

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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ADMINISTER ON SCREEN ONLY

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.

01. Read the following sentence.

The merchant checked his stock to find out what he needed to order.

Without changing the meaning of the sentence, which word can **BEST** be used to replace the underlined part?

- products
- animals
- soup
- shares

02. Read the following sentence.

*The **construction** of the house will be completed next month.*

The Latin root "**struct**" in the word **construction** means

- measure.
- build.
- study.
- shape.

ADMINISTER ON SCREEN ONLY

Use the following information to answer questions 03 to 05

A School on Rails

- 1 Anne and Jim were visiting Grandpa. They liked the time after supper when they usually sat and talked. Grandpa often told them stories about the "old days," when he was a boy. Sometimes his stories were funny. Other times they were sad. Most of his stories were about how things used to be.
- 2 "Last week I found a picture of a school I went to when I was a boy. Let me show it to you." Grandpa went to his desk and brought back an old, faded photograph.
- 3 Jim looked at it and said, "but, Grandpa, this looks like a train!"
- 4 "It was my school for a while," Grandpa said. "Would you like to hear about it?"
- 5 "A school in a train?" asked Anne.
- 6 "I have to hear this!" exclaimed Jim.
- 7 Grandpa looked at the picture silently for a moment. "When I was a boy, my father worked for the railroad in Canada," he began. "His job was to take care of sections of railroad track in remote areas. The workers' families lived along the tracks in small groups many miles from other towns or people. There was no school. Everyone knew this was a problem, but no one knew what to do about it.
- 8 "At last someone had an idea. A railroad car was turned into a schoolroom, and school was brought to us! It stopped at settlements where there were enough children to attend and stayed for several weeks. Then it moved on to the next settlement. There was a teacher on the train who taught the lessons."
- 9 "Where did the teacher live?" asked Jim.
- 10 "The teacher lived in the railroad car! He had a small kitchen with a sink and stove and a living area with a dining room, bedroom and bathroom. There was no electricity on the train. A small furnace burned coal to keep the school car warm."
- 11 "It doesn't look much like a school," Anne said, looking at the picture again.
- 12 "In many ways it was just an ordinary railroad car," Grandpa said. "It had comfortable cushioned seats and wood-panelled walls lined with windows. However, they did modify some things. The seats were turned to face each other, and a table was put in between each pair. At the front of the car were chalkboard, maps, and a desk for the teacher. Rows of shelves held books and other supplies.
- 13 "Our parents didn't have to make us go to school. We were happy for the chance to go. Any child who was able to get to the school car was allowed to attend, so the school car served the children of loggers, farmers, and miners in the area, too. I had 10 classmates."

- 14 "School lasted from 9am to 4pm, with about an hour for lunch and break. We learned most of the same lessons as students in regular schools did. The school car stayed for about six weeks. Then it was pushed back onto the main track, hitched to an engine, and pulled to the next settlement. While the school car was away, we did homework. When it returned, we were ready to continue to learn in our school on rails."
- 15 "Does it still exist?" Anne asked.
- 16 "No," Grandpa answered. "After a while, things changed. School cars aren't around any longer. More people moved into the area. New roads were built, and towns were established. Schoolhouses were erected, too. My family moved to a small town. Other families sent their children to school in nearby towns. The school car wasn't needed anymore."
- 17 "Too bad," Jim muttered.
- 18 "Oh, it's probably for the best," Grandpa added. "There was too much work for one teacher, and the time between visits was too long. Sometimes the homework was difficult, and no one could help. Still, while it was around, the school was a special place for many of us."
- 19 "Do you remember the children in this picture?" Anne asked.
- 20 "Some of them," answered Grandpa. "But I remember all of those cold Canadian winters! After we do the dishes, I'll tell you all about them."



- 03.** Why did the school car stay in a settlement for only about six weeks at a time?
- It was too cold for the children to attend school in the winter.
 - The teacher got angry with the students for not attending.
 - It had to visit many other settlements during the year.
 - The students needed a long time to do their homework.

04. Why does Grandpa say that it's probably for the **BEST** that the school on rails is no longer around?

- He is too old to go to school now.
- He didn't like his teacher very much.
- Schools are better the way they are now.
- The school didn't teach the same things regular schools did.

05. What might be a good title for Grandpa's story?

- An Unusual School
- The Schoolhouse in Town
- A Very Large School
- The School for Grown-Ups

End of Section

ADMINISTER ON SCREEN
ONLY

Use the following information to answer questions 06 to 07

Mrs. Delaney's class is studying time. She has asked the students to write brief reports about interesting clocks around the world. Annika has heard that the Swiss are famous for their fine clocks. She wonders if there is a clock tower in Switzerland, like England's Big Ben, that she could write about. She is at the school library doing research for her report. Read this first draft of Annika's report. It contains errors.

