The pig and the puddle

The pig saw a big muddy puddle. It was dirty, deep and rusty brown. The pig thought it was wonderful. The pig looked at the farmer. The farmer shook his head. The pig ran fast, straight towards that wonderful puddle. Splash! Sploosh! Splosh!

The muddy water splashed high over the farmer. Brown drops of water fell on his hair, on his face and on his clothes. The pig looked at the farmer. The farmer frowned. Oh, I’m so muddy now, thought the farmer.

Then he shrugged his shoulders and he ran fast, towards the puddle. Splash! Sploosh! Splosh! The pig grunted and the farmer laughed.
Beach safety

Australia is a huge country with 25,760 kilometres of coastline. That’s a lot of beach! So it’s no surprise that going to the beach is one of our favourite things to do.

It is most important to stay safe while enjoying the beach. Look for the red and yellow flags on the beach. The area between the two flags is the safest place to swim. The flags also tell you that the area is being patrolled by lifeguards.

You will be safer and enjoy your swim if you remember these simple rules:

- always make sure a parent or other adult knows where you are
- always swim or surf with a friend
- always swim between the flags
- always read and obey any signs
- always stay calm if you get into difficulty in the water
- wave your arm to show you need some help.

Most importantly: If in doubt, stay out!
The procession

‘Okay you two, time to explore before dinner, but be back in half an hour, okay?’ said Dad. ‘And stay together!’

‘Look, I bet this goes to the beach,’ I said, running down the path with Zoe.

The path was lined with scraggy trees but quickly opened onto a broad expanse of white sand, complete with climbable rocks, rock pools and great surf. It was going to be a fantastic holiday!

As we headed back, a sudden shuffling noise in the shadows made us both jump. The sound stopped when we did, but we couldn’t see anyone and anyhow it was too close to the ground to be a person.

‘Look,’ said Zoe, pointing to a line of marks in the sand. ‘They weren’t there before, were they?’

‘I don’t think so,’ I said, ‘but …’ Suddenly the sound started up again—it was moving closer! We quickly found a low bush and we ducked out of sight behind it. Zoe’s eyes were wide. ‘Just watch,’ I told her.

We didn’t have to wait long. The shuffling had almost gone past us before we spotted it: a shadowy, upright little figure waddling along, completely oblivious to our presence. It was soon followed by several others.

‘Wow! Penguins?’ whispered Zoe, breathless. I nodded as if I had known all along, but was just as amazed as she was.

‘They nest on land, probably up in that long grass we passed,’ I whispered to her. ‘They come back at night from the sea to feed their chicks.’ Zoe’s grin was luminous in the fading light.

Looking down towards the water, little penguins made their clumsy way up the path, and disappeared into the darkness beyond.
Why we should care about Antarctic krill

The ecosystem of the huge Southern Ocean that surrounds Antarctica depends upon tiny creatures that weigh only about two grams each. There are so many of these creatures and they travel in such massive groups (swarms) that, in spite of their small size, they can be seen from space! Without them the food web of the Southern Ocean would fall apart. These tiny yet indispensable creatures are Antarctic krill.

Most marine animals in the region—including mammals such as whales and seals, birds such as penguins and albatrosses, and most varieties of fish—have a diet largely made up of Antarctic krill. A blue whale eats about four tonnes of these tiny prawn-like organisms each day. Significant changes to the number of krill in the Southern Ocean will affect all these species.

Although they are among the most abundant animals on Earth, Antarctic krill are at risk. Environmental changes and commercial krill fishing have reduced their numbers and now the Southern Ocean has too few krill to support the populations of animals that depend on them. Studies show that drops in krill populations in even small areas can lead to a decline in the number of penguins, whales and seals.

What can be done?
The AKCP (Antarctic Krill Conservation Project) wants limits for Antarctic krill fishing lowered. The Convention on the Conservation of Antarctic Marine Living Resources is an international agreement which sets limits on fishing in Antarctic waters. A change to the convention could safeguard the krill and the magnificent creatures that depend on them for future generations.
Lost and found in space

Space litter
For many years, humans have explored space—but you might not know that travelling in space often leaves behind litter. In fact, at this moment, there are millions of objects in space which are orbiting Earth at dangerous speeds—the leftovers of all that space traffic.

