

## Reading

**First Name**

**Last Name**

**School Name**

**Room Number / Class**

Choose a circle to show how much each sentence is like you

Very Unlike Me 1	Unlike Me 2	Like Me 3	Very Like Me 4
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**01.** I like reading at school.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**02.** I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**03.** My teacher thinks I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**04.** My family/whānau think I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**05.** I enjoy reading in my own time (not at school).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**06.** I like going to the library to get something to read.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Read the information and answer practice questions P01 to P08

### BIRDS NESTS

Some birds build their nests on the ground; others build them in trees or bushes. Nests keep birds safe and provide them with shelter, a place to lay their eggs and a place to raise their young. Some nests are made from twigs and feathers, which are woven together with strands from a spider's web. Some are made from mud, grass or leaves.



**P01.** Why do birds build nests?

- To keep themselves safe.
- Because they like mud.
- To help them find food.
- Because they like to eat spiders.

**P02.** Correctly spell the underlined words in the space provided.

Baby birds are calld chicks.

\_\_\_\_\_

Bird's nests are high in the trea.

\_\_\_\_\_

**P03.** What materials would you **MOST LIKELY** find from the following sources?

	Source Location	Materials
<input type="checkbox"/>	1. Ground	a. Feathers
<input type="checkbox"/>	2. Birds	b. Grass
<input type="checkbox"/>	3. Trees	c. Mud
		d. Leaves

**P04.** Choose the circle (radio button) beside the option you believe to be correct.

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

**P05.** What do birds use to build their nests?

- Mud
- Eggs
- Twigs
- Spiders

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

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

**P07.** Places where birds build their nests

- (i) On the Ground
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

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

different types of birds build their nest in different ways.

Read the newspaper article and answer questions 01 to 04

## Soccer: All Whites win, but they were shocking

By Terry Maddaford

Papeete – Three second-half goals against Vanuatu saved face for an **out-of-sorts** New Zealand soccer team in their second-round Nations Cup match in Papeete last night. The Kiwis eventually won 3–1, after trailing 0–1 at half-time, but it was a disappointing showing.

“It was rubbish,” said coach Ken Dugdale. “If we play like that we won’t win our semi-final and if we did get through to the final we would be beaten. We can’t afford to play like that against Island teams.”

“[The players] will be told in no

uncertain terms where their responsibilities lie.”

Asked what was said at halftime, Dugdale said: “Not much. **They knew they were playing badly.**”

The first 45 minutes were the worst by the All Whites since the loss to Papua New Guinea in the 1997 World Cup qualifiers. Misdirected passes, little cohesion and a lacklustre effort contributed to an effort that rarely even matched the intensity of pre-match training sessions. At half time the All Whites had **dominated** the play. But someone forgot to tell the New



Zealanders that statistics alone do not win football matches. They lifted the work-rate in the second spell and grabbed three goals, but were some way short of expectations.

01. Where was the soccer game held?

- Vanuatu
- New Zealand
- Papua New Guinea
- Papeete

02. In the sentence, **They knew they were playing badly.**, the word **they** refers to the

- New Zealand coach.
- Vanuatu team.
- New Zealand team.
- World Cup qualifiers.

