

YR 7 NAPLAN LITERACY

Student Name:







.....

The Year 7 NAPLAN Test Literacy Workbook

Education Support Programmes Pty Ltd

1st Edition

Contents

Introduction.....	1
Chapter 1 Grammar.....	4
Chapter 2 Punctuation.....	34
Chapter 3 Spelling.....	42
Spelling Practice Test 	47
Chapter 4 Narrative Writing.....	53
Narrative Writing Task Practice Test 	68
Chapter 5 Persuasive Writing.....	72
Persuasive Writing Task Practice Test 	89
Chapter 6 Reading.....	93
Reading Task Practice Test 	110
Chapter 7 NAPLAN-style Practice Questions 	118
NAPLAN-style Language Test 	119
Appendix Activity and Practice Test Answers.....	125

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Introduction

About the test

The NAPLAN Test—the National Assessment Program Literacy and Numeracy Test—is a battery of tests for which you will sit in May. There are four tests spread over three days.

Tuesday	Wednesday	Thursday
Language Conventions (45 minutes)	Reading (65 minutes)	Numeracy (40 minutes x 2) (80 minutes in total) (With calculator and without calculator)
Writing (45 minutes)		

How can you benefit from the test?

The test can identify areas of your learning in which you are at, or above a national standard, as well as identify areas of weakness which may require extra attention. Your parents and teachers are made aware of your strengths and weaknesses and together they can help you plan for improvement. The tests are carefully planned so that your progress over your years of schooling can be monitored and any strengths developed and any weaknesses addressed. The test is also helpful in ensuring a student who moves interstate is placed in the correct class.

What the test is not

Because of the differences in each of the States' education systems the NAPLAN Test cannot make comparisons between the effectiveness of the system in each state. For example, the average age of students doing the test in different states varies from 12 years and 9 months to exactly 12 years, so, by the time the tests are done in Year 7, students in some states will be up to nine months older and thus would be expected to perform better.

Your test results

In mid-September your parents will receive a NAPLAN report. The report will show how your results compare with all other students in Australia who sat for the test. The report will show:

- the national average
- the range for the middle 60 percent of students
- whether you have achieved the national minimum standards.

Due to copyright restrictions we are unable to copy or summarise the NAPLAN Student Report but we have included a web address which will take you to a sample report which details how to read the results and what is being assessed.

To view an example of the Year 7 NAPLAN Report, go to the following web address:

http://www.naplan.edu.au/verve/_resources/NAPLAN_yr_7_with_mean_example.pdf

POINT TO NOTE

The graph will show the national minimum standard for your year level. If your result is within the Year 7 band you have demonstrated the basic elements of literacy and numeracy needed to participate in Year 7. If your result is below the bottom band for the year level it means you have achieved at least some of the skills but will need further focused intervention and additional support to achieve the skills required to progress satisfactorily through schooling.

If your result is in the lower bands, it is advised that you and your parents discuss support strategies with your teacher.

Brief overview of each chapter:

KEY



Activities



Tests

Chapter 1: Grammar

14

A review of grammar includes: Nouns, Rules for Forming Plurals, Pronouns, Adjectives, Verbs, Adverbs, Participles, Gerunds, Prepositions, Conjunctions and Relative Pronouns. Figurative Language includes Similes, Metaphors, Alliteration, Personification, Rhyme, Rhythm, Exaggeration and Onomatopoeia. The second section on Cohesion includes: Connectives, Reference, Substitution, Ellipsis, Time Sequencing and Cause and Effect. The final section on Sentence Structure includes: What is a Sentence?, Simple Sentences, Phrases, Complex Sentences, Clauses, Compound Sentences.

Chapter 2: Punctuation

2

A very useful review of punctuation is provided in this chapter which covers the use of Capital Letters, Full Stops, Commas, Question Marks, Exclamation Marks, Colons, Semicolons, Apostrophes, Hyphens, Quotation Marks, Dashes, Brackets and Ellipses.

Chapter 3: Spelling

1

This chapter provides a spelling list of a selection of words which require attention as well as often misspelt words. Spelling practice tests are provided in NAPLAN-style format.

