

Excel Test Zone

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NAPLAN*-style

YEAR
7

SAMPLE TEST

READING MAGAZINE



* This is not an officially endorsed publication of the NAPLAN program and is produced by Pascal Press independently of Australian governments.

Miracle man falls 47 floors

Alcides Moreno, 37, is a native of Ecuador. He is a window cleaner who, together with his brother, fell 47 storeys from the roof of a New York skyscraper on 7 December 2007. This was a distance of some 152 metres. One doctor told the *New York Post*, 'Fifty per cent of people who fall four to five storeys die. By the time you reach 10 or 11 storeys, just about everyone dies.' Both legs and his right arm and wrist were broken in several places. He had severe injuries to his chest, his abdomen and his spinal column. His brain was bleeding. It was a major medical catastrophe requiring 24 pints of blood transfusion (twice his body volume). Yet Mr Moreno survived and he spoke on Christmas Day. His wife said, 'Thank God for the miracle that we had. He keeps telling me that it just wasn't his time.' The hospital's chief of surgery, Dr Philip Barie, also remarked, 'If you are a believer in miracles, this would be one.' Mr Moreno was discharged from the New York Presbyterian Hospital on 18 January 2008.

Australian cruiser destroyed the *Emden*

The Battle of Cocos was a naval battle that took place in November 1914 during World War I. It took place in the Cocos (Keeling) Islands in the northeast Indian Ocean.

Over a period of three months, the German light cruiser SMS *Emden* had sunk 28 Allied merchant vessels and two warships. In November 1914 it had attacked a communication station on Direction Island. It was then engaged several hours later by HMAS *Sydney*, an Australian light cruiser. The battle was the first naval engagement for the Royal Australian Navy.

Captain Glossop was commander of HMAS *Sydney*, which destroyed the *Emden*. He received the following message from the First Lord of the Admiralty: 'Warmest congratulations on the brilliant entry of the Australian Navy into the war, and the signal service rendered to the Allied cause and to peaceful commerce by the destruction of the "Emden".'



HMAS *Melbourne*

While it fell to HMAS *Sydney* to bring the *Emden* to action, another vessel of the Australian Navy, the *Melbourne*, also joined in the pursuit. The Admiralty stated that a 'large combined operation by fast cruisers against the "Emden" has been for some time in progress. In this search, which covered an immense area, the British cruisers have been aided by French, Russian, and Japanese vessels working in harmony. HMAS *Melbourne* and *Sydney* were also included in these movements.'

Adapted from *The illustrated war news*, 18 November 1914, no. 15

Christopher Columbus (1436–1506)

While living in Lisbon, Columbus made up his mind to try to do what no other man, at that time, dared attempt—that was to cross the Atlantic Ocean. He thought that by doing so he could get directly to Asia and the Indies, which, he believed, were opposite Portugal and Spain. If successful, he could open up a very profitable trade with the rich countries of the East, from which spices, drugs and silk were brought to Europe. The people of Europe could not reach those countries directly by ships, because they had not then found their way round the southern point of Africa.



This map shows how Columbus hoped to reach Asia and the East Indies.

Columbus tries to get help in carrying out his plans

Columbus was too poor to fit out even a single ship to undertake such a voyage as he had planned. He asked the king of Portugal to furnish some money or vessels toward it, but he received no encouragement. At length he determined to go to Spain and see if he could get help there.

On the southern coast of Spain there is a small port named Palos. Within sight of the village of Palos, and also within plain sight of the ocean, there was a convent—which is still standing—called the Convent of Saint Mary.

One morning a tall, fine-looking man, leading a little boy by the hand, knocked at the door of this convent and begged for a piece of bread

and a cup of water for the child. The man was Columbus—whose wife was now dead—and the boy was his son.

It chanced that the guardian of the convent noticed Columbus standing at the door. He liked his appearance, and coming up, began to talk with him. Columbus frankly told him what he was trying to do. The guardian of the convent listened with great interest; then he gave him a letter to a friend who he thought would help him to lay his plans before Ferdinand and Isabella, the king and queen of Spain.

