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**SAMPLE**



Reading

Final Preparation Lesson  
Yr 3

- Skills Examined
- Practice Questions

Resource code: 27052658

# NAPLAN Test Format



## 2014 Test timetable

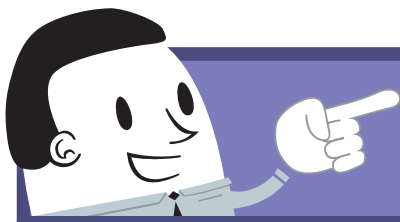
Monday 12 May	Tuesday 13 May Official test date	Wednesday 14 May Official test	Thursday 15 May	Friday 16 May
	<b>1. Language conventions</b> Yr 3: 40 min	<b>3. Reading</b> Yr 3	<b>4. Writing tests</b> Yr 3	<b>5. Numeracy tests</b> Yr 3
			10 minute break	
		<i>Catch up tests permitted</i>	<i>Catch up tests permitted</i>	<i>Catch up tests permitted</i>
		Wednesday 21 May	Thursday 22 May	Friday 23 May



to ensure tests remain secure for schools granted approval to vary test

up tests not permitted.

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# National Curriculum Alignment

## LITERACY

### Year 2



#### What are the three content strands for English?

1. Language
2. Literature
3. Literacy

#### By the end of end of Year 2, students should be able to:

##### **Receptive modes (listening, reading and viewing)**

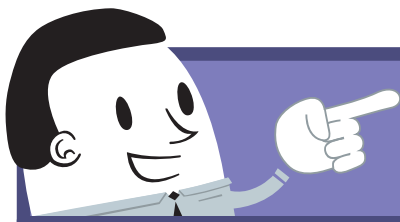
- Understand how similar texts share characteristic features and language features used to describe characters.
- Read texts that contain varied sentence structures, a significant number of high frequency sight words and personal information.
- Monitor meaning and self-correct using punctuation, language and phonic knowledge.
- Identify literal and implied information in detail.
- Make connections between texts.
- Listen for particular points in a text.
- Listen for and manipulate phonemic sound patterns.

##### **Productive modes (writing and speaking)**

- Use everyday vocabulary when discussing their ideas and experiences.
- Explain their ideas using other texts as comparisons.
- Create texts that convey the meaning of the text.
- Create texts using their own ideas, their imagination and information they have learned.
- Use group and class discussions and make presentations.
- Attempt to spell less familiar words and use punctuation and lower-case letters.



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# National Curriculum Alignment

## LITERACY

### Year 3



#### What are the three content strands for English?

1. Language
2. Literature
3. Literacy

#### By the end of end of Year 3, students should be able to:

##### **Receptive modes (listening, reading and viewing)**

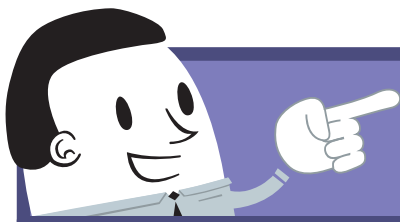
- Understand how content can be organised and presented, depending on the purpose of the text.
- Understand how language features are used for different effects.
- Read texts that contain varied language, punctuation conventions, and images that provide additional information.
- Identify literal and implied meanings in different parts of a text.
- Select information, ideas and opinions from their own lives and to other texts.
- Listen to others' views and opinions.

##### **Productive modes (speaking and writing)**

- Understand how to organise and sequence ideas.
- Understand how to express feelings and opinions on topics.
- Include writing about personal experiences and develop in some detail experiences, events, incidents and activities.
- Create texts for familiar audiences.
- Contribute to discussions, asking questions, providing useful feedback.
- Develop and use appropriate language and choose vocabulary and punctuation appropriate to writing.
- Spell frequently used words accurately, checking their spelling.
- Write words accurately formed and consistent in size.



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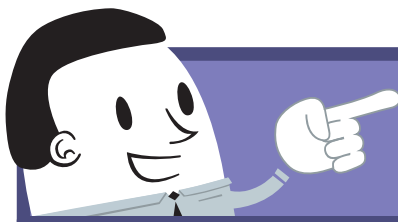
# Test Preparation



- Do you think that an athlete would stay up till dawn eating fast food? Similarly, there is a lot you can do to prepare yourself before an exam so you are performing at your peak.
- Try to have as much sleep as possible the night before. Studies show that eyes are much sharper and more focused when they are well-rested.
- Pack everything you need the night before the exam: pens, pencils, paper, calculator, protractor or compass? A dictionary?
- Don't eat anything strange or new the night before. Fried sausages don't agree with you the morning of an exam. Eat a healthy meal, preferably including some brain food like fish, nuts, and vegetables.
- Set an alarm!
- Don't eat too much sugar before the exam. It gives you a temporary burst of energy, and you are likely to come crashing down when you reach the hardest question!
- Go to the bathroom just before the exam. You don't want to be having to dash out of the room in the middle of your exam with red legs.
- Anxiety is contagious. If you see someone else looking nervous with doom and gloom, steer clear of them, and instead focus on your own work.
- Listen to the teacher carefully during the exam. Ask a question if you need to clarify anything. Don't let your mind drift wondering.
- During the exam, read the question carefully – too many students make silly mistakes by not reading the question properly. Underline the key words in the sentence.
- Write your answer clearly and neatly. If you are unsure, write a star next to it and ask the teacher for help. Don't forget to check your work at the end.

