

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.

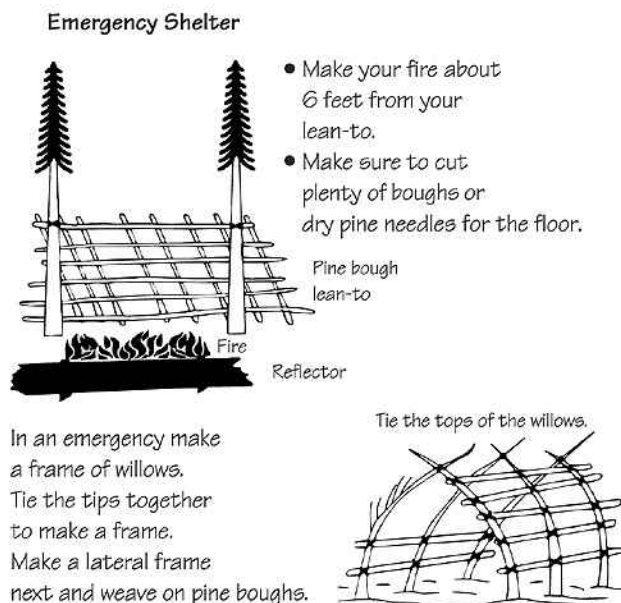
Use the following information to answer questions 01 to 05.

LOST IN THE WOODS

by Michael Rutter

If You Are Lost

- 1 If you're not sure where you are, or if night is coming on, your best bet is to stay put. Experts suggest that you'll have a better chance of getting found if you stay in one place. The old Boy Scout notion is to let them find you and not the other way round. There's a certain amount of logic to this, especially if you don't have a lot of backwoods experience.
- 2 As soon as you're missed, someone will come looking for you. The key in this situation is for someone to know you are missing. If you've been separated from a group of friends or family, someone will start the search soon. Position yourself in a clearing or on an open hill so that a searcher can see you. Don't stay in the thick stuff if it can be helped. Make three signal fires; write SOS with logs or rocks for overhead planes; shout; fire gunshots; or blow a whistle three times every five, ten, or fifteen minutes (listen carefully for a response). If you think you hear someone, make noise more often. Make sure you pause to listen. A whistle is a very practical tool to have at a time like this. The sound will carry farther than your voice, and you won't burn your lungs out.



Staying Comfortable Through the Night

- 3 The last thing you want to do is wander about in the dark. If it looks like you aren't going to get rescued that night, or you won't have time to walk out, keep your head. Yes, they'll be worried about you, but you have to think of yourself for now; you have to prepare for a night in the woods, without all the comforts. If you have a few items, it will be a lot easier and more comfortable.

- 4 The first thing you need is a fire. Find a safe place, preferably one with a reflector, such as a big rock. If you can't find one, or if it looks like it's going to rain, make a simple lean-to. Start collecting wood before you make your fire. Remember, it takes a lot of wood to keep a blaze going all night. You'll particularly want to build the fire up if it gets cold and that takes fuel. Collect all the wood you think you'll need to keep warm through the night. Now go out and collect that much again. Remember once it's dark you're pinned to your camp. After you've collected enough wood - really collected enough wood - work on your shelter. If the weather is mild and it doesn't look like it's going to rain, you may not need much of a shelter.
- 5 If you have water, start drinking it. If you're near a lake or a stream, drink your fill and drink again minutes later. I know the water may not be pure and might have giardia or something else, but you can be treated for that later. Right now it's more important that you stay hydrated. You're about to face a night in the woods without a tent or sleeping bag. Having a belly full of water will help you stay warm. Remember dehydration increases the danger of hypothermia.
- 6 Fashion a crude lean-to and weave in pine boughs to keep off moisture and dew. It will also act as a firebreak. It's not environmentally sound to break or cut boughs when you are camping. In a survival situation, however, it's perfectly acceptable to take all the boughs you need. Next, look under pine trees and gather dry pine needles for the floor of your shelter. (Even if it's damp out, you can usually find dry needles under large pine trees.) Dry leaves will work nicely if there are no pine needles. You don't want to sit on bare ground.
- 7 A bed of dry needles or leaves can be quite comfortable.
- 8 After your shelter is made, carefully collect dried wood and start your fire so you have a nice bed of coals. If you have time, collect more wood. Matches, obviously, are a must. A pocket knife is very handy for cutting branches and boughs to make a shelter. As a brief aside, the second I leave my house, I always have my Swiss Army knife (the Champ with all those fancy blades) riding comfortably on my belt. Several times in emergency situations, I've used the magnifying glass to get a fire started when something has happened to my matches or lighter. I use the blades and other tools all the time, too.
- 9 I have a standard emergency kit I carry with me (besides the matches and pocket knife in my pocket). It's a plastic case that holds waterproof matches. The top is a compass, the bottom a whistle. I have a ball of twine, fire starter, space blanket, disposable raincoat, plastic garbage sack, aluminum foil, a Powerbar or two, dried fruit, water, and water-purification tablets. The entire thing fits in my hand, weighs almost nothing, and tucks easily in my day pack or coat pocket. I've spent a few nights huddled about a fire wrapped in a space blanket.