Columbus gets help for his great voyage

Columbus left his son at the convent, and set forward on his journey full of bright hopes. But Ferdinand and Isabella could not then see him; and after waiting a long time, the traveller was told that he might go before a number of learned men and tell them about his proposed voyage across the Atlantic.

After hearing what Columbus had to say, these men thought that it would be foolish to spend money in trying to reach the other side of the ocean.

People who heard what this captain from Lisbon wanted to do began to think that he had lost his reason, and the boys in the streets laughed at him and called him crazy. Columbus waited for help seven years; he then made up his mind that he would wait no longer. Just as he was about to leave Spain, Queen Isabella, who had always felt interested in the brave sailor, resolved to aid him. Two rich sea-captains who lived in Palos also decided to take part in the voyage. With the assistance which Columbus now got he was able to fit out three small vessels. He went in the largest of the vessels—the only one which had an entire deck—as admiral or commander of the fleet.

*From The beginner's American history by
DH Montgomery, Ginn & Company, 1893*

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question.

I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

The said Eliza, John, and Georgiana were now clustered round their mama in the drawing-room: she lay reclined on a sofa by the fireside, and with her darlings about her (for the time neither quarrelling nor crying) looked perfectly happy. Me, she had dispensed from joining the group; saying, 'She regretted to be under the necessity of keeping me at a distance; but that until she heard from Bessie, and could discover by her own observation, that I was endeavouring in good earnest to acquire a more sociable and childlike disposition, a more attractive and sprightly manner—something lighter, franker, more natural, as it were—she really must exclude

me from privileges intended only for contented, happy, little children.'

'What does Bessie say I have done?' I asked.

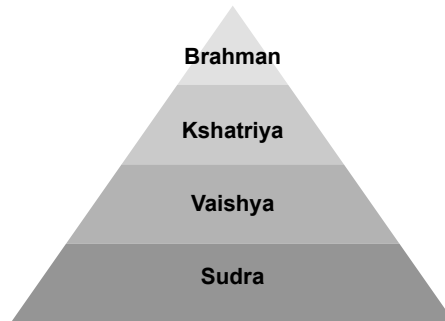
'Jane, I don't like cavillers or questioners; besides, there is something truly forbidding in a child taking up her elders in that manner. Be seated somewhere; and until you can speak pleasantly, remain silent.'

A breakfast-room adjoined the drawing-room, I slipped in there. It contained a bookcase: I soon possessed myself of a volume, taking care that it should be one stored with pictures. I mounted into the window-seat: gathering up my feet, I sat cross-legged, like a Turk; and, having drawn the red moreen curtain nearly close, I was shrined in double retirement.

Folds of scarlet drapery shut in my view to the right hand; to the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near a scene of wet lawn and storm-beat shrub, with ceaseless rain sweeping away wildly before a long and lamentable blast.

From *Jane Eyre: an autobiography* by Charlotte Bronte, Service & Paton, 1897.

The four traditional castes



The well-known traditional theory of caste is that the Aryans were divided from the beginning of time into four castes: Brahmans or priests, Kshatriyas or warriors, Vaishyas or merchants and cultivators, and Sudras (also Shudra) or menials and labourers, all of whom had a divine origin, being born from the body of Brahma—the Brahmans from his mouth, the Kshatriyas from his arms, the Vaishyas from his thighs, and the Sudras from his feet. Intermarriage between the four castes was not at first entirely prohibited, and a man of any of the three higher ones, provided that for his first wife he took a woman of his own caste, could subsequently marry others of the divisions beneath his own. In this manner the other castes originated. Thus the Kaivarttas or Kewats were the offspring of a Kshatriya father and Vaishya mother, and so on. Mixed marriages in the opposite direction, of a woman of a higher caste with a man of a lower one, were reprobated as strongly as possible, and the offspring of these were relegated to the lowest position in society; thus the Chandals, or descendants of a Sudra father and Brahman mother, were of all men the most base. It has been recognised that this genealogy, though in substance the formation of a number of new castes through mixed descent may have been correct, is, as regards the details, an attempt made by a priestly law-giver to account, on the lines of orthodox tradition, for a state of society which had ceased to correspond to them.

