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Age Conventions

**Final Preparation Lesson
Yr 5**

- Approaching the Test
- Practice Questions

Resource code: 27052510

NAPLAN Test Format



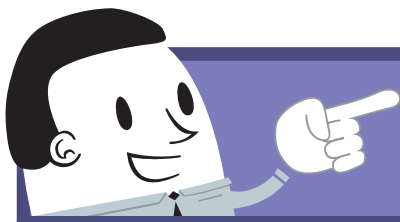
2014 Test timetable

Monday 12 May	Tuesday 13 May Official test date	Wednesday 14 May Official test		
	1. Language conventions Yr 5: 40 min	3. Reading Yr 5: 40 min		Catch up tests permitted
		<i>Catch up tests permitted</i>	<i>Catch up tests permitted</i>	<i>Catch up tests permitted</i>
		Wednesday 21 May	Thursday 22 May	Friday 23 May



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to ensure tests remain secure for schools granted approval to vary test
up tests not permitted.



National Curriculum Alignment

LITERACY

Year 4



What are the three content strands for English?

1. Language
2. Literature
3. Literacy

By the end of end of Year 4, students should be able to:

Receptive modes (listening, reading and viewing)

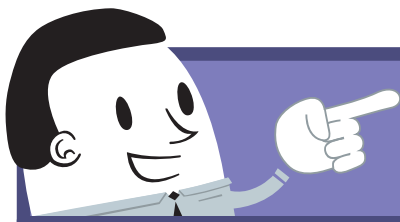
- Understand that texts have different purposes and audiences.
- Explain how language features, images and media texts engage the interest of audiences.
- Describe literal and implied meanings.
- Express preferences for particular texts and points.
- Listen for key points in discussions.

Productive modes (speaking and writing)

- Create structured texts.
- Make presentations and participate in group discussions, varying language according to context.
- Demonstrate understanding of vocabulary from a range of resources and use accurate spelling to improve meaning.

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National Curriculum Alignment

LITERACY

Year 5



What are the three content strands for English?

1. Language
2. Literature
3. Literacy

By the end of end of Year 5, students should be able to:

Receptive modes (listening, reading and viewing)

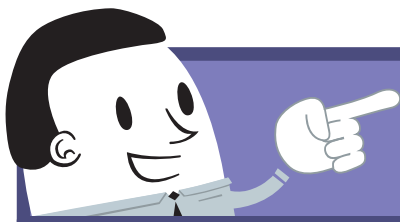
- Explain how text structures assist in understanding texts.
- Understand how language features contribute to different interpretations of characters, settings and events.
- Analyse and explain literal and inferential meanings in texts.
- Describe how events, characters and settings are presented and explain their own responses to them.
- Listen and ask questions to clarify understanding.

Productive modes (speaking and writing)

- Use language features to create different effects.
- Develop and explain their own ideas and information, ideas and images from a range of sources.
- Create a variety of texts for different purposes and audiences.
- Make presentations using ICT, class and group discussions, taking into account the needs of the audience. Use their understanding of grammar, select specific vocabulary and punctuation to enhance their work and explain their choices when writing, editing their work to provide clarity and coherence.



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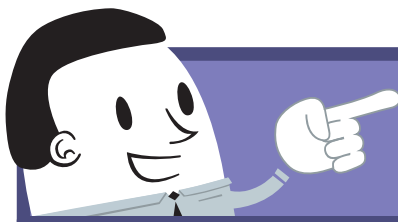
Test Preparation



- Do you think that an athlete would stay up till dawn eating fast food? Similarly, there is a lot you can do to prepare yourself before an exam so you are performing at your peak.
- Try to have as much sleep as possible the night before. Studies show that eyes are much sharper and more focused when they are well-rested.
- Pack everything you need the night before the exam: pens, pencils, paper, calculator, protractor or compass? A dictionary?
- Don't eat anything strange or new the night before. Fried sausages don't agree with you the morning of an exam. Eat a healthy meal, preferably including some brain food like fish, nuts, and fruit.
- Set an alarm!
- Don't eat too much sugar before the exam. It gives you a temporary burst of energy, and you are likely to come crashing down when you reach the hardest question!
- Go to the bathroom just before the exam. You don't want to be having to dash out of the room in the middle of your exam with red legs.
- Anxiety is contagious. If you see someone else looking nervous with doom and gloom, steer clear of them, and instead focus on your own work.
- Listen to the teacher carefully during the exam. Ask a question if you need to clarify anything, but don't let your mind drift wondering.
- During the exam, read the question carefully – too many students make silly mistakes by not reading the question properly.
- Write your answer clearly and neatly. If you are unsure of a sentence, write it down and mark it with a star next to it. You can go back to it at the end.

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Multiple Choice Tips



1. Read the question first!



2. Underline important points and make notes

you understand questions and instructions



3. Read the possible answers.



4. Eliminate any obviously wrong answers

away. For example, on the question 'Which of the following is a prime number?' you can

eliminate any answers that make no sense, such as 1000, because you know that 1000 is not a prime number.



5. For literacy items, read the question carefully and choose the answer

that uses language in the same way as the question.



6. For numerical items, use trial and error to find the correct answer.

For example, if the question is 'Which of the following is a prime number?' and you are given the options 2, 3, 4, 5, 6, 7, 8, 9, 10, you can

eliminate 4, 6, 8, 9, and 10 because they are not prime numbers. This means that you can be sure that the correct answer is either 2, 3, or 5.

