

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 |
|---------------------------|-------------------|--------------|----------------------|
|---------------------------|-------------------|--------------|----------------------|

01. I like reading at school.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

02. I am good at reading.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

03. My teacher thinks I am good at reading.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

04. My family/whānau think I am good at reading.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

05. I enjoy reading in my own time (not at school).

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

06. I like going to the library to get something to read.

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|

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 04

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.

01. Which of these is a theme in both *One Giant Leap* and *One Small Step*?

- People should always remember where they started.
- Great progress is the result of many small steps.
- Planning ahead ensures success.
- There can be no progress without pain.

02. 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.

03. Which of these statements **BEST** describes Andy's attitude at the end of *One Small Step*?

- Andy thinks that physical therapy is a waste of time.
- Andy accepts that he will never compete in gymnastics again.
- Andy is determined to recover from his injury.
- Andy realises that his physical therapy isn't really very painful.

04. What is paragraph 11, in ***One Small Step*** mainly about?

- Andy's former athletic ability
- How Andy felt after he fell
- Why Andy's hand slipped
- How Andy's injury occurred

End of Section

Use the following information to answer questions 05 to 07

Bottles are used for many purposes. Read this selection about messages sent in bottles. Use information from the selection to answer the questions that follow.



A MESSAGE FROM THE SEA

from *Drift Bottles in History and Folklore*

by Dorothy B. Francis

- 1 For ages people have tossed message bottles into the sea. Sometimes these bottles are called drift bottles. They also are called *drogues*. A *drogue* is another name for a container used at sea.
- 2 Ancient Greeks learned about water currents by using drift bottles. One Greek writer wrote of using *drogues* in 300 B.C. He stood on a seawall in Athens. From there, he dropped drift bottles into the water. Each bottle carried a message. The message asked the finder to contact the writer. These bottles helped him learn about the flow of sea currents.
- 3 Sometimes people on a sinking ship toss a message into the sea. Their *drogue* may be a cry for help. Or it may just be an account of the disaster. The victim may want people to know exactly what happened. His message may concern himself, his friends, and his ship.
- 4 One man aboard the British transport ship *Kent* wrote of its disaster. Major Duncan MacGregor knew his ship was in big trouble. It was going down. Nothing short of a miracle could save it. He doubted that anyone would survive to tell the tale.
- 5 He wrote an account of the wreck. Hoping someone would find it, he launched his story sealed in a bottle. Luckily, rescuers reached Major MacGregor. Once he was saved, his message bottle seemed less important. He was able to tell his story in person.
- 6 Major MacGregor lived in Barbados. He seldom thought of the bottle he had cast into the waves. But nine years after the *Kent* disaster, a servant approached him. The servant carried a bottle. Inside it was the message the major had tossed into the sea.
- 7 Believe it or not, the bottle had travelled more than 5,000 miles. It had washed ashore close to the major's doorstep. The sea takes. And the sea returns.

"A Message from the Sea" by Dorothy B. Francis from DRIFT BOTTLES IN HISTORY AND FOLKLORE © 1990 by Ballhoo Books.

05. Major MacGregor threw a bottle into the sea because he wanted

- a miracle to happen.
- his story to be told.
- to check the sea's currents.
- to mark the disaster's location.

06. The word *Kent* is italicised (slanted print) in this selection to show that it is the name of

- a book.
- a bottle.
- a captain.
- a ship.

07. According to the selection, drogues have two important uses. Describe **ONE** use and give information from the selection to support your answer.

.....
End of Section

Use the following information to answer questions 08 to 10

Many beautiful things last only a little while. But are they worth the time it takes to create them? Read the selection below. Use information from the selection to answer the questions that follow.