From *The tribes and castes of the central provinces of India* by RV Russell & RBH Lai, Macmillan and Co., 1916

This book is intended not to raise fears but to record facts. We wish to describe with pen and pencil those features of England which are gradually disappearing, and to preserve the memory of them. It may be said that we have begun our quest too late; that so much has already vanished that it is hardly worthwhile to record what is left. Although much has gone, there is still, however, much remaining that is good, that reveals the artistic skill and taste of our forefathers, and recalls the wonders of old-time. It will be our endeavour to tell of the old country houses that Time has spared, the cottages that grace the village green, the stern grey walls that still guard some few of our towns, the old moot halls and public buildings. We shall see the old-time farmers and rustics gathering together at fair and market, their games and sports and merry-makings, and whatever relics of old English life have been left for an artist and scribe of the twentieth century to record.



Our age is an age of progress. *Altiora peto* is its motto. The spirit of progress is in the air, and lures its votaries on to higher flights. Sometimes they discover that they have been following a mere will-o'-the-wisp, that leads them into bog and quagmire whence no escape is possible. The England of a century, or even of half a century ago, has vanished, and we find ourselves in the midst of a busy, bustling world that knows no rest or peace. Inventions tread upon each other's heels in one long vast bewildering procession. We look back at the peaceful reign of the pack-horse, the rumbling wagon, the advent of the merry coaching days, the 'Lightning' and the 'Quicksilver,' the chaining of the rivers with locks and bars, the network of canals that spread over the whole country; and then the first shriek of the railway engine startled the echoes of the countryside, a poor powerless thing that had to be pulled up the steep gradients by a chain attached to a big stationary engine at the summit. But it was the herald of the doom of the old-world England. Highways and coaching roads, canals and rivers, were abandoned and deserted. The old coachmen, once lords of the road, ended their days in the poorhouse, and steam, almighty steam, ruled everywhere.

Now the wayside inns wake up again with the bellow of the motor-car, which like a hideous monster rushes through the old-world villages, startling and killing old slow-footed rustics and scampering children, dogs and hens, and clouds of dust strive in very mercy to hide the view of the terrible rushing demon. In a few years' time the air will be conquered, and aeroplanes, balloons, flying-machines and air-ships, will drop down upon us from the skies and add a new terror to life.

From *Vanishing England* by PH Ditchfield & F Roe, Methuen & Co., 1910

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SAMPLE TEST

READING

FIRST NAME _____

LAST NAME _____

CLASS _____

0:65

Time available for students to complete the Reading Test: 65 minutes

Use 2B or HB pencil **only**.



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YEAR 7 READING

Read *Miracle man falls 47 floors* on page 2 of the magazine and answer questions 1 to 5.

1 Where would you expect to read this text?

- in a novel
- in a newspaper
- in a medical magazine

Fill in
one
circle.



2 What was the expected probability of surviving this fall?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 0% | 1% | 50% | 100% |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3 What is the meaning of *native* in the first sentence?

- an inhabitant
- a resident
- a national
- an indigenous person

4 To whom did his wife express appreciation?

- Mr Moreno
- New York Presbyterian Hospital
- Dr Philip Barie
- God

5 Which word is different in meaning from *miracle*?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| curiosity | wonder | phenomenon | sensation |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

YEAR 7 READING

Read *Australian cruiser destroyed the Emden* on page 3 of the magazine and answer questions 6 to 10.

6 What is the meaning of this text?

- It summarises the ship-to-ship engagement of the Royal Australian Navy.
- It is about HMAS *Melbourne*.
- It describes a naval battle.
- It summarises the naval Battle of Cocos.

Fill in
one
circle.