10 If you find you are lost without matches and the evening will be chilly, you have several options. Your best bet, if you have dry leaves or pine needles, is to make a giant bed between two big logs. Lay boughs on the bottom and fill the bed up with needles or dry leaves. You'll want to make your bed at least 2 feet deep. You need a good bottom to keep you off the cold ground, but you'll also need enough insulation to cover yourself. When night comes, bury yourself in the leaves, curl into a ball to keep warm, and try to get some sleep. If this isn't an option, you need to pick a path to walk while it's light. Try 1/4-mile circle. Mark the path well so you can walk it in the dark. Walking will keep you warm. You'll never be without matches again.

01. What does the first part of paragraph 2 suggest?

- You should never go hiking in dangerous areas.
- You should tell someone where you are going to hike before you leave.
- You should never go hiking by yourself.
- You should always bring matches when you are hiking in the woods.

02. According to the passage, which of the following is appropriate **only** in a survival situation?

- Drinking rain water from a puddle
- Breaking the boughs of a tree
- Hiking alone in the woods
- Making a campfire in a wooded area

03. The last sentence of the passage says, "You'll never be without matches again." What does this sentence suggest?

- One night spent walking in the woods to keep warm will teach you to bring matches.
- Matches are necessary to light your path through the woods.
- Once you get lost in the woods, you will never get lost again.
- If you do not have matches, you can learn other ways to keep warm in the woods.

04. According to the passage, what are two things you should do **before** you leave on a hike to make sure you can survive if you get lost? Explain why each thing you mention is important, using information from the passage as support.

05. If you were lost in the woods and believed you would not be found before morning, explain what you should do either to be safe or to increase your chances of being found. Use information from the passage as support.

End of Section

Read *The Boy's Ambition* and answer questions 06 to 12

The Boy's Ambition

from Life on the Mississippi

by Mark Twain

*What will you do when you grow up? In this excerpt from **Life on the Mississippi**, written in 1883, Mark Twain describes what boys in his town want to do when they grow up.*

01. My father was a justice of the peace, and I supposed he possessed the power
02. of life and death over all men and could hang anybody that offended him.
03. This was distinction enough for me as a general thing; but the desire to be a
04. steamboatman kept intruding, nevertheless. I first wanted to be a cabin-boy,
05. so that I could come out with a white apron on and shake a table-cloth over
06. the side, where all my old *comrades* could see me; later I thought I would
07. rather be the deck-hand who stood on the end of the stage-plank with the coil
08. of rope in his hand, because he was particularly conspicuous. But these were
09. only day-dreams, - they were too heavenly to be contemplated as real
10. possibilities. By and by one of our boys went away. He was not heard of for a
11. long time. At last he turned up as apprentice engineer or "striker" on a
12. steamboat. This thing shook the bottom out of all my Sunday-school
13. teachings. That boy had been notoriously worldly, and I just the reverse; yet
14. he was exalted to this eminence, and I left in obscurity and misery. There was
15. nothing generous about this fellow in his greatness. He would always
16. manage to have a rusty bolt to scrub while his boat tarried at our town, and he
17. would sit on the inside guard and scrub it, where we could all see him and
18. envy him and loathe him. And whenever his boat was laid up he would come
19. home and swell around the town in his blackest and greasiest clothes, so that
20. nobody could help remembering that he was a steamboatman; and he used all

