

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.

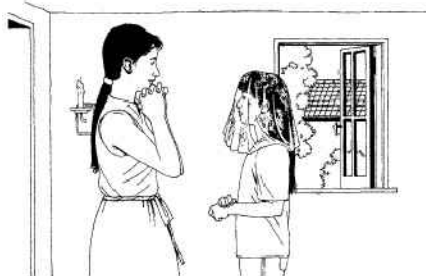
different types of birds build their nest in different ways.

Use the following information to answer questions 01 to 03

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."

01. 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.

02. Juan lifts the spider out of the water because it

- has promised to make a gift for his girlfriend.
- looks as if it is drowning.
- has been a very good friend to him.
- is the best lace weaver in the town.

03. Which of these is the **BEST** summary of this story?

- Celina walks to her aunt's house. She sees many things along the way, including beautiful lace called ñanduti. Her aunt also makes the lace.
- Celina goes to her aunt's house, where she learns to make ñanduti. She and her aunt make ñanduti to sell at local markets.
- Celina hears a story about a boy named Juan who is trying to find a gift for his girlfriend. He gives the woman some lace.
- Celina visits her aunt who makes lace. Her aunt tells her a story about how ñanduti came to be. Celina decides she wants to learn how to make the lace.

End of Section

Use the following information to answer questions 04 to 07

The Charro

- 1 "I have bad news," announced Mrs. Carrillo, the Spanish club's sponsor. "We're nearly \$1,000 short of the amount we need to take our trip to Mexico City next month."
- 2 The club members groaned. Since the idea of going to Mexico had been brought up back in September, it had been an incentive to raise as much money as possible. They had hoped that their last fund-raiser, a dinner featuring enchiladas and other traditional Mexican dishes, would provide the rest of the funds they needed. However, it had not brought in as much money as they had expected.
- 3 "How depressing," Adrian said gloomily. "All year we've practised our Spanish, and now there's no way we'll get to Mexico City."
- 4 Marisol refused to give up so easily. "Look at us! We're already thinking it's hopeless. Don't be so pessimistic! There has to be a way to raise the money!" she said. "Everybody go home and think. Ask your parents, friends, and neighbours. Let's meet again in two days to see whether anyone has a suggestion."
- 5 After school Marisol decided to visit Grandpa Delgado at his ranch. Talking with him always made her problems seem smaller. Just being at the ranch made her feel better, so she went whenever she was agitated about something. She knew she could rely on the land's unchanging beauty.
- 6 Marisol found her grandfather in his old barn. "I guess we'll need to pull this shabby old barn down pretty soon," he said when he saw her. "It's falling apart. It seems as if it deteriorated overnight. Now that we've built a new barn, it's just taking up space around here - like me, I suppose." He sighed and looked around. "I built it right after I came to this country. It looks as though we've both just about outlived our usefulness."
- 7 As Marisol watched him looking around the barn, she got an idea. "Grandpa, wasn't there a theatre group near here that used to perform in a barn?"
- 8 "Why, yes," Grandpa Delgado said. "The Red Barn Players. They're not around anymore. It was a good idea, performing in a barn. We don't have fancy theatres around here like those you would find in a big city."
- 9 "How many folding chairs do you think could fit in this barn?" Marisol asked.
- 10 He wrinkled his brow and thought a moment. "Probably a hundred or so. Why?"
- 11 Marisol's words came out in a rush. "I have an idea for how to earn money for my Spanish club. We could put on a play right here in your barn! If we gave two performances and if a hundred people came to each one and if tickets cost five dollars each . . ." She tapped her feet as she did the maths in her head. "That's \$1,000!" she said triumphantly.

