Reading EGGSPRESS

YEAR 6

# COMPREHENSION

## NONFICTION

Student Book

My Name

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**Reading Eggspress Comprehension Year 6 Student Book, Nonfiction**

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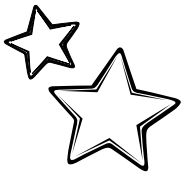

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# In this book



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

**ACELA1517** – Understand the uses of objective and subjective language and bias

**ACELA1518** – Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects

**ACELA1524** – Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts

**ACELA1525** – Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

**ACELT1614** – Analyse and evaluate similarities and differences in texts on similar topics, themes or plots

**ACELA1711** – Analyse how text structures and language features work together to meet the purpose of a text

**ACELA1712** – Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features

**ACELA1713** – Use comprehension strategies to interpret and analyse information and ideas

## Comprehension strategy overview

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

# Word study

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

**Read the passage.**

## *Water*

Most of the water we use comes from rivers, lakes or dams.

A river starts from melting ice, rainfall or from a lake, and grows as streams in its catchment area join it.

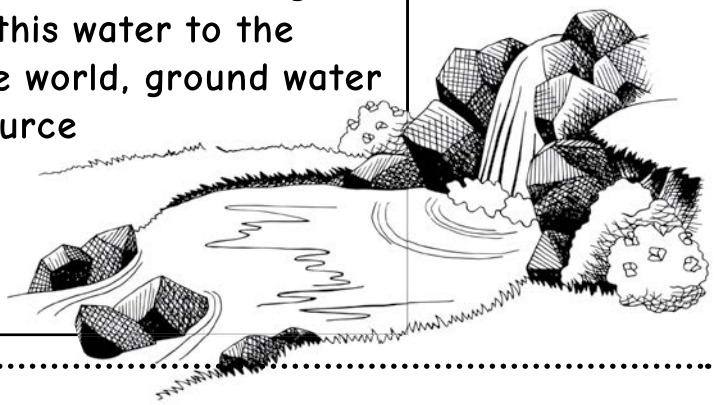
An important source of fresh water is ground water. The water collects above a layer of rock that is too dense to allow it to flow through. People dig wells to bring this water to the surface again. Around the world, ground water is the most accessible source of fresh water — about 1.5 billion people use it for their drinking water.

Put a box around the area rivers collect water from.

Circle the base word of *catchment*.

**Colour** how people bring ground water to the surface.

Underline why so many people use ground water.



**Circle the correct answers.**

**1** What is a catchment area? It is an area where water…

**a** flows away. **b** collects. **c** dries up. **d** enters the ocean.

**2** What is the clue to question 1's answer?

**a** The word *melting* suggests that the water vanishes.

**b** The word *grows* shows that the river gets bigger.

**c** The word *stream* means *to flow.*

**d** The base word of *catchment* is *catch,* which means *to hold on to.*

**3** What does the word *accessible* mean?

**a** can be easily reached **b** unfit for use **c** happens by chance **d** fashionable

**4** Which group of words is the clue to question 3's answer?

**a** The water collects above a layer of rock

**b** too dense to allow it to flow through

**c** about 1.5 billion people use it for their drinking water

**d** grows as streams in its catchment area join it

# Word study

## Read the passage.

In paragraph 1, circle the word that helps to explain what *purified* means.

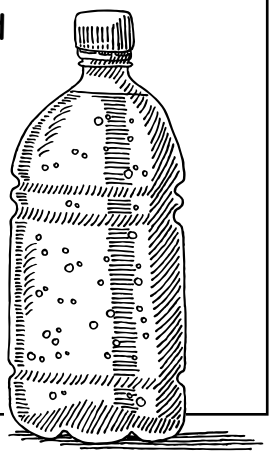
In paragraph 2, **highlight** the word that refers to things in the water that are harmful.

In paragraph 2, **colour** the word that means *to clot* or *thicken*.

Drinking water is water that is safe for people to drink and to use for cooking, washing and bathing. Water is cleaned and purified before it is ready to drink.

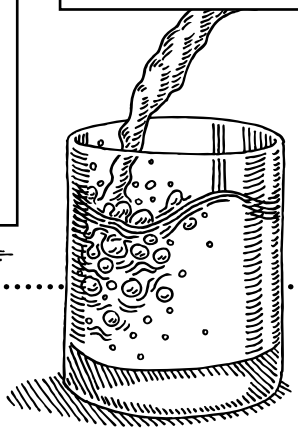
Water is pumped from a river, lake or dam into a tank. A chemical called alum is added to the water so that impurities coagulate into small particles called flocs.

The water is then transferred into a sedimentation tank. The flocs attract dirt and sink to the bottom as sediment. The clear water above the sediment is pumped to the next stage, filtration.



In paragraph 3, underline the word that refers to solid material at the bottom of a liquid.

In paragraph 3, put a box around the word that refers to the process of removing unwanted material.



## Explain what the following words mean.

**5** Use the clues in the passage and the boxes to help you.

**a** purified _____

_____

**b** impurities _____

_____

**c** coagulate _____

_____

**d** sediment _____

_____

**e** filtration _____

_____

# Main idea and details



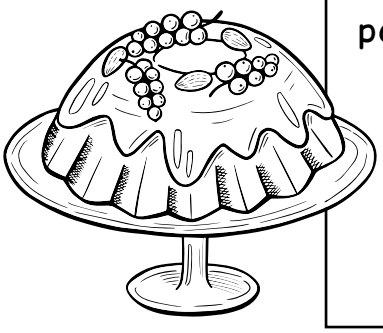
The main idea or key point is what the text is about. Details support the main idea.

**Read the passage.**

**Highlight** who Marc-Antoine Careme was.

**Colour** the words that suggest that Careme was a very creative chef.

Underline who Careme cooked for.



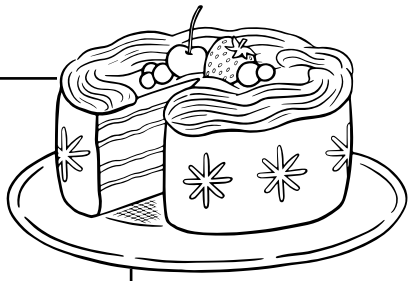
## What's cooking?

Marc-Antoine Careme (1784–1833) was considered the master of French cooking, creating dishes that often looked more like sculptures. He cooked for royalty and the rich and famous. His cuisine was the talk of Europe.

Via his travels, Careme introduced to France such delicacies as caviar (unfertilised fish eggs) and *pashka* (a creamy Russian cheesecake).

While in England, he produced a jellied custard set in a crown of ladyfingers (long, thin biscuits). He named it the Charlotte Russe — a pastry still baked today.

Careme also prepared massive feasts. At one military festival, he served 10 000 guests from a menu that required 6 cows, 75 calves, 250 sheep, 8000 turkeys, 2000 chickens, 1000 partridges, 500 hams and 2000 fish.



**Highlight** the delicacies Careme introduced to France.

Put a box around the dish Careme produced while in England.

Circle the word that describes the feasts.

**Circle the correct answers.**

**1** What is the passage mainly about?

- **a** the achievements of Marc-Antoine Careme
- **b** the type of food people ate 200 years ago
- **c** unusual delicacies
- **d** cooking for large numbers of people

**2** Which three details support the main idea?

- **a** The Charlotte Russe is a pastry that is still baked today.
- **b** Careme created dishes that often looked more like sculptures.
- **c** Careme produced a jellied custard.
- **d** Careme prepared massive feasts.
- **e** *Pashka* is a creamy Russian cheesecake.
- **f** Ladyfingers are a delicacy.
- **g** Careme lived from 1784-1833.

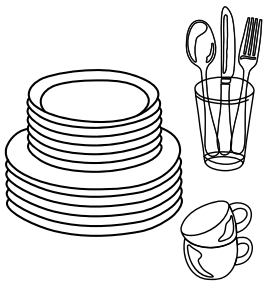
# Main idea and details

**Read the passage.**

Circle what a kitchen's design resembles.

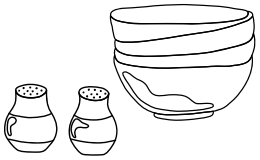
Put a box around what the different areas of a kitchen are called.

**Colour** where wait staff and kitchen staff meet.



A kitchen is designed like a factory—raw materials (ingredients) come in at one end of the production line and exit at the other end as a meal ready to be served.

Kitchens are divided into clearly defined areas, called stations, that handle different tasks. Because a kitchen is a busy and sometimes dangerous environment, it is organised to make it easy to work in and move around. For example, wait staff and kitchen staff meet where dishes are served and dirty plates collect, but otherwise keep out of each other's way.



Underline the reason the kitchen is organised to make it easy to work and move around in.

**3** What is the passage mainly about?

**4** List three details that support the main idea.

# Point of view

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.**

Underline the Inuit people's reasons for killing polar bears.

Circle what the Inuit people use polar bear fur for.

## Vulnerable animals

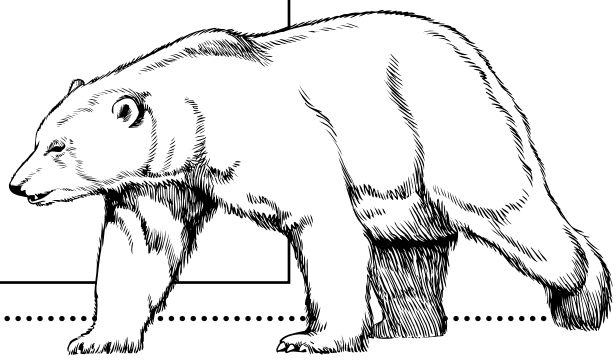
Polar bears live mainly on ice floes in the Arctic. They are not endangered now, but they are considered at risk and in need of conservation.

Polar bears have been hunted for thousands of years by the native Inuit people who share their habitat. Inuit people use polar bear fur for clothing, and the meat and fat for food. They kill only what they need to survive.

Sport hunters began using aircraft and motor boats to hunt polar bears. As a result, bear numbers declined.

Put a box around the vehicles sport hunters use to hunt polar bears.

