

YR 9 NAPLAN LITERACY

Student Name:






.....

The Year 9 NAPLAN Test Literacy Workbook

Education Support Programmes Pty Ltd

2nd Edition

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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 (40 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 14 years and 9 months to exactly 14 years, so, by the time the tests are done in year 9, 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 9 NAPLAN Report, go to the following web address:

http://www.naplan.edu.au/verve/_resources/NAPLAN_yr_9_with_mean_example.pdf

POINT TO NOTE

The graph will show the national minimum standard for your year level. (For Year 9 this is band 6.) If your result is in this band you have demonstrated the basic elements of literacy and numeracy needed to participate in Year 9 and may still need help at school. 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:

Chapter 1: Grammar

KEY  Activities  Tests

13 

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, Ellipses, Time Sequencing and Cause and Effect. The final section on Sentence Structure includes: What is a Sentence?, Simple Sentences, Phrases, 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

5  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

8  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

1 

A NAPLAN-style test consisting of 50 questions involving Spelling, Punctuation and Grammar.

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 9 students prepare for the NAPLAN test is difficult because of the scope of the guidelines given by the Studies Authorities. In attempting to ensure that the preparation for the test is relevant we have analysed the previous two tests and focused on the material most frequently covered in these tests.

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:*

Brian, Perth, Sydney Opera House, Prime Minister.

Common *These are the names of things of the same group:*

car, building, sister, ship, carpenter.

Collective *These are the names of groups of similar objects:*

class, group, audience, herd.

Abstract *These are the names of ideas, feelings or actions.*

gratitude, joy, flight, speed.



Activity 1.1

1. List ten common nouns found in:

a) a car _____

b) the classroom _____

Gerunds

Gerunds are sometimes called verbal nouns because they are participles doing the work of nouns.

Scrubbing keeps the floor clean.

If a gerund is preceded by a noun or a pronoun, they each take the possessive case.

I took his coming to my party for granted and so I forgot to send him an invitation.

The tyrant's bullying of his people caused a revolt.

Prepositions

Prepositions are words that begin a phrase.

on the table, under the bed, after the game, inside the box

Conjunctions

Conjunctions are words which are used to join words, phrases or clauses. Common conjunctions are:

and, but, for, as, if, or.

John and Peter are in the football team.

I will go to the movies if you will come with me.

I worked on my assignment for the whole afternoon but I didn't finish it.

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.

She is the girl who lives next door to my brother.

"To whom do these shoes belong?" said the teacher.

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 teacher lent Tom the money with _____ he might buy his lunch.
- b) We found a bird _____ wing was broken.
- c) Many a story he told about the men _____ he had known.
- d) The truck _____ brought our furniture arrived late.

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

- a) You boys may go home. Your work is done.

- b) He took off his shoes. He washed his feet.

- c) Tom felt ill. He witnessed the accident.

- d) I broke my arm. Dad rang the doctor.

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

When the rain finally came the roads were awash with water cascading down the flooded gutters. Jan ignored the cold rain and joined other young people playing in the street enjoying the realisation that the drought had broken. She listed in her mind the changes that would take place: longer showers, green grass, flowing rivers, happy faces and healthy crops.

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

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

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

Rhythm

Rhythm involves a careful arrangement of stress or repeated syllable patterns to heighten the quality and flow of the language.

In the limerick used above, the rhythm (shown by stress marks) gives the poem form and aids in memorising the verse — perhaps not a desirable outcome in this case!

There / once / was / a man from Nigeria,
who / quickly / fell / ill with diphtheria.
When / the doctor / said / sick,
and / gave / him / the flick,
he / knew / the health / care / was / inferior.



Activity 1.8

See if you can improve on my lame limerick (note alliteration) by writing a few of your own.

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Punctuation

Over the past two years almost 20% of the questions in the Grammar Conventions have been devoted to Punctuation.

Capital Letters

Capital Letters are used:

- for the first word of a sentence.
- for proper nouns (remember that proper nouns are special names for people, places or things).

London, Tony, Dreamworld

- for adjectives of nationality or religion.

French, Hinduism

- for titles.

Major Wilson

- for words (except for articles or prepositions) in the title of a book, poem, play, song, etc.

Twilight, The Man from Snowy River

Full Stops

Full stops are used:

- at the end of a sentence which does not require a question or exclamation mark.
- at the end of an abbreviation.

No. 1, etc., Tas.

A full stop is not required:

- after a title.

Mrs Jones, Dr Watson

- in titles of organisations and countries.