- 12 At their next meeting, Marisol's fellow club members liked the idea. Mrs. Carrillo said, "Marisol, why don't you and Carlota find a play for us to perform. We need to decide on the play right away so we'll have time to rehearse, build sets, make costumes, and advertise. In the meantime we can work on turning the barn into a temporary theatre."
- 13 Marisol and Carlota spent hours at the library looking for a play, but nothing seemed right. "Here's one about a zookeeper who discovers his gorilla can talk," Carlota said.
- 14 Marisol shook her head. "None of these will work. They're too short, and none of them has more than three roles," she said.
- 15 "Besides," added Carlota, "we should do a play that has something to do with Mexican culture."
- 16 Marisol paused for a moment as an idea came to her. "I wrote a play for English class a few months ago about my grandpa when he was a young *charro*, a Mexican cowboy. Would you like to see it?"
- 17 Carlota went home with Marisol and read the play. When Carlota finished reading, she turned to Marisol and said, "It's perfect!"
- 18 The other club members liked it, too. Parts were assigned, and rehearsals began. Marisol didn't have a part, but she helped with sets and costumes. Her whole family got involved to make sure the play was a success because they were proud of her. Marisol's father put up posters on every telephone pole for miles around. Her older brother Ray, who attended college in a nearby town, promised to bring a group of friends on opening night.
- 19 Before the play Mrs. Carrillo explained the purpose of the event and thanked the audience for attending. Then the performance began. Marisol watched nervously from backstage. At one point Adrian, who was playing Marisol's grandfather, had to sing an old Mexican folk song. He had a good voice, but he must have forgotten the words. Marisol listened in horror as his voice faded away, and the barn went silent.
- 20 Then another voice, deep and rich, took up the song. Marisol peeked out at the audience and saw Grandpa Delgado. He had risen to his feet and was singing the song as she had heard him sing it many times. He turned to the rest of the crowd. "Sing along," he invited them. "You know the words." To Marisol's amazement many of the older men and women joined in. Their voices swelled, reaching into every corner of the dark, dusty barn and transforming it into a place of wonder.
- 21 After the play was over, Marisol helped count the profits. They had made more than \$500. She felt sure that they would be able to reach their goal after the next day's performance.
- 22 Grandpa Delgado came over to congratulate her. "I guess this old thing still has some life in it after all," he said with a wink.

23 "I always knew that it did, Grandpa," Marisol said, winking back. The trip to Mexico City would be great, but nothing could ever replace Marisol's happiness when she heard her grandfather's strong voice ringing throughout the barn.

04. Marisol's grandfather began singing during the play because

- he wants the play to be a success.
- the actor is singing a popular song.
- people in the audience have asked him to join in.
- he has a much better voice than the actor.

05. Paragraph 6 is important because it

- explains why Grandpa Delgado wants a new barn.
- describes Grandpa Delgado's life as a cowboy.
- relates how Grandpa Delgado feels about getting older.
- tells about Grandpa Delgado's journey from Mexico.

06. What can the reader conclude about Marisol's family?

- Grandpa Delgado was a member of the Red Barn players.
- Marisol's father was also a charro when he was young.
- Grandpa Delgado was originally from Mexico.
- Marisol's brother was also in the Spanish club.

07. In this selection, in what way does Grandpa Delgado feel connected to the old barn?

- He doesn't want to live on the ranch anymore.
- It is just like the barn his family had when he was a small boy.
- He doesn't think anyone needs either of them anymore.
- It is one of his favourite places on the ranch.

End of Section

Use the following information to answer questions 08 to 12

Josephina's English teacher asked each student to write a paper about making changes. Josephina decided to write a narrative for the assignment. She wants you to read her story and think about the corrections and improvements she should make. When you finish reading, answer the questions that follow.

Small-Town Blues

(1) Sonia stood in her new bedroom and looked around. (2) She had to admit the room was nice. (3) It had plenty of space and two big windows that overlooked a tree-filled backyard. (4) But it didn't feel like home. (5) Home was hundreds of miles away, in the city where she had lived for the past 15 years. (6) Sonia looked at her watch and realised she didn't have time to feel sorry for her. (7) It was time to pick up her brother Sam from baseball practice.

(8) Outside, the sun was extremely bright. (9) Sonia noticed that there were no tall buildings to block it, just small houses. (10) And the neighbourhood seemed incredibly quiet. (11) There were no car horns or other traffic noises. (12) There wasn't any music pouring out of open windows. (13) The familiar city smells were missing, too, such as the delicious aromas from the Portuguese, Mexican, and Thai restaurants on Front Street. (14) Sonia's favourite place to eat had been Matt's, a restaurant near her old house.

(15) As Sonia walked the next few blocks, she began to notice some sounds that were new to her. (16) Birds were singing, lawn mowers were buzzing and whirring sprinklers. (17) She took a breath, slowly taking in the sent of the flowers and the freshly cut grass. (18) She smiled as she heard salsa music coming from a nearby backyard.

(19) Finally Sonia reached the entrance to the park. (20) She immediately noticed a game in progress on the basketball court. (21) Several girls who appeared to be about Sonia's age was playing. (22) They were just as good as Sonia and her old friends. (23) The girls were playing hard, but Sonia could see that the girls were laughing and playfully teasing one another, too. (24) Sonia watched intently, wishing she were a part of the action. (25) When the game ended, one of the girls walked to the bench near Sonia to pick up a gym bag.