21. sorts of steamboat technicalities in his talk, as if he were so used to them that
22. he forgot common people could not understand them. He would speak of the
23. "labboard" side of a horse in an easy, natural way that would make one wish
24. he was dead. And he was always talking about "St. Looy" like an old citizen;
25. he would refer casually to occasions when he "was coming down Fourth
26. Street," or when he was "passing by the Planter's House," or when there was
27. a fire and he took a turn on the *brakes* of "the old Big Missouri;" and then
28. he would go on and lie about how many towns the size of ours were burned
29. down there that day. Two or three of the boys had long been persons of
30. consideration among us because they had been to St. Louis once and had a
31. vague general knowledge of its wonders, but the day of their glory was over
32. now. They lapsed into a humble silence, and learned to disappear when the
33. ruthless "cub"-engineer approached. This fellow had money, too, and hair
34. oil. Also an ignorant silver watch and a showy brass watch chain. He wore a
35. leather belt and used no suspenders. If ever a youth was cordially admired
36. and hated by his comrades, this one was. No girl could withstand his charms.
37. He "cut out" every boy in the village. When his boat blew up at last, it
38. diffused a tranquil contentment among us such as we had not known for
39. months. But when he came home the next week, alive, renowned, and
40. appeared in church all battered up and bandaged, a shining hero, stared at and
41. wondered over by everybody, it seemed to us that the partiality of Providence
42. for an undeserving reptile had reached a point where it was open to criticism.
43. This creature's career could produce but one result, and it speedily followed.
44. Boy after boy managed to get on the river. The minister's son became an

45. engineer. The doctor's and the post-master's sons became "mud clerks," the
46. wholesale liquor dealer's son became a bar-keeper on a boat; four sons of the
47. chief merchant, and two sons of the county judge, became pilots. Pilot was the
48. grandest position of all. The pilot, even in those days of trivial wages, had a
49. princely salary - from a hundred and fifty to two hundred and fifty dollars a
50. month, and no board to pay. Two months of his wages would pay a preacher's
51. salary for a year. Now some of us were left disconsolate. We could not get on
52. the river - at least our parents would not let us.

Notes

comrades - friends

brakes - an area thickly overgrown with brush

06. In line 19, the boy returns home from his job wearing his ***greasiest clothes*** because he

- does not have clean clothes to wear.
- has to wear his apprentice's uniform.
- prefers to wear comfortable work clothes at home.
- wants to remind everyone he works on the river.

07. The boys' ambition referred to in the title of the excerpt was to

- find jobs in St Louis.
- make a lot of money.
- work as steamboatmen.
- become famous doctors.

08. In line 19 what does the phrase **swell around the town** suggest?

- The town had grown larger.
- The apprentice had grown taller.
- The town was a good place to live.
- The apprentice was boasting to everyone.

09. Terms such as **striker, cub, mud clerks** and **labboard** could **BEST** be described as

- formal English.
- foreign words.
- occupational jargon.
- scientific language.

10. In line 42, the phrase **an undeserving reptile** refers to the

- minister's son.
- steamboat striker.
- narrator's father.
- county judge.

11. According to the excerpt, the narrator believes that the most desirable job on the river is that of

- pilot.
- striker.
- engineer.
- cabin boy.

12. Twain describes the first boy to go away and work on the river as being both **"admired and hated by his comrades."** Explain these opposite reactions to the boy. Use information from the excerpt to support your answer.

.....
End of Section

BOOK REVIEWS ON THE WEB

Internet zone Adapted from <http://www.nzbooks.com>

Address: <http://www.nzbooks.com/>

Book Title: **The House That Jack Built** Author: **Gavin Bishop** Publisher: **Scholastic, NZ**

1. Would you recommend this book? 2. How many stars do you give this title?

Yes No

3. Please enter a one-line summary of your review:

4. Type your review in the space below: Maximum of 1,000 words.

I liked this book. It is based on the retelling of a traditional rhyme, set in New Zealand at the turn of the 19th century. But it's different because it seems both new and old at the same time. The pictures in the book are fascinating and the use of imagery is amazing. I read in another review that the pictures included in the book are a **metaphor** for what happened when European traders, sealers, whalers and settlers arrived in Aotearoa/New Zealand during the early 19th century. The illustrations are certainly full of meaning. The story begins when Jack Bull arrives in Aotearoa in 1798 to find a land strong in spirit and tradition. The Maori, the people of the land, want his iron pots, nails and blankets to enhance their daily lives. They trade and Jack builds a house but problems arise as a steady flood of European settlers follow him and things start to change in the Maori world.

