



YEAR 5

# COMPREHENSION

Student Book

NONFICTION



My Name

[www.readingeggspress.com](http://www.readingeggspress.com)

## **Reading Eggspress Comprehension Year 5 Student Book, Nonfiction**

ISBN: 978-1-74215-464-0

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Blake Publishing  
Locked Bag 2022  
Glebe NSW 2037  
[www.blake.com.au](http://www.blake.com.au)

Publisher: Katy Pike  
Design and layout by the Modern Art Production Group

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# In this book



The **Reading Eggspress Comprehension** program shows students how to understand the literal meaning of a text and its vocabulary, and its inferred meaning. This workbook has 20 step-by-step lessons, over four terms, that teach key strategies for students to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. The lessons align with the following components of the Australian Curriculum:

## Australian Curriculum content codes and descriptions

**ACELA1502** – Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

**ACELY1698** – Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context

**ACELY1701** – Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text

**ACELY1702** – Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

**ACELY1703** – Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources



## Comprehension strategy overview

Comprehension type	Strategy	Pages
<b>Literal</b> Looks for explicitly stated answers in the texts. Answers <i>Who</i> , <i>What</i> , <i>When</i> and <i>Where</i> questions.	Reading diagrams	21, 27
	Main idea and details	15
	Finding facts and information	5
<b>Inferential</b> Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Cause and effect	11
	Drawing conclusions	13
	Summarising	17
	Making inferences	3, 9
	Compare and contrast	31
<b>Critical</b> Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Audience and purpose	25, 29, 37
	Making connections	35
	Visualisation	1
	Fact or opinion?	23, 33
	Point of view	19
<b>Vocabulary</b> Uses context clues and own knowledge to understand key words in the text.	Word study	7, 39



Imagining images of people, places and events can help to build understanding of a text.

Read the passage.

**Highlight** the words and phrases that helped you visualise the exploration party as they set out from Mr Blaxland's farm.

Underline the words and phrases that helped you visualise the crossing of the Nepean River.

## *Gregory Blaxland's Journal*

On Tuesday, May 11, 1813, Mr Gregory Blaxland, Mr William Wentworth, and Lieutenant Lawson, attended by four servants, with five dogs, and four horses laden with provisions, ammunition, and other necessities, left Mr Blaxland's farm at the South Creek, for the purpose of endeavouring to effect a passage over the Blue Mountains, between the Western River, and the River Grose.

They crossed the Nepean, or Hawkesbury River, at the ford, on to Emu Island, at four o'clock p.m., and having proceeded through forest land and good pasture, encamped at five o'clock at the foot of the first ridge.



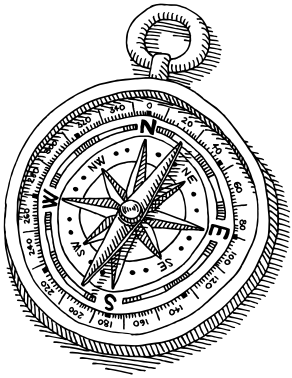
**Colour** the words and phrases that helped you visualise the exploration party setting up camp.



- 1 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create as you read about the following event.

**Setting out from Mr Blaxland's farm**

Read the passage.



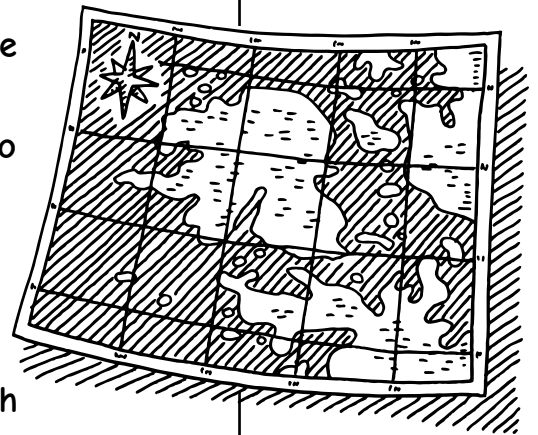
Underline the words and phrases that helped you visualise the exploration party travelling towards Grose Head.

On the following morning (May 12), as soon as the heavy dew was off, which was about nine o'clock, the exploration party proceeded to ascend the ridge at the foot of which they had camped the preceding evening. Here they found a large lagoon of good water, full of very coarse rushes.

The high land of Grose Head appeared before them at about seven miles (11.2 km) distance, bearing north by east.

They proceeded this day about three miles and a quarter (5.2 km), in a direction varying from south-west to west-north-west, but, for a third of the way, due west. The land was covered with scrubby brush-wood, very thick in places, with some trees of ordinary timber, which much incommoded (inconvenienced) the horses.

**Highlight** the words and phrases that helped you visualise the exploration party reaching the top of the ridge.



- 2** Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create as you read about the following events.

**Heading towards Grose Head**

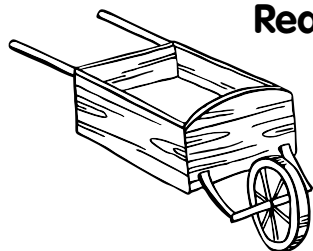
**Reaching the top of the ridge**

# Making inferences

NONFICTION

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.



**Highlight** the words that tell what James Marshall was doing when he discovered gold.

**Circle** the word that suggests that America experienced more than one gold rush.

## Gold in America

On 24 January, 1848, James Marshall found flakes of gold while building a timber mill at Coloma in California. News of the find soon spread, and there followed the first and biggest gold rush in America.

After Marshall's discovery, about 400 000 people travelled to California in search of gold. Before the gold rush, San Francisco was a small town. It quickly became a city. People built roads, churches and schools. They also built new steamships and railroads.

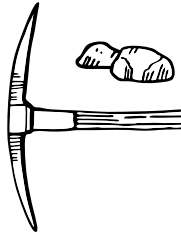
Underline the words that show that California's population increased after 1848.

Put a **box** around two words that describe San Francisco before and after the gold rush.



**Circle** the correct answers.

- 1 Which is the best inference? James Marshall ...
  - a did not know he had found gold.
  - b was searching for gold.
  - c discovered gold by accident.
  - d hid his gold in a timber mill.
- 2 Which group of words is the clue to question 1's answer?
  - a On 24 January, 1848
  - b while building a timber mill
  - c at Coloma in California
  - d After Marshall's discovery
- 3 Which is the best inference?
  - a America experienced more than one gold rush.
  - b There had been several gold rushes in America before 1848.
  - c There had been one gold rush in America before 1848.
- 4 Which word is the clue to question 3's answer?
  - a Before
  - b After
  - c biggest
  - d first



**Read the passage.**

Circle the key word that tells why gold can be easily shaped.

**Colour** the word that shows how gold alloy is different from pure gold.

Put a **box** around the metals that are added to gold to make rose gold.

Gold is a useful decorative metal. It does not tarnish or corrode. It is extremely malleable, so artists can easily shape it. Other metals, such as iron, are not very malleable.

People measure the purity of gold in carats. Pure gold is 24 carats.

Gold in jewellery is usually gold alloy, which is harder than pure gold. The three most popular gold alloys are white gold, yellow gold and rose gold. White gold is gold mixed with silver, nickel or palladium. Yellow gold is gold mixed with copper and silver. Rose gold is gold mixed with yellow gold and 25% copper.



Underline the type of gold that results from adding copper and silver to gold.

**Highlight** three metals that can be added to gold to make white gold.



**5** We can infer that gold is a good metal to use in jewellery-making. What are the clues?

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**6** We can infer that the gold used to make jewellery does not always look the same. What evidence is there in the text to support this statement?

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# Finding facts and information

NONFICTION

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

Circle the longest race in athletics.

Highlight the place where the first Olympic marathon was held.

Put a box around the Greek soldier who ran from Marathon to Athens.

## Fitness

The marathon is the longest running race in athletics.

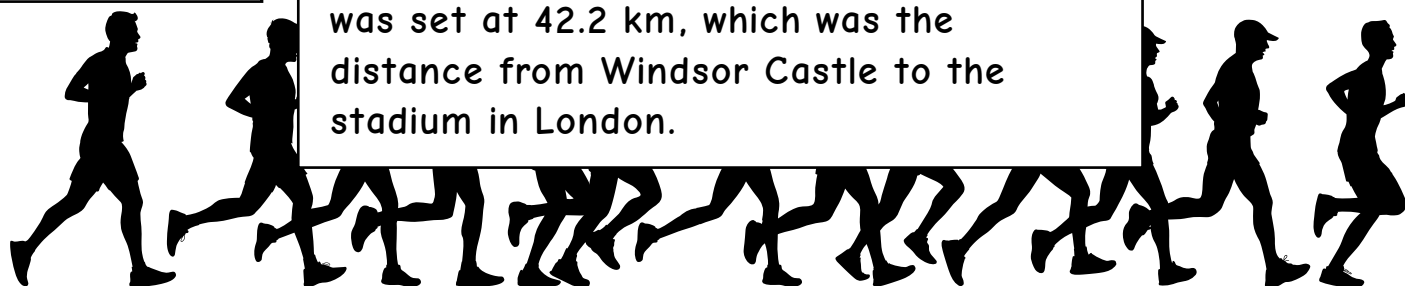
The first Olympic marathon was held in Athens in 1896. It was based on the legend of Pheidippides, a Greek soldier who ran approximately 40 kilometres carrying a message from the town of Marathon to Athens in 490 BC.

At the 1908 Olympic Games, the distance was set at 42.2 km, which was the distance from Windsor Castle to the stadium in London.

Circle the year in which the first Olympic marathon was run.

Underline the distance an Olympic marathon runner must cover.

Colour the place from which the marathon started in 1908.



Circle the correct answers.