ABC (Australian Broadcasting Corporation),
UNO (United Nations Organisation)

The full stop goes inside quotation marks but outside brackets.

The stockman yelled, "When the bull charged, I climbed the nearest tree."

She had held the position for a long time (about 10 years).

Commas

Commas are used to:

- to separate similar parts of speech.

It was a slow, tiring, spectacular climb.

- to indicate parentheses.

Pierre, the boy from France, came with us.

- to avoid misunderstanding from connecting words that do not belong together.

"I would like to eat, Mother, before setting off to the coast," said Maya.

- to mark off phrases or clauses which precede the words they qualify or modify.

Exhilarated by the view, they lingered at the edge of the cliff.

When the rain started, the family rushed to close all the windows.

- to separate direct speech from clauses beside it.

Sarah exclaimed, "Isn't that a beautiful dress!"

Question Marks

Question marks are used after direct questions.

"At what time will you arrive?" Sandy asked.



Activity 2.1

1. Punctuate the following, adding capital letters, full stops, commas and question marks where necessary.

a) when jason returned from his holiday in spain he found that his brother and sister had forgotten to clean the fish tank not only was the water filthy but many of his exotic fish had died

b) when piper went to her grandmother's place she played in the fairy garden and swam with her cousins isabel john michelle and ben

c) on wednesday of next week my sister from adelaide will be arriving at roma street station we will meet her there and travel to the gold coast for a month's holiday at burleigh heads

2. Which sentence has the correct punctuation?

- ☐ Charlie my friend from down the road went with me to the cricket.
- ☐ Charlie my friend, from down the road, went with me to the cricket.
- ☐ Charlie, my friend from down the road, went with me to the cricket
- ☐ Charlie, my friend from down the road, went with me to the cricket.

Exclamation Marks

Exclamation marks are used:

- after interjections.

Watch out!

- after exclamatory sentences.

What a good effort!

- after the expression of strong emotion.

I cannot stay in this room if you continue to insult me!

Spelling

Of the 104 questions in the Language Conventions section of the NAPLAN test in its first two years 55 were questions on Spelling. This represents more than 50% of the papers. 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 8 and 9. You are welcome to copy the lists if you wish to use them in year 8 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

absolutely
features
irresponsible
muscle
overwhelmed
surgery
unnecessary
beginning
disappoint
glacier

2

dungeon
generation
juice
arrange
plateau
rhythm
wondrous
corpse
calendar
imagination

3

enjoyable
guarantee
language
nuclear
proposition
taught
annual
engage
flexible
temperamental

4

wrapped
beautiful
deprived
gauge
irrelevant
necessary
particles
satellite
acquainted
thoroughly

5

violent
correspond
eruption
haemorrhage
judicial
option
referred
pyramid
business
relevant

6

appreciated
drought
fatigue
honest
memento
persuasive
stationery
stationary
coordinator
drawer



Spelling Practice Tests

Each sentence has one word that is incorrect. Write the correct spelling in the space provided.

Lists 1–4

1. Today's swimming carnival was an anuel event at the school. _____
2. Our old cat needed surjery to remove the cancer in its leg. _____
3. Our city's beautifull old town hall needed extensive repairs. _____
4. The propisiton presented by the lawyer seemed reasonable. _____
5. Use your imaginashon to solve the puzzle. _____
6. The student's action of lighting the fire was irrispensible. _____
7. The song had a catchy rytham. _____
8. There is no garantee that the books will arrive on time. _____
9. His arrangements for his holiday were very flexerble. _____
10. There is a calender beside our phone. _____

Lists 5–8

1. The newsagency stocked a wide range of stationary. _____
2. The cyclist ran into the stationery vehicle. _____
3. A magnificent yot sailed under the harbour bridge. _____
4. If you drive for a long time you could suffer from fatigue. _____
5. The scientist was on the threshhold of a new discovery. _____
6. The cordinater gave approval for the exercise to start. _____
7. He felt that the new rules about uniforms were ridiculus. _____

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

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.
- 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 word “FOUND” and develop a response.

Firstly, give your imagination the freedom to explore as many different story ideas as possible.

The following is a list of ideas which may arise:

*a treasure, a stray cat, a secret path, a new friend, a lost parent,
a magic musical instrument...*

In this example let us choose “a new friend”.

Editing

Editing can be adding or changing words or sentences, correcting any spelling or punctuation mistakes, or, if time permits, some new ideas could be added.