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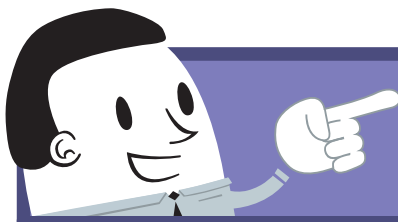
# Multiple Choice Tips



- 1. Read the question first!
- 2. Underline important points and mark them. This will help you understand questions and improve your chances of getting the right answer.
- 3. Read the possible answers.
- 4. Eliminate any obviously wrong answers. Mark them away. For example, on the question 'Which of the following is a prime number?' any answers that make no sense are wrong.
- 5. For literacy items, choose the answer that uses language correctly.
- 6. For numerical items, use trial and error. This means that because you are not sure if an answer is correct, you can try it. For example, if the sum or pattern is 10, and you are given 12, 15, 18, and 20, 10 is the correct answer.
- 7. It is very important to do all the questions. This will make sure you do not make a mistake by missing something.
- 8. For multiple choice questions, do your thinking on the test. Do not be too close to where you place your answer. Remember your working out does not have to be neat or logical to anyone but you! Your working out is not marked!

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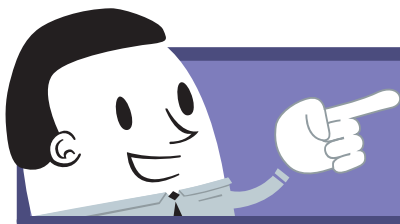
# Multiple Choice Tips



- 9. You will often find that the last questions in the section are more difficult than the first. You may need to spend more time on the last questions.
- 10. If you can't work out the right answer, write a wrong answer in the answer space as you go on. Then place a mark next to it so if you have time at the end of the test you can come back to it and change your answer.
- 11. Don't spend all your time on one question. Use your time wisely and move on if you are stuck. If you have time left at the end of the test, go back to the questions you were unsure of and go back to the questions you were sure of.
- 12. You should be told how to record answers in the answer space. Each item has only one correct answer. There is no penalty for a wrong answer, so it is always a good idea to make a guess even if you have no idea. If you are not sure that if you want to change your answer, use a rubber to remove the mark and then shade or write the new answer in the appropriate space provided. If you have time left over time, go back and double check your answers!

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# Test Tips

## READING TEST and answering questions



- Have I thoroughly read the question first?
  - stop and understand each part of the question before I go
  - read part of the stimulus to understand the context.
- Have I underlined the important parts of the question?
- Do I understand what is being asked?
- Have I made notes next to the question to keep my brain focused and to improve my understanding?
- Do I need to draw a diagram or make a note to improve my visual understanding?
- Have I identified the key words/steps I should include/do in my answer to meet the requirements of an A standard?
- Have I included all the information in my response?
- Have I used the text when answering the question to make sure I am correct?
- If I don't know the meaning of a word, can I work it out by looking at the rest of the sentence?

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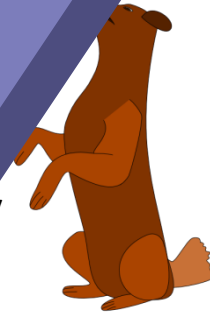
# Reading Test

The Reading Test will require you to read different articles and answer questions relating to the articles. *Read the following page to get some tips on completing the Reading Test!*



The NAPLAN reading tests require you to read a magazine article and then answer a series of questions based on the article. The questions asked tend to focus on certain skills, so if you brush up on these skills you can ensure that you will do better in the test. The questions are based on the magazine, and they will be something like a short story, a news article, an essay, a speech or letter, a set of instructions or a list. You will be asked to answer between 5 and 8 questions about each article, focusing on your skills and your understanding of that article.

The easiest questions you will come across are comprehension questions – ones that appear clearly in the article. You need to read the article properly. Finding details that appear in the articles can be easy, but making inferences. Making a logical conclusion based on the information given. For example, if you are told that a woman who works at a vet is a vet when she is talking about animals. This skill is called making inferences. You can do this by looking out the definition of a word in the article, which you can do by drawing a line under the word in the sentence that it appears in.

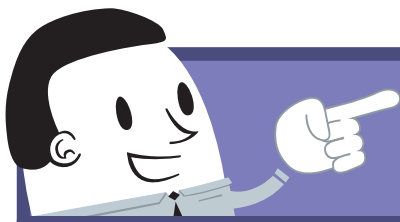


Some of the questions will be about figurative language, which are sentences used for describing things that are not meant to be understood literally. The figures of speech that you will see across will be similes and metaphors.

Remember that a simile is a comparison between something to something else, for example, *my sister is as quick as a cheetah*. Often words used in similes. A metaphor, on the other hand, is a comparison between something as something else, for example, *I was melting in the rain*. You can use a metaphor to describe something, but I can exaggerate and say that I was for dramatic effect. You will often be presented with an idiom, which is a popular saying or expression. For example, *it is raining cats and dogs*. Obviously cats and dogs aren't literally falling from the sky. An idiom is a popular saying or expression to stress how heavy the rain is and to paint a clearer picture.



