Wait for your teacher.
Read page 2 of the magazine and then answer questions 1–9.

1. What do animals need to renew their bodies?
   - medicines
   - roughage
   - nutrients
   - sunlight

2. Animals and plants need energy for the same reason that
   - motors need fuel.
   - trains need tracks.
   - tyres need wheels.
   - buses need passengers.

3. Green plants trap and store some of the sun’s energy …
   Because of this, plants can
   - shine brightly in the sunlight.
   - change light into nourishment.
   - eat their own fruit on cloudy days.
   - create a cool, shady environment.

4. In paragraph 2, what does the word When mean?
   - Sometimes, provided that …
   - Where it is the case that …
   - Around the time that …
   - Despite the fact that …
### Question 5
In the third paragraph, what does the word **absorbs** mean?
- passes on
- wipes out
- chews up
- takes in

### Question 6
According to the third paragraph, some energy gets lost from the food chain because it is
- used up by plants and not stored.
- trapped inside poisonous plants.
- wasted when animals eat.
- destroyed by bushfires.

### Question 7
Why is the **energy pyramid** like a pyramid-shaped building?
- It has a large base and a small top.
- It has plants growing around its base.
- It collects less energy on its shady side.
- It contains preserved animals and plants.

### Question 8
The amount of energy that **enters** the food chain depends on
- how much energy carnivores need to use.
- how many herbivores exist to eat plants.
- how many plants exist to trap sunlight.
- how much sunlight returns to the sun.

### Question 9
The number of herbivores on earth is
- too large for the small number of carnivores.
- smaller than the large number of carnivores.
- too large for the small number of plants.
- smaller than the large number of plants.
Read page 3 of the magazine and then answer questions 10–18.

10 **Note:** The paragraphs in a poem are called verses or stanzas. There are eight verses in this poem.

Bill Craddock is the one who is called a bully.

Where does the reader find this information?

- [ ] the first verse and the title
- [ ] the title, “The Bully Asleep”
- [ ] the third and the fourth verse
- [ ] the illustration of a sleeping boy

11 In verse 2, what do the three children do *timidly*?

- [ ] gather around Bill.
- [ ] talk to the teacher.
- [ ] test if Bill is awake.
- [ ] rise from their seats.

12 Jimmy says that Bill is sleepy because he

- [ ] is feeling unwell.
- [ ] hasn’t got a bedtime.
- [ ] runs around bullying.
- [ ] doesn’t want to write.

13 In verses 5, 6 and 8, how many things do Jimmy or Roger actually do to Bill?

- [ ] some
- [ ] none
- [ ] most
- [ ] one
In verses 5, 6 and 8, Jimmy and Roger whisper and mutter because they don’t want:
- Bill to hear them.
- Jane to steal their ideas.
- Miss Andrews to notice them.
- the other children to be disturbed.

So they plotted (verse 6)
The word *so* in verse 6 means:
- in this way.
- for that reason.
- to such an extent.
- with the result that.

In verse 6, while Jimmy and Roger talk together, Jane:
- acts obediently.
- glares at them.
- spies on them.
- feels shocked.

The endings of the second line and last line of every verse of this poem rhyme with each other.

In verse 5, which words make the rhyme?

___________________ AND __________________

Which of these fits the overall message of this poem?
- Bill Craddock is not really a bully.
- To stop bullying, we need to understand it.
- It is possible to avoid schoolwork by sleeping.
- The saying “Let sleeping dogs lie” is good advice.
Read page 4 of the magazine and then answer questions 19–28.

19 The website name suggests that its owner
- is afraid of sharks.
- wants to try shark fins.
- is concerned about sharks.
- wants to protect us from sharks.

20 *Our prejudices against animals that we fear* is used in the opening paragraph to
- make people feel afraid of sharks.
- show things people are obliged to do.
- frame the writer’s position for the argument.
- sound like an expert by using scientific facts.

21 The words *malicious practices* (line 4) are used to persuade readers by
- signalling the writer’s beliefs.
- making sharks sound vicious.
- showing the logic of the argument.
- indicating the danger of the practice.

22 Which of these statements is true?
- Shark killers are in danger.
- Sharks are a protected species.
- Sharks are not commercially viable.
- Shark numbers have decreased very quickly.

23 The sharks are described as *doomed* (line 11) because they
- can no longer swim.
- are too heavy to move.
- can no longer get help.
- are too few to be hunted.
24 Write the numbers 1 to 5 in the boxes to put the statements in the order they would occur.
The beginning of the sequence ( ) has been done for you.

- Fishermen cut off fins.
- Fishermen catch a shark.
- Sharks swim freely in the sea.
- Sea creatures feed on injured animals.
- Sharks sink to the bottom of the ocean.

25 The writer wants the readers to think that shark finners
- are too lazy to harvest the whole shark.
- help the community by catching sharks.
- make a lot of money from a cruel activity.
- are entitled to have a legitimate business.

26 With which statement would the author agree?
- Animals should be treated humanely.
- Profitable businesses should be supported.
- Oceans will be better because there are fewer sharks.
- Killing sharks humanely would make finning acceptable.

27 The author uses the phrase perceived man-eaters to suggest
- knowledge of shark behaviour is well advanced.
- beliefs about sharks are not always accurate.
- sharks have been seen to eat people.
- sharks have keen hunting senses.
The text attempts to persuade readers to a particular point of view.

Give two examples of how the language in the text has been used to persuade the reader.