

READING

36

STUDENT TO COMPLETE

Please print your first name and last name below.
Write in capital letters.

FIRST NAME

LAST NAME

Are you a boy or girl? ☐ boy ☐ girl

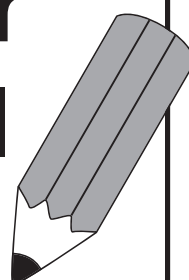
What is your date of birth? ____/____/____

What is the name of your school?

50 min

Time available for
students to complete
test: 50 minutes

Use 2B or
HB pencil
only



Sara's early morning

On Saturday morning, Sara got up early to play football.

She put on her football shirt and black shorts. Then, she pulled on some long socks. Next, she carried her football boots to the door and put them on.

'I thought you played football on Sunday, not Saturday!' said Sara's dad.

'Oh, yeah!' said Sara, and she went back to bed.



PRACTICE QUESTIONS

Read *Sara's early morning* on page 2 and answer questions P1 and P2.

P1 What did Sara plan to do on Saturday morning?

- ☐ homework
- ☐ play football
- ☐ go horseriding
- ☐ make breakfast

P2 According to the text, what was Sara's mistake?

Brain freeze

Do you ever eat an ice-cream on a hot day and get a headache from the cold? Some people call this a 'brain freeze'.

The ice-cream makes your mouth very cold, very quickly. Your body sends messages from your mouth to your brain. Blood then rushes in to warm up your mouth. It hurts!

But there is something you can do to make the pain go away. You need to warm the roof (or top part) of your mouth. You can do this with your tongue. If you can, roll

Brain freeze

your tongue, then press it on the roof of your mouth. It's better to use the underneath of your tongue because it's warmer than the top. You could also use your thumb. But be sure it's clean.

A brain freeze should only ever last for about 30–60 seconds.



YEAR 5 READING

Read *Brain freeze* on page 4 and 5 answer questions 1 to 4.

1 When you eat ice-cream the underneath part of your tongue

- ☐ feels like a ball.
- ☐ touches the ice-cream first.
- ☐ is colder than the top part.
- ☐ is the warmest part.

2 To make a brain freeze go away you should press your tongue on

- ☐ the tip of your thumb.
- ☐ the roof of your mouth.
- ☐ your teeth.
- ☐ your ice-cream.

YEAR 5 READING

3 Before you use your tongue to warm your mouth you should

- ☐ roll it.
- ☐ warm it.
- ☐ clean it.
- ☐ squash it.

4 This text mostly helps you to

- ☐ understand something about your body.
- ☐ explain how to stop cold things melting.
- ☐ choose the best kind of ice-cream.
- ☐ find out why things freeze.



Bamboozled!

Bamboo is an amazing plant. Did you know it is actually a grass? In fact giant bamboo is the largest member of the grass family. Some types can grow an incredible 90 centimetres in just one day. Some bamboo plants can grow to over 30 metres tall, which is as tall as a gum tree.

You probably know that bamboo is the favourite food of pandas, but chimpanzees, gorillas and elephants eat it too.

Bamboo is also extremely useful to people. It is a very valuable construction material because it is





so strong. In fact, whole houses can be built from bamboo. In some parts of the world bamboo is used as scaffolding (the frame used to support building work).

The range of things that can be made from bamboo is huge. Furniture, cooking utensils, and musical instruments can all be made from bamboo. Bamboo fibres can be used to produce a soft, cotton-like material for T-shirts and underwear. Bamboo fibres are also used to make paper. Bamboo can even be used to make bicycle frames and boats.





Bamboo scaffolding



Bamboo boats



Bamboo bicycles



Bamboo chairs

YEAR 5 READING

Read *Bamboozled!* on pages 8 to 10 and answer questions 5 to 11.

5 Bamboo is a type of

- ☐ tree.
- ☐ wood.
- ☐ bush.
- ☐ grass.

6 According to the text, one way bamboo is amazing is that

- ☐ it can grow extremely fast.
- ☐ it grows near gum trees.
- ☐ it comes in many sizes.
- ☐ it grows anywhere.

YEAR 5 READING

7 Which activity uses bamboo as scaffolding?

- ☐ plumbing
- ☐ building
- ☐ cooking
- ☐ sailing

8 Bamboo fibres are used in the production of

- ☐ paper.
- ☐ furniture.
- ☐ musical instruments.
- ☐ boats.

