

Year 9 NAPLAN Reading Worksheet

This practice test is a great refresher to remind students of the kinds of questions that they might facing during NAPLAN *Reading* and *Language Convention* assessments.

43 Questions



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Questions

Read the text *With the Cattle* to answer questions 1-6.

WITH THE CATTLE

An extract from the poem by A.B. "Banjo" Paterson

The drought is down on field and flock,
The river-bed is dry;
And we must shift the starving stock
Before the cattle die.
We muster up with weary hearts
At breaking of the day,
And turn our heads to foreign parts,
To take the stock away.
And it's hunt 'em up and dog 'em,
And it's get the whip and flog 'em,
For it's weary work is droving when they're dying every day;
By stock-routes bare and eaten,
On dusty roads and beaten,
With half a chance to save their lives we take the stock away.

1. Read the first four lines of the poem.
What will happen to the cattle if they don't move them?
 - a. The cattle might eat the wrong grass and get sick.
 - b. The stockman will not get paid.
 - c. They will not get as much money for the cattle when they sell them.
 - d. The cattle will die.

Answer: _____

2. Which of the following pictures best represents the cattle the poet is writing about?



Answer: _____

3. What words can you find in the first four lines that tell you directly how dry it is?
- a. shift the starving stock
 - b. Before the cattle die.
 - c. field and flock
 - d. The river bed is dry.

Answer: _____

4. They are taking the cattle
- a. to be sold in the cattle sales.
 - b. further down the river.
 - c. to a place where it is cooler.
 - d. to a place with plenty of grass for them to eat.

Answer: _____

5. What do the words *on dusty roads* indicate to you?
- a. There is a dust storm.
 - b. It has been raining recently.
 - c. It is very windy.
 - d. It is very dry and dusty.

Answer: _____

6. What is the tone of the poem? How do you think the poet was feeling when he wrote these lines?
- The tone is excited and enthusiastic.
 - The tone is joyful.
 - The tone is light-hearted and happy.
 - The tone is sad but determined.

Answer: _____

Read the text *Man in Ultramarine Pajamas* and answer questions 7-12.

Extract from *Man in Ultramarine Pajamas*

by Lily Mabura, Nairobi, Kenya

There is this man that I know.

It's a quiet morning that gives the impression that there isn't another soul awake for miles. The sun's rays, coming from an odd angle through the sycamore trees, stand between him and me. Some leaves sparkle like green marble, as the rays touch them and are then reflected away. The sun manages to filter through others, turning them into sheer, greenish yellow screens.

On any other morning I would have gladly painted it, this expansive palette of Chrysolite, with flickering shadows cast from dry, dark twigs. You'd see it as I see it, interlaced with lengths of cobweb that are only visible at this time of the day when the angling of the light has them glistening, like hairline rainbows. But there he is and I worry that he might awaken, that the light might change, that there might never be such a moment again.

7. The detailed description of the light, trees and cobwebs suggest that:
- a. the narrator is not interested in form and colour.
 - b. the narrator is more interested in people than nature.
 - c. the narrator is concerned about a possible change in the weather.
 - d. the narrator has an artist's eye for form and colour.

Answer: _____

8. In this extract, the narrator is anxious and excited at seeing:
- a. the cobwebs like hairline rainbows.
 - b. the man.
 - c. the flickering shadows.
 - d. the sun slanting through the sycamore leaves.

Answer: _____

9. The narrator is observing a man. He is
- a. Sleeping
 - b. Admiring the morning light
 - c. Going for a walk
 - d. Standing

Answer: _____

10. The words *glistening like hairline rainbows* refer to:
- a. the cobwebs.
 - b. the sycamore trees.
 - c. the dry, dark twigs.
 - d. the leaves.