Sand Art, on Deadline

Talent Is a Divine Gift - Not to Be Squandered

Anonymous



- 1 The young man arrived on the Massachusetts beach early carrying a portable radio, a shovel, and an odd assortment of tools. There were a bricklayer's trowel, a palette knife, spatulas, spoons, and a spray bottle.
- 2 He walked down near the water - the tide was out - put down the radio and tuned it to soft rock. Then he shovelled wet sand into a pile nearly four feet high and as many feet across. He took up the trowel and used it to slice large hunks off the pile, creating a rectangular shape.
- 3 After that, he set to work with palette knife, spatulas, and spoons. He shaped a graceful tower, topped walls with **crenulated** battlements, fashioned elegant bay windows, and carved out a massive front gate.
- 4 The man knew his sand. With **deft** strokes, he smoothly finished some surfaces, embroidered baroque designs on others. As delicate shapes began to dry, he gently moistened them with water from the spray bottle, lest they crumble in the breeze.
- 5 All this took hours. People gathered, commenting to each other and asking questions of the sculptor. Lost in concentration, he gave only **perfunctory** replies. At last he stood back, apparently satisfied with a castle worthy of the Austrian countryside or Disneyland.
- 6 Then he gathered his tools and radio and moved them up to drier sand. He had known for a while what many in the rapt crowd still overlooked; the tide was coming in. Not only had he practised his craft with confidence and style, he had done so against a powerful, immutable deadline.

- 7 As the spectators looked on, water began to lap at the base of the castle. In minutes it was surrounded, a miniature **Mont-Saint-Michel**. Then the rising flood began to erode the base, chunks of wall fell, the tower tumbled, finally the gate's arch collapsed. More minutes passed, and small waves erased bay windows and battlements - soon no more than a modest lump was left.
- 8 Many in the crowd looked distraught; some voiced dismay. But the sculptor remained serene. He had, after all, had a wonderful day, making beauty out of nothing, and watching it return to nothing as time and tide moved on.

squandered - wasted

crenulated - notched; indented

deft - quick and expert

perfunctory - showing little interest or care

Mont-Saint-Michel - a small island in northwestern France connected to the mainland by a road that is covered by water at high tide

08. In paragraph 8, the word **serene** means?

- nervous
- alert
- drowsy
- calm

09. In this selection, what does the incoming tide signal?

- It is time to begin working.
- It is the busiest time of the day.
- It is the end of a day's work.
- It is time for the spectators to leave.

10. The artist does not feel that sand art is a waste of time. Give **TWO** examples from the story that indicate that the artist values his work.

.....
End of Section

Read Black Noddy and answer questions 11 to 15



Black Noddy

Before the sun is up
you abandon your perch
and head towards the ocean
riding numerous waves
flying tirelessly
seeking food.

As the sun goes down
you return to your nest
lured by mating calls
faked on cassette
you swoop down unknowingly
ignorant of
being trapped
a victim
in the catcher's net.

by Makerita Vaai Nauru

11. What sounds are heard on the cassette?

- The sounds of the ocean
- Birds flying over the ocean
- Imitations of bird calls
- Cries from trapped fish

12. A Black Noddy can be described as

- a fish which is often caught in a net.
- a fish which rides on the waves.
- a bird which hunts and nests in the same location.
- a bird which eats marine creatures.