Objects in space
Most of this left-behind waste is made up of fragments of satellites and spacecraft. Items vary in size, with some being as large as trucks! Some of the most well-known objects are those lost by astronauts themselves, including a glove, a camera and even a toothbrush!

Watch out!
Trying to prevent collisions with space litter is very important for people working on spacecraft. Objects in space travel so quickly that they can be very dangerous. In space, even objects as small as one centimetre can cause a lot of damage to spacecraft and satellites. Scientists monitor the movements of many of these objects to help astronauts stay safe and protect spacecraft. However, the very small objects are not easy to trace. This means that astronauts working on the outside of spacecraft sometimes have to take emergency shelter when a piece of space litter takes them by surprise.

Under control?
Fortunately, improvements in how spacecraft and satellites are built mean that they are now less likely to leave space litter. However, existing space junk remains a problem and scientists are still investigating the best solution. As space exploration continues, it is hard to understand how the battle against space pollution can be won.
Hi Mum,

How are you? How's work on the garden going?

It's all go here, with the move and everything. I think I'll have to order more boxes—I've filled half of them already. We've taken countless carloads to the recycling centre but we've gathered so much junk over the years—it's never-ending!

We're trying to get Andy involved—he's been helping Mike with the packing. It's hard for him, especially because of the play at school. And you know he's got good friends here—it's not going to be easy to just start over in a new town. He's not saying much so I think he must be feeling a bit anxious. He's going to have a longer journey to school as well which I know he's not happy about.

Anyway, can't wait to see you soon. I'll call later in the week.

Love,

Cara

---

Hi Gran,

Guess what? We're doing Matilda as our school play and it's going to be so funny. Mr Casal is putting in all these jokes and we're making our own costumes—I think we might need to practise our sewing as well as our acting!

It's busy here getting ready for the move. Mum's stressed so I've been staying out of her way. But it looks like most of our stuff is packed now. I've been helping Dad pack up my room and I've found lots of things I thought I'd lost. Dad says it's too far to walk to the new school so I'm getting a bike! Really excited about that and the new school's got these clubs like computer coding and science club ... so awesome!

See you soon—I can't wait to see the new pond. 😊

Andy
Sara’s early morning

On Saturday morning, Sara got up early to play football.

She put on her football shirt and black shorts. Then, she pulled on some long socks. Next, she carried her football boots to the door and put them on.

‘I thought you played football on Sunday, not Saturday!’ said Sara’s dad.

‘Oh, yeah!’ said Sara, and she went back to bed.
Read *The pig and the puddle* on page 2 of the magazine and answer questions 1 to 6.

1. Where does this story most likely take place?
   - a zoo
   - a garden
   - a farmyard
   - a park

2. How did the farmer get muddy?
   - He fell into the puddle.
   - The pig splashed him.
   - The pig pushed him into the puddle.
   - He was trying to rescue the pig.

3. How do the pig and the farmer feel at the end of the story?
   - sad
   - angry
   - tired
   - happy

4. Why did the farmer shake his head at the pig?
   - He didn’t know what the pig wanted.
   - He didn’t want the puddle disturbed.
   - He wanted to go into the puddle first.
   - He didn’t want the pig to run into the puddle.
### Year 3 Reading

#### Question 5
The words *Splash! Sploosh! Sploosh!* describe the
- [ ] sound of the puddle.
- [ ] colour of the puddle.
- [ ] size of the puddle.
- [ ] feel of the puddle.

#### Question 6
What did the farmer do that made him seem cross?
- [ ] He shook his head.
- [ ] He frowned.
- [ ] He shrugged his shoulders.
- [ ] He laughed.

---

Read *Beach safety* on page 3 of the magazine and answer questions 7 to 13.

#### Question 7
The main purpose of this text is to
- [ ] explain why people go to the beach.
- [ ] answer a list of questions.
- [ ] list some facts about Australia.
- [ ] provide important information.