Words to improve the quality of your writing

1. Synonyms for “nice”.

people	gracious, thoughtful, charming, generous, friendly, colourful
food	appetising, nutritious, enticing, delectable
clothes	fashionable, stylish, chic, flattering
places	exotic, peaceful, exciting, tranquil, colourful

2. Adjectives instead of “very ...”.

very afraid	terrified	very angry	furios	very big	enormous
bright	brilliant	capable	efficient	clean	spotless
clever	brilliant	cold	freezing	dry	parched
fast	fleet	fierce	ferocious	happy	jubilant
heavy	ponderous	hot	scalding	hungry	ravenous
keen	zealous	large	colossal	large	huge
lively	vivacious	neat	immaculate	old	ancient
poor	penniless	quiet	tranquil	risky	perilous
roomy	spacious	rude	insolent	serious	solemn
small	tiny	spiteful	vicious	strong	potent
strong	muscular	stupid	idiotic	tasty	delicious
thin	gaunt	ugly	hideous	valuable	precious
weak	feeble	wet	soaked	wicked	villainous
wise	sagacious	worried	anxious		

3. Other synonyms to enhance written expression.

bad	adverse, detrimental, evil, harsh, negative
big	colossal, enormous, immense, massive, substantial, vast
clever	astute, discerning, intelligent, gifted, perceptive
do	accomplish, achieve, discharge, execute, perform
fat	corpulent, obese, paunchy, rotund
few	meagre, rare, scarce, sparse, scant
get	achieve, acquire, find, obtain, produce
got	achieved, acquired, attained, derived, inherited
good	beneficial, capable, caring, commendable, efficient

Time Management

The time you have to write your response is 40 minutes.

It is important that you use your planning and editing time efficiently so it is essential that you get into the habit of planning and editing quickly and effectively in all your work.

The recommended way to use your time is as follows:

Planning	5 minutes
Writing	30 minutes
Editing	5 minutes

You are now ready to attempt a NAPLAN-style Writing Task!

Materials required

You need to bring the following material to the test:

- 2B or HB pencils or blue or black biros
- an eraser
- a sharpener.

You will be provided with:

- a test writing book
- the coloured, single-page writing stimulus
- a sheet of blank paper for planning.

Now attempt the following NAPLAN-style Writing Task using the techniques and skills learned in this section.



The Wheel



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

Use "The Wheel" as the starting idea for your story.

***Where did it come from? What is it off?
How did it get there? Is it broken? How old is it?***

The wheel might have an interesting history.

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.

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 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.

Preparation

When preparing to write an answer it is wise to consider the topic and list the points **for** and **against**. Once you have done this you can decide which side of the argument you will be able to argue more effectively. It is sometimes a good idea to mention some of the opposite arguments in order to refute them.

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. 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.