- 1 Where was the first Olympic marathon held?  
a London                      b Windsor                      c Athens                      d Rio de Janeiro
- 2 When did Pheidippides run from Marathon to Athens?  
a 1908                      b 490 BC                      c 1896                      d 409 BC
- 3 Who was Pheidippides? Pheidippides was a Greek ...  
a athlete.                      b wrestler.                      c sailor.                      d soldier.
- 4 How long is an Olympic marathon?  
a 42.2 km                      b 40.2 km                      c 42.8 km                      d 32.5 km
- 5 Between which two places was the 1908 Olympic marathon run?  
a Marathon and Athens                      b Windsor Castle and London  
c London and Oxford                      d Lincoln Castle and London



# Finding facts and information

## Read the passage.

**Highlight** which drugs are illegal.

**Colour** the words that tell which drugs are legal.

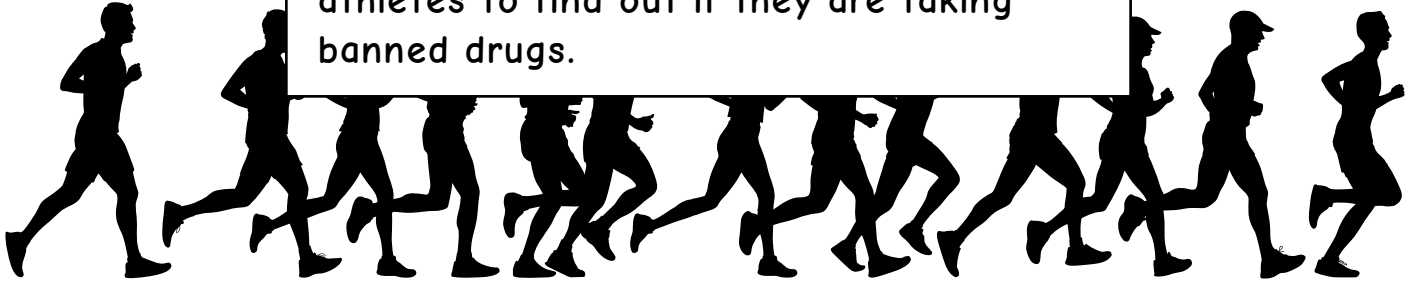
**Circle** the word that describes the taking of illegal drugs.



Put a **box** around the organisation that helps to fight against the taking of illegal drugs in sport.

Underline how anti-doping agencies make sure athletes are not taking banned drugs.

Some athletes take performance-enhancing drugs to gain an advantage over their competitors. This is illegal. Some drugs are legal for athletes, such as those for treating injuries. Others are banned because they improve performance and are dangerous to an athlete's health. Taking these drugs is called doping—it is a way of cheating. The World Anti-Doping Agency promotes the fight against doping in sport. National anti-doping agencies regularly test athletes to find out if they are taking banned drugs.



6 Which drugs that some athletes take are illegal?

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7 Which drugs are athletes allowed to take?

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8 Which organisation helps to fight against doping in sport?

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9 How do anti-doping agencies make sure athletes are not taking banned drugs?

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Clues in the text can help us understand the meaning of difficult words.

Read the passage.

## Have You Misplaced Half a Million Dollars?

Is there a chance you could have misplaced more than \$550 000 from lost bank accounts or life insurance policies? That's how much is waiting to be claimed by three Australians who are living or who have lived in Carlisle, Dolans Bay and Bohle, and we want to reunite these people with their money.

The total unclaimed money pool has risen to a record \$610 million with 20 000 new additions to the database in the past year. So even if you have searched before, now is the time to search again and be reunited with your lost money.

In the first sentence, circle two words that are similar in meaning.

**Highlight** the prefix in the words *reunite* and *reunited*.

**Colour** the name used to describe this unclaimed money.

Underline the amount of money waiting to be claimed.

**Circle** the correct answers.

- 1 In paragraph 1, which word helps us understand what *misplaced* means?
 

a chance	b lost	c areas	d bank
----------	--------	---------	--------
- 2 In paragraph 2, what is meant by the term *money pool*?
 

a a place where money is washed	b a machine that counts money
c a pond with money floating on it	d a collection of money
- 3 Which group of words is the best clue to question 2's answer?
 

a a record \$610 million	b the database
c 20 000 new additions	d the past year
- 4 In paragraph 2, how does the prefix *re-* change the meaning of the word 'united'? It means the people will ...
 

a never be united with their money.	b be parted from their money.
c be united with their money again.	d have to wait for their money.

## Read the passage.

**Highlight**  
the words  
that describe  
Ms Rickard's job.

In paragraph  
1, put a **box**  
around the word  
that is similar in  
meaning to often.

Ms Delia Rickard, a Senior Executive Leader at the Australian Securities and Investment Commission (ASIC), said, "If you've changed addresses frequently, had a number of bank accounts or life insurance policies, there might be money waiting to be claimed by you."

"There might also be money to be claimed by you under the deceased estate of somebody who has died and left you money."

"Searching for the lost money is quick and easy, and you could soon find money that you had long forgotten about," Ms Rickard said.

**Underline** the  
words that help  
to explain what  
a deceased  
estate is.

**Colour** the  
phrase that  
is similar in  
meaning to  
looking for.

5 Which words tell us that Ms Rickard has a high position at ASIC?

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6 What does the word *frequently* mean?

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7 What does it mean if someone is deceased?

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8 Which words in the text helped you work out the meaning of the word *deceased*?

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# Making inferences

NONFICTION

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.

Circle what the tallest buildings in the world are called.

Underline what made it possible to build very tall structures.

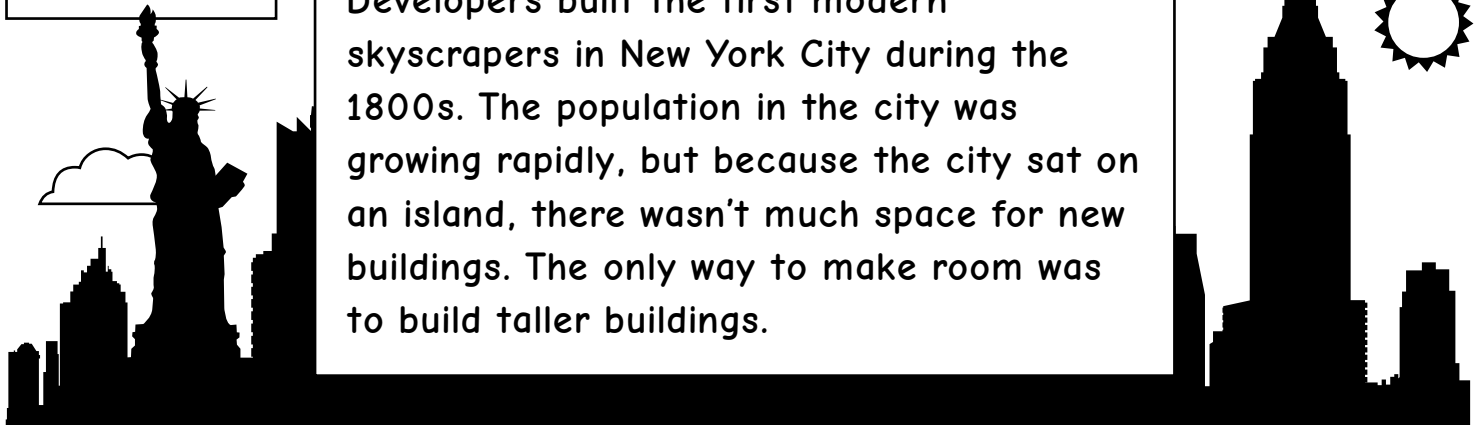
## Modern Wonders

Modern skyscrapers are the tallest buildings in the world. Modern building materials make it possible to build such tall structures.

Developers built the first modern skyscrapers in New York City during the 1800s. The population in the city was growing rapidly, but because the city sat on an island, there wasn't much space for new buildings. The only way to make room was to build taller buildings.

Put a box around where New York City is situated.

Colour when the first skyscrapers in New York City were built.



Circle the correct answers.

- 1 Which is the best inference? In ancient times there were no ...  
**a** buildings.      **b** skyscrapers.      **c** tall structures.      **d** cities.
- 2 Which sentence is the best clue to question 1's answer?  
**a** Modern building materials make it possible to build such tall structures.  
**b** Modern skyscrapers are the tallest buildings in the world.  
**c** The only way to make room was to build taller buildings.
- 3 Which is the best inference? New York City is surrounded by ...  
**a** mountains.      **b** forests.      **c** water.      **d** farmland.
- 4 Which word is the clue to question 3's answer?  
**a** skyscrapers      **b** structures      **c** materials      **d** island
- 5 Which is the best inference? There have been skyscrapers in New York for ...  
**a** about 100 years.      **b** about 150 years.      **c** exactly 100 years.      **d** five centuries.

Read the passage.

Underline where the people who worked to build Burj Khalifa came from.

Circle the word that suggests that people live in Burj Khalifa.

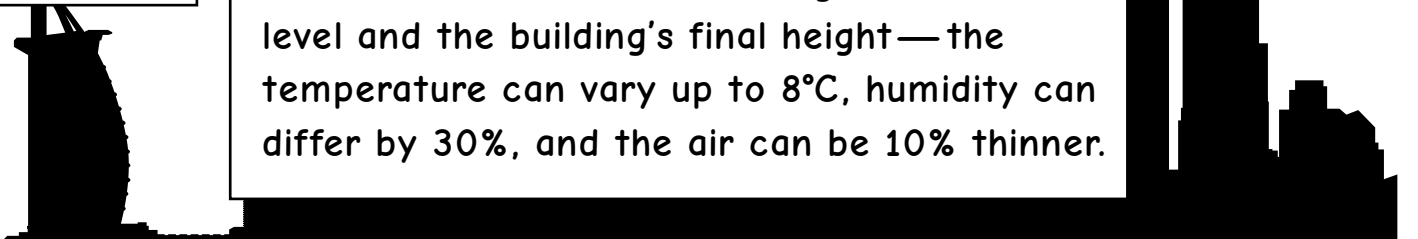
**Highlight** the word that shows that people can buy things in Burj Khalifa.

Burj Khalifa is a modern skyscraper in the United Arab Emirates. It is the tallest human made structure in the world.

Burj Khalifa is 828 metres tall. The tower contains apartments, hotels, shops, swimming pools and offices. It has an observation deck on level 125. More than 7000 people, mainly from India, Pakistan, Bangladesh, China and the Philippines, worked to build Burj Khalifa.

The architects invented a new structural system to build the tower. They had to consider differences between ground level and the building's final height—the temperature can vary up to 8°C, humidity can differ by 30%, and the air can be 10% thinner.

**Colour** the difference in temperature, between ground level and Burj Khalifa's final height.



- 6 We can infer that people live in Burj Khalifa. Which word is the clue?
- 7 What can we infer about the people who worked to build Burj Khalifa? Support your answer by quoting from the text.
- 8 What evidence is there to suggest that the height of Burj Khalifa caused problems for the architects?