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# Reading Test

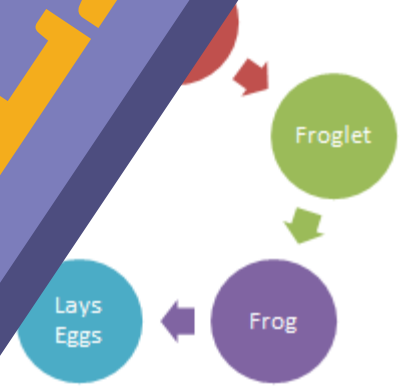
*...This handout is continued from the previous page.*

Often you will be asked to sum up an article by determining its main idea, identify tone, look at the language used by the author: is it positive or negative? Does it make someone or something look good or bad? You may also be asked to require you to work out a character's mood or their relationship with others. To answer these, look at the character's language and the way in which they interact with others.

There will generally be one article that features a diagram or a diagram such as a flow chart, and several questions will require you to read a map or diagram. You may be asked to examine a diagram and combine your knowledge with whatever you have read in the text. This is often the case as there is often a question that asks you to compare or contrast two or more articles, such as a debate, letters to the editor, or a radio show, you will occasionally be asked to compare and contrast two or more articles or differences.

If you take all of these tips into account, you will find that you thoroughly read each article and especially the APPLAN reading test a lot easier.

**Good luck!**



**SAMPLE**



Item Description

Please note: any activity that is not completed during class time will be undertaken at a later date.



'Skills Examined' and 'Pr

Activity Description:

- Students are given a detailed breakdown of the reading test, each of which is accompanied by a handout, students are then required to answer short answer questions based on a narrative passage.

Purpose of Activity

- This activity aims to develop students' knowledge and understanding of the structure and content of written text. In addition, it aims to develop their skills through the provision of technical skills and comparing and contrasting are provided. The use of worked examples seeks to compare and contrast and give them the opportunity to receive immediate feedback. By the time they reach the end of the unit, they should be feeling very confident in their abilities.

Skills

- Recognising words and other symbols (α1)
- Recognising symbols (α3)
- Recognising words or other symbols (α4)
- Recognising pictures/illustrations (α5)
- Recognising meaning of tables or diagrams or maps or graphs (α6)
- Recognising (α8)
- Locating items/information (α52)
- Contrasting (β29)
- Identifying ideas/themes/issues (β31)
- Extracting information from information (β38)
- Summarising (θ35)
- Synthesising (θ41)
- Refining (θ42)
- Analysing (θ43)
- Synthesising (θ44)



This Item Description is continued on the next page...





For the Teachers - continued

...This Item Description is continued from the previous page.

‘Skills Examined’ and ‘Prerequisites’

- Judging/ evaluating (045)
- Justifying (048)
- Using correct spelling
- Using vocabulary appropriately
- Summarising/condensing
- Explaining to others
- Expounding a text

• Suggested Time Allocation

- This lesson is designed to take 45 minutes to complete.

• Teaching Notes:

- Work through the text together for a few minutes prior to commencing the activity. Rather than read the text aloud to the students straight away, ask your students to read it themselves so that any incorrect ones can be analysed and corrected. This also allows any assumptions ironed out and explained.

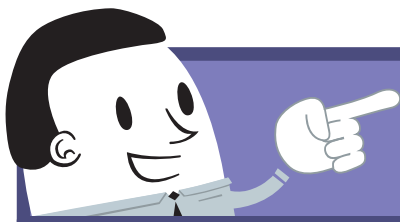
• Follow Up/Classroom Activities

- Follow up with a range of activities to encourage students’ understanding. Examples could be asking members of your class to summarise the key things they learned in their book. If the class is interested, you could use ‘Who Wants to Be a Millionaire?’ questions to



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# Skills Examined

In the reading test, you will be given a magazine that contains **colourful articles**. These articles may be poems, short stories and are known as the stimulus. After reading each one, you will be asked a series of questions, mostly multiple choice. These questions will be based on what you read. Read about the different ways you may be asked to show your understanding of what you read, then have a go at the questions using the text in the 'example' boxes.



What the text said...

Most of the questions on the test will be **comprehension**. These questions ask you to explain what happened or what was said. Sometimes the questions will be asked in different words to the ones used in the text. Once you have read a question, go back to the text to find the answer. If you are having trouble finding the information you need, it is a good idea to read the text just read in your head, you can miss important details.

### Example

Goldfish make great pets. They are easy to look after. Unlike cats and dogs, they will never scratch your furniture or run away next door.

Question 1: What type of fish is mentioned in the text?

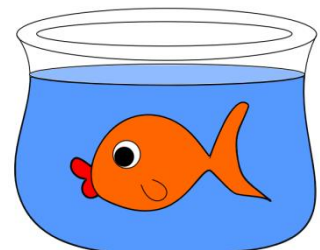
- a) clownfish
- b) goldfish
- c) barramundi
- d) lionfish

Answer and Explanation: Goldfish makes a good pet.

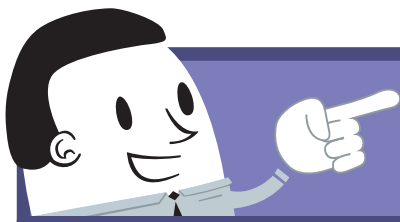
Question 2: Why are goldfish better than cats and dogs?

