



# SST6 Reading Comprehension (EDU)

## Simulation Test 14

Test Code: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

**PLEASE READ THE INSTRUCTIONS BELOW CAREFULLY:**

You may use the back of your answer sheet for your working. This is what you are given in the real exam to use as working paper.

**\*DO NOT WRITE ANYWHERE ELSE ON THE EXAM PAPER\***

This test asks you to look at \_\_\_\_ material and to answer all the questions on this material.

- This test paper **CANNOT BE TAKEN OUT** of the classroom.
- You **MUST GIVE THE TEST PAPER BACK** before you leave the classroom.
- You must **WRITE YOUR NAME AND ID** on this page and the answer sheet.
- You must **PUT AWAY ALL ELECTRONIC DEVICES** and any other materials that could help you on this exam.
- **DO NOT TOUCH OR DRAW ON** the barcode that is on your answer sheet.

Top Scope College materials, including workbooks and practice exams, are protected by the Copyright Laws of Australia. All rights are reserved. No material may be reproduced, photocopied or used by any person other than the original client.

### Advice for the test:

- For each question, you are given 4 or 5 possible answers marked A, B, C, D and E. Attempt to find the correct answer, and shade the corresponding bubble on the answer sheet.
- Each question is worth 1 mark, so try not to spend too long on one question – leave it for after you have finished the other questions.
- Check that the question number you are doing on the test paper is the same as the question number that you are shading on the answer sheet.
- There are no marks lost for incorrect answers, so even if you cannot solve a question, shade the box for the answer you think is most correct.

### Instructions for the Answer Sheet:

- Use a B or HB pencil.
- Write your name, student ID and test code on the sheet.
- Shade the box which indicates your answer. All answers must be completed like THIS example:



- Marks will not be deducted for incorrect answers.
- No mark will be given if more than ONE answer is completed for any question.
- If you make a mistake, ERASE the incorrect answer – DO NOT cross it out.

### Question 1-11

Sharks have gained an unfair reputation for being fierce predators of large animals. Humanity's unfounded fear and hatred of these ancient creatures is leading to a worldwide slaughter that may result in the extinction of many coastal species. The shark is the victim of a warped attitude of wildlife protection; we strive only to protect the beautiful, non-threatening parts of our environment. And, in our efforts to restore only non-threatening parts of our earth, we ignore other important parts.

A perfect illustration of this attitude is the contrasting attitude toward another large sea animal, the dolphin. During the 1980s, environmentalists in the United States protested the use of drift nets for tuna fishing in the Pacific Ocean since these nets also caught dolphins. The environmentalists generated enough political and economic pressure to prevent tuna companies from buying tuna that had been caught in drift nets. In contrast to the effort on behalf of the dolphins, these same environmentalists have done very little to help save the Pacific Ocean sharks whose population has decreased nearly to the point of extinction.

Sharks are among the oldest creatures on earth, having survived in the seas for more than 350 million years. They are extremely efficient animals, feeding on wounded or dying animals, thus performing an important role in nature of weeding out the weaker animals in a species. Just the fact that species such as the Great White Shark have managed to live in the ocean for so many millions of years is enough proof of their efficiency and adaptability to changing environments. It is time for us humans, who may not survive another 1,000 years at the rate we are damaging the planet, to cast away our fears and begin considering the protection of sharks as an important part of a program for protection of all our natural environment.

### Question 1

With which of the following topics is this passage primarily concerned?

- A. Sharks are efficient creatures with bad reputations.
- B. Sharks are some of the oldest creatures on earth.
- C. Sharks illustrate a problem in wildlife protection.
- D. The campaign to save dolphins was not extended to save sharks.

### Question 2

The word 'warped' is closest in meaning to which of the following?

- A. distorted
- B. wasteful
- C. extravagant
- D. wanton

### Question 3

The word 'protested' is closest in meaning to which of the following?

- A. prescribed
- B. objected to
- C. protected
- D. reflected on

### Question 4

The word 'generated' could best be replaced by which of the following?

- A. consumed
- B. absorbed
- C. designated
- D. produced



**Question 5**

How did environmentalists manage to protect dolphins?

- A. They prevented fishermen from selling them for meat.
- B. They pressured fishermen into protecting dolphins by law.
- C. They brought political pressure against tuna companies.
- D. They created sanctuaries where dolphin fishing was not allowed.

**Question 6**

13. About how long have sharks lived on the planet?

- A. 25 million years
- B. 150 million years
- C. 350 million years
- D. 500 million years

**Question 7**

The author uses the phrase 'weeding out' to mean

- A. strengthening something that is weak.
- B. feeding something that is hungry.
- C. encouraging something that is efficient.
- D. getting rid of something that is unwanted.