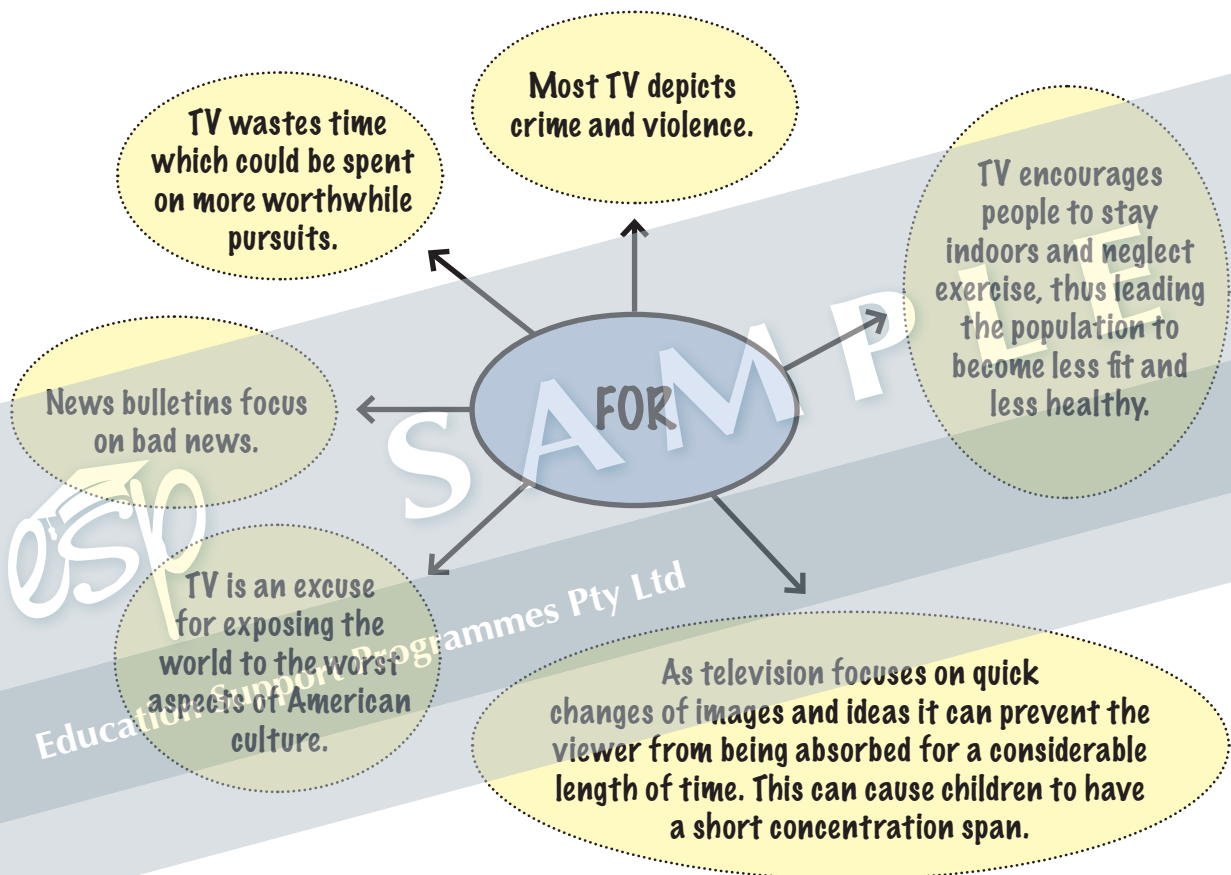
Planning

Writing persuasively requires you to create a list of facts and then sequence them in logical order to convince the reader of your position. A ‘mind map’ is useful in preparing your argument for either the affirmative (for) or the negative (against).

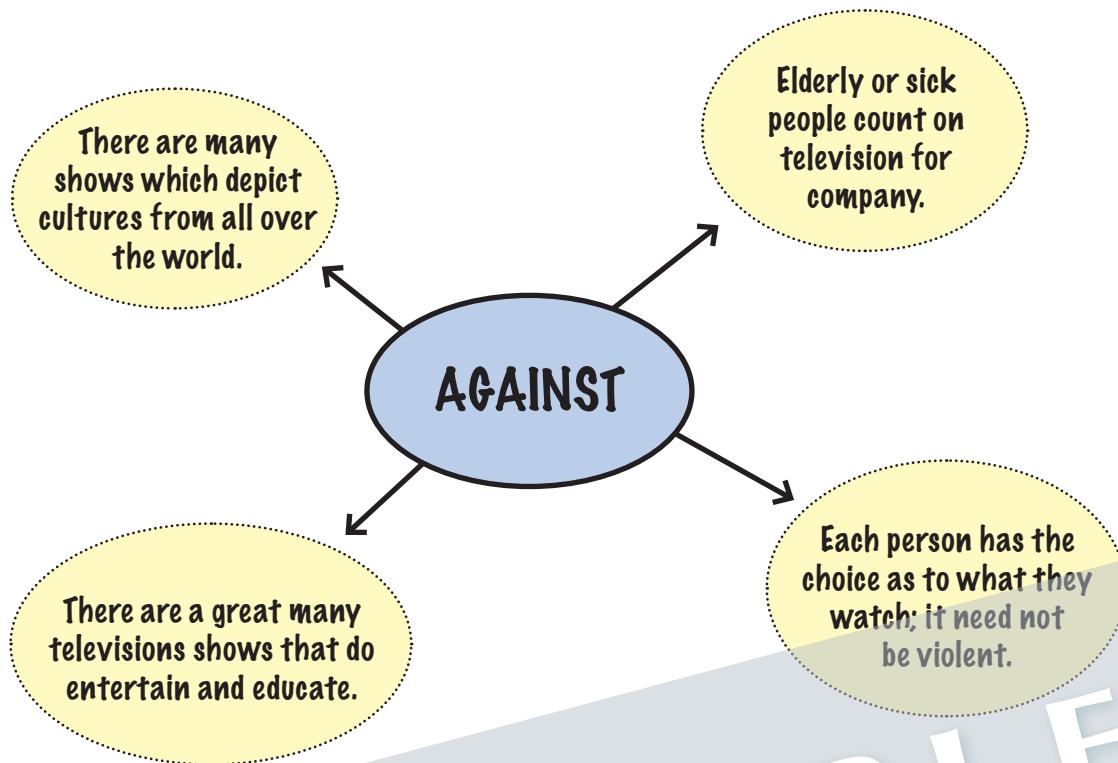
Example: Write an essay supporting or opposing the following statement:

“Television has very little educational value.”