Chapter 4: Narrative Writing

4  1 

This chapter provides techniques for improving the quality of your writing. It includes areas of planning, paragraphing and structuring sentences with activities to reinforce the techniques taught. Also included is a web address link to criteria for assessing written work in the NAPLAN test. Tips on time management will help you use the test time effectively. A bank of words has been developed to assist you to improve the quality of your written expression. A writing practice test is provided in NAPLAN-style format.

Chapter 5: Persuasive Writing

4  1 

This chapter builds on the techniques learned in the previous chapter and provides techniques for planning and writing an effective persuasive response. You will learn how to plan and construct a logical argument; to develop a persuasive vocabulary and effective techniques for building a strong argument. You will practise writing a captivating introduction, a persuasive argument and a powerful conclusion.

Chapter 6: Reading

6  1 

The RRA (Read, Read, Apply) technique is taught in this chapter. This follows with seven selected readings and associated questions on each reading to reinforce the concepts taught. A practice NAPLAN-style test concludes the chapter.

Chapter 7: NAPLAN-style Language Test

2 

A NAPLAN-style test consisting of 50 questions involving Spelling, Punctuation and Grammar. Includes several Practice Questions before the main test.

Appendix: Activity and Practice Test Answers

Answers are provided to the activities and practice test questions presented throughout the workbook.

Grammar

Developing material to help Year 7 students prepare for the NAPLAN test is difficult because of the scope of the guidelines given by the Studies Authorities. We have decided to take a comprehensive view of grammar requirements because English at any level requires accurate and effective use of grammar.

A. Vocabulary

Nouns

A noun is the name of a person, animal, place, thing or idea.

There are four types of nouns:

Proper

These are the names for people, places or things:

Isabel, Hobart, Brisbane Entertainment Centre, Treasurer.

Common

These are the names of things of the same group:

flower, house, boat, painter, builder.

Collective

These are the names of groups of similar objects:

school, avenue, crowd, flock.

Abstract

These are the names of ideas, feelings or actions.

sadness, joy, anxiety, flight, speed.



Activity 1.1

1. List ten common nouns found in:

- a) your home _____

- b) the school _____

Relative Pronouns

Relative pronouns are words which introduce an adjectival clause. They follow the noun to which they refer except when preceded by a preposition. There are five relative pronouns:

who, whose, whom, which, that.

The truck that I saw was loaded with new cars.

The children to whom I sent the clothes I had grown out of really appreciated them.

The parents whose child came top of the class were very pleased.

Activity 1.5

1. Complete the following sentences by adding the correct relative pronoun:

- a) The log under _____ the rabbit had burrowed offered good protection for its family.
- b) The man _____ car was damaged by the hail was very upset.
- c) The refugees _____ they had helped were very grateful.
- d) The van _____ brought our new lounge suite arrived before we arrived home.

2. Join the following sentences using either conjunctions or relative pronouns:

- a) Our friends went home. The game was over.

- b) They changed into their swimming togs. They went for a swim.

- c) Jenny felt dizzy. She looked down from the top of the cliff.

- d) Bessie, our dog, was sick. Mum rang the vet.

3. Read the text and answer the questions which follow.

After the welcome rain failed to stop, the people realised that they were in for flooding. The streams rose rapidly and became rushing torrents joining each other and rapidly swelling the river which rose alarmingly. Those whose homes were safe from the rising waters rushed to the aid of those whose homes were in the path of the rapidly flowing water. As the sun sank below the horizon they all knew what was in store: sandbagging, salvaging furniture, rescuing people and pets, no sleep and cold water.

Note: In the test you will be asked to shade the correct bubble with a 2B pencil.

a) In the first sentence, the word *welcome* is used as a

- ☐ a noun.
- ☐ a verb.
- ☐ an adjective.
- ☐ an adverb.

b) In the second sentence, the word *rapidly* is used as a

- ☐ a noun.
- ☐ a verb.
- ☐ an adjective.
- ☐ an adverb.

c) In the final sentence, the colon (:) is used to

- ☐ introduce an idea.
- ☐ introduce a list.
- ☐ separate items in a list.
- ☐ separate two complete ideas.

