

READING

YEAR
7
2014

65 mins Time available for students to
complete test: 65 minutes

Use 2B or HB
pencil **only**



Read *Leeches* on page 2 of the magazine and answer questions 1 to 6.

1

What helps a leech to move about?

- its saw-like jaws
- suckers on its body
- being able to suck blood
- something in its saliva

2

Why might a leech's body size change?

- It can use saliva to make its body clot or thicken.
- It has special suckers, which make it grow quickly.
- It can suck up to ten times its own weight in blood.
- It can use salt and vinegar to make its body expand.

3

What can be used to remove a leech?

- medicine
- saliva
- salt
- water

4

In paragraph 1, it is assumed that the reader will find leeches

- interesting.
- unpleasant.
- surprising.
- fascinating.

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The text tells us that during the early 1800s leeches were seen as

- a cure for many diseases.
- helpful during operations.
- horrible bloodsucking pests.
- a problem when camping.

6

In paragraph 2, the words *or thickening* help to explain the way blood

- flows.
- clots.
- gushes.
- dries.

Read *Global bathtub* on page 3 of the magazine and answer questions 7 to 12.

7

What happened to the packaging of each bath toy?

- It slowly fell apart in the water.
- It was removed by the scientists.
- Beachcombers collected it to get a reward.
- It was crushed by the shipping containers.

8

On which shores were the washed-up bath toys first seen?

- Asian
- Arctic
- Alaskan
- Australian

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9

According to the map, which of these statements is true?

- More bath toys were found in Europe than Australia.
- More bath toys were found in South America than Europe.
- More bath toys were found in South America than Australia.
- More bath toys were found in Australia than South America.

10

The scientists wanted to find the bath toys because the bath toys could

- show them where the ship was located.
- help them learn more about ocean currents.
- help them find previously released bottles.
- show them how to make long-lasting plastic.

11

For the scientists, what advantage did the bath toys have over the bottles?

- The bath toys stayed afloat longer than the bottles.
- The number of bath toys was greater than the number of bottles.
- The colour of the bath toys made them easier to see than the bottles.
- The bath toys were released from a place where the bottles had never been.

12

The last paragraph is intended as

- a lesson to be learnt.
- a light-hearted idea.
- a conclusion to a problem.
- an environmental warning.

Read *Brahminy Kite* on page 4 of the magazine and answer questions 13 to 17.

13

The first five lines of the poem

- describe the main character and set the scene.
- contrast the Brahminy kite with his surroundings.
- predict the events which will occur.
- identify all the key characters.

14

According to the poem, what qualities do Brahminy kites possess?

- protectiveness and carefulness
- bravery and perseverance
- clear thinking and cooperativeness
- speed and keen eyesight

15

The way the word *PLUNGES* appears on the page creates a sense of the Brahminy kite's

- uneasiness.
- surrender.
- movement.
- indecision.

16

The Brahminy kite's emotional state changes from feeling calm to feeling

- fearful and then contented.
- concerned and then powerful.
- powerful and then overwhelmed.
- determined and then victorious.

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17

In your own words, explain what the leafhopper dares not do.

Read *Food miles* on page 5 of the magazine and answer questions 18 to 24.

18

According to the text, what is one way a person can reduce their food miles?

- buy local produce instead of imported food
- start a campaign to let everyone know about the problem
- set a limit on how far they will travel to buy food
- refuse to buy food that has been treated with chemicals

19

What is the main purpose of *The issue* section?

- to describe the problem in order to encourage discussion
- to show which foods different countries are famous for
- to provide proof that the food we eat is very expensive
- to suggest solutions to the food miles problem

20

What *big surprise* does the writer predict at the end of the first paragraph of *The issue* section?

- the difficulty of obtaining fresh local produce
- the number of different foods used in one household
- the discovery that food comes from many different places
- the conclusion that food should be locally produced

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21

The information included in the *Comments* section is

- arranged by date and time.
- listed alphabetically by name.
- grouped into comments for and against.
- organised by the length of each writer's text.

22

Both Ellen P and BJ begin their comments with very short statements:

I agree. and *Yeah.*

Why do they do this?

- to save space
- to answer a question they were asked
- to show they have considered other people's ideas
- to indicate that they are interested in the information

23

Which of these arguments is **not** used by Busy Dad?

- Sometimes it is too hard to do what may seem to be right.
- There is not enough time to check every food label during a shopping trip.
- Many people do not have enough money to buy only locally produced food.
- Locally produced food may be just as environmentally damaging as imported food.

24

Eco Warrior believes that

- food miles do not have an impact on the environment.
- reading complicated food labels will not help people.
- pesticides and fertilisers are more harmful than transportation.
- there are other factors that need to be considered.

Read *Outside the triangle* on page 6 of the magazine and answer questions 25 to 31.

25

In paragraph 3, why did Holly groan?

- She did not like being at school.
- She was very angry with her brother.
- She realised she would no longer be by herself.
- She knew her sister was angry with her.

26

Why is Holly angry with Tom?

- He revealed her secrets to other people.
- He spent all his time playing football.
- He has been more successful at sport than her.
- He has always taken Trish's side in arguments.

27

Why does Trish grab Holly's bag?

- She is very angry with Holly.
- She knows that they should wait for Tom.
- She wants Holly to really listen to what she is saying.
- She is looking for a chance to run away from Holly.