For example, if the question is 'Which of the following is a prime number?' and you are given the options 2, 3, 4, 5, 6, 7, 8, 9, 10, you can

eliminate 4, 6, 8, 9, and 10 because they are not prime numbers. This means that you can be sure that the correct answer is either 2, 3, or 5.



7. It is very important to do all the questions on the test.

Do not skip any questions. This will make sure you get the most marks possible.



8. Do not make a mistake by missing something.



9. For numerical items, do your thinking on the test.

Do not write your answers too close to where you place your pencil.

Remember your working out does not have to be neat or logical to anyone but you! Your working out is not marked!

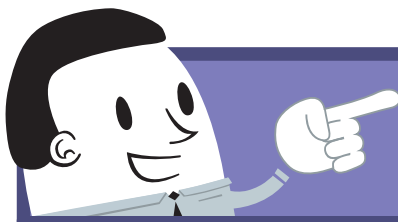


10. Remember your working out is not marked!



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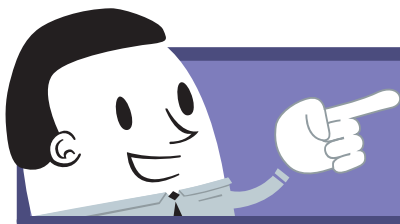
Multiple Choice Tips



- 9. You will often find that the last questions in the last section are more difficult than the first questions. You may need to spend more time on the last questions.
- 10. If you can't work out the right answer, write a wrong answer in the answer space as you are sure you are wrong. Then place a mark next to it so if you have time at the end of the test you can come back to it and change your answer.
- 11. Don't spend all your time on one question. Use your time wisely and move on to the next question. If you have time left at the end of the test, you can go back to the questions you were unsure of.
- 12. You should always use a pencil to record answers in the answer space. Each item has only one correct answer. There is no penalty for a wrong answer, so you should always make a guess even if you have no idea what the answer is. If you want to change your answer, use a rubber to remove the pencil mark and then shade or write the new answer in the appropriate space provided. If you have time left over, go back and double check your answers!

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Test Tips

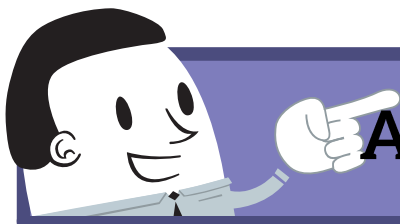
LANGUAGE CONVENTIONS



- Does the spelling of the word look right?
- Have I sounded out the word?
- Have I remembered all my spelling rules? (e.g. 't after c'; 'drop the e and add -ing'?)
- Have I remember the rules for punctuation?
- Have I read the sentence carefully to make sure it makes sense, especially the beginning and end?
- Have I remembered what the different parts of speech words, verbs are doing?
- Have I remembered the different parts of speech words and what they do?
- Have I remembered the different parts of speech words?
- Have I remembered the different parts of speech words?

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Approaching the Test

The NAPLAN Language Conventions Test will challenge your English language in about 50 questions. *One half will be grammar and punctuation. Some questions will ask you to write in a blank box, but most will be multiple choice. Below are some tips to be tested on, as well as information about how to approach questions you are not sure of the answer.*



Multiple Choice Tips

- So many students make silly mistakes by missing a word or not doing what they were asked to do! So that you don't do the same, read the question carefully.
- If the item is a 'fill in the blank' question, try putting the answer in your head aloud. This should help you to work out which one is the right answer.
- Don't spend too much time on one question. If you are stuck, make a small mark next to it and go back at the end.
- Answer every question. You won't lose marks for not answering. If you have no idea you are right or wrong, you may as well make a wild guess.
- If you have a gut feeling when you choose an answer that is probably correct, you are probably right. So if you are tossing up between two answers, stick with the one you originally thought was correct. Don't go back and change your mind.

Spelling Questions

If you want to be a good speller, you need to know the rules of spelling. If you can't spell all the words you use correctly, who will be able to read what you write? Think about the patterns you can learn from words you know. For example, if you know the word 'dream', you will also be able to spell 'dreamer'.

There are many words in English that are hard to spell. The best way to improve your spelling is to practice. When you first start to learn a word, try to write it in your brain to remember it. As you start to recognise the word, you will be able to identify straight away if you think it will look wrong.

When you are asked to spell a word, you may be shown a word and asked to write it, or you may be asked to write a word that contains a mistake.



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Approaching the Test

The types of words you should be able to spell by year five include:

Letters/Sound Relationships

Certain combinations of letters make certain sounds, and you need to know these. The *ck* sound at the end of a word can be made by *ck* together or just *k*. If the word is short, it will end in *ck*, such as in *crack*, *hack* and *back*. If the word will just end in *k*, like in *dark*, *spook* and *break*.

Other letter combinations you should know that make the same sound are:

- *ss* and *ce*, such as in *bass* and *mice*;
- the different long *e* sounds in words like *read* and *lead*;
- *ey* and *ay*, like in *grey* and *hay*;
- *ow* and *ou*, like *throw* and *through*.

Also try to remember

- tricky three-letter sound combinations like *squeak* and *throw*.
- the fact that the *un* sound on the end of a word can be made with *ion*, like in *detention* and *union*;
- *gh* on the end of a word can be silent like in *caught*, or it can be pronounced like *g* as in *ghost*.

Sight Words

These are words that you should be able to spell without thinking. They are words that you will be expected to spell correctly, even if they are tricky. This includes words like *ghost*, brought with its silent *gh* and *government* with its silent *n*. You should be able to spell these words often in your writing and through weekly spelling tests.



