

# READING

0:65

Time available for students to  
complete test: 65 minutes

Use 2B or HB  
pencil **only**



**Do not write on this page.**

## YEAR 7 READING

Read the poster for *Book Aid International* on page 2 of the magazine and answer questions 1 to 6.

1

The poster encourages people to join *Book Aid International* by

- offering them a reward for their hard work.
- showing them how much fun reading books can be.
- telling them they will make friends in other countries.
- showing they can make a difference to other people's lives.

Shade one bubble.



2

*Read as many books as you can in one month.*

Why does the poster say this?

- to show you books are fun
- so you will learn to read well
- so you can raise a lot of money
- to show you there are many books to read

3

At *www.bookaid.org* people register to

- help raise money.
- buy books online.
- learn how to read.
- make friends with some children in Africa.

4

How does *Book Aid International* help people in Sub-Saharan Africa?

- by selling books and giving them the money
- by teaching them to write their own books
- by helping them to set up their own bookshops
- by giving them more books to read

## YEAR 7 READING

5

In the last section of the poster, a Maasai boy tells his story.

Why has the Maasai boy's story been included in this poster?

Write your answer  
on the lines.

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6

This poster is aimed at people who

- do not have access to books.
- live in Sub-Saharan Africa.
- like to help others.
- cannot read.

Shade one  
bubble.

**Read *The diver* on page 3 of the magazine and answer questions 7 to 11.**

7

In the first stanza (verse), the diver mainly feels

- scared by possible dangers.
- wonder at the marine environment.
- proud of knowing so much about the sea.
- confused about the objects found underwater.

8

The description of the bushes is made more vivid by

- relating them to the deep ocean.
- the description of nearby jewels.
- suggesting the sounds they make.
- the sudden contrast of movement.

## YEAR 7 READING

9

What *bullion* is in her hold?

Shade one bubble.



In this line, *her* refers to

- a ship.
- a cannon.
- the diver.
- a sea animal.

10

How does the diver feel about going back to the beach?

- curious
- nervous
- relieved
- reluctant

11

What does the sea most strongly represent for the diver?

- an escape from everyday life
- the possibility of danger
- childhood memories
- the hope of wealth

Read *Blackberries: tasty terror* on page 4 of the magazine and answer questions 12 to 17.

12

According to this text, a plant is a weed if it

- grows many canes.
- has poisonous fruit.
- produces lots of seeds.
- crowds out other plants.

## YEAR 7 READING

13

People now think that planting blackberries along streams was

Shade one bubble.



- a disaster.
- a success.
- a challenge.
- a surprise.

14

*... spread by birds, animals, people and water.*

The purpose of this list is to

- explain which way of spreading seeds works best.
- name different ways of spreading seeds.
- name different stages of spreading seeds.
- explain how seed spreading works.

15

What is the main difference between suckers and daughter plants?

- how long they live
- how they start growing
- what fruit they produce
- what plant they become

16

What is one way that the last paragraph is different from the rest of the text?

- It relies on the reader's background knowledge.
- It challenges the assumptions made earlier.
- It addresses the reader directly.
- It gives a summary of the text.

## YEAR 7 READING

17

Which fact is **not** illustrated in the diagram?

Shade one bubble.



- A cut-off piece of root grows into a new plant.
- Suckers shoot from the roots and start new plants.
- In its first year, a cane does not flower or produce fruit.
- A daughter plant grows where a cane tip touches the ground.

Read *The outsider* on page 5 of the magazine and answer questions 18 to 22.

18

Papa's attitude towards Hulag is

- timid but kind.
- wary but polite.
- confused and fearful.
- aggressive and disrespectful.

19

Hulag's behaviour when he arrives can best be described as

- quiet.
- confident.
- unfriendly.
- aggressive.

20

*He doesn't take his eyes off the approaching figure.  
"Get Nana," he tells Miki.*

These sentences help to

- create tension.
- provide clarity.
- indicate surprise.
- resolve a conflict.

## YEAR 7 READING

21

Hulag thinks that Nana

- is unfriendly.
- can be argued with.
- can be manipulated.
- is strong and decisive.

Shade one bubble.



22

In the last sentence, Hulag is referred to as *This man*.

The main purpose of this is to show that

- he is different from Papa.
- the villagers have not heard his name.
- he has gained the respect of the villagers.
- he is being kept at a distance by the villagers.

**Read *The first day* on page 6 of the magazine and answer questions 23 to 28.**

23

Why is Michael in the Principal's office?

- He is meeting the Principal because it is his first day.
- He has something to deliver to the Principal.
- A teacher is not happy with his behaviour.
- His parents have left a message for him.

24

'*Maybe we could just chalk it up to experience*,' (paragraph 4)

In this sentence, *chalk it up to experience* means to

- learn from a negative experience.
- keep a record of recent experiences.
- encourage more positive experiences.
- refuse to acknowledge a recent experience.

## YEAR 7 READING

25

'Were you pleased your family decided to move here, Michael?'  
(paragraph 5)

Shade one  
bubble.



Why does the Principal ask this question?

- to encourage Michael to feel more at ease
- to acknowledge Michael is new to the school
- to show Michael how much he has embarrassed his family
- to suggest that Michael's feelings may be influencing his behaviour

26

The conversation ends with Michael feeling

- defeated.
- uncertain.
- miserable.
- disappointed.