YEAR 5 READING

9 Fabric made from bamboo is

- ☐ lumpy.
- ☐ scratchy.
- ☐ cottony.
- ☐ clingy.

10 According to the text, which part of a bicycle can be made from bamboo?

- ☐ the frame
- ☐ the wheels
- ☐ the pedals
- ☐ the seat

YEAR 5 READING

11 The main purpose of this text is

- ☐ to encourage people to use bamboo more often.
- ☐ to give interesting facts and uses for bamboo.
- ☐ to list everything that can be made from bamboo.
- ☐ to outline where bamboo is mainly grown and used.

YEAR 5 READING

This page is meant to be blank.

Library magician



On Saturday afternoons, I go to the library for story time with my little sister, Tess. The children's librarian, Mr Frank, has been leading story time ever since my mum was a little girl! Today he was wearing a funny white beard and a lumpy, brown coat.

When we sat down with the other kids,

Mr Frank winked and said, ‘Did you know that every book is alive?’

He picked up a book that had a picture of a bird on the inside and flapped the covers as if they were wings. Mr Frank had a great big smile. He brushed his coat sleeve over the book, and, **whoosh**, a white bird flew up to the ceiling! We all laughed and wondered where it came from. But Mr Frank whispered, ‘Shhhhh! This is a library!’ and gave us an even bigger smile.

Next he picked up a book titled ***How to Make a Puppet***. As soon as he showed it to us, a little cowboy

popped up from between the pages! The little cowboy was moving and talking! I covered my mouth to keep from laughing.



Then Mr Frank picked up a book with orange and black stripes on the cover. The title was ***Tigers of East Asia***. I glanced at Tess. My heart was thumping. Mr Frank placed the book behind his back then whisked it out again! Now it had claws! '***RAWWRRRR!***'

Tess was a little scared and ready to go home. As we waited to have our books scanned, Mr Frank handed me a

book with a worn red cover. ‘Your mum used to borrow this one,’ he said. His eyes twinkled.

On the way home I read the title, trying to imagine what was inside. I didn’t dare open it. But as we walked, a small thrill was rising inside me like a bird taking off.



YEAR 5 READING

Read *Library magician* on pages 16 to 19 and answer questions 12 to 19.

12 *Today he was wearing a funny white beard and a lumpy, brown coat.*

(paragraph 1)

This sentence shows that Mr Frank

- ☐ feels cold.
- ☐ is very old.
- ☐ is in a costume.
- ☐ works at the library.

13 Mr Frank tries to show that ***every book is alive*** by

- ☐ telling silly jokes.
- ☐ acting out stories.
- ☐ doing magic tricks.
- ☐ reading stories aloud.

YEAR 5 READING

14 When the children laugh at the white bird in paragraph 3, Mr Frank is

- ☐ happy.
- ☐ angry.
- ☐ surprised.
- ☐ disappointed.

15 The cowboy described in paragraph 4 is probably a

- ☐ doll.
- ☐ puppet.
- ☐ picture.
- ☐ daydream.

YEAR 5 READING

16 The exclamation marks (!) in paragraph 4 show that the narrator is

- ☐ angry.
- ☐ scared.
- ☐ thankful.
- ☐ amazed.

17 *But as we walked, a small thrill was rising inside me like a bird taking off.*
(last paragraph)

This means the narrator

- ☐ is worried about opening the worn-looking book.
- ☐ is happy to finish story time at the library.
- ☐ is wanting to tell her mum about the book.
- ☐ is excited about reading the recommended story.

YEAR 5 READING

18 Which word best describes Mr Frank in the text?

- ☐ fierce
- ☐ brave
- ☐ playful
- ☐ watchful

19 In the text, ***whoosh*** (paragraph 3) and '***RAWWRRRR!***' (paragraph 5) are

- ☐ silly nonsense words.
- ☐ sounds that animals make.
- ☐ words from another language.
- ☐ strong feelings of the characters.