**Colour** how sport hunters have affected polar bear numbers.



**Circle the correct answers.**

**1** What is the author's attitude towards the Inuit people's reason for hunting polar bears?

**a** hostile **b** sympathetic **c** accusatory **d** undecided

**2** Which group of words is the best clue to question 1's answer?

**a** hunted for thousands of years **b** share their habitat

**c** use polar bear fur **d** only what they need to survive

**3** What is the author's attitude towards the sport hunters' reason for hunting polar bears?

**a** disapproving **b** admiring **c** respectful **d** tolerant

**4** What is the clue to question 3's answer? The author …

**a** describes how sport hunters kill polar bears.

**b** mentions how often sport hunters kill polar bears.

**c** describes the sport hunters' aircraft and motor boats.

**d** mentions that sport hunters were responsible for the decline in bear numbers.

# Point of view

**Read the passage.**

**Highlight** the rhetorical question.

Underline how closely related chimpanzees and humans are.

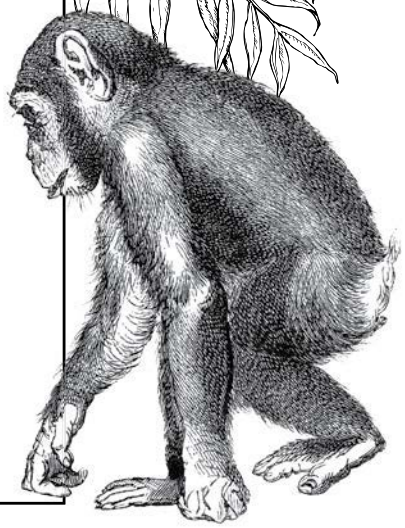
Circle the qualities and emotions chimpanzees share with humans.

Put a box around four words that show how strongly the author feels about the need to save the chimpanzees.

In the last 500 years, humans have forced 844 species to extinction. Will we ever stop?

Chimpanzees are one of the species in danger. They are our closest relative in the animal world, sharing an estimated 98 percent of our genes. Chimpanzees are highly intelligent and show emotions like happiness and sadness, fear and love. Yet, humans threaten their future.

Urgent action is necessary to protect the remaining chimpanzee populations.



**5** How does the author feel about the role humans have played in the destruction of so many animal species? Support your answer with a quote from the passage.

**6** Explain how the author uses language to persuade us of the need to protect chimpanzees.

**7** How does the author feel about the need to protect chimpanzees? Support your answer with a quote.

# Making connections

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 passage.**

**Text 1**

The site plan of the new development has sparked a firestorm of debate. The plan includes a staggering number of standard office, retail and apartment buildings, which seem to grow taller with every new glossy brochure that the developer produces. But it is not like the city is filled with beautiful architecture that this new waterfront development will somehow "spoil".


In both texts, <u>underline</u> the sentence that contains the word *debate*.

In both texts, **highlight** the words that describe the buildings planned for the new development.

In both texts, **colour** the words that refer to the location of the new development.

**Text 2**

A proposal to build 20-storey office and apartment towers across a section of the harbour has become a topic of heated debate. On the one hand, there are those who argue that the city can expand in one direction only — upwards. Others, however, believe that too many tall buildings along the water's edge will spoil the look and feel of the city's greatest asset — its beautiful, meandering waterway.

**1** Write down whether the following information appears in both of the texts, or just one of the texts.

**a** The new development is taking place on the waterfront. _____

**b** The new development will consist of a large number of tall buildings. _____

**c** The developers have outlined their plans in a number of glossy brochures. _____

**d** The new development has led to fierce arguments between different groups of people. _____

**e** The buildings in the city are generally not beautiful. _____

**f** The city's greatest attraction is its harbour. _____

**g** The new development is not likely to spoil the look of the city. _____

# Making connections

**Read the passage.**

### Text 1

We do have a beautiful city, but it relies heavily on its natural charms, rather than what we've built in it. If we are to see our city grow and change, let's be brave and embrace what the world's best architects are offering. If we are not careful, this development could turn into yet another maze of concrete canyons which rarely see sunshine. Loudly expressed public opinion could make all the difference.

In both texts, **highlight** the sentences that express the authors' concerns about what the new development could become.

In both texts, <u>underline</u> the sentences that show what the authors think ordinary citizens should be doing.

### Text 2

The plans for the new development on the waterfront fill me with dismay. Are our city planners really going to allow this section of the harbour to become just another concrete jungle? Surely there are architects out there who can come up with more creative and exciting plans for the area!

I urge those of you who feel as I do to stand up and make your voices heard!

**2** What do the authors of both passages feel about the plans for the new development? Support your answer with quotes from the passages.

**3** What suggestions do the authors of both passages put forward to make sure that the new development does not become just another series of dull, grey buildings?

# Fact or opinion?



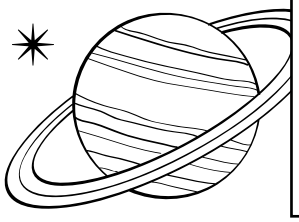
Nonfiction contains facts and opinions. A fact is a statement that can be proved true. An opinion is a statement that expresses a belief or feeling.

**Read the passage.**

In paragraph 1, **highlight** the fact.

In paragraph 1, <u>underline</u> the opinion.

In paragraph 2, **highlight** two facts about how space settlements must be constructed.

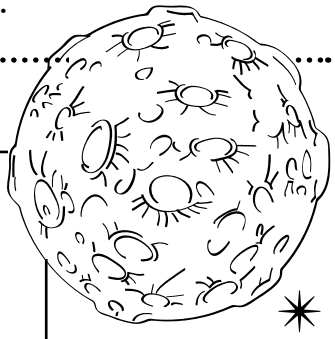


## BASE ON THE MOON

Space settlements are enclosed areas in orbit. Scientists believe that people will live in these settlements sometime in the future.

Space settlements could be in the shape of a sphere, cylinder or even a doughnut, but they must be airtight, so they maintain air pressure and a breathable atmosphere. They must also rotate in order to create artificial gravity.

Space settlements need constant sunlight to produce solar power. They also need some sort of barrier to protect them from the Sun's radiation. On Earth, our atmosphere provides this protection. Later settlements may decide to leave our solar system, but they will still need protection from the radiation of other stars.



In paragraph 3, **highlight** a fact about future space settlements need for protection from the sun.

In paragraph 3, <u>underline</u> an opinion about what later settlements may do.

**1** Are the following statements facts or opinions? Write F next to the facts, and O next to the opinions.

**a** Space settlements are enclosed areas in orbit. _____

**b** Scientists believe that people will live in these settlements sometime in the future. _____

**c** Space settlements must be airtight. _____

**d** Space settlements need to maintain air pressure and a breathable atmosphere. _____

**e** Space settlements must rotate in order to create artificial gravity. _____

**f** Space settlements need constant sunlight to produce solar power. _____

**g** On Earth, our atmosphere protects us from the Sun's radiation. _____

**h** Later settlements may decide to leave our solar system. _____

# Fact or opinion?

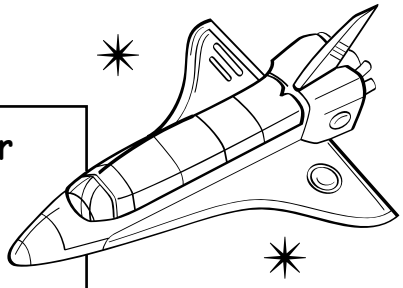
**Read the passage.**

**Colour** an opinion about what people living in space may want.

**Colour** NASA's opinion on the possibility of building settlements in orbit.

People living in space may still want regular contact and visits with Earth. Therefore, spacecraft launches from both Earth and the settlement will need to be cheap. An environmentally-safe method of launching craft from Earth needs to be invented, due to the risk to the Earth's atmosphere from a large number of launches.

NASA has studied the possibility of building space settlements in orbit. It believes it is possible, as plenty of the necessary materials are available on the Moon or on asteroids. The sun could supply the necessary energy. NASA believes no new scientific breakthroughs are necessary, but lots of engineering would be required.



Circle where materials and energy for future settlements in space could come from.

**Highlight** NASA's opinion about what needs to be done before settlements in space are possible.

**2** Write down an opinion from paragraph 1.

**3** On what fact is the need to invent an environmentally-safe method of launching craft from Earth based?

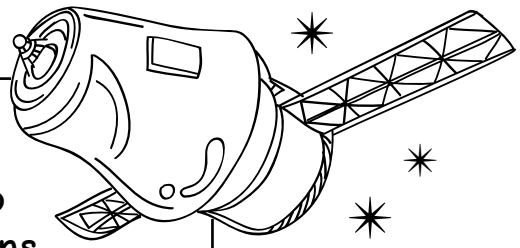
**4** What is NASA's opinion about the possibility of people living in space?

**5** On what fact has NASA based its opinion about the possibility of people living in space?

# Compare and contrast

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

**Read the passage.**



## Space stations

There is very little gravity in orbit, so it is known as microgravity. This means things are done differently from the way they are done on Earth.

Food is mainly dehydrated or heat-stabilised. Drinks are also dehydrated. Once food has been rehydrated and heated, astronauts eat the food on magnetic trays. The magnetic tray means that the knives, forks and spoons stick to the trays and don't float away. A straw is used for drinks.

Astronauts sleep in sleeping bags attached to the walls of the station. They zip themselves in so they don't float out of the bag while asleep.

Circle the type of gravity that is found in orbit.

Put a box around the words that describe the food on a space station.

**Highlight** why knives, forks and spoons don't float away on a space station.

Underline where people on a space station sleep.