Word Knowledge

English language comes from a combination of many other old languages, like Latin, Greek and Old Norse. As a result, some words are spelled the way they are due to their history. An example is *aeroplane* – the *aero* comes from the ancient Greek word for air. When you are familiar with spelling roots like this, you can spell a range of words, like *aerodynamic*, a word used to describe an object that is designed to move smoothly.



Some words have more than one. When spelling plurals, such as changing *elephant* to *elephants*, there are some rules you should be familiar with.



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Approaching the Test

- Most nouns (naming words): just add s. For example, rabbit → rabbits
- Most nouns that end in ch, sh, s, x or z: add es. For example, fox → foxes
- Most nouns that end in a consonant and y: change the y to i and add es. For example, baby → babies
- Most nouns that end in a vowel and y: just add s. For example, boy → boys
- Most nouns that end in f or fe: f or fe becomes ves. For example, elf → elves.
- Most nouns that end in o: just add s. For example, kangaroo → kangaroos.
- Some nouns that end in a consonant and o: add es. For example, tomato → tomatoes.
- Some words change altogether when they become plural. For example, goose → geese; child → children.
- Some words don't change at all when they become plural. For example, deer → deer.
- Some words have strange plurals that do not follow their original word. For example, focus → foci.



Compound words

Compound words are formed when two or more words are joined together. You can usually spell them by breaking them down into their base words. For example, foot + ball = football.

Homophones

Homophones are words that sound the same but are spelled differently. Problems arise when the wrong one is used in a sentence. For example, I rode off into the night. Both have very different meanings. The first is about disappearing into the darkness, whereas the second is about being protected by shining armour!

Words you should be familiar with include:

- two/two, to/road, whole/hole, to/too/two,
- guest/guest, brake/break, piece/peace,
- hair/hare, grown/groan, read/red, knot/not,
- wood, which/witch, poor/pore, hour/our, pair/pear,
- through, thrown/throne, knows/nose, tale/tail,
- week/week, break/brake, saw/sore/soar, blew/blue,
- fair/fare, knight/night, heard/herd, steel/steal,
- sow/sow, so/sew, waist/waste, creek/creak, steak/stake,



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Approaching the Test

Spelling Rules

i before e except after c

This rule applies to words with *ie* in the middle of them, such as *chief*. If the letter pattern is usually *ei* instead, such as *receive*, *ceiling*, *deceive*.

Exceptions:

- The *ay* sound: words like *eight*, *neighbour*, *weigh* etc.
- The *cie* letter pattern: words like *efficient*, *sufficient*, *conscientious* etc.
- *Caffeine*, *either*, *heir*, *height*, *leisure*, *weird*, *their*

Suffixes

A suffix is an ending you add to a base word to change its meaning. For example, *happy* + *ness* = *happiness*. Each suffix has a meaning in that way. *Slowly* means in a *slow* way; *sadly* means in a *sad* way. Suffixes can either be vowel suffixes (beginning with a vowel such as *-ly*) or consonant suffixes (beginning with a consonant such as *-ful*, *-ness* and *-less*).

Vowel suffixes

When adding a vowel suffix to a verb ending in *e*, drop the *e* + *ing* = *making*.

Exceptions:

- When adding *-ing*: *dyeing*, *employing*.
- When adding *-able* and *-or*: *manageable*, *manager*. Words like *courageous* and *noticeable*.

When adding a vowel suffix to a verb ending in a consonant, double the last consonant. For example, *run* + *ing* = *running*.

When adding a vowel suffix to a verb ending in *w*, *x* and *y*, for example *play* + *ed* = *played*.

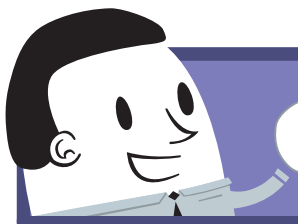
Consonant suffixes

When adding a consonant suffix to a verb ending in *e*, don't drop the *e* unless another vowel comes before it. For example, *manage* + *ment* = *management*, but *argue* + *ment* = *argument*.

When adding a consonant suffix to a verb ending in a vowel and a consonant, there is no change. For example, *sad* + *ly* = *sadly*.



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Approaching the Test

Grammar Questions

In the grammar section, most questions will be multiple choice and will test your knowledge of how the English language is structured. You may be asked to fill a blank in a sentence with the correct word; choose which of several sentences is complete; identify a noun, verb or adjective; or identify what tense something is written in. Before tackling this part of the test, make yourself familiar with the following rules about the English language:

Punctuation

Full Stops

Full stops are placed at the end of a sentence that is not a question or an exclamation. A sentence that has a full stop means it contains a *subject* and a *verb*. The subject is the person or thing that does the action. The verb tells us what the subject has done, is doing or will do. For example: *The majestic eagle soared across the sky.* The subject of the sentence is *the majestic eagle*, the verb is *soared*, and the sentence is about, and the verb *soared* tells us what it is doing.

Capital letters

A new sentence always starts with a capital letter. For example: There are 403 species of butterflies in Australia.

They are also used at the beginning of proper nouns, which are the naming words of specific people, places and things. For example: My favourite director is Oscar Wilde. The moment is One Direction.

Commas

Commas are used to separate two or more items in a list. They are reading that is not as long as a full stop. You insert a comma between each item.