- a) They are easy to look after.
- b) They will never scratch your furniture or run away next door.

The text doesn't directly say that goldfish are better than cats and dogs, but it says they are easy to look after and they will never scratch your furniture or run away next door. This means that having a fish is better than having a cat or dog as they will be easier to manage and make behave.



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# Skills Examined

## Purpose

Some questions will ask you *why* the author is writing. To answer this you need to know the *type* of article it is and *what it is doing*. Is it a set of instructions to do something? Is it explaining the danger rhinos are in from hunters? Is it a funny story? Then ask yourself *why* you would read it and *what* you have learned.

You might be asked why a picture has been included next to the text. What is it – is it a map? Is it a photo? Is it a funny picture? Is it a label? Pictures are used to show you what something looks like or where it is. Think about what is written in the article and what is happening in it.

Sometimes, you may be asked to describe the meaning of a word or punctuation mark. Just ask yourself how it makes sense. For example, if you hear the word *woof*, you would know the purpose of the sound is to show what sound the dog made. If a sentence ends in '...', it will usually mean the sentence will continue. If an article contains a question, it will probably be asking you to think about what the author's point of view is correct.

## Example

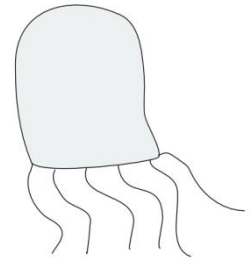
Every year, thousands of dolphins die because they swallow plastic bags. They confuse plastic bags for their favourite foods. Dolphins have swallowed a plastic bag before, but this time they had swallowed a plastic bag, leaving no room for food. They starve to death. Humans need to stop using plastic that is causing this problem.

## Questions

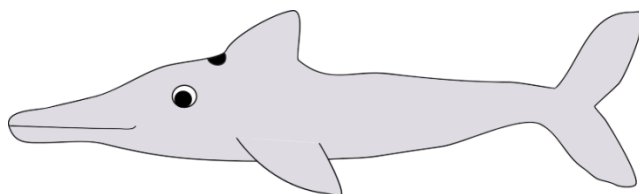
- 1. What is the main story about dolphins.
- 2. How many types of jellyfish.
- 3. How do dolphins become dolphin trainers when they grow up.
- 4. How pollution affects dolphins and encourage them to stop.



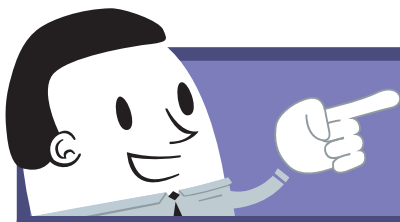
Plastic bag



Jellyfish



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# Skills Examined

## Answer and Explanation:

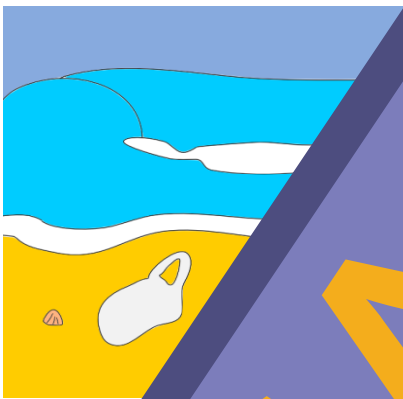
d) The article is informative and explains how humans have caused... gives advice at the end about how we can fix it. It is sad and important... people about jellyfish and it doesn't say anything about becoming... something, and by reading it you now know not to litter. This article... people aware of how pollution harms dolphins and convince...

Question 4: Why was the picture included with the text?

- a) To demonstrate how similar a plastic bag is to a jellyfish.
- b) To make it more interesting.
- c) To explain the types of food a dolphin eats.
- d) To show where dolphins live.

**Answer and Explanation:** a) The image shows... almost the same. It therefore must have been included to show... a plastic bag for one of its favourite foods because they look so...

Question 5: What is the purpose of the...



## Writing

Some...  
di...

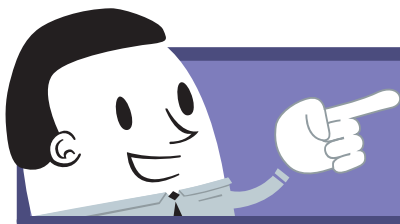


... is written in, such as past, present or future. Look at the verbs (doing... happened – could it have been yesterday, today or tomorrow? For... past. If I *am swimming*, I am doing it right now in the present. If I *will*... – maybe tomorrow!

... written in means the voice the author has used. If they have talked about... used words like *us* and *we*, it is in *first person*. If it talks to *you* directly as the... often do, it is in *second person*.



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# Skills Examined

If it only talks about people from a distance, calling them *he*, *she* or *they*, it is non-fiction. You also try to remember that *non-fiction* means writing that is true, like a book about a scientist. Non-fiction writing is creative and made-up, like a story about a witch.

## Example

Harsha and I boarded the spaceship, full of excitement about what we would see. We buckled ourselves into our seatbelts, and Harsha gave me a thumbs-up. I was curious to see what Earth would look like from outer space.