Answer: _____

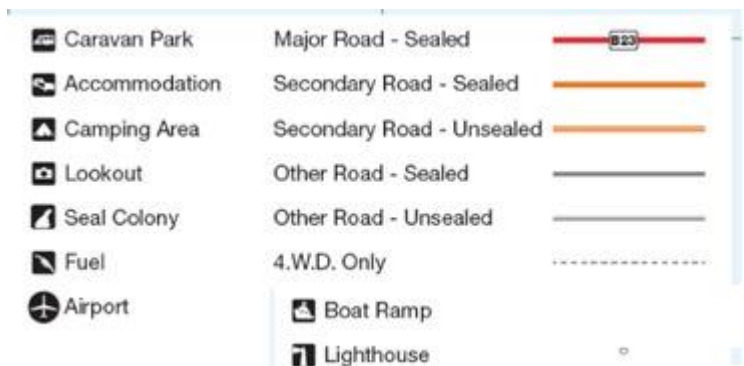
11. The words *glistening like hairline rainbows* are an example of
- a. Personification
 - b. Alliteration
 - c. a simile
 - d. a metaphor

Answer: _____

12. The words *this expansive palette* are an example of
- a. a simile.
 - b. alliteration.
 - c. personification.
 - d. a metaphor.

Answer: _____

Look at the *Kangaroo Island Map* and answer the questions and answer questions 13-19 below.



13. Which statement is true?
- There are very few unsealed roads.
 - The roads are all sealed.
 - There are many major roads.
 - There is only one major road.

Answer: _____

14. The map gives you the impression that:
- visitors would need to bring their own food and a tent to sleep in.
 - there is not much interest in tourism on the island.
 - tourism is an important industry on the island.
 - there are not many places for visitors to stay on the island.

Answer: _____

15. The island would be a good place to visit if you wanted
- to be close to the ocean
 - to be a long way from the ocean.
 - to go driving along major, sealed roads.
 - to visit a big city and go shopping.

Answer: _____

16. If you arrived at Kingscote and drove to the airport, you would be driving along
- secondary roads and major roads.
 - unsealed roads only.
 - major roads only.
 - secondary roads only.

Answer: _____

17. The words *unsealed road* mean
- roads that have tar but no footpaths.
 - roads without street lighting.
 - roads without tar; gravel or dirt roads.
 - roads that have tar but no lines down the middle.

Answer: _____

18. What is the purpose of the labeled diagram at the bottom of the map?
- a. to tell you how to get to the island.
 - b. to explain the meaning of the symbols used on the map.
 - c. to tell you what to pack if you were visiting the island.
 - d. to tell you how expensive a holiday would be on the island.

Answer: _____

19. At Point Marsden near North Cape, you would be able to see
- a. the airport.
 - b. Hog Bay Road.
 - c. the lighthouse and perhaps a ferry on the ocean.
 - d. Emu Bay.

Answer: _____

Read the text *Tawhiri, Maori God of Wind and Storms* and answer questions 20-23.

Tawhiri, Maori God of Wind and Storms

Tawhiri was very angry with his brothers. They disagreed about whether their parents, Rangi (the sky) and Papa (the Earth), should be separated. His brothers won, sky and earth were separated, and Tawhiri was furious.

As the god of wind and storms, Tawhiri had a way to retaliate against his brothers. He hid in the sky and plotted his revenge.

From his place in the sky, he sent thunderstorms and hurricanes to his brother Tane-mahuta, the god of forests. The tall trees of the forests cracked and fell.

He sent storms over the oceans to punish his brother Tangaroa, the god of the sea. Waves and whirlpools of water upset the oceans.

He sent storms to his brothers Haumia-tikitiki and Rongo-ma-tane, the gods of food. These brothers were protected by their mother the Earth. She held them close and they were not harmed by the storms Tawhiri sent.

The last brother, Tu-matauenga, withstood the wind and storms that Tawhiri sent. This brother was the god of fierce humans.

Tawhiri had thirteen cloud children who lived in the sky. Some of the cloud children were dark and stormy and others were light and puffy. He was also the father of rain, mist, and fog.

The story of Tawhiri and his family is a part of the mythology of the Maori people from New Zealand and eastern Polynesia.

20. The story suggests that Tawhiri
- a. got on well with his brothers.
 - b. did not get on well with his brothers.
 - c. loved his parents.
 - d. was jealous of his brothers.

Answer: _____

21. Tawhiri is a god who
- a. the Maori people feared.
 - b. brought gifts for the Maori people.
 - c. the Maori people loved.
 - d. the Maori people did not think about much.

Answer: _____

22. The story suggests that
- a. the weather was always good in Polynesia
 - b. the people did not worry about the weather in Polynesia
 - c. the people had an easy life with nothing to worry them.
 - d. the people had to be fierce to survive.