(26) Suddenly Sonia felt shy she realised she had never known what it felt like to be an outsider. (27) "Do you and your friends play here a lot? she finally asked the girl.

(28) The girl nodded. (29) "It keeps us in shape for the regular season," she answered. (30) "We're all on the team at Carter High School."

(31) "My family just moved here," Sonia said. (32) "I played basketball at my old school."

(33) "We can always use another good player," the girl replied with a smile. (34) "Why don't you come play with us tomorrow after school?"

(35) Sonia felt her shyness evaporating. (36) "Great" she said excitedly. (37) If she could find some friends to play basketball with, maybe she could adjust to this small town after all.



08. What change, if any, should be made in sentence 17?

- Delete the comma after **breath**.
- Change **taking** to **take**.
- Change **sent** to **scent**.
- Make no change.

09. What change should be made in sentence 13?

- Change **familiar** to **familiar**.
- Change **were missing** to **are missing**.
- Change **too** to **to**.
- Change **Street** to **street**.

10. What revision, if any, is needed in sentence 16?

- Birds were singing, lawn mowers were buzzing and sprinklers were whirring.
- Birds were singing, lawn mowers buzzing, and sprinklers whirring.
- Birds were singing. Lawn mowers were buzzing. There were also whirring sprinklers.
- No revision is needed.

11. What change should be made in sentence 27?

- Change **a lot** to **alot**.
- Change the question mark to a comma.
- Insert quotation marks after the question mark.
- Change **the girl** to **her**.

12. What change, if any, should be made in sentence 26?

- Insert a semicolon after **shy**.
- Change **had never known** to **has never known**.
- Change **it** to **she**.
- Make no change.

End of Section

Read Glaciers to answer questions 13 to 17

GLACIERS

New Zealand's River of Ice



New Zealand's Fox and Franz Josef Glaciers cut through the dramatic scenery of glacial valleys to flow into temperate rainforest. While many glaciers worldwide have been retreating, these amazing glaciers still flow almost to sea level, making them unique relics of the last Ice Age.

Tourists who visit the area of South Westland are often treated to magnificent views of the stunning glacial landscape. Excellent vistas of the glaciers may be obtained from short valley walks to the Franz Josef and Fox Glacier terminal faces, or by taking a guided walk on to the ice. Whatever the vantage point, there is no mistaking the majesty of these wonders of the natural world. How they come to exist though is a question that requires complex explanation.

How Glaciers Form and Flow

The formation and flow of the spectacular Fox and Franz Josef Glaciers is closely tied to the remarkable landscape and distinctive meteorological patterns of an area of New Zealand known as South-Westland. The glaciers lie in the path of a band of wind known as the roaring forties. The fast flowing, water saturated air that arrives on New Zealand's West Coast is forced to rise over the Southern Alps. As it rises, it cools and drops most of its moisture as rain and snow. This process causes approximately 30 metres of snow to fall on the neve, or catchment area of the glacier every year. Snow that is compacted on the neve forms blue glacier ice that is funnelled down the valleys of the Franz Josef and Fox Glaciers. This flows under its own momentum, forming glaciers or 'rivers of ice', as they are often known.



Although the surface of the glaciers at lower elevations allows for much melting to occur, the high snowfall continues to push ice down the valleys at very high rates. This movement is aided by basal sliding which is caused by the formation of a layer of water beneath the glaciers. The water layer is created by the weight of the ice pushing against the valley floor. It is both of these factors that cause the Franz Josef and Fox Glaciers to have flow rates that are up to ten times faster than most valley glaciers in the rest of the world.

As the glaciers flow, they slide over large bedrock steps on the valley floors. This causes the glacial ice to extend and break up, forming steep icefalls that are mazes of crevasses and pinnacles of ice.

Adapted from <http://www.glaciercountry.co.nz/glaciers.asp>

13. Why are the Franz Josef and Fox glaciers different to **MOST** other glaciers in the world?

- Because of their size
- Because they still flow to the sea
- Because a great deal of snow settles on them
- Because they have a dramatic beauty

14. What are *icefalls* caused by?

- Mazes of crevices and pinnacles of ice
- The glaciers sliding over large bedrock steps on the valley floors
- The interference of tourists who visit the area
- The speed at which the glaciers flow

15. What is the **MAIN** purpose of this text?

- To persuade readers to visit these New Zealand glaciers
- To explain the processes by which glaciers form and flow
- To describe the weather patterns in South-Westland
- To explain the significance of glaciers in the New Zealand landscape

16. When is *blue glacier ice* formed?

- When sea water falls on the ice
- When snowfalls on the neve are compressed
- When ice is funnelled down the valleys
- When 30 meters of snow falls in the catchment area

17. Which pair of factors works together to make glaciers flow?

- Wind and rain
- Basal sliding and high snowfall
- Basal sliding and a layer of water
- Steep valleys and low temperatures

End of Section

Use the following information to answer questions 18 to 24

For people born colourblind, the colours of objects appear to be different than they really are. Newspaper reporter Joe Rogers is colourblind. Read his humorous recounting of living with this condition and use information from it to answer the questions that follow.

YELLOW SKIES, BLUE TREES?

I'm colourblind, but that doesn't mean my world is psychedelic - just confusing
by Joe Rogers

- 1 A fellow fourth grader broke the news to me after she saw my effort on a class assignment involving scissors and construction paper. "You cut out a purple bluebird," she said. There was no reproach in her voice, just a certain puzzlement. Her observation opened my eyes - not that my eyes particularly help - to the fact that I am colourblind. In the 36 years since, I've been trying to understand what that means. I'm still not sure I do.
- 2 My research hasn't been overly scientific. I know colour-blindness is almost always a genetic condition, affecting males far more often than females. It has to do with colour receptors, called cones, in the retina. There's some question as to whether the problem exists in the cones themselves, or the brain's ability to process the signals the cones send.
- 3 That debate I leave to others. I'm more concerned with the practical effects, such as: how can I tell when the hamburgers I'm grilling are done? Some of my past dinner guests can attest to the difficulty I've had making that determination.
- 4 On the positive side, there's a certain conversational value in the condition. When I confess my colour-blindness (it often has a way of coming up), people at first assume my world resembles a **Mathew Brady** photograph or a 1930s movie, pre-**Ted Turner**. I explain to them the failing of the word itself. Total colour-blindness is exceedingly rare. People who suffer from it usually have a host of other problems as well, including extreme sensitivity to light and poor visual acuity. Those of us with a simple colour-vision deficiency face much more mundane problems: If I wear this shirt with these pants, will people stare? Or, worse, laugh?
- 5 Early on, I learned the hazards of shopping alone for clothes, when I bought a blue shirt that turned out to be - yes - purple. Even dressing myself is hazardous. I've mistaken green shirts for grey, brown pants for green. And I'm hopeless with ties. I never wear one unless it's been cleared for use by someone I trust.
- 6 Fortunately, some clothing makers include the colour of their garments on price tags. Unfortunately, those colours tend to be listed in terms such as raisin, sesame, citron, salmon, shrimp, celery, saffron, wheat and maize. It doesn't help to tell me my clothes are the colour of a fruit, grain, seasoning or water creature when I don't know what colour any of them is, either.

- 7 Because the most common form of colour-blindness involves distinguishing red and green, people logically assume it involves only those two hues. That is the type I have, but the problem is not as simple as it sounds. Sometimes I can tell red from green. Sometimes I can't. It depends on how intense the colours are, how much light is available, how far away I am from the objects in question.
- 8 I can always tell a red traffic signal from a green one, for instance. I can't tell a lone red signal from a yellow one. At night, from a distance, I can't tell a green signal from the glow of a street light. My confusion can make for some adventurous driving.
- 9 Other non-assertive colours can be troublesome, too. When I bought my house a few years back, I assumed the living-room walls were some variation of a neutral white tone. A visitor told me they were, in fact, quite pink - that I was more or less living inside a bottle of Pepto-Bismol. I called a painter who recommended something he called eggshell. I took his advice.
- 10 That sort of thing is a source of great amusement for my colour-visioned friends. When they learn my world is not completely black and white, they get a kick out of pointing to various items and asking what colour I think they are. When I say I don't know, they almost invariably ask: "Well, what colour does it *look* like?"
- 11 It's hard to explain that the colour they see simply isn't on my list of options. They seem to prefer to think that I see all the right colours but in the wrong places. That life for me, and those similarly afflicted, is a psychedelic planet of yellow skies, blue trees and orange oceans. I admit, I sometimes wonder myself whether other people see a completely different world.
- 12 Usually my problem is of little consequence. Like not knowing whether I've picked up a spearmint or cinnamon gum ball until I put it into my mouth. Or having to ask a store clerk what, precisely, is meant by a tag that says a jacket is "bark."
- 13 Of course, my career options have been limited by my condition. Fashion designer or interior decorator were never on the list. And in the case of war, where it might be of real importance to differentiate the people in green uniforms from those in brown or grey, I would not be your man.
- 14 There have been certain drawbacks in my job as newspaper reporter. When it comes to painting a picture in words, my palette is limited. There are no comparative allusions to sunsets in my work, no evocations of azure or magenta. No one has ever described my writing as colourful.
- 15 At least two purported cures exist. One involves a red-orange contact lens, worn only on one eye. A Japanese clinic claims results with treatments involving electrodes at specific points - a sort of electric acupuncture. I haven't personally investigated either, partly because I'm not sure my brain could handle a world without colour confusion. Besides, I wonder how much real need there is to be able to perceive jute or ochre.