**Question 8**

The phrase 'managed to live' is used to infer that

- A. surviving was difficult.
- B. migration was common.
- C. procreation was expanding.
- D. roaming was necessary.

**Question 9**

Which of the following could best replace the word 'proof'?

- A. characteristic
- B. evidence
- C. theory
- D. discourse

**Question 10**

The phrase 'to cast away' means mostly nearly the same as

- A. to throw off.
- B. to bring in.
- C. to see through.
- D. to set apart.

**Question 11**

What is the author's tone in this passage?

- A. explanatory
- B. accusatory
- C. aggressive
- D. tolerant

**Question 12-15**

The grey hours deepened in tone as the snow changed, first to enormous pinwheels of matted flakes, then to silvery, slanted lines of sleet. By night, rain streamed down the windows, tangled strings of wind wound the house.

**Question 12**

The grey hours are \_\_\_\_\_.

- A. morning
- B. evening
- C. midday hours
- D. night
- E. none of these



**Question 13**

"deepened in tone" means that it was \_\_\_\_\_.

- A. growing lighter
- B. growing darker
- C. fading to night
- D. turning to dark
- E. none of these

**Question 14**

By the end, the snow \_\_\_\_\_.

- A. halted
- B. weakened
- C. worsened
- D. started to steady
- E. none of these

**Question 15**

"pinwheels" describes the falling snow as \_\_\_\_\_.

- A. forming patterns
- B. twisting
- C. speeding up
- D. shaping into wheel-like forms
- E. none of these

**Question 16-18****FLORA AND FAUNA**

Brazil's vegetation ranges from the driest scrubland and grasses to the luxuriant rainforests of the Amazon. These rainforests have over 40,000 varieties of plants. More species of trees grow in these forests than in any other area of the world. Scientists have found over 3,000 kinds of trees in 1 square mile (2.6sq km). These trees include the giant Brazil nut tree which grows 64 metres (150ft) tall. Other major types of trees include cannon-ball, cordia, cedrela, kapok, mahogany, rosewood, purple hearts and rubber trees. The forests give fruits, nuts, latex, timber and drugs. Brazil also has many palm trees which yield oil and waxes, coconuts and hearts of palm. There are many flowers in the forest of every variety and colour. Millions of orchids are wrapped around the trees.

Brazil is teeming with animal life, particularly in the Amazon. There are thousands of different species of fish. More than 1,500 kinds of birds live in the forest, including parakeets, parrots, toucans, woodpeckers and hummingbirds. Many kinds of monkeys live in the trees. There are jaguars, pumas, sloths, tapirs, caymans, (alligator like reptiles), and capybaras. Capybaras are the world's largest rodents, some weighing 45 kgs (100lbs). Anacondas up to 9 metres long (30ft) boa-constrictors and other snakes live in branches and near rivers. Turtles, lizards and crocodiles abound. And of course, there are ants, beetles, butterflies, spiders and mosquitoes.

**Question 16**

The writer uses a number of lists to show the \_\_\_\_ of life in Brazil's natural areas.

- A. simplicity
- B. variety
- C. usefulness
- D. persistence
- E. none of these

**Question 17**

As the writer wants to give the idea that Brazil is interesting and attractive here and now, verbs are used in the \_\_\_\_.

- A. future tense
- B. past tense
- C. perfect tense
- D. present tense
- E. none of these

**Question 18**

This description of natural Brazil concludes with a list of \_\_\_\_.

- A. reptiles
- B. birds
- C. insects
- D. rodents
- E. none of these

**Question 19-24**

Singing the Knees  
(The Emu Ceremony)

MARY GILMORE

Be strong, be strong, little knees! Strong is  
the bird,  
The emu bird,  
Be strong as the bird, little knees.

Swift, swift, be swift, little knees! Swift is  
the bird,  
The emu bird,  
Be swift as the bird, little knees.

Wise, wise is the bird, The emu  
bird;  
Be wise like the bird, little knees, Be wise.

In the day's march be strong,  
Through the wide rivers be strong, Climbing  
the mountains be strong,  
In the long stalking of foeman or quarry Be strong!  
Endure as the bird, little knees, Endure as the  
bird.

I have sung you,  
Sung you the song of the bird; As the  
voice of the emu bird  
I have sung you to strength,  
Endure and be strong, little knees.



**Question 19**

What people do you think this poem is about?

- A. the Maori people
- B. the Pacific island people
- C. the Australian people
- D. the Aboriginal people

**Question 20**

In the poem's first stanza, there is \_\_\_\_ of the word "strong".