**Colour** the reason people on a space station have to zip themselves into their sleeping bags.

**Circle the correct answers.**

**1** How is living on a space station similar to living on Earth? In both places, people …

**a** can float to the ceiling. **b** have a view of Earth.

**c** go on space walks. **d** eat, drink and sleep.

**2** How is the food on a space station different from food on Earth? On a space station, the food is mainly …

**a** fresh. **b** frozen. **c** dehydrated. **d** raw.

**3** How is eating food on a space station different from eating food on Earth? On a space station, food is served on …

**a** paper plates. **b** magnetic trays. **c** plastic trays. **d** wooden plates.

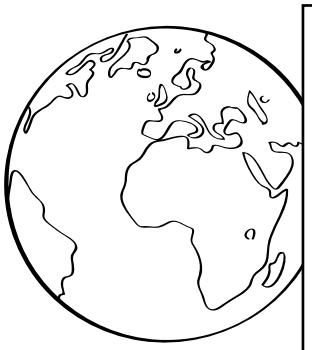
**4** How is sleeping on a space station different from sleeping on Earth? On a space station, people sleep …

**a** in zipped-up sleeping bags. **b** on bunk beds.

**c** on mattresses on the floor. **d** 8 hours each day.

# Compare and contrast

**Read the passage.**



Although people have already walked on the Moon, there are plans for further exploration, and even a permanent settlement, on the Moon.

Some people believe that the Moon is a ready-made space station. Further exploration of space could occur from a Moon base. As there is less gravity, spacecraft would need less energy to take off from the Moon than they do from Earth.

Water ice has been discovered at the Moon's poles. This could be melted for drinking water, and broken down into oxygen for breathing and hydrogen for nuclear fuel.

The south pole of the Moon is an ideal position for a base. This site can provide water ice. There is also a mountain which receives almost continuous sunlight. If solar panels were installed, a Moon base could use solar energy.

Circle what people have already done on the Moon.

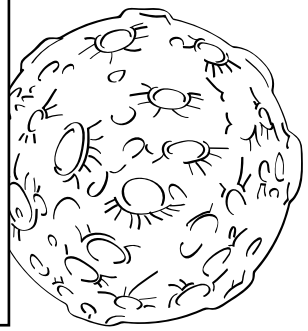
Underline what the future plans for the Moon are.

**Highlight** how gravity on the Moon is different from gravity on Earth.

Put a box around a substance that occurs on both Earth and the Moon.

**Colour** the gas that humans need to survive.

Circle the type of light that occurs on both Earth and the Moon.



**5** Based on evidence in the passage, how are the Moon and Earth similar?

**6** Based on evidence in the passage, how is the Moon different from Earth?

# Cause and effect

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

**Read the passage.**

**Highlight** what happens to the land when people do not use soil and water correctly.

Underline how trees and plants bind soil together.

## Conservation

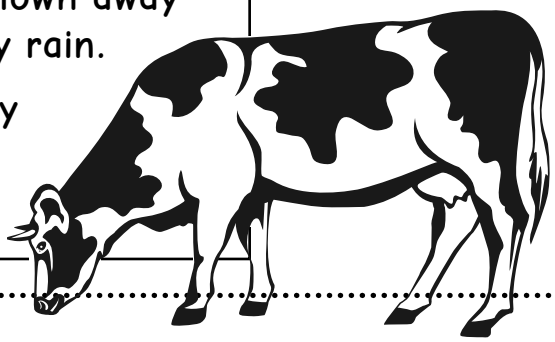
Healthy, productive land can become dry and salty because of the way people use two natural resources: soil and water.

Trees and other plants bind soil together with their root systems. When too much native vegetation is removed—such as when land is cleared to graze animals—the structure of the soil breaks down. It dries out and erodes, either blown away by the wind or carried away by rain.

Soil can become compacted by overgrazing from cattle and other domesticated animals.

Put a box around what happens when too much native vegetation is removed.

Circle two natural phenomena that cause soil to erode.



**Circle the correct answers.**

**1** What causes healthy land to become dry and salty?

**a** too much native vegetation **b** incorrect use of soil and water
**c** very strong winds **d** too much rain

**2** What causes soil to bind together?

**a** plants and trees **b** air and water **c** earthworms **d** rock and clay

**3** What effect does the removal of too much native vegetation have on soil? It causes it to …

**a** dry out. **b** become damp. **c** sprout weeds. **d** bind together.

**4** What causes soil erosion?

**a** heat and humidity **b** very cold weather
**c** thunder and lightning **d** wind and rain

**5** How does overgrazing affect soil? It causes it to become …

**a** compacted. **b** sandy. **c** slimy. **d** poisonous.

# Cause and effect

**Read the passage.**

**Highlight** a positive effect of electricity and fuel on society.

Underline the negative effect that electricity and fuel have on the environment.

Circle the different sources of air pollution.

**Highlight** the effect of ozone on people, animals and plants.

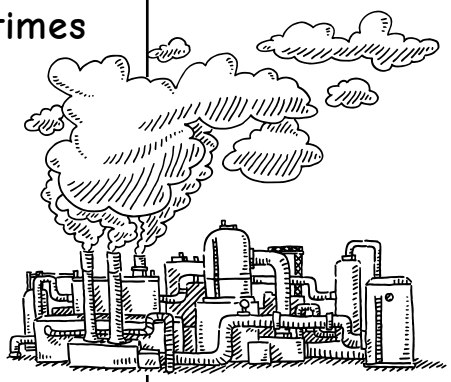
Industries make products and materials, such as electricity and fuel, which provide us with a modern, comfortable way of life—but they also pollute our natural resources.

The major sources of industrial air pollution are chemical plants, power stations, oil refineries and factories. However, cars pollute the air as much as industries do.

Under certain weather conditions, several air pollutants can have a combined effect that is worse than their individual effects. An example is photochemical smog, sometimes seen as a white haze over cities during summer. Photochemical smog forms on still days when sunlight drives chemical reactions between fuels and chemicals in the air. A product of these reactions is ozone, a gas harmful to people, animals and plants.

**Colour** the weather conditions necessary for photochemical smog to form.

Put a box around a gas that forms when fuels and chemicals interact in the presence of sunlight.



**6** Carefully explain the positive and negative effects of electricity and fuel on society and the environment.

**7** List the major causes of air pollution.

**8** Explain how ozone is formed.

# Main idea and details

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

**Read the passage.**

Circle the word that means *without a pause*.

**Highlight** three things crops require on a regular basis.

Put a box around the reason crops need fertilising.

## Working the land

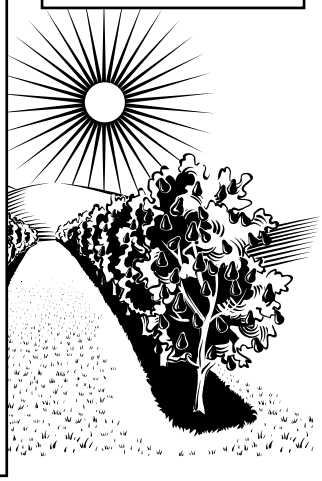
Even when it's not the planting or harvesting seasons, crops still need constant attention, like watering, fertilising and pruning. Some crops require more care than others. The time needed for each crop will also depend on the weather, time of year and how long the crop has been growing.

Crops need fertilising to encourage growth. Pruning controls unwanted growth so trees can bear the most fruit possible. Watering and fertilising also help crops grow to their best potential.

Farmers use fertilisers as a way of adding nutrients already present in the soil. Fertilisers can be a huge expense for farmers, so it is very important to apply it in the right amounts at the right time to maintain a profitable farm.

**Colour** the reason crops have to be pruned.

Underline the reasons fertilisers need to be applied in the right amounts at the right time.



**Circle the correct answers.**

**1** What is the passage mainly about?

**a** when to water crops
**b** planting and harvesting crops
**c** crops that require extra care
**d** caring for crops

**2** Which three details support the main idea?

**a** Caring for crops depends on the weather.
**b** Fertilisers can be a huge expense for farmers.
**c** Crops need constant attention.
**d** Crops need fertilising to encourage growth.
**e** The soil contains nutrients.
**f** Watering and fertilising help crops grow to their best potential.

# Main idea and details

**Read the passage.**

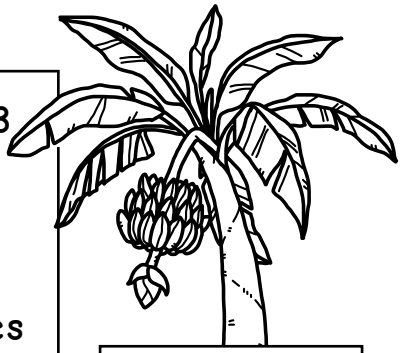
Underline the amount of time it takes for a newly planted banana plant to start producing fruit.

**Highlight** when a banana bunch is ready for picking.

A banana plant produces fruit about 15–18 months after planting. A banana bunch is ready for picking when the fruit is still green but just starting to yellow.

Harvesting bananas is hard work — bunches of bananas often weigh more than 50 kg! During the harvest season, two cutters and a driver go around the plantation cutting down the fruit and stacking them on a trailer. When transporting bananas, we always use padding to protect the skins from bruising.

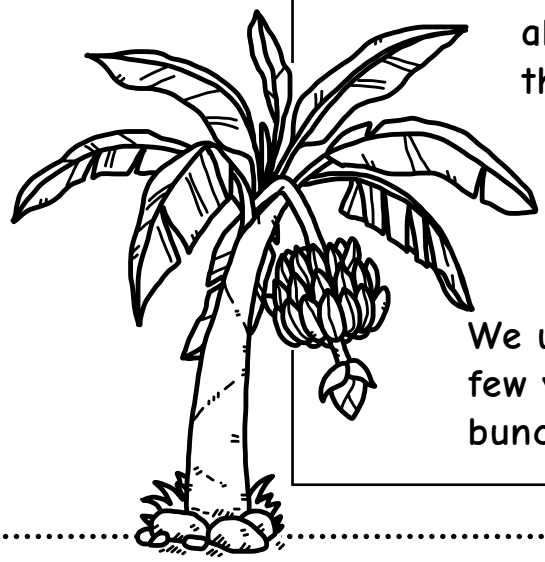
Back at the shed, we hang up the bunches of bananas. Technology today makes this process a whole lot easier. We use a hydraulic lift, whereas a few years ago we had to carry the bunches on our backs!



Put a box around the detail about the weight of a bunch.

Circle the reason farmers use padding when transporting bananas.

**Colour** why hanging up the bunches is easier today.



**3** What is the passage mainly about?

**4** Quote details from the passage that support the main idea.

# Audience and purpose

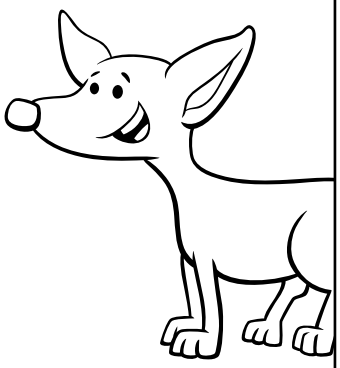
To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain.

**Study the advertisement.**

## Advertisements

Underline why Fido does not remember going to the beach.

Circle how often the advertiser believes people should enjoy the outdoors.



### Do you remember when you last took Fido to the beach?

Do you remember how you played Frisbee and chased the waves in and out? Do you remember the smell of the clean, salty air and the feeling of sunshine on your face?

Fido doesn't remember.

Fido doesn't remember because it was such a long time ago. The thing about enjoying the outdoors is that it's best to do it regularly. An active lifestyle leads to increased fitness, better health and the prevention of illness. So why don't you plan for a healthier, happier lifestyle, starting this weekend. If you won't do it for Fido, at least do it for yourself.

### Get out. Get active. Get alive.

**A message brought to you by *Let's Get Moving*, a campaign to promote a healthy, active lifestyle. Find out more from www.letsgetmoving.gov.au**

**Colour** the benefits of an active lifestyle.

**Highlight** the Let's Get Moving campaign's slogan.

Put a box around where people can find out more about the Let's Get Moving campaign.

**Circle the correct answers.**

**1** Who is this advertisement aimed at?

**a** people who enjoy the beach
**b** people who do not exercise enough
**c** people who love animals
**d** people who exercise regularly

**2** What is the main purpose of the advertisement? The main purpose of the advertisement is to encourage people to …

**a** get a dog.
**b** take their dogs to the beach.
**c** go to the beach more often.
**d** become more active.

**3** What is the purpose of the rhetorical questions at the beginning of the text? They are designed to make the reader feel …

**a** enthusiastic. **b** guilty. **c** angry. **d** afraid.

# Audience and purpose

**Study the advertisement.**

**Highlight** the sentence that refers to the child.

Underline the sentences that suggest that everyone in the car should wear a seatbelt.

**Colour** the sentence that suggests that people are likely to drive fast on country roads.

## There are plenty of good reasons for wearing a seatbelt. *Shhhh.* This one is asleep.

***If I don't wear a seatbelt, I am only hurting myself.***
Try telling that to your family.

***Short trips are safe.***
You can have a serious accident on any road, at any time.

***Being in the backseat is safer than the front.***
Serious injuries occur for passengers not wearing seatbelts.

***I'm a good driver.***
You might be, but what about the driver coming towards you?

***Country roads are quiet.***
Almost half of accidents on country roads involve speeding—that doesn't sound quiet or safe.

***Police don't check if you're wearing seatbelts.***
Yes, they do and penalties start at $250 for not wearing one.

*A safety message from your local roads authority.*

**SEATBELTS SAVE LIVES. SIMPLE.**

Underline what happens if drivers are caught not wearing a seatbelt.

Circle the organisation responsible for the advertisement.

Put a box around the advertiser's slogan.

**4** Who is the target audience for this advertisement?

**5** The reasons for wearing a seatbelt are presented as a conversation between two people. Do you think this is an effective way of getting the message across? Give reasons for your answer.

**6** Explain how the picture of the sleeping child adds weight to the advertiser's message.

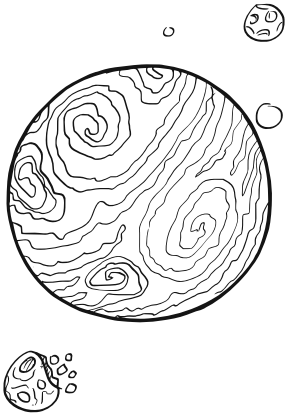
# Reading diagrams

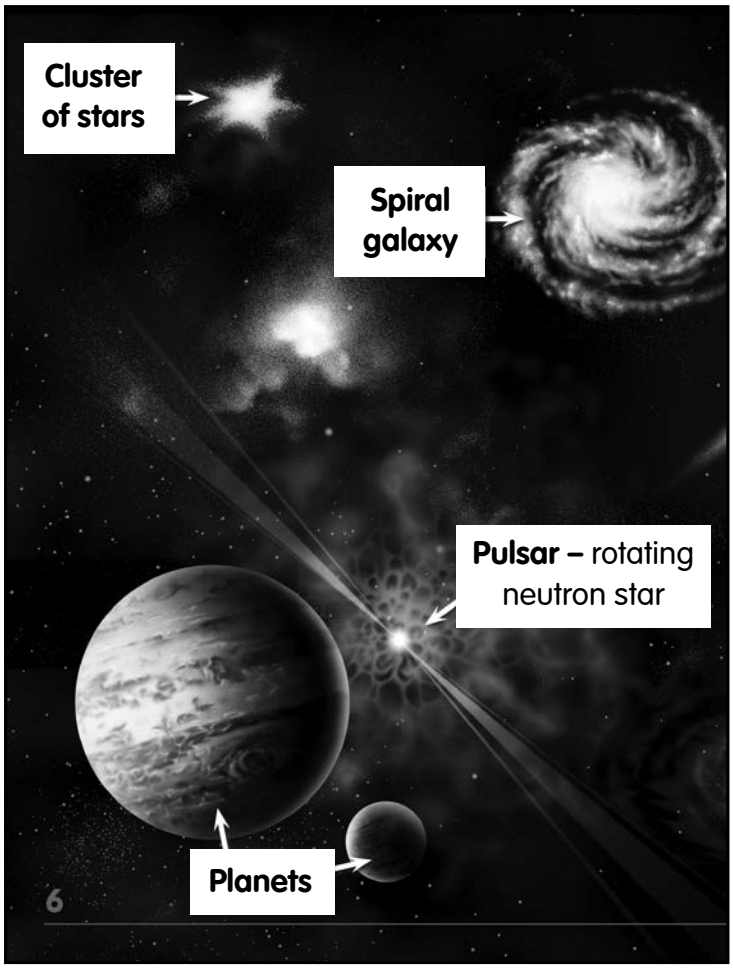
Diagrams and pictures represent information in a visual form. They are often used to explain scientific or technical ideas.

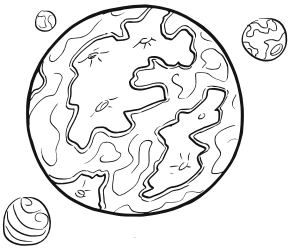
**Study the diagram.**

Put a box around the word that means *group*.

**Highlight** the word that means *turning*.

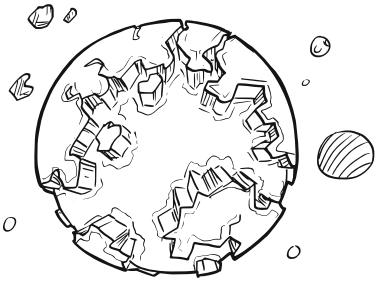




Circle the word that describes the shape of the galaxy.

**Colour** the name of a neutron star.



**Circle the correct answers.**

**1** What is a rotating neutron star called?

**a** a spiral **b** a cluster **c** a pulsar **d** a planet

**2** Based on information in the pictures, which statement about planets is correct?

**a** Planets are all the same size. **b** Planets are different sizes.

**c** Planets shine brightly. **d** Planets have a spiral shape.

**3** What is a cluster of stars?

**a** a group of stars **b** a pair of stars **c** a single star **d** a very bright star

**4** What does the picture suggest about galaxies?

**a** A galaxy is a type of star. **b** There is only one galaxy in the universe.

**c** Galaxies are smaller than stars. **d** Galaxies contain many stars.

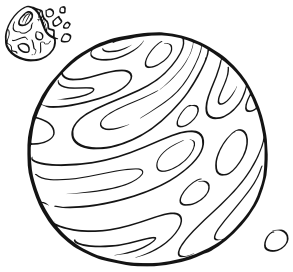
# Reading diagrams

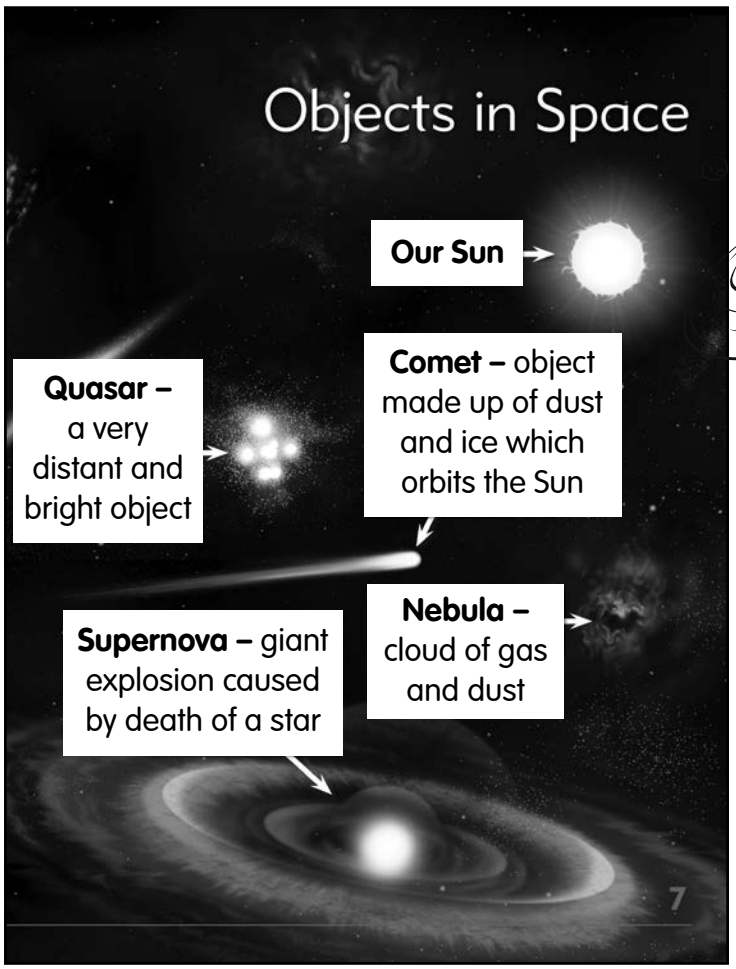
**Study the diagram.**

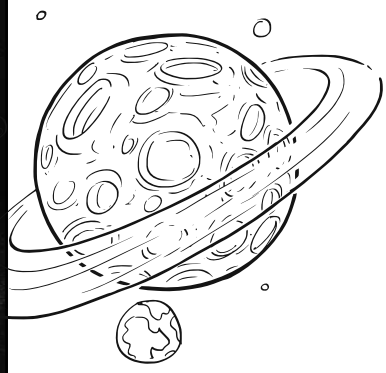
Circle the name of Earth's star.