For example: I bought more items in a list. At the shops I bought bread, milk, cheese, vegemite

and jam. You can also use commas to separate complete ideas joined by a conjunction (words like for, but, or, yet and however):

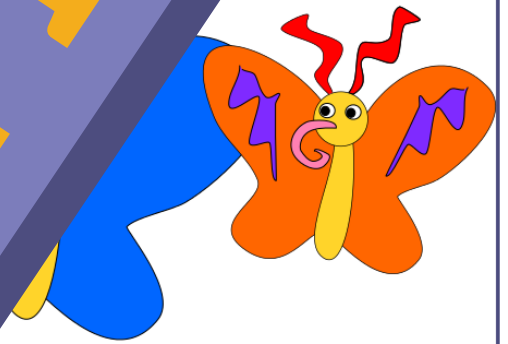
For example: Mum and I wanted to go to the art gallery, but it was closed for renovations.

Commas are also used to separate two or more adjectives or adverbs (describing words):

For example: Iceland is a chilly, beautiful country.



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Approaching the Test

Note that one of the most common mistakes students make is when they use a comma instead of a full stop. If both parts of your sentence would be complete on their own, you should use a full stop. If only one part would be complete, you should use a comma!

For example:

I like marsupials, my favourite is the koala. ✗

I like marsupials. My favourite is the koala. ✓

You could also fix this mistake by inserting the word *and* between the two complete ideas, for example:

I like marsupials and my favourite is the koala. ✓

Question marks

If you ask a question, you need to punctuate it with a question mark instead of a full stop.

For example: Do you want to come to the school at Easter?

Direct speech

When someone is talking, the record of what they say is called direct speech. Direct speech is written with quotation marks (""). This type of punctuation looks like a mini sentence. There are two pairs: one at the beginning of the sentence and one at the end. Remember when writing down direct speech.

- Begin direct speech with a capital letter.
For example: Jonathan said, "I like marsupials."
- Spoken words are separated from the rest of the sentence by a comma.
For example: "I like marsupials," Jonathan said.
- Punctuation that is part of the speech goes inside the quotation marks.
For example: "I don't know," Jonathan inquired Eric thoughtfully.

Contractions

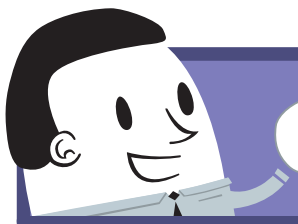
You may have noticed that there are many contractions in the English language that speakers tend to be lazy! We don't write "I do not" but we write "I don't". We also write "cuppas" and "mosquitos" as "moozies". It is also done with words like "I have" and "we are". Contractions are formed by combining two words and replacing the letters you take out with an apostrophe.

Contractions like do + not = don't, can + not = can't, I + have = have, should + have = should've, we + are = we've, who + is = who's, would + not = wouldn't etc.

The contraction of should've is the contraction of should of. Should of is not correct. It should be should have. Remember that!



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Approaching the Test

Possessive Apostrophes

You also use apostrophes to show possession or ownership. For example, say you are talking about the dog your cousin owns. You would say your *cousin's dog*. So when the owner is just singular, you add an apostrophe and an s on the end. When there is more than one owner, you add the apostrophe *after* the s. For instance, say the dog didn't just belong to one of your cousins; it belonged to all of them. You would say your *cousins' dog*.

The trick is simple: if the word doesn't end in s already, add an s and insert an apostrophe before it; when the word already ends in s, add the apostrophe. This applies to names too. If your cousin's name is James, you would say *James' dog*, because the name ends in an s.

For example: Mum's car had to go to the mechanic today, so she borrowed a car from school.

Pronouns, it's and its

Be careful not to get tricked by the words *its* and *its* – are used to show possession. *Its* with an apostrophe is the possessive form. *It's* with an apostrophe is the contraction of *it is*. *Its* and *its* never use an apostrophe in them.

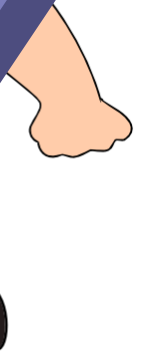
For example: The shark was swimming back under the sea. It's probably one of the most amazing creatures in the world.

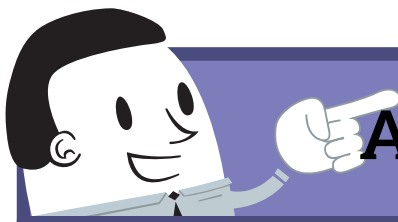
Subject/Verb Agreement

The subject of a sentence is what the sentence is about. Singular subjects need to be paired with singular verbs. Plural subjects (more than one) need to be paired with plural verbs.

For example: The cat (singular subject/verb) was sleeping.
The cats (plural subject/verb) were sleeping.

- Nouns are naming words.
For example: *basketball, tiger, carrot* and *beard*.
- Verbs are doing words.
For example: *singing, cook, giggle* and *assisted*.
- Adjectives are words that describe nouns.
For example: *friendly, speckled, hairy* and *sour*.





Approaching the Test

Pronouns are words used in place of nouns, such as , such as he, him and females; it, this and that for things and they, these and those for groups mentioned noun of their type.

For example: Renee tried to climb the pole, but it was just too weak.

Renee is a girl, so her is used to refer back to her; and a pole is a

The reason for their use is to stop things sounding so repetitive. How do the two sentences?

Katya was very tired. Katya had spent the entire day climbing and Katya wasn't feeling very hungry. All that she wanted was to eat.

Katya was very tired. She had spent the entire day climbing and she wasn't feeling very hungry. All that she wanted was to eat.

Adverbs and Adverbial Phrases of Time

An adverb is a word used to describe a verb (action words) or an adjective.