7 Vessels from which nations were involved in the search for SMS *Emden*?

- France, Russia and Japan
- Britain, France, Russia and Japan
- Australia, Britain, France, Russia and Japan
- Germany, Australia, Britain, France, Russia and Japan

8 Why did the first Lord of the Admiralty congratulate Commander Glossop?

- Commander Glossop was congratulated because he worked with the British, French, Russian and Japanese vessels.
- Commander Glossop was congratulated because the battle was an outstanding achievement by the Royal Australian Navy.
- Commander Glossop was congratulated because HMAS *Melbourne* and HMAS *Sydney* worked together.
- Commander Glossop was congratulated because he destroyed SMS *Emden*.

9 What was 'the Allied cause' referred to in the third paragraph?

- the war being fought by Britain and other nations
- the naval battle against the Germans
- the reasons for the war against Germany
- the cooperation by many nations in the fighting

YEAR 7 READING

10 What do the letters *HMAS* represent in this text?

- Heavy Merchant Australian Ship
- His Majesty's Australian Ship
- His Majesty's Admiralty Ship

Fill in
one
circle.



Read *Christopher Columbus (1436–1506)* on page 4 of the magazine and answer questions 11 to 17.

11 What was the unprecedented decision Columbus made?

- to travel to Asia around Africa
- to seek help from the king of Portugal
- to open up profitable trade routes
- to reach the Indies by sailing west

12 In which direction did Columbus plan to sail?

south

north

west

east



13 What was the first step that Columbus took to get help in carrying out his plans?

- He asked the king of Portugal.
- He went to Spain to see if he could get help.
- He went to the village of Palos.
- He went to see the king and queen of Spain.

YEAR 7 READING

Fill in
one
circle.



14 How was Columbus able to put his plans before the king and queen of Spain?

- He visited Ferdinand and Isabella.
- He received a letter of introduction.
- He spoke with learned men.
- He left his son at the convent.

15 What did Columbus suffer before getting help for his great voyage?

- the need to reach the other side of the ocean
- impatience
- ridicule
- the loss of his reason

16 Why might the people at that time have not believed Columbus?

- They did not believe in the charts he had prepared and the details of his plans.
- They knew that it was not possible to travel to Asia as America was in the way.
- They thought he was entirely crazy.
- They believed that the world was flat and that to travel west would mean to fall over the edge.

17 What does the text tell us about the character of Columbus?

- He was pushy and stubborn.
- He was correct and determined.
- He was brave and resolute.
- He was impatient and convincing.

YEAR 7 READING

Read the text on page 5 of the magazine and answer questions 18 to 27.



18 In the first paragraph the writer tells us that there were cold winter winds. What other clue in the first paragraph indicates indirectly that it is winter?

- the dark clouds on the horizon
- the leafless shrubs
- the penetrating rain

19 What time is probably referred to in the first paragraph?

- It is after dinner.
- It is before dinner.
- It is dinner time.

20 In the second paragraph what is the meaning of *chidings*?

reprimands

praise

punishments

lectures



21 What is the name of the person relating the story?

- Mrs Reed
- Bessie
- Eliza
- Jane
- John
- Georgiana

YEAR 7 READING

Fill in
one
circle.



22 Why was the person in the story said to be excluded from the group?

- Mrs Reed said she was not sociable.
- Mrs Reed was not her mother.
- She had annoyed Bessie.
- Mrs Reed said she was insolent.

23 What did Mrs Reed resent?

- being interrupted by a child
- being spoken to rudely by a child
- being challenged by a child
- being ordered around by a child

24 What is a *caviller*?

- someone who quibbles
- someone who is arrogant
- someone who is evasive with another
- someone who lies

25 Where did the conversation (in paragraphs 3–5) between Mrs Reed and the girl take place?

- in the dining room
- in the drawing room
- in the breakfast room
- in the library

YEAR 7 READING

Fill in
one
circle.



26 What was one thing the girl did not do when she went into the room by herself?

- She reclined on a sofa by the window.
- She selected a picture book from the library.
- She sat by the window.
- She saw the mist and the cloud.