13. What do you think happens to the Black Noddy at the end of this poem?

14. Which of the following words is the **BEST** description of how the poet probably feels about the catcher?

- Supportive
- Apathetic
- Confused
- Angry

15. Which of the following words is closest to the meaning of ***lured*** as it is used in this poem?

- Distracted
- Enticed
- Confused
- Hypnotised

End of Section

Good Weekend Magazine

THE TROUBLE WITH HAIRY

June 23 2001

by James Woodford

- 1 IN AERIAL PHOTOGRAPHS, EPPING -Forest National Park in central Queensland, Australia, is shaped like a vandalised hexagon. In a State that has the highest rate of land-clearing in Australia - up to 450,000 hectares of scrub and forest are removed each year - agriculture pounds against the boundary of the 3,300 hectare park. And, as I entered its gates I immediately understood why northern hairy-nosed wombats - their estimated population is around 100 - are in such trouble. The world has run out of space for them and few people seem to care.
- 2 By comparison, 1,000 wild giant pandas live in China's bamboo forests and they are a mammalian *cause célèbre*. Zoos clamber over each other to have one on display and the birth of a panda anywhere in captivity attracts breathless media attention. Not one single northern hairy-nosed wombat is in the relative safety of captivity, no-one knows how to get them to breed, they refuse to eat choice pickings of food left for them in times of drought and 90 per cent of their lives are a profound secret conducted in giant, complex burrows. Thanks to habitat pressures, they now occupy a mere 300 hectares.
- 3 In spite of the wombats being listed by the International Union for the Conservation of Nature as critically endangered, the people who manage the park must still tread carefully when it comes to protecting them. Government officials do not allow feral animal baiting within 500 metres of the southern boundary of the park because they are afraid of killing pastoralists' dogs. And although cattle from nearby farms have been banned from the park since 1981, there are still incursions. The nearest park ranger is three hours' drive from Epping. In the year before my visit, an estimated 10 per cent of the world's entire population of northern hairy-nosed wombats were eaten by dingoes.

16. What is the **MAIN** aim of this text?

- To describe conditions in Epping Forest National Park
- To give information about the plight of the hairy-nosed wombat
- To compare the hairy-nosed wombat to the panda
- To explain why so little is known about wombats

17. What threatens the survival of the hairy-nosed wombats?

- Government inaction, feral animals and dingoes
- Cattle, hunters and pandas
- Increasingly placing wombats in captivity
- The actions of the International Union for the Conservation of Nature

18. Why does the writer compare hairy-nosed wombats to pandas?

- To emphasise how threatened they are and how little is being done to help them
- To imply that many mammals are now facing extinction
- To compare the conservation efforts of the Chinese and Australian Governments
- To show that many people have overestimated the threats to the hairy-nosed wombat

19. Why are the words *cause celebre* in italics? To show that they

- are someone's opinion.
- are from a foreign language.
- are the title of a book.
- are scientific words.

End of Section

Use the following information to answer questions 20 to 26

*As you read this opening scene from Act 2 of **I Remember Mama**, think about the relationship that Mama and daughter Katrin enjoy. Answer the questions that follow.*

I REMEMBER MAMA

ACT TWO

SCENE: Opening, exactly as in Act One,
Katrin at her desk.

KATRIN *(Reading)*
"It wasn't very often that I could get Mama to talk - about herself, or her life in the old country, or what she felt about things. You had to catch her unawares, or when she had nothing to do, which was very, very seldom. I don't think I can ever remember seeing Mama unoccupied."
(Laying down the manuscript and looking out front)
I do remember one occasion, though. It was the day before Dagmar came home from the hospital. And as we left, Mama suggested treating me to an ice-cream soda.
(She rises, gets her hat from beside her - a school girl hat - puts it on and crosses C. while she speaks the next lines)
She had never done such a thing before, and I remember how proud it made me feel - just to sit and talk to her quietly like a grown-up person. It was a kind of special treat-moment in my life that I'll always remember - quite apart from the soda, which was wonderful.
(She has reached C. stage now. Mama has come from between the curtains, and starts down the steps)

MAMA Katrin, you like we go next door, and I treat you to an ice-cream soda?

KATRIN *(Young now, and overcome)*
Mama - do you mean it?

MAMA Sure. We celebrate. We celebrate that Dagmar is well, and coming home again.

(They cross to the L., where the turntable represents a drugstore, with a table and two chairs at which they seat themselves)

What you like to have, Katrin?

KATRIN I think a chocolate. . . no, a strawberry. . . no, a chocolate soda.

MAMA *(Smiling)*
You are sure?

KATRIN *(Gravely)*
I think so. But, Mama, can we afford it?

MAMA I think this once we can afford it.
(The soda clerk appears from L.)

SODA CLERK What's it going to be, ladies?

MAMA A chocolate ice-cream soda, please - and a cup of coffee.
(The soda clerk goes)

KATRIN Mama, he called us "ladies"!
(Mama smiles)
Why aren't you having a soda, too?