For example: *quickly, slowly, sadly*

They are different from adjectives because they describe actions (verb) or other words (adjectives), like the *grey* rhinoceros. When adverbs describe actions, they tell how an action is carried out.

For example: He swam poorly.

You can usually spot them quite easily. When not describing a verb, they describe something happens. They are often used in adverbial phrases. For example, *I go for a walk every day*. The adverbial phrase here is *every day*. Other adverbial phrases you might see are *each day, each week, after work*.

Conjunctions

Conjunctions are used to join two clauses. They can be *and, nor, but, or, yet and so*. For example, *I wanted to go to the park but to join them - I wanted to go to the park*.

penguins, so we took her to



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Approaching the Test

Tense

Tense is the time in which a sentence takes place. You mainly show tense in a sentence and also time cues such as 'this afternoon' or 'last Tuesday'. There are three tenses - past, present and future.

- When we write about things that have already happened, we use the past tense.
For example: I walked to the shops this morning.
- If we are writing about things that are still happening, we use the present tense.
For example: I walk to the shops every morning.
- If what you are writing about is happening right now, we use the present continuous tense that ends in -ing.
For example: I am walking to the shops.
- If we write about things that are going to happen, we use the future tense.
For example: I am going to walk to the shops tomorrow.

If you are unsure about whether a sentence is in the present or past tense, read it out loud. Ask yourself, "When is it happening, or has it already happened?" The tense should be consistent with your time cue. It can be a little tricky, from a lifetime of speaking and reading, but it will almost always just be second nature!

He/She/They and I:

When you refer to more than one person, always mention others first and yourself last.

For example:

Me, Jane and Sam

Jane, Sam and I

Commands

In the test, you might be asked to work out which of several sentences is a command. A command is an instruction, like when someone tells you to do something. They usually contain second person – words like you and your and/or a verb that demands action.

Example: Get out of my way!

Example: Put your hands on your head.



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Approaching the Test

Obsolete words

You might be asked which word in a sentence can be taken out, or which word is one that isn't really necessary, so if you take it out of a sentence it still makes perfect sense. It usually happens when the same thing is said twice for the same reason. For instance, you don't need to say the boy *descended down* the stairs. This is because *descended* already means *down*. Similarly, *at the morning* can be cut down, because *am* and *in the morning* mean the same thing. For example:

Tim likes white bread whereas Fiona prefers multi-grain bread.
Saying bread twice is unnecessary. The sentence would be:
Tim like white bread whereas Fiona prefers multi-grain bread.

Parts of a Sentence

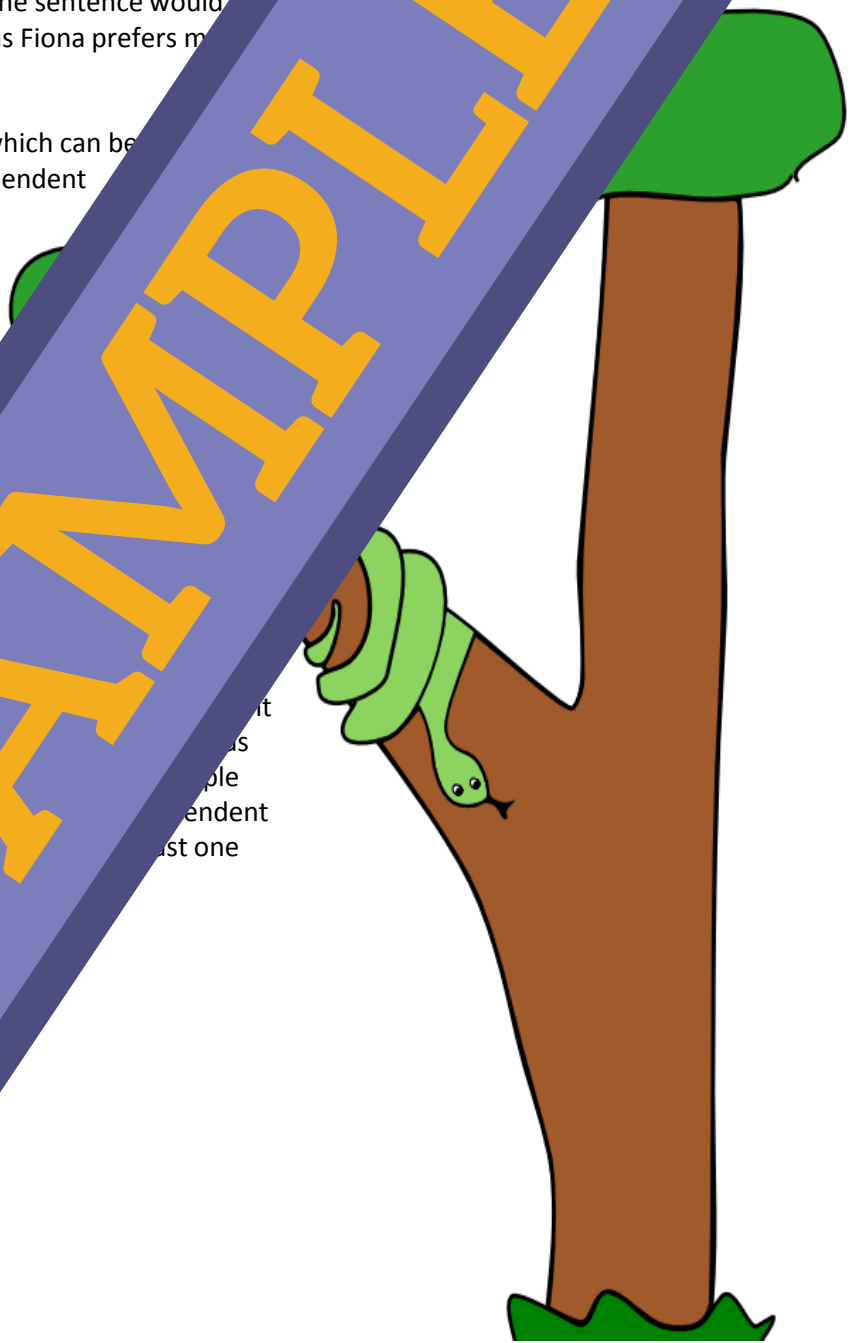
Sentences are made up of clauses, which can be either *independent* or *dependent*. An independent clause is the main clause and can work as a complete sentence on its own. On the other hand, a dependent clause depends on the rest of the sentence to give it meaning, and cannot function as a sentence by itself – it just adds extra information.