- A. personification
- B. repetition
- C. over use
- D. exaggeration

**Question 21**

The poet thinks that knees supply much \_\_\_\_ in the movement of the body.

- A. exercise
- B. therapy
- C. power
- D. relaxation

**Question 22**

What is the model or example used throughout the poem?

- A. the mountains
- B. the emu
- C. the quarry
- D. the march

**Question 23**

Which of the following words is a synonym of "endure"?

- A. last
- B. achieve
- C. lose
- D. surrender

**Question 24**

Why do you think the fourth stanza is the longest in the poem?

- A. It describes distance.
- B. It gives advice on hunting.
- C. It tells how to conserve energy.
- D. It gives hope.

**Questions 25-31**

For many fish species, survival means fellowship with others of their kind, the way they stick together and the varied behaviours they exhibit have delighted, perplexed, and amused observers for centuries. Some species gather in-groups of no more than half a dozen and may be sociable for only a few days or weeks a year. Others spend almost their entire lives swimming in formation with thousands of their fellows, packed together so tightly that they nearly rub fins as they swim.

To coordinate their activities, fish communicate in many and sometimes most unusual ways. Some rely on sight and distinctive body-colour patterns. Most have special organs on their skins that can "hear" the movement of their cohorts through the water and around them. Others talk to one another in private languages of clicks, grunts and growls. And still others communicate with electric pulses that they generate in highly specialised muscles.

Different kinds of fish schools can be both similar to and different from other kinds of animal groups. Many animal societies are collections of close relatives, and members of many mammal groups such as lion prides and certain monkey troops are at least as closely related as cousins.

Among fish, though, familial relationships are looser. Unlike birds (and some solitary or pair-forming fish species) who feed or shelter their young, and mammals, which suckle them, schooling fishes abandon eggs and larvae to float away on the currents. This drifting makes it unlikely that the fish in large schools are closely related to one another, and lack of interaction between parents and offspring makes it equally unlikely that they themselves can tell whether they are related or not.

**Question 25**

According to the passage, the reason some fish congregate is for \_\_\_\_\_.

- A. territorial expansion
- B. self-preservation
- C. familial relationships
- D. hunting efficiency

**Question 26**

The phrase "half a dozen" refers to the number of \_\_\_\_\_.

- A. observers
- B. groups
- C. species
- D. individuals

**Question 27**

In paragraph one, the word "sociable" most likely means:

- A. to find food
- B. to mate
- C. to meet with other fish
- D. to reform their school

**Question 28**

According to the passage, fish groups differ in \_\_\_\_\_.

- A. location
- B. feeding habits
- C. swimming patterns
- D. size

**Question 29**

The statement "To coordinate... most unusual ways " (paragraph 2) is supported in the paragraph through the use of \_\_\_\_\_.

- A. reasons
- B. anecdotes
- C. examples
- D. definitions

**Question 30**

According to the passage, communication among fish sometimes relies on \_\_\_\_\_.

- A. visual recognition
- B. natural selection
- C. family relationships
- D. physical contact

**Question 31**

In which way are some pair-forming fish like birds?

- A. Both build homes.
- B. Neither interacts with parents.
- C. Both species care for their offspring.
- D. Neither fears mammals.





**Question 32-39**

And when it came to choosing the school, Mama decided it was character-building for a rich child to go to a school where there were children from all economic brackets. I went to the Sophia Markovna Gurewitz School, where I learned Yiddish and was introduced to the literature and culture of my people.

I loved school and I loved the order of my life. My days were planned with the precision of a railway time-table. On Mondays after school there were piano lessons; Tuesdays, dancing class; Wednesdays I went to the library and invariably argued with the librarian, who recommended children's books when I wanted grown-up books, particularly mysteries and the more blood-curdling the better. On Thursdays my cousins and I had calisthenics with a muscular lady who drilled us as if we were candidates for the Prussian Army, which made us explode into giggles. And on Fridays I was allowed to help Mama and the cook prepare the Sabbath meals braid the challah, the ritual bread, and chop the noodles. On Fridays, the seven kitchens of our house would send forth the marvellous smells of seven Sabbath meals all alike the same breads, sponge cakes, chickens, and chicken soup.

But in 1939 Hitler's armies marched on Poland.

When the first bombs fell over Vilna I was terrified, of course, But we were lucky; no bombs fell in our garden. Our garden was invulnerable.

**Question 32**

"Character-building" in paragraph one means \_\_\_\_\_.