Please do not feed native animals

**The native animals in this park
have enough natural food to
survive and thrive.**

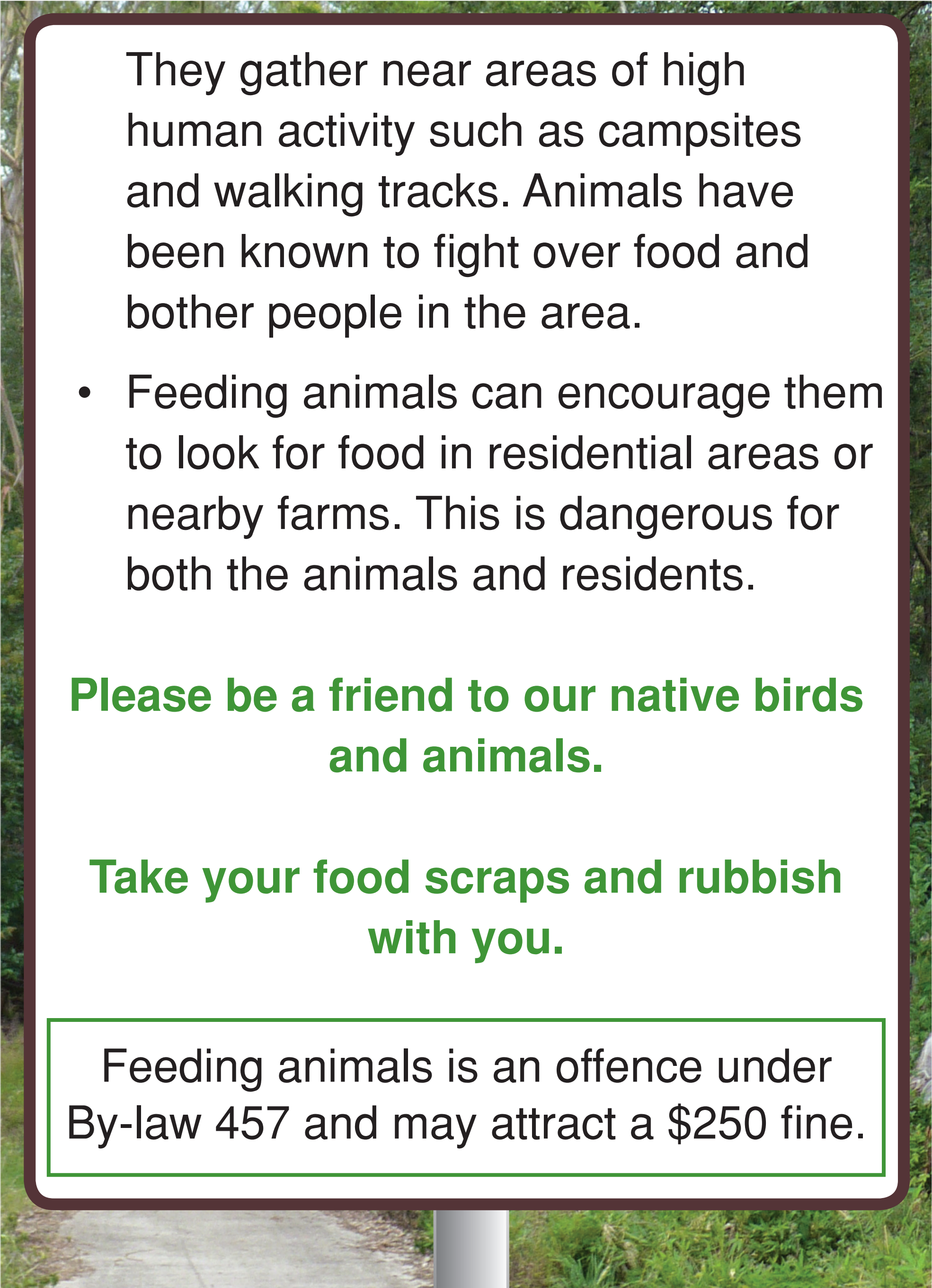
You might think that you are being kind to the native birds and animals by giving them your food scraps, but feeding them or leaving rubbish around that they might eat is cruel, not kind!



The background of the slide is a photograph of a dirt path leading through a dense forest of green trees. A white rectangular sign with a dark brown border is overlaid on the center of the image. The sign contains the text 'Remember:' followed by three bullet points.

Remember:

- Feeding animals can make them sick because sometimes our food contains ingredients that native animals cannot easily digest. They can become weak and more likely to catch a disease.
- The animals become used to being fed by people or finding food in rubbish. When this happens they can lose the ability to hunt and forage for themselves when they need to.
- Animals that rely on being fed by humans may become aggressive.



They gather near areas of high human activity such as campsites and walking tracks. Animals have been known to fight over food and bother people in the area.

- Feeding animals can encourage them to look for food in residential areas or nearby farms. This is dangerous for both the animals and residents.

Please be a friend to our native birds and animals.

Take your food scraps and rubbish with you.

