- Sorrowful, Repentant
- Intelligent, Strong-Willed

18. How does Helen Keller **MOST** clearly show the emotional impact of the **water incident**?

- Through the short sentences from Paragraph 4
- Through repetition of "every" and "everything" (Paragraph 4)
- Through her use of action to show excitement
- Through her attitude to the broken doll

19. What does the following statement imply about society's attitude to the blind and deaf before Helen Keller? ***"It taught the world to respect people who are blind and deaf"***.

- The blind and deaf were regarded as unteachable.
- The blind and deaf were given help to achieve.
- The blind and deaf were respected for their skills.
- The blind and deaf were victimised by society.



20. Why is *d-o-l-l* written with dashes between the letters (Paragraph 1 and Paragraph 2)?

- To show how "doll" is spelled in Braille
- To show how slowly Miss Sullivan wrote
- To show how hard Miss Sullivan pressed
- To show Miss Sullivan put a space between letters

21. Why could the sentence *Her challenge was to teach a poorly behaved child...* be left out of the italics section at the beginning?

- Readers can deduce the information from the text
- Readers should form their own opinion about the teacher
- Readers may not agree that Helen was poorly behaved
- Readers cannot link these words to the text that follows

22. Which word **BEST** describes what Helen Keller experienced at the well?

- Understanding
- Awareness
- Revelation
- Radiance

23. What is a *well-house* (Paragraph 4)?

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End of Section

Use the following information to answer questions 24 to 26

**TEXT A**

***A Dictionary Of Literary Terms***

**haiku**

A Japanese lyric form. Exactly 17 syllables are used in three lines: 5/7/5. Each haiku is a complete idea or observation: their common method is to describe a natural scene or object as a way of implying feeling.

**personification**

A variety of figurative or metaphorical language in which things or ideas are treated as if they were human beings, with human attributes and feelings.

**TEXT B**

Listlessly on a bare bough  
A cicada scrapes  
With his bow a few dry notes.

ALISTAIR CAMPBELL



**24.** Personification is also a

- Haiku
- Lyric poem
- Metaphor
- Feeling or idea

**25.** Identify an example of personification in Text B.

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**26.** What two attributes of a haiku can be seen in Text B?

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

(ii) \_\_\_\_\_

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End of Section

## Use the following information to answer questions 27 to 29

As Maya Angelou and her mother are shopping at the supermarket one day, the reader learns why the mother is an excellent teacher. Read the excerpt below from ***Even the Stars Look Lonesome***, a collection of essays. Use information from the excerpt to answer the questions that follow.

### Those Who Really Know Teach

from ***Even the Stars Look Lonesome***

by Maya Angelou

- 1 "They don't know beans. Not even beans about beans." Vivian's face wrinkled with pity, anger and disgust. "Didn't they have mothers? Aunties? Grandmothers? Were they raised in barns?"
- 2 She didn't attempt to lower her voice, and I knew it was useless to try to interest her in another area of the supermarket. Near the butcher's counter, where we were standing, the dark, cold air smelled of old blood.
- 3 "Here it is, payday. She's got her or her man's cheque, and she's buying two T-bone steaks and a few pounds of hamburger, and the Lord knows what's ground up in that mess."
- 4 A young black woman who was the target of my mother's **tirade** looked up and, raking us with a withering stare, abruptly turned her back. I could have hugged her. I understood her reaction completely.
- 5 Older black women can scrape the skin from one's body by the artful use of particular words and a certain cadence in the speech. The process is called signifying, and has an African origin. Since the victim of the tirade is never spoken to directly or called by a name, there is no rejoinder possible except to roll one's eyes, purse one's lips and shrug the shoulders in a way to suggest Shoo fly, don't bother me.
- 6 "That's why I want to open a cooking school - she could be my first student. I would show her that it's better to buy a whole roast, cut it into steaks and sprinkle that meat with tenderiser and garlic powder. Huh, she'd save money and have food so good her husband would want to go to work on Sunday." Mother directed her speech to me, but I watched the woman and caught her smiling.
- 7 "I could show her how to turn turkey wings into a dish so good it would make a rabbit hug a hound and make a preacher lay his Bible down."
- 8 The woman turned, looked at my mother and grinned broadly. She said, "Well, I sure want to know how to do that."
- 9 My mother had the gall to look surprised. "I beg your pardon." The woman said nothing, but continued smiling. Mother said, "Oh, you must have overheard me talking to my daughter. This is my daughter, Maya. What's your name?"

- 10 "Ophelia." She offered her hand. "Yes, ma'am, I heard you talking about steak and turkey wings. I love turkey, but I've never learned how to cook turkey wings."
- 11 Mother was still holding the woman's hand when she turned to me. "Baby, you get the sausage and a nice plump roaster. I'm going to buy this young woman a cup of coffee over at the counter."
- 12 She smiled at me, at the woman, at the world and at life, and said, "Come on, Ophelia, I'm going to tell you some home truths."

**tirade** - a long, angry speech

**27.** According to the excerpt, the mother **MOST** likely begins her **signifying** because she

- wants to teach Ophelia about cooking.
- enjoys criticising people she doesn't know.
- overhears Ophelia talking to her daughter.
- is hard of hearing and always talks loudly.

**28.** According to the excerpt, the young woman initially reacts to the mother's comments with

- understanding.
- curiosity.
- annoyance.
- reassurance.

**29.** In paragraph 2, Vivian raises her voice in the supermarket because she

- is frustrated by delays at the butcher's counter.
- wants the young black woman to hear her reactions.
- is upset that her favourite beans are out of stock.
- needs directions to another area of the supermarket.