Answer: _____

23. The story explains that destructive storms and hurricanes occur because
- a. the brother gods are having a tournament.
 - b. the earth is trying to protect her children.
 - c. Tawhiri is punishing his brothers.
 - d. the earth and the sky are upset with their children.

Answer: _____

24. The purpose of the text is to
- tell people about the history of Flinders Island.
 - encourage people to spend their holidays on Flinders Island.
 - explain the land use on Flinders Island.
 - outline the distribution of population on Flinders Island.

Answer: _____

25. The pictures on the website suggest that Flinders Island has
- spectacular desert scenery.
 - good snow in winter and you could ski.
 - a lot of interesting shops.
 - interesting natural features: beaches, mountains and wildlife.

Answer: _____

26. The words *Flinders Island Adventures will guide you* are used to make you think that
- it is very difficult and dangerous terrain on Flinders Island.
 - it is difficult to find interesting things to see on Flinders Island.
 - you have to plan carefully if you want to visit Flinders Island.
 - the tourist guides will help you and you do not have to plan very carefully.

Answer: _____

27. To find out more about tours on Flinders Island the quickest way would be to
- click on the link named *Home Page*.
 - click on the link named *Island Tours* on the left hand side.
 - click on the link named *About Flinders Island*.
 - write to the tourism department using the address given.

Answer: _____

28. The headings at the top of the page are made to stand out by
- using lower case letters only.
 - using underlining and italics.
 - using upper case letters only.
 - using large print and different coloured print.

Answer: _____

29. Words in the text used to make you think Flinders Island is a wonderful place to visit are
- mountains and beaches*
 - largest and island*
 - idyllic and stunning*
 - warm and many*

Answer: _____

30. The text suggests that
- a. there are no roads on the island.
 - b. the only transport is by foot.
 - c. it is helpful to have a 4WD vehicle.
 - d. people are encouraged to bring their own cars.

Answer: _____

Read the text adapted from *Fuelled* by Marcie Hans and answer questions 31-33.

Adapted from *Fuelled* by Marcie Hans

Fuelled by a million man-made wings of fire
the rocket tore a tunnel through the sky
and everybody cheered.

Fuelled
only by nature's mystery
the seedling
urged its way
through the thickness of black-
and as it pierced
the heavy ceiling of the soil
and launched itself
into the light-
no
one
even
clapped.

31. The people watching the rocket launch are excited because
- they think that this is something clever that man has done.
 - they think the rocket launch will make the world a better place.
 - they think that the rocket launch will make them wealthy.
 - it is a beautiful sight.

Answer: _____

32. Read the last four lines. The effect of putting each word on a line by itself is to
- make you, the responder, take more notice of the other lines in the poem.
 - make sure the lines are the same length as the other lines in the poem.
 - encourage you, the responder, not to read these short lines.
 - make you, the responder, take more notice of them and their message.

Answer: _____

33. This poem does not have
- alliteration.
 - rhyme and stanzas of the same length.
 - assonance.
 - word pictures or images.

Answer: _____

Read the text *Food Safety Rules* and answer the questions 34-37.

Food Safety Rules



Cold storage

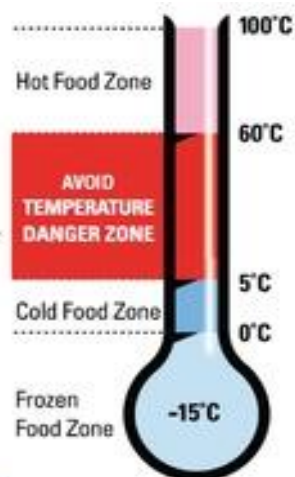
* Store food at 5°C or colder.

* Thaw food in your fridge, away from and below cooked or ready-to-eat food.

Preparation

* Do not keep food in the temperature danger zone. Return to refrigerator during delays in preparation.

* If food has been in the temperature danger zone for 4 hours or more, throw it out.



Cross-contamination

Cross-contamination occurs when harmful bacteria spread to food from other food, surfaces, hands or equipment. This can lead to food poisoning.

* Keep raw food separate from cooked or ready-to-eat food.