Feeding animals is an offence under By-law 457 and may attract a \$250 fine.

YEAR 5 READING

Read *Please do not feed native animals* on pages 24 to 26 and answer questions 20 to 25.

20 The sign tells the reader that native animals in the park

- ☐ are playful and friendly.
- ☐ have been put there for visitors to see.
- ☐ are untamed and dangerous.
- ☐ can take care of themselves.

21 *You might think that you are being kind ...* (paragraph 1)

These words are used to

- ☐ accuse the reader of making a mistake.
- ☐ identify a common opinion which is not correct.
- ☐ give the writer's opinion about visitors.
- ☐ show sympathy for people doing the wrong thing.

22 *Please be a friend ...*

The writer starts the sentence like this

- ☐ to appeal to the reader's emotions.
- ☐ to emphasise that it is important to care about animals.
- ☐ to encourage more people to sponsor the animals in the park.
- ☐ to give scientific information in an informal way.

YEAR 5 READING

23 Which of these statements is supported by the sign?

- ☐ Animals survive better with help from humans.
- ☐ When animals eat human food it results in more rubbish in the park.
- ☐ Animals can behave in a threatening manner to get human food.
- ☐ When animals are not scared of humans it is better for their survival.

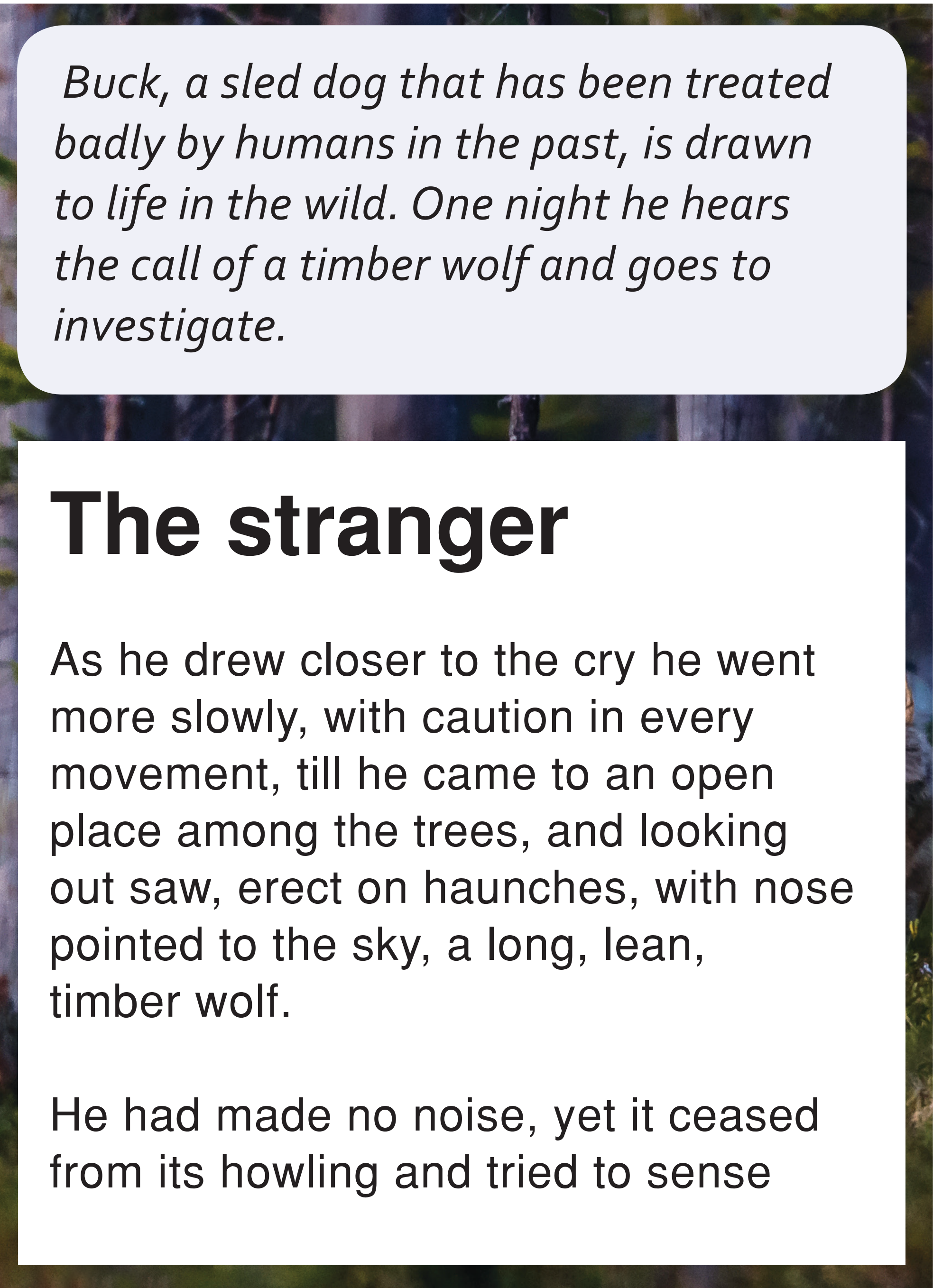
24 The sign mainly tries to persuade by

- ☐ offering rewards.
- ☐ making threats.
- ☐ targeting emotions.
- ☐ providing information.

YEAR 5 READING

25 The main purpose of the picture on the sign is

- ☐ to remind people of the types of wildlife in the park.
- ☐ to illustrate the correct way to feed native animals.
- ☐ to show the sign's message in a different way.
- ☐ to make the sign more attractive.



Buck, a sled dog that has been treated badly by humans in the past, is drawn to life in the wild. One night he hears the call of a timber wolf and goes to investigate.

The stranger

As he drew closer to the cry he went more slowly, with caution in every movement, till he came to an open place among the trees, and looking out saw, erect on haunches, with nose pointed to the sky, a long, lean, timber wolf.

He had made no noise, yet it ceased from its howling and tried to sense

his presence. Buck stalked into the open, half crouching, body gathered compactly together, tail straight and stiff, feet falling with unwonted care¹. Every movement advertised both a threat and an overture of friendliness. It was the menacing truce that marks the meeting of wild beasts that prey. But the wolf fled at the sight of him. He followed, with wild leapings, in a frenzy to overtake. He ran him into a blind channel, in the bed of the creek where a timber jam barred the way.

