

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 Mum and Dad 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
b	1. Ground	a. Feathers
	2. Birds	b. Grass
	3. Trees	c. Mud
		d. Leaves

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

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

P05. What do birds use to build their nests?

- Mud
- Eggs
- Twigs
- Spiders

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

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

P07. Places where birds build their nests

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

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

different types of birds build their nest in different ways.

Read the following poem and answer questions 01 to 04



The Hardest thing to do in the World
is to stand in the hot sun
at the end of a long queue for ice creams
watching all the people who've just bought theirs
coming away from the queue
giving their ice creams their very first lick

by Michael Rosen

01. This poem appeals to our senses of

- sight and taste.
- taste and hearing.
- hearing and smell.
- smell and sight.

02. What would be another good title for this poem?

- Just Another Day at the Beach
- The Friendly Ice Cream Seller
- Waiting Waiting Waiting
- My First Holiday

03. Give one word to describe how the poet will feel when he reaches the front of the queue?

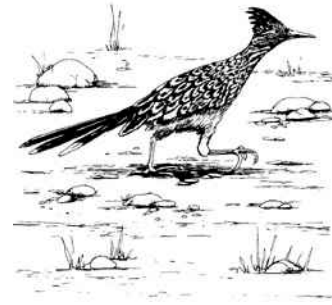
04. What is the **BEST** word to describe the poet as he waits in the queue?

- Worried
- Greedy
- Bored
- Jealous

End of Section

Use the following information to answer questions 05 to 08

The Roadrunner - Clown of the Desert



Throughout the south-western United States, the roadrunner is a unique and easily identifiable bird. First, there is its size. An adult roadrunner is about two feet long from the tip of its beak to the end of its tail. In addition, it has a brazen personality. It is bold enough to live among humans and brave enough to attack and eat poisonous snakes. However, it is the roadrunner's reputation as a clown that is most familiar to people. That reputation is so widespread that a cartoon character has been based on the real-life desert bird.

To human eyes the roadrunner undoubtedly appears comical. Bristly eyebrows and coloured streaks of skin extending back from its eyes make it seem pop-eyed and sassy. When it is curious about something, it has a funny way of raising and lowering the bright crest feathers on its head.

Many of the roadrunner's features seem contrary to our ideas of what birds are like. Its wings are short and stubby, so it certainly cannot soar like an eagle. Its beak is long and expressive. Its tail is awkward, sometimes standing straight up and sometimes extending straight back. It runs rather than hops, putting one foot in front of the other like a human does. Its strong feet have two toes pointing forward and two pointing back. Its streaked black, brown, and dirty-white feathers make it appear to have slept in its clothes. It has no song but purrs, rattles, and coos.

The roadrunner's name tells what it does best - running on or beside roads. It seems to be racing against bicycles and cars. The bird's strong feet propel it forward at speeds of up to 15 miles per hour. Its running style is very amusing. It stretches out until its body is parallel to the ground, straight as a ruler from beak to tail.

The roadrunner is also a great hunter. When it finds a small rattlesnake, it first circles the snake to see if the snake will strike. If the snake strikes, the bird quickly jumps away and then leaps forward, grabs the snake by the head, and tosses it into the air. When the snake hits the ground, the bird again grabs its head, this time pounding it against a stone or a piece of wood until the snake is dead. In addition to snakes, the roadrunner eats lizards, spiders, wasps, grasshoppers, and centipedes. In fact, roadrunners eat vast quantities of creatures that many humans consider pests. Though we're thankful for that, we still like roadrunners best for being clowns that make us laugh.

05. The author probably wrote this passage in order to

- describe an unusual bird.
- tell a funny story about a bird.
- suggest that the reader should watch cartoons.
- persuade the reader to visit the south-western United States.

06. In this passage, the word *propel* means to

- push
- sing
- keep
- feed

07. The roadrunner cannot soar like an eagle because the roadrunner's

- feathers are too rough.
- legs are too long.
- wings are too short.
- beak is too heavy.

08. What is the **MAIN** idea of the passage?

- The roadrunner is a great hunter.
- The roadrunner's running style is very amusing.
- Roadrunners race against bicycles and cars.
- The roadrunner is a comical and easily identifiable bird.

End of Section

Use the following information to answer questions 09 to 12

Danny wrote this story about a student who had to give a presentation. He wants you to read the story and think about how he might correct and improve it. When you finish reading, answer the questions that follow.

Stage Fright

(1) Last Friday Mr. Garza made an announcement to his students. (2) "I'd like each of you to recite a poem for Parents' Night," he said. (3) "We don't have a lot of time to prepare, so you'll have to work hard."