* Use separate utensils and cutting boards when preparing raw and cooked foods.

34. According to the text you should
- a. not buy high-risk food since it is easily contaminated.
 - b. defrost food on the bench in the kitchen.
 - c. limit the time high-risk food is kept in the temperature danger zone.
 - d. not keep cooked food with ready to eat food.

Answer: _____

35. This information is mainly intended for
- a. people buying food.
 - b. people working in a kitchen.
 - c. people who eat a lot of fast food.
 - d. people who work on the check-out in the supermarket.

Answer: _____

36. The main reason that the diagram of the thermometer is so large is to
- a. add an attractive diagram to the large amount of printed text.
 - b. impress people with the importance of temperature in keeping food safe.
 - c. allow space for the large amount of printed text associated with it.
 - d. make it easier to read.

Answer: _____

37. The picture of various foods at the top of the text is there to
- indicate the sort of food being referred to in the text.
 - attract people's attention so that they will read the text.
 - illustrate the high-risk food group.
 - emphasise the fact that this text is about food safety.

Answer: _____

Read the text *Biography: J. K. Rowling, creator of Harry Potter* and answer the questions 38-43.

Biography: J. K. Rowling, creator of Harry Potter.

Ms. J. K. Rowling was born on July 31st, 1965 in Chipping Sodbury, Gloucestershire, England. During her childhood, Ms. Rowling lived next door for a time to people whose name was Potter.

Originally, Ms. Rowling worked as a secretary. Disorganized and bored, she preferred writing; scribbling her stories whenever she could. When Ms. Rowling was 26 years old, she moved to Portugal to work as an English teacher. Here, she taught in the afternoons and evenings so that she could be free to work on her writing during the mornings. It was during this period that she began working on a story about a wizard. Ms. Rowling then moved to Edinburgh, Scotland so that she could be near her younger sister, Di.

Ms. Rowling became determined to finish her Harry Potter novel and get it published. Often, she would write in restaurants, where she could stay warm while she wrote. When the book was completed and after several rejections, Ms. Rowling sold the novel *Harry Potter and The Philosopher's Stone*, to Bloomsbury in the UK for the equivalent of about \$4,000.

To support herself, Ms. Rowling began working as a French teacher. Then after several months, Arthur A Levine Books/Scholastic Press bought the American rights to the first Harry Potter book, and Ms. Rowling received enough money to give up teaching and write full time. Ms. Rowling has described this moment as the happiest of her life.

Ms. Rowling quickly wrote a sequel to the first novel, *Harry Potter and The Chamber of Secrets*. This was published in July 1998 in the UK, and in 1999 in the USA. Immediately after this successful sequel a third book, *Harry Potter and The Prisoner of Azkaban*, was published in July and September of 1999, in the UK and the USA, respectively.

By the summer of 2000, Ms. Rowling had earned over \$400 million for her first three Harry Potter books, which have been printed in 35 languages and sold over 30 million copies. Because of her domination and incredible success on the New York Times bestseller list, the decision was made to introduce a bestseller list for children's books, which would eliminate the dominating factor of these bestsellers on the current New York Times bestseller list. This brought a tremendous amount of relief and happiness to a lot of competing authors - and a tremendous honour to Ms. J K Rowling.

38. Read the last paragraph. When the New York Times brought in a bestseller's list for children's books, many competing authors were relieved. This was because
- these authors wrote books for adults and they did not like being beaten by books for children.
 - they thought it was unfair that books about magic should win.
 - they thought only books for adults should be taken seriously and put on the list.
 - they did not have to work so hard to get on the list.

Answer: _____

39. The words "*the dominating factor of these bestsellers*" suggest that
- more of the Harry Potter books were bought than all other books that year.
 - there was not much competition from other books.
 - there had to be a lot of advertising to sell these books.
 - people were surprised at how well the Harry Potter books were selling.

Answer: _____

40. Read the last paragraph. The text suggests that:
- Not many authors are interested in the New York Times bestseller list.
 - The New York Times bestseller list is not important.
 - J. K. Rowling had planned to get her name on the New York Times bestseller list.
 - Many authors would like to get their names on the New York Times bestseller list.