## Use the following information to answer questions 30 to 32

*Have you ever thought about how an island is formed? Read the article entitled **An Island is Born** and answer the questions that follow.*

### **An Island Is Born**

- 1 On November 10, 1963, the citizens of Heimay, a town in the Westman Islands off the south coast of Iceland, noticed a foul stench in the air. The offensive odour had the smell of rotting sulphur. The people recognised it as such and complained to one another, but no one could identify the source.
- 2 Three days later the captain of a trawler fishing near the Westman Islands ordered a deck hand to test the temperature of the ocean water. It should have been 44.6 degrees Fahrenheit. But instead the thermometer read 48.9 degrees. This temperature was unusually high, and the captain became suspicious. He ordered his men to run a second check on the temperature. By the time the second measurement was taken, however, the trawler had sailed some distance from the original site. The second reading registered a normal 44.6 degrees.
- 3 The next morning the fishing vessel *Isleifur II* sailed into the area. It was early in the morning, and the cook was the only one standing watch on the deck. The captain and the rest of the crew were still in their cabins. Suddenly the ship began to roll and twist as if caught in a whirlpool. Alarmed, the cook ran to tell Captain Gudman Tomasson. Before he had gone far, however, he stopped short and stared out at the ocean. Less than a mile away was a thick column of smoke rising from the sea.
- 4 Was it a ship on fire? The frenzied cook hurried off to rouse the captain. Captain Tomasson rushed up to the deck and gazed through his binoculars at the dark billowing smoke. Immediately he called the Coast Guard on the ship-to-shore radio. Had there been any reports of a ship in trouble? The Coast Guard answered in the negative; no SOS had been called in.
- 5 Tomasson then ordered his ship to sail closer to the smoke. He thought he knew what was going on, but he wanted to be sure. When the *Isleifur II* was about a half mile from the ever-blackening smoke, Tomasson could see the sea water boiling. Several plumes of smoke could now be distinguished, rising from the ocean's surface. Now he knew he was right; now he knew exactly what was happening.
- 6 Tomasson ordered his boat to change direction. He wanted to view the phenomenon, but from a safer distance. He didn't want to be too close to the underwater volcano that was rising like some giant sea monster from the ocean depths.
- 7 The captain was not shocked by the appearance of an underwater volcano. Volcanoes are nothing new to Iceland. Turbulent eruptions have always been part of the scene in that corner of the world. In fact, one of the world's most active zones of volcanic activity cuts right across Iceland. That island nation is part of a largely submarine ridge that runs ten thousand miles from one end of the Atlantic to the other. Along the entire length of the ridge, earthquakes and volcanoes are quite common.

- 8 In 1793, for example, the largest flow of volcanic lava ever seen on earth was generated in Iceland. There appeared enough of this red-hot liquid rock to have covered the entire state of Vermont to a depth of two feet. A blue haze, caused by clouds of ash in the upper atmosphere, covered Iceland. Sulphur polluted the air, causing plant life to wither. With their food source destroyed, cattle died and littered the land. As a result of this devastation, one fifth of the people in Iceland starved to death. Since that time, Iceland has averaged one volcanic blast every five years. Mt. Hekla, one of Iceland's active volcanoes, has been known for centuries as the "gateway to hell."
- 9 Captain Tomasson knew all of this, so he knew what might happen with the angry inferno that was churning beneath the water. Within a few hours, the column of smoke was reaching two and a half miles above the sea. Tomasson's crew was spellbound by the sight. As the day progressed, the developing volcano grew more and more dramatic. The sound of eruptions under the sea was muted, but the emerging smoke told the tale of a volcano struggling to reach the surface.
- 10 All day long the volcano continued to build its base. The sea was 435 feet deep where the volcano had started. After the sun had set, the lava had reached the sea's surface. As the hot lava met the cold sea water, it hardened, forming a foundation for the island.
- 11 For several weeks the island, which was given the name Surtsey (SERT-say), after the god of fire, continued to grow. At first, fiery tongues of lava flowed out from the main crater. This added continually to the bulk of the new island. On some days the smoke could be seen in Reykjavík, the capital of Iceland, seventy-five miles away. Ash, cinders and lava spewed out, caused by explosions that sometimes took place just seconds apart. The infant volcano sent over 400,000 tons of matter into the air every hour. Boats carrying sightseers were showered with hailstones and light rocks called pumice.
- 12 The youthful volcano was battling for its life against the force of the sea. Other such islands have often appeared only to disappear again, beaten down by the sea. Surtsey needed to produce enough lava to cover itself with a hard protective shell. By the end of 1963, Surtsey was nearly five hundred feet high and more than half a mile wide. In time it would grow to more than one square mile. It was soon clear that the island would be a permanent fixture in the Westman Islands. Surtsey would not be washed away.

**30.** In the 1790s, plant life in Iceland withered and died because of

- flooding from melting ice.
- heat from a volcano.
- a flow of lava.
- gases from a volcano.

31. In paragraph 7, the author states, "***That island nation is part of a largely submarine ridge that runs ten thousand miles from one end of the Atlantic to the other.***"

What does the word ***submarine*** mean in this sentence?

- Long and narrow, like an underwater ship
- A route that underwater boats follow across the Atlantic
- Entirely beneath the surface of the water
- A ship that travels while submerged

32. The author describes the volcano as "***rising like some giant sea monster from the ocean depths***". Describe **THREE** ways an underwater volcano is like a sea monster. Use information from the article to support your answer.

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