28

How do the three siblings take sides when they are having a fight?

- The way they combine changes all the time.
- Tom and Holly always combine against Trish.
- Tom and Trish always combine against Holly.
- They do not combine; everyone fights for themselves.

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Despite her anger, Holly had to hide a smile ...

Why is Holly amused?

- She realises that Tom did not really mean to hurt her.
- She has worked out a way to exact revenge.
- She is amused that Trish can't keep up.
- She can tell what Trish will do next.

30

The metaphor in the title refers to a key theme in this text. What is the theme?

- breaking conventional gender stereotypes
- being alienated from families
- staying strong in difficult circumstances
- moving away from established patterns of behaviour

31

Which quotation is the most significant turning point in the story?

- But then she heard Trish's voice.*
- 'How about because he's our brother?' Trish panted.*
- And suddenly it was obvious: of course she would go.*
- Holly saw the disappointment flicker across her sister's face.*

Read *Animals and earthquakes* on page 7 of the magazine and answer questions 32 to 38.

32

Look at the last sentence in the first paragraph.

What do the words in brackets suggest about this approach to predicting earthquakes?

- It is highly controversial.
- It is likely to be achieved soon.
- It is gaining more support all the time.
- It is most often supported by non-experts.

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33

The first sentence includes three words that describe the extent of something: *massive*, *devastating* and *intensive*.

Write the correct letter in each box to match the word to what it describes.

A – massive

the effect of nature on people

B – devastating

a natural occurrence

C – intensive

a human activity

34

The text refers to two Chinese earthquakes. Why is the second one particularly important to the argument?

- It was tragically destructive.
- It was preceded by normal animal behaviour.
- It happened soon after an earlier earthquake.
- It happened in the same region as an earlier earthquake.

35

What does paragraph 6 suggest about how some people treat evidence?

- They are not interested in evidence.
- They notice evidence that scientists ignore.
- They provide scientists with false evidence.
- They interpret evidence according to their own ideas.

36

According to the last paragraph, what is the most likely outcome of further research into animals and earthquakes?

- saving a great many human lives
- knowledge of the causes of earthquakes
- knowledge of animals' sensory perception
- awareness of animals' welfare during disasters

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What is the main source of the writer's credibility when discussing animals and earthquakes?

- academic qualifications
- a critical approach to evidence
- direct experience of earthquakes
- an ability to relate to animals' feelings

38

There are descriptive lists of animals in paragraph 3 and paragraph 6. What is the main difference in the tone of these descriptions?

Read *Erik, the boat race, and the innovative propeller* on page 8 of the magazine and answer questions 39 to 44.

39

What does Erik hope to gain by designing a new propeller?

40

... (*and unobservable*) ... (paragraph 2)

Why does the writer include this information?

- to indicate the location of the propeller
- to show it is to be kept secret from the *Helda 2*'s crew
- to explain the design for race spectators who cannot see it
- to emphasise the sneakiness of Erik's plan

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41

More or less exactly. (paragraph 3)

What does this quotation reveal to the reader?

- It shows that the propeller installation was difficult.
- It implies that the installation instructions were not detailed enough.
- It indicates that Olaf and Vodn were doubtful the propeller would work.
- It hints that Erik's plans might not go as expected.

42

What unusual behaviour did Erik display on race day?

- He was part of the crowd watching the race.
- He bought food to eat in public.
- For a change, he was not rowing in the boat.
- He talked to people about the race.

43

What was Erik's *certain triumph*? (paragraph 4)

- his unusual propeller design
- a win for the boat fitted with his propeller
- the trophy awarded for the boat race winner
- the income from propeller sales

44

Nothing could compare to the pain he felt as he watched the Helda 2 shoot off across the water ... in the wrong direction.

In this sentence, the writer uses the points of ellipsis (...) to

- indicate that there are some words left out.
- show that the sentence is unfinished.
- pause before unexpected information.
- imply that the reader knows what occurs next.

Read *Square Kilometre Array* on page 9 of the magazine and answer questions 45 to 50.

45

Sensitivity is vital ... (paragraph 3)

What does *sensitivity* refer to here?

- the secrecy of the project bid
- the capability of the equipment
- the impact on the environment
- the importance of the data collected

46

Which quotation seems intended to be the most surprising?

- The total collecting surface area of these dishes will add up to roughly one square kilometre ...*
- ... scientists hope to ... solve some of the enduring mysteries of the cosmos such as how galaxies form and the existence of dark matter.*
- This data stream will be many times larger than that produced by the entire current global internet traffic!*
- It was the characteristics of this site ... that won the Australia – New Zealand bid for the SKA.*

47

What was the main reason why Australia and New Zealand were successful in their bid for the SKA?

- location factors
- political integrity
- financial contributions
- collaborative approach

48

What does *radio-quietness* refer to?

- the project's lack of publicity
- the peacefulness of the desert location
- the strength of radio signals from space
- the absence of signals from electronic devices

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Apart from astronomical knowledge, what is another benefit of the SKA mentioned in the text?

50

What is the main purpose of the text?

- to create a well-informed interest in the SKA
- to show that the SKA will provide value for money
- to warn against excessive expectations for the SKA
- to compare the SKA's advantages and disadvantages

STOP – END OF TEST

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