**Highlight** the materials that make up a comet.

Underline the description of a nebula.





Put a box around two words that describe a supernova.

**Colour** the cause of a supernova.

**Write a description of the following objects. Mention their shape and anything else you notice about them.**

**5** a supernova _____

_____

_____

_____

**6** a quasar _____

_____

_____

_____

**7** a comet _____

_____

_____

_____

# Making inferences

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 reason some people are in favour of space exploration.

Circle the word that means *global* or *worldwide*.

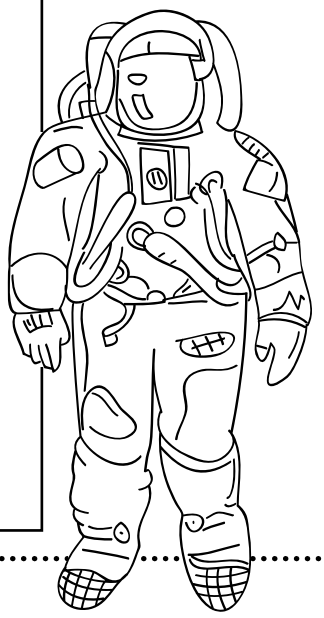
Underline the reasons some people are not in favour of space exploration.

## Exploring Space

Space stations allow people to live in space for long periods of time. Supporters believe that space exploration benefits people on Earth. Other people are worried about the cost of a space station and whether the discoveries are worthwhile.

The International Space Station (ISS) is the biggest structure ever built in space. Due to its size, people can live and work on the ISS for much longer than ever before. This allows scientists to gather information about the effects of living in space for long periods. This information could be helpful in working through the challenges of travelling to Mars.

**Colour** the type of information scientists are able to gather on the International Space Station.



**Circle the correct answers.**

**1** What can we infer about the people who live and work on the ISS? They come from …

**a** the United States. **b** Russia and the United States.

**c** many different countries. **d** China and the United States.

**2** Which word is the clue to question 1's answer?

**a** scientists **b** International **c** Earth **d** Mars

**3** Based on evidence in the passage, which is the best inference?

**a** Not everyone agrees that the work done on space stations will benefit humanity.

**b** Everyone agrees that the work done on space stations will benefit humanity.

**c** Very few people think that the work done on space stations is worthwhile.

**d** Most people think that the work done on space stations is worthwhile.

**4** Which words or phrases are the clues to question 3's answer?

**a** Space stations … Supporters **b** Supporters … scientists

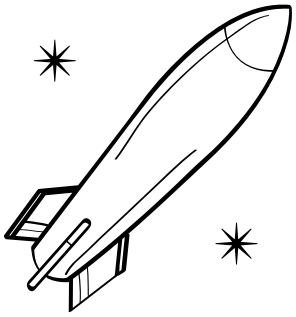
**c** benefits … worried **d** Supporters … Other people

# Making inferences

**Read the passage.**

Circle how distance is measured in space.

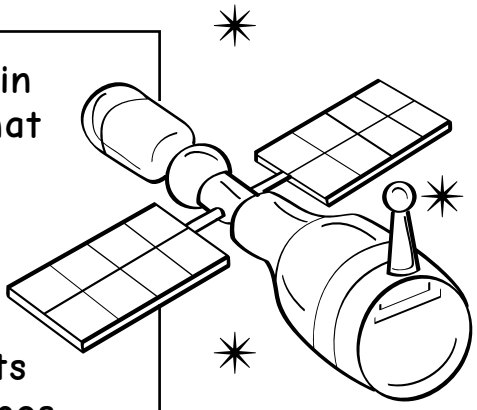
**Highlight** the speed at which light travels.



Distances in space are measured in light years. This is the distance that light travels in one year.

A ray of light travels about 9.5 trillion kilometres in one year, or 9.5 million million kilometres—9 500 000 000 000 km. Scientists use light years to measure distances in the universe. They use light years to measure distances between galaxies and between stars.

Light years also tell how long the light has taken to reach Earth. Alpha Centauri is one of the closest stars to Earth. It is 4.3 light years from Earth. This means that the light from this star has taken 4.3 years to reach Earth. We see the star as it was 4.3 years ago.



Underline the distance between Alpha Centauri and Earth.

Put a box around how long it takes light from Alpha Centauri to reach Earth.

**5** What inference can we make about the speed at which light travels? Support your answer with a quote from the passage.

**6** What inference can we make about distances in space? Support your answer with a quote from the passage.

# Word study

Many English words come from the Greek and Latin languages. Knowing some common Greek and Latin affixes and word roots can help us work out English meanings.

**Read the passage.**

Circle the word that describes the staircase.

**Highlight** the verb that is similar in meaning to *were obtained*.

## Discovering the Tomb of Tutankhamun

Darkness and the iron testing rod told us that there was empty space. Perhaps another descending staircase, in accordance to the ordinary royal Theban tomb plan? Or maybe a chamber? Candles were procured — the all important tell-tale for foul gases when opening an ancient subterranean excavation — I widened the breach and by means of the candle looked in, while Lord Carnarvon, Lady E., and Callender with the Reises waited in anxious expectation.

Put a box around the word that shows that the excavation was under the ground.

**Colour** the noun that is formed from the verb *excavate*.

**1** Find the words in the text that have the following Latin origins:

- **a** *de-* (down) and *scandere* (to climb) _____
- **b** *pro-* (for) and *curare* (to take care of) _____
- **c** *sub-* (below) and *terra* (earth) _____
- **d** *ex-* (out) and *cavus* (hollow) _____

**2** Write a definition for each of the words. Use context clues and the word's Latin origins to help you.

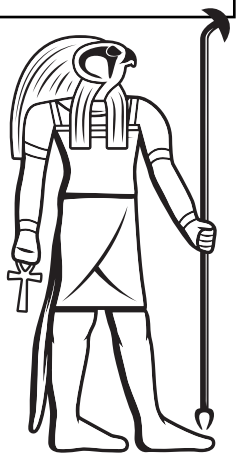
- **a** _____
- **b** _____
- **c** _____
- **d** _____

# Word study

**Read the passage.**

Circle the noun that is formed from the base word *sense*.

**Highlight** the word that is similar in meaning to *statues* or *models*.



Our sensations and astonishment are difficult to describe, as the better light revealed to us the marvellous collection of treasures: two strange ebony-black effigies of a King, gold sandalled, bearing staff and mace, loomed out from the cloak of darkness; gilded couches in strange forms, lion-headed, Hathor-headed and beast infernal; exquisitely painted, inlaid and ornamental caskets; flowers; strange black shrines with a gilded monster snake appearing from within; quite ordinary-looking white chests; finely carved chairs; a golden, inlaid throne; a heap of large, curious, white oviform boxes; beneath our very eyes, on the threshold, a lovely lotiform wishing-cup in translucent alabaster.

Underline the word that describes the shape of the white boxes.

Put a box around the word that describes the alabaster.

**3** Find the words in the text that have the following Latin origins:

**a** *sensus* (feeling) _____

**b** *ex-* (out) and *fingere* (to shape) _____

**c** *ovus* (egg) and *forma* (shape) _____

**d** *trans-* (through) and *lucere* (to shine) _____

**4** Write a definition for each of the words. Use context clues and the word's Latin origins to help you.

**a** _____

_____

**b** _____

_____

**c** _____

_____

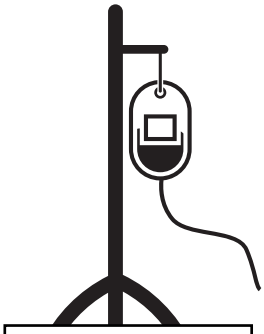
**d** _____

_____

# Sequencing events

Numbers and words give clues to the order in which things happen.

**Read the passage.**



**Highlight** the message the emergency nurse receives.

Circle who accompanies the emergency nurse to the helipad.

Underline the description of the patient.

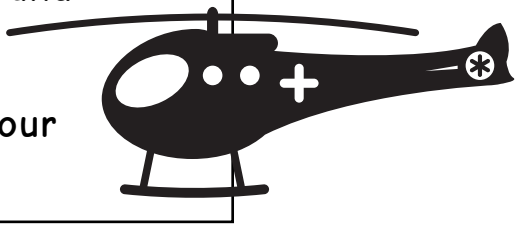
## Trauma Alert

A call comes in on my pager — MAJOR TRAUMA — HELIPAD. ARRIVAL 2 MINUTES.

Along with an Emergency Room (ER) doctor, I rush to the helipad. The helicopter doors open and the patient, a 19-year-old male lying on a stretcher, is rushed into the hospital.

On the way down to the ER, the paramedic begins his report, "... high-speed car accident ... unconscious at the scene ... tachycardic ... extensive blood loss ..."

Once inside the ER, we transfer the patient to a resuscitation bay (resus bay) and we are joined by the rest of the trauma team and an anaesthetist. We try to stabilise the patient as our team's assessment begins.



**Colour** the paramedic's report.

Put a box around where the patient is taken inside the ER.

Underline how the trauma team starts treating the patient.

**1** Number the following events in the order in which they happened.

- ☐ The patient is taken to the resuscitation bay.
- ☐ The emergency nurse hurries to the helipad.
- ☐ The trauma team begins its assessment of the patient.
- ☐ The emergency nurse receives a call advising him of a patient's arrival.
- ☐ The paramedic reports on the patient's condition.
- ☐ The rest of the trauma team and an anaesthetist join the ER doctor and nurse.
- ☐ The emergency nurse sees a young male lying on a stretcher.
- ☐ Medical staff prepare to move the patient into the hospital.
- ☐ The trauma team attempts to stabilise the patient.

# Sequencing events

**Read the passage.**

**Highlight** the reason the patient is placed on a ventilator.

Put a box around the reason the patient is sedated.

**Colour** what happens once the tube has been put in place.

**Highlight** the reason further scans are necessary.

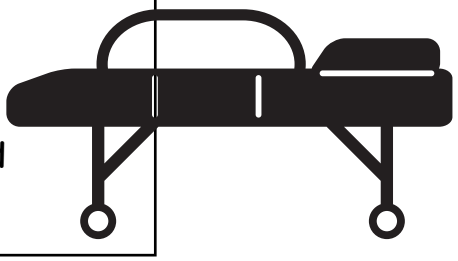
The patient cannot breathe properly, so we decide to put a breathing tube down his throat and into his lungs to allow a ventilator to breathe for him.

The doctor signals that it is time to administer the medications to sedate and paralyse the patient. This is so he feels no pain. The doctor puts the tube down the patient's throat and his chest starts to rise and fall more easily with the help of the ventilator. A chest X-ray is taken to make sure the tube is in the right place and inflating both lungs correctly.

The patient is now stable enough to transfer to radiology for further scans to check for possible neck and head injuries.

Underline how the doctor is able to tell if both lungs are inflating correctly.

Circle where the patient is taken for further scans.



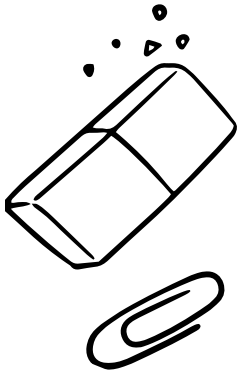
**2** Rewrite the following sentences so that they are in the correct order.

The patient needs further scans to check for possible injuries. Once he has been stabilised, he is moved to radiology. Inserting the tube down the patient's throat and into his lungs can be a painful experience, so first he must be sedated. The patient is having difficulty breathing and is placed on a ventilator. With the tube in, the patient can breathe more easily.

# Fact or opinion?

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.**



## Community Survey

Dear Resident,

The survey below is part of a project to help understand and build the local community. It is being given to each household in the Trevally district.

**About living in Trevally**

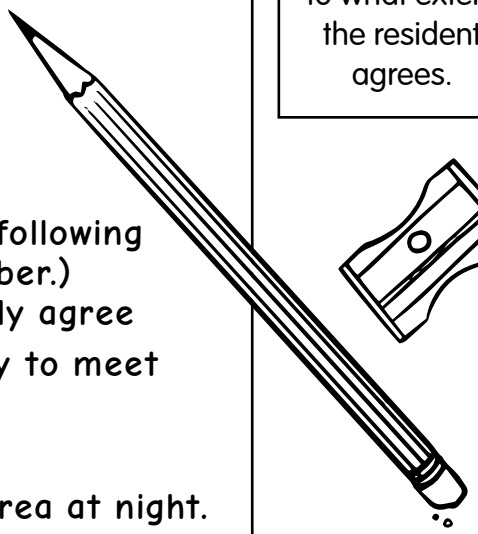
1 How long have you been at your current address in the Trevally district? (Please check a box.)

- ☐ Less than 12 months
- ☑ 1—2 years
- ☐ 5—10 years
- ☐ more than 10 years

2 How much do you agree with the following statements? (Please circle a number.)
1 = strongly disagree 7 = strongly agree

a) When I go shopping I am likely to meet friends and acquaintances.
1 2 (3) 4 5 6 7

b) It is safe to walk around the area at night.
1 2 3 4 5 6 (7)



**Highlight** the reason for the survey.

Underline who will take part in the survey.

In question 1, (circle) the instruction in parentheses.

**Colour** how long the person filling in the survey has lived in Trevally.

In question 2b, put a [box] around the words that show to what extent the resident agrees.



1 Are the following statements facts or opinions? Write F next to the facts, and O next to the opinions.

a Every household in the Trevally district received a form to fill in. _____

b The purpose of the survey is to help build a better community. _____

2 In the following answers, is the resident stating a fact or expressing an opinion? Write F next to the facts, and O next to the opinions.

a I have lived in my home for more than a year. _____

b I sometimes run into friends and acquaintances when I go shopping. _____

c I believe that Trevally is a very safe place to live in. _____

# Fact or opinion?

**Read the passage.**

In question 4a, **highlight** the words that show to what extent the resident agrees.

Circle the deadline for placing the completed survey in the mail.

Please complete the survey and put it in the mail by Friday 31 August in the reply paid envelope provided.

**Your life experience**

**4** How much do you agree with the following statements? (Please circle a number.)
1 = disagree strongly 7 = agree strongly

**a)** I am happy about my housing situation.
1 2 3 4 5 6 (7)

**b)** In general, I have excellent health.
1 2 3 4 (5) 6 7

**c)** I often feel rushed, pressured and too busy.
(1) 2 3 4 5 6 7

In question 4b, put a box around the subject of the question

In question 4c, **colour** the words that show to what extent the resident agrees.

**3** Quote two facts about how the survey is to be returned to the Mayor of Trevally.

**4** What is the resident's opinion of his or her housing situation?

**5** What is the resident's opinion about his or her health?

**6** What is the resident's opinion about feeling rushed, pressured or too busy?

# Cause and effect



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

**Read the passage.**

**Highlight** what happens to chemical fertilisers and pesticides when it rains.

Circle what can happen to algae when chemicals enter the water.

Underline how algal bloom affects the water.

## Water

Farmers use chemical fertilisers and pesticides on their crops. When it rains, some of these chemicals may wash into rivers. This can cause algal bloom in lakes and rivers. Algal bloom is the rapid growth of algae on the water's surface. It blocks out sunlight and uses up oxygen in the water. Fish and plants need oxygen to live, so algal bloom can kill them. Some algae are poisonous and make the water undrinkable.

When heavily polluted air mixes with the water in clouds, it falls back to earth as acid rain. Acid rain can make the soil so acidic that trees can't grow.

Put a box around what fish and plants need to live.

**Colour** how acid rain is formed.

**Circle the correct answers.**

**1** Which of the following can cause algal bloom in lakes and rivers?

**a** rain **b** chemicals **c** certain types of fish **d** cloudy weather

**2** What can happen when farmers use chemical fertilisers and pesticides on their crops? The chemicals can …

**a** make the soil more fertile. **b** kill the crops.

**c** evaporate and poison the air. **d** get washed into rivers.

**3** What can cause fish and water plants to die? Lack of …

**a** oxygen **b** carbon dioxide **c** rain **d** chemicals

**4** What causes acid rain? Polluted air mixing with water …

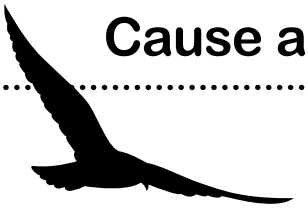
**a** in rivers and lakes **b** in the atmosphere **c** underground **d** in the ocean

**5** How does acid rain affect the environment?

**a** It encourages weeds to grow. **b** It prevents trees from growing.

**c** It causes heavier than usual rainfall. **d** It causes droughts.

# Cause and effect

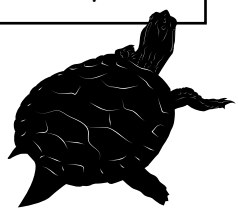


**Read the passage.**

**Highlight** the reason wetlands are able to hold large amounts of water.

Underline the reason wetlands were once used as dumping grounds for trash and sewage.

**Colour** the reason many wetlands were destroyed.



Wetlands act as natural water filters. They are like sponges, with the soil holding large amounts of water. When there is heavy rain, wetlands absorb the water and then release it slowly later. This helps prevent flooding of surrounding land.

Wetlands were once seen as damp, dangerous places that caused diseases. They were used as dumping grounds for trash and sewage, and many wetlands were destroyed to create more land for agriculture and building.

Heavy rain then went straight into rivers, rather than wetlands, and contributed to flooding. Because wetlands are breeding grounds for fish and other aquatic life, the loss of wetlands damaged fishing industries.

Underline how the destruction of wetlands affected the environment.

**Highlight** why the destruction of wetlands damaged fishing industries.

**6** Why did people use wetlands as dumping grounds for trash and sewage?

**7** Why were many wetlands destroyed?

**8** Carefully explain how the destruction of wetlands affected industry and the environment.

# Compare and contrast

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

**Read the passage.**

**Highlight** the words that give information about two of the articles for the summer issue.

Circle the words that suggest that there is a feeling of excitement about the summer issue.

**Colour** how long it takes to plan and organise a summer issue.

## Out now!

As I read through the articles for the summer issue, I notice there's an interesting one on making skateboards and another on secret beach huts that kids have built. Both are great for the summer issue.

There's a huge buzz around the summer issue—and this one is shaping up to be our biggest ever. Our readers and advertisers look forward to it, as we always try to do something to make these issues different and collectable. We have a few surprises in the pipeline—which is a good sign.

Putting together this issue can take eight months to plan and organise. This is fairly stressful as we still have to publish the monthly issues of *Hive* in the meantime.

Put a box around the word that suggests that readers like to keep the summer issues.

Underline how often *Hive* is published.


**Circle the correct answers.**

**1** How are the articles on skateboards and secret beach huts that kids have built **similar**?

- **a** They are written by the same person.
- **b** They contain the same number of words.
- **c** Both will be included in the summer issue.
- **d** Both are about secret projects.