# Cause and effect

NONFICTION

Nonfiction texts often describe causes (why something happens) and effects (what happened).

Read the passage.

**Highlight** what happens to volcanic ash after it blasts into the air.

**Underline** how sulphur dioxide affects the environment.

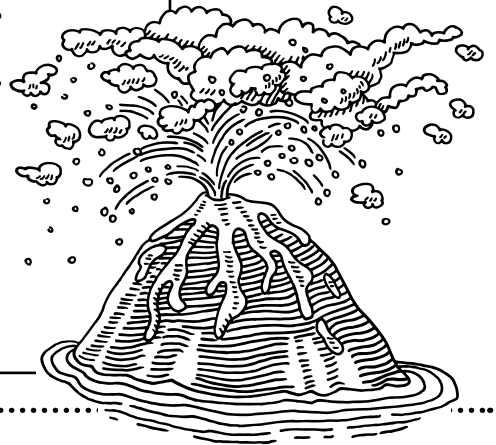
## Volcano

Volcanic ash is deadly. It is hard and abrasive, like finely crushed glass. After blasting into the air, it forms an eruption plume, which settles over huge areas, suffocating people and animals.

Gases spewed out from volcanic eruptions, such as carbon dioxide and sulphur dioxide, are even more deadly. As carbon dioxide is heavier than air, it collects in low-lying areas and creates poisonous environments. Sulphur dioxide causes acid rain and air pollution.

**Circle** how volcanic ash affects people and animals.

**Colour** the gases that spew out from volcanic eruptions.



**Circle** the correct answers.

- 1 During a volcanic eruption, what causes people and animals to suffocate?  
**a** crushed glass    **b** volcanic ash    **c** molten lava    **d** earth tremors
- 2 How does volcanic ash blasting into the air affect people and animals?  
It causes them to ...  
**a** cough.    **b** sneeze.    **c** perspire.    **d** suffocate.
- 3 What can cause acid rain during a volcanic eruption?  
**a** magma    **b** sulphur dioxide    **c** volcanic ash    **d** smoke
- 4 During a volcanic eruption, what effect does sulphur dioxide have on the environment?  
It causes ...  
**a** smoke and fires.    **b** power blackouts.  
**c** acid rain and air pollution.    **d** electric storms.
- 5 In the second last sentence, which word shows cause and effect?  
**a** As    **b** is    **c** collects    **d** out

Read the passage.

Circle why volcanic soils are good for growing crops.

Highlight the sentence that shows how lava flows can affect farmers' lives.

Put a box around what caused the destruction of Pompeii.

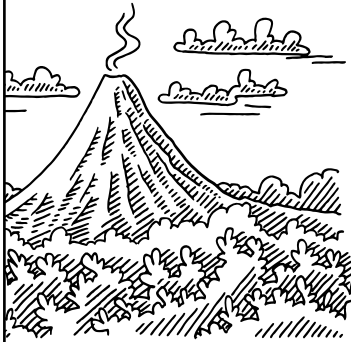
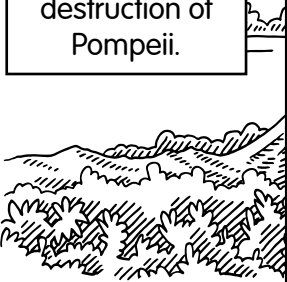
Volcanic soils are very fertile, making them ideal for growing crops. Indonesian farmers grow rice near active volcanoes. However, thick lava flows are disastrous. It takes months for lava to cool, and then years for soil to form.

In Italy, previous eruptions provide daily benefits. The Roman city of Pompeii, buried when Mount Vesuvius erupted in 79 AD, now attracts thousands of visitors. Spending by these tourists helps the local economy.

However, Mount Vesuvius is still active. Millions could be affected by a new eruption. Volcanic activity has brought benefits to southern Italy, but eruptions are a constant threat.

Underline how people in southern Italy benefit from Pompeii.

Colour why Mount Vesuvius continues to be a threat.



6 What effect have volcanoes had on the lives of modern Indonesian farmers?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 What caused the destruction of Pompeii?

\_\_\_\_\_

\_\_\_\_\_

8 Carefully explain how the destruction of Pompeii continues to affect people's lives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

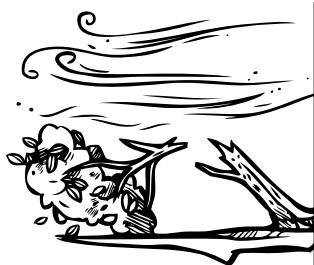
\_\_\_\_\_

# Drawing conclusions

NONFICTION

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.



Circle the time of day when the tornado struck.

Underline how long it took the tornadoes to merge and reach the Double Creek Estate.

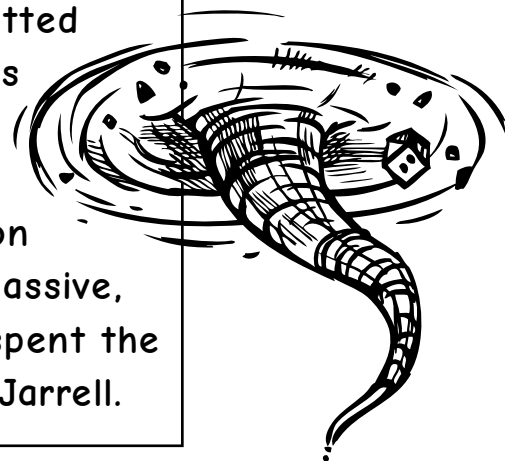
## Wild Weather

Shortly before 3:45 pm on 27 May 1997, a violent tornado struck the small Texas town of Jarrell.

Jarrell's tornado alert siren sounded after a group of tornadoes was spotted 2 kilometres north of the town. Less than 20 minutes later the twisters had merged into a single tornado 1 kilometre wide, which bore down on the Double Creek Estate. Though massive, the tornado was slow moving, and spent the next half-hour destroying areas of Jarrell.

**Highlight** when the tornado alert siren sounded.

**Colour** what was destroyed.



Circle the correct answers.

- 1 After reading the passage, which of the following conclusions can we draw? When the tornado struck, most people were ...  
**a** awake.      **b** asleep.      **c** having dinner.      **d** having breakfast.
- 2 What is the clue to question 1's answer?  
**a** 27 May      **b** 1997      **c** 3:45 pm      **d** 20 minutes
- 3 Which is the best conclusion? Before the tornado struck, people had ...  
**a** lots of warning.      **b** no warning.      **c** very little warning.
- 4 What is the clue to question 3's answer?  
**a** 2 km north      **b** 1 km wide      **c** half-hour      **d** Less than 20 minutes
- 5 The passage suggests that Jarrell was not entirely destroyed. Which group of words is the clue?  
**a** slow moving      **b** areas of Jarrell  
**c** the Double Creek Estate      **d** merged into a single tornado

Read the passage.



Underline the damage rushing walls of water can cause.

Circle what debris carried along by floodwaters can do to humans.

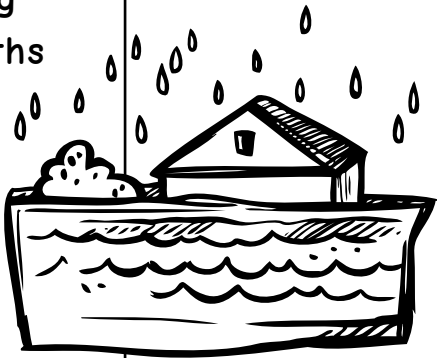
Floods are often destructive, but they can also have benefits. Some areas of the world rely on floods to keep their land fertile.

Floods cause enormous damage. Rushing walls of water wash people, animals, buildings and vehicles away. The debris carried along by the floodwaters also causes havoc, battering humans and property. Floods burst sewage pipes and gas mains, causing pollution. They bring down electrical wires, which cause deaths by electrocution.

Floods also destroy agricultural crops. Floodwaters can lead to the spread of deadly, infectious diseases as drinking water becomes polluted.

**Highlight** how people can be electrocuted during floods.

**Colour** the damage polluted water can do to humans.



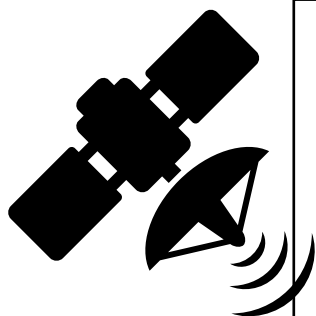
- 6 From reading the passage, we can conclude that people’s lives are often at risk during floods. What evidence is there in the passage to support this statement?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Main idea and details

NONFICTION

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.



**Highlight** where a GPS gets its information from.

**Circle** how many satellites the GPS receives signals from.

## Technological Wonders

The GPS (Global Positioning System) can pinpoint a location on Earth to within a few centimetres.

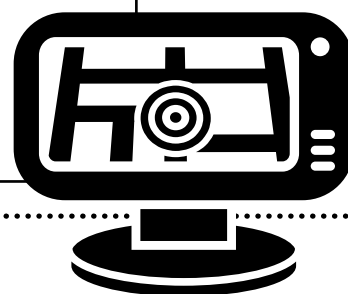
GPS receivers gather information from 24 GPS satellites that orbit the Earth. First, a GPS receiver gets signals from at least four of the 24 satellites. It uses the time it takes for the signals to arrive to calculate the distance between it and the satellites. It can then work out its exact location, including its latitude, longitude and height.

People use the GPS system to calculate their location accurately and precisely.

Underline what a GPS can do.

**Colour** how a GPS is able to calculate the distance between it and the satellites.

Underline what the GPS is able to do once it has calculated the distance between it and the satellites.



**Circle** the correct answers.

- 1 In the passage above, what information do we get from paragraph 1?
  - a when to use a GPS
  - b what a GPS can do
  - c where to find a GPS
  - d how long it takes a GPS to work
- 2 What is the main idea of the passage? It tells us ...
  - a why a GPS is important.
  - b when the GPS was invented.
  - c how a GPS works.
  - d where the satellites are positioned.
- 3 Which three details in paragraph 2 best support the main idea?
  - a First, a GPS receiver gets signals from at least four of the satellites.
  - b The GPS can pinpoint a location on Earth to within a few centimetres.
  - c After receiving the signals, the GPS calculates the distance between it and the satellites.
  - d GPS stands for Global Positioning System.
  - e People use the GPS system to accurately calculate their location.
  - f The GPS then works out its exact location, including its latitude, longitude and height.