03. What is the **BEST** word to describe how Ken Dugdale felt about his team's performance?

- Uncertain
- Angry
- Anxious
- Determined

**04.** How many goals had New Zealand scored at half-time?

0

1

2

3

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End of Section

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

### A Secret Place

- 1 Spring was warming into summer when Carmen decided to make a special meeting place. She would not have to build it independently. Building it by herself wouldn't be much fun. Her friends La Shonda and Robin would help her. The three of them had formed a group called Friends Forever. They all lived on the same street and did everything together. They wanted a secret place to have their group meetings.
- 2 The girls were at La Shonda's house trying to come up with ideas. "I've got just what we need to make a house for our secret meetings," La Shonda said. She pointed to a huge empty cardboard box in her garage.
- 3 Carmen thought about the idea. "Remember when we made that cardboard house for your kitten?" she asked Robin. "It got soggy when it rained, and we had to pick up the wet pieces from all over the yard."
- 4 "I forgot about that," Robin said. "That was a big mess! What about getting an old sheet and hanging it over the clothesline at Carmen's house? Then we could nail the corners down to make a tent."
- 5 The girls thought Robin's idea was great. They were about to get to work when Carmen thought about her dog Rex. She reminded her friends about the time when her mother had almost given Rex away. Rex had pulled her mother's clean towels off the clothesline and chewed on them in the mud.
- 6 "Now what should we do?" La Shonda asked sadly. "What else can we use for our meeting place?" Robin and Carmen shrugged their shoulders. The girls sat in silence, trying to think of another idea.
- 7 "Let's go to my house and see what we can find," suggested Robin.
- 8 The girls began walking through the large field that was between La Shonda's house and Robin's house. The neighbourhood children often used the field for baseball games. There was a patch of sunflowers at the back of the field. Many times the children had lost the baseball in the area covered with the sunflowers. The game would have to be stopped so everyone could look for the ball.
- 9 As the girls walked, Robin told her friends about her mother's childhood playhouse. "Mum told me that when she was little, she had tea parties with her friends. They crawled under the bushes beside her house. No one could see them under there," Robin explained.
- 10 "Hey! I have a great idea!" La Shonda exclaimed. "We can have our group meetings in the sunflowers. We always have trouble finding the baseball in there. Why can't we make a place in the sunflowers for our secret meetings? No one will be able to find us there."

- 11 "I think it's a wonderful idea!" agreed Carmen.
- 12 "Me, too!" Robin cheered.
- 13 Finally Carmen, Robin, and La Shonda were able to have their first Friends Forever meeting. Sitting on an old blanket, they looked around and talked about the leafy walls of their secret place. Suddenly Carmen signalled for her friends to be still. La Shonda and Robin sat motionless and listened carefully. They could hear a bird singing in a nearby tree. Its sweet song gave Carmen another idea.
- 14 "Let's make bird feeders. When the sunflowers make their seeds, we'll put the seeds in our bird feeders," she said. "But let's save some seeds. We'll want to make sure plenty of seeds are planted here for next year's secret place!"



**05.** What happens before La Shonda gets her idea about meeting in the sunflowers?

- The girls listen to a bird singing in a tree.
- Robin tells a story about when her mother was little.
- The girls decide to make bird feeders.
- The friends sit on a blanket in the sunflowers.



**06.** What is paragraph 9 mainly about?

- How to make a playhouse in the bushes
- Why Robin's mother had tea parties
- Why people hiding in bushes cannot be seen
- What Robin's mother used for a playhouse

**07.** When the girls remember why their first two ideas will not work, they

- decide to make a tent at Robin's house
- wish Carmen's mother had given Rex away
- still want to make a house out of cardboard
- are disappointed because they cannot think of an idea

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End of Section

## Use the following information to answer questions 08 to 10

### What did Miguel learn?

Miguel's grandmother had been away for a few days visiting a friend. While she was gone, there had been a big, frightening storm. Damage had been reported all over the city. Miguel and his father had checked her house carefully, but all they saw were a few small branches scattered across the backyard. Miguel also noticed that one of his grandmother's hummingbird feeders was on the ground.

At the bus station Miguel's grandmother greeted Miguel and his father with a hug. She asked about the storm and wondered if her house was all right.

"Your house is fine, Grandmother," Miguel told her. "The wind just broke a few branches, and one of your hummingbird feeders is down."

"Oh, no!" she cried. "I hope my little friends haven't been hungry since I left. I'll make them some more food as soon as I get home."

When they arrived at Grandmother's house, Miguel's father began picking up the fallen branches. Miguel and his grandmother carried her luggage inside. Then she went into the kitchen and took out a pan. She began filling it with water and added a cup of sugar. "Miguel, will you please bring the bird feeder in while I get the sugar water started?"