**Question 6:** Is this text fiction or non-fiction?

- a) Fiction
- b) Non-fiction

**Answer and Explanation:** a) The text is telling us about something that is not true. It is giving information or true facts. It is fictional.

**Question 7:** What person is this text written in?

- a) First
- b) Second
- c) Third

**Answer and Explanation:** a) The text is written from the point of view of the person who is on the spaceship. The person has written the passage as *I*, and has also used the word *we*. By including *I* and *we*, the person has written in *first person*.

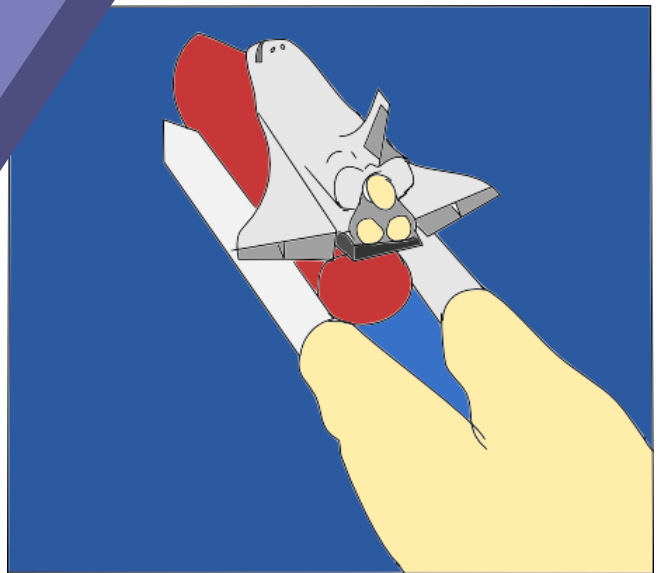
**Question 8:** What tense is the text written in?

- a) Past
- b) Present
- c) Future

**Answer and Explanation:** b) The text is written in the present tense.

something that is happening now. The text is about the space journey. It is like it has just happened. The text is written in *present tense*.

*boarded*.







# Skills Examined

## Feelings and Observations

In the test, you may be asked to try and work out what a character is feeling, what they are like or what their future holds. To do so, you need to have a good understanding of the art and then take a guess. Look for clues about what they say they are doing, how they are talking with other people. Adjectives (describing words) might give you a few extra. If you are asked about their emotions, think about how you feel in the same situation. If you are asked to describe a person, think about what their type of behaviour usually is for that person.

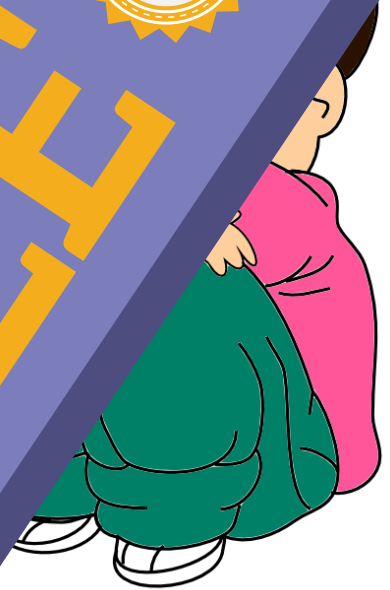
For example, if a boy spent the morning packing his house, it would be safe to say that he was feeling sad. If he threw a massive tantrum and was rude, you could describe him as being badly behaved.

### Example

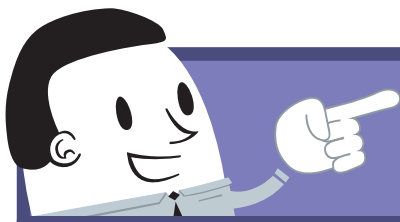
Henry traced raindrops on the window. “You’ll make heaps of mates at your new school,” said his dad. Henry tried to look happy, but he wasn’t. He missed his friends already, and he was nervous about the new school. His eyes went all teary, but he wiped them dry. He didn’t want to let them down. But what would he do?

### Question

Henry’s dad talks about him starting a new school. Henry, he is in the car with his parents and has been driving for six hours. Henry says goodbye to his friends, which suggests that he is leaving them behind. This suggests that Henry and his family are driving to a new town that they are going to live in, where Henry



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# Skills Examined

Question 10: Which word best describes Henry?

- a) Lying
- b) Bratty
- c) Thoughtful
- d) Calm

**Answer and Explanation:** c) Henry says he doesn't want them to see him crying. He has been fake-smiling all morning in order to make things easier on his mum and dad and that he is thoughtful – he cares about other people's feelings. He cannot be described as calm; and he hasn't really been crying, so

Question 11: How do you think Henry is feeling?

- a) Moody and angry.
- b) Lonely and nervous.
- c) Happy and relaxed.
- d) Hungry and tired.

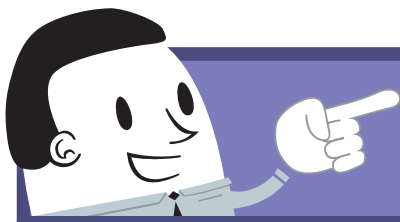
**Answer and Explanation:** b) Henry is clearly worried about starting a new school. He is feeling lonely. He is also not in a bad mood, just a sad one. The story mentions nothing about him being tired or hungry.