Buck did not attack, but circled him about and hedged him in with friendly advances. The wolf was suspicious and afraid; for Buck made three of him in weight, while his head barely reached Buck's shoulder. Watching his

¹ *feet falling with unusual care*

chance, he darted away, and the chase was resumed. Time and again he was cornered, and the thing repeated, though he was in poor condition, or Buck could not so easily have overtaken him. He would run till Buck's head was even with his flank, when he would whirl around at bay, only to dash away again at the first opportunity.

But in the end Buck's persistence was rewarded; for the wolf, finding that no harm was intended, finally sniffed noses with him. Then they became friendly, and played about in the nervous, half-coy way with which fierce beasts belie their fierceness. After some time of this the wolf started off at an easy lope in a manner that plainly showed he was going somewhere. He

made it clear to Buck that he was to come, and they ran side by side through the sombre twilight, straight up the creek bed, into the gorge from which it issued, and across the bleak divide where it took its rise.



Read *The stranger* on pages 32 to 35 and answer questions 26 to 32.

26 At the beginning of the text, Buck is described as approaching the wolf ***with caution in every movement***.

Why does he move this way?

- ☐ He has an injury and does not want to make it worse.
- ☐ He is hoping to surprise the wolf.
- ☐ He does not know how the wolf will react.
- ☐ He cannot tell which direction the cry is coming from.

27 In the second paragraph the writer talks of ***both a threat and an overture of friendliness***.

Which quotation from the text means the same thing?

- ☐ ***half crouching*** (paragraph 2)
- ☐ ***menacing truce*** (paragraph 2)
- ☐ ***wild leapings*** (paragraph 2)
- ☐ ***friendly advances*** (paragraph 3)

28 How does the wolf behave in the third paragraph?

- ☐ He runs away from Buck, stops, then runs again.
- ☐ He snarls at Buck to try to scare him.
- ☐ He overtakes Buck then waits for him.
- ☐ He starts to fight with Buck, then runs away.

YEAR 5 READING

29 Why was Buck able to catch up with the wolf?

- ☐ The wolf was not healthy.
- ☐ The wolf did not know the area well.
- ☐ The wolf let Buck catch him as part of a game.
- ☐ The wolf was much younger than Buck.

30 The beginning of the fourth paragraph suggests Buck is very

- ☐ secretive.
- ☐ powerful.
- ☐ patient.
- ☐ careful.