"Is that what hummingbirds eat?" Miguel asked.

"Yes. It's like the nectar from flowers," she explained. "We have to mix it just right."

Miguel brought the bird feeder in. His grandmother put the pan of water and sugar on the stove to heat. She stirred it carefully. After boiling the mixture for a minute or two, Miguel's grandmother set the pan aside. She unpacked her suitcase and then read the mail that was sitting on the table. After a while the mixture had cooled. Then Miguel's grandmother took a little red bottle from the cabinet.

"What's that?" asked Miguel.

"It's red food colouring," Grandmother said as she added a few drops of it to the sugar water. "Making the water red will lure the hummingbirds to the feeder. They come to things that are bright red, like the shirt you're wearing. It's their favourite colour."

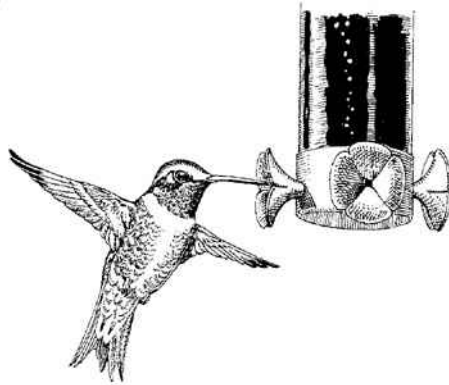
Miguel helped his grandmother carefully pour the sugar water into the feeder. Then they went outside to hang the feeder from a tree branch. Soon Miguel heard a loud buzzing sound behind his head. At first he thought it was a bee, and he flinched, fearing it might sting him. Then he was relieved to see that it was a tiny hummingbird.

"Be careful not to scare him," Miguel's grandmother warned. "He likes your red shirt."

Miguel and the tiny hummingbird were now face-to-face. He studied the bird carefully. It seemed to hang in the air for a long time. Miguel had never noticed what an interesting creature a hummingbird was. Its plumage was bright green on its back and dark red on its

throat. The colours were shiny in the sunlight. When Miguel moved a little to the right, the hummingbird followed. As he moved to the left, the bird did, too. Finally the bird noticed the feeder and flew straight to it.

Moments later the hummingbird flew away. Miguel looked at all the other feeders in his grandmother's backyard. He decided to visit his grandmother more often.



**08.** Which of these will **MOST LIKELY** happen in the future?

- Miguel's grandmother will add blue food colouring to the sugar water.
- Miguel's father will build a bird feeder.
- Miguel's grandmother will teach Miguel about birds.
- Miguel will stop wearing red shirts.

**09.** When Miguel was face-to-face with the hummingbird, he probably felt

- frightened.
- proud.
- bothered.
- curious.

10. Which of these is the **BEST** summary of this passage?

- When Miguel helps his grandmother fill one of her hummingbird feeders, he becomes familiar with the birds' food and behaviour.
- After Miguel and his grandmother hang the bird feeder back up, Miguel hears a loud buzzing sound.
- While waiting for the sugar water to cool, Miguel's grandmother unpacks her suitcase and reads her mail.
- After Miguel's grandmother returns from her trip, she asks about the storm and wonders if her house is all right.

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End of Section

**Use the following information to answer questions 11 to 14**

*Often, little brothers and sisters can be very helpful to each other. Read this selection about how Kelly's little sister helped him with the clam tide. Use information from the selection to answer the questions that follow.*