To the Maori, the land is their Earth Mother, Papatuanuku, who gives life to all things. But, the settlers pressure the Maori to give up their land to build farms and towns. The loss of tribal land and the failure of the Treaty of Waitangi in 1840 to bind the two peoples together, leads to conflict. Tumatauenga, the Maori god of war, calls the Maori people to fight for Papatuanuku. As he grows strong on the land, the Earth Mother's presence fills the page and the remains of the house that Jack built smoulder in the foreground as a **symbol of the conflict**.

The illustrations on each page seem to tell as much of the story as the words. At the beginning, we see the land, sea and sky dominated by the Earth Mother, Papatuanuku, the Sky Father, Ranginui, and the eyes of their children. They are drawn in a style that reflects traditional Maori art forms. As the story unfolds, the spirit of the Earth Mother **diminishes** and fades. In contrast, the pictures showing events through the eyes of the Europeans are naturalistic in style. On the last pages the conflict is recorded for future generations on the wall of a meeting house in a folk art style blending traditional Maori and European art forms. This final blending seems to me to be like the intertwining of cultures in the rich history of Aotearoa.

I enjoyed this book enormously. I liked the multilayered illustrations because they are integral to the telling of this story.

5. Include some related titles you also enjoyed and say why.

Taniwha, a great picture book by Robyn Kahukiwa. I liked it for its use of Maori images in the illustrations.

Dead Man's Head by Jack Lazenby is another great New Zealand book full of descriptive language and rich in imagery, some spectacular characterisations are present. A New Zealand prize winner by Maurice Gee, The Fat Man, is a fantastic read. Watch out for a twisting plot. It is scary at times and very descriptive. You can almost "see" the story unfold as you read the words.

6. Enter your email address

13. What is the **MAIN** purpose of this review?

- To give detailed information about European settlement
- To retell a traditional rhyme
- To describe the illustrations in the book
- To express an opinion about a book the writer has read

14. What do the books that have been chosen as related titles have in common?

- They have all been written by the same author.
- They rely heavily on imagery.
- They have strong characterisations.
- They have a sharp twist in the plot.

15. Why did Katy write the last paragraph of the review?

- To repeat and summarise the reviewer's opinion
- To inform readers about the hardships of life in New Zealand at that time
- To provide background information on the Land Wars
- To describe the styles of art used in the book

End of Section

Use the following information to answer questions 16 to 19



16. What heading does a reader need to **click on** to access the **To Let** section?

- News
- Sections
- Classifieds
- Others

17. What additional information would a student from out of town require to make a decision about the suitability of any of the houses?

- The cost of the rent
- The proximity to the university
- The type of bond required
- The kinds of neighbours

18. What does a reader need to know before they can understand this text?

- Extra expenses in renting the property
- The way the advertisements are ordered
- How many rooms the property has
- The meaning of the abbreviations

19. What general impression does the reader gain about rental accommodation in Dunedin from this text?

- It is a very expensive place to live.
- Bonds are often not required.
- Access is a problem in this city.
- There is a variety in cost and standard.

End of Section

Use the following information to answer questions 20 to 22.

