



NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

READING

YEAR

3

2008

TEST INSTRUCTIONS

1. You must do your own work.
2. Do not speak to other students during the test.
3. Raise your hand if you need to speak to the teacher.
4. Follow all directions given to you by the teacher.
5. All questions must be answered using the pencil you have been given. If you need to change an answer, carefully erase it and write another answer.
6. To confirm you have the correct booklet, print your name below.

Print your name here:

0:45

Time available for students to complete
test: 45 minutes

Use 2B
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.