Read the passage.



Put a **box** around the date of the first cornea transplant.

**Highlight** how organ donors can help other people.

**Circle** what type of transplants were performed in the 1800s.



An organ transplant is an operation where a damaged or diseased organ is replaced with another person’s healthy organ. Organ transplants have saved thousands of lives. One organ donor can save and improve the quality of life of up to 10 other people.

In the 1800s, doctors were able to perform skin transplants. The first organ transplant was a cornea transplant in 1905. In 1967, a South African heart surgeon, Christian Barnard, performed a successful heart transplant. He was able to take a healthy heart from a person who had just died, and implant it into a man who had a damaged heart.

The human body does not always accept a transplanted organ. Anti-rejection drugs help to stop the patient’s body from rejecting the transplanted organ.

Underline what an organ transplant is.

Underline a sentence that gives information about the world’s first successful heart transplant.

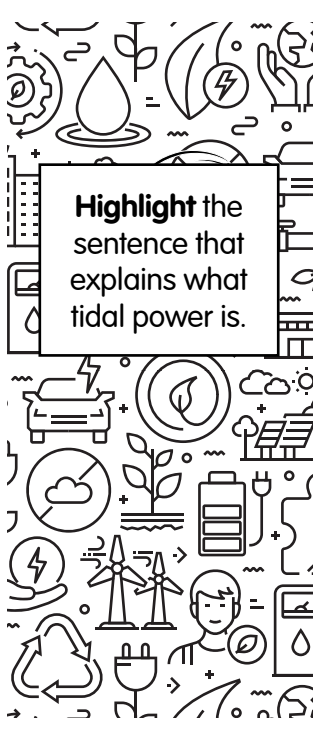
**Colour** what helps to stop a patient’s body from rejecting a transplanted organ.



- 4 What is the passage mainly about? \_\_\_\_\_
- 5 Quote a sentence from the passage that helps to explain what an organ transplant is.
- 6 Explain how the authors have used examples to support the main idea of the passage.

A summary is a shortened version of a text. To summarise, identify the most important information.

Read the passage.



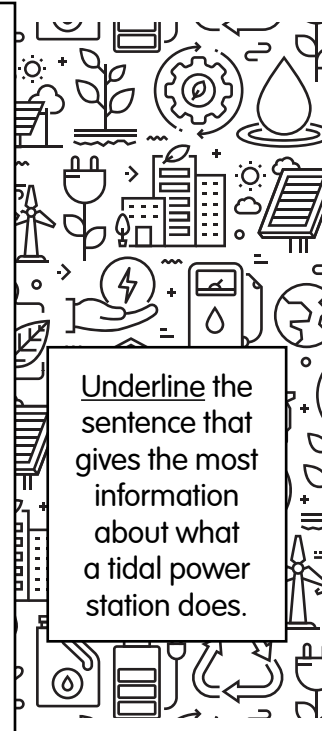
**Highlight** the sentence that explains what tidal power is.

## Renewable Resources

Tidal power is energy produced from tides and currents.

Tides are the changes in sea level that happen twice a day. They are caused by the gravitational effect of the moon.

A tidal power station uses the movement of water through a barrage to generate electricity. The water turns turbines inside the barrage, which power generators and produce electricity. Electricity is also made when the tide goes back and water flows the other way through the barrage.



Underline the sentence that gives the most information about what a tidal power station does.

**Circle** the correct answers.

- 1 Which sentence contains the most information about tides and tidal power?
  - a Tidal power is energy produced from tides and currents.
  - b Tides are the changes in sea level that happen twice a day.
  - c They are caused by the gravitational effect of the moon.
- 2 Which sentence contains the most information about what a tidal power station does?
  - a A tidal power station uses the movement of water through a barrage to generate electricity.
  - b The water turns turbines inside the barrage, which power generators and produce electricity.
  - c Electricity is also made when the tide goes back and water flows the other way through the barrage.
- 3 Use the sentences you have chosen in questions 1 and 2 to write a summary of the passage.  
  

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**Read the passage.**

## Highlight

the sentence  
that tells what  
biofuels are  
made from.

Put a box  
around two  
examples of  
biofuels.

Underline  
the sentence  
that tells what  
ethanol is  
made from.

Biofuels are fuels made from biomass material. The most common biofuels are ethanol and biodiesel.

Ethanol is made from the sugars in grains, such as corn, wheat and sugar cane. Sugars are mixed with water and yeast. The mixture is left to ferment until the biomass is converted into ethanol. Ethanol can be mixed with petrol or used on its own.

Biodiesel is made from vegetable oils, fats or greases. It can be used in diesel engines, either on its own or mixed with diesel fuel made from petroleum. Some engines can even run on pure vegetable oil.

Biodiesel performs much like diesel made from petroleum. However, using biodiesel reduces harmful exhaust gases, such as carbon monoxide and sulphur.

Circle what  
biodiesel is  
made from.

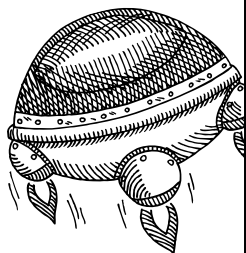
## Colour why biodiesel is better for the environment than diesel.

**4** Use your annotations to help you write a summary of the passage.

[illegible]

To identify the author's or a character's point of view, consider their choice of words and other details. They can help reveal their beliefs, personal judgements and attitudes.

Read the passage.



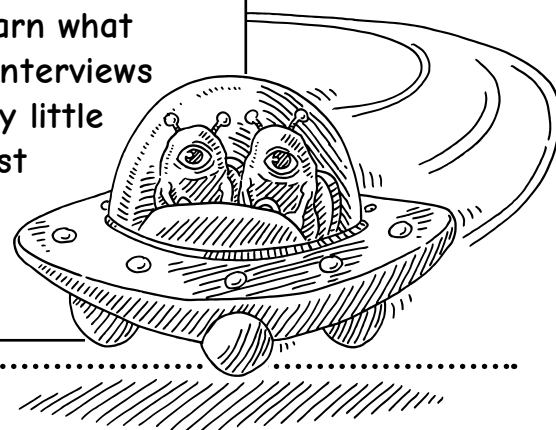
**Highlight** groups of words that show what Scanner believes about the existence of aliens.

## Chat Room Discussion

**Scanner** (posted 24 August 2019, 11:31 PM)

I think everyone on our planet will be forced to consider that we are not alone in the universe. For those of us who work in the sciences, this is not a matter of being "forced". It's a matter of accepting what is likely. It's not secret and it's not scary. It simply is. Paxus, I think you need to learn what science really is, and what it requires. Interviews with people who say they were visited by little green men is not evidence. They are just someone saying something. But there is enough real science that can be used to show that aliens may exist.

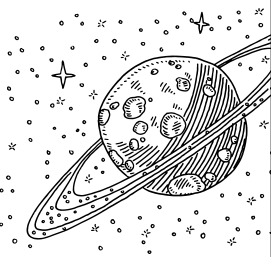
Underline what Scanner believes is not proof that aliens exist.



**Circle** the correct answers.

- 1 What is Scanner's view on the existence of aliens? Scanner believes that ...
  - a it is possible that aliens exist.
  - b aliens definitely do not exist.
  - c aliens definitely do exist.
  - d aliens are little green men.
- 2 Which groups of words are the clues to how Scanner feels about the existence of aliens? Choose three answers.
  - a not secret and it's not scary
  - b what science really is
  - c consider that we are not alone in the universe
  - d accepting what is likely
  - e people who say they were visited by little green men
  - f enough real science that can be used to show that aliens may exist
- 3 What is Scanner's opinion of stories about people being visited by aliens? Scanner believes the stories are ...
  - a proof that aliens exist.
  - b not proof that aliens exist.
  - c funny and entertaining.
  - d silly, but scary.

Read the passage.



**Highlight** how Sceptica feels about alien life forms.

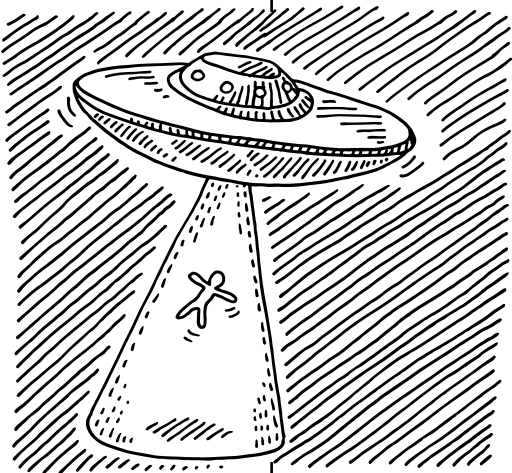
Underline words that show that Shayde might now feel differently about the existence of aliens.

**Sceptica** (posted 25 August 2019, 12:08 AM)  
Show me a body I can touch and feel with my bare hands and that science can study to confirm it is a true alien. THEN I'll believe. Until then, I don't buy it.

**Paxus** (posted 25 August 2019, 12:12 AM)  
Shayde, don't tell me you've changed your mind ... You've always been super interested in alien life forms. We need you!

**Cheeseburger** (posted 25 August 2019, 12:37 AM)  
There's a glowing green light outside my window right now! They are coming to get me!!!!!!  
ha ha ha ha

Circle the evidence in Cheeseburger's post that best shows his view on the existence of aliens.



- 4 How does Sceptica feel about the existence of aliens? Quote from the post to support your answer.
- 5 What does Paxus' post suggest about Shayde's view on the existence of aliens?
- 6 Do you think Cheeseburger believes in aliens? Support your answer with evidence from the passage.



# Reading diagrams

NONFICTION

Diagrams and pictures represent information in a visual form. They are often used to explain scientific or technical ideas.