Answer: _____

41. The words *Harry Potter and The Chamber of Secrets* are in italics because
- they are important to the meaning of the sentence.
 - they are made to stand out for the responder.
 - they are the name of one of the books.
 - they are to be read more loudly than the other words.

Answer: _____

42. When J. K. Rowling sent her first book to the publishers, the text suggests that publishers
- a. knew at once that her first book was going to be a best seller.
 - b. knew at once that a successful film could be made from the book.
 - c. did not know at first, how well her book was going to sell.
 - d. were eager to publish her work.

Answer: _____

43. The purpose of this text is to tell you
- a. how J. K. Rowling came to write such successful stories.
 - b. about J. K. Rowling's life.
 - c. how J. K. Rowling came up with the idea for her novels.
 - d. what J. K. Rowling thinks about her success.

Answer: _____

The Answers.

Hey! No peeking until you've finished...



Question 1

Answer: (d) The cattle will die

Question 2

Answer: (a)

Question 3

Answer: (d) the river bed is dry

Question 4

Answer: (d) to a place with plenty of grass for them to eat

Question 5

Answer: (d) it is very dry and dusty

We get in our heads a lot of ideas about what a barren, dry place is like, and what it must look like when a herd of cattle is driven through such a landscape. However we want to focus on these specific words, *on dusty roads*; these words only tell us that it is very dry and dusty.

Question 6

Answer: (d) the tone is sad but determined

Question 7

Answer: (d) the artistic descriptions of nature tell us that the narrator has an artist's eye for form and colour.

Question 8

Answer: (b) the man

The narrator is excited and anxious to see the man. She is anxious to paint him before the light changes and the moment is lost.

Question 9

Answer: (b) sleeping

The text says 'he might awaken'. This tells us that the man is sleeping.

Question 10

Answer: (a) the cobwebs

Question 11

Answer: (c) a simile

Question 12

Answer: (d) a metaphor

Question 13

Answer: (d) there is only one major road

Question 14

Answer: (c) tourism is an important industry on the island

Question 15

Answer: (a) to be close to the ocean

Question 16

Answer: (a) Major roads and secondary roads

Question 17

Answer: (c) Roads without tar; gravel or dirt roads

Question 18

Answer: (b) to explain the meaning of the symbols used on the map.

Question 19

Answer: (c) the lighthouse and perhaps a ferry on the ocean.

Question 20

Answer: (b) did not get on well with his brothers

Question 21

Answer: (a) the Maori people feared

Question 22

Answer: (d) the people had to be fierce to survive

Question 23

Answer: (c) Tawhiri is punishing his brothers

Question 24

Answer: (b) encourage people to spend their holidays on Flinders Island

Question 25

Answer: (d) interesting natural features: beaches, mountains and wildlife.

Question 26

Answer: (d) the tourist guides will help you and you do not have to plan very carefully

Question 27

Answer: (b) click on the link named *Island Tours* on the left hand side.

Question 28

Answer: (d) Using large print and different coloured print

Question 29

Answer: (c) *idyllic* and *stunning*

Question 30

Answer: (c) it is helpful to have a 4WD vehicle

Question 31

Answer: (c) they think it is something clever that man has done

Question 32

Answer: (d) make you, the responder, take more notice of them and their message.

Question 33

Answer: (b) rhyme and stanzas of the same length

Question 34

Answer: (c) limit the time high-risk food is kept in the temperature danger zone.

Question 35

Answer: (c) People working in a kitchen

Question 36

Answer: (b) impress people with the importance of temperature in keeping food safe.

Question 37

Answer: (c) illustrate the high-risk food group

Question 38

Answer: (c) these authors wrote books for adults and they did not like being beaten by books for children

Question 39

Answer: (a) more of the Harry Potter books were bought than all other books that year.

Question 40

Answer: (d)

Harry Potter was "dominating" the best seller list - which meant it was preventing other authors from getting onto the list. This was such a problem that the New York Times decided to make a new list just for books like the *Harry Potter* series - and that this left other authors with a sense of "relief" because now they could get into the best seller list themselves.

Clearly many authors would like to get their names on the New York Times bestseller list.

Question 41

Answer: (c) they are the name of one of the books

Question 42

Answer: (c) did not know at first, how well her books would sell

Question 43

Answer: (b) about J. K. Rowling's life