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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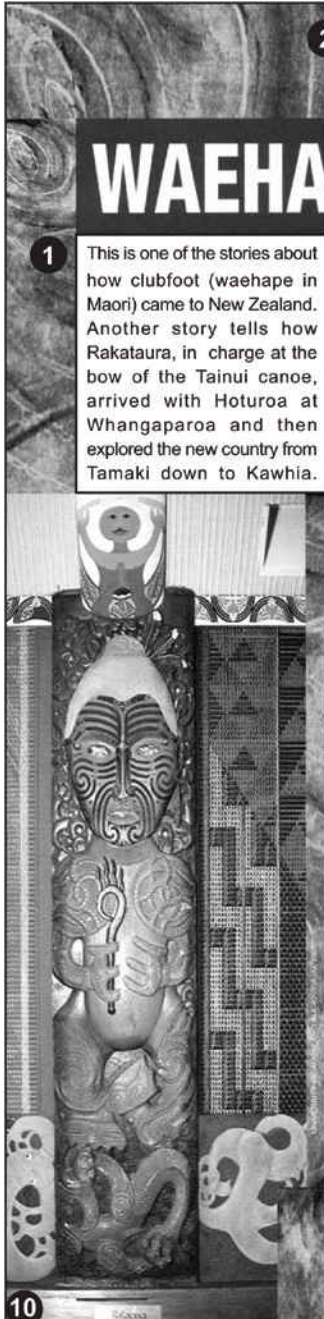
20. To whom is Beowulf speaking in the excerpt?

- His family
- His rivals
- His warriors
- His cave guards

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

- Experience
- Skill
- Weapons
- Fate

22. 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.



1 This is one of the stories about how clubfoot (wae hape in Maori) came to New Zealand. Another story tells how Rakataura, in charge at the bow of the Tainui canoe, arrived with Hoturoa at Whangaparaoa and then explored the new country from Tamaki down to Kawhia.

10 This poupou in Tane-nui-a-rangi, the meeting house at the University of Auckland, shows Rakataura. Although he had clubfoot, he was a tohunga of the highest order.

2 The homeland was becoming overcrowded. So a meeting was called of the eldest of each family, and they decided to leave Hawaiki to search for a new land. Only those sound in mind and body would go.


WAEHAPE

3 Hape was a tuakana (elder child) of the whanau of Tainui, but he had clubfoot. Although he begged to go, he was left when the great Tainui waka (canoe) set out.

4 In his disappointment he prayed to Tangaroa, god of the sea. After some time he saw the great stingray, Kawhare, sent to take him to the new land. He climbed on Kawhare's back and after many days and nights arrived at the Manukau harbour, just where the Tainui waka would land. As he stepped ashore he left the marks of his clubbed feet in the sand.

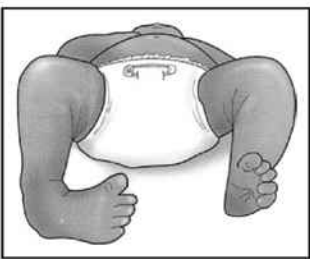
5 Not long after, the Tainui waka, which had been carried overland from the Waitemata, arrived on the Manukau from the Otahuhu end of the harbour. The first thing the people saw when they came ashore were the imprints of Hape's feet in the sand, and they knew that Hape had arrived first.

6 They saw him standing on a hill with a flat top. Hape called out to them. This was known as Te Karangatanga-a-Hape, and from this, some people say, Karangahape Road in Auckland is named.



7 **The word "clubfoot"** is used to describe many types of deformity of the foot. One of these, known medically as *talipes equinovarus*, is called wae hape in Maori.

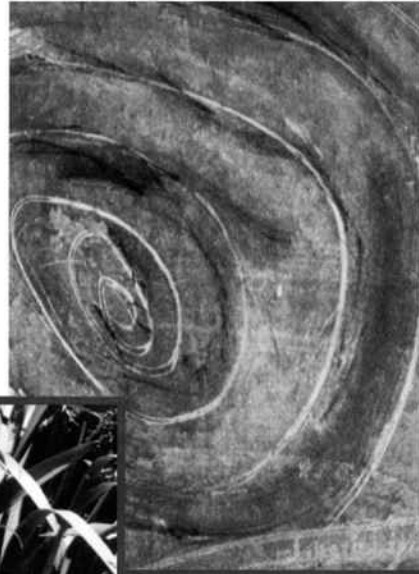
8 The condition is caused by the contraction (shortening) of certain muscles. This makes the front part of the foot bend inward. Sometimes both feet are affected, and the toes of the two feet point to each other instead of straight forward. The Achilles tendon is often very short and tight, making it almost impossible to bring the foot into the normal position.



9 **Among Europeans** Clubfoot is seen in about 1 baby in every 1000 born. Among Maori and other Polynesian groups it is six times more common, and seems to run in families. Doctors believe that the cause is a single gene. They don't yet know on what chromosome the gene is found.
(text continues)

How clubfoot is treated today

- 11 **The preferred treatment** is foot manipulation and taping up. This is done soon after the child is born. Each week (sometimes more often), the child's foot is bent as far as it will go, and then tape or plaster is put on to keep it there. It is quite painful, but is often successful.
- 12 If the treatment does *not* work, then the tissues of the foot are operated on to loosen the tight muscles and tendons. The child may be in plaster for 3



months. Sometimes the first operation doesn't work either. Then repeat operations are done between four and seven years - and if necessary between twelve and sixteen years old.

Traditional Maori treatments

- 13 **Wae hape was found** among ancient Maori, but it is not certain that they regarded the condition as a *disability*. In fact there is no word for *disability* in Maori. People with wae hape (often named Hape because of their condition) could become rangatira (chiefs), tohunga (priests) or toa (warriors).
- 14 Little is known about pre-European Maori healing arts. Chewing the young leaf tips of the koromiko (hebe) relieved torohi (diarrhoea), and harakeke (flax) juice was used for korohe (constipation). Other herbal remedies were used to treat wounds received in battle, and so was cauterisation (touching the wound with a firestick of manuka). If a child was born with wae hape, the midwife would break bones in the foot immediately after birth. This was followed by massage, an important part of the treatment.

23. Under which heading would the reader expect to find information about improvements in the treatment of clubfoot?

- What is it?
- What causes it?
- How clubfoot is treated today
- Traditional Māori treatments

24. Choose whether each of the following is **TRUE** or **FALSE**.

	TRUE	FALSE
Only Māori get clubfoot.	<input type="radio"/>	<input type="radio"/>
Waehape is the Māori word for clubfoot.	<input type="radio"/>	<input type="radio"/>
Clubfoot appears to be caused by a gene.	<input type="radio"/>	<input type="radio"/>
Some ethnic groups are more likely to get clubfoot than others.	<input type="radio"/>	<input type="radio"/>
Only low status people get clubfoot.	<input type="radio"/>	<input type="radio"/>
Clubfoot is a disability that cannot be treated.	<input type="radio"/>	<input type="radio"/>

25. What is the **MOST** likely reason the word *poupou* is not given an English translation?

- Everyone knows what the word means.
- The picture shows what the word means.
- They ran out of space to include the translation.
- They didn't know how to translate it easily.

26. What is the **MOST** likely reason the text has pictures of plants?

- To decorate and fill up the page
- To emphasise the New Zealand content
- To illustrate material mentioned in the text
- To show plants that should be used to treat waehape

27. Why might Rakataura have been carved on a poupou at the University of Auckland?

- He comes from the Auckland Ngati Whatua people.
- He overcame his difficulties.
- He was an early explorer of the Auckland region.
- He was a high-ranking spiritual leader (tohunga).

28. Which of the following would make the **BEST** title for this text?

- Terrible Ancient Disease: Waehape
- Modern Cures for Ancient Illness
- Waehape: Yesterday and Today
- Waehape: An Illness Overcome

29. Why might the authors **NOT** show on the map the location of Karangahape Road which is closer to the Waitemata Harbour than the Manukau Harbour?

- The map would have been too difficult to read.
- The road is too small to show on a map of this scale.
- The location would have called into question the legend.
- They thought the readers would know where the road was.

30. Match each example in italic font on the left to its purpose as used in this text on the right.

<i>Italic Text</i>	<i>Purpose</i>
<input type="checkbox"/> 1. <i>Hape was a tuakana...</i> (Paragraph 3)	a. To show emphasis
<input type="checkbox"/> 2. <i>Disability</i> (Paragraph 13)	b. To show the words are foreign language
	c. To show the words are to be read aloud
	d. To show that the text is a different style of writing
	e. To show the words are a heading
	f. To show the words are a definition
	g. To show the title of a book

31. What kind of statement, based on the evidence in the text, is: "***To Māori clubfoot is a disability.***"

- Something thought to be true without proof (assumption)
- A correct statement about the text
- A personal view supported by some evidence
- A false statement based on part of the text

32. What is the overall intention of this text?

- To show that clubfoot is only a Māori problem
- To show that clubfoot is not shameful
- To give instructions on how to treat clubfoot
- To explain how clubfoot came to New Zealand