31 ... *fierce beasts belie their fierceness*

... (paragraph 4)

This could be rewritten as

- ☐ wild animals behave as if they are injured.
- ☐ aggressive animals behave as if they are gentle.
- ☐ frightening animals behave as if they are frightened.
- ☐ angry animals behave as if they are happy.

YEAR 5 READING

32 The wolf's actions show that he goes from

- ☐ ignoring Buck to threatening him.
- ☐ fearing Buck to defeating him.
- ☐ snarling at Buck to following him.
- ☐ mistrusting Buck to accepting him.

Reviewing *Curious Children*

Curious Children

Minh finally located the ON button for the archaic computer. The screen flickered once, and then darkened. Just as suddenly, it hummed to life again, and two startling words flashed at them from the darkness.

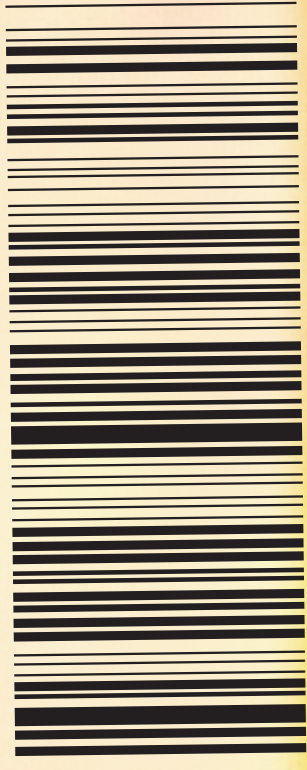
WELCOME PRESIDENT!

When Harry, Minh and Jessica discover an old computer in a disused railway tunnel, they have no idea of the catastrophic potential of the data locked within its circuits. Only one thing is certain—if the computer's contents are revealed, the world will never be the same.



A Beadley Australia Book

ISBN 978-1-33225-432-Z



Reviewing *Curious Children*

Curious Children

Or should I say, ‘curious book’? Sattler’s latest offering seems to blur the line between action thriller and science fiction. The author’s lack of commitment to the conventions of either genre makes the book feel unsatisfying and incomplete. His previous books had no such identity crisis; readers knew exactly what they were in for—adventure with ingeniously dramatic plot twists. Perhaps praise for these works prompted Sattler to take himself a bit too

seriously, resulting in a clever plot that is constantly slowed by philosophy and detail when it should just be whipping along.

Will Forsyth ★★☆☆☆

Reviewing *Curious Children*

Curious Children

D L Sattler's new book had me hooked from the first page. Once again, Sattler displays his skill in creating an intricate plot peopled by strongly drawn characters. This time he has added depth by setting the events in a global context, which gives the book a significance that is lacking in other action-heavy adolescent stories. When the curious children of the title find an abandoned computer, they are unaware of the danger inherent in their discovery. As it

becomes obvious how explosive the information in the computer is, they find they have no idea who they can trust with it. ***Curious Children*** is a perfect bridging book for keen readers who are moving towards adult spy novels and thrillers. It can be recommended with confidence to any teenager who enjoys a read that entertains, challenges, and moves at a cracking pace.

Geraldine Saxby ★★★★★

Read *Reviewing Curious Children* on pages 42 to 47 and answer questions 33 to 38.

33 Forsyth thinks a good adventure story

- ☐ has a complex plot and plenty of action.
- ☐ has an intricate plot and some reflection.
- ☐ challenges the conventions of the genre.
- ☐ is predictable in terms of the subject matter of its plot.

YEAR 5 READING

34 What is the aim of Saxby's final two sentences?

- ☐ to inform people of the book's content
- ☐ to identify the likely audience for the book
- ☐ to explain that the book is a spy novel
- ☐ to recommend the book to librarians

35 On which aspect of the novel are both reviewers positive?

- ☐ characters
- ☐ plot
- ☐ setting
- ☐ writing style

36 Which statement is most similar to an opinion expressed in Forsyth's review?

- ☐ Sattler again displays his distinctive use of language.
- ☐ This book is unlike Sattler's earlier works.
- ☐ Sattler is a writer who understands what his readers want.
- ☐ This book is a departure from Sattler's usual subject matter.

YEAR 5 READING

37 What is the *identity crisis* that Forsyth refers to in his review?

38 At the end of each review, what do the stars represent?

- ☐ the difficulty of the book
- ☐ the age classification for the book
- ☐ the rating of the book by readers
- ☐ the reviewer's judgement

STOP – END OF TEST

This page is meant to be blank.