#### Question 8
Which word means the same as *patrolled* in the second paragraph?
- [ ] used
- [ ] closed
- [ ] watched
- [ ] cleaned
9. According to the text, the area patrolled by lifeguards is
   - marked by red and yellow flags.
   - too crowded for swimming.
   - the most dangerous part of the beach.
   - only for parents and children.

10. According to the text, if you are swimming and need some help you should
    - look for the flags.
    - wave your arm.
    - swim to a safe area.
    - look for an adult.

11. Why is the last line written in **bold** text?
    - It is the last rule.
    - It is the hardest rule.
    - It is the most important rule.
    - It is the most sensible rule.

12. What does *stay out* mean at the end of the text?
    - go home
    - stay away from the beach
    - stay out of the lifeguards’ way
    - do not go in the water

13. Dot points have been used in this text to
    - make the rules simple to follow.
    - make the text more attractive.
    - order the rules from shortest to longest.
    - show which rule is the most important.
Read *The procession* on page 4 of the magazine and answer questions 14 to 19.

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Where are the main characters?</td>
</tr>
<tr>
<td></td>
<td>- on a school outing</td>
</tr>
<tr>
<td></td>
<td>- at a wildlife park</td>
</tr>
<tr>
<td></td>
<td>- on a family holiday</td>
</tr>
<tr>
<td></td>
<td>- on a fishing trip</td>
</tr>
<tr>
<td>15</td>
<td>Which word best describes Zoe in this text?</td>
</tr>
<tr>
<td></td>
<td>- eager</td>
</tr>
<tr>
<td></td>
<td>- impatient</td>
</tr>
<tr>
<td></td>
<td>- restless</td>
</tr>
<tr>
<td></td>
<td>- determined</td>
</tr>
<tr>
<td>16</td>
<td>What makes the characters think that the sounds they hear are not made by a person?</td>
</tr>
<tr>
<td></td>
<td>Choose <strong>two</strong>.</td>
</tr>
<tr>
<td></td>
<td>- The sounds are too loud to be a person.</td>
</tr>
<tr>
<td></td>
<td>- The sounds are obviously made by penguins.</td>
</tr>
<tr>
<td></td>
<td>- There are no people nearby.</td>
</tr>
<tr>
<td></td>
<td>- The sounds are very close to the ground.</td>
</tr>
<tr>
<td></td>
<td>- They had seen penguins at the beach before.</td>
</tr>
<tr>
<td>17</td>
<td>What first alerts the children to the presence of the penguins?</td>
</tr>
<tr>
<td></td>
<td>- They see penguin nests in the grass.</td>
</tr>
<tr>
<td></td>
<td>- They hear rustling in the dark.</td>
</tr>
<tr>
<td></td>
<td>- They see a penguin on the beach.</td>
</tr>
<tr>
<td></td>
<td>- They hear the penguin chicks.</td>
</tr>
</tbody>
</table>
18 Look at the paragraph beginning ‘I don’t think so.’.
What is the main purpose of this paragraph in the text?
○ to introduce a complication
○ to build suspense
○ to describe the setting
○ to give information about a character

19 The penguins in the text move in
○ a hurried way.
○ a delicate way.
○ a careless way.
○ an awkward way.

Read Why we should care about Antarctic krill on page 5 of the magazine and answer questions 20 to 26.

20 The writer attempts to persuade readers by
○ informing them of a problem for marine life and its solution.
○ encouraging them to study Antarctic krill populations.
○ entertaining them with surprising facts about marine life.
○ instructing them on how the ocean ecosystem works.

21 Who are the ‘we’ that the title of this text refers to?
○ human beings
○ countries near Antarctica
○ marine animals in the region
○ the Antarctic Krill Conservation Project
22. What does the writer compare and contrast in the text?
   - the range of marine life in Antarctic regions and elsewhere
   - the diet of blue whales and the diet of krill
   - the number of mammals and the environments they occupy
   - the size of Antarctic krill and their ecological importance

23. What is the role of the Convention on the Conservation of Antarctic Marine Living Resources?
   - to catch and study fish in Antarctic waters
   - to restrict commercial fishing in Antarctic waters
   - to identify the kinds of fish in Antarctic waters
   - to safeguard fishing rights in Antarctic waters

