

READING

0:50

Time available for students to
complete test: 50 minutes

Use 2B or HB
pencil **only**



YEAR 5 READING

Read *From pop band to movie star* on page 2 of the magazine and answer questions 1 to 6.

1

How old was Johnny when he started playing the guitar?

- six
- eight
- twelve
- sixteen

Shade one bubble.



2

The text describes how Johnny's career began.

The question at the end of the first paragraph suggests readers will think this information is

- amusing.
- upsetting.
- surprising.
- disappointing.

3

Which of these is a fact about The Kids?

- The band did not become famous.
- The band reached the top of the music charts.
- The band did not write any music for six years.
- The band made lots of money from playing gigs.

4

Why is Nicolas Cage mentioned in this text?

- He played with The Kids.
- He offered Johnny an acting role.
- He inspired Johnny to become an actor.
- He introduced Johnny to Vanessa Paradis.

YEAR 5 READING

5

What does the text suggest is Johnny's current attitude to making music?

- He prefers to listen to his girlfriend make music.
- He would rather play a different instrument.
- He thinks he is too old to be in a band.
- He still enjoys playing his guitar.

Shade one bubble.



6

Johnny designed the band's costumes – many were made from old clothes found in his mother's wardrobe.

What does the dash (–) show about the two ideas in this sentence?

- The first idea is the opposite of the second idea.
- The first idea is more important than the second idea.
- The second idea happened just after the first idea.
- The second idea helps to expand on the first idea.

Read *How to play SPUD* on page 3 of the magazine and answer questions 7 to 12.

7

The text says a game of SPUD needs at least

- four players.
- five players.
- six players.
- seven players.

8

The winner is the player who

- catches the ball first.
- does not spell SPUD.
- is the first to spell SPUD.
- throws the ball the furthest.

YEAR 5 READING

9

When the player who is *It* calls your name, what must you do first?

Shade one bubble.

- take three steps
- throw the ball
- get the ball
- run away

10

Which of these changes would make the game last longer?

- spelling a word with more letters
- making the playing area smaller
- playing with fewer people
- having more than one *It*

11

Which picture best matches Rule 5?



12

You could even play SPUD on a netball court.

Where would this information belong in this text?

- What you need*
- Setting up a playing area*
- Aim of the game*
- Rules of the game*

YEAR 5 READING

Read *Young adventurer 2009* on page 4 of the magazine and answer questions 13 to 19.

13

When he first saw the Naadam festival horseraces, Angus felt

- disappointed that the jockeys were children.
- bored because the races took so long.
- inspired to take part in the races.
- nervous about the races.

Shade one bubble.



14

After he returned to Australia, ...

The second paragraph is about Angus's

- home town.
- exercise routine.
- racing experience.
- family background.

15

Angus's Mongolian friends helped him to

- take part in the Mongolian races.
- find his way around Mongolia.
- train for the Mongolian races.
- plan his trip to Mongolia.

16

The way this text is written leads the reader to

- feel jealous of Angus.
- feel sorry for Angus.
- be amused by Angus.
- admire Angus.

YEAR 5 READING

17

Write the numbers 1 to 5 in the boxes to show the order of events in the text. The first one () has been done for you.

Write one number in each box.

Angus decided to compete in the Naadam festival.

Angus travelled to Mongolia with his family for a holiday.

Angus won the Young Adventurer of the Year Award.

Angus trained after school.

Angus competed in two horseraces in Mongolia.

18

Which idea best matches this text?

Shade one bubble.

- There is no place like home.
- Fight for what you believe in.
- Good things come to those who wait.
- Dreams can come true if you work hard.

19

Why did Angus receive the Young Adventurer of the Year Award?

- He won a competition.
- He made a tough decision.
- He achieved a difficult goal.
- He did something to help others.

YEAR 5 READING

Read *The diver* on page 5 of the magazine and answer questions 20 to 24.

20

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.

Shade one bubble.



21

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.

22

What bullion in her hold?

In this line, *her* refers to

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

23

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

- curious
- nervous
- relieved
- reluctant

YEAR 5 READING

24

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

Shade one bubble.



Read *The outsider* on page 6 of the magazine and answer questions 25 to 29.

25

Papa's attitude towards Hulag is

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

26

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

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

27

*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 5 READING

28

Hulag thinks that Nana

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

Shade one bubble.



29

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 *I'm a walking advertisement* on page 7 of the magazine and answer questions 30 to 36.

30

What does Sally mainly object to?

- fashion trends
- unattractive logos
- sly business practices
- billboard advertisements

31

There's even advertising on my underwear.

What point is Sally making here?

- Advertising is ineffective.
- Advertising has no boundaries.
- Advertisers have a sense of humour.
- Advertisers are running out of ideas.

YEAR 5 READING

32

Sally often uses the word *we*.

Shade one bubble.



The purpose of the word *we* in the text is to

- show that Sally is writing to her friends.
- make the reader feel involved in the issue.
- emphasise that the issue doesn't affect all people.
- disguise Sally's individual involvement in the issue.

33

Sally uses quotation marks (‘ ’) around ‘*must-have*’ (paragraph 2) to show she

- is avoiding the use of precise language.
- doesn't believe the description is true.
- is admiring the wearers of such shirts.
- doesn't understand other people's choices.

34

What does Sally suggest about advertising in films and on clothing?

- The success of logos on clothing led to product placement in films.
- Product placement in films is more effective than logos on clothing.
- Logos on clothing and product placement in films have the same aim.
- Logos on clothing are more effective than product placement in films.

35

Sally's attitude to logos on clothes is best described as

- amused.
- doubtful.
- indignant.
- embarrassed.

YEAR 5 READING

36

How does Sally's final message relate to the rest of the text?

Shade one
bubble.



- It presents a new argument.
- It returns to a personal focus.
- It adopts a more general focus.
- It answers Sally's first question.

STOP – END OF TEST

PRACTICE QUESTIONS

Read *On the bush track* on page 8 of the magazine and answer questions P1 and P2.

P1

Where are Riko and Sam?

- in a camp
- on a track
- by a bush
- up a tree

Shade one bubble.



P2

Write the numbers 1 to 4 in the boxes to show the order of what happened in the text. The first one () has been done for you.

Write one number in each box.



- Sam stopped.
- Sam smiled.
- Riko and Sam walked along a bush track.
- Riko saw something up in a tree.

