

# READING

YEAR  
**3**  
2015

**45 min**

Time available for students to  
complete test: 45 minutes

Use 2B or HB  
pencil **only**



Read *Joeys* on page 2 of the magazine and answer questions 1 to 6.

- 1 A joey is
- a baby kangaroo.
  - a mother kangaroo.
  - a jelly bean.
  - a pouch.

- 2 When a joey is born
- it is furry.
  - its eyes are open.
  - it is very small.
  - it has big ears.

- 3 Being in a pouch keeps a joey
- small.
  - safe.
  - sleepy.
  - quiet.

- 4 Joeys are compared to jelly beans because of their
- size.
  - colour.
  - smell.
  - stickiness.

- 5 At about ten months old a joey
- does not live in the pouch anymore.
  - leaves its mother to live in a new place.
  - lives in the pouch when it needs to feel safe.
  - has become a fully grown kangaroo.

- 6 What is this text mainly about?
- where kangaroos and joeys live
  - when joeys learn to hop
  - how much joeys eat and drink
  - what joeys' early lives are like

**Read *Planet Mess* on page 3 of the magazine and answer questions 7 to 12.**

- 7 Who made the mess?
- Dad
  - Mum
  - Nick
  - the dog

- 8 Where is Planet Mess?
- in a hallway
  - in a bedroom
  - in outer space
  - in a school

## YEAR 3 READING

9

*Bor-ing, he thought.*

What does Nick think is *Bor-ing*?

- talking to Dad
- playing with blocks
- cleaning his room
- doing homework

10

What does Nick use as a space suit?

- his pyjamas
- his long pants and shirt
- his school uniform
- his sheets

11

Nick joins the vacuum cleaner to

- his truck.
- his toy box.
- his toy bucket.
- his backpack.

12

Where does Nick put the toys from his toy bucket?

- in his wardrobe
- under his bed
- in a drawer
- on the floor

Read *School holiday activities at the library* on page 4 of the magazine and answer questions 13 to 18.

13

Eva Leung is a cartoonist.

Where does Eva regularly publish her work?

- in children's books
- on the library website
- in a children's magazine
- on the library noticeboard

14

There are two cartooning classes on the program because

- more time is needed to learn cartooning.
- the classes are for different age groups.
- there is a strict limit on numbers for each class.
- some children might want to do both the classes.

15

Harry Pope is a writer.

What other word is used in the text to describe his job?

- author
- journalist
- composer
- publisher

16

The activity with Harry Pope is free.

This is most likely because

- there are no materials needed for that activity.
- the library does not charge for activities on Wednesdays.
- Harry Pope has not published any books yet.
- the Harry Pope activity is shorter than the others.

17

This poster is aimed at

- cartoonists.
- librarians.
- writers.
- children.

18

On which day are there two different activities?

- Monday
- Tuesday
- Wednesday
- Thursday

**Read *Two park signs* on page 5 of the magazine and answer questions 19 to 25.**

19

Which of these rules at Bridge Park is **not** shown in a picture at the bottom of the sign?

- No skateboards are allowed.
- No bicycles are allowed.
- No dogs are allowed.
- No loud music or noise is allowed.

20

The people who designed the Bridge Park sign probably think that

- parks are a good way to raise money.
- use of the park needs to be controlled.
- parks should be closed.
- nobody reads park signs.

## YEAR 3 READING

21

What is the one thing both signs ask people to do?

- Put rubbish in the bin.
- Have adults accompany young children.
- Leave skateboards at home.
- Enjoy the peace and quiet.

22

The words *stare at the sky*, *smell our flowers* and *hug the trees* suggest

- that this is the order in which things should be done at the park.
- that people can use many senses to experience the park.
- that group activities are encouraged at the park.
- that there is not much to do in the park.

23

*Help us keep it this way by putting all rubbish in the bin before you leave.*

The use of *us* and *you* in this quotation helps to show

- that the park belongs to the reader.
- that responsibility for the park is shared.
- that everyone agrees with the writer.
- that the park is visited by many people.

24

The Belleview Park sign helps park users by

- giving instructions.
- showing fines.
- making suggestions.
- listing facilities.

**25** Which of these best describes the difference between the two parks?

|                       | Bellevue Park | Bridge Park |
|-----------------------|---------------|-------------|
| <input type="radio"/> | messy         | convenient  |
| <input type="radio"/> | noisy         | unused      |
| <input type="radio"/> | peaceful      | exciting    |
| <input type="radio"/> | welcoming     | strict      |

**Read *The first moccasins* on page 6 of the magazine and answer questions 26 to 31.**

**26** What is the problem in the text that needs to be solved?

- The wise man can't think of a good idea.
- The brave chief keeps getting sore feet.
- The servants are tired from working too hard.
- The maiden disappears and can't be found.

**27** What did the brave chief wear on his feet before the wise man's invention?

- leather
- reeds
- nothing
- slippers

**28** What is wrong with the wise man's first two solutions?

- They limit where the chief can go.
- They are too expensive.
- They make the chief look foolish.
- They hurt the chief's feet.

## YEAR 3 READING

29

Which of the wise man's suggestions made the chief feel embarrassed?

- walking on hide-covered paths
- wearing moccasins
- women preparing animal hides
- servants moving reed mats

30

What type of text is this?

- an adventure
- a discussion
- a mystery
- a folktale

31

What main question does the text answer?

- When were the first moccasins made?
- How were the first moccasins made?
- Why were the first moccasins made?
- Where were the first moccasins made?

**Read *The storm* on page 7 of the magazine and answer questions 32 to 39.**

32

In the first paragraph, Jack is

- holding onto the side of the boat.
- lying on the bottom of the boat.
- huddled at the back of the boat.
- sitting at the front of the boat.

33

What effect did the cold have on Jack?

- His hands lost all sensation.
- He shivered uncontrollably.
- It made it hard for him to breathe.
- It took away his strength.

34

According to the text, what particularly frightens Jack?

- being unable to see the shore
- being knocked out of the boat
- being unable to find his oars
- being blown off course by wild winds

35

... *towering mountains* ... (paragraph 1)

The writer uses this phrase to emphasise the

- depth of the sea.
- remoteness of the location.
- size of the waves.
- absence of other boats.

36

*It was more like a deep rumble.* (paragraph 3)

In this quotation, *It* refers to the sound of the

- crashing waves.
- powerful wind gusts.
- people nearby.
- creaking of a boat.

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37

Which of these describes the purposes of paragraphs 1 and 3 in this text?

|                       | Paragraph 1              | Paragraph 3                   |
|-----------------------|--------------------------|-------------------------------|
| <input type="radio"/> | presents a turning point | resolves a complication       |
| <input type="radio"/> | presents a complication  | describes new characters      |
| <input type="radio"/> | presents a turning point | introduces a new complication |
| <input type="radio"/> | presents a complication  | sets up a turning point       |

38

Which word has the same meaning as *eerie* in the text? (paragraph 3)

- unnatural
- annoying
- total
- terrifying

39

... *he might even live to tell this strange tale.* (paragraph 3)

What does this quotation suggest about Jack's thinking?

- Jack is now sure his story will end well.
- Jack thinks his situation may be improving.
- Jack has started composing his story in his mind.
- Jack knows no-one will believe what he has been through.

**STOP – END OF TEST**

## PRACTICE QUESTIONS

Read *Sara's early morning* on page 8 of the magazine and answer question P1.

**P1**

What did Sara plan to do on Saturday morning?

- homework
- play football
- go horseriding
- make breakfast