24. In the last sentence of the text, the writer is
   - unsettled.
   - hopeful.
   - patient.
   - excited.

25. Which problem does the text focus on?
   - Massive groups of krill are covering the Southern Ocean leaving little space for other marine animals.
   - Blue whales eat such a large quantity of krill that there is little left for other marine animals.
   - The declining number of Antarctic krill is affecting the whole food web of the Southern Ocean.
   - The Southern Ocean has very little food available so marine animals must depend on tiny creatures like krill.
The writer would hope that this text
- raises awareness of the importance of Antarctic krill.
- encourages the study of the feeding habits of Antarctic animals.
- supports further investigation into the life cycle of Antarctic krill.
- discourages people from visiting Antarctic waters to view the krill.

**Read Lost and found in space on page 6 of the magazine and answer questions 27 to 32.**

27 Where would you most likely find this text?
- in a leaflet about recycling
- in a book of science fiction stories
- in a guide for new astronauts
- in a science magazine

28 Look at the **Objects in space** section.

Why does the writer use a comparison to trucks to describe space litter?
- because travelling in space is like travelling on roads
- to explain to the reader how space travel works
- to explain space litter using a familiar object
- because almost all space litter is the same size as trucks

29 Why do scientists sometimes find it difficult to monitor space litter?
- because many objects are too small to detect
- because space litter has damaged their satellites
- because moving among floating objects is so dangerous
- because most objects move too quickly to see
Under control?

Why does the writer use this subheading?

- to show that scientists have a solution to the problem of space litter
- to encourage the reader to answer a question
- to show that the future management of space litter is uncertain
- to show that scientists have been asked many questions about space litter

Fortunately, improvements in how spacecraft and satellites are built mean that they are now less likely to leave space litter. (paragraph 4)

What does the word Fortunately tell you about the writer?

- They feel lucky to be involved in space travel.
- They are pleased about the new changes.
- They are daydreaming about the future.
- They are being unrealistic about space litter.

Which two words are used to show that scientists are trying to track space litter?

Choose two.

Scientists monitor the movements of many of these objects to help astronauts stay safe and to protect spacecraft. However, the very small objects are not that easy to trace. This means that astronauts working on the outside of a spacecraft sometimes have to take emergency shelter when a piece of space litter takes them by surprise.
Read *Emailing Gran* on page 7 of the magazine and answer questions 33 to 37.

33 Which activity is **not** mentioned by **both** Cara and Andy?
- the play
- packing for the move
- visiting the recycling centre
- going to visit Gran

34 Why does Andy begin his email with *Guess what*? Choose **two**.
- because he is not sure what to write about
- to show how excited he is feeling about the play
- to make Gran want to read more
- because he wants Gran to try to answer
- to show that he is eager to talk about the move

35 Which of the following statements best describes Andy’s thoughts and feelings about the play?
- He thinks his mum is worried about him participating in the play.
- He is confident the costumes will be the highlight of the play.
- He is anxious that he will not have time to practise because of the move.
- He thinks the play will be funny but is unsure about the costumes.
36 What does Andy do that leads his mum to misunderstand how he is feeling?
  ○ He talks about the school play.
  ○ He speaks less often.
  ○ He complains about his new school journey.
  ○ He tries to help with the packing.

37 Which of the following statements about Gran are true and which are false?

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gran is moving in with Andy and Cara.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gran has helped with Andy's packing.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Gran has been making changes to her garden.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

STOP – END OF TEST
PRACTICE QUESTIONS

Read Sara’s early morning on page 8 of the magazine and answer questions P1 to P3.

P1 Which of these clothes did Sara put on?
Choose two.
- shirt
- hat
- socks
- dress
- scarf

P2 Which word describes Sara’s socks?

Then, she pulled on some long socks.

P3 Which of the following sentences are true and which are false?

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara plays football on Sunday.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sara was late.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sara made a mistake.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
My big idea!

Write a persuasive text about an idea that would improve your classroom, school or community. Give reasons why it is a good idea by explaining how it might be useful and what its benefits are.

You can use your own idea or you can use an idea on this page.