(4) Carrie didn't think she could perform in front of a group of parents. (5) She imagined herself forgetting the poem. (6) She pictured the audience laughing.

(7) After school Carrie went to her mother for help. (8) "I have to memorise a poem" Carrie explained, "but I'm not even sure how to start."

(9) Carrie's mother suggested that the two of them head straight for the library. (10) When they arrived, Mrs. Nichols, the librarian, found several books of poetry for Carrie to look through. (11) After a while Carrie selected a book that included some poems about the ocean.

(12) Carrie worked hard. (13) First she chose a poem and memorised it. (14) Then she practised saying it to her cat. (15) Finally she recited the poem for her parents.

(16) "Speak a little louder," her father suggested. (17) "Use a little more feeling," her mother added. (18) Carrie frowned. (19) "I'll never be no good at this," she thought, but she continued to practise.

(20) Parents' Night finally arrived. (21) It was Carrie's turn to perform. (22) Her heart was pounding. (23) She took a deep breath she began. (24) The poem flowed easily. (25) When she finished, they applauded. (26) Carrie was proud of herself. (27) She had performed in front of a group for the very first time.

09. The meaning of sentence 25 can be improved by changing **they** to

- we.
- Carrie.
- the poems.
- the audience.

10. What change, if any, should be made in sentence 19?

- Change *I'll* to *III*.
- Change *no* to *any*.
- Change first comma to a full stop.
- Make no change.

11. What change, if any, should be made in sentence 16?

- Change *Speek* to *Speak*.
- Change *louder* to *loudest*.
- Change *suggested* to *suggesting*.
- Make no change.



12. What change, if any, should be made in sentence 1?

- Change *friday* to *Friday*.
- Change *made* to *makes*.
- Change *an* to *a*.
- Make no change.

End of Section

Read the library notice and answer questions 13 to 16

**COME ALONG TO
PLUNGE INTO THE SEA
AT KURAPA LIBRARY**



WHEN? Monday 11 June

WHAT TIME?

10:30 am – 11:30 am	Pre-schoolers
4:30 pm – 5:30 pm	5 – 8 year olds
7:00 pm – 8:00 pm	9 – 12 year olds

WHERE? Kurapa Library, corner of Pearse Street and Kanuka Road, opposite the police station.

There will be a treasure chest filled with books and movies about the sea, computer games, a treasure hunt and even a display of sea shells.

There are great prizes to be won for the person dressed as the best sea creature. So, get busy making your costume and come along.

BOOKINGS ARE ESSENTIAL!
Phone the library between 9 am and 11 am daily on 983 4104 to let Chris know you're coming.

Coming next month ... Dinosaur Time.

13. Kare is 11 years old. When should she visit the library for the *Plunge into the Sea* activities?

- In the morning
- At lunch time
- In the afternoon
- At night

14. Which list shows three things that Kare will find at the library on Monday 11 June?

- List A: Computer games, movies about the sea, dinosaur display
- List B: Shell display, treasure hunt, computer games
- List C: Costume making, books about the sea, movies about the sea

15. The **MAIN** purpose of the notice is to

- tell people where the library is.
- encourage people to read books.
- encourage people to come to a special library event.
- let people know what time the library is open.

16. Which piece of information on the notice would be **MOST** useful if you wanted to make a booking to go to the ***Plunge into the Sea*** activities?

- The address of Kurapa Library
- The name of the contact person
- The library's phone number
- The times when the contact person is available

End of Section

Use the following information to answer questions 17 to 19

One Giant Leap

On July 16, 1969, *Apollo 11* launched toward the moon with astronauts Neil Armstrong, Edwin "Buzz" Aldrin, and Michael Collins aboard. Four days later Armstrong and Aldrin reached the moon's surface in the *Eagle* landing craft while Collins stayed aboard *Apollo 11* in orbit around the moon.