Points supporting the argument:



Points opposing the argument:



The question asks you to choose one side of the argument and write on that. So, now that you have thought about the arguments, you need to decide which side of the topic you are going to choose. Two things will help you decide. Firstly, it is often easier to argue on the side you believe in and secondly, often it is good to choose the side which has the stronger argument.

Let us choose to defend the statement — thus we will write in support of the statement.

Planning and writing an Introduction

A forceful beginning could be:

Current television programmes are the greatest misuse of technology in history.

This could be followed up with a statement supporting this. A formal statement of your position should then follow. Thus the introduction could read:

Current television programmes are the greatest misuse of technology in history. While worthwhile programmes exist, the vast majority of the audience has been lulled into seeking sensational trivia which does nothing more than fill in time and lower the viewer's sensitivity to violence and crime. While it could be argued that this is a form of education, this essay assumes that education implies wholesome content is expected.

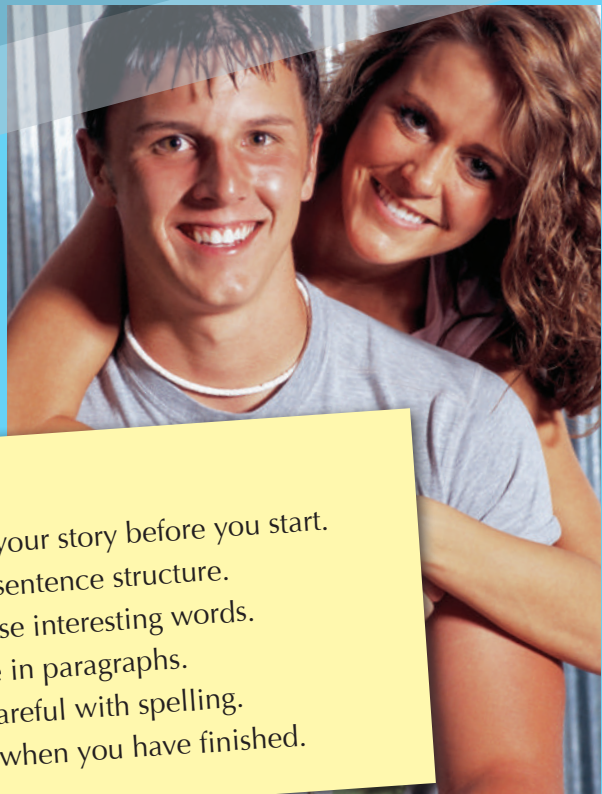


Park Redevelopment

The council in your area has asked for suggestions for the redevelopment of a park to provide for the recreational needs of young people in your community.

They have listed some possibilities. These include a skateboard park, a swimming pool, or tennis courts but they are hoping for other suggestions that might come from the community.

Write a letter to the council nominating your choice and persuading them that it would be the best use of the area. Support your opinion with convincing reasons and evidence.



Remember the structure for persuasive writing:

- ✓ introduction
- ✓ body
- ✓ conclusion

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.

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 thunders Sam began to wonder if sheltering under the tree had been the wisest thing.



Activity 6.6

Ideas for Fabric Printing and Dyeing

This reading is taken from *Ideas for Fabric Printing and Dyeing* by Peter H. Gooch.

Photographic stencils

Some of the most interesting and efficient ways of making stencils for screen printing are by using photographic methods. With them it is possible to reproduce almost any sort of design from hand drawn or photographic sources, and these can be very intricate.

A cheap and simple photographic stencil can be made from gelatine and potassium bichromate. Stir one part granulated photographic gelatine powder into ten parts warm water, heat gradually but do not boil. When ready the solution should be like thin cream. Apply this while hot to the screen with a large brush. Tilt the screen at an angle so that the liquid runs on smoothly and collects at the bottom of the frame where it can be removed with a cloth or dry brush. Make sure that the entire screen is covered. It is best to give it three separate coats allowing each coat to dry before applying the next.