- **Start with an introduction.**
  An introduction lets a reader know what you are going to write about.

- **Write your opinions on the topic.**
  Give reasons for your opinions. Explain your reasons.

- **Finish with a conclusion.**
  A conclusion sums up your reasons so that a reader is convinced of your opinions.

**Remember to:**

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinions
- pay attention to your spelling and punctuation
- check and edit your writing.
P1  The spelling mistake in this sentence has been circled. Write the correct spelling of the circled word in the box.

I go to school on a **buss**. 

---

P2  There is one spelling mistake in this sentence. Write the correct spelling of the word in the box.

He has **bloo** eyes.

---

**Shade one bubble to show your answer.**

P3  Which word completes this sentence correctly?

I like going **as** the city.

---

**Shade one bubble in each row to show your answer.**

P4  Shade one bubble in each row to show whether the sentence is correctly completed by *is* or *are*.

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The spelling mistakes in these sentences have been circled. Write the correct spelling of each circled word in the box.

<table>
<thead>
<tr>
<th></th>
<th>The (babe) is asleep in the cot.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Happiness is another word for (joi).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The bird was (flaping) its wings.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Farst is the opposite of slow.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>One (snale) had a large shell.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The dentist gave me two new (toothbrushes).</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Joe has twenty (sense) to spend at the shop.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I hung a (towl) on the line to dry.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The Equator is an (imaginary) line circling Earth.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The cake (micksture) was dry so I added some milk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I <strong>tript</strong> and fell on the broken footpath.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I am not sure <strong>weather</strong> I will go fishing or not.</td>
<td></td>
</tr>
</tbody>
</table>

**There is one spelling mistake in each sentence. Write the correct spelling of the word in the box.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I saw the boy <strong>hitt</strong> the ball.</td>
</tr>
<tr>
<td>14</td>
<td>Do not <strong>leen</strong> your bike against the window.</td>
</tr>
<tr>
<td>15</td>
<td>I can't wait to watch that action <strong>movie tonite</strong>.</td>
</tr>
<tr>
<td>16</td>
<td>The guide at the zoo showed us a <strong>buterfly</strong> that was bright blue.</td>
</tr>
<tr>
<td>17</td>
<td>The school uniform is a white <strong>shert</strong> and green trousers.</td>
</tr>
<tr>
<td>18</td>
<td>The smallest kitten was the only one born with a <strong>krooked</strong> tail.</td>
</tr>
<tr>
<td>19</td>
<td>The musician played the melody on her <strong>recordar</strong>.</td>
</tr>
<tr>
<td>20</td>
<td>The coach had to <strong>cansel</strong> training because of her knee injury.</td>
</tr>
</tbody>
</table>
We expect that the package will be delivered tomorrow.

The quality of the vegetables at the supermarket is excellent.

The spilt milk left a massive puddle of liquid in the refrigerator.

He sifted two cups of flour into the bowl to make the batch of pancakes.

The event is a valuable fundraiser for the charity we supported.

For questions 26 to 49, shade one bubble to show your answer.

26 Dad wants a dog. Mum wants a cat.
Which word can be used to join these two sentences correctly?
Dad wants a dog  Mum wants a cat.

or  but  still  for

27 Which word completes this sentence correctly?

are very happy.