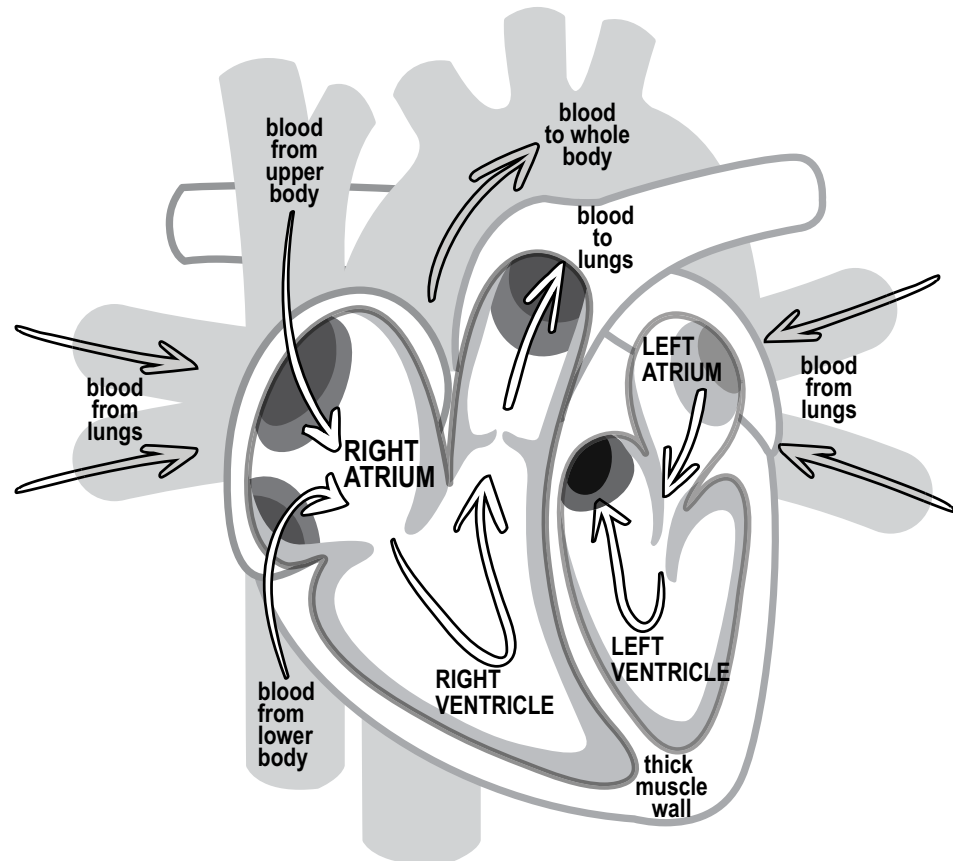
Study the diagram.

## Blood Flow Through the Heart

Circle where blood that enters the right atrium comes from.

Highlight where blood that enters the left atrium comes from.

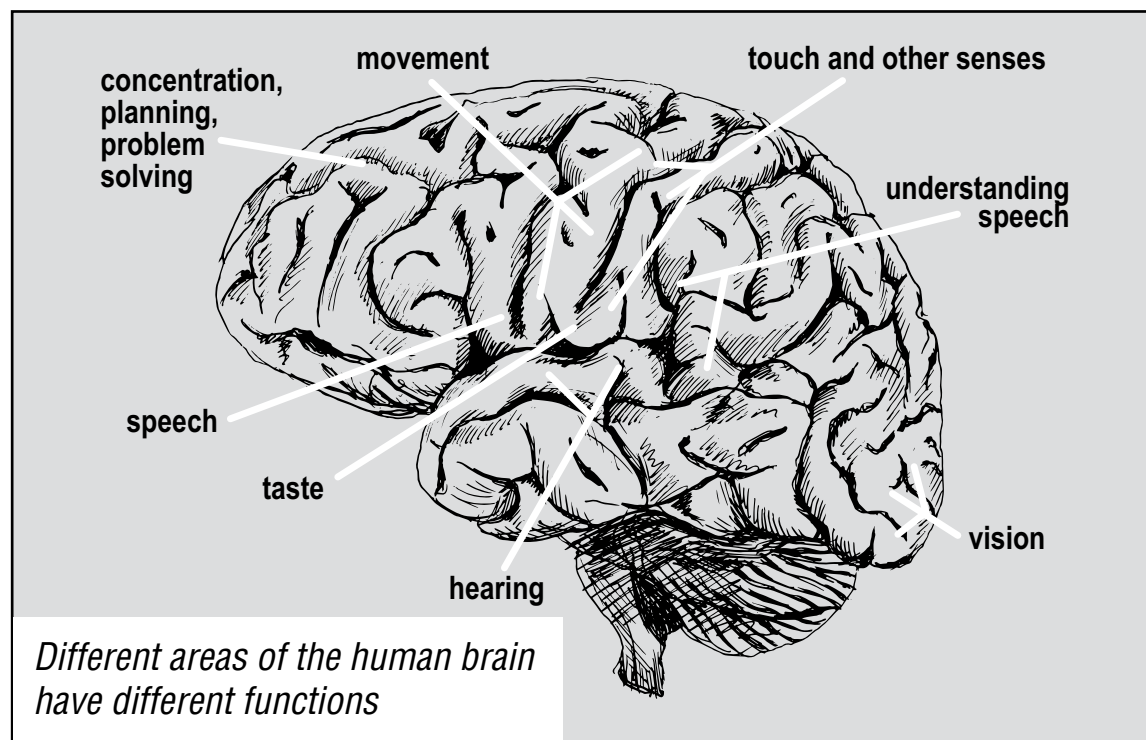
Put a box around where blood from the left ventricle goes to.



1 Use the diagram to help you complete the following explanation of how the heart works.

Blood from the body enters the **a** \_\_\_\_\_, which then contracts. A valve opens to let blood into the **b** \_\_\_\_\_, which contracts and pumps blood to the lungs. Blood full of oxygen returns from the **c** \_\_\_\_\_ and enters the **d** \_\_\_\_\_, which then contracts. A valve opens to let blood into the **e** \_\_\_\_\_, which contracts and pumps oxygen-filled blood to **f** \_\_\_\_\_. The heart is protected by **g** \_\_\_\_\_.

Study the diagram.



**Highlight** the part of the brain that controls our sense of sight.

**Colour** the part of the brain that helps us focus in class.

**Colour** the part of the brain that controls our arm and leg muscles.

**Highlight** the part of the brain that helps us work out what people are saying.

2 Which part of your brain would you use for the following activities?

- a playing sport \_\_\_\_\_
- b watching a movie \_\_\_\_\_
- c reading a book \_\_\_\_\_
- d eating an ice-cream \_\_\_\_\_
- e working on a maths problem \_\_\_\_\_
- f stroking a cat \_\_\_\_\_

# Fact or opinion?

NONFICTION

Nonfiction contains facts and opinions. A fact is a statement that can be proved true. An opinion is a statement that expresses a belief or feeling.

Read the passage.

In paragraph 1, put a **box** around the sentence that expresses a fact.

In paragraph 1, **highlight** the sentence that expresses two opinions.

## Endangered Animals

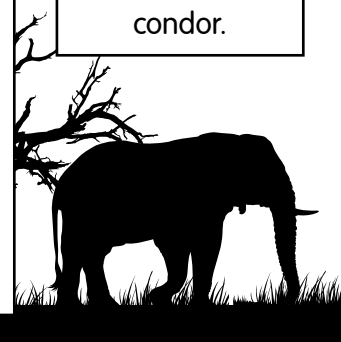
Zoos and wildlife sanctuaries are working to save endangered animals from extinction. Some people think animals shouldn't be kept in zoos and that sanctuaries take up valuable land.

Zoos are places where people can see wild animals in captivity. Modern zoos educate people about animals, conduct research and encourage the conservation of endangered animals. Some animals, such as the California condor, have been saved from extinction by breeding programs in zoos.



**Colour** what people can see in zoos.

Underline a fact about the California condor.



**Circle** the correct answers.

- 1 Which of the following statements about zoos is a fact?
  - a Animals shouldn't be kept in zoos.
  - b Animals in zoos are unhappy.
  - c People can see wild animals in zoos.
  - d Animals feel safe in zoos.
- 2 Which of the following statements about zoos is an opinion?
  - a Zoos work to save endangered species.
  - b Some people think zoos take up valuable land in cities.
  - c Many zoos run special breeding programs.
  - d Modern zoos educate people about animals.
- 3 Write down one fact about the California condor.

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- 4 What is your opinion about zoos?

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Read the passage.



Underline why some people are against zoos.

**Colour** why some people support zoos.

Some species don't breed in captivity. Some people object to zoos because they believe it is wrong to hold animals captive. They say that zoos keep animals in poor, cramped conditions. Zoo supporters say that animals are now kept in habitats as close as possible to their natural habitat. You can see animals in their natural habitats in wildlife sanctuaries and national parks. Sanctuaries keep animals safe from poachers. African wildlife sanctuaries have increased the population of African elephants.

Circle where animals can be seen in their natural habitats.

**Highlight** the advantages of keeping animals in wildlife sanctuaries.



5 What are the different opinions that people have about zoos? Support your answer with quotes from the passage.

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6 Many animals have benefited from being in wildlife sanctuaries. List two facts that support this statement.

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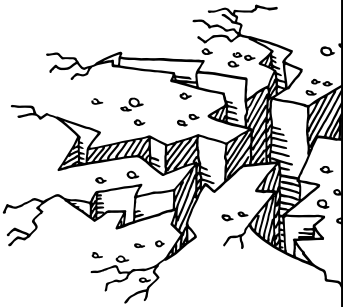
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# Audience and purpose

NONFICTION

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain.

Read the passage.



**Colour** the word that means to move quickly to and fro.

**Circle** the word that is similar in meaning to set free.

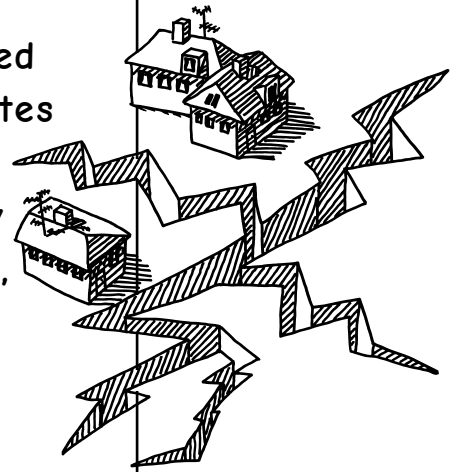
## Earthquake

Most earthquakes are caused by the movement of tectonic plates. This movement can create enormous pressure. Earthquakes occur when this pressure is released.

As tectonic plates move, rock is pulled apart and pushed together. This creates stress in the rock. Rock is brittle and with enough force, will eventually break, slip or shift. When this occurs, all the stored energy is released. This release of energy causes the surrounding rock to vibrate.