**CLAM TIDE**

*by Kristine L. Franklin*

- 1 "Clam tide!" my brother yelled as he leaped out of bed and threw on his clothes. I got up and peeked out the window. The water was so far out that it looked like a shiny silver line beyond the beach.
- 2 "Can I go?" I asked, stifling a yawn and trying hard to look wide awake.
- 3 "Naw," he said. He laced up his old tennis shoes. "It's hard work, and you're too little." The door banged as he rushed out.
- 4 "Mama-a-a!" I hollered in my loudest, saddest voice. "Kelly won't take me clam digging." I started to cry because I was disappointed, but mostly because I was mad at my brother.
- 5 Soon I was following him down to the tide flats. I had to walk fast, because now my brother was mad at me. He swung the bucket in one hand and held the clam shovel in the other, and I could tell by the way he took giant steps that he wished I was home. But Mum had said I could go.
- 6 "Hurry up," he said, without turning around. "The tide won't stay out all day, you know." When we got to the edge of the beach, the ground was covered with rocks and smelled like rotten seaweed and dead barnacles. We hiked down the slope toward the water.
- 7 Beyond the rocky beach the tide flats were muddy. It was the oozy kind of mud that sucks off your shoes if you stand too long in one place. I had a hard time hurrying through that stuff, and so did Kelly. Once, he had to stop and slowly, carefully pull his foot up so he wouldn't lose a shoe. I giggled at the sound it made coming out. My brother gave me a nasty look.
- 8 After that his feet kept getting stuck, so he tried tiptoeing across the mud. Next he tried hopping. Then he tried running fast with little tiny steps. I followed him, imitating everything he did.
- 9 By the time we got to the clam-digging place, we were covered with blobs and splatters and teeny freckles of stinky black mud. My side hurt. I don't know if it was from running or from too much laughing.
- 10 Kelly put one foot on the clam shovel and pushed it hard into the mud. "When I bring up a shovelful, your job is to look for clams." My brother liked to give me jobs. He heaved a huge, dripping pile of muck in front of me. It plopped all over my shoes.

- 11 I stuck my hands into the mess and began feeling for the hard little clams. "Got one!" I said. I rinsed off my prize in clean salt water. Kelly kept digging and plopping down the piles.
- 12 Clam by clam, the bucket began to fill. I was choosy about which ones to keep. If they were too big or too little, I tossed them into the shallow water nearby. The big ones splashed my brother.
- 13 "How many clams is that?" Kelly asked me as he flung down an especially gooey load.
- 14 "Fifty-three," I said. There was a rule that each person could only take thirty clams a day, so I was counting them. I felt through the new pile for a few more.
- 15 Now I was kneeling in three inches of water, separating clams from rocks as fast as I could. "The tide is coming in," I said. My brother pretended to ignore me, but worked a little faster. His feet and legs were sunk down into the mud, and it made him look short. The water in the hole he had made was getting deeper.
- 16 "That's sixty," I said, tossing the last clam into the bucket. "Thirty for you, thirty for me. Let's go." I looked at my big brother and suddenly realised he was scared. Very scared.
- 17 "I'm stuck," he said. He was trying to sound brave.
- 18 "Pull one foot up and then the other." The water around my own ankles made me nervous.
- 19 "I already tried it." He squirmed and tried it again. The more he moved, the deeper he went.
- 20 "Dig in your shovel, and pull yourself out," I said. He tried it. The shovel fell over.
- 21 "It's too mushy. It won't work!" He didn't sound brave anymore. I looked around frantically for firm ground away from the hole and the loose mud. I wished I was big enough to pull him out. I wished it was me stuck in the mud instead of Kelly.
- 22 A few feet away, the ground wasn't as gooey. The water came to just above my ankles. I quickly skinned off my jeans and stood there in my bathing suit.
- 23 "What are you doing? Are you crazy?" Now my brother's voice sounded funny. He was crying. I threw him the legs of my jeans.
- 24 "You pull on that end, and I'll pull on this end." I took hold of the top end.
- 25 "You're not strong enough!" he cried. "I'll pull you over." But then he tried. I didn't fall over. I sank down into the mud.