POINT TO NOTE

When checking your answers you will find an *a, b, c* or *d* corresponding to the 1st, 2nd, 3rd or 4th option.

4. Rewrite the following sentences making the required corrections.

a) We expected to hear of Brown being elected.

b) Each of the boys filled their pockets with stolen fruit.

- c) We never heard no scream.

- d) He would of come except that his bike had a puncture.

Figurative language

Figurative language is a tool which an author uses to help the reader to visualise what is happening in the story or poem. Two figurative devices most commonly used are Similes and Metaphors.

Similes

A simile is a comparison with a person or object possessing the quality being compared. It is usually introduced by 'like' or 'as'. For example:

as slow as a wet week,

as flat as a pancake,

He pounced like a tiger.

The horse ran like the wind.

The examples listed are very common similes. Developing fresh similes is a skill which will enhance your writing.



Activity 1.6

1. Fill in the blank spaces in the following sentences with a simile—original if possible.

- a) The car was like _____, as it ploughed into the stationary vehicles.
- b) “This class is like _____!” exclaimed the teacher.
- c) “Tidy your bedroom; it looks like _____.”
- d) He was shaking like _____ when he stood up to give his speech.
- e) Justin Bieber’s fans are like _____.
- f) Ben was as cranky as _____.
- g) The waves were crashing on the rocks like _____.
- h) Jane was as happy as _____.

2. Sometimes we use similes for which the comparison is the opposite of the initial word, thus ‘as clear as mud’ means that it is not clear at all. Using the following, develop similes which contain this opposite comparison.

- a) as easy as _____
- b) as quick as _____
- c) as quiet as _____
- d) as sharp as _____
- e) as smooth as _____
- f) as fresh as _____
- g) as _____ as _____
- h) as _____ as _____

Metaphors

A metaphor likens one thing to another by saying it is that thing. For example,

The moon was a silver ball rising above the sea.

The moon is not a silver ball but looked like one as it rose above the horizon.

Spelling

Spelling accuracy plays an important part in the NAPLAN Literacy test. Many of the questions in the language conventions section of the test require correction of spelling. It also is one of the criteria in the Writing section of the test. The following spelling lists were created by combining words from several lists of useful words with lists of often misspelled words.

NOTE TO TEACHER

There are 42 lists of ten words each. The ideal would be to complete four lists per week. This should mean that all of the lists would be completed prior to the exam. I am aware that the ideal will be difficult to achieve. It may be an idea to spread the lists between Years 6 and 7. You are welcome to copy the lists if you wish to use them in Year 6 as well. At the end of the lists there are some NAPLAN-style questions designed to be weekly tests.

Remember the best way to learn to spell words and to build your vocabulary is to use the words in your writing and your conversation.

1

brother
said
ability
rapid
apparently
different
accuse
radical
administration
quote

2

walk
light
advantage
quality
affect
effect
about
right
purchase
agreement

3

aircraft
publish
language
tomorrow
alternative
taught
annual
stock
anywhere
people

4

approached
beautiful
would
knock
proposal
necessary
children
thought
naughty
approach

5

violent
thought
mouth
promise
laugh
because
programme
program
bridge
professional

6

yellow
juggernaut
production
definitely
private
persuasive
bought
brought
arrive
assess

Narrative Writing

The Writing section of the NAPLAN test examines your ability to write clear, interesting and effective prose. The best way to be successful in the test is to consciously attempt to improve the quality of your writing every time you need to write in all subjects. A well expressed and interesting science report is likely to score more marks than one of equal scientific content which is poorly expressed.

In the test you will be asked to take the given topic and spend 40 minutes planning and writing a response to the stimulus. This section of your NAPLAN preparation will guide you through the planning and writing of a high quality response.

Planning a Narrative Text

The first five minutes of the writing task must be spent planning your response. Your response book remains closed and you will use a sheet of paper which is provided for planning.

