



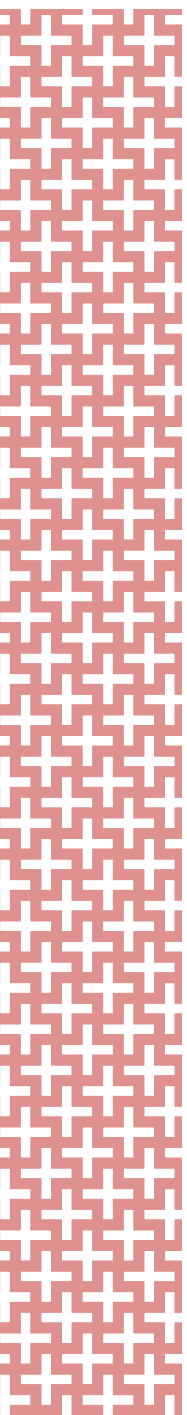
NATIONAL ASSESSMENT PROGRAM  
LITERACY AND NUMERACY

# READING

YEAR

3

2008



0:45

Time available for students to complete  
test: 45 minutes

Use 2B or HB  
pencil **only**



# YEAR 3 READING

Read *What will we do now?* on page 2 of the magazine and answer questions 1 to 6.

**1** Who wanted to make a castle?

- Jim
- Ella
- Beth
- Vincent

Shade one bubble.



**2** Who didn't want to go to the creek?

- Jim
- Ella
- Beth
- Vincent

**3** Where is the spaceship?

- in the park
- at the creek
- in the garden
- inside the house

**4** Who didn't want to do anything outside?

- Jim
- Ella
- Beth
- Vincent

## YEAR 3 READING

5 When did the children go fishing?

- last week
- yesterday
- this morning
- a long time ago

Shade one bubble.



6 From reading the story, what do we know about the children?

- They fight a lot.
- They are all brothers.
- They live in the same house.
- They do lots of things together.

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

7 The text tells us that chimpanzees eat

- tools.
- sticks.
- leaves.
- termites.

8 The text tells us *This chimp is hooking termites out of the ground with a stick.* Which word could you use instead of *hooking*?

- hitting
- getting
- cooking
- drinking

# YEAR 3 READING

9 What is this chimpanzee doing?

- looking for termites
- smelling leaves
- drinking water
- washing itself



Image: Tom McHugh / Science Photo Library

Shade one bubble.



10 Chimpanzees need *juicy fruit*.

Why does the fruit need to be juicy?

- to make it taste good
- to give chimps a drink
- to make chimps thirsty
- to make it good for termites

11 The text tells us what chimpanzees can do.

This suggests that chimpanzees are

- clever.
- careful.
- friendly.
- naughty.

12 What would be another good title for this text?

- How chimpanzees play
- How chimpanzees grow
- Where chimpanzees live
- How chimpanzees use tools

## YEAR 3 READING

Read *Why elephants and emus cannot fly* on page 4 of the magazine and answer questions 13 to 18.

- 13** The branch fell on the man's head because
- the man was careless.
  - the elephants landed in the tree.
  - the elephants tried to climb the tree.
  - the man took away the elephants' wings.

Shade one bubble.



- 14** The man used *his powers of thought* to
- punish the elephants.
  - reward the elephants.
  - frighten the elephants.
  - surprise the elephants.

- 15** Which word best describes Emu in the Australian story?
- hero
  - cheat
  - coward
  - show-off

- 16** Why did Kookaburra really set up a competition with Emu?
- to teach Emu a lesson
  - to teach Emu to fly better
  - to show off in front of Emu
  - to see whose wings were the best

## YEAR 3 READING

**17** At the end of the Australian story, what happened to Emu's wings?

- They shrank.
- They disappeared.
- They grew stronger.
- They became more colourful.

Shade one bubble.



**18** What is the same about the Indian folktale and the Australian story?

- Both make fun of silly characters.
- Both show that animals are clever.
- Both tell how simple life used to be.
- Both explain why something is the way it is.