A Swiss Clock Tower

- 1 Clocks come in many different sizes and forms. There are wristwatches, alarm clocks, mantel clocks, and tall grandfather clocks. Clocks can come in just about any shape. My little sister, for example, has a cat clock with a swinging tail and eyes that move from side to side. Clocks also make different kinds of sounds. Uncle David, a bird watcher, has a clock that has a picture of a different bird at each number. Each bird sings its song when its hour arrives. There are also clocks that buzz, ring, and honk.
- 2 There are some clocks that are clearly outstanding: clock towers! The one that usually comes to mind is Big Ben, in London, England. However, there are others. The Swiss, who are famous for their well-made clocks, have their own clock tower. It is located in their lovely capital city, Bern.
- 3 The Swiss clock tower didn't always have a clock in it. In dangerous times, the tower was located somewhere else. It was at the edge of town. From the tall tower, a patient watchman looked for anyone who might attack the town. When things settled down, the tower was moved into the town, and a clock was placed inside it.
- 4 Anyone who visits Bern should be at the tower a few minutes before the hour to see a great show. First, a rooster crows and flaps its wings. Next, several bears march around Father Time. It is Father Time who reports the hour. Each time the clock strikes, he opens his mouth and turns over an hourglass in his hand. While he does this, one of the bears stands beside him nodding its head up and down. The bear's head is also counting the hours with its nods. Finally, the happy rooster ends the show by crowing and flapping its wings again.



06. In paragraph 1, why does Annika mention her sister's and her uncle's clocks?

- To give examples of unusual kinds of clocks that are made today
- To show that people of all ages, even young children, can have clocks
- To show that animals are an important part of the second paragraph
- To share personal details about her family and friends in her report

07. Annika found the following article titles in a magazine. Which article would **BEST** help her with her report?

- "The History of Big Ben"
- "How the Swiss Make Watches"
- "Clock Towers in Many Countries"
- "A Museum of Clocks"

ADMINISTER ONLINE ONLY

Use the following information to answer questions 08 to 10

Brian wrote this story about a pet he had once owned. He has asked you to read the story and help him think about how to correct and improve it. When you are finished reading, answer the questions that follow.



A New Home

(1) My parakeet Dooley had always enjoyed admiring himself in the mirror. (2) Sometimes he even walked right up to it and said "Hello, pretty bird." (3) He could also repeat other phrases I had taught him. (4) His lively behaviour always made me laugh.

(5) Dooley loved it when I placed his cage outside on the porch. (6) He enjoyed the sunshine and fresh air. (7) One day I moved him outside as usual. (8) When I returned a little later, he was gone. (9) The latch on the cage had been loose, and Dooley had pushed the door open.

(10) I searched a long time for my feathered friend. (11) Every day checking outside to see whether he had returned. (12) Finally I decided I would never see him again. (13) Six months later at our neighbourhood market, my mother met a woman who said she had found a parakeet in her garage. (14) She had given the bird to her grandparents who lived nearby. (15) "Please tell them I would like to come over to see whether it's Dooley," I said to my mother.

(16) Everyone agreed it would be a good idea for me to visit the couple that had the parakeet. (17) Coming from a cage by the window, I heard a loud squawking sound as soon as I entered the house. (18) The parakeet in the cage looked like Dooley, and he pranced around the cage like Dooley. (19) Then he starred at himself in the mirror just as Dooley had always done. (20) Finally the bird started spouting phrases that I had taught Dooley.

(21) I jumped up excitedly. (22) I was ready to tell the man and woman that I knew this bird was Dooley, but then I caught a glimpse of their faces. (23) I seen they were both beaming with pride. (24) Obviously Dooley had brought themselves a great deal of pleasure. (25) At that moment I realised it didn't matter that Dooley had belonged to me first. (26) He had a new home now, and I could tell that he was very happy.

(27) "No, that's not Dooley," I finally said. (28) "My parakeet had brighter feathers."

08. What change, if any, should be made in sentence 23?

- Change *seen* to *saw*
- Change *beaming* to *beeming*
- Change the full stop to a question mark
- Make no change

09. What is the **BEST** way to rewrite sentence 11?

- Every day I checked outside to see whether he had returned.
- Every day checking outside, it was to see whether he had returned.
- Every day I checked outside. To see whether he had returned.
- Every day I checked outside, I wanted to see whether he had returned.

10. What is the **BEST** way to rewrite the ideas in sentence 17?

- Coming from a cage by the window. I heard a loud squawking sound as soon as I entered the house.
- I entered the house coming from a cage by the window, and I heard a loud squawking sound.
- I entered the house, and as soon as I did, I heard a loud squawking sound, it was coming from a cage by the window.
- As soon as I entered the house, I heard a loud squawking sound coming from a cage by the window.