Put a **box** around the word that tells that rock is hard, but can break easily.

Underline the causes of earthquakes.



**Circle** the correct answers.

- 1 What is the main purpose of the text?  

a to persuade	b to inform
c to entertain	d to warn
- 2 Who is the target audience? Choose the best answer.  

a scientists	b geologists
c young children	d the general public
- 3 What type of language has the author used?  

a humorous	b very simple
c formal and scientific	d informal
- 4 Which group of words is the best clue to question 3's answer?  

a tectonic plates	b pulled apart
c pushed together	d the movement

## Read the passage.

Underline the sentence that gives information about how seismographs display vibrations.

Circle the name of the instruments that measure vibrations in the ground.

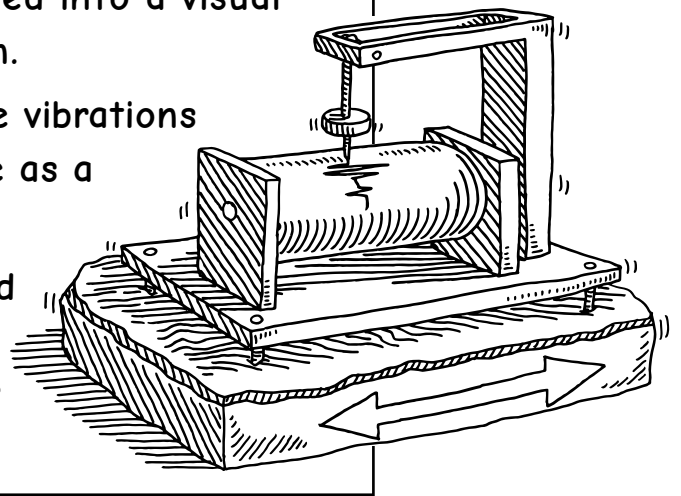
**Highlight** the name of the instrument that turns the information recorded by seismometers into a visual record.

Although it is impossible to predict when an earthquake will happen, there are instruments such as seismometers that measure vibrations in the ground. As they record the tiniest of movements, seismometers can detect the minor vibrations that often occur just before a big quake. The digital information recorded by seismometers is turned into a visual record on a seismograph.

Seismographs display the vibrations caused by an earthquake as a series of lines.

The total energy released by an earthquake is measured on the Richter scale.

**Colour** the name of the scale on which the total energy released by an earthquake is measured.



**5** List all the scientific words in the text.

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**6** What is the main purpose of the text?

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**7** Who do you think this text was written for? Give reasons for your answer.

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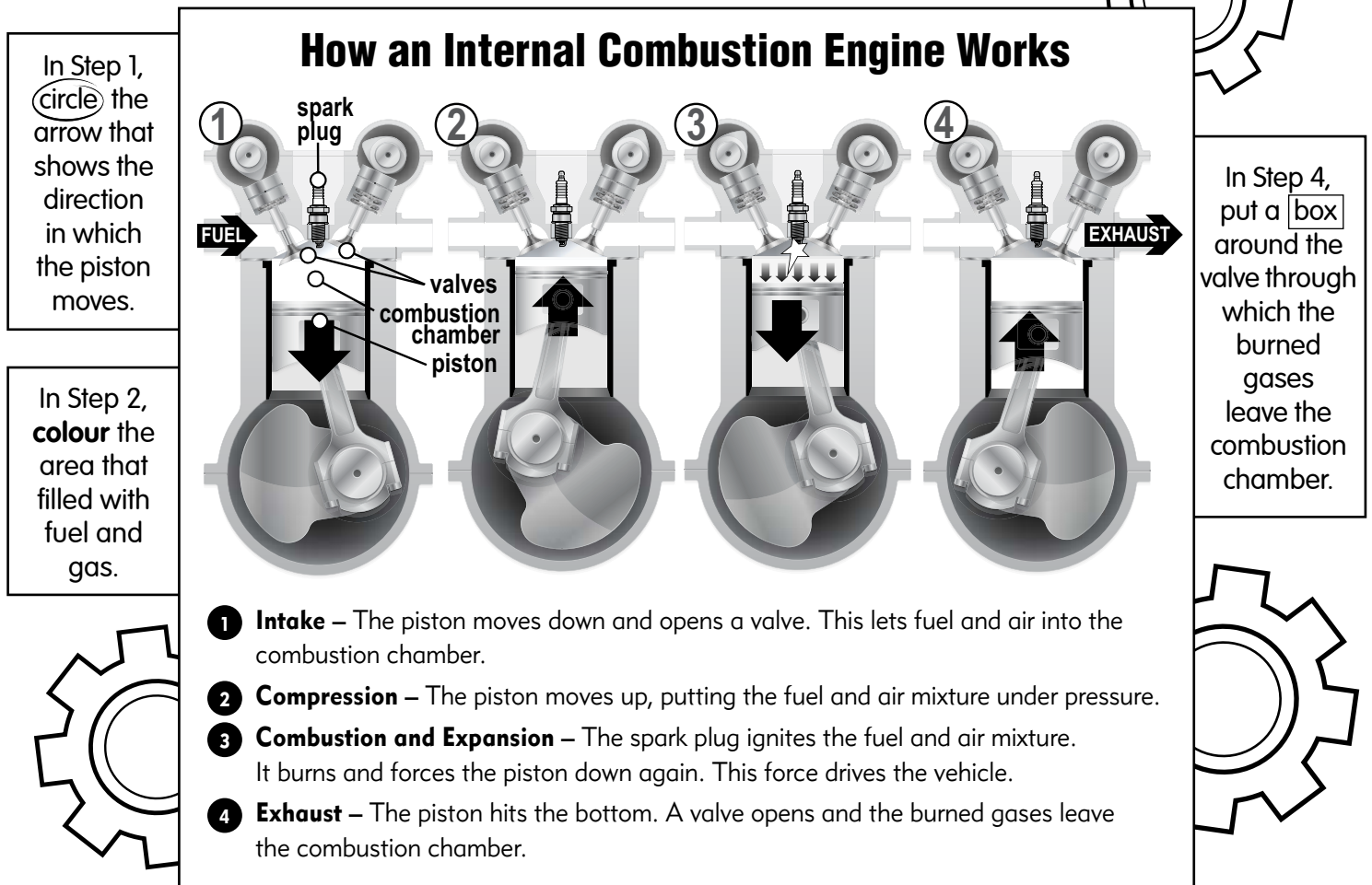


# Reading diagrams

NONFICTION

Diagrams and pictures represent information in a visual form. They are often used to explain scientific or technical ideas.

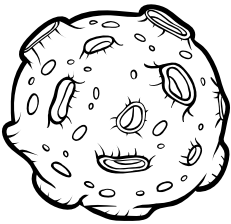
Study the diagram and read the passage.



**Circle** the correct answers.

- 1 In which direction does the piston move? The piston moves ...  
**a** round and round. **b** from side to side.  
**c** up and down. **d** backwards and forwards.
- 2 What happens to the valve when the piston moves down?  
**a** It vibrates. **b** It closes. **c** It causes a spark. **d** It opens.
- 3 What moves into the combustion chamber when the valve opens?  
**a** fuel **b** air **c** gases **d** fuel and air
- 4 Where is the spark plug situated?  
**a** above the combustion chamber **b** beneath the combustion chamber  
**c** to the right of the combustion chamber **d** to the left of the combustion chamber

Study the images.



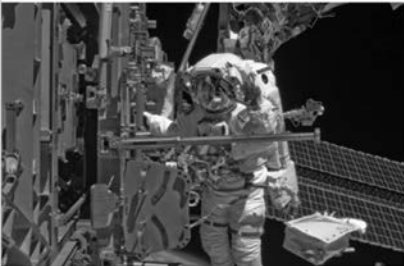
Underline the abbreviation for International Space Station.

**Highlight** the type of environment astronauts on the International Space Station work in.



Astronauts on the ISS work in zero gravity.

Astronauts repair part of the International Space Station.



an illustration of the completed ISS

This is a robot that NASA will use to investigate whether there is life on the planet, Mars.



**Colour** the word that suggests that things sometimes go wrong on the International Space Station.

Circle a part of the Mars robot that shows how it will move across the planet.

Put a box around the part of the Mars robot that could contain a camera.

5 How does the illustration of the Mars robot add to our understanding of how it will move across and collect information from the planet?

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6 What does the illustration tell us about the kind of terrain the Mars robot will have to cover?

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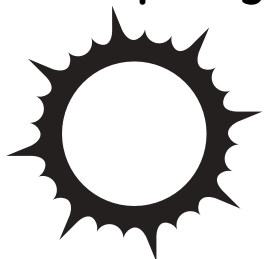
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# Audience and purpose

NONFICTION

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain.

Read the passage.



Circle the adjective that means *relating to the sun*.

Highlight the scientific name for solar cells.

Put a box around the word that is similar in meaning to *change*.

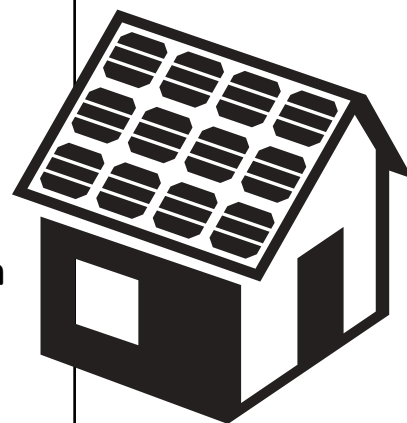
## Renewable Resources

A solar power station uses either solar cells or concentrating solar power dishes. Solar cells are also known as photovoltaic cells. They convert light directly into electricity.

Concentrating solar power dishes use hundreds of mirrors to focus the sun's energy into heat. It can concentrate the sun's rays thousands of times to produce temperatures more than 980 degrees Celsius. This heats a chemical, which in turn produces steam to power a generator, just like a fossil fuel-burning power station.

Underline the scale on which temperature is measured.

Colour the words that describe a power station that burns coal.



Circle the correct answers.

