

READING

YEAR
9
2012

0:65

Time available for students to
complete test: 65 minutes

Use 2B or HB
pencil **only**



Do not write on this page.

YEAR 9 READING

Read *Sarbi* on page 2 of the magazine and answer questions 1 to 5.

1

Why did the Australian Army recruit Sarbi?

- Sarbi's mother had worked for the Army.
- Sarbi had already received special training.
- Sarbi had worked at the Commonwealth Games.
- Sarbi had the right character to be an army dog.

2

In the text, Sarbi is portrayed as being

- playful.
- dangerous.
- disobedient.
- professional.

3

What did the Afghan farmer do when Sarbi arrived at his farm?

- He tried to sell Sarbi.
- He treated Sarbi as a pet.
- He made Sarbi work on his farm.
- He contacted the American Army.

4

The American soldier saw a black labrador in northern Afghanistan.

What is most likely to have been the soldier's reaction?

- anger
- relief
- sadness
- surprise

YEAR 9 READING

5

In which paragraph does the writer first introduce a sense of tension into the text?

- paragraph 2
- paragraph 3
- paragraph 4
- paragraph 5

Read *The bundle arrives* on page 3 of the magazine and answer questions 6 to 12.

6

Why does the visitor come to the hut?

- He is looking for refuge.
- He is visiting an old friend.
- He is trying to cause trouble.
- He is keeping an appointment.

7

The text describes the location of the narrator's hut as

- at the top of a hill.
- in an isolated spot.
- on an island in a lake.
- near a little-known tourist attraction.

8

What is the narrator's attitude to the place where he is living?

- It gives him a sense of security.
- He'd be equally happy anywhere else.
- He resents having to live there.
- Its isolation frightens him.

YEAR 9 READING

9

Other people are trouble.

Which quotation from the narrator best demonstrates this belief?

- I don't make any effort to maintain the little goat path ...*
- ... the pounding on the door startled me.*
- I gave the beans another stir and pulled the pot off the fire ...*
- I shoved the door closed ...*

10

I gave the beans another stir ...

This shows that the narrator

- is impatient with interruptions.
- is in a hurry to eat his dinner.
- does not want to share his food.
- will not allow himself to be rushed.

11

What is the purpose of repeatedly using the word *bundle* in the text?

- It gives away the plot.
- It introduces uncertainty.
- It enhances the air of mystery in the plot.
- It focuses attention on the visitor's problem.

12

The style of writing in the last three paragraphs is

- factual.
- dramatic.
- colloquial.
- reflective.

YEAR 9 READING

Read *Multi-tasking* on page 4 of the magazine and answer questions 13 to 17.

13

What is the effect of including the cartoon in the text?

- It challenges some readers' prejudices against multi-tasking.
- It contrasts with the writer's own opinion about multi-tasking.
- It suggests that multi-tasking is not a very important issue.
- It places multi-tasking in a familiar context.

14

... *music-listening, message-sending, multi-tasking learners.* (paragraph 7)

What attitude towards multi-tasking learners is suggested by the tone of this list?

- critical
- admiring
- indifferent
- questioning

15

What in particular is the *bad news* that cognitive research has for multi-tasking learners?

- You won't learn new skills.
- You will learn only a few things well.
- Your brain won't retain what you learn.
- Your striatum will become overworked.

16

According to the text, why do many people turn down the car radio while they are studying a roadmap?

- because soft music is the best aid for concentration
- because they are trying to apply the recent research
- because they are not convinced by the recent research
- because they sense they can focus on only one thing at a time

YEAR 9 READING

17

What lesson could employers learn from the text?

- Multi-tasking is not an efficient way of working.
- Creativity is an overrated skill in the workplace.
- Multi-tasking employees will waste time listening to music.
- Only younger employees manage multi-tasking effectively.

Read *Any udder ideas?* on page 5 of the magazine and answer questions 18 to 24.

18

The products in the text are presented in terms of both environmental impact and

- price.
- convenience.
- visual appeal.
- novelty value.

19

According to the text, why did plastic milk bottles become popular?

- They last a long time.
- They can be recycled.
- They are easy to handle.
- They are made from recycled materials.

20

Which statement about milk pouches does the text support?

- Milk pouches can be a success in the right circumstances.
- Milk pouches are too inconvenient ever to be popular in Australia.
- British people have been using milk pouches as long as Canadian people.
- Canada had the best education campaign about the advantages of milk pouches.

YEAR 9 READING

21

According to the text, what would cause the least harm if added to landfill?

- glass bottles
- milk pouches
- plastic bottles
- paper bottle lining

22

This was largely due to a pre-launch education campaign ... (paragraph 3)

Which word would best replace education here?

- health
- political
- advertising
- environmental

23

What is the best explanation of the joke technique used in the title?

- It says the opposite of what is really intended.
- It asks a question to which everyone knows the answer.
- It uses a word in a way that suggests a different meaning.
- It provides an apparently contradictory comment on the topic.

24

Which statement is an assumption made in the text?

- Milk is healthy.
- The old ways are best.
- Recycling is worthwhile.
- Landfill is a good solution to the problem of waste.

YEAR 9 READING

Read *'Let them eat cake!'* on page 6 of the magazine and answer questions 25 to 30.

25

According to the text, what was the likely purpose of attributing the expression *'Let them eat cake!'* to Marie Antoinette?

- to gain support for a generous and popular royal
- to inflame unfavourable views of Marie Antoinette
- to suggest the French royal family were far wealthier than they really were
- to divert attention away from issues like poverty by promoting gossip about royals

26

What does the expression *'Let them eat cake!'* reveal about the person who said it?

- a belief that people are basically greedy
- a desire to provide charity to people in need
- a lack of understanding of the nature of poverty
- a distrust of people who are not of royal descent

27

The text gives the impression that French society was, at that time,

- in a state of upheaval.
- in a stable and prosperous phase.
- undergoing a peaceful transformation.
- united against a common external enemy.

28

What is the purpose of including Rousseau's quotation in the text?

- to show why the revolutionaries hated royals
- to show that Rousseau's recollections were faulty
- to suggest that Rousseau was an admirer of princesses
- to suggest that Marie Antoinette did not say *'Let them eat cake!'*

YEAR 9 READING

29

What is the text's main message about Marie Antoinette?

- She was a popular French royal.
- She has been portrayed inaccurately.
- She had no sympathy for the plight of the poor.
- She behaved in a contradictory way throughout her reign.

30

Who are the *victors* referred to in the last line of the text?

- royalists
- Austrians
- historians
- revolutionaries

Read *Dancing* on page 7 of the magazine and answer questions 31 to 36.

31

What is the narrator's attitude towards the events in this poem?

- relief
- wonder
- confusion
- nervousness

32

The effect of placing the words *Maybe I am* on a new line is to

- show a period of time has elapsed.
- suggest the encounter is coming to an end.
- draw attention to a change in attitude.
- indicate a shift from thought to speech.

YEAR 9 READING

33

What does the fifth stanza (verse) suggest about the cat?

- It is losing interest in the possum.
- It is becoming increasingly angry at the possum.
- It is pretending that it doesn't care about the possum.
- It is waiting for the right moment to pounce at the possum.

34

The possum and the pet, ...

The main effect of these words is to

- highlight a contrast previously made.
- hint at the likely climax to the situation.
- bring humour to the situation.
- introduce a new perspective.

35

*... with fine unconcern
and prissy disdain ...*

With this description the narrator is

- creating sympathy for the cat.
- presenting the cat in opposing ways.
- expressing indignation about the cat's behaviour.
- making an interpretation of the cat's nature.

36

What is the best description of the way the poem ends?

- It shifts from engagement in the episode to withdrawal.
- It surprises with the observer's sudden boredom.
- It emphasises the unremarkable nature of the situation.
- It describes an amicable resolution to the conflict.

YEAR 9 READING

Read *The 3D dinosaur* on page 8 of the magazine and answer questions 37 to 42.

37

Which aspect of 3D films does the text emphasise most strongly?

- the cost of production
- the number of films made
- the effect on audiences
- the expertise of film-makers

38

John Simpson claims to be the kind of dinosaur that

- is youthful.
- is found in many forms.
- disapproves of new ideas.
- appears in many popular films.

39

The first three paragraphs include some incomplete sentences.

What is the effect of using this technique?

- It evokes the language of a debate.
- It casts doubt on John Simpson's credibility.
- It suggests that John Simpson is a hesitant character.
- It shows that the subject matter of the text is not serious.

40

What does John Simpson claim to find most annoying about 3D films?

- They make people feel unwell.
- Their ticket prices are too high.
- They lead to a loss of imagination.
- They reduce the range of films available.

YEAR 9 READING

41

Why do film-makers inflict these risks on us? (paragraph 5)

Which phrase from the first paragraph suggests an answer to this question?

- physically dangerous*
- economically predatory*
- artistically self-defeating*
- imaginatively stunting*

42

Which statement most directly undermines the main argument of the text?

- 3D is best suited to adventure films.
- Some of the most popular recent films have been 3D.
- 3D films provide employment for people with advanced skills.
- Similar criticisms were made when sound and colour were introduced in films.

Read *Between the bridges* on page 9 of the magazine and answer questions 43 to 48.

43

What is the best description of the attitudes of the man and the girl to the task they are undertaking?

- Both the man and the girl are comfortable with the task.
- Neither the man nor the girl is comfortable with the task.
- The girl is comfortable with the task but the man is not.
- The man is comfortable with the task while the girl is not.

44

What is one way the second paragraph creates suspense?

- It implies a set of questions but does not provide any answers.
- It establishes the context for an unexplained tragedy.
- It jumps between past and present.
- It increases the pace of the action.

YEAR 9 READING

45

‘The first paragraph in the text suggests that something bad is going to happen.’

Give a reason to support this statement by referring to the text.

46

The girl is portrayed as being

- decisive and determined.
- practised but anxious.
- dispassionate and detached.
- uncertain and uncomfortable.

47

The man is portrayed as being

- scared and unsure.
- angry but restrained.
- unrefined but purposeful.
- overbearing and aggressive.

48

The last sentence suggests that the girl’s *look of dread or horror* is

- a fake expression.
- a habitual expression.
- an unjustified expression.
- an uncharacteristic expression.

STOP – END OF TEST

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PRACTICE QUESTIONS

Read *Playing the bones* on page 12 of the magazine and answer questions P1 and P2.

P1

According to the text, what are bullock ribs used for?

- as ancient toys
- as woodwork tools
- as cooking utensils
- as rhythm equipment

P2

What kinds of materials make good instruments for *playing the bones*?