27 How would you imagine that the girl was treated in that household?

- She was treated as a cheeky member of that family.
- She was excluded from all the family activities.
- She was treated as an outsider who did not belong to that family.
- She was treated differently from her other siblings.

Read *The four traditional castes* on page 6 of the magazine and answer questions 28 to 35.

28 In which caste were the traders?

Brahmans

Sudras

Kshatriyas

Vaishyas

29 Which caste originated from the mouth of Brahma?

Brahmans

Sudras

Kshatriyas

Vaishyas

30 Which country used this caste system?

Tibet

Pakistan

Afghanistan

India

YEAR 7 READING

Fill in
one
circle.



31 Which word rhymes best with *caste*?

- haste
- waste
- last
- taste
- class
- fracas
- farce
- pass

32 Which caste is best represented by this picture of a priest?

- Brahman
- Sudra
- Kshatriya
- Vaishya



33 From your reading of this text, which is the best definition for a caste?

- A caste is a type of social group.
- A caste is a description of people.
- A caste is a group in which people work.
- A caste is a state of society.

34 In this text what appears to be the chief basis for the division into castes?

father

occupation

intermarriage

religion



YEAR 7 READING

35 What could be a correct replacement for the word *genealogy* in the text?

- genetics
- history
- offspring
- family tree
- mixed descent

Fill in
one
circle.



Read the text on page 7 of the magazine and answer questions 36 to 44.

36 What is the overall purpose of the text?

- It provides a historical sketch of England.
- It provides a geographical sketch of England.
- It provides a political sketch of England.
- It provides a social sketch of England.
- It provides an environmental sketch of England.
- It provides an archaeological sketch of England.

37 Which sentence is correct?

- This text is the work of an author and a separate illustrator.
- This text is the work of one author and illustrator combined.
- This text is the work of an author and a photographer.
- This text is the work of an artist and an illustrator.
- This text is the work of a person who both wrote the text and drew the pictures.

YEAR 7 READING

Fill in
one
circle.



38 What will not be described in this book?

- old country houses
- vintage motor cars
- moot halls
- public buildings
- canals
- farmers

39 What is the meaning of the word *rustics* in the first paragraph?

- corroded machinery
- shopkeepers
- country folk
- city folk

40 *Altiora peto* is a Latin expression. It means something like 'Aim Higher'. To what did the writer apply this expression?

- our present-day progress
- the better times in days gone by
- the future
- the time of writing

41 Why has this text been written?

- to describe the culture and traditions of England
- to outline the progress in English life
- to highlight a changing lifestyle in the English countryside
- to preserve aspects of English life that are vanishing

YEAR 7 READING

42 What is the meaning of the word *will-o'-the-wisp* in the second paragraph?

- something deliberate
- a small person
- something that misleads
- a small bundle

Fill in
one
circle.



43 In the second paragraph where it refers to the spirit of progress and its votaries, to what is the word *votaries* referring?

- those who vote for progress
- those who worship progress
- those who admire progress
- those who note the modern progress
- those who benefit from progress

44 What does the writer say has happened?

- Many picturesque features of English life have vanished.
- Life is forever changing and doubtless this is for the best.
- The present environment is delightful but the past should be recollected.
- The best relics of English life have not vanished.

END OF TEST

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Year 7 NAPLAN*-style Sample Test

READING ANSWERS

1. in a newspaper
2. 0%
3. a national
4. God
5. curiosity
6. It summarises the naval Battle of Cocos.
7. Australia, Britain, France, Russia and Japan
8. Commander Glossop was congratulated because the battle was an outstanding achievement by the Royal Australian Navy.
9. the war being fought by Britain and other nations
10. His Majesty's Australian Ship
11. to reach the Indies by sailing west
12. west
13. He asked the king of Portugal.
14. He received a letter of introduction.
15. ridicule
16. They believed that the world was flat and that to travel west would mean to fall over the edge.
17. He was brave and resolute.
18. the leafless shrubs
19. It is after dinner
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24. someone who quibbles
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28. Vaishyas
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30. India
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