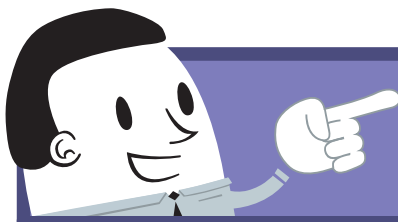
For example: When I was walking in the park, I saw an snake.

In that sentence, *I saw an snake* is the independent clause, because it can stand on its own. On the other hand, *When I was walking in the park* is a dependent clause, as it is incomplete without the rest of the sentence. It adds extra information to the main clause. In a sentence with multiple independent clauses, the first one is the main clause, and the others are dependent clauses.



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Practice Questions

Montana lives on the Gold Coast in Queensland. The beaches help keep sharks out, and a baby whale recently became tangled in the shark nets. Montana is furious, has written to her local newspaper urging the removal of shark nets. Problem is, she's made a few mistakes.



Q1

Several words in Montana's letter have been spelled incorrectly, and she has broken several of her punctuation rules. Can you help her fix them?

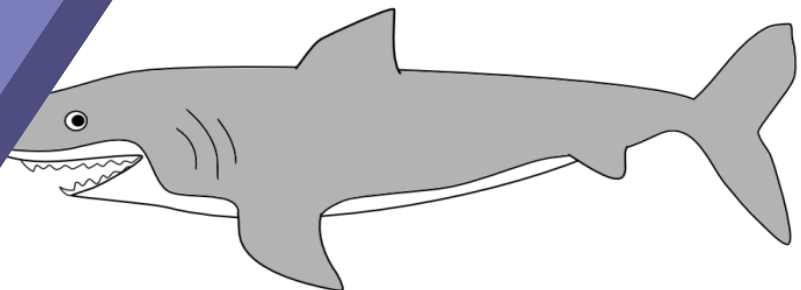
Dear Editor,

I am writing to express my anger at the baby whale that got tangled in the shark nets. I can't believe this happened! It's so unfair!

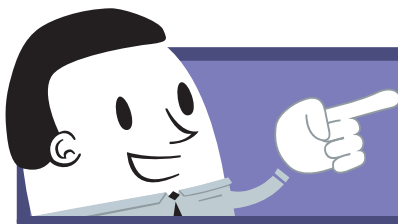
It has been proven that shark nets don't work. Last year, a baby whale was attacked by a shark on a netted beach near Newcastle. The nets are supposed to keep sharks out, but they can still get thru. Although they do catch some sharks, they also catch other animals anyway, so end up dieing for no reason. What's worse is that every year, countless dolphins, dugongs, turtles and whales get caught in the nets. The baby whale that died yesterday was just a baby with it's hole life ahead of it. It was so terrified. It's not fair!

Everyone knows that there is a risk of sharks being around. But this risk is so tiny! in fact, the risk of being struck by lightning is much greater than a shark. The nets are supposed to be safer, and becoz we get a lot of tourists, the government should focus on protecting marine life.

The government should listen to the people. It's time we got some respekt. get rid of the nets.



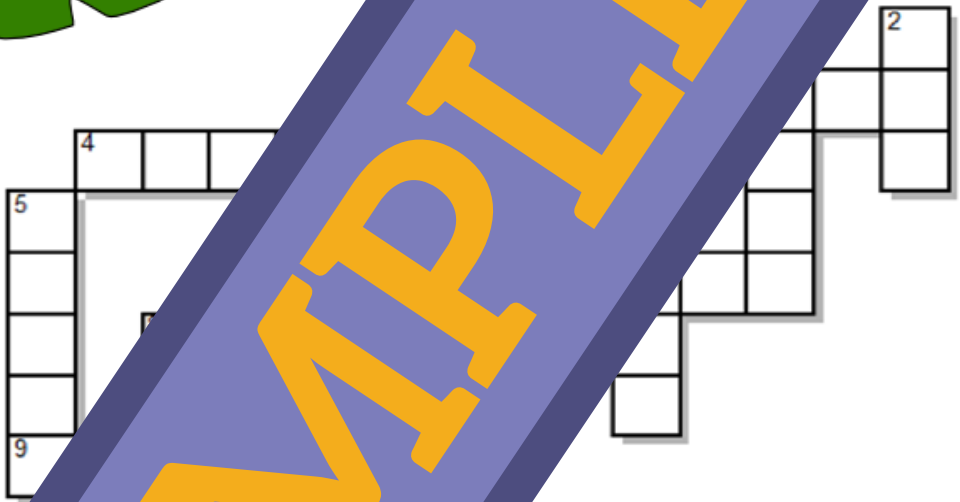
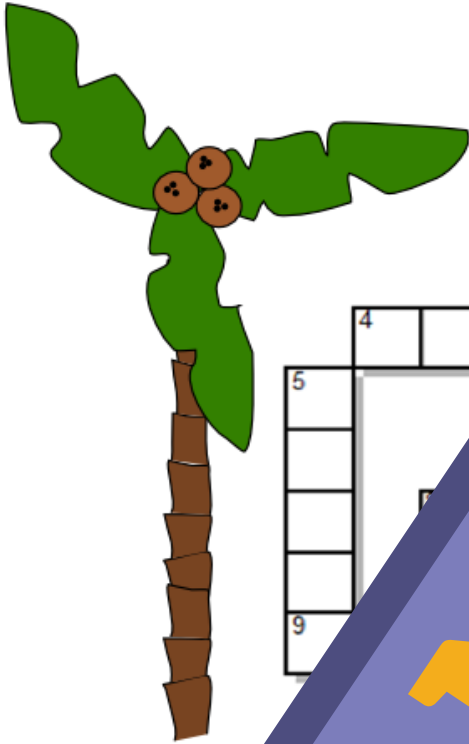
SAMPLE