## Vocabulary

Some of the new words you will come across into your long-term memory. When you come across anything that you don't understand in any of the stories, don't worry: you can probably guess it correctly! Read the text carefully if you can figure out the meaning of that word. If you can't, try to look it up in a dictionary or ask your teacher for help after it as well.



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# Skills Examined

Think about whether the word sounds nice or mean, positive or negative

Also look at words that sound similar to it, as often words with similar beginnings or endings have the same kind of meaning! For example, an aerial view of a city means a city from the sky.

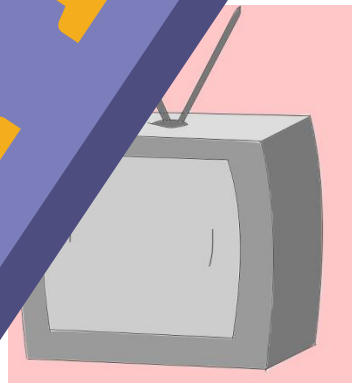
Although you might not have known what *aerial* means, you know that an *aeroplane* flies. It's no coincidence that these words start the same way: they both have the same meaning, and come from the Greek word for *air*!

### Example

Channel 12's *Morning Breakfast* has had a high popularity rating since it started televising in 2012.

Question 12: What is a popularity rating?

- a) The number of people in a country that are eating breakfast
- b) The number of people who travel overseas in the month of January
- c) The number of people who watch a particular TV show.
- d) The number of people who watch a particular TV show in 2012.



### Answer and Explanation

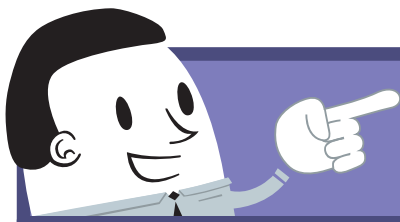
To answer this question, you need to know what it means to have a high popularity rating. A high popularity rating means that a lot of people take interest in that person or thing. Therefore, the popularity rating of a TV show is the number of people who are watching a particular TV show.

Question 12: What is a popularity rating?



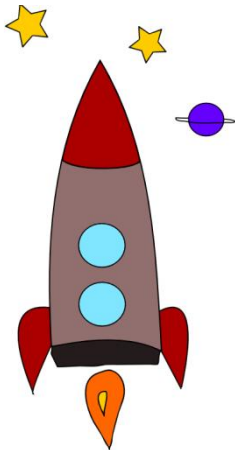
In the sentence without *televising*, it says that *Morning Breakfast* must therefore mean televising, as it is the only one that really

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# Skills Examined

## Compare and Contrast



Sometimes you will be asked to compare things that are alike or how they are different. This is called contrasting. For example, if you are asked to write about whether or not humans should explore space, you might discover that some people think it is very important. This would be a similarity.

However, one person might think that the money should be spent exploring space and another might think that money should be spent exploring the earth. This would be a difference.

### Example

My dad just loves scuba diving. He says that being in the ocean and sea creatures is like being on another planet. Mum prefers bushwalking. She loves the fresh air and the wide open space. Dad was so far underwater and breathing through a mask.

Question 14: In what way are the dad and mum different?

- a) They both work outdoors.
- b) They both enjoy being outdoors.
- c) They both love open spaces.
- d) They both love the great outdoors.

### Answer and Explanation

The dad loves scuba diving in the ocean whereas his mum loves bushwalking. Both activities are also outside. The story mentions nothing about endangers. Although the mum loves open spaces, the dad's love of the ocean is a difference.

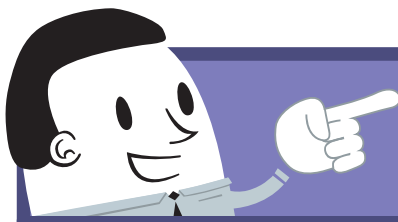
Question 15: How are the dad and mum different?

The dad loves scuba diving in the ocean whereas the mum loves bushwalking. The dad is a doctor whereas the mum is a doctor. The dad is lazy whereas the mum is fit and always goes hiking.

**Answer and Explanation:** a) The only way mentioned here that the dad and mum are different to each other is their view of scuba diving: the dad loves it and the mum doesn't. There is no mention of the mum being a doctor, and just because the dad doesn't hike as much as the mum it doesn't mean that he is lazy. Although they both love the great outdoors, this is a *similarity*, not a difference.



SAMPLE



# Practice Questions

Saskia is from London, and she recently got back from a holiday in an island country in Northern Europe. She went in the middle of winter, freezing cold and covered in snow. Read her travel diary below on the next page.