- A. that the author learnt all about life at school
- B. that she was able to experience things that she would otherwise not know about and mature
- C. that she suffered at school but also matured
- D. that she grew up rapidly at school

**Question 33**

When the author refers to "the order of my life" she means that \_\_\_\_\_.

- |  |   |
|--|---|
| A. her life was rigidly structured and monotonous  | C. her life was predictable and pleasantly structured |
| B. there was no variation in her life and was dull | D. her life was part of a military system             |

**Question 34**

The single brief sentence making up paragraph three signifies \_\_\_\_\_.

- |  |   |
|--|---|
| A. the short time in which the armies marched    | C. a change in the story's narration      |
| B. the insignificant effects of the army's march | D. a sudden, dramatic and terrible change |

**Question 35**

"Our garden was invulnerable" means that \_\_\_\_\_.

- A. their garden was unable to be seen from the air
- B. their garden was too small to be seen and hit
- C. their garden was unimportant and so was ignored
- D. their garden had its own special immunity in the eyes of the author

**Question 36**

The passage is an account of \_\_\_\_\_.

- A. the values she gained as she grew older
- B. a much-loved past and her part in it
- C. the power of the mother to order her life and mind
- D. the war entering Poland

**Question 37**

Fridays, judging by the passage were \_\_\_\_\_.

- A. especially important and memorable for the author
- B. important for their religious significance
- C. sacred and ceremonial days
- D. exciting because of the mixture of Sabbath cooking and ritual

**Question 38**

The author's style in the passage is \_\_\_\_\_.

- A. lively and informative
- B. a lively mixture of fact and opinion
- C. mainly informative and objective
- D. enlivened by her personality and informative

**Question 39**

The register used is mainly \_\_\_\_\_.

- A. formal and controlled
- B. informed and personal
- C. controlled whilst also reading conversationally
- D. conversational and even colloquial

**Question 40-45****AMAZING ENCOUNTERS**

*Naturalists sometimes witness amazing scenes in the Australian outback.*

**The Toad Frog And The Snake**

I turned in and fell asleep, to wake up with hair standing on end. Awful subterranean groans, developing into gasping roars trembling into woeful screech after screech.

Silence. Then .. screeching splutters growing into roars again.

Trembling in the blanket I stared out into the night, then snatched a fire-stick and poked the fire together. Those deep, agonised roars, those terrible screeches broke out again. Leaping up, I glared around, ready to race for life. An inkling of what the thing might be curbed my trembling senses. But this sounded too awful, too monstrous; like some demonic thing tortured it an agonising death-struggle with ... what?

Those roars now quavered through the bush; the thing must surely burst asunder.

With a fire-stick clubbed in one hand and a torch of blazing bark in the other I tiptoed out into the darkness. Yes! There it was! A big toad-frog being swallowed by a snake!

The maddened snake had bungled the job; had struck just a second too late. The frog had blown itself up as the snout gripped. The snake's eyes bulged like gleaming black beads; fiendishly they glistened under the wavering torch. Its jaws were hideously distended as it struggled to swallow the toad; it writhed up and forced its weight upon the bloated thing trying to press it into the ground, to lever its own jaws wider and engulf it.

But the toad was blown out to fantastic proportions liable to burst any second and blow the snake's head off.

How the bladder-like thing retained sense and a fighting movement was a miracle of nature; but it did. The snake was struggling to swallow a tough bladder energetically jerking and floating and bouncing from its jaws. And just didn't that toad roar! Like a bull! And screeched like a bursting throttle.

In relief after the fright I thumped the snake. The liberated toad bounced right over my head, I had to search around to find it. I kicked it lightly, and it sailed over the bushes like a kid's balloon. I went back to the fire and sat down and had a smoke, wondering what a snake would feel like if he swallowed a big toad-frog and it blew itself up inside. But of course it couldn't; the snake would puncture it with its teeth when it was swallowing it.

from Lightning Ridge by ION L, IDRIF. SS

**Question 40**

In the first paragraph, which of the human senses is emphasized?

- A. seeing                      B. hearing                      C. touching                      D. smelling

**Question 41**

What did the writer find when he tiptoed out into the darkness?

- A. a big frog being smothered by a snake                      C. a big toad-frog being swallowed by a snake  
B. a big toad-frog eating a snake                      D. a big toad-frog being squeezed by a snake

**Question 42**

How did the toad-frog react to the snake?

- A. it writhed and struggled                      C. it writhed and forced its weight upon the snake  
B. it blew itself up                      D. it tried to engulf the snake

**Question 43**

"The snake's eyes bulged like gleaming black beads". The figure of speech being used in this comparison is \_\_\_\_.

