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

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
When did the children go fishing?
- last week
- yesterday
- this morning
- a long time ago

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.

The text tells us that chimpanzees eat
- tools.
- sticks.
- leaves.
- termites.

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
9 What is this chimpanzee doing?
- looking for termites
- smelling leaves
- drinking water
- washing itself

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
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.

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
At the end of the Australian story, what happened to Emu’s wings?
- They shrank.
- They disappeared.
- They grew stronger.
- They became more colourful.

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.

How does Sandy feel about riding to school?
- She enjoys it.
- She finds it tiring.
- She finds it boring.
- She thinks it is easy.

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*.
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.

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.
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

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.

According to the text, the world’s largest amphibian is a
- frog.
- toad.
- newt.
- salamander.

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.
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.

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

31 Which part of a tadpole is described as *feathery*?
○ tail
○ gills
○ skin
○ lungs

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

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

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.
Opo came up to the fishermen because she was
- shy.
- wild.
- alone.
- curious.

By rolling over, Opo was showing that she
- was saying goodbye.
- liked being touched.
- wanted something to eat.
- wished the men would go away.

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.
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.

**P2**

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

- shoes
- shorts
- shirt
- socks