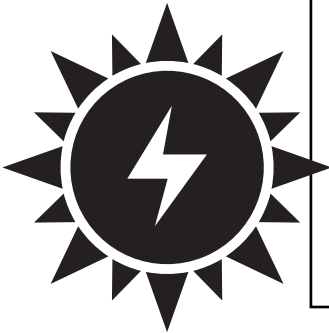
- 1 What is the main purpose of the passage?  
**a** to warn                      **b** to persuade                      **c** to inform                      **d** to entertain
- 2 What are the clues to question 1's answer? The passage contains many ...  
**a** rhyming words.                      **b** similes and metaphors.  
**c** opinions.                      **d** facts.
- 3 Who is most likely the target audience for this text?  
**a** school students    **b** preschoolers                      **c** retired people                      **d** electricians
- 4 Which words best describe the language used in the passage?  
**a** humorous and informal                      **b** factual and formal  
**c** descriptive and poetic                      **d** simple and persuasive

Read the passage.

Highlight the heading.

Circle the word that is similar in meaning to *use*.

Underline the sub-heading.

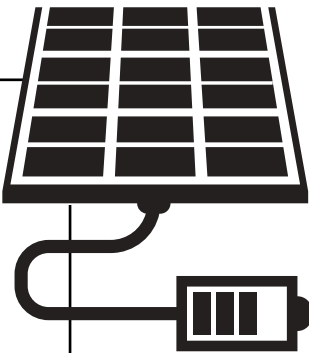


### How a solar cell works

Solar cells convert light from the sun into electricity. They have no moving parts, consume no fuel and create no pollution.

#### From light to electricity

- 1 Light is made up of particles known as photons. Photons enter the cell.
- 2 Photons collide with electrons inside the cell.
- 3 Electrons pass from one semiconductor to the other, and then onto the metal-conductor strips. The flow of electrons produces electricity.



Colour a scientific word in step 1.

Put a box around the word that is similar in meaning to *bump into*.

Colour three scientific words in Step 3.

- 5 What is the purpose of the text?
- 
- 6 What is the scientific name for particles of light?
- 
- 7 What happens inside a solar cell?
- 
- 8 List the scientific words in Step 3.
- 
- 9 Who is most likely the target audience for this text?
-

# Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.

Underline the words that describe the Australians' lives six months previously.

Circle the phrase that suggests that the Australians landed in the dark.

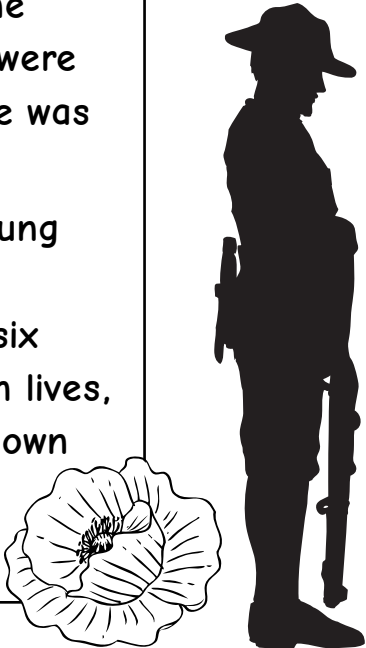
Colour the words that suggest the changes that had taken place in the lives of the Australians.

**‘Glorious Entry into War’**

The date was 25 April 1915. The Australians, who were about to go into action for the first time under trying circumstances, were cheerful, quiet and confident, and there was no sign of nerves or excitement.

As the moon waned, the boats were swung out. The Australians received their last instructions, and these men, who only six months ago were living peaceful, civilian lives, began to disembark on a strange, unknown shore, and in a strange land to attack an enemy of a different race.

Highlight the words that suggest that the Australians were facing a difficult task.



1 Compare the situation of the Australians on 25 October 1914 and 25 April 1915. Use the words and phrases in the box below to help you write a short paragraph for each date.

25 October 1914

25 April 1915

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

soldiers	in a familiar environment	in Australia	civilians
	in a foreign country	in a strange environment	

Read the passage.

Circle where the boats were headed.

**Highlight** where the battleships stopped.

Underline what the men on the boats could see ahead of them.



At 4 o'clock, three battleships arrived 2300 metres from the shore, with their guns manned and their searchlights in readiness. Very slowly, the boats in tow, like twelve great snakes, moved towards the shore. Each edged towards each other in order to reach the beach four cables apart. The battleships moved in after them until the water shallowed. Every eye was fixed on the grim line of hills in front, menacing in the gloom, and the mysteries of which those in the boats were about to solve.

Not a sound was heard, not a light seen, and it appeared as if the enemy had been surprised. In our nervy state the stars were often mistaken for lights ashore.



**Colour** the word that suggests that the line of hills in front of the men looked threatening.

Put a box around the word that suggests that the sky was cloudless.

**Highlight** the phrase that shows that the men were nervous.

2 How was the experience of the soldiers on the battleships and those in the boats similar? Think of what they could see and hear and how they were feeling.

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3 Describe the different ways in which the battleships and the boats approached the shore.

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# Fact or opinion?

NONFICTION

Nonfiction contains facts and opinions. A fact is a statement that can be proved true. An opinion is a statement that expresses a belief or feeling.

Read the passage.

In paragraph 1, circle the word that expresses an opinion.

**Highlight** the words that describe the appearance of the Polar Auroras.

Underline the cause of the Polar Auroras.

## Natural Wonders

The Polar Auroras are a spectacular natural phenomena near the North and South Poles. They are coloured lights that form ribbons and spirals in the sky.

The Polar Auroras are caused by solar winds flowing past the Earth. Solar wind is made up of particles from the Sun's atmosphere. These particles are very high in energy. When solar wind enters the Earth's atmosphere, it mixes with gases which then release light.

The Polar Auroras can only be seen at the most northern and southern parts of the Earth.

**Colour** what solar wind consists of.

Underline what happens when solar wind enters the Earth's atmosphere.

Put a **box** around where the Polar Auroras can be seen.

Circle the correct answers.

- 1 Which word expresses an opinion?  
**a** North                      **b** South                      **c** spectacular                      **d** phenomena
- 2 Which sentence expresses a fact?  
**a** The Polar Auroras form an amazing pattern of ribbons and spirals in the sky.  
**b** The Polar Auroras are coloured lights that form ribbons and spirals in the sky.  
**c** The Polar Auroras are a brilliant natural light display in the sky.  
**d** The Polar Auroras are a magnificent display of coloured lights in the sky.
- 3 Find a fact about solar wind and write it down.

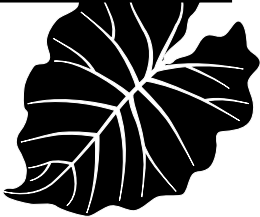
Read the passage.



Circle the words that mean *for* and *against*.

**Highlight** the reason some people want countries to stop buying timber from the Amazon.

Underline the reason some people are against the growing of crops in the Amazon.



**Deforestation: pros and cons**

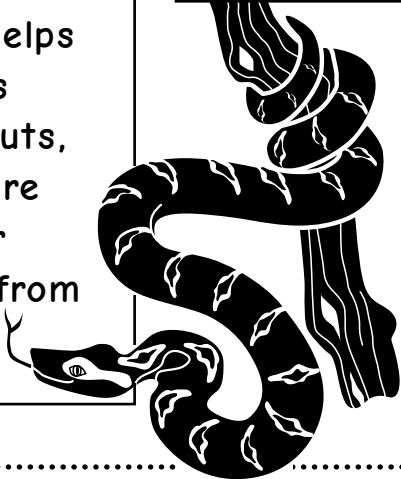
Some people argue that deforestation in the Amazon destroys animal habitats. They want other countries to stop buying timber from the Amazon. Then, there would be no incentive for people to cut down the forest.

Deforestation is also bad for the environment. During heavy rains, pesticides from crops flow off the land and into rivers. This damages river wildlife.

Other people argue that deforestation helps the economy in South America. Farmers clear land to grow crops, such as coconuts, oranges, coffee and soybeans. Agriculture and the timber industry provide jobs for people. The country also makes money from selling timber.

**Colour** the reasons some people are in favour of the clearing of trees to make way for crops.

Put a **box** around why some people think the timber industry is good for South America.



4 In your own words, explain what different groups of people believe about deforestation in the Amazon.

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5 Explain how the different groups use facts to support their beliefs.

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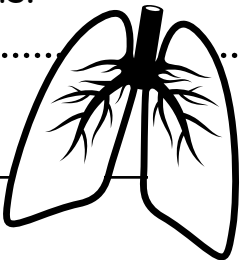
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Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

Read the passages.

## Body Systems



### Text 1

The respiratory system brings oxygen into the body and removes carbon dioxide from it.

The body's cells need oxygen to survive, and carbon dioxide is one of their waste products.

The air you breathe in moves down the trachea into the soft, spongy lungs. It flows through narrower and narrower tubes in the lungs. At the ends of the tubes are alveoli, which look like very small balloons.

In both texts, **highlight** the sentences that contain the words *oxygen* and *carbon dioxide*.

In both texts, underline the sentences that contain the word *trachea*.

In both texts, **colour** the sentences that contain the word *alveoli*.

### Text 2

Air travels through your nose to your lungs via the trachea (windpipe). It divides into two branches, one for each lung. The branches divide into narrower and narrower branches until they reach air sacs called alveoli. Alveoli look like tiny bunches of grapes.

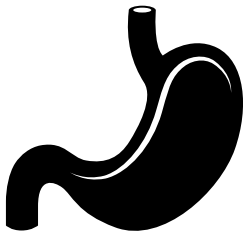
When you breathe in, the lungs take up oxygen from the air. When you breathe out, carbon dioxide is released from your body.

- 1 Write down whether the following information appears in both texts, or in only one of the texts.
- a We breathe in oxygen and we breathe out carbon dioxide. \_\_\_\_\_
  - b Air travels down the trachea into the lungs. \_\_\_\_\_
  - c The trachea is also known as the windpipe. \_\_\_\_\_
  - d We have two lungs. \_\_\_\_\_
  - e The lungs are soft and spongy. \_\_\_\_\_
  - f The alveoli look like tiny bunches of grapes. \_\_\_\_\_
  - g The tubes in the lungs become narrower and narrower. \_\_\_\_\_
  - h The air flows through tubes in the lungs to the alveoli. \_\_\_\_\_

Read the passages.