- A. a metaphor                      B. a contrast                      C. personification                      D. a simile

**Question 44**

How does the writer choose words to create the atmosphere of excitement and fear in this description of an encounter? The writer uses \_\_\_\_.

- A. action-packed verbs                      C. memorable comparisons  
B. adjectives that create powerful images                      D. all of these

**Question 45**

This piece of writing would appeal to readers who were:

- A. interested in nature                      C. attracted to excitement  
B. fascinated by conflict                      D. all of these

## Question 46-48

### SEVEN WONDERS OF THE WORLD

Pyramids of Egypt: Oldest and only surviving 'wonder'. Built in the 2000s BC as royal tombs, about 80 are still standing.

Hanging Gardens of Babylon: Terraced gardens adjoining Nebuchadnezzar's palace said to rise from 23-91 m (75-300 ft).

Statue of Zeus at Olympia: Carved by Phidias, the 12 m (40 ft) statue marked the site of the original Olympic Games in the 400s BC.

Temple of Artemis (Diana) at Ephesus: Constructed of Parian marble and more than 122 m (400 ft) long with over 100 columns 18 m (60 ft) high.

Mausoleum at Halicarnassus: Erected by Queen Artemisia in memory of her husband King Mausolus of Caria (in Asia Minor), who died 353 BC.

Colossus of Rhodes: Gigantic bronze statue of sun-god Helios (or Apollo); stood about 36 m (117 ft) high, dominating the harbour entrance at Rhodes.

Pharos of Alexandria: Marble lighthouse and watchtower built about 270 BC on the island of Pharos in Alexandria's harbour. Possibly standing 122 m (400 ft) high, it was destroyed by an earthquake in 1375.

### ROMAN NUMERALS

1	I	9	IX	17	XVII	70	LXX	600	DC
2	II	10	X	18	XVIII	80	LXXX	700	DCC
3	III	11	XI	19	XIX	90	XC	800	DCCC
4	IV	12	XII	20	XX	100	C	900	CM
5	V	13	XIII	30	XXX	200	CC	1000	M
6	VI	14	XIV	40	XL	300	CCC	1500	MD
7	VII	15	XV	50	L	400	CD	1900	MCM
8	VIII	16	XVI	60	LX	500	D	2000	MM

Examples:

43 == XLIII; 66 == LXVI; 98 == XCVIII; 339 == CCCXXXIX; 619 == DCXIX; 988 == CMLXXXVIII; 996 == CMXCVI

A bar placed over a numeral has the effect of multiplying the number by 1,000

e.g. 6,000 ==  $\overline{\text{VI}}$ ; 16,000 ==  $\overline{\text{XVI}}$ ; 160,000 ==  $\overline{\text{CLX}}$

### DERIVATION OF DAYS AND MONTHS

Day/Month	Named After
Sunday	the Sun
Monday	the Moon
Tuesday	Tiu, Norse god of war
Wednesday	Woden, Anglo-Saxon chief of gods
Thursday	Thor, Norse god of thunder
Friday	Frigg, Norse goddess
Saturday	Saturn, Roman god of harvests
January	Janus, Roman god of doors and gates
February	Februa, Roman period of purification
March	Mars, Roman god of war



April	Aperire, Latin 'to open'
May	Maia, Roman goddess of spring and growth
June	Juno, Roman goddess of marriage
July	Julius Caesar
August	Augustus, first emperor of Rome
September	septem, Latin 'seven'
October	octo, Latin 'eight'
November	novem, Latin 'nine'
December	decem, Latin 'ten'

**Question 46**

The section on Roman numerals is mainly about \_\_\_\_\_.

- A. quantities
- B. dates
- C. sums
- D. numbers
- E. none of these

**Question 47**

The majority of the days of the week are named after \_\_\_\_\_.

- A. planets
- B. gods
- C. Roman gods
- D. Roman emperors
- E. none of these

**Question 48**

Most of the knowledge contained in this piece of writing is \_\_\_\_\_.

- A. mathematical
- B. geographical
- C. historical
- D. scientific
- E. none of these

**Question 49-50**

Cars zoom past. Laden trucks lumber and clatter to and from the wharf. Fremantle is a busy port buzzing with movement, everyone but me with somewhere to go. While I was inside some zealous prison worker asked me if I knew where I was going.

**Question 49**

The cars travel \_\_\_\_\_.

- A. quickly
- B. slowly
- C. steadily
- D. very irregularly
- E. none of these

**Question 50**

The trucks are \_\_\_\_\_.

- A. mainly empty
- B. empty
- C. with loads
- D. half loaded
- E. none of these