- 1 Neil Armstrong studied the *Eagle's* gauges. The spacecraft was working perfectly. If things continued to go well, he and Buzz Aldrin would soon become the first men to land on the moon. From 60 miles away the moon didn't look much like the small, flat white circle he had seen all his life. Mountains and craters dotted its dusty grey surface. As he waited to begin the final descent, Armstrong marvelled at what he was about to do. For centuries people had dreamed of this moment, and now he and Aldrin were on the brink of making history.
- 2 As the *Eagle* slowly circled the moon, Armstrong thought back to the mission's beginning. Just four days earlier the astronauts had been on Earth, anxiously waiting for a rocket to propel them into orbit. Thousands of people had gathered to witness the launch, and millions more around the world had watched on television. As the powerful rocket lifted off, Armstrong had wondered what the next eight days would bring. Much about the moon remained a mystery. Armstrong couldn't help but feel a bit anxious. He understood why people around the world were focused on this flight. Landing on the moon wasn't just his dream; it was everyone's. This journey was for people everywhere.
- 3 Now, as he prepared to land, Armstrong shook his head in amazement. When *Apollo 11* had been launched, the moon had been thousands of miles from where it was now. Yet scientists had been able to chart a course to this precise location, knowing the moon would be there to meet Armstrong, Aldrin, and Collins. Armstrong thought of the thousands of people who had made his mission possible. Without them he wouldn't be minutes away from doing what had never been done before.
- 4 Finally the command came to begin landing. As Armstrong ignited a small rocket engine to slow the spacecraft, he remembered his training. Safety came first. If anything went wrong, he was supposed to cancel the landing. Suddenly, just 5,000 feet from the surface, a caution light blinked on - a computer alarm! Armstrong's heart sank. Would they have to turn back when they were so close? After a few tense seconds, mission control said to continue. The computer had just needed more time to complete its operations.

- 5 Then Armstrong saw another problem. There was a large crater in the landing area. Could he land there safely? The surface was only 500 feet below, but he decided to fly past the crater. Landing was one of the most dangerous parts of the mission, but Armstrong calmly worked the controls. He was only 40 feet away now. Exhaust from the engines created a cloud of dust. Armstrong strained to see. Then mission control informed him that only 30 seconds of fuel remained in the landing engine. Finally the craft shook slightly; the *Eagle* had landed!
- 6 Standing on the ladder outside the *Eagle* later, Armstrong remembered that everyone was watching and listening back home. In a few seconds he would become the first person to set foot on any place other than Earth. His heart raced as he stepped down onto the moon's surface and said, "That's one small step for man, one giant leap for mankind."

One Small Step

- 1 Andy tried again to force his leg to move. It only quivered, shooting pain up his back. "I'll never walk again," he said bitterly. "Who am I kidding?"
- 2 "Let's try a couple of steps," Nurse Parker suggested cheerfully. Andy liked her, but today her good mood made him feel worse.
- 3 "Leave me alone," he said, frowning.
- 4 "Bad day?" she asked, pushing his wheelchair toward the walking bars.
- 5 "Okay, on your feet," Nurse Parker said, parking Andy's chair in front of the bars.
- 6 "I won't do it," he said. "I'm tired, and it'll hurt. Besides, what's the use?"
- 7 "Andy," Nurse Parker said, "you *are* making progress. These exercises are important to your rehabilitation. We have to teach your legs to walk again. It takes time."
- 8 "Easy for you to say," Andy said. "When's the last time your legs forgot how to walk?" With her help he pulled himself upright. His legs screamed with pain. They were on fire, and he was hardly putting any weight on them. Sweat rolled down his cheeks as he stood there, supporting himself with his arms. "I can't do it," he said, grimacing.
- 9 "Yes, you can. Try!" Nurse Parker said. At that moment he hated her. Did she think it was easy? What did she know? Couldn't she just leave him alone?
- 10 Gripping the cold metal bars, Andy thought back to the gymnastics competition. "Andrew Farnsworth on the parallel bars," the announcer's voice echoed through his memory. He had mounted the bars with grace and confidence, pushing his body into a perfect handstand. Then he had swung below the bars and back up as he started his routine. Suddenly his hand had slipped, and he had crashed to the floor. With pain exploding through his body, he had fought back tears, unable to move.

- 11 He had fractured a vertebra and sustained a minor spinal cord injury. It would take time, but he would recover. He was lucky, the doctor had said.
- 12 "Yeah, lucky Andy," he thought, wincing as he tried to move his leg. Pain shot through him. Then, just as he was about to give up, his foot rose ever so slightly. Andy couldn't believe it. Ignoring the pain, he strained to move the leg forward. Finally it inched ahead just a little.
- 13 "There you go!" Nurse Parker said.
- 14 Andy exhaled. It was just one small step, but it felt like a giant leap. There would be no more thoughts of quitting.

17. In paragraph 2 of ***One Giant Leap***, Armstrong was a little anxious because he

- wasn't sure what lay ahead and he knew that people were counting on him.
- thought the spacecraft might have been too heavy for the rocket to carry into space.
- had been in space for a long time and wanted to return to Earth.
- wasn't sure that he would be able to remember everything he needed to do.

18. In Paragraph 12 of ***One Small Step***, Andy finally ignores his pain because

- it really hurts only a little.
- he doesn't think the pain is real.
- it probably won't last long.
- he sees his foot moving.

19. In both ***One Giant Leap*** and ***One Small Step***, a small step represents

- the exploration of a new world.
- a large accomplishment.
- recovery from an injury.
- the courage to try again.

End of Section

Use the following information to answer questions 20 to 22.

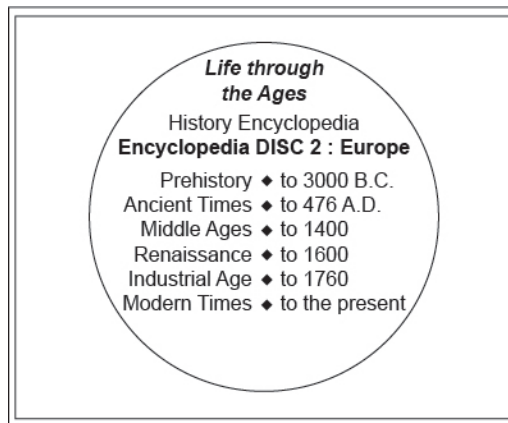
Here is Miguel's first draft, which may contain errors. Read the passage and answer the questions that follow.

From Boyhood to Knighthood

- 1 In tales of medieval days, we are told that brave knights wore shining armour and rode beautiful horses. They carried bright, sharp weapons. In these stories, fair maidens in distress are rescued by these knights, who seem to appear mysteriously out of the mist. The truth is that the knights of the Middle Ages did not just appear from thin air.
- 2 In times of war, a young man who fought bravely on a battlefield could become a knight on the site where he had demonstrated his courage. A king or knight could tap him on the shoulder with a sword, giving him this title of honour.
- 3 In peacetime, becoming a knight was a more lengthy process. A boy began this training when he was about seven years old. He went to live in the home of a noble family, where he served as a page. He ran errands for the family, served their meals, and learned to ride horses and handle small weapons. He also learned a code of polite behaviour that was as important as learning to fight.
- 4 When a page was about fourteen years old, he became a squire. A squire served a knight who was called his lord. He took care of his lord's horse and helped him practise hunting and fighting skills. If battle broke out, a squire rode beside his lord to the end.
- 5 Most squires were knighted by the time they were twenty-one years old. If not knighted on a battlefield, the squire might be knighted in an elaborate ceremony called dubbing. He bathed, cut his hair short, and prayed all night in a chapel. In the morning, he knelt before his lord who tapped him on both shoulders with a sword. The lord then gave him the spurs and sword of a knight.
- 6 Either in battle or in a dubbing ceremony, the squire rose from his knees as a knight. He promised to use his bravery and fighting skills to defend the weak and protect his homeland.



20. To find information about his topic, Miguel should use the mouse to click on the diamond next to



- 476 A.D.
- 1400
- 1600
- 1760

21. If Miguel wants to write to his cousin in Mexico about what he is learning, he should write a

- letter to the editor.
- personal letter.
- letter of request.
- business letter.

22. To complete this assignment, Miguel will write a

- book review.
- narrative poem.
- factual report.
- persuasive essay.

Use the following information to answer questions 23 to 26

The Challenger

- 1 Angela checked her skates and peered out at the ice. Its smooth, mirror-like surface reflected the flood of lights inside the auditorium. "Soon it'll all be over," she thought. The judges would tabulate the scores, and the skater with the most points would be the city figure-skating champion. She glanced at Sandra Collins standing confidently next to the ice. Sandra had been champion for the last two years. "It'll probably be three after today," Angela thought glumly.
- 2 "Don't worry about Sandra," Coach Lewis said, noticing Angela's concerned expression. "Show the judges what you can do."
- 3 Angela nodded as the announcer called her name. She skated out on shaky legs, going through her routine one last time in her mind. One part in particular worried her: the double axel, a jump in which she spun two and a half times and landed backwards. It had taken her months to learn, and she still sometimes missed it.
- 4 "I probably can't even do a single jump right now," she thought as the lights dimmed and the crowd grew silent. Angela's eyes met Sandra's icy blue stare, and a chill crept up Angela's spine. She realised that Sandra wasn't nervous at all. "She's probably never missed a jump in her life," Angela thought.
- 5 For one horrible moment as her music began, Angela felt frozen, locked in the cold grip of fear. Then she pushed her arms back, slid one skate forward, and began racing over the ice. Suddenly her mind went blank; what was she supposed to do first? Then, as if by magic, she glided gracefully into a spin. Her body had remembered what her mind had forgotten.
- 6 Angela made it through several small spins and jumps, but as the double axel approached, she felt more and more anxious. Her heart raced as she prepared to jump. What if she missed? She took a deep breath and leapt into the air, feeling an incredible sense of freedom as the crowd rushed past her eyes in a dizzying swirl. Then, arms out, she landed and - slipped. Her skate slid sideways ever so slightly and her balance wavered momentarily. It had been the tiniest of errors. Had the judges seen it? How much would they deduct from her score?
- 7 Angela didn't even notice the crowd's loud ovation when she finished. She skated off the ice right past Sandra. As defending champion, Sandra would compete last. As they passed, Angela saw a flicker of a smile cross Sandra's lips, as if to say, "Too bad."
- 8 Angela watched carefully as Sandra skated. She was extremely confident and very good, but not perfect. Angela noticed a couple of small mistakes. "Will the judges notice?" Angela wondered. Were they as bad as her own mistakes?
- 9 "Well, second is pretty good," Angela thought as Sandra skated off to the roar of the crowd.

- 10 At last the scores came up. Angela stared in disbelief. She had done it! She was the city champion! Her eyes filled with tears as people hugged and congratulated her. Sandra came over and shook Angela's hand. Angela noticed tears in Sandra's eyes, too. "Congratulations," Sandra said. "You skated very well."
- 11 "Thank you," Angela said. "So did you." Watching Sandra walk away, Angela couldn't help but wonder how she felt.



The Champion

- 1 Sandra stood nervously near the ice, watching Angela Martin from the corner of her eye. It was Angela's first time competing in the city championships, but if she was nervous, it wasn't showing. She sat next to her coach, calmly checking her skates. Sandra remembered her own first city championship. She had been so nervous she had wondered whether she would even be able to stand. She was still in high school, but suddenly she felt old. Most of the other skaters were two or three years younger than she was. This would be her last competition. Skating took hours of practice, and Sandra needed to concentrate more on her schoolwork. She was determined to get into a good college.
- 2 "Now skating: Angela Martin," the announcer's voice boomed, filling the arena. Sandra watched as Angela skated coolly out to the centre of the ice. The music started, and Angela began her programme. She looked graceful and fearless as she landed jump after jump perfectly. "How can she be so confident in her first championship?" Sandra wondered. When Angela finally spun to a stop back at the centre of the ice, the crowd erupted in cheers.
- 3 Sandra was next. The announcer called her name, and she skated onto the ice just as Angela was skating off. For a moment their eyes met. Angela seemed almost arrogant. Her expression seemed to say, "Try to top that." Sandra half-smiled back. She had to admit that Angela would be hard to beat.

- 4 Sandra was still thinking about Angela when the lights lowered and the music began. She had to skate perfectly. She had noticed only one small slip on Angela's double axel. The slip had been so minor that Sandra doubted whether the judges even noticed it. Besides, on a double axel they would probably not deduct many points even if they had noticed. Sandra floated through her spins and jumps easily. She didn't make any major mistakes, but she was distracted by her thoughts of Angela's performance. When Sandra finished, she knew she had made some small errors. As she skated off the ice, she knew she had lost her title. She fought back tears as she stood waiting for the scores.
- 5 Finally the scoreboard flashed the final results. Sandra had finished second. Angela Martin was the new city figure-skating champion. Angela's friends and coach let out a loud cheer and began hugging and congratulating her. Sandra slowly approached. "Congratulations. You skated very well," she said, shaking Angela's hand. Seeing Angela's tears of joy, Sandra couldn't help feeling a little jealous. Better than anyone, she knew what Angela was feeling.

Photo © Roger Ressmeyer/CORBIS.

23. In paragraphs 1 to 4 of *The Challenger* why is Angela discouraged?

- She knows that she is not a very good skater.
- She thinks that Sandra does not like her.
- She can't remember what she is supposed to do.
- She doesn't think she has a chance of beating Sandra.

24. In *The Champion*, why is Sandra distracted while skating her programme?

- She is thinking about which college she wants to attend.
- She is angry about what Angela told her as they passed each other.
- She is worried about how well Angela skated.
- She is sorry that she did not treat Angela more nicely.

25. In paragraph 5 of *The Challenger* why does Angela forget what she is supposed to do first?

- She has recently made a change to her programme.
- She gets upset after she makes a mistake.
- She decides to try a jump she has never done before.
- She is nervous about competing in the championship.

26. Paragraph 2 of *The Champion* is mainly about

- Sandra's feelings as she watches Angela skate.
- the crowd's reaction when Angela finishes skating.
- Angela's first experience in the championship.
- the music that Angela skates to during her programme.