Text 1

The digestive system breaks food down into nutrients that the body absorbs. It expels whatever is left over. Digestion starts in the mouth. Chewing breaks food into small pieces. Saliva contains an enzyme, which also helps to break food down. After swallowing, food moves down the oesophagus to the stomach. The stomach uses acids, enzymes and its own movements to turn the pieces of food into a thick liquid. It then squeezes small amounts of the liquid into the small intestine.



In both texts, **highlight** the words that tell what the function of the digestive system is.

In both texts, underline the sentences that tell what happens to food when we chew it.

In both texts, **colour** the sentences that tell what happens to the food when we swallow it.

Text 2

The main function of your digestive system is to break down food, extract nutrients and water from that food and to excrete waste. Digestion breaks food into tiny parts called molecules. Your body uses these molecules as fuel to keep you healthy and active. Chewing breaks up the food. When you chew, you produce a digestive juice called saliva. Saliva helps to break down the food into tiny parts. When you swallow, your oesophagus moves the food to your stomach.

- 2 What do both texts tell us about the function of the digestive system?
- 3 What do we learn from both texts about what happens when we chew our food?
- 4 According to both texts, what happens to our food when we swallow it?

# Audience and purpose

NONFICTION

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain.

Read the passage.

Circle Belinda Tochner's job title.

Put a box around the company the complaint is being made against.

Underline the sentence that expresses the purpose of the letter.

## Letter of Complaint

14 Railway Parade, Doncaster QLD 4000

Belinda Tochner

Consumer Relations Manager

SuperSafe Insurance Ltd

Dear Ms Tochner

COMPLAINT

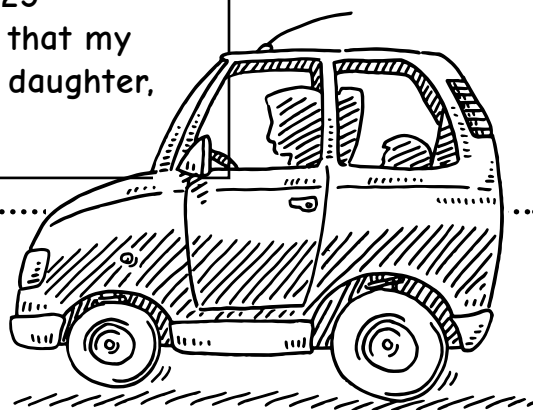
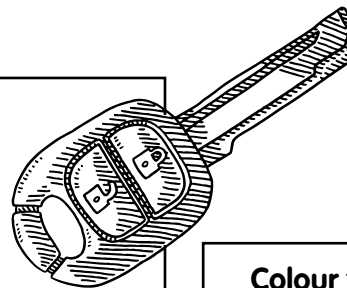
Policy No: 98765432

I am writing to complain about my car insurance claim being rejected.

On 22 November 2009, I arranged car insurance with your company by telephone. On 25 November, I telephoned again to ask that my insurance also cover my 20-year-old daughter, as she would also be driving the car.

Colour the date of the first phone call.

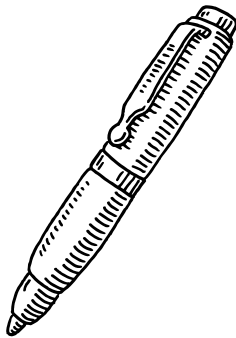
Highlight the reason the writer made a second phone call.



Circle the correct answers.

- 1 Who is the target audience for the letter?
  - a the owner of SuperSafe Insurance
  - b the Consumer Relations Manager of Supersafe Insurance
  - c the Chief Executive Officer of SuperSafe Insurance
  - d an accountant at SuperSafe Insurance
- 2 What is the purpose of the letter? The writer is complaining that ...
  - a her daughter is driving her car.
  - b Ms Tochner did not answer her phone call.
  - c SuperSafe Insurance wrongfully rejected her insurance claim.
  - d SuperSafe Insurance wrongfully rejected her daughter's insurance claim.
- 3 What is the tone of the letter?
  - a firm and polite
  - b angry and abusive
  - c lighthearted and friendly
  - d nervous and embarrassed

Read the passage.



**Circle** how the write feels about having her claim rejected.

**Highlight** how the writer attempts to prove that her claim was mistakenly rejected.

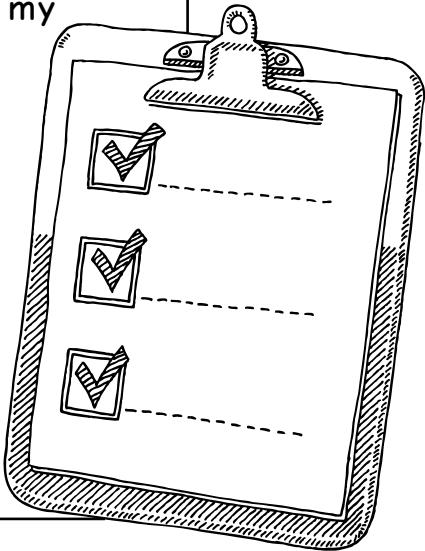
I am most upset that when I telephoned on 14 January this year to make a claim for an accident that my daughter had had in my car, I was informed that my claim was rejected. The reason provided was the policy did not cover my daughter. Furthermore, the claims consultant said there was no record that my policy had been extended, to my daughter or to anyone else.

However, as I noted earlier, I did call SuperSafe Insurance to extend the insurance. To prove this, I have included with this letter a copy of my telephone bill, which shows that the call was made to your company. I have underlined the call on the bill. The claims consultant I spoke to was Ben Wilkinson.

I believe you made a mistake in not changing my insurance policy, and I would like you to fix this and pay the claim I have made. I look forward to hearing from you and to having this matter resolved as quickly as possible.

**Underline** a clause that shows that the writer is certain that SuperSafe Insurance is in the wrong.

**Colour** what the writer expects SuperSafe Insurance to do about her claim.



- 4 Which word in the passage expresses how the writer feels about her claim being rejected?
- 5 Carefully explain how the writer attempts to persuade her audience that SuperSafe Insurance was mistaken in rejecting her claim.
- 6 If you were Ms Tochner, would you be offended by the language the writer has used in her letter? Give reasons for your answer.



Clues in the text can help us understand the meaning of difficult words.

Read the passage.

Circle where thylacines once lived.

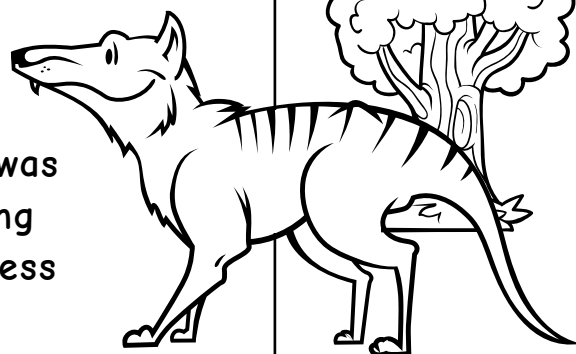
Put a box around where thylacines were last seen in large numbers.



## On the Edge of Extinction

We know that the thylacine once lived in New Guinea and mainland Australia because fossils have been found in these places. But these populations died out—killed by the introduced dingoes, or wild dogs, of the Aboriginal peoples. The island of Tasmania then became the thylacine's last refuge.

When European farmers arrived in Tasmania, they believed the thylacines were responsible for killing sheep. In 1888, a bounty was put on the thylacine's head. Killing them was now a profitable business encouraged by the government.



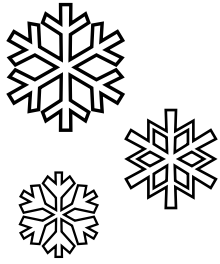
Colour the word that shows that dingoes were not always native to Australia.

Underline a word that shows that people received payment for killing thylacines.

Circle the correct answers.

- 1 Which word in the passage suggests that dingoes have not always been native Australian animals?  
 a Aboriginal      b fossils      c introduced      d populations
- 2 What does the word *refuge* mean?  
 a something that is worthless      b a place of protection or safety  
 c to disagree with something      d someone from another place
- 3 What is the clue to question 2's answer? The word *refuge* refers to the island of Tasmania, which was ...  
 a where European farmers hunted thylacines.  
 b where thylacines started killing sheep.  
 c where people made money out of thylacines.  
 d the last place thylacines lived in large numbers.
- 4 What is a bounty?  
 a a reward      b a cover      c a rope      d a leash

## Read the passage.



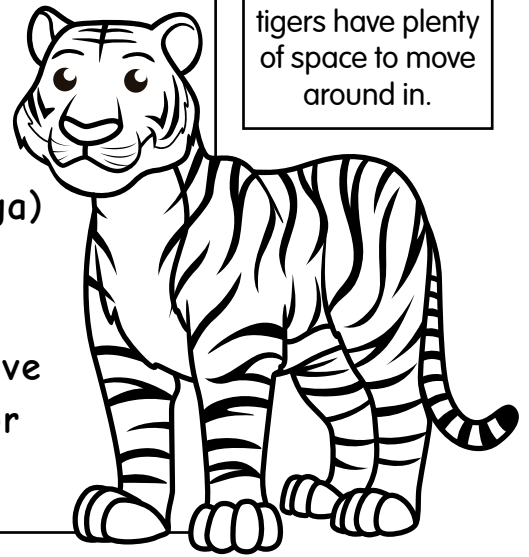
Circle the word that suggests that the Siberian tigers were difficult to find.

Put a box around the word that describes people who care for the environment.

More tigers lurked in the Siberian woods than anyone thought. Finding 600 instead of an expected 300 has increased the chance that the magnificent Siberian tiger will survive.

Conservationists were thrilled to find out that the Siberian tiger population was twice as big as believed.

Siberian tigers live in the dense forests of Siberia. This cold and wild area is called the taiga (TIE-ga) and is vast enough to help the tigers hide from us. Poachers kill some, and forestry and mining have an impact on their habitat. But for now, the tiger seems safe.



Underline the word that suggests that the trees in the Siberian forest grow close together.

Colour the word that suggests that the Siberian tigers have plenty of space to move around in.

5 Use the clues in the boxes to help you explain the meanings of the following words:

a lurked \_\_\_\_\_

\_\_\_\_\_

b dense \_\_\_\_\_

\_\_\_\_\_

c vast \_\_\_\_\_

\_\_\_\_\_

6 Which word in the passage names people who care about the natural environment?

\_\_\_\_\_

7 Which word in the passage names people who kill wild animals illegally?

\_\_\_\_\_