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.
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.

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.

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

Where is Planet Mess?
- in a hallway
- in a bedroom
- in outer space
- in a school
**9**

_Boring, he thought._

What does Nick think is _Boring_?

- 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.
This poster is aimed at
- cartoonists.
- librarians.
- writers.
- children.

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.

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.

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.
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?

<table>
<thead>
<tr>
<th></th>
<th>Belleview Park</th>
<th>Bridge Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>messy</td>
<td></td>
<td>convenient</td>
</tr>
<tr>
<td>noisy</td>
<td></td>
<td>unused</td>
</tr>
<tr>
<td>peaceful</td>
<td></td>
<td>exciting</td>
</tr>
<tr>
<td>welcoming</td>
<td></td>
<td>strict</td>
</tr>
</tbody>
</table>

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.

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

### Question 30
What type of text is this?
- an adventure
- a discussion
- a mystery
- a folktale

### Question 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?

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

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

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>presents a turning point</td>
<td>resolves a complication</td>
</tr>
<tr>
<td>presents a complication</td>
<td>describes new characters</td>
</tr>
<tr>
<td>presents a turning point</td>
<td>introduces a new complication</td>
</tr>
<tr>
<td>presents a complication</td>
<td>sets up a turning point</td>
</tr>
</tbody>
</table>

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

- unnatural
- annoying
- total
- terrifying

... 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.

<table>
<thead>
<tr>
<th>P1</th>
<th>What did Sara plan to do on Saturday morning?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>homework</td>
</tr>
<tr>
<td></td>
<td>play football</td>
</tr>
<tr>
<td></td>
<td>go horseriding</td>
</tr>
<tr>
<td></td>
<td>make breakfast</td>
</tr>
</tbody>
</table>