**2** How will the current summer issue be different from previous ones? It …

- **a** will be more exciting.
- **b** contain more advertisements.
- **c** will be more interesting.
- **d** will be the biggest one yet.

**3** What is similar about all of the summer issues? The editorial team tries to make each one …

**a** more colourful. **b** collectable. **c** longer. **d** less expensive.

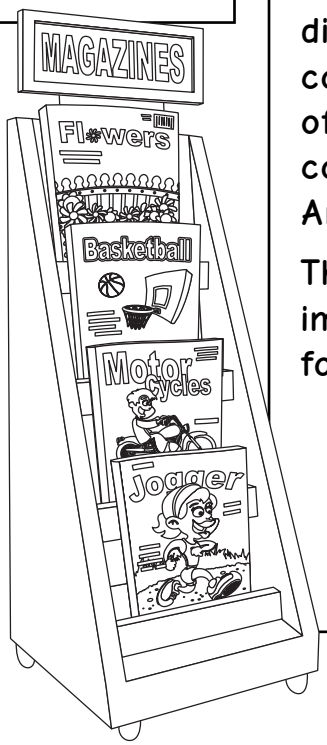
**4** How is the summer issue different from the monthly issues of *Hive*? It …

- **a** takes longer to plan and organise.
- **b** contains more photographs.
- **c** contains fewer advertisements.
- **d** targets a different audience.

# Compare and contrast

**Read the passage.**

Underline the description of early magazine covers.




Early magazines did not restrict themselves to leisure interests but often had political and religious content. In the mid-1700s, magazines did not always have what we now see as covers. Many had their cover page as a table of contents, or they began an article on the cover. The first teen magazines appeared in America and England in the 1940s.

There's now a magazine for practically every imaginable interest, from fashion or food, to football or fishing.

There are more magazines today than ever before. Magazines both inform and entertain. It's this magical combination that has kept sales rising for nearly 300 years.

**Highlight** how the content of early magazines was different from the content of modern magazines.

**Colour** the sentence that suggests that modern magazines cater for all tastes.

Put a box around what the main purpose of magazines has been for the last 300 years.

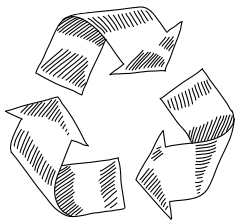
**5** Carefully explain the differences between early and modern magazines.

**6** In what way are modern magazines similar to early magazines?

# Sequencing events

Numbers and words give clues to the order in which things happen.

**Read the passage.**



Circle the abbreviation for polyethylene terephthalate.

**Highlight** the first step in the recycling of PET bottles.

Put a box around how PET bottles are sorted.

## Recycling

Plastic stamped with identification code 1 are PET (polyethylene terephthalate) plastics, often used as soft drink, water and juice bottles.

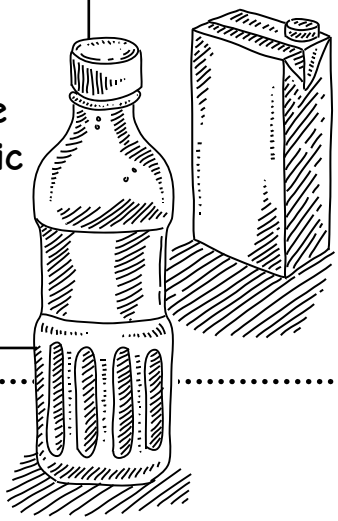
PET bottles are recycled by separating them from other types of plastic, and sorting them into different colour groups: clear, blue and green, and a mixed colour group.

They are then crushed and transported to the recycler.

Once there, they are sorted again, washed and then shredded into flakes. The flakes are washed, dried and melted to make new plastic products: fleece clothing, pillows, carpets, ropes, sleeping bags, life jackets, furniture, building materials — and more PET bottles.

**Colour** where PET bottles are taken after they have been crushed.

Underline what happens to the flakes before they are made into new plastic products.



**Circle the correct answers.**

**1** Which process happens first? PET bottles are …

**a** sorted into different colour groups. **b** separated from other types of plastic.
**c** transported to the recycler. **d** shredded into flakes.

**2** What happens before the PET bottles are taken to the recycler? They are …

**a** shredded. **b** washed. **c** melted. **d** crushed.

**3** Which process happens last? The PET bottles are …

**a** transported to the recycler. **b** sorted into different colour groups.
**c** crushed. **d** separated from other types of plastic.

**4** What happens after the PET bottles have been shredded into flakes? The flakes are …

**a** sorted. **b** washed. **c** crushed. **d** separated.

**5** What is the final process before the flakes are made into new plastic products? The flakes are …

**a** melted. **b** dried. **c** washed. **d** sorted.

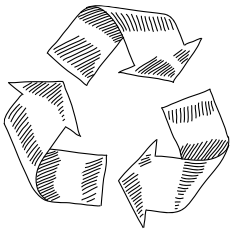
# Sequencing events

**Read the passage.**

**Highlight** the first step in the recycling process.

Underline what happens after the glass has been sorted.

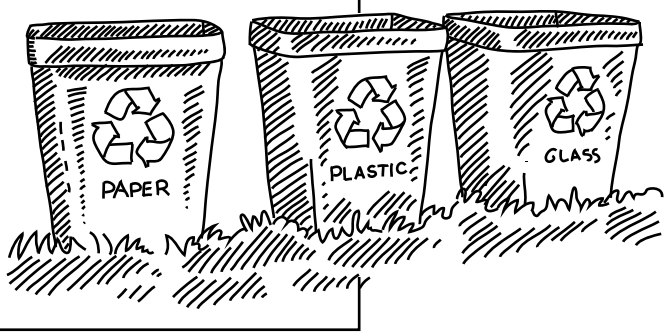
Circle the name for crushed glass.



Glass for recycling is sorted by colour: clear, amber and green. Materials that contaminate the glass, such as metal bottle tops, are removed.

The glass is crushed into cullet. Cullet is often mixed with the raw materials of glass (sand, soda ash and limestone) before being melted in a furnace at up to 1500° Celsius.

The molten glass is poured into moulding machines and air is blown through it to shape new glass products. These are cooled down slowly before they can be used.




Put a box around the temperature at which the glass is melted.

**Colour** how new glass products are made.

**6** Complete the following sentences so that they show the correct sequence for recycling glass.

**a** The first step in the recycling of glass is to _____

_____

**b** After that, _____

_____

_____

**c** Once the foreign materials have been removed, _____

_____

**d** The cullet is then melted. This is done by _____

_____

_____

**e** To produce new glass products, _____

_____

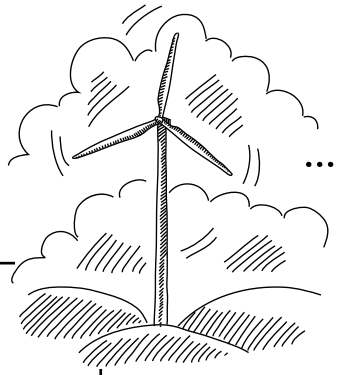
_____

**f** The final step _____

_____

# Drawing conclusions

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



**Read the passage.**

Circle the different types of fossil fuels.

**Highlight** a way that power companies can make burning coal a cleaner process.

Underline the reason power companies use "scrubbers".

## Conservation

Most of our electricity comes from burning fossil fuels: coal, natural gas and oil. Power companies can make burning coal a cleaner process by washing coal before burning it. They can also burn a type of coal that contains less pollution-producing sulphur, or use devices called "scrubbers" to remove sulphur dioxide from the gas that leaves the power plant.

Individuals can also have a major effect on reducing pollution. People can use less electricity and choose "green power" — electricity that comes from non-polluting sources, such as hydro-electricity and wind farms.

**Colour** a way that individuals can reduce pollution.

Underline what is meant by "green power".

Put a box around two sources of "green power".

**Circle the correct answers.**

**1** Which is the best conclusion?

**a** All power companies use "scrubbers". **b** Some coal contains sulphur.
**c** All coal contains sulphur. **d** Some coal does not cause pollution.

**2** Which group of words is the best clue to question 1's answer?

**a** less pollution-producing sulphur **b** use devices called "scrubbers"
**c** washing coal before burning it **d** gas that leaves the power plant

**3** Based on evidence in the passage, which is the best conclusion?

**a** Wind is a non-renewable energy source. **b** Wind farms cause air pollution.
**c** Wind is a non-polluting energy source. **d** Wind farms are expensive to run.

**4** Which group of words is the clue to question 3's answer?

**a** less electricity **b** a major effect **c** green power **d** reducing pollution

**5** From evidence in the passage, which conclusion can we draw about burning coal? It is …

**a** a cheap way to produce electricity. **b** a clean way to produce electricity.
**c** the most efficient way to produce electricity. **d** bad for the environment.

# Drawing conclusions

**Read the passage.**

**Highlight** the prediction scientists have made about global warming.

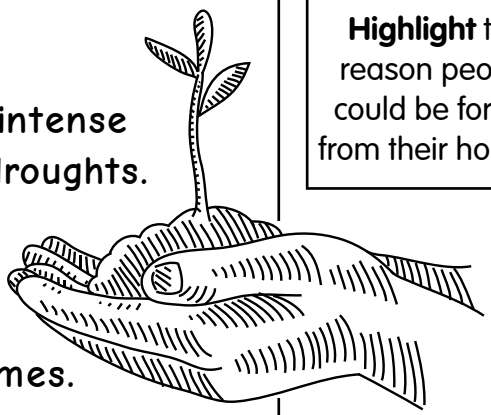
Put a box around how changes to the environment could affect people.

Circle the word that shows that it is not easy to predict the exact effects of global warming.

Scientists predict that global warming will cause massive changes to the environment. These changes will affect everyone — where they live, how they travel and the cost of living.

It is difficult to predict the exact effects of global warming. How quickly the climate will change depends on how much greenhouse gas emissions grow, and how sensitive the climate is to these emissions.

Extremes of weather have been predicted — more frequent and intense heatwaves, storms, floods and droughts. Farms would yield fewer crops. Rising ocean levels, from melting ice caps, could force millions of people from their homes.