Practice Questions

Q2

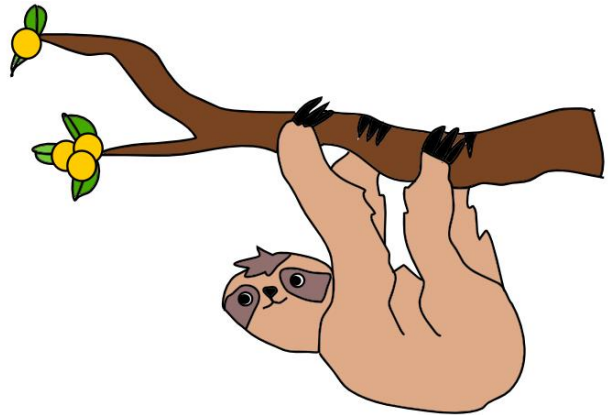
These jungle crossword clues are all written in present tense (the sentence is about) and the verbs (doing words) don't agree with the crossword.



SAMPLE

ACROSS

- 3. The anaconda **swims** in the river.
- 4. The piranhas **eat** the fish in the river.
- 7. The electrician **fixes** the power lines.
- 8. The ant **finds** the food.
- 9. The sloth **climbs** the tree.



- 1. The monkey **cracks** the nuts open.
- 2. The bee **flies** in the morning.
- 6. The squirrel **scrapes** through the leaf litter.



Practice Questions

Montana lives on the Gold Coast in Queensland. The beach lifeguards help keep sharks out, and a baby whale recently became tangled in the shark nets. Montana is furious, has written to her local newspaper urging the council to get rid of the shark nets. Problem is, she's made a few mistakes.



Q1

Several words in Montana's letter have been spelled incorrectly. Several of her punctuation rules are wrong. Can you help her fix them?

Dear Editor,

I ~~am writing to express~~ **writing express**

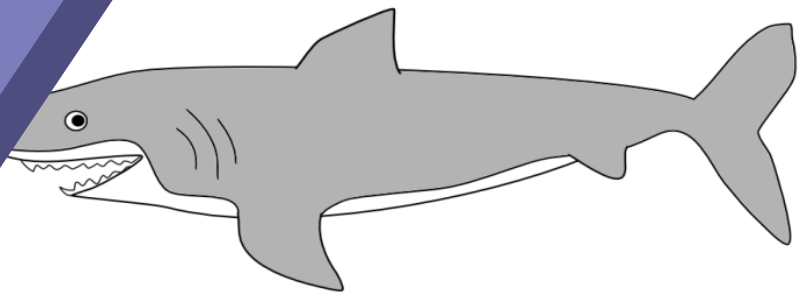
~~am writing to express~~ my anger at the baby whale that got tangled in the shark nets. I can't ~~believe~~ **believe** this happened! ~~It's~~ **It's** so terrible!

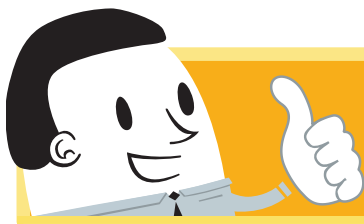
It has been proven that shark nets don't work. ~~near~~ **near** Newca was attacked by a shark on a netted beach ~~near~~ **through** Newca. Beaches and sharks can still get ~~thru~~ **through**. Although they do catch ~~some~~ **some** dolphins anyway, so end up ~~dying~~ **dying** for no reason. What's worse is that ~~last~~ **last** year, countless dolphins, dugongs, turtles and whales ~~died~~ **died**. That baby whale that died yesterday was just a ~~whole~~ **its whole** baby with ~~its hole~~ **its whole** life ahead of it. I was so ~~terrified~~ **terrified**. It's not fair!

Everyone knows that ~~there~~ **there** is a risk of sharks being around. But this risk is so tiny! In fact, ~~you~~ **I** are ~~more~~ **more** likely to be struck by lightning ~~then~~ **than** a shark. The nets are ~~safer~~ **safer** because they are safer, and ~~becoz~~ **because** we get a lot of tourists, ~~so~~ **so** we should ~~not~~ **not** ~~stop~~ **stop** protecting marine life. ~~It's~~ **It's** ~~not~~ **not** worth the risk.