## Day 1 - Saturday

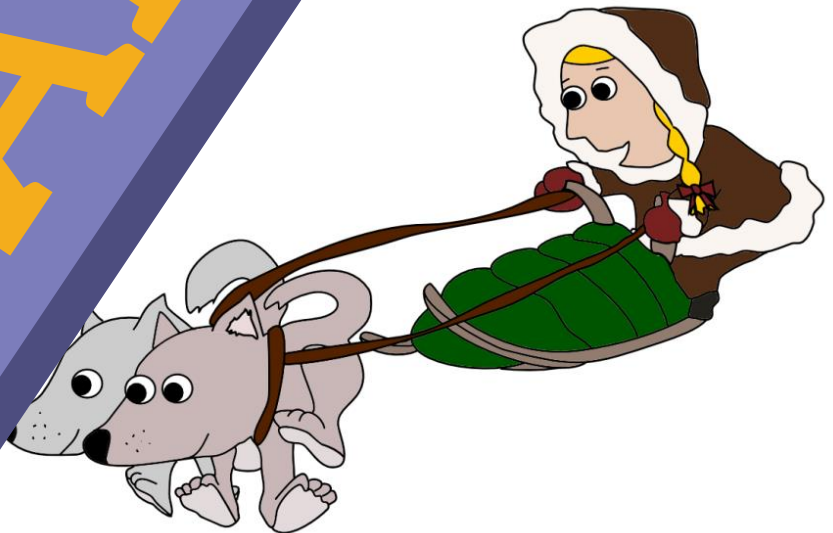
In winter, Iceland only gets about three hours of daylight, so Mum hired a car and drove us to our hotel. It has a hot spa with chocolate! After we unpacked, we headed to the harbour. Our tour guide gave us all warm, waterproof suits to put on. When the waves were rough and I felt a bit sick, but as soon as we saw the dolphins they jumped out of the water so close to the boat and it was such an amazing creature in the wild! After that, we went to a restaurant and had a vegetarian dish because she doesn't eat meat, and I had a hot chocolate. The hot chocolate was so delicious! On the drive home, the night lights are caused by the sun and are called the Northern Lights. Mum said they

## Day 2 - Sunday

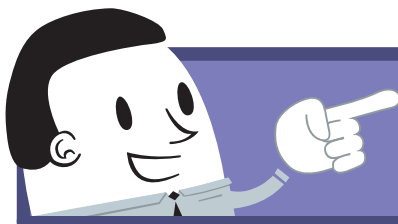
We made pancakes for breakfast with blueberries. I was so excited, because we were supposed to go dog sledding. The locals get around on sleighs dragged by special dogs. Dogs are used because we live in such a tiny apartment Mum says we can't have a dog. In the afternoon, a lot of the snow dogs were sick, so we couldn't go! Instead, we went to a geothermal area. We saw a geyser, which is a natural hot pool that shoots out water. The water is so hot that it turns into fountains of water into the air. It's like a hot spring. We saw a waterfall. So cool! On the way to the Blue Lagoon, we had an outdoor spa. When we got to the spa, there was this thick white steam. It is supposed to be good for your skin.

I was so sick last night, but

SAMPLE



How I pictured dog sledding in my head!



# Practice Questions

**Q1** When did Saskia fly home to London?

- a) Saturday morning
- b) Saturday night
- c) Sunday morning
- d) Sunday night



**Q2** Put the numbers in the boxes to show what order the events happened in. The first one has been done for you.

- Had reindeer for dinner.
- Went whale watching.
- Swam in the outdoor pools at Blue Bay.
- Went to a geyser and a frozen waterfall.
- 1 Checked in to the hotel and had a drink.
- Discovered dog sledding.
- Saw the Northern Lights.



**Q3** What person...

\_\_\_\_\_

\_\_\_\_\_

**Q4**

a) ... a while.

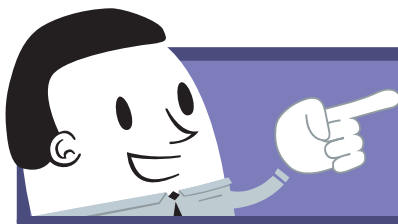


... page written in?

\_\_\_\_\_

\_\_\_\_\_

SAMPLE



# Practice Questions

**Q6** How are Saskia and her mum different?

- a) Saskia loves the cold weather but her mum hates it.
- b) Saskia likes dogs but her mum doesn't.
- c) Saskia eats meat, whereas her mum is a vegetarian.
- d) Saskia's mum can drive but Saskia can't.

**Q7** Why couldn't Saskia go dog sledding?

- a) Her apartment in London is too small to have a dog.
- b) There wasn't enough snow for the sled to run on.
- c) Many of the dogs were sick.
- d) It was too expensive.

**Q8** What is a geyser?

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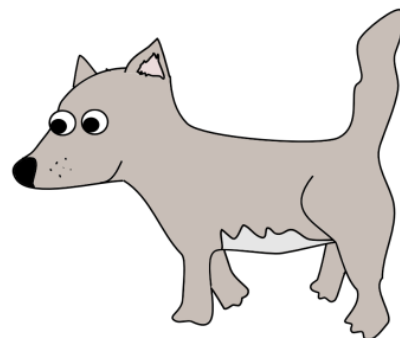
**Q9** Why did Saskia include a dog sledding video in her presentation?

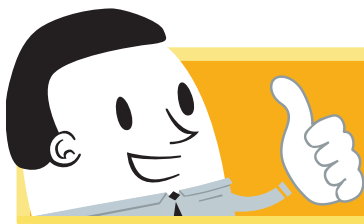
- a) To show what she had done on her dog sledding.
- b) To show what type of dog she had.
- c) To show where in London she had been.
- d) To show what she had learned about dog sledding.

**Q10** What was the purpose of the video?

- a) To compare the weather in London with the weather in Antarctica.
- b) To encourage her friends to go dog sledding.
- c) To show her friends how to look back on it one day.
- d) To show her friends how to have fun on her holiday.

