

READING

0:45

Time available for students to
complete test: 45 minutes

Use 2B or HB
pencil **only**



YEAR 3 READING

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

1

Why is this animal called a turtle frog?

- It is a turtle that eats frogs.
- It is a frog that lives with turtles.
- It is a frog that looks like a turtle.
- It is a turtle that moves like a frog.

Shade one bubble.



2

The turtle frog's head is

- strong.
- small.
- long.
- big.

3

Turtle frogs use their strong legs to

- eat.
- dig.
- run.
- jump.

4

Why is it unusual to see a turtle frog?

- It moves too quickly.
- It often hides in its nest.
- It stays mainly underground.
- It is too small for people to see.

YEAR 3 READING

5 What does the text tell us about termites?

Shade one bubble.



- They live in large groups.
- They eat one meal a day.
- They move nests often.
- They live in trees.

6 What do the illustrations show?

- what the turtle frog looks like
- how the turtle frog builds a nest
- which leaves the turtle frog eats
- where the turtle frog normally lives

Read *Choosing a classroom pet* on page 3 of the magazine and answer questions 7 to 11.

7 Pia wants a rabbit as a classroom pet.

What is one reason she gives?

- Rabbits don't eat much.
- Rabbits are cheap to buy.
- Rabbits don't make a noise.
- Rabbits are simple to care for.

8 Who knows where to find a blue-tongue lizard?

- Adrian
- Keri
- Tom
- Mr Finch

YEAR 3 READING

9

Class 4F may not keep a blue-tongue lizard because

Shade one bubble.



- it might bite the students.
- they do not have a permit.
- their teacher does not like lizards.
- it would be too cold in the classroom.

10

Pia says, *He means it's cruel when birds aren't free and can't fly around.*

Why does she say this?

- to help Tom understand Nadim
- to help Nadim understand Tom
- to support Nadim's opinion
- to challenge Tom's opinion

11

What does Mr Finch do in this text?

- He says what pet he wants.
- He agrees with the students' ideas.
- He lets the students share their ideas.
- He tells the students about different pets.

YEAR 3 READING

Read *How to play SPUD* on page 4 of the magazine and answer questions 12 to 17.

12

The text says a game of SPUD needs at least

- four players.
- five players.
- six players.
- seven players.

Shade one bubble.



13

The winner is the player who

- catches the ball first.
- does not spell SPUD.
- is the first to spell SPUD.
- throws the ball the furthest.

14

When the player who is *It* calls your name, what must you do first?

- take three steps
- throw the ball
- get the ball
- run away

15

Which of these changes would make the game last longer?

- spelling a word with more letters
- making the playing area smaller
- playing with fewer people
- having more than one *It*

YEAR 3 READING

16

Which picture best matches Rule 5?

Shade one bubble.



17

You could even play SPUD on a netball court.

Where would this information belong in this text?

- What you need*
- Setting up a playing area*
- Aim of the game*
- Rules of the game*

Read *Rosie the musician* on page 5 of the magazine and answer questions 18 to 23.

18

Who wrote the note?

- Rosie
- Rosie's mum
- a music teacher
- the school principal

19

Rosie's note is shown in the text. This helps to

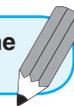
- make the reader feel sorry for Rosie.
- tell the reader that Rosie made up this story.
- make the reader feel more part of Rosie's story.
- tell the reader something Rosie doesn't know.

YEAR 3 READING

20 The purpose of the meeting is to let children and parents know

- who the music teacher will be.
- who has been picked for the band.
- what the band members will have to do.
- what progress the band members have made.

Shade one bubble.



21 What is Rosie's mum most likely to think about Rosie being in the band?

- This will be easy for her.
- I am sure she will be successful.
- I think she is making a mistake.
- She needs to think about this carefully.

22 *'It certainly will be a commitment.'*

Why does Rosie's mum say this?

- to warn Rosie
- to support Rosie
- to make Rosie feel proud
- to make Rosie feel guilty

23 Rosie is best described as a person who is

- thoughtful.
- confident.
- relaxed.
- patient.

YEAR 3 READING

Read *Young adventurer 2009* on page 6 of the magazine and answer questions 24 to 30.

24

When he first saw the Naadam festival horseraces, Angus felt

- disappointed that the jockeys were children.
- bored because the races took so long.
- inspired to take part in the races.
- nervous about the races.

Shade one bubble.



25

After he returned to Australia, ...

The second paragraph is about Angus's

- home town.
- exercise routine.
- racing experience.
- family background.

26

Angus's Mongolian friends helped him to

- take part in the Mongolian races.
- find his way around Mongolia.
- train for the Mongolian races.
- plan his trip to Mongolia.

27

The way this text is written leads the reader to

- feel jealous of Angus.
- feel sorry for Angus.
- be amused by Angus.
- admire Angus.

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28

Write the numbers 1 to 5 in the boxes to show the order of events in the text. The first one () has been done for you.

Write one number in each box.



Angus decided to compete in the Naadam festival.

Angus travelled to Mongolia with his family for a holiday.

Angus won the Young Adventurer of the Year Award.

Angus trained after school.

Angus competed in two horseraces in Mongolia.

29

Which idea best matches this text?

Shade one bubble.



- There is no place like home.
- Fight for what you believe in.
- Good things come to those who wait.
- Dreams can come true if you work hard.

30

Why did Angus receive the Young Adventurer of the Year Award?

- He won a competition.
- He made a tough decision.
- He achieved a difficult goal.
- He did something to help others.

YEAR 3 READING

Read *Down by the river* on page 7 of the magazine and answer questions 31 to 36.

31

What is another suitable title for this text?

- The naughty platypus*
- Where to find a platypus*
- The day we saw a platypus*
- Why the platypus has a flat tail*

Shade one bubble.



32

In line 5 of the text, *the arrow of water* refers to

- the shadows of the trees on the water.
- the shape of the ripples on the water.
- the sound of the flowing water.
- the speed of the flowing water.

33

What helped the children to see the platypus better?

- It kept flipping its tail.
- It moved into a sunny place.
- It climbed up onto the riverbank.
- It put its head out of the water.

34

'No white tip. No ears. And shy.' (paragraph 4)

One reason this information is in three short sentences is that Daniel's dad is

- listing three features.
- memorising three facts.
- describing three animals.
- answering three questions.

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35

In this text, all of the characters show they are

Shade one
bubble.



- kind.
- brave.
- generous.
- persistent.

36

Who is telling this story?

- Daniel
- Mr Beatty
- Daniel's dad
- Daniel's friend

STOP – END OF TEST

YEAR 3 READING

PRACTICE QUESTIONS

Read *On the bush track* on page 8 of the magazine and answer questions P1 and P2.

P1

Where are Riko and Sam?

- in a camp
- on a track
- by a bush
- up a tree

Shade one bubble.



P2

Write the numbers 1 to 4 in the boxes to show the order of what happened in the text. The first one () has been done for you.

Write one number in each box.



Sam stopped.

Sam smiled.

Riko and Sam walked along a bush track.

Riko saw something up in a tree.