**Read *Ride to School Day* on page 5 of the magazine and answer questions 19 to 25.**

**19** How does Sandy feel about riding to school?

- She enjoys it.
- She finds it tiring.
- She finds it boring.
- She thinks it is easy.

**20** Why did Jayden take part in Ride to School Day?

- He thought it was a good idea.
- He wanted to get better at riding.
- His parents thought it was a good idea.
- His parents organised Ride to School Day.

## YEAR 3 READING

**21** From what Monika writes, she probably rides to school when

- it is a windy day.
- the weather is fine.
- she has plenty of time.
- she can ride with her friends.

Shade one bubble.



**22** Andrew writes that he rides to school because

- it is peaceful.
- it is good exercise.
- he lives close to the school.
- he has just bought a new bike.

**23** Who rides to school most often?

- Sandy
- Monika
- Tamara
- Andrew

**24** Tamara does not ride to school very often because

- she does not like her bike.
- she thinks riding is special.
- she thinks riding does not matter.
- she lives too far away from school.

# YEAR 3 READING

- 25** What is the purpose of the introduction?
- to describe Binkley School
  - to describe each of the students
  - to explain what the students wrote about
  - to explain how to organise a Ride to School Day

Shade one bubble.



Read *Amphibians* on page 6 of the magazine and answer questions 26 to 32.

- 26** The text describes amphibians as animals that
- do not have lungs.
  - cannot swim very well.
  - can live on land and in water.
  - use their gills to eat and breathe.
- 27** According to the text, the world's largest amphibian is a
- frog.
  - toad.
  - newt.
  - salamander.
- 28** One of the differences between frogs and toads is that
- frogs have drier skins.
  - frogs lay eggs in strings.
  - frogs develop tails as adults.
  - frogs can stay underwater longer.



## YEAR 3 READING

**29** Young frogs start to breathe with their heads above water when they

- develop lungs.
- start eating insects.
- develop internal gills.
- hatch out of their eggs.

Shade one bubble.



**30** Number the boxes 1, 2, 3 and 4 to show the correct order of stages in a frog's development.

- forelegs grow
- hind legs grow
- tail disappears
- spawn hatches

Write one number in each box.



**31** Which part of a tadpole is described as *feathery*?

- tail
- gills
- skin
- lungs

Shade one bubble.



**32** The main purpose of the diagram at the end of the text is to

- describe the life cycle of frogs.
- explain the eating habits of frogs.
- highlight the differences between frogs and toads.
- show the many types of amphibians that live in ponds.

# YEAR 3 READING

Read *The story of Opo* on page 7 of the magazine and answer questions 33 to 38.

**33** When the men first noticed something in the water, they thought it was a

- boat.
- shark.
- dolphin.
- swimmer.

Shade one bubble.



**34** The word *they* in the third line refers to the

- boats.
- dolphins.
- fishermen.
- sea animals.

**35** Why did the fisherman name the dolphin Opo?

- The dolphin seemed very young.
- Opo is a word that means *orphan*.
- Opo is part of the name of a town.
- The dolphin had a friendly manner.

## YEAR 3 READING

**36** Opo came up to the fishermen because she was

- shy.
- wild.
- alone.
- curious.

Shade one bubble.



**37** By rolling over, Opo was showing that she

- was saying goodbye.
- liked being touched.
- wanted something to eat.
- wished the men would go away.

**38** The scientist thought that Opo was probably swimming alone because she

- preferred to be with humans.
- had been frightened away by sharks.
- had become separated from her mother.
- was more intelligent than other dolphins.

# END OF TEST

# YEAR 3 READING PRACTICE QUESTIONS

Read *Tim* on the back cover of the magazine and answer questions P1 to P2.

**P1** The story takes place on

- Monday.
- Tuesday.
- Wednesday.
- Thursday.
- Friday.

Shade one bubble.



**P2** Number the boxes 1, 2, 3 and 4 to show the order in which Tim dressed.

- shoes
- shorts
- shirt
- socks

Write one number in each box.