What was the purpose of the video when she found out she couldn't go dog sledding?





# Practice Questions

Q1 When did Saskia fly home to London?

- a) Saturday morning
- b) Saturday night
- c) Sunday morning
- d) **Sunday night**



Q2 Put the numbers in the boxes to show what order the events happened in. The first one has been done for you.

- Had reindeer for dinner.
- Went whale watching.
- Swam in the outdoor pools at Blue Bay.
- Went to a geyser and a frozen waterfall.
- Checked in to the hotel and had dinner.
- Discovered dog sledding.
- Saw the Northern Lights.



Q3 What person...

First person.

Q4

a) ...ed.

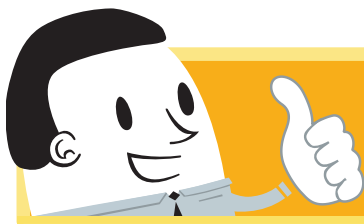
...a while.

...age written in?



SAMPLE





# Practice Questions

Q6 How are Saskia and her mum different?

- a) Saskia loves the cold weather but her mum hates it.
- b) Saskia likes dogs but her mum doesn't.
- c) **Saskia eats meat, whereas her mum is a vegetarian.**
- d) Saskia's mum can drive but Saskia can't.



Q7 Why couldn't Saskia go dog sledding?

- a) Her apartment in London is too small to have a dog.
- b) There wasn't enough snow for the sled to run on.
- c) **Many of the dogs were sick.**
- d) It was too expensive.

Q8 What is a geyser?

**A natural hot pool that shoots f**

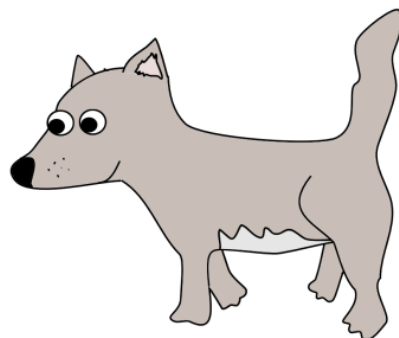
Q9 Why did Saskia include a dog in her travel vlog?

- a) **To show what she had done before she went dog sledding.**
- b) To show what type of dog she had.
- c) To show where her dog lived.
- d) To show what she had done on her dog sledding.

Q10 What was the purpose of Saskia's travel vlog?

- a) To compare her dog sledding experience to her holiday.
- b) To entertain her friends.
- c) **To show her friends that she can look back on it one day.**
- d) To show her friends that she had a good holiday.

Q11 What was the reason Saskia decided to go dog sledding when she found out she couldn't go dog sledding?





## Practice Questions

### Question One:

Students should have retrieved and synthesised information from the subheading and the body text to answer this comprehension question.

d) *Saskia has written "I was so sad to leave Iceland that I could not have flown home to London on Sunday."*

### Question Two:

Based on their understanding of the text, students should be able to list any of the featured activities Saskia did chronologically.

- 1 Checked in to the hotel and unpacked.
- 2 Went whale watching.
- 3 Had reindeer for dinner.
- 4 Saw the Northern Lights.
- 5 Discovered dog sledding.
- 6 Went to a geyser and a hot spring.
- 7 Swam in the outdoor pool.

### Question Three:

The use of first-person pronouns in the text demonstrated to students that this passage was written from a personal perspective.

### Question Four:

Students should be able to identify that Saskia's seasickness disappeared when she was distracted by the whales. *As soon as we saw the first whale I forgot all about my sore stomach.*

The diary-like style of writing should have indicated to students that the text was written from a personal perspective.

Students should be able to identify that only one of the four differences mentioned was listed in the text. This question tests their comprehension level and their ability to compare and contrast. The



***This answer guide is continued on the next page...***





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c) Saskia eats meat but her mum is a vegetarian. This came from a vegetarian dish because she doesn't eat meat, and I had reindeer. The fact that a car can't drive is not mentioned anywhere in the text, so this answer is an incorrect inference.

### Question Seven:

To answer this comprehension question, students should have been able to identify information that appeared in the text explicitly. The correct answer is:

c) The line, "However, when we got to the dogs' illness prohibited us from going dog sledding." indicates that the dogs' illness prohibited us from going dog sledding.

### Question Eight:

Students should have been able to identify the purpose of the text by interpreting or even just directly copying its explanation.

Model Response:

A geyser is a natural hot water in the air.

### Question Nine:

Based on their understanding of the text, students should have been able to infer the fact that Saskia couldn't go dog sledding due to the dogs' illness. The correct answer should have been able to infer its purpose for inclusion. The correct answer is:

a) The purpose of the text is to explain that Saskia had pictured dog sledding to be like in her head, but she had imagined she'd look like had she gone dog sledding.



identify the purpose of this text.

al reflections of feelings and events. They are generally not a's reason for keeping a record of her trip would just be for her to look nice.

This answer guide is continued on the next page...



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## Question Eleven:

Students should have been able to infer a character's emotions, personality and taste with their understanding of an event.

b) Saskia describes dogs as being her favourite animal because her apartment in London being too small, she was not looking forward to going dog sledding. When she found out that her dogs' illness, she would have been disappointed.

SAMPLE