- 16 Over the years I've considered petitioning the federal government to include colour-blindness among the legally recognised disabilities, but I suspect we lack collective political clout. I've also made some passing effort to form an association - a League for the Colour-Vision Impaired, say. Unlike left-handers, however, we seem disinclined to rally round our deviation from the norm. Thus there's no ready source of information about how many presidents, or military heroes, or rock singers have been colour-blind.
- 17 Based on the law of averages, though, there must have been some. We are everywhere, trying to cope, trying to blend in. Usually we succeed. Until someone spots our purple bluebirds. Then the jig is up.

Mathew Brady - pioneer photographer appointed as the official Union photographer during the Civil War.

His pictures were in black and white.

Ted Turner - cable television owner who has added colour to old black and white movies.

18. What is the purpose of paragraph 1?

- To introduce the important people in the author's life
- To describe the medical condition known as colour-blindness
- To identify when the author first discovered he was colourblind
- To describe the early stages of colour-blindness

19. The author gives examples of everyday experiences to

- persuade the reader to be screened for colour-blindness.
- support the scientific research on colour-blindness.
- help the reader identify with his situation.
- achieve legal recognition for colour-blindness as a disability.

20. The conclusion of the selection suggests that

- in the future, colour-blindness will be eliminated.
- the average person may have some degree of colour-blindness.
- the populations of colourblind people and left-handers are equal in numbers.
- colourblind people cannot usually be distinguished from everyone else.

21. According to the selection, what is the author's attitude toward his colour-blindness?

- He resents the restrictions it has imposed on his life.
- He demands that the government take action.
- He wants to be cured so he can become a better cook.
- He has learned to live comfortably with it.

22. Use **TWO** examples to show how the author uses humour to show how comfortable he is with his colour-blindness.

23. In paragraph 15, the word *purported* means

- Purposeful
- Verified
- Beneficial
- Claimed

24. This selection is **BEST** described as

- a biography.
- a scientific article.
- an essay.
- an investigative report.

End of Section

Read the newspaper article and answer questions 25 to 27

“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

25. Which of the following is an opinion?

- Professor Walker said Te Wiata had been performing an emotional scene...
- Actor Rima Te Wiata walked off stage in the middle of the play...
- The response to her sudden departure was mixed.
- This problem of cellphones ringing... in theatres is just dreadful.

26. 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.

27. 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 goers should have an apology and their tickets refunded.

End of Section

28. In which sentence below does the word in bold have the **MOST** negative connotation?

- The man's remarks were **harmful**.
- The man's remarks were **mischievous**.
- The man's remarks were **malicious**.
- The man's remarks were **unpleasant**.

Use the following information to answer questions 29 to 31

GRADUATION MORNING by Pat Mora

for Anthony

She called him **Lucero**, morning star,
snared him with sweet coffee, pennies,
Mexican milk candy, brown bony hugs.

5 Through the years she'd cross the Rio
Grande to clean his mother's home. "Lucero,
mi lucero," she'd cry, when she'd see him
running toward her in the morning,
when she pulled stubborn cactus thorns
from his small hands, when she found him
10 hiding in the **creosote**.

Though she's small and thin,
black sweater, black scarf,
the boy in the white graduation robe
easily finds her at the back of the cathedral,
15 finds her amid the swirl of sparkling clothes,
finds her eyes.

Tears slide down her wrinkled cheeks.
Her eyes, luceros, stroke his face.

Note

lucero (lo - o sé ro-): Spanish [for morning star].

mi (me -) *Spanish*: my.

creosote (kre´ f so- t´): short for *creosote bush*, a bush found in the Southwest.

29. In the first verse, what does the poet mean by writing the woman **snared** the boy?

- She held him tightly in her arms
- She gave him sparkling clothes
- She made him love her
- She asked him to behave

30. The **MOST** likely reason the boy easily finds the woman in the audience is because she is

- small and thin.
- seated at the back of the cathedral.
- dressed in black.
- so familiar and cherished.

31. What makes this graduation morning **both** happy and sad? Explain your answer, using specific examples from the poem.