**Colour** the extremes of weather that are expected to result from global warming.

Underline how global warming could affect our food supply.

**Highlight** the reason people could be forced from their homes.

**6** From reading the passage, we can conclude that global warming is a huge problem. What evidence is there in the text to support this statement?

# Making connections

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.**

## *HMS Endeavour* Strikes the Great Barrier Reef

### Journal entry of Joseph Banks–11 June 1770

... the tide ebbed so much that we found it impossible to attempt to get [the ship] off till next high water, if she would hold together so long; and we now found to add to our misfortune that we had got ashore nearly at the top of high water and as night tides generally rise higher than day ones we had little hopes of getting off even then.

Circle the date of each journal entry.

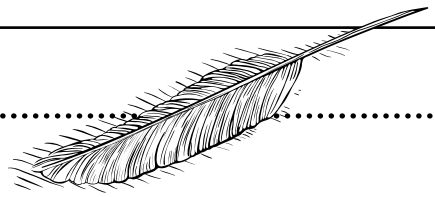
In both texts, **highlight** what happened to the ship.

In Banks's text, underline the words that suggest when the incident occurred.

In Captain Cook's text, underline where the ship came to rest.

### Journal entry of Captain James Cook–11 June 1770

Before 10 o'clock we had 20 and 21 fathoms, and continued in that depth until a few minutes before 11, when we had 17, and before the man at the lead could heave another cast, the ship struck and stuck fast. Immediately upon this we took in all our sails, hoisted out the boats and sounded round the ship, and found that we had got upon the south-east edge of a reef of coral rocks.



**Circle the correct answers.**

**1** What information do both texts give the reader about the events of 11 June 1770?
The ship …

**a** was breaking up. **b** had run aground.
**c** was lying at anchor. **d** was sinking.

**2** What extra information does Captain Cook give the reader about the incident?
The ship had …

**a** hit a sand bar. **b** drifted off course.
**c** lost a mast. **d** struck a coral reef.

**3** How is Joseph Banks's account of the incident different from Captain Cook's?

**a** It contains personal opinions. **b** It contains more nautical terms.
**c** It contains only facts. **d** It recounts the events in chronological order.

**4** What information do both texts give the reader about when the incident occurred?
It occurred …

**a** in the morning. **b** in the afternoon. **c** at night. **d** at noon.

# Making connections

**Read the passages.**

## Joseph Banks's journal entry

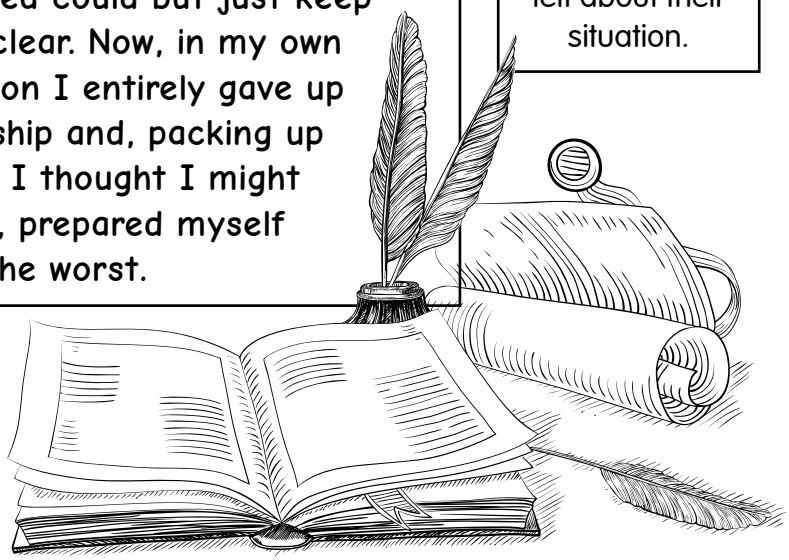
Orders were now given for lightening the ship, which began by starting our water and pumping it up; the ballast was then got up and thrown over board, as well as 6 of our guns (all that we had upon deck).

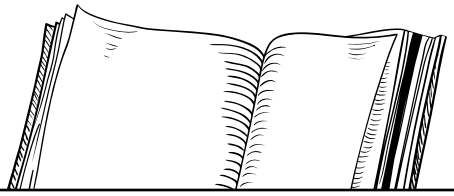
At night the tide almost floated her but she made water so fast that three pumps hard worked could but just keep her clear. Now, in my own opinion I entirely gave up the ship and, packing up what I thought I might save, prepared myself for the worst.

In both texts, **highlight** how the sailors made the ship lighter.

Underline the extra information Joseph Banks gives about the guns.

**Colour** how Joseph Banks felt about their situation.





## Captain Cook's journal entry

As we went ashore about the top of high water we not only started water, but threw overboard our guns, iron and stone ballast, casks, hoop staves, oil jars, decayed stores, etc.; many of these last articles lay in the way at coming at heavier. All this time the ship made little or no water. At 11 am, being high water as we thought, we tried to heave her off without success, she not being afloat by a foot or more, notwithstanding by this time we had thrown overboard 40 or 50 tonnes of weight.

**5** From reading both texts, what does the reader learn about the measures taken to float the ship?

**6** Which text gives a more personal account of the incident? Give reasons for your answer.

# Reading diagrams

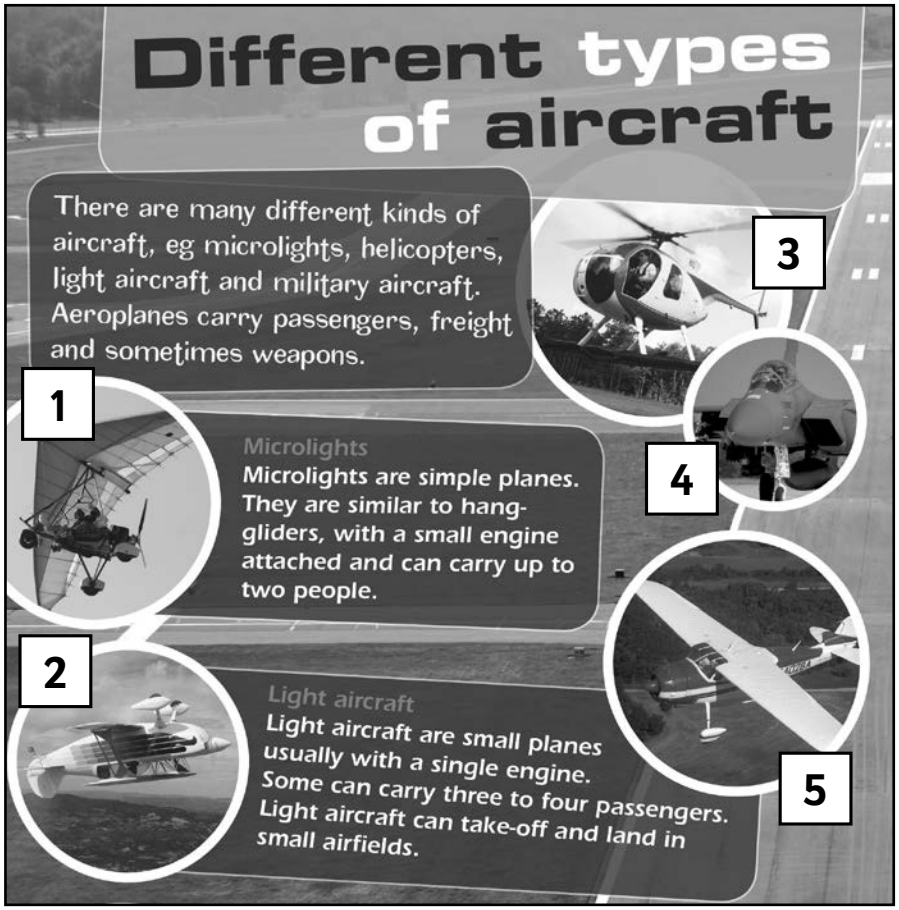
Diagrams and pictures represent information in a visual form. They are often used to explain scientific or technical ideas.

**Study the text.**

**Highlight** the word *helicopters* and place a ✔ next to the picture of a helicopter.

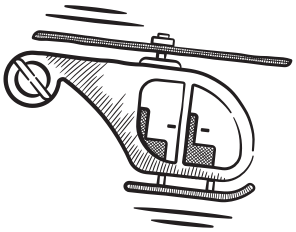
**Highlight** the name of the most basic type of aircraft.

**Colour** the number of the picture that indicates the military aircraft.




Underline the type of craft microlights are compared to.

Circle the words that describe the type of aircraft shown in picture 5.



**Circle the correct answers.**

**1** What is the main purpose of the pictures in the above text? The pictures show what the aircraft mentioned in the text …

**a** can do. **b** are used for. **c** look like.

**2** Which picture shows a helicopter? Picture number …

**a** 1 **b** 2 **c** 3 **d** 4

**3** Which picture shows a military aircraft? Picture number …

**a** 1 **b** 2 **c** 3 **d** 4

**4** Which aircraft pictured above is the most basic type of aircraft?

**a** the microlight
**b** the military aircraft
**c** the helicopter
**d** the light aircraft

# Reading diagrams

**Study the text.**

Circle the word that means *height above ground or sea level.*

**Highlight** another name for an attitude indicator.

## Aircraft instruments

Aircraft have instruments to provide the pilot with important information.

Basic aircraft instruments include:

- airspeed indicator — indicates how fast the plane is moving through the air
- altimeter — indicates the altitude of the aircraft, above the ground or above sea level
- attitude indicator — also called an *artificial horizon*, indicates the exact orientation of the plane as it pitches and rolls through the air.

*Modern aeroplanes have lots of instruments to keep track of!*

*Keeping yourself the right way up — even when you can't see anything!*

**5** Carefully explain how the pictures of aircraft instruments add to the reader's understanding of the text.

**6** If there were no text to accompany the pictures, how would the reader know that the pictures are of aircraft instruments?

**7** What do the pictures suggest about the number of pilots required to fly a large passenger plane?