They  She  It  I
### Year 3 Language Conventions

#### Question 28
Which punctuation mark completes this sentence correctly?

Stir the dry cake ingredients before adding the melted chocolate

- comma
- question mark
- full stop
- quotation mark

#### Question 29
Which is correct?

- an hour
- an house
- an hospital
- an hammer

#### Question 30
Which word is the correct contraction of should not?

- shouldn’t
- should’nt
- shouldn’t
- shoul’dnt

#### Question 31
Which sentence is correctly completed by the word is?

- Both my brother and sister [ ] older than me.
- Someone from my class [ ] going to speak at the assembly.
- All the books in the library [ ] checked once a year.
- Some of the hailstones [ ] still on the lawn.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 32       | Which sentence is correct?  
|          | ○ He arrived to the train station on time.  
|          | ○ He arrived at the train station on time.  
|          | ○ He arrived for the train station on time.  
|          | ○ He arrived up the train station on time.  |
| 33       | Which word in this sentence is a verb?  
|          | The plane flew smoothly.  
|          | ○ The  
|          | ○ plane  
|          | ○ flew  
|          | ○ smoothly  |
| 34       | In this sentence why does the word Oscar begin with a capital letter?  
|          | My dog, Oscar, is very playful.  
|          | ○ to show it is a noun  
|          | ○ because it comes after a comma  
|          | ○ to show it is a special pet  
|          | ○ because it is a proper noun  |
| 35       | Which is a complete sentence?  
|          | ○ After we had finished breakfast.  
|          | ○ We hurried to the bus stop.  
|          | ○ The bus disappearing into the distance.  
|          | ○ Meant we were late.  |
36 Which is punctuated correctly?
- Sally has a new friend he lives next door to her.
- Sally has a new friend He lives next door to her.
- Sally has a new friend. he lives next door to her.
- Sally has a new friend. He lives next door to her.

37 The huge earth-moving machine looked like a hungry dinosaur opening its jaws.

This sentence is most likely to come from
- an argument.
- a narrative.
- a report.
- a procedure.

38 Which sentence is punctuated correctly?
- Remember to buy milk, orange, juice, and bananas at the shop.
- Remember to buy milk, orange juice and bananas at the shop.
- Remember to buy milk, orange, juice, and bananas, at the shop.
- Remember to buy milk, orange juice and bananas, at the shop.

39 Which word tells you this sentence is an opinion?

The boy believed that his favourite team was certain to win the football grand final.
- believed
- favourite
- team
- certain
- win
40 Which sentence is written in the past tense?
- I borrowed books about cars when I go to the library.
- I borrow books about cars when I went to the library.
- I borrowed books about cars when I went to the library.
- I borrow books about cars when I am going to the library.

41 Beat the eggs with the milk.
This type of sentence is called
- a statement.
- an exclamation.
- a request.
- a question.
- a command.

42 What **type of word** completes this sentence?
Although I also play football, [ ] is still my favourite game.
- an adverb
- an adjective
- a noun
- a verb
43 Which word in this sentence is an adverb?

There was a cloud of hungry insects flying busily around the smelly bin.

- cloud
- hungry
- busily
- smelly

44 Which word in this sentence is an action verb?

Although our uncle felt very tired, he wanted to see the movie so he came with us.

- felt
- tired
- wanted
- came

45 Why doesn’t this sentence need quotation marks?

Tom said that he forgot to bring his library book.

- It happened last week.
- Tom has finished talking.
- These are not Tom’s actual words.
- It doesn’t say who was talking to Tom.

46 In this sentence why is there an apostrophe in the word job’s?

Before school my job’s feeding the cat.

- because it is a noun
- to show whose job it is
- to show there is a letter missing
- because there is more than one job
47 Which event occurs first?

Lea put on lots of sunscreen and set off on a long walk. She had already packed the backpack she carried with her lunch and the drink that she had put in the freezer overnight.

- Lea put on sunscreen.
- Lea set off on a walk.
- Lea packed her backpack.
- Lea put her drink in the freezer.

48 Which is the pronoun in this sentence?

The visitors played a game of Monopoly with us after lunch.

- visitors
- game
- Monopoly
- us
- lunch

49 Which sentence is correct?

- The box of matches is beside the barbecue and the plate of chops is on the table.
- The box of matches is beside the barbecue and the plate of chops are on the table.
- The box of matches are beside the barbecue and the plate of chops are on the table.
- The box of matches are beside the barbecue and the plate of chops is on the table.
Shade one bubble in each row to show your answer.

<table>
<thead>
<tr>
<th></th>
<th>its</th>
<th>it's</th>
</tr>
</thead>
<tbody>
<tr>
<td>The kitten licked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paws then went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to sleep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The puppy follows us</td>
<td></td>
<td></td>
</tr>
<tr>
<td>around when</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hungry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the horse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finished eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hay yet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dog has a new</td>
<td></td>
<td></td>
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<tr>
<td>lead as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one broke.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STOP – END OF TEST