This will ensure a good even coverage. To make the gelatine light-sensitive, it must be finally be given a coat of potassium bichromate, but this should be left until just before the screen is to be used. Potassium bichromate is an orange powder which should be stored in a dark dry place. Mix 2.5cc of potassium bichromate to 100cc of water. This can be kept as a stock solution. Wash this quickly over the entire gelatine surface of the screen with a softer brush, then put the screen immediately into a completely light-tight cupboard, drawer or darkroom to dry, because it will now be light-sensitive. When it is dry it is ready for use. On exposure to light the combination of gelatine and potassium bichromate will become insoluble in water. If parts of the screen are protected from the light the gelatine will remain soluble and can be washed away thus forming the stencil.

The light source for the photographic screen may be daylight or artificial light. The disadvantage of daylight is that it varies in intensity and this means that the exposure cannot be standardized. Bright sunlight will harden the screen in a few minutes while on a dull day it may take an hour or more to obtain the same result. The artificial light can be from photoflood lamps, carbon arc or ultra violet lamps. Carbon arcs are expensive and not to be used with young people. Photofloods are cheap, convenient, and have the advantage that they can be used for other photographic work, but they are slow. An ultra violet lamp is fairly cheap and it is quick. It is also a “cold” light, which is important because the temperature on the screen surface should not exceed 30° C.



1. Which of the following steps are all required in the process of applying gelatine to the photographic stencil?
- ☐ Mixing gelatine powder with warm water, heating it and applying it to a tilted screen.
 - ☐ Mixing gelatine powder with cold water, cooling it and applying it to a tilted screen
 - ☐ Mixing gelatine powder with boiling water, cooling it and applying it to a tilted screen
 - ☐ Mixing gelatine powder with cold water, bringing it to the boil then applying it to a tilted screen.
2. Once the potassium bichromate is washed over the gelatine surface of the screen, *put the screen immediately into a light-tight cupboard*. This is done to
- ☐ keep the screen wet.
 - ☐ to avoid air and heat.
 - ☐ to avoid light and allow to dry.
 - ☐ to make the combination of gelatine and potassium soluble when exposed to light.
3. Artificial light for the photographic screen is better than daylight because
- ☐ it's cheaper and quicker than daylight.
 - ☐ it can be standardised while daylight cannot be standardised.
 - ☐ it can keep the temperature constantly above 30°C.
 - ☐ daylight always takes longer for the screen to harden.
4. Potassium bichromate is used to
- ☐ make the surface light-sensitive.
 - ☐ form a thin creamy solution.
 - ☐ ensure the surface hardens.
 - ☐ allow the use of sunlight rather than artificial light.
5. The best type of light to use in the process is
- ☐ sunlight.
 - ☐ ultra-violet light.
 - ☐ floodlight.
 - ☐ low voltage fluorescent light.



NAPLAN-style Language Test

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.

We imerged from our visit to the

1

abandened house realising how

2

unconfortible it would have been

3

locked in the dungen.

4

The audience applorred generously

5

at the awsome display of

6

raquet play by the famous

7

old tenis player.

8

Each sentence has a word spelled incorrectly. Write the correct spelling in the box provided.

The miniture train sped around the track.

9

At the anual Christmas party he won a prize.

10

To climb Mt. Everest would be a great
achevement.

11

Read the text *Cathy Freeman* and choose the correct option to fill the gaps which are left in the passage.

Cathy Freeman

Cathy Freeman was born in 1973 in Mackay in Queensland and won her first gold medal when she was eight. By her early teens she had many regional and national titles. She suffered discrimination because of her aboriginality. Once, when she ³⁸ _____ many white girls, she had to watch as they received the medals.

³⁹ _____ Cathy is remembered for draping both the Australian and Aboriginal flags over her shoulders as she ran a lap of honour at the Commonwealth Games in 1994. While the officials ⁴⁰ _____ Australian public loved it.

One thing that has given her strength in her life is her faith. **She says she appreciates the value of equality taught by the Baha'i religion.**

- 38 ☐ was beaten
☐ has beaten
☐ had beaten
☐ had been beaten

- 39 ☐ Soon
☐ Now
☐ Before
☐ Recently

- 40 ☐ criticises her the
☐ criticised her, the
☐ criticised her the,
☐ criticising her the

41 From the text above about Cathy Freeman change the highlighted sentence to direct speech and write it in the space below.

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42 Which word correctly completes the sentence?

When we arrived home from the beach I _____ my homework.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| do | done | have done | did |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43 In the following sentence the punctuation required in the space is:

Our time is short ___ the journey is long.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| ; | , | : | . |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |