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Year 6 NAPLAN*-style Literacy Tests

Free-to-download Sample Tests with answers

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The spelling mistakes in these sentences have been highlighted.
Write the correct spelling for each highlighted word in the box.

- 1 I had my **breakfest** in bed this morning.
- 2 It is quite **imposible** for anyone to do that!
- 3 Dad didn't have much **patients** when he was learning to type.
- 4 They decided to employ an **engerneer** to erect the factory.
- 5 That was the **krazyest** movie I have ever seen.
- 6 The fire officer was **corajus** during the windstorm.
- 7 If we don't like what we are watching on TV we **swich** channels.
- 8 Des is a **rascle** because he plays tricks on Grandpa!
- 9 We **treshore** all our holiday snaps.
- 10 A **luner** eclipse is one that involves the moon.

Choose the word that is spelled **incorrectly** in each of these sentences.

- 11 The flooded water level will not reacad until after midday tomorrow.

↑
(A)

↑
(B)

↑
(C)

↑
(D)
- 12 Residences will need ample amounts of fresh water and healthy food.

↑
(A)

↑
(B)

↑
(C)

↑
(D)

The spelling mistakes in these sentences have been highlighted.
Write the correct spelling for each highlighted word in the box.

- 13 A gas **cyllendar** fell from a fast-moving lorry.
- 14 Their car was **antiquatted** but it was still fun to ride in.
- 15 The surgeon made a small **incishion** in the boy's thigh.

YEAR 6 LANGUAGE CONVENTIONS SAMPLE TEST 1

Each line has a word that is incorrect.

Write the correct spelling of the word in the box.

- 16 Jac was retesded after he recorded an unusually high score.
- 17 The heating problem was found to be a faulty thermostat.
- 18 The plummadge of many male birds is brighter than that of their female companions.
- 19 We knew the climb would be dangerous after we herd the weather predictions.
- 20 Whenever I ask a question Dad gives me a criptic answer!
- 21 The fete organiser provided tresle tables for all stallholders.
- 22 During our time at the resort we saw flocks of birds on their annual migrasion.
- 23 The poet recited several versess of a rhyming monologue.
- 24 Any furniture from old mansions might be very valubble.
- 25 The summit was conquered by locals long before profesionels arrived in the ranges.
- 26 The delayed flight was a disstressfull experience for all passengers.
- 27 Complex sentences can be composed of phrases and clawses.
- 28 They ventured further in until they came to an enmrouse icy cavern.
- 29 Which of the following correctly completes the sentence?
I don't know name at my new school so I'll listen carefully to the rollcall.
A anybody's **B** anybodies **C** anybodies' **D** anybody's
- 30 Which of the following correctly completes the sentence?
The ranger knelt down and his torch into the wombat's burrow.
A shine **B** shone **C** shined **D** shining
- 31 Choose the pair of words that completes these sentences.
 mess is this? I want to know responsible?
A Who's who's **B** Who's whose **C** Whose whose **D** Whose who's
- 32 Which sentence has the correct punctuation?
A "Then there was the time." smirked Ivan. "when I was spotted riding no-hands!"
B "Then there was the time," Smirked Ivan, "when I was spotted riding no-hands!"
C "Then there was the time," smirked Ivan, "when I was spotted riding no-hands!"
D "Then there was the time." smirked Ivan, "When I was spotted riding no-hands!"

- 33 Which word or words can be used instead of the highlighted word?

The Fahey sisters lived in a cottage and had the same friends, Megan and Toni, who lived nearby in a block of flats. They were born in Kew, Victoria but the flats housed people from many different racial backgrounds.

- A people
B Megan and Toni
C Fahey sisters
D racial backgrounds

- 34 Which sentence requires a question mark (?)?

- A Can't you ever get it right
B Not likely I'd give \$10
C Well, this is a fine mess
D Monday, Tuesday and Wednesday

Read the text *Telephone account*. The text has some gaps. Choose the best option to fill each gap.

Telephone account

- 35 Josie flipped through the pages of the landline account and felt herself flushing hot. Every detail of the call to Fiji was recorded there: the date, the time and cost!

- A a
B her
C the
D an

- 36 The cost was \$15.50. It was there in black and white but it would have been just as obvious in red. She was trapped and she it.

- A know
B knows
C knewed
D knew

- 37 She grabbed onto one of her dad's remarks: "The phone's there to be used, so let's use it." But Jose guessed that rule only applied to adults—not kids!

- A correct
B correctly
C correction
D more correctly

- 38 Which of the following correctly completes the sentence?

The protection during the storm was to huddle together under a toadstool.

- A elves
B elveses'
C elfs'
D elves'

- 39 Circle the letters to show where the missing apostrophes (') should go.



You know Meg s a fine student and she would n t copy from her friend s.

- 40 Which sentence has the correct punctuation?

- A When we get home you go straight to bed?
B When he left home he took his scooter?
C When adults play with children's toys?
D When did this rule ever make sense?

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- 49** Which sentence has the correct punctuation?
- A** We were given either bacon and eggs, or spaghetti on toast.
 - B** We were given either bacon, and eggs, or spaghetti on toast.
 - C** We were given either bacon and eggs or spaghetti on toast.
 - D** We were given either, bacon and eggs, or spaghetti, on toast.
- 50** Which of the following correctly completes the sentence?
- We knew that it was left to [] to find our way back to the camp.
- A** ourselves
 - B** themselves
 - C** oneself
 - D** ourself
- 51** Which of the following correctly completes the sentence?
- [] joint project is pinned onto the display board.
- A** Lester and Jimmy's
 - B** Lester and Jimmys'
 - C** Lester's and Jimmy's
 - D** Lesters and Jimmy's
- 52** Which of the following correctly completes the sentence?
- [] you win this race [] lose it doesn't matter as long as you do your best.
- A** Either—and
 - B** Not only—but also
 - C** Whether—or
 - D** Neither—or
- 53** Which of the following correctly completes the sentence?
- This is [] place to hang the picture.
- A** a most perfect
 - B** the perfect
 - C** the perfectest
 - D** a more perfecter
- 54** Which of the following correctly completes the sentence?
- Some people [] make up excuses for their failures.
- A** all ways
 - B** allways
 - C** all-ways
 - D** always
- 55** Choose the pair of words that completes these sentences.
- I saw that you [] on time but I [] late again!
- A** were—were
 - B** was—was
 - C** were—was
 - D** was—were

LANGUAGE CONVENTIONS Sample Test 1

Pages 57–61

- 1 **breakfast** (Basic level) 2 **impossible** (Basic level)
 - 3 **patience** (Intermediate level) 4 **engineer** (Basic level)
 - 5 **craziest** (Intermediate level) 6 **courageous** (Basic level)
 - 7 **switch** (Basic level) 8 **rascal** (Intermediate level)
 - 9 **treasure** (Basic level) 10 **lunar** (Basic level)
 - 11 **C** (Basic level) 12 **A** (Intermediate level) 13 **cylinder** (Intermediate level) 14 **antiquated** (Advanced level)
 - 15 **incision** (Advanced level) 16 **retested** (Basic level)
 - 17 **thermostat** (Intermediate level) 18 **plumage** (Intermediate level) 19 **heard** (Intermediate level)
 - 20 **cryptic** (Advanced level) 21 **trestle** (Advanced level)
 - 22 **migration** (Intermediate level) 23 **verses** (Basic level)
 - 24 **valuable** (Intermediate level) 25 **professionals** (Advanced level) 26 **distressful** (Advanced level)
 - 27 **clauses** (Intermediate level) 28 **enormous** (Intermediate level) 29 **A** (Intermediate level) 30 **B** (Basic level) 31 **D** (Intermediate level) 32 **C** (Intermediate level)
 - 33 **B** (Intermediate level) 34 **A** (Basic level) 35 **C** (Intermediate level) 36 **D** (Basic level) 37 **B** (Intermediate level) 38 **D** (Intermediate level) 39 **A, C** (Intermediate level) 40 **D** (Intermediate level) 41 **A** (Intermediate level)
 - 42 **D** (Basic level) 43 **C** (Intermediate level) 44 **B** (Advanced level) 45 **D** (Advanced level) 46 **A** (Advanced level) 47 **C** (Intermediate level) 48 **B** (Intermediate level)
 - 49 **C** (Advanced level) 50 **A** (Advanced level) 51 **A** (Advanced level) 52 **C** (Advanced level) 53 **B** (Advanced level) 54 **D** (Intermediate level) 55 **C** (Advanced level)
- 1 *Breakfast* is a compound word: *break*–*fast*. A *fast* is a period without eating such as when asleep at night.
 - 2 *Impossible* is the word *possible* with the prefix ‘im’. There is no need for the ‘double’ *p* (pp), however you must remember the double *s* (ss).
 - 3 *Patients* and *patience* are two very similar sounding words. *Patients* are sick people being cared for. *Patience* is the quality of calmly accepting delays or problems.
 - 4 Make sure you pronounce the word correctly: *engineer*, not ‘engerneer’. *Engineer* is based on the word *engine*.
 - 5 *Craziest* begins with a *c*. To add a suffix beginning with a vowel, change the *y* to *i* and add ‘est’ (e.g. happy → happiest, silly → silliest).
 - 6 Take care with *courageous*. The *e* with the ‘ous’ suffix is an uncommon English suffix and is often added to words ending in ‘ge’ (e.g. outrageous, advantageous).

- 7 Remember to add the *t* to *switch*. ‘Tch’ is a common letter combination (e.g. witch, fetch, stretch).
- 8 Make sure you pronounce the word correctly. *Rascal* ends with ‘al’, not ‘le’. Other words ending in ‘cal’ include *focal*, *local* and *typical*.
- 9 *Sure* and *shore* are two very similar sounding letter combinations. *Shore* is most often part of a compound word. Get to know groups of words with the ‘ure’ spelling (e.g. pleasure, venture, vulture).
- 10 Make sure you pronounce the word correctly: *lunar*, not ‘luner’.
- 11 The letter combinations ‘ede’ and ‘ead’ can represent the same sound. You should recognise and remember when to use the different spellings. Get to know groups of words with the ‘ede’ spelling (e.g. precede, concede).
- 12 *Residents* and *residence* sound similar. A *resident* is a person who lives in a *residence*. The suffixes ‘ent’ and ‘ant’ are often on words that refer to people (e.g. occupant, opponent).
- 13 The correct spelling is *cylinder*. There is no double *l* (ll) in *cylinder*.
- 14 *Antiquated* is *antiquate* with the suffix ‘ed’. When adding the suffix ‘ed’ to a word ending in a single *e*, you drop the *e* and add the suffix (ed)—or you simply add the *d*. There is no need to double the *t* (tt).
- 15 *Incision* is *incise* with the suffix ‘ion’. The ‘ion’ (or ‘tion’) ending is common in English. It is pronounced as ‘shun’ (e.g. nation). *Incise* ends with a consonant and *e*. To add a suffix beginning with a vowel, drop the *e* before adding the suffix (e.g. revise → revision, dictate → dictation).
- 16 Make sure you pronounce the word correctly: *retested*, not ‘retesded’.
- 17 The correct word is *therm–o–stat*. ‘Therm’ has to do with heat and ‘stat’ (static) means ‘lacking change’.
- 18 *Plumage* is *plume* with the suffix ‘age’. *Plume* refers to feathers. ‘Age’ is a suffix used to form a noun. *Plume* ends with *e*. To add a suffix beginning with a vowel, drop the *e* before adding the suffix (e.g. waste → wastage).
- 19 *Herd* and *heard* are homonyms—words that sound the same which are spelled differently. *Herd* is the collective noun for a group of animals. *Heard* refers to hearing. It is important to use these common words correctly.

YEAR 6 LITERACY SAMPLE TEST ANSWERS

- 20 The word *cryptic* comes from *crypt* (an underground room) and means 'something hidden from view'. Remember, it is *cryptic*.
- 21 *Trestle* ends with 'le' which is a common ending for many English words (e.g. little, simple). Note the silent *t* in *trestle*.
- 22 *Migration* is *migrate* with the suffix 'ion'. The 'ion' (or 'tion') ending is common in English. It is pronounced 'shun' (e.g. nation). To add a suffix beginning with a vowel, drop the *e* before adding the suffix (e.g. relate → relation, dictate → dictation).
- 23 One *verse*, many *verses*. The double *s* (ss) ending is incorrect.
- 24 *Valuable* is *value* with the suffix 'able'. When adding a suffix beginning with a vowel to a word ending with a single *e*, drop the *e* before adding the suffix.
- 25 *Professional* is *profession* with the suffix 'al'. The *s* changes the word from singular to plural. The suffix 'al' is used to form nouns and adjectives (e.g. conditional, herbal).
- 26 *Distressful* is *distress* with the suffix 'ful'. Note the placement of the double *s* (ss). When adding the suffix 'ful' to a word it is spelled with a single *l*. Examples are *careful*, *cheerful* and *faithful*.
- 27 One *clause*, many *clauses*. *Claws* and *clause* are homonyms—words that sound the same which are spelled differently. A *clause* (singular) is part of a sentence. *Claws* are the sharp nails of an animal. It is important to use these common words correctly.
- 28 The correct spelling is *enormous*. The suffix 'ous' is used to form adjectives. 'Mous' is not spelled as *mouse*.
- 29 *Anybody* is a pronoun. Some indefinite pronouns form their possessive in the same way as singular possessive nouns (e.g. anyone's, anybody's, another's).
- 30 This sentence is in past tense—note the past tense of the first verb (knelt). *Shine* is an irregular verb. Most verbs in English form their past tense by adding 'ed' (e.g. she climbed). There are a number of irregular verbs when this doesn't happen. We say *shone* instead of 'shined'.
- 31 *Whose* is a possessive pronoun. No apostrophe is required. *Who's* is a shortened word or contraction. It is short for *who is*. The apostrophe shows that a letter (i) has been left out.
- 32 This is an example of broken speech. The actual words spoken are broken by *smirked Ivan*. Commas are used to indicate pauses. Notice that the punctuation at the end of each section of direct speech is within the speech marks.
- 33 *They* is a pronoun used to refer to two or more people previously mentioned. *They* in this sentence refers to Megan and Toni.
- 34 *Can* and *can't* are common beginnings for questions. A question implies that an answer is required.
- 35 It is the literary convention to use the same article for all items in a list. Both *date* and *time* are preceded by the definite article *the* and it follows that *cost* should also take the same article.
- 36 This sentence is in the past tense—note the previous verbs in the sentence are past tense. *Know* is an irregular verb. Most verbs in English form their past tense by adding 'ed' (e.g. he kicked). There are a number of irregular verbs when this doesn't happen. We say *knew* instead of 'knowed'.
- 37 *Correctly* is an adverb. It adds meaning to the verb (guessed). Adverbs often end in 'ly'. *Correct* is an adjective.
- 38 One *elf*, many *elves*. The apostrophe comes after the *s* (s') because this is the plural form even though there is a variation in the spelling.
- 39 *Meg's* is a shortened word or contraction. It is short for *Meg is*. The apostrophe shows that a letter (i) has been left out. *Wouldn't* is also a shortened word or contraction. It is short for *would not*. The apostrophe shows that a letter (o) has been left out.
- 40 A question most often expects an answer or reply. *When* can be used to make statements or ask questions.
- 41 *Went* is the past tense of *go*. *Quietly* is an adverb. Adverbs are words that add meaning to verbs. Many adverbs end in 'ly'. *Quiet* is an adjective.
- 42 *St* is short for *Saint*. In shortened words the full stop is not required if the shortened word has the last letter of the word (e.g. Mister → Mr, Road → Rd).
- 43 In direct speech the punctuation is enclosed within the speech marks.
- 44 *My favourite pastime* is a singular subject. Singular nouns require singular verbs: *is* or *was*. The text is in the present tense so *is* is needed. Don't be misled by *gymnastics* ending in *s*—it is also singular (like words such as *Mathematics*).
- 45 It is the convention for book titles to have a capital letter for the first word of the title and all other words, except articles, prepositions and conjunctions.
- 46 All proper nouns require capital letters. *Gospel* is not a proper noun. Articles introducing names do not require a capital (e.g. the Harbour Bridge).
- 47 Numerical expressions and measurements (twenty kilometres) are usually treated as singular subjects.

For noun–verb agreement, singular nouns need singular verbs.

- 48 If you read the text carefully you will read that *before the rain pounded Mt Stuart* the thunder had rumbled.
- 49 *Bacon and eggs* and *spaghetti on toast* are two separate ‘menu’ items, even though their names are made from two dishes.
- 50 The word ‘ourself’ does not exist. When talking about more than one person (you plus some others), you must use the plural form, *ourselves*. The text is in first person.
- 51 This is an example of joint ownership. An apostrophe followed by *s* (‘s) is used on only the second of the two ‘owners’ (Jimmy).
- 52 Some conjunctions combine with other words to form what are called correlative conjunctions. They always travel in pairs (e.g. both—and, either—or) joining various sentence elements that should be treated as grammatically equal.
- 53 For most of its meanings, the adjective *perfect* describes an absolute state, i.e. one that cannot be qualified. Something is either *perfect* or *not perfect*, and cannot be ‘more perfect’ or ‘less perfect’.
- 54 *Always* is an adverb. In this sentence it tells when some people make excuses.
- 55 Pronouns act a little differently from nouns. *You* takes a plural verb (were) while *I* takes a singular verb (was).

Read *Demonyms* and answer questions 1 to 7. Circle the correct answers.

1 Demonyms

- 2 What do you call a person from ?????, well, wherever? How about Thailand? People from
- 3 Thailand are Thais.
- 4 It seems like a simple question but it's not always as obvious. It would help if everywhere followed
- 5 the same rules, but of course the English language is well known for being a little strange at times.
- 6 A person from Holland is not a Hol!
- 7 There are some guidelines. For most countries whose names end with the letter **a** you just need to
- 8 add an **n** to the end of the country's name to create the name for its citizens. A person from Cuba
- 9 is a Cuban and a person from Russia is a Russian.
- 10 But just as you get the hang of it, you discover that a person from China isn't a Chinan, but is
- 11 Chinese, and people from Croatia are Croats, not Croatians.
- 12 Then there are other complications—people from Malta are **not** Maltesers (a sweet). They are
- 13 Maltese, and people from Scotland are Scots, not Scotch (a strong, alcoholic drink).
- 14 What do we call people from Australia? Most of us would say Aussies but that's really just for
- 15 everyday talk. Our passports call us Australians.
- 16 Geographers call the word that describes where somebody comes from a DEMONYM
- 17 (pronounced demo-nim). Listen to the news, read a paper and you will see and hear plenty.
- 18 English teachers call these words proper adjectives because they are made from proper nouns.
- 19 History students should remember that country names, as well as ways of referring to their
- 20 inhabitants, have often changed throughout history. For example, Uganda is not what it would
- 21 have been called 300 years ago when Uganda didn't even exist as a country.

Source: <http://www.geography-site.co.uk/pages/countries/demonyms.html>

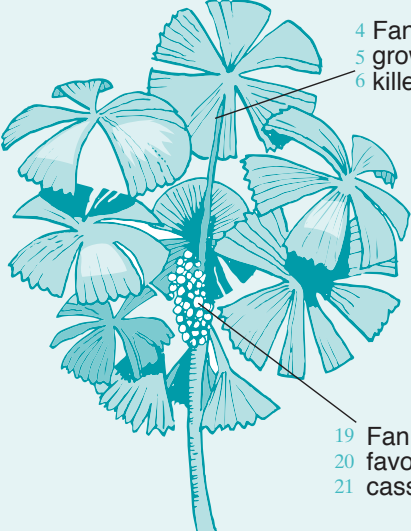


YEAR 6 READING SAMPLE TEST 1

- 1 A demonym is a word
A meaning 'a set of guidelines'.
B with sinister implications.
C used to describe a person's nationality.
D only used by English teachers.
- 2 The variations that arise for names given to people from various places
A confuses the writer.
B amuses the writer.
C frustrates the writer.
D bewilders the writer.
- 3 It is acceptable to call people from Australia *Aussies*
A when talking casually.
B if the *n* ending is to be avoided.
C if the speaker is a foreigner.
D in personal passports.
- 4 The guidelines for changing place names to proper adjectives are
A easy to understand.
B taught by History teachers.
C often referred to as products.
D inconsistent.
- 5 According to the text which statement is correct?
A People from Scotland are called Scotch.
B People from China are called Chinans.
C People from Thailand are called Thais.
D People from Malta are called Maltesers.
- 6 What does the writer imply with the words *just as you get the hang of it*?
A gaining understanding
B getting caught out
C feeling left out
D struggling for meaning
- 7 A proper adjective could be formed from
A Pacific Ocean.
B mountain.
C south.
D Albania.

Read *The Fan Palm* and answer questions 8 to 14. Circle the correct answers.

- 1 Nina and Peter found this sign during a rainforest walk they had in a national park while in
2 north Queensland.



4 Fan palms have one
5 growing tip. If this is
6 killed the plant dies.

19 Fan palm fruit is a
20 favourite of the
21 cassowary.

3 THE FAN PALM

7 The Fan Palm is the main tree species in
8 some rainforests. Fan Palms can stand
9 commonly waterlogged soils.

10 Fan Palms have shallow roots which
11 allow them to absorb surface food.

12 Palm stems are very flexible and adapted
13 to wet environments and cyclones. In
14 strong winds the fronds fold up and the
15 stems bend and plants do not lose their
16 leaves like most rainforest plants.

17 Fan Palms are very productive and
18 support a wide range of animals.

- 22 A rainforest can receive more than 2000 millimetres of rain in a year. Because there is so much
23 rain, water can pool on the forest floor for months.
- 24 Few plants are able to survive in this oxygen-poor, waterlogged soil. The shallow roots of Fan
25 Palms allow them to absorb surface water and nutrients easily so Fan Palms are the exception.
26 This is why they dominate some rainforests, forming almost the entire canopy.
- 27 Fan Palms are also great absorbers of sunlight. Their large circular, splayed fronds, each up to
28 2 metres in diameter, reach 15 to 20 metres into the canopy, to capture sunlight essential for
29 their growth.

- 8 Fan Palms are considered somewhat different from other plants because they have
- A a canopy that dominates the forest environment.
 - B a root system that has adapted to waterlogged conditions.
 - C leaves that can be over 2 metres across.
 - D the facility to absorb large quantities of sunlight.
- 9 The palms that are the subject of the text are called Fan Palms because
- A the large leaves provide shade for other plants.
 - B their canopy fans the forest floor when the wind blows.
 - C the leaf shape is similar to the shape of a personal facial fan.
 - D they can be folded to any size or shape.

YEAR 6 READING SAMPLE TEST 1

- 10 The problem for many plants in waterlogged locations is
- A the limited amount of sunlight that is accessible.
 - B that Fan Palms absorb the greatest share of nutrients.
 - C that the high rainfall does not allow for water run-off.
 - D the reduced level of oxygen available through the soil.
- 11 A Fan Palm will die if
- A the growing tip is removed.
 - B the soil it lives in becomes waterlogged.
 - C cyclonic winds sweep its habitat.
 - D any of the fronds are broken off.
- 12 A suitable synonym for the word *pool* as used in the text is
- A wash.
 - B collect.
 - C pond.
 - D spread.
- 13 An important feature of a Fan Palm during a cyclone is its ability to
- A survive heavy rainfall.
 - B provide food for cassowaries.
 - C grow towards available light.
 - D flex its stem in strong winds.
- 14 The information Nina and Peter found has been provided especially for
- A school projects.
 - B residents of Queensland.
 - C visitors to a national park.
 - D rainforest scientists.

YEAR 6 READING SAMPLE TEST 1

Read the poem *I'm very well, thank you* and answer questions 15 to 21. Circle the correct answers.

1 *I'm very well, thank you*

2 There's nothing the matter with me,
3 I'm as healthy as can be,
4 I have arthritis in both my knees,
5 And when I talk, I talk with a wheeze,
6 My pulse is weak and my blood is thin,
7 But I'm awfully well for the state I'm in.

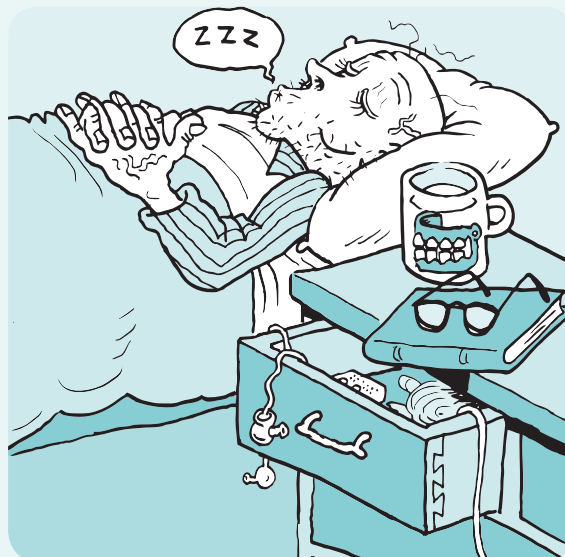
8 Arch supports I have for my feet,
9 Or I wouldn't be able to walk the streets.
10 Sleep is denied me night after night,
11 But every morning I find I'm all right.
12 My memory's failing, my heart's in a spin,
13 But I'm awfully well for the shape I'm in.

14 The moral is this, as my tale I unfold:
15 That for you and me, who are growing old,
16 It's better to say, "I'm fine," with a grin,
17 Than let folk know the shape I'm in.
18 How do I know that my youth is spent?
19 Well, my 'get-up-and-go' got up and went!

20 But I really don't mind when I think with a grin,
21 Of all the grand places my 'get up' has been.
22 Old age is golden; I've heard it said,
23 But sometimes I wonder when I get into bed —
24 With my 'ears' in a drawer and my teeth in a cup,
25 My 'eyes' on the table until I wake up.

26 As sleep overtakes me, I say to myself,
27 Is there anything else I should lay on the shelf?
28 When I was young my slippers were red,
29 I could kick my heels up right over my head,
30 When I was older my slippers were blue,
31 But still I could dance the whole night through.

32 Now I'm old, my slippers are black,
33 I walk to the shops and puff my way back.
34 I get up each morning and dust off my wits,
35 And pick up the paper and read the 'obits';
36 If my name is missing, I know I'm not dead,
37 So I have a good breakfast and go back to bed.



Anon.

YEAR 6 READING SAMPLE TEST 1

- 15 This poem is about
- A accepting that getting old is not so bad.
 - B the unavoidable stress caused by getting old.
 - C finding cures for the ailments of ageing.
 - D making plans before death occurs.
- 16 What does the narrator imply with the words *my 'get-up-and-go' got up and went*?
- A He is not interested in very much at all.
 - B He doesn't have the drive he once had.
 - C He often gets left behind.
 - D He is no longer nimble on his feet.
- 17 Which word best describes the narrator's physical condition?
- A unrelenting
 - B agonising
 - C debilitating
 - D immobilising
- 18 The most likely reason for the word 'eyes' being in quotation marks is to indicate that the narrator
- A is blind.
 - B is watchful.
 - C wears glasses.
 - D has glass eyes.
- 19 According to the poem, the narrator
- A changes his slippers often.
 - B reads the paper in bed.
 - C fears his imminent death.
 - D has a breathing problem.
- 20 The narrator speaks of his ailments
- A light-heartedly.
 - B regretfully.
 - C despairingly.
 - D callously.
- 21 Which line from the poem contains an example of a metaphor?
- A It's better to say, "I'm fine," with a grin
 - B I could dance the whole night through
 - C I get up each morning and dust off my wits
 - D If my name is missing, I know I'm not dead

YEAR 6 READING SAMPLE TEST 1

Read *Tarcoota Orchid Society Calendar* and answer questions 22 to 28. Circle the correct answers.

1 Tarcoota Orchid Society Calendar

2 The Tarcoota Orchid Society meets monthly (except Dec.) on the fourth Friday of each month
3 at 8 pm. On the Sunday following the meeting we hold a 'get-together' for beginners,
4 commencing at 2 pm.

5 Our meetings are held in our hall in Riverside Park, Tarcoota.

6 At the monthly meetings members bench their orchid plants for judging which commences at
7 7.30 pm. A program of talks and/or slides on orchid subjects is held.

8 At the Sunday gatherings talks are given by experienced growers and hands-on tasks such as
9 repotting orchids takes place. We have a lucky door prize (which is orchid-related) and have a
10 'cuppa' tea break.

11 Regular members 'bring a plate' on Sundays.

| 12 Meeting dates | Beginner-grower dates |
|------------------|---------------------------------------|
| 13 27 Jan. | 29 Jan. |
| 14 24 Feb. | 26 Feb. |
| 15 23 Mar. | 25 Mar. |
| 16 27 Apr. | 29 Apr. |
| 17 25 May | 27 May |
| 18 22 June | 24 June |
| 19 27 July | 29 July |
| 20 24 Aug. | 26 Aug. |
| 21 28 Sept. | 30 Sept. |
| 22 26 Oct. | 28 Oct. |
| 23 23 Nov. | 25 Nov. (Christmas party for members) |



24 We hold three Orchid Shows per year.

25 **Autumn Show:** Friday 30 Mar. – Sunday 1 Apr.

26 **Winter Show:** Friday 13 July – Sunday 15 July

27 **Spring Show:** Friday 21 Sept. – Sunday 23 Sept.

28 We also hold a **Field Day** on Friday 23 June in the Tarcoota hall. All visitors are most welcome.

29 **Enquiries:** contact Deni (details on the reverse of this page).

22 How many field days does the Tarcoota Orchid Society hold each year?

A one

B three

C eleven

D twenty-two

YEAR 6 READING SAMPLE TEST 1

- 23 A meeting described as a 'get-together' would be
- A an official meeting.
 - B a conference.
 - C a social gathering.
 - D an unplanned party.
- 24 On 30 October 2012, a person decided to attend an Orchid Society's gathering for beginners. When can that person first attend a beginner's gathering?
- A 23 November
 - B 25 November
 - C the fourth Friday in December
 - D the Sunday after the fourth Friday in January
- 25 At the first meeting of the new year a member can expect
- A a chance at winning the lucky door prize.
 - B an orchid-judging competition.
 - C a demonstration on how to repot orchids.
 - D a 'cuppa' with other Orchid Society members.
- 26 Which option lists the events in order for the Tarcoota Orchid Society?
- A Field Day, Winter Show, July meeting, Christmas party
 - B Field Day, July meeting, Winter Show, Christmas party
 - C Winter Show, Field Day, July meeting, Christmas party
 - D July meeting, Field Day, Winter Show, Christmas party
- 27 What is the duration of the Orchid Society's shows?
- A two days
 - B three days
 - C one week
 - D one month
- 28 This information would be most useful for
- A visitors passing through Tarcoota.
 - B purchasers of orchids for home gardens.
 - C members of the Tarcoota Orchid Society.
 - D florists catering for special occasions.

Read *Police-Citizens Youth Clubs* and answer questions 29 to 35. Circle the correct answers or write your answer on the line.

1 Police-Citizens Youth Clubs (PCYC)

2 Building values

3 For our young members, PCYC programs
4 and activities are underscored by values
5 including respect, integrity, resilience,
6 citizenship and commitment.

7 Growing

8 We create fun and safe environments where
9 young people can develop new friendships,
10 build fitness, develop teamwork, and express
11 their creativity.

12 Once known as the Police Boys Club, PCYC
13 facilities today are centres for fun, fitness
14 and friendship, where young people can
15 enjoy a wide range of sports, arts and
16 recreational activities, in a safe environment.

17 For young people brought to our attention
18 through the juvenile-justice system, courts,
19 the local police or schools, PCYC police use
20 a range of resources and specially designed
21 programs.

22 These often involve other agencies and professionals, to teach vital life skills, such as how to
23 deal with violence, anger management, physical health, relationships, drug and alcohol abuse,
24 self-esteem, or assistance with training and employment.

25 PCYC means less truancy, less crime, and more young people feeling better about themselves
26 and more confident and socially capable.

27 There are 59 clubs throughout New South Wales, with 136 different types of activity.

28 With the support of public donations, more than 1400 kids from disadvantaged backgrounds are
29 given free membership each year. PCYC is the largest youth organisation in this state, with over
30 72 000 members, 120 police officers, 2500 volunteers and 400 staff.

Source: http://www.pycnsw.org/prime_about_mission

Mission

We get young people
active in life.

We work with young people
to develop their skills,
character and leadership.

We reduce and prevent crime
by and against young
people.

29 An important aim of the PCYC is to

- A prevent young people becoming criminals.
- B get donations to support their activities.
- C recruit volunteers for the PCYC clubs.
- D arrest juveniles who commit crimes.

- 30 How many young people in New South Wales are members of the PCYC?

Write your answer on the line.

- 31 How should *New South Wales* be written using an initials format?

- A N.S.W.
- B NSW
- C Nsw
- D NSW.

- 32 Having a high *self-esteem* means

- A continually thinking about yourself.
- B standing up for your rights.
- C feeling confident in yourself.
- D being active in your life choices.

- 33 According to the text, which statement about the PCYC is correct?

- A It does not have facilities for juveniles from disadvantaged homes.
- B It accepts juvenile criminals as members.
- C There is a membership fee for all youths joining the club.
- D School students cannot join if involved in drug or alcohol abuse.

- 34 The word *mission* as used in the text means

- A a foreign place where religious instruction is provided.
- B a long-term assignment in difficult circumstances.
- C a journey involving a degree of risk.
- D an important and strongly felt aim.

- 35 Volunteers working in PCYC clubs would have to be

- A dedicated.
- B faithful.
- C creative.
- D watchful.

YEAR 6 READING SAMPLE TEST 1

Read *Sand dunes* and answer questions 36 to 42. Circle the correct answers or write your answer on the line.

1 Sand dunes

In geography, a dune is a hill of sand built either by wind or water flow. Dunes occur in different forms and sizes. Most dunes are longer on the windward side where the sand is pushed up the dune and have a shorter 'slip face' in the lee of the wind. The valley or trough between dunes is called a slack. A 'dune field' is an area covered by extensive sand dunes. Large dune fields are known as ergs.

Some coastal areas have one or more sets of dunes running parallel to the shoreline directly inland from the beach. In most cases the dunes are important in protecting the land from potential ravages by storm waves from the sea. Although the most widely distributed dunes are those along the coast, the most extensive dunes are found inland in dry regions in ancient lakes or seabeds.

Dunes also form in water flow on sand or gravel beds of rivers and the seabed.

A sand dune needs the following three things to form:

- a large amount of loose sand in an area with little vegetation—usually on the coast or in a dried-up lake or seabed
- a wind or breeze to move the grains of sand
- an obstacle that causes the sand to lose momentum and settle. This could be a small rock or a tree.

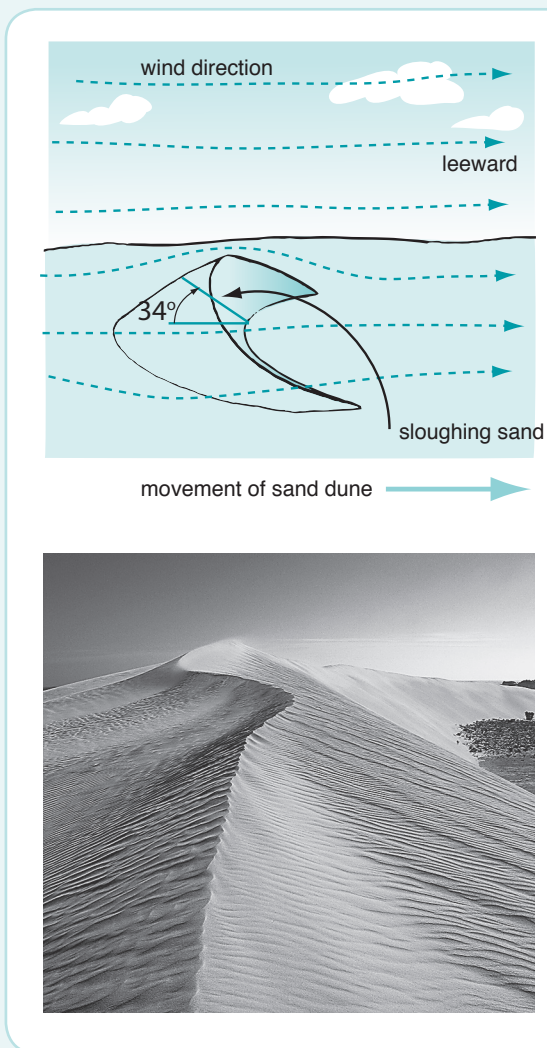
As the wind picks up the sand, the sand travels usually a couple of centimetres above the ground. Wind moves sand in one of three ways.

Saltation: The sand grains skip along in the wind like a bouncing ball. About 95 per cent of sand grains move in this manner.

Creep: Sand grains collide with other grains—like clay or gravel—causing them to move. Creep accounts for about 4 per cent of sand movement.

Suspension: Sand grains blow high up into the air and then settle. About 1 per cent of sand moves this way.

In slightly stronger winds, sand particles collide in mid-air, causing sheet flows. In a major dust storm, dunes may move tens of metres through such sheet flows. Sand avalanches down the slip face of the dunes also move dunes forward.



Sources: <http://en.wikipedia.org/wiki/Dune>;
<http://geography.howstuffworks.com/terms-and-associations/sand-dune1.htm>

- 36** Where are the most extensive dunes found?

Write your answer on the line.

- 37** The leeward side of a sand dune is the

- A** longest side.
- B** fastest moving side.
- C** widest side.
- D** steepest side.

- 38** According to the text, which statement is correct?

- A** Wind is essential in the formation of all sand dunes.
- B** A rock can cause a sand dune to form.
- C** Sand dunes are only formed in arid regions.
- D** Sand grains move up the slip face of dunes.

- 39** Sudden sand movement in sand dune formation happens because of

- A** avalanches.
- B** sand slip.
- C** saltation.
- D** sand creep.

- 40** An important function of a coastal sand dune is the

- A** protection of the environment behind the dune.
- B** establishment of valleys between dunes.
- C** development of wind breaks in areas of sparse vegetation.
- D** provision of sand for riverbed dunes.

- 41** When winds become strong, sand particles

- A** creep along riverbeds.
- B** develop into sheet flows.
- C** bounce along the ground.
- D** become part of a slip face.

- 42** Sloughing sand would generally be found

- A** along an ancient lakebed.
- B** at the bottom of an avalanche.
- C** in the trough between dunes.
- D** on the leeward slope of a dune.

YEAR 6 READING SAMPLE TEST 1

Read *The mad man* and answer questions 43 to 50. Circle the correct answers.

1 The mad man

2 An old man named Takahama lived in a little house behind the cemetery of a temple. He was
3 well liked by his neighbours, though many considered him to be a little mad. His madness, it
4 would appear, rested entirely upon the fact that he had never married.

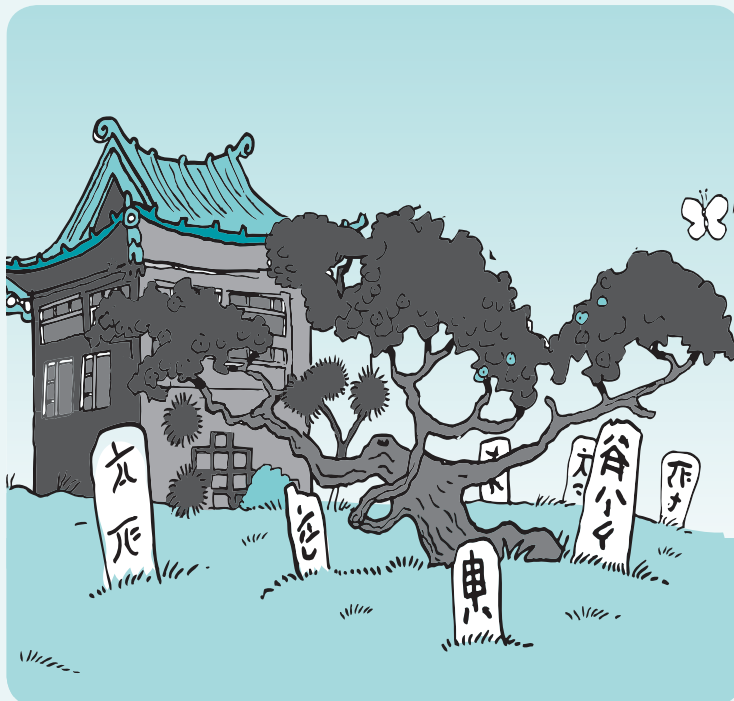
5 One summer day he became so ill that he sent for his sister-in-law and her son. They both came
6 and did all they could to bring comfort during his last hours. While they watched, Takahama fell
7 asleep. A large white butterfly flew into the room and rested on the old man's pillow. The young
8 man tried to drive it away with a fan, but it came back three times.

9 At last he chased it out into the garden and into the cemetery where it lingered over a woman's
10 tomb, and then mysteriously disappeared. On examining the tomb the young man saw the name
11 'Akiko' and that Akiko had died when she was eighteen. Though the tomb was covered with
12 moss and must have been erected fifty years earlier, the man saw that it was surrounded with
13 flowers, and that the little water tank had been recently filled.

14 When he returned to the house he found that Takahama had passed away. He told his mother
15 what he had seen in the cemetery.

16 "Akiko?" murmured his mother. "When your uncle was young he was engaged to Akiko. She
17 died shortly before her wedding day. When Akiko left this world, your uncle resolved never to
18 marry and to live ever near her grave. For all these years he has remained faithful to his vow,
19 and kept in his heart the sweet memories of his only love. Every day Takahama went to the
20 cemetery, whether in summer breezes or falling snow. There he prayed for Akiko's happiness
21 and left flowers. When Takahama became ill and he could no longer visit the grave, Akiko came
22 for him. That white butterfly was her loving soul."

Adapted from www.pitt.edu/~dash/japanlove.html#willow



YEAR 6 READING SAMPLE TEST 1

- 43 *The mad man* is a story of
- A everlasting affection.
 - B missed opportunities.
 - C a decline into madness.
 - D years wasted in hope.
- 44 Who was Akiko?
- A Akiko was a person who tended graves.
 - B Akiko was the teenage sweetheart of Takahama.
 - C Akiko was Takahama's sister-in-law.
 - D Akiko was a young man who chased the white butterfly.
- 45 This text, *The mad man*, is most like a
- A newspaper report.
 - B factual recount.
 - C folk tale.
 - D traditional fable.
- 46 Akiko did not marry Takahama because she
- A was too young.
 - B had turned into a butterfly.
 - C was in love with the sister-in-law's son.
 - D had died before their marriage could take place.
- 47 The story behind Takahama's life of solitude was revealed
- A by the sister-in-law.
 - B in an inscription on a tombstone.
 - C by the son of the sister-in-law.
 - D through information from Takahama's mother.
- 48 When did the white butterfly alight on Takahama's pillow?
- A before he went to sleep
 - B as he lay dying
 - C after its visit to the tombstone
 - D when the son left Takahama's room
- 49 The sentence *Takahama had passed away* is an example of
- A a metaphor.
 - B a simile.
 - C an epitaph.
 - D a euphemism.
- 50 A more appropriate title for the passage would be
- A The moss-covered tombstone.
 - B The cemetery visitors.
 - C The white butterfly.
 - D The enduring vow.

READING Sample Test 1

Go to the **inside back cover** for a guide to question types.

Demonyms

Pages 72–73

1 C (Basic level) **2 B** (Intermediate level) **3 A** (Basic level)
4 D (Intermediate level) **5 C** (Basic level) **6 A** (Intermediate level) **7 D** (Intermediate level)

- 1** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *Geographers call the word that describes where somebody comes from a DEMONYM* (see line 16).
- 2** This is a **judgement type of question**. You read lines such as *A person from Holland is not a Hol!* (see line 6) and *people from Malta are not Maltesers (a sweet)* (see line 12). Combine this with your own knowledge of the rather light-hearted writing style and you can see that demonyms amuse the writer.
- 3** This is a **fact-finding type of question**. The answer is a fact in the text. You read that most people would call Australians Aussies *but that's really just for everyday talk. Our passports call us Australians* (see lines 14–15).
- 4** This is an **inferring type of question**. To find the answer you have to 'read between the lines'. You read that *People from Thailand are Thais* (see lines 2–3) and *a person from China isn't a Chinan, but is Chinese* (see lines 10–11). The rules for forming demonyms are inconsistent.
- 5** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *People from Thailand are Thais* (see lines 2–3).
- 6** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that is quoted: *But just as you get the hang of it, you discover that a person from China isn't a Chinan, but is Chinese* (see lines 10–11). *Getting the hang of* something is a popular way of saying starting to understand it.
- 7** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *English teachers call these words [demonyms] proper adjectives because they are made from proper nouns* (see line 18). The only proper nouns in the options are Pacific Ocean and Albania. People don't live in the ocean so the correct answer must be Albania. A person from Albania is an Albanian.

The Fan Palm

Pages 74–75

8 B (Intermediate level) **9 C** (Advanced level) **10 C** (Intermediate level) **11 A** (Intermediate level) **12 B** (Intermediate level) **13 D** (Basic level) **14 C** (Basic level)

- 8** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *Few plants are able to survive in this oxygen-poor, waterlogged soil. The shallow roots of Fan Palms allow them to absorb surface water and nutrients easily so Fan Palms are the exception* (see lines 24–25).
- 9** This is an **inferring type of question**. To find the answer you have to 'read between the lines'. You read that Fan Palms have *large circular, splayed fronds* (see line 27). You also read *In strong winds the fronds fold up* (see line 14). You can also look at the illustration and see the shape of the fronds. From your knowledge of hand fans you can infer that the palm gets its name from facial hand fans.
- 10** This is a **fact-finding type of question**. The answer is a fact in the text. You read that in rainforests *because there is so much rain, water can pool on the forest floor for months* (see lines 22–23). The water does not flow away.
- 11** This is a **fact-finding type of question**. The answer is a fact in the text on the noticeboard. You read that *Fan palms have one growing tip. If this is killed the plant dies* (see lines 4–6).
- 12** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that is quoted: *there is so much rain, water can pool on the forest floor for months* (see lines 22–23). *Pool* in this text means 'collect'.
- 13** This is a **fact-finding type of question**. The answer is a fact in the text on the noticeboard. You read that *Palm stems are very flexible and adapted to wet environments and cyclones. In strong winds the fronds fold up and the stems bend* (see lines 12–15).
- 14** This is a **judgement type of question**. You read that *Nina and Peter found this sign during a rainforest walk* (see line 1). It is most likely the information is provided for visitors to a national park. It would not be meant solely for people from Queensland.

I'm very well, thank you

Pages 76–77

15 A (Intermediate level) **16 B** (Advanced level) **17 D** (Intermediate level) **18 C** (Advanced level) **19 D** (Intermediate level) **20 A** (Advanced level) **21 C** (Advanced level)

- 15** This is a **synthesis type of question**. To find the answer you have to read the whole poem. The poem is about getting old but not letting that be a burden. The narrator maintains a positive attitude. He lists some of his ailments but says *I'm awfully well for the state I'm in* (see line 7). After reading the death notices (obits) he concludes *If my name is missing, I know I'm not dead, / So I have a good breakfast and*

go back to bed (see lines 36–37). You can conclude that old age need not be all that bad.

- 16** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that *How do I know that my youth is spent? / Well, my ‘get-up-and-go’ got up and went!* (see lines 18–19). *Get up and go* is a reference to drive or enthusiasm. The narrator has lost his drive and doesn’t know what happened to it.
- 17** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that the narrator lists some of his ailments: *I have arthritis in both my knees, / And when I talk, I talk with a wheeze, / My pulse is weak and my blood is thin* (see lines 4–6) and *I walk to the shops and puff my way back* (see line 33). *Debilitating* means ‘making someone weak and infirm’. The other options are too strong.
- 18** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that is quoted: *My ‘eyes’ on the table until I wake up* (see line 25). The narrator is using the word *eyes* as a euphemism, or substitute word, for glasses. Most people put their glasses on the table until they wake up. People with glass eyes are less common than those with glasses so this option is less likely. The narrator is being light-hearted about his condition.
- 19** This is a **fact-finding type of question**. The answer is a fact in the text. You read that the narrator says *when I talk, I talk with a wheeze* (see line 5) and *I walk to the shops and puff my way back* (see line 33). The narrator has a breathing problem.
- 20** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that the narrator says *My pulse is weak and my blood is thin, / But I’m awfully well for the state I’m in* (see lines 6–7). He also says *for you and me, who are growing old, / It’s better to say, “I’m fine,” with a grin* (see lines 15–16). The narrator can be light-hearted about his ailments.
- 21** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that is quoted: *I get up each morning and dust off my wits* (see line 34). A metaphor is a literary device—a figure of speech. It is purposely stating something is like something else entirely different for a literary effect. In this sentence the narrator’s wits are compared to something like a table that is to be dusted. Of course, it would be impossible for the narrator to *dust off* his wits, but the words still convey meaning.

Tarcoota Orchid Society Calendar

Pages 78–79

- 22 A** (Basic level) **23 C** (Intermediate level) **24 D** (Advanced level) **25 B** (Basic level) **26 A** (Intermediate level) **27 B** (Basic level) **28 C** (Intermediate level)
- 22** This is a **fact-finding type of question**. The answer is a fact in the text. You read that the Orchid Society *hold a **Field Day** on Friday 23 June in the Tarcoota hall* (see line 28). There is just one field day.
- 23** This is a **language type of question**. To find the answer you have to read the text carefully, especially the line which states *On the Sunday following the meeting we hold a ‘get-together’ for beginners* (see line 3). You also read that *At the Sunday gatherings [we] ... have a ‘cuppa’ tea break* (see lines 8–10). The expression, ‘a get-together’, is a way of telling members that this meeting is fairly informal and friendly. Having a *cuppa* also indicates it is a social gathering.
- 24** This is a **fact-finding type of question**. The answer is a fact in the text. You read that the Orchid Society *meets monthly (except Dec.) on the fourth Friday of each month at 8 pm* (see lines 2–3) and *on the Sunday following the meeting we hold a ‘get together’ for beginners* (see line 3). However, for a person wanting to attend a beginners’ meeting in December they would miss out. There is a Christmas party for members instead. The person’s first meeting would have been the Sunday after the fourth Friday in January (the following year).
- 25** This is a **fact-finding type of question**. The answer is a fact in the text. You read that monthly meetings are *on the fourth Friday each month* (see line 2). It is a regular feature of monthly meetings for member to *bench their orchid plants for judging* (see line 6). All the other options are on Sundays which would be the second meeting.
- 26** This is a **fact-finding type of question**. The answer is a fact in the text. By reading the text carefully you will identify the correct order of events. The correct order is Field Day (June), Winter Show (13 July), July meeting (27 July) and Christmas party (25 November).
- 27** This is a **fact-finding type of question**. The answer is a fact in the text. You read that the shows start on Friday and end on Sunday, e.g. *Friday 30 Mar. – Sunday 1 Apr.* (see line 25). That is three days.
- 28** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that the information is mainly dates of meetings and events for members of the Orchid Society. Visitors passing through Tarcoota could participate but they are incidental to the main audience for the calendar of events.

Police-Citizens Youth Clubs (PCYC)

Pages 80–81

29 A (Intermediate level) **30 over 72000** (Basic level)

31 B (Intermediate level) **32 C** (Advanced level) **33 B**

(Intermediate level) **34 D** (Advanced level) **35 A**

(Intermediate level)

- 29** This is a **fact-finding type of question**. The answer is a fact in the text. You read in the **Mission** box that the PCYC aim to *reduce and prevent crime by and against young people* and the PCYC means *less crime, and more young people feeling better about themselves* (see line 25).
- 30** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *over 72000* (see line 30) young people are members of PCYC in New South Wales.
- 31** This is a **language type of question**. When a multiword proper noun, such as the name of a state, is written you use capital letter for all words without any stops. PCYC is an example.
- 32** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that states the PCYC has professionals *to teach vital life skills, such as ... self-esteem* (see lines 22–24). *Self-esteem* means ‘feeling confident in yourself’.
- 33** This is a **fact-finding type of question**. The answer is a fact in the text. You read that the PCYC accepts *young people brought to our attention through the juvenile-justice system, courts, the local police* (see lines 17–19).
- 34** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section in the box. The PCYC has set itself three goals. The first one is *We get young people active in life*. In this context a *mission* is an important and strongly felt aim.
- 35** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that the PCYC has *2500 volunteers and 400 staff* (see line 30). It also depends upon *public donations* to run its many activities: *PCYC facilities today are centres for fun, fitness and friendship, where young people can enjoy a wide range of sports, arts and recreational activities, in a safe environment* (see lines 12–16). Volunteers who assist at PCYC centres have to be dedicated.

Sand dunes

Pages 82–83

36 inland in dry regions in ancient lakes or seabeds

(Intermediate level) **37 D** (Intermediate level) **38 B** (Basic level)

(Intermediate level) **39 A** (Intermediate level) **40 A** (Advanced level)

41 B (Intermediate level) **42 D** (Advanced level)

- 36** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *the most extensive dunes are found inland in dry regions in ancient lakes or seabeds* (see lines 17–19).
- 37** This is a **fact-finding type of question**. The answer is a fact in the text. You read that dunes *have a shorter ‘slip face’ in the lee of the wind* (see lines 6–7). Being shorter it is also steeper. The diagram supports this fact.
- 38** This is a **fact-finding type of question**. The answer is a fact in the text. You read that an obstacle *causes the sand to lose momentum and settle. This could be a small rock or a tree* (see lines 28–30).
- 39** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that *Sand avalanches down the slip face of the dunes also move dunes forward* (see lines 40–41). Combine this with your own knowledge of *avalanches* and you can conclude a sand avalanche would be a sudden movement of a huge quantity of sand down a steep slope.
- 40** This is a **fact-finding type of question**. The answer is a fact in the text. You read that *dunes running parallel to the shoreline ... are important in protecting the land from potential ravages by storm waves from the sea* (see lines 12–15).
- 41** This is a **fact-finding type of question**. The answer is a fact in the text. You read that in *slightly stronger winds, sand particles collide in mid-air, causing sheet flows* (see line 39).
- 42** This is a **fact-finding type of question**. The answer is a fact in the picture. You can see a label (sloughing sand) with an arrow pointing to the leeward side of the sand dune. One meaning of *sloughing* is slipping down a depression or slope.

The mad man

Pages 84–85

43 A (Intermediate level) **44 B** (Basic level) **45 C**

(Intermediate level) **46 D** (Basic level) **47 A** (Intermediate level)

(Intermediate level) **48 B** (Intermediate level) **49 D** (Advanced level) **50 C**

(Advanced level)

- 43** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that when the uncle was young *he was engaged to Akiko. She died shortly before her wedding day. When Akiko left this world, your uncle resolved never to marry* (see lines 16–18) and every day thereafter go to *the cemetery, whether in summer breezes or falling snow* (see lines 19–20). This is a true indication of everlasting affection.
- 44** This is a **fact-finding type of question**. The answer is a fact in the text. You read that Takahama had a teenage sweetheart. When he *was young he was*

engaged to Akiko. She died shortly before her wedding day (see lines 16–17).

- 45** This is a **language type of question**. To find the answer you have to read the text carefully and have an understanding of text types. The subject matter of the text is fanciful. It is highly unlikely to be true. A folk tale is a traditional narrative, usually anonymous, handed down orally.
- 46** This is a **fact-finding type of question**. The answer is a fact in the text. You read that Akiko did not marry Takahama because *she died shortly before her wedding day (see lines 16–17)*.
- 47** This is a **fact-finding type of question**. The answer is a fact in the text. You read that when Takahama became ill *he sent for his sister-in-law and her son (see line 5)*. It was the sister-in-law who knew the story and related it to her son (in the last paragraph).
- 48** This is a **fact-finding type of question**. The answer is a fact in the text. By reading the text carefully you will identify the correct order of events. You read that *during his last hours (see line 6) when Takahama fell asleep a large white butterfly flew into the room and rested on the old man's pillow (see line 7)*. At this point Takahama was still alive.
- 49** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that is quoted: *Takahama had passed away (see line 14)*. You also need to have an understanding of literary techniques. *Passed away* is a euphemism. A euphemism is an indirect expression substituted for one considered to be too harsh or blunt when referring to something unpleasant, such as death.
- 50** This is a **synthesis type of question**. To find the answer you have to read the whole text. The text is about the behaviour of a white butterfly. What the butterfly does is critical to the narrative. You read that the son *chased it out into the garden and into the cemetery where it lingered over a woman's tomb, and then mysteriously disappeared (see lines 9–10)*. You also read that the *white butterfly was her [Akiko's] loving soul (see line 22)*. *The white butterfly* would be an appropriate title.



Before you start, make sure you read the Tips for Writing on pages 49–50 and 51.

Today you are going to write a narrative or story called

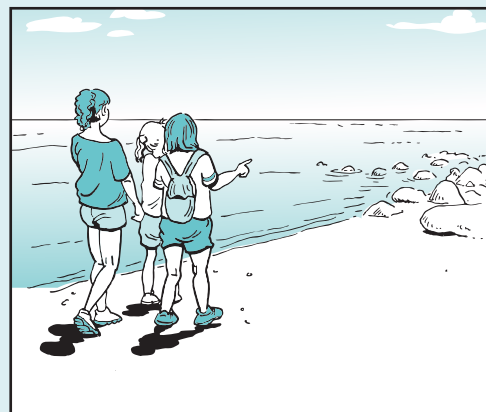
Beach discovery.

The first line of your story will be:

We were walking towards the end of the beach when I saw something odd perched on one of the rocks.

It could be a story about you or about someone else. In other words, your story could be in the first person (using *I*) or in the third person (about someone else).

Your story might be amusing or it might be serious. Don't be tempted to fill it with weird or distasteful events.



Before you start writing, give some thought to:

- ▶ where your story takes place (the setting)
- ▶ the characters and what they do in the story
- ▶ the events that take place in the story and the problems that have to be resolved
- ▶ how your story begins, what happens in your story, and how your story ends.

Don't forget to:

- ▶ plan your story before you start
- ▶ write in correctly formed sentences and take care with paragraphing
- ▶ choose your words carefully and pay attention to your spelling and punctuation
- ▶ write neatly but don't waste time
- ▶ quickly check your story once you have finished.

Use this first sentence to begin your story and complete it on your own paper.

We were walking towards the end of the beach when I saw something odd perched on one of the rocks.

Once the student has completed the Writing Test turn to pages 160–161 where sample pieces of writing (Intermediate and Advanced levels) can be used to check at what level the student is writing. These writing samples have been analysed based on the marking criteria used by markers to assess the NAPLAN Writing Test.

Structure

Audience

The main characters (narrator and Tegan) are introduced early in the first paragraph, and the reader becomes aware of their 'problem' (orientation): what have they discovered?

Character and setting

In the beginning, the reader is quickly told about what, who, when and where.

Text structure

The middle is a series of events that are related in the order in which they happen. The narrator and Tegan try to work out if what they can see is a threat. The reader has to read on to discover the outcome.

Paragraphing

Paragraphs are used to show a change of subject and to show when actual words are spoken (direct speech). Dialogue keeps the storyline progressing and sustains the tension.

Cohesion

The story has an obvious beginning, middle and end. The 'problem' is resolved and the final sentences round off the story in an unexpected but satisfying manner.

Beach discovery

We were walking towards the end of the beach when I saw something odd perched on one of the rocks. I stopped and stared. So did Tegan. I pointed at the shape, frowning. She peered at the shape and shrugged.

I waited to see if it moved. It kept perfectly still. Could it be alive? It was hard to tell because it was dark and hidden in the late afternoon shadows.

Tegan and I looked at one another, then moved closer across the warm sand.

Tegan suddenly stopped. "I think it moved," she whispered. "It's alive!"

"Maybe it's a massive crab with bone-breaking claws. Or an octopus ready to spring onto anyone that passes by," I hissed nervously.

A gull soared in and circled the object, then flew off squawking into the wind, across the swirling surf. There's danger here, I thought, and out of the corner of my eye I noticed Tegan had ventured closer like an intruder. A small wave washed over our feet.

Suddenly the sun came out from behind a cloud. The object glistened and moved as a breeze wafted along the beach.

"Could be a lost, baby sea monster," I said as I picked up a driftwood stick. "Or an alien!"

"It's got arms or legs—or tentacles. I saw them move. It could be dangerous," Tegan whispered.

Suddenly a big wave tumbled over the rocks and rolled down the beach towards us. The object got carried along on the foamy surge.

Tegan screamed and I gasped as the object came towards us. There was no escape.

Almost at once the water returned to the sea and we were left with a slimy mass by our feet. Our unknown menace was nothing more than some stranded seaweed!

Language and ideas

Vocabulary

Adjectives and adverbs are used to enhance the story.
A variety of verbs is used effectively. Hissed is used instead of said to reveal feeling and tension.

Sentence structure

A variety of sentence beginnings adds interest.
A variety of sentence lengths keeps the story moving. The story is written in the past tense using the first person (I). Correct grammar aids the smooth flow of the story.

Ideas

Interesting detail is included (description of a gull).
An exclamation sentence highlights the tension.
The inclusion of sound/feel words improves the setting description.
A simile improves a movement description.
Short sentences increase the tension.

Punctuation

Capital letters, stops and a hyphen are used correctly. There are no errors in apostrophes for contractions or punctuation in direct speech.

Spelling

There are no spelling errors in commonly used words or in less usual words (e.g. glistened).

Please note that this sample has not been written under test conditions. However, it gives you a standard to aim for.

The writing sample on this and the following page have been analysed based on the marking criteria used by markers to assess the NAPLAN Writing Test.

Structure

Audience

The main characters (narrator and Tegan) are introduced early in the first paragraph, and the reader becomes aware of their 'problem' (orientation): what have they discovered?

Character and setting

In the beginning, the reader is quickly told about what, who, when and where.

Text structure

The middle is a series of events that are related in the order in which they happen. The narrator and Tegan try to work out if what they can see is a threat. The reader has to read on to discover the outcome.

Paragraphing

Paragraphs are used to show a change of subject and to show when actual words are spoken (direct speech). Dialogue keeps the storyline progressing and sustains the tension.

Cohesion

The story has an obvious beginning, middle and end. The 'problem' is resolved and the final sentences round off the story in an unexpected but satisfying manner.

Beach discovery

We were walking towards the end of the beach when I noticed something odd perched on one of the jagged rocks. I stopped and stared. So did Tegan. I pointed at the shape, frowning. She peered at the shape and shrugged.

I waited to see if it moved. It kept perfectly still. Could it be alive? Surely not. It was hard to tell because it was dark and partially hidden in the late afternoon shadows.

Tegan and I looked at one another, then moved closer and closer across the warm sand.

Tegan suddenly stopped. "It moved," she whispered hoarsely. "It's alive!"

"Maybe it's a massive crab with bone-breaking claws. Or an octopus ready to spring onto anyone that passes by," I hissed nervously.

A gull soared in and circled the object, then flew off squawking into the wind, across the swirling surf. There's danger here, I thought, and out of the corner of my eye I noticed Tegan had ventured a little closer like an intruder. A small wave washed over our feet.

Suddenly the sun came out from behind a cloud. The object glistened and moved as a breeze wafted along the beach bouncing grains of sand as it went.

"Could be a lost, baby sea monster," I said as I picked up a driftwood stick. "Or an alien!"

"It's got arms or legs—or tentacles. I saw them move. It could be venomous!" Tegan whispered.

Suddenly a big wave boiled over the rocks and rolled down the beach towards us. The object spiralled along in the foamy surge. My hand clenched tightly over my flimsy stick.

Tegan screamed and I gasped as the object swirled towards us. There was no escape.

Almost at once the waves slipped back into the sea and we were left with a slimy mass by our feet. Our unknown menace was nothing more than some stranded seaweed!

Language and ideas

Vocabulary

Adjectives and adverbs are used to enhance the story.
A variety of verbs is used effectively. *Hissed* is used instead of *said* to reveal feeling and tension.

Sentence structure

A variety of sentence beginnings adds interest.
A variety of sentence lengths keeps the story moving. The story is written in the past tense using the first person (I). Correct grammar aids the smooth flow of the story.

Ideas

Interesting detail is included (description of a gull).
An exclamation sentence highlights the tension.
The inclusion of sound/feel words improves the setting description.
A simile improves a movement description.
Repetition and short sentences are used to increase tension.
Boiled is used in a metaphoric sense.

Punctuation

Punctuation is correct throughout, including in direct speech.

Spelling

There are no spelling errors.

Please note that this sample has not been written under test conditions. During a test you might not have the time to produce such a polished piece of writing. However, this sample gives you a standard to aim for.