MAMA Better I like coffee.

KATRIN When can I drink coffee?

MAMA When you are grown up.

KATRIN When I'm eighteen?

MAMA Maybe before that.

KATRIN When I graduate?

MAMA Maybe. I don't know. Comes the day you are grown up, Papa and I will know.

KATRIN Is coffee really nicer than a soda?

MAMA When you are grown up, it is.

KATRIN Did you used to like sodas better . . . before you were grown up?

MAMA We didn't have sodas before I was grown up. It was in the old country.

KATRIN *(Incredulous)*
You mean they don't have sodas in Norway?

MAMA Now, maybe. Now I think they have many things from America. But not when I was little girl.
(The soda clerk brings the soda and the coffee)

SODA CLERK There you are, folks.
(He sets them and departs)

KATRIN *(After a good pull at the soda)*
Mama, do you ever want to go back to the old country?

MAMA I like to go back once to look, maybe. To see the mountains and the fjords. I like to show them once to you all. When Dagmar is big, maybe we all go back once . . . one summer . . . like tourists. But that is how it would be. I would be tourist there now. There is no one I would know any more. And maybe we see the little house where Papa and I live when we first marry. And . . .
(Her eyes grow misty and reminiscent)
something else I would look at.

KATRIN What is that?
(Mama does not answer)
What would you look at, Mama?

MAMA Katrin, you do not know you have brother?
Besides Nels?

KATRIN No! A brother? In Norway? Mama

MAMA He is my first baby. I am eighteen when he is born.

KATRIN Is he there now?

MAMA *(Simply)*
He is dead.

KATRIN *(Disappointed)*
Oh. I thought you meant . . . I thought you meant a real brother. A long-lost one, like in stories. When did he die?

MAMA When he is two years old. It is his grave I would like to see again.
(She is suddenly near tears, biting her lip and stirring her coffee violently, spilling a few drops on her suit. She gets her handkerchief from her pocketbook, dabs at her skirt, then briefly at her nose, then she returns the handkerchief and turns to KATRIN again)
(Matter-of-factly)
Is good, your ice-cream soda?

KATRIN *(More interested now in Mama than in it)*
Yes. Mama . . . have you had a very hard life?

MAMA *(Surprised)*
Hard? No. No life is easy all the time. It is not meant to be.

KATRIN But . . . rich people . . . aren't their lives easy?

MAMA I don't know, Katrin. I have never known rich people. But I see them sometimes in stores and in the streets, and they do not look as if they were easy.

KATRIN Wouldn't you like to be rich?

MAMA I would like to be rich the way I would like to be ten feet high. Would be good for some things - bad for others.

KATRIN But didn't you come to America to get rich?

MAMA *(Shocked)*
No. We come to America because they are all here - all the others. Is good for families to be together.

KATRIN And did you like it right away?

MAMA Right away. When we get off the ferry boat and I see San Francisco and all the family, I say: "Is like Norway," only it is better than Norway. And then you are all born here, and I become American citizen. But not to get rich.

KATRIN I want to be rich. Rich and famous. I'd buy you your warm coat. When are you going to get that coat, Mama?

MAMA Soon now, maybe - when we pay doctor, and Mr. Hyde pays his rent. I think now I must ask him. I ask him tomorrow, after Dagmar comes home.

KATRIN When I'm rich and famous, I'll buy you lovely clothes. White satin gowns with long trains to them. And jewellery. I'll buy you a pearl necklace.

MAMA We talk too much!
(She signs to the soda clerk)
Come, finish your soda. We must go home.
(The soda clerk comes)
How much it is, please?

SODA CLERK Fifteen cents.

MAMA Here are two dimes. You keep the nickel. And thank you. Was good coffee.
(They start out and up the steps towards the curtains C.)

20. Katrin's talk about her future plans shows that

- the one person she wants to be like is her mother.
- she does not want to be like her mother at all.
- she has big dreams about what she wants to do.
- she has not given the future much thought.

21. That Mama was born and grew up in Norway is revealed by her

- speech.
- manner.
- special clothing.
- preference for coffee.

22. The phrase (*The SODA CLERK appears from L.*) shows the

- meaning of the words.
- statement whispered by Mama.
- words spoken by the narrator.
- stage directions.

23. Act 2 of the play begins with Katrin in the middle of

- talking to the audience.
- reading her manuscript.
- getting dressed to go out.
- talking with her mother.

24. Mama says, "*I would like to be rich the way I would like to be ten feet high*" in order to explain to Katrin that

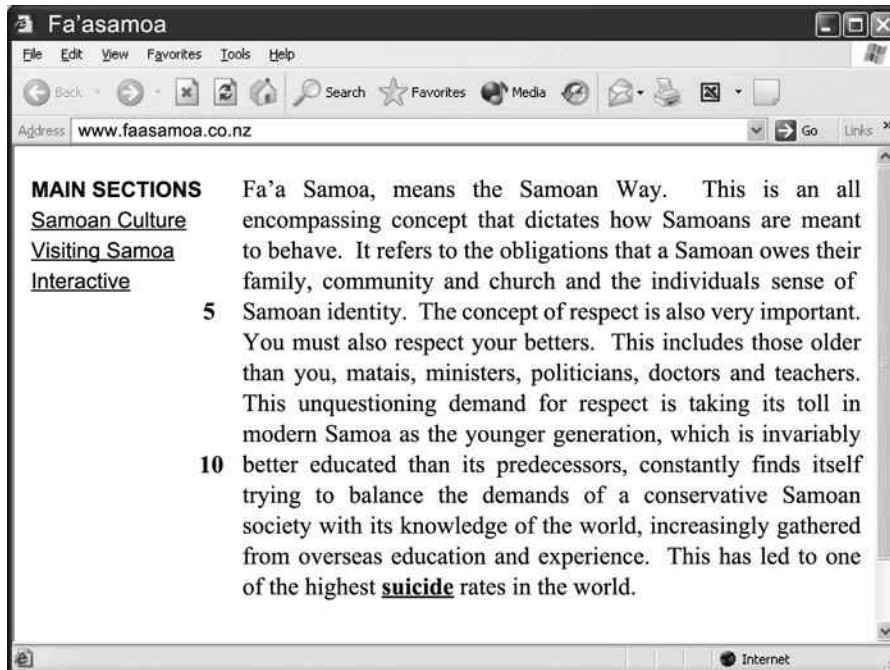
- being rich would not be all good.
- very few people are rich.
- people can buy happiness.
- money makes people afraid of you.

25. In this scene, what is something Katrin says is important in life?

- Having a loving family
- Living in a nice community
- Becoming famous
- Having lots of money

26. Describe **TWO** things Katrin learns about her mother during their conversation. What might this tell you about their relationship?

Use the following information to answer questions 27 to 31



27. Who is the intended audience of this text?

- Europeans living in Samoa
- Europeans interested in Samoa
- Samoans living in Samoa
- Samoans living in New Zealand

28. In the text, why is **suicide** (Line 14) in bold and underlined?

- Because it is an important word
- Because it links to more information
- Because it is the main idea of the text
- Because it is a controversial subject

29. Who is the **MOST** likely writer of this text?

- A palagi (European) who has lived in Samoa
- A matai (chief) who is respected in Samoa
- A Samoan who supports traditional ways
- A Samoan who has had a modern education

30. Read the explanation for the use of the colon below, and follow the instructions.

Colon The colon introduces a list.
When the secret door was opened, it revealed a treasure trove of unlikely items: old clothing, broken picture frames, silver cutlery, and dozens of old football-match programmes.

Find the phrase in the text where you could use a colon. Put the word before the colon and the word after the colon.

_____ : _____

31. Why does the writer believe Samoan society has changed?

- Because of high suicide rates among Samoans
- Because of improved opportunities for education
- Because of greater exposure to other cultures
- Because Samoans do not keep to the Samoan way