There are different ways to develop an effective plan. Here are some suggestions:

Imagine your story and do one of the following:

- Brainstorm ideas and then rearrange them into a logical order of paragraphs.
- Draw a quick sketch which will assist you as you write.
- When writing a narrative, make a time line which organises the sequence of events in your story.

You should decide which approach best suits you well before the test.

Let us take the following writing prompt and develop a response.

Coming Home

In this practice you are going to write a narrative or story.

Use 'Coming Home' as the starting idea for your story.

Remember the structure for a narrative:

- ✓ setting
- ✓ characters
- ✓ complication
- ✓ solution

REMEMBER:

- to plan your story before you start.
- to vary sentence structure.
- to choose interesting words.
- to write in paragraphs.
- to be careful with spelling.
- to edit when you have finished.

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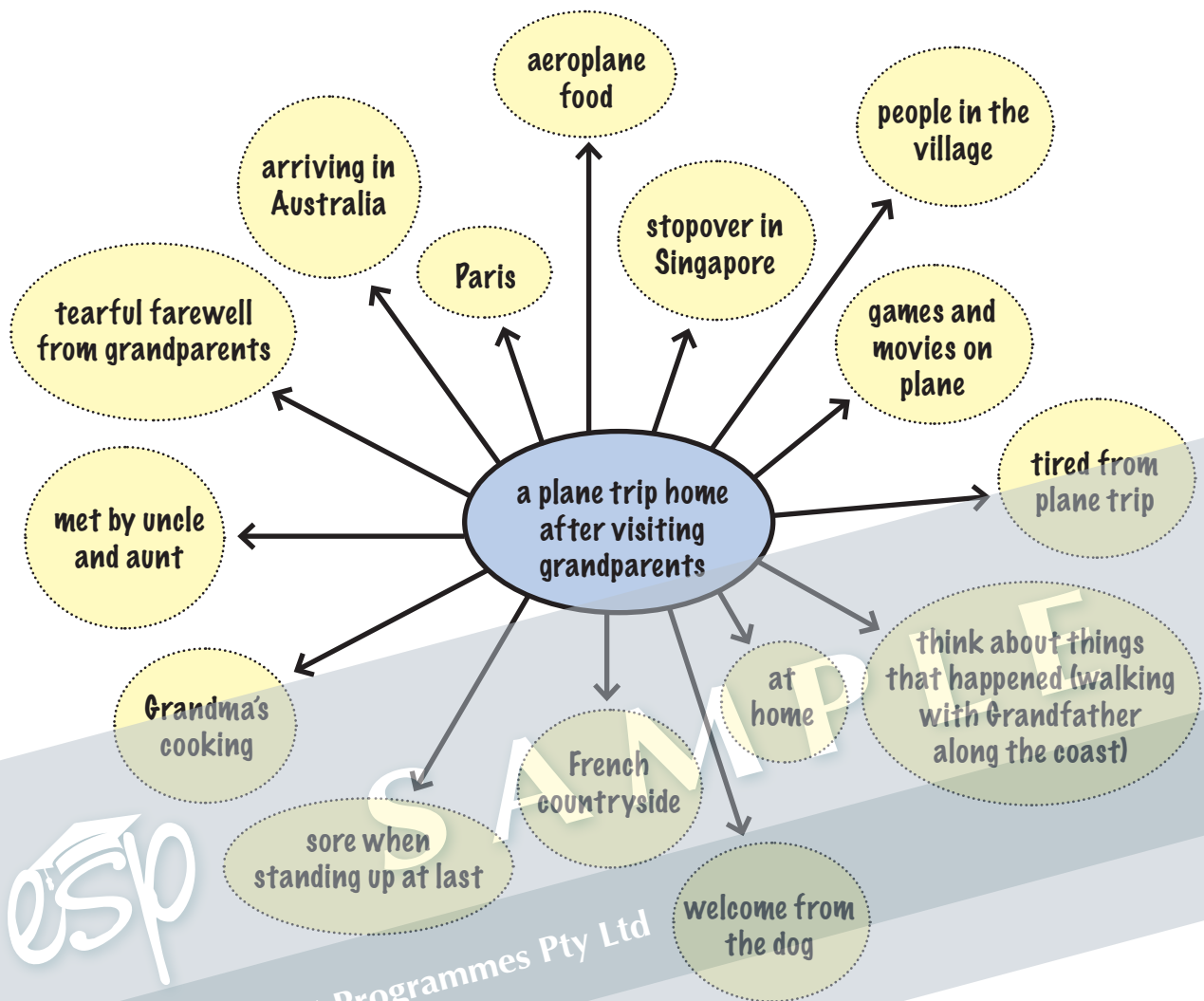
Firstly, give your imagination the freedom to explore as many different story ideas as possible. The stimulus material will help you think of ideas.

The following is a list of ideas which may arise:

pioneers travelling over the mountains to settle, travellers coming home from outer space, a bus, plane, ship or train trip (long or short) home, home after war or prison, returning after a hike.

In this example let us choose 'a plane trip home after visiting grandparents'.

Next, brainstorm ideas for a story.



Next, from the mind map, choose the ideas you want to use and arrange them into a logical order.

1. tearful farewell
2. thinking about your grandmother and grandfather
3. aeroplane food
4. stopover in Singapore
5. games and movies on the plane
6. arriving in Brisbane, tired from plane trip, customs, uncle and aunt
7. home, welcome from the dog
8. stories, gifts, bed
9. next day at school

Persuasive Writing

As the name suggests the purpose of persuasive writing is to convince the reader that what you say is correct. This type of writing can be used:

- when arguing for or against a particular point of view in order to convince others to accept your argument and conclusion.
- when trying to convince someone to buy a product.
- when trying to convince someone to do something.
- when trying to convince others to share your beliefs or values.

Generally speaking persuasive writing requires the presentation of a logical argument aimed at convincing the reader to believe or do something. As in debating it involves developing an argument and presenting it in a rational, clear, concise and convincing manner. Sometimes, in a debate for example, you may be required to argue convincingly against what you actually believe about a topic.

Some genres which require persuasive language are persuasive essays, persuasive letter writing and advertising.

To build a persuasive argument you must:

- establish facts to support your argument.
- clarify relevant values.
- ensure that your facts are sequenced in order to build the argument.
- recognise any emotional reactions to the issue.

Getting Started

1. Consider the topic and list the points **for** and **against**.
2. Decide which side of the argument you will be able to argue best. It is best if you are able to **write in favour of what you believe** about a topic as you are more likely to write with conviction and thus be more convincing.
3. Choose your arguments. It can be a good idea to choose a couple of opposite arguments and to refute (argue against) those in the course of your response.

It is essential to remember that the goal of persuasive writing is to convince the reader of your position. The language you use needs to reinforce your conviction that your opinion on the topic is the correct one. The reader needs to see that you have thought about the topic and that you are capable of producing a logical argument to strongly support your position.

Once you are satisfied that you have listed all the arguments for and against and decided which side you are going to defend then you are ready to plan your writing task.

A persuasive piece has three parts—INTRODUCTION, BODY and CONCLUSION.

Introduction

In the introduction you state the topic and state the position you are taking. As with other forms of writing it is essential that the introduction attracts the attention of the reader. The reader should get the impression that you have thought about the topic and you know what you believe about it. Here are some suggestions which would help you to achieve this.

1. Start with a question.

Have you ever stopped to think what the world would be like if all bird life was extinct?

2. Begin with a quote which supports your argument.

"If we continue to pollute the atmosphere with poisons and gases all bird life will be extinct in 50 years," states South Australia's chief scientist.

3. Start with a strong statement of your position.

Greed not only consumes our environment, it also consumes our animal and bird life.

4. Start with a statistic or a fact which supports your argument.

By the year 2020, 50% of all animal and bird life will be extinct.

An introduction could read as follows:

Greed not only consumes our environment, it also consumes our animal and bird life as well. Our unquenchable thirst for new, better and more cars and washing machines and kitchens and houses is created by more and more invasive advertising and fed by companies greedy for more profits. Awareness of environmental destruction is not considered in this race to fulfil our manufactured dreams.

Body

In this part of the task you present your arguments and evidence to support your position. A good plan when you are presenting your arguments is to introduce your strongest argument first but leave your second strongest argument for last. Each point needs to be made concisely in two or three sentences. The first sentence should state the point or reason. Then in one or two sentences you should back up the reason with clear and persuasive language. After making the first point, work through your arguments logically. **Your goal is to have readers agreeing with you as they read your work.**

Five techniques which will help you build a strong argument are:

1. Repetition

As you work through your arguments you can reinforce your position by making the same point in several different ways. Make sure that, at the end of each point, you restate your position.

2. Build a Consistent Argument

As you work your way through your various arguments, continue to reinforce your argument clearly and simply, avoiding any diversions or explanations which will distract the reader from your argument.

3. Present Evidence

The strongest arguments will be those which can be supported by evidence. Present this evidence convincingly as you develop the argument in the paragraph.

4. Comparisons are Useful

If readers are able to relate your argument to something they already know to be true then they will be more likely to agree with you, so comparisons are useful.

5. Use Persuasive Language

Emotive, attention-grabbing language which shows a strong point of view will add to the quality of your work.

Conclusion

The conclusion will summarise the strongest arguments in a logical way and make a final clear statement of what you want the reader to believe or do.

Assessment of your Persuasive Writing Task

While the assessment of your Persuasive Writing Task will be based on much the same criteria that apply to narrative writing, there are some which apply specifically to persuasive writing. Thus the criteria applying to character development have been replaced by criteria assessing rhetorical techniques. At present there is no comprehensive marking guide available, however, the following link explains how the persuasive text will be marked:

http://www.naplan.edu.au/faqs/writing_2011_faqs.html#Howwillthepersuasive

A comparative chart of Narrative and Persuasive Criteria can be accessed at:

http://www.naplan.edu.au/verve/_resources/NAPLAN_Writing_description_compare_2011_file.pdf

As with the Narrative Writing Criteria it is a good idea to go to the site and make a summary of the criteria so that you become aware of what is required.



Activity 5.1

Study the criteria for the highest grade in each criterion and make a list of these requirements for each of the ten criteria. When you are writing persuasive prose in future try to keep these in mind. It would be a good to make a chart of these and put it in a prominent place so that you can become familiar with the criteria. This may help you to learn and to apply them automatically when you write.

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Persuasive Writing Task Practice Test

Write a response to persuade the reader to agree with your point of view.



COUNTRY LIFE

is better than



City Life.

REMEMBER:

- to organise your ideas.
- to make your writing interesting and persuasive.
- to write in sentences, checking punctuation and spelling.
- to make sure you stay on topic and develop one idea in each paragraph.
- to check and edit your work.

Remember the
structure for
persuasive writing:

- ✓ introduction
- ✓ body
- ✓ conclusion

Reading

In this chapter you will learn how to answer questions which show you understand what you have read. Generally in a set of questions relating to a reading there will be some questions which require you to recall the details contained in the reading, while other questions will require you to interpret and to show you understand what you have read.

Answering questions which require Inference

The questions which are asked at the end of each reading are designed to test your understanding of the passage. This includes your understanding of the details contained in the passage and of the vocabulary used. As well as this literal comprehension you may be required to respond to the implications and inferences of the passage. This requires you to recognise key words which convey ideas and events which help you to have a fuller understanding of what the writer intended. You could think of it as *reading between the lines*. It is necessary to use this skill to get the most out of your reading.

For example:

As the light faded, Anne became anxious to be out of the forest and on familiar territory.

From the passage we can infer that Anne was walking in the late afternoon. This is indicated by the words 'light faded'. We can also infer that she was afraid. The word 'anxious' conveys this message. These key words give the clues to the inferred meanings.

Read the following sentences and explain how the underlined key words identify the writer's intended meaning.

1. As John limped away from his mangled bike he could not help think how lucky he had been.

2. When he heard the thunder, Sam began to wonder if sheltering under the tree had been the wisest thing.

3. The roar of the water overwhelmed the hikers as they struggled along the path.

Share your answers with the class.

The ability to build on prior knowledge and ‘read between the lines’ will help you to be alert to the implications and assumptions the writer makes and thus help your full understanding of what you read.

Answering comprehension questions

An effective way to ensure that you answer the comprehension questions properly is to use the following method:

THE RRA METHOD

R – READ

Begin by reading the questions about the passage. Make sure you are fully aware of what is being asked. Read all the questions so that when you are reading through the passage you will notice where the answers are. This will make your reading more efficient and help you to answer the comprehension more quickly and more effectively.

R – READ

Once you understand what you are being asked, then read through the stimulus material carefully.

A – APPLY

When you are answering the questions you should use the elimination method. The elimination method requires you to **look for the wrong answer rather than the correct answer**. When you are confident an answer is incorrect, eliminate it from further consideration. Continue this process until there is only one answer left. This remaining answer will be the one you mark.

Let us practise this technique by working through the following reading comprehension.

Let us use the following non-fiction passage ‘Australian Extinctions before 1788’ to learn how to use the technique.

R – READ

Remember the first step is to read the questions before you read the passage and be clear what is being asked in each one.

1. The first Australians arrived by
 - ☐ ship.
 - ☐ canoe.
 - ☐ foot.
 - ☐ horses.
2. Plants and animals became extinct because the
 - ☐ aborigines killed them.
 - ☐ climate changed.
 - ☐ animals killed each other because there was no food.
 - ☐ continent was covered in ice.
3. Among the largest animals in early Australia were
 - ☐ elephants.
 - ☐ giant alligators.
 - ☐ giant kangaroos.
 - ☐ hippopotamuses.
4. When the sea rose
 - ☐ all the animals died.
 - ☐ the aborigines were cut off from the rest of civilisation.
 - ☐ most of the aborigines living on the coast drowned.
 - ☐ the coastline remained much the same.
5. The name ‘megafauna’ was
 - ☐ a giant kangaroo.
 - ☐ a small elephant.
 - ☐ big animals.
 - ☐ also known as a diprotodon.
6. During the 60 000 years before 1788
 - ☐ there were lions in Australia.
 - ☐ all kangaroos weighed at least a tonne.
 - ☐ most of Australia was swamp.
 - ☐ aborigines first lived in the north of the country.

Get a clear picture in your mind of what each questions asks:

Question 1 asks how the first Australians arrived.

Question 2 asks for the reason why extinctions occurred.

Question 3 asks for the name of the largest animal.

Question 4 asks what happened when the sea rose.

Question 5 asks for the meaning of ‘megafauna’.

Question 6 asks what happened before 1788.

R – READ

As you read through the passage, keep these six things in mind and when you come across what you think is an answer put the question number at the front of the line in the passage.

Australian Extinctions before 1788

This reading is taken from *Deadly invasions: introduced species in Australia* by G. Pyers, J. Dahlenburg and R. Gott.

The first Australians arrived here 60,000 or more years ago. Today their descendants are called Australian Aborigines or indigenous Australians. It was a very long time between the arrival of the Australian Aborigines and the arrival of James Cook and the colonisation of Australia by Europeans.

The ancestors of the Australian Aborigines probably first arrived in the north of Australia by crossing stretches of land and swamps that are now under the sea. The sea level later rose, leaving them in relative isolation for thousands of years. The continent that they found was very different from the Australia we know today. There were plants and animals living here then that are now extinct. The climate has changed over time. The sea level has risen or fallen several times, which means the coastline was different from how it is today. There were giant marsupial kangaroos, koalas and wombats, some weighing 1000 to 1500 kilograms—as much as a small elephant or hippopotamus. These are generally called megafauna, which means big animals. One of the biggest was the diprotodon. It is thought to have been about 1.8 metres high and about 3 metres long and weighed more than 1000 kilograms.