- 26 "Keep pulling!" I screamed at him. It took a while, but soon I could see it was working. Kelly was climbing hand over hand, up my jeans and out of his hole, and I was sinking farther into mine. I held on. The water crept up around my hips.
- 27 "Yahhhh!" Kelly yelled as he pulled free. He scrambled up and got his footing. He took two big splashing steps and stood above me. "It's OK. Don't be scared."
- 28 My brother grabbed me under the arms and pulled so hard it hurt. For one horrible second, nothing happened. Then the mud let go.
- 29 He lifted me up and hugged me. He pressed his cheek against mine, and all our tears and dirty freckles smeared together. "Let's get away from here," he said. He carried me out of the water and beyond the reach of the tide.
- 30 Kelly put me down gently and started across the flats. This time I didn't walk behind him, and we didn't hurry. The bucket, the clams, the shovel, my old blue jeans - all were lost and forgotten.
- 31 We didn't talk much on the way home, but we squeezed hands a couple of times and grinned a lot. Whenever one of our feet got stuck in the mud, we laughed together at the funny sound it made coming out.



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11. You might find another selection like ***Clam Tide*** in a book of

- tall tales
- fairy tales
- ancient myths
- realistic fiction

**12.** Other words for a *clam tide* are?

- high tide
- low tide
- rip tide
- red tide

**13.** According to this selection, why did Kelly get stuck in the mud?

- He dug too many clams.
- He fell into a clam hole.
- The bucket weighed too much.
- The tide was coming in.

**14.** Kelly's feelings toward his sister changed at the end of this story. Describe how they changed and tell why. Use specific details from the selection in your answer.

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End of Section



Use the following information to answer questions 15 to 17

# nzoom.com schools webchallenge 2003

1  


2  


3  


## GET INTO IT

This is your chance to create a Web site to be viewed by the world. On top of this you could win some awesome prizes like a Multi-media course, HP Digital Projectors and Microsoft software packages. You simply need to be a New Zealand school student to be eligible to enter. You can enter as a team of three, a whole class, or at secondary level as an individual.

Enter now at  
**[www.nzoomwebchallenge.co.nz](http://www.nzoomwebchallenge.co.nz)**

nzoom.com  
the homepage for New Zealanders

  
www.hp.co.nz

  
www.minedu.govt.nz

  
www.netguide.co.nz

  
www.microsoft.com / nz

  
www.carich.co.nz

15. What aspect of the cartoon is meant to be **MOST** amusing?

- The human has a strange appearance.
- The human is bigger than the computer.
- You cannot get inside a computer.
- The human's hands have no body in 3.

16. **Get into it** is what type of sentence?

- Statement:** My dog has buried his bone in the garden.
- Command:** Shut the gate!
- Question:** Would you like some tea?
- Exclamation:** What a naughty dog he is!

17. Copy the sentence or sentence fragment that reinforces the three cartoon images.

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End of Section

## Use the following information to answer questions 18 to 24

*When one is faced with difficult challenges, focusing and remaining calm are absolutely essential. On the night of 28 April 1958, Air Force Lieutenant James Edward Obenauf found himself in a life-and-death situation. Read the article below and use information from it to answer the questions that follow.*

### HOW OBIE WON HIS MEDAL

- 1 At 32,000 feet in the dark Texas skies, Air Force Lieutenant James Edward Obenauf made a split-second, life-and-death decision. Around him, his six-jet B-47 seemed to be falling apart: the right outboard engine was boiling with flame, scattering red-hot pieces of steel across the wing and fuselage. The navigator had bailed out of the nose compartment. So had the pilot. Copilot Obenauf, squeezing along the catwalk toward the nose, was ready to jump too. He looked down and froze: there, lying unconscious, his chute pack gone, was the navigator-instructor, Major Joseph B. Maxwell.
- 2 As the wind roared through the open trap door, "Obie" Obenauf hurriedly searched for Maxwell's parachute. His body was weakened from lack of oxygen. He could not find the chute. He looked down at Maxwell again, felt an awful, strong urge to leave him. *"Gee, I got my own battle to fight."* Then Obie, just turned twenty-three, five years out of high school, father of a ten-month-old boy, father-to-be of a second child, turned around and crawled back into his rear cockpit and took control of the airplane on the chance that he might be able to fly it to safety.
- 3 He hooked his mask into the lifesaving oxygen system, dove the bomber toward a lower altitude so Maxwell would not die of **anoxia**. The Plexiglas canopy had been **jettisoned** in the first attempt at bail-out, so, as the plane knifed ahead at 400 knots, Obie's face was seared by the sharp, -30° wind, by whipped dust, bits of wire and insulation. His eyelids rolled back in the fierce air torrent. He dropped his amber-tinted visor over his tearing eyes - but he could not read his instruments again without lifting it. His gloved hands froze to near helplessness. Under his seat was the armed, unexploded powder charge that had failed to fire his seat out of the cockpit in the early bail-out try. *"You're so numb, I don't think there's any fear at all. You're just numb."*
- 4 Into the blood-stinging wind he flew. He called his **"mayday!"** SOS and got an instant response, first from an Air Force base at Altus, Oklahoma, two hundred miles away, then from another airborne B-47. Altus gave Obie a compass heading to come in on. His panel lights grew dimmer, his eyes burned like hot lead. He could see the compass needle but not the numbers. He turned his plane to bring the needle toward the heading he wanted: his own field, the Strategic Air Command's Dyess Air Force Base near Abilene, 150 miles away.
- 5 The night now hung with bad weather: ceiling, 1500 feet; visibility, five miles; rain. Maxwell woke up, groggily plugged in his headset. Obenauf cut his speed to 200 knots to reduce the buffeting of the plane and the charge of the biting wind. *"I think I said about fifty prayers. I thought about everything - the things I used to do when I was a kid, like playing ball, and my family. They were the ones I was really fighting for."*

- 6 On the ground, a mighty communications system sparked into action. **CAA** stations, military bases, and air line offices monitored Obie's radio. In the dimly lit control room at Fat Chance, a Texas-based air-defense radar station, trackers picked up Obie's blip on their screen. Like a tiny translucent pearl on green glass, the blip moved toward its target, rolling to one side, then to another, now erratic, now steady, minute by minute, guided all the while by Fat Chance.
- 7 In the Dyess control tower Obie's boss, Lieutenant Colonel Anthony Perna, got on the mike.
- 8 Perna: *"You can make it. No sweat. The firefighters are standing by just in case."*
- 9 Obie: *"Colonel, I'm probably the only copilot who has soloed a B-47."*
- 10 Then came the letdown to the field. It was a few minutes past midnight - two hours since the trouble had begun - when Obie turned into his final approach. He was too high, too far to the left of the runway. *"I didn't have time to think. **The GCA station was telling me to go around.** The tower told me to go around - everybody in the world told me to go around. I didn't say one word. I just kept coming in. I felt I had used every bit of energy I ever had. I didn't have enough visibility. I couldn't make out anything. I don't think that if I had to go around we would have made it. Things were getting worse, instead of better. I could smell smoke in the cockpit."*
- 11 Suddenly Obie saw two rows of lights. He banked sharply to the right, lined his plane up with the runway, and with power on poured straight for it. Firefighting crews, an ambulance, staff cars, and red-blinking emergency trucks shrieked down the runway in pursuit. Obie neatly kissed his plane down. *"I flew it into the ground. I wasn't strapped to the seat. I was just sitting. I never made a better landing in my life. I couldn't make a better one in a hundred thousand years."* When the plane stopped, he jumped out. Shocked by momentary blindness, he ran and ran until they stopped him.
- 12 Less than thirty-six hours later, about eight hundred Air Force men and their families crowded into the Dyess base theatre. Lieutenant James Edward Obenauf, twenty-three, one eye bandaged and the other kept closed against the bright lights, stepped out on the platform with his wife. He had performed far above and beyond the call of duty. And General Tom Power, boss of the Strategic Air Command, pinned a medal on Obie's chest. It was the Distinguished Flying Cross.

**anoxia** - absence of oxygen

**jettison** - to cast off

**"mayday!"** - an international signal for help, used by ships and aircraft in distress

**CAA** - Civil Aeronautics Authority

**GCA . . . around.** - The ground-controlled approach station (GCA) observes a plane by radar and gives landing directions to the pilot over the radio. The GCA was telling Obie to circle the field.

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18. Based on the article, what did Obie's actions in the cockpit show about him?

- His determination
- His obedience
- His confusion
- His thrill-seeking nature

19. This article would **MOST** likely appear in which of the following?

- An encyclopedia
- A collection of essays
- An Air Force flight manual
- A book about heroic deeds

20. According to the article, what was the **MAIN** reason Obie had to fly the bomber at a lower altitude?

- The airplane would be easier to fly.
- Major Maxwell needed oxygen.
- The outside air would be warmer.
- Obie needed to see the ground for navigation.

21. In paragraph 2, what is the purpose of the italicised statement?

- To indicate Obie's thoughts
- To indicate a conversation with Major Maxwell
- To show the motto of Obie's squadron
- To show a response from the strategic Air Command

**22.** Reread paragraphs 1 and 2. Why did Obie decide not to jump from the B-47?

- He did not want to leave Major Maxwell.
- His chute pack was gone.
- His powder charge did not work correctly.
- He was afraid.

**23.** What does the description of Obie in paragraph 3 reveal about the overall situation?

- The difficulty of diving the plane
- The trouble he had trying to breathe
- The intensity of the harsh conditions
- The condition of his air supply

**24.** What does the description in paragraph 6 tell the reader about Obie's piloting of the plane?

- Obie picked up speed as he got close to the base.
- Obie talked with several radar operators.
- Obie stayed confident throughout the flight.
- Obie had difficulty keeping the plane under control.

Use the following information to answer questions 25 to 27.

### NASA Spin-Offs

- 1 What started as a race to space between the United States and Russia has turned out to be a technological revolution that has greatly improved the quality of daily life throughout the world. Scientists at the National Aeronautics and Space Administration (NASA) have invented new technology to make space flights doable. The same technology, when applied on Earth, has produced thousands of products in the areas of health and sports that have significant impacts on our lives.
- 2 Many of these improvements are in the fields of health and medicine. NASA-inspired technology fuelled the great advances in the early detection of deadly diseases. For instance, computer chips designed for the Hubble telescope are used in digital imaging devices that help medical professionals detect cancer at very early stages. Eye doctors can now diagnose vision problems in very young children by using ocular screening. Ultrasound scanners, portable x-ray devices, and bone analysers are among the medical devices developed with the help of space technology.
- 3 Fogless ski goggles and special sportswear are among the hundreds of items of sports equipment inspired by NASA technology. Space technology has been applied to sports too. The running shoes that athletes use today have midsoles that act like shock absorbers and keep the runners steady while in motion. These shoes utilise the technology NASA used to design the moon boot. In golf, athletes use a new ball that employs NASA research on how to make the flight of the ball from the tee to the green faster and more accurate. In swimming, athletes can swim faster because of NASA-developed riblets in the fabric of their swimsuits.
- 4 Almost all aspects of daily life continue to improve because NASA scientists are still at work. Transportation, methods of preparing food, and work environments are other ways in which NASA technology has made significant changes.

25. Which sentence from the report expresses the writer's point of view?

- What started as a race to space between the United States and Russia has turned out to be a technological revolution that has greatly improved the quality of daily life throughout the world.
- NASA-inspired technology fuelled the great advances in the early detection of deadly diseases.
- Fogless ski goggles and special sportswear are among the hundreds of items of sports equipment inspired by NASA technology.
- The running shoes that athletes use today have midsoles that act like shock absorbers and keep the runners steady while in motion.

26. Which of the following **BEST** states the writer's apparent purpose in this report?

- To inform readers about NASA-inspired movements in lifestyle
- To entertain readers with stories about NASA
- To compare the work of NASA and Russian scientists
- To persuade readers to do more research about lifestyle improvements

27. Which of these would **BEST** support the **MAIN** idea of the report?

- A statement from a doctor who uses space technology for diagnosis
- Examples of sports equipment used in different sports
- A description of the race between the United States and Russia
- More details about running shoes and their components