27

Michael's approach to the Principal suggests that he is trying to

- annoy her.
- charm her.
- challenge her.
- get to know her.

28

Readers mainly learn about Michael's character through

- his facial expressions.
- what he thinks to himself.
- what he says to the Principal.
- what the Principal says about him.

## YEAR 7 READING

Read *Comets* on page 7 of the magazine and answer questions 29 to 35.

29

What are comets made from?

- material from the formation of our Solar System
- rocks broken away from the Sun
- pieces of other solar systems
- gases emitted by Earth

Shade one bubble.



30

*'dirty iceberg'*

This phrase is in quotation marks (‘ ’) because it is

- a non-scientific description.
- an old-fashioned expression.
- a popular saying.
- a foreign phrase.

31

In our Solar System, there are over 3000 known comets. It is possible that there are unknown comets.

Use evidence from the text to explain why such unknown comets have not been seen.

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Write your answer on the lines.



32

A comet's tail is formed when

- a large icicle grows from the nucleus.
- the comet passes through a cloud of dust.
- the comet travels faster than the speed of light.
- parts of the nucleus are changed by the Sun's heat.

Shade one bubble.



## YEAR 7 READING

33

Figure 1 shows a comet's path around the Sun. It also shows

Shade one bubble.



- the speed of a comet in orbit.
- the direction of a comet's tail in orbit.
- the number of comets orbiting the Sun.
- the distance of a comet's tail from the Sun.

34

The main purpose of the last paragraph is to provide

- expert opinions on comets.
- a description of a comet's tail.
- examples of well-known comets.
- an explanation of how comets are formed.

35

In this text, it is assumed that the reader already knows

- what Hale-Bopp is.
- who Fred L. Whipple is.
- what is in a comet's tail.
- what the Solar System is.

**Read *Salinity* on page 8 of the magazine and answer questions 36 to 43.**

36

The text suggests that Australia's salinity problem

- is a process that cannot be reversed.
- would have occurred regardless of human influence.
- was deliberately caused by farmers and land developers.
- may have been averted had the right knowledge been available.

## YEAR 7 READING

37

In a day, over 700 litres of water may pass through the leaves of a fully-grown river red gum. (paragraph 2)

Shade one bubble.



This information in the text shows that trees

- are the only things preventing underground salt rising to the surface.
- play a vital role in preventing the watertable from rising.
- are able to access and utilise water in order to grow.
- contribute to the salinity problem.

38

In the section called *Costs*, it is implied that salinity affects

- mainly the city of Wagga Wagga and the Murray River.
- an unimportant part of society and the environment.
- numerous aspects of society and the environment.
- mainly farmers and their equipment.

39

In the section called *Costs*, the city of Wagga Wagga is mentioned to

- describe how rural towns are responding to the salinity crisis.
- give a real-world example of the high costs associated with salinity.
- show that the costs of salinity are trivial when distributed across the country.
- show that the costs of salinity are restricted to rural areas and country towns.

40

The section called *Slow change* suggests that Australian society

- is as ignorant about salinity as it has always been.
- may be about to cause another environmental emergency.
- needs to act now if salinity is to be prevented in the future.
- will be unable to predict the consequences of preventing salinity.

## YEAR 7 READING

41

Figure 1 shows

Shade one bubble.



- a rising watertable.
- a stable environment.
- a damaged environment.
- the early stages of salinity.

42

Figure 2 shows that, besides rain, the watertable is affected by

- stormwater.
- irrigation.
- soil.
- salt.

43

The intended audience of this text is people who

- are experts in salinity.
- do not know much about salinity.
- are replanting salt-damaged land.
- are measuring the financial costs of salinity.

**Read *Avatar* on page 9 of the magazine and answer questions 44 to 48.**

44

*a magnificent, photo-realistic landscape of multi-coloured dinosaurs, waterfalls and floating mountains.* (Review 1)

Review 1 uses this description to

- ridicule the visual spectacle of the film.
- draw attention to the perceived weaknesses of the film.
- emphasise the complex visual spectacle of the film.
- establish a basis for his criticisms of the film.

## YEAR 7 READING

45

The phrase *wonderfully hissable villains* (Review 2) describes characters who are

- sinister but appealing.
- energetic and amusing.
- hilarious and awkward.
- ineffective but admirable.

Shade one bubble.



46

Review 2 suggests that the quality of the acting in *Avatar*

- is central to the worth of the film.
- is secondary to the narrative structure of the film.
- is overshadowed by the technical qualities of the film.
- is a powerful feature of the imaginary world created in the film.

47

Which pair of quotations best captures the fundamental difference in the opinions expressed by the two reviewers?

**Review 1**

**Review 2**

- compendium of clichés* and *a timeless story of good and evil*
- evil technology* and *wonderfully hissable villains*
- an unqualified triumph* and *the amazing world created*
- magnificent, photo-realistic* and *the sheer film-making skills*

48

Which quotation from Review 2 reflects the positions of both reviewers?

- technical expertise*
- soaring imagination*
- one of the best films of the year*
- somehow it all works wonderfully well*

**STOP – END OF TEST**

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## YEAR 7 READING

### PRACTICE QUESTIONS

Read *Snowboarding in Australia* on page 12 of the magazine and answer questions P1 and P2.

P1

The first Olympic snowboarding event was held in

- 1998.
- 2008.
- 2009.
- 2010.

Shade one bubble.



P2

Where were the 1998 Winter Olympics held?

Write your answer on the line.



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