There were also giant kangaroos with names like *Procoptodon Goliath* and *Macropus Ferragus* which were about 2.6 metres high. There was also a marsupial lion *Thylacoleo Carnifex*.



A – APPLY

Once you have finished reading, apply the elimination method to each question.

1. The first Australians arrived by

- ☐ ship.
- ☐ large boats.
- ☐ foot.
- ☐ horses.

You would have prior knowledge about this part of our history so you would know that the first option is incorrect because 60,000 years ago there were no ships.

Similarly, there were no large boats so the second option is incorrect.

The third option appears to be correct because they could get there by walking across the land masses.

The fourth option is incorrect because, as you know, aborigines did not ride horses.

Thus option three is correct.

2. Plants and animals became extinct because the

- ☐ aborigines killed them.
- ☐ climate changed.
- ☐ animals killed each other because there was no food.
- ☐ continent was covered in ice.

The first option suggests that the aborigines killed the plants and animals but it is more likely that they looked after these food sources carefully.

The second option appears to be the correct one.

The third option suggests that animals killed each other but most of the Australian marsupials are not meat eaters so this option is not correct.

The fourth option is incorrect because if the continent was covered in ice the aborigines would have died as well.

Thus option two is the correct answer.

Activity 6.1

Now apply this technique to Questions 3, 4, 5 and 6 and mark your answers in the box attached to the questions below. Check your answers at the back of the book.

3. Among the largest animals in early Australia were
- ☐ elephants.
 - ☐ giant alligators.
 - ☐ giant kangaroos.
 - ☐ hippopotamuses.
4. When the sea rose
- ☐ all the animals died.
 - ☐ the aborigines were cut off from the rest of civilisation.
 - ☐ most of the aborigines living on the coast drowned.
 - ☐ the coastline remained much the same.
5. The name 'megafauna' was
- ☐ a giant kangaroo.
 - ☐ a small elephant.
 - ☐ big animals.
 - ☐ also known as a diprotodon.
6. During the 60,000 years before 1788
- ☐ there were lions in Australia.
 - ☐ all kangaroos weighed at least a tonne.
 - ☐ most of Australia was swamp.
 - ☐ aborigines first lived in the north of the country.

Now work through the following activities applying RRA Method to each.
The answers can be found in the answer section at the back of the book.

NAPLAN-style Practice Questions

Remember to use a 2B pencil only.

There are spelling mistakes in these texts. Write the correct spelling for each underlined word in the box provided.

Our teacher tort us how to spell.

P1

This sentence has one word which is incorrect. Write the correct spelling in the box.

She jumped when she heard the nock at the door.

P2

Which word could replace the underlined word in the following sentence?

Sally put Sally's skates in the cupboard.

P3

A comma (,) has been left out of this sentence. Where does the missing comma go?

P4 The singer, who performed at our school has since become famous.



One player broke through the opposition's defence and scored a goal.

30

31 Which of the following has the correct punctuation?

- ☐ "Why did you call out?" John said his mother
- ☐ "Why did you call out, John." said his mother.
- ☐ "Why did you call out, John?" said his mother.
- ☐ "Why did you call out John?" said his mother.

32 An apostrophe (') has been left out of this sentence.
Where should the missing apostrophe go?

☐ ↓ ☐ ↓ ☐ ↓ ☐ ↓
My sisters dog chases balls, sticks and even its own tail.

33 Which word is an adverb?

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| time | quick | raced | timidly |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34 Which word or words correctly complete the sentence?

Noah completed the obstacle course _____ than Amy.

slower	slowly	more slowly	most slowly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35 Zac _____ come to the party if he hadn't been in Wagga for the weekend.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| will have | would have | would of | had have |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

36 Insert the connective that would make sense in the following sentence:

The boy _____ I saw yesterday won the race.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| who | that | whom | whose |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

37 Which is the correct place in this sentence to insert the following punctuation and words?

, who swam across the river,

During the flood the man managed to rescue the child clinging to a tree.

☐ ↑ ☐ ↑ ☐ ↑ ☐ ↑