The council should ~~respect~~ **respect** the council's decision. ~~Next~~ **Next** time we got some ~~respect~~ **respect**, get rid of the nets.

SAMPLE

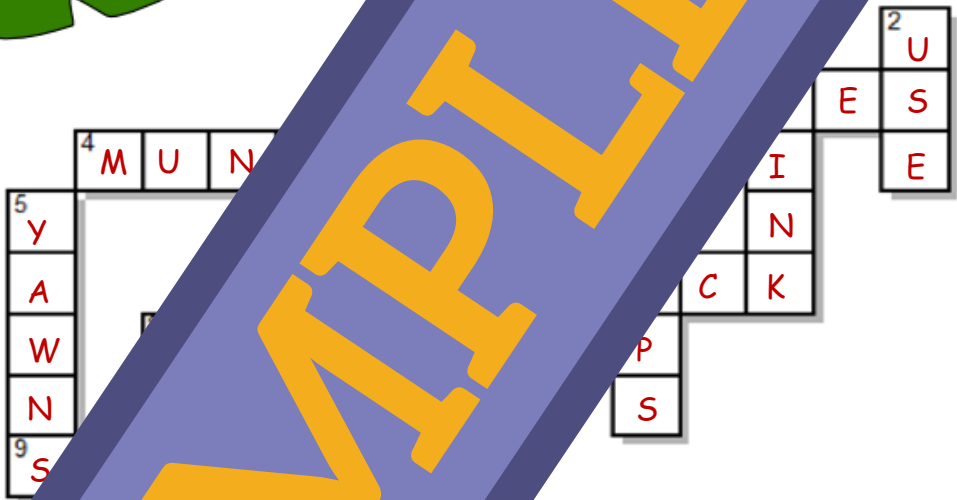
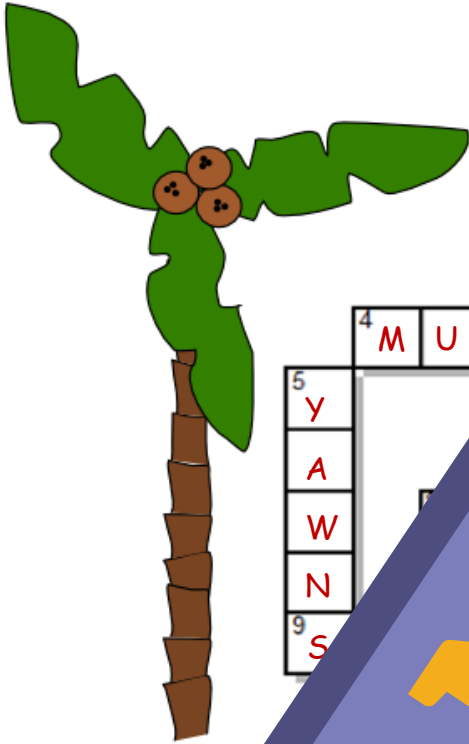




Practice Questions

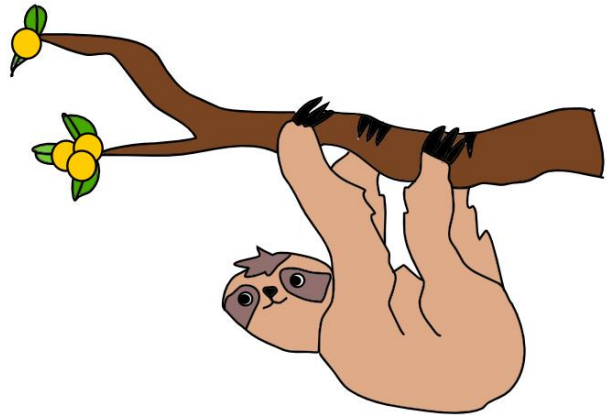
Q2

These jungle crossword clues are all written in present tense (the sentence is about) and the verbs (doing words) don't agree with the crossword.



ACROSS

- 3. The anaconda **_____** the river.
- 4. The piranhas **_____** the river.
- 7. The electrician **_____** the wires.
- 8. The ant **_____** through the leaf litter.
- 9. The sloth **_____** the branch.



- 6. The monkey **_____** the nuts open.
- 8. The ant **_____** through the leaf litter.

Practice Questions

Question One:

Students were required to go through a persuasive passage of spelling mistakes and punctuation errors such as capital letters and apostrophes.

Model Response (corrected errors are in bold):

Dear Editor,

I am **writing** to **express** my anger at the way you are getting caught in the shark nets. I can't **believe** this is for good.

It has been proven that shark nets are dangerous. A swimmer was attacked by a shark on a netted area that only goes down six metres and sharks can still get through. Even though most sharks are harmless anyway, so even if you are not afraid of sharks, most species that are **caught**. Every year thousands of seals, dolphins and whales get tangled in the nets and **die**. The **wildlife** is **lost** with **its whole** life ahead of it. **The poor thing** would be better off without the nets.

Everyone knows that there is a risk of sharks being around. But this risk is so tiny compared to the risk of being stung by a bee or from being struck by lightning **than** a shark. You should be more careful to make people think they are safer, and **because** of this you are making people think this is more important **than** protecting marine life.

The sea is a dangerous place. We need to have some **respect**. **Get rid of the nets.**

You

My

The student was asked to correct the subject/verb errors in a series of short sentences. The errors were: plural verbs and singular nouns matched singular verbs.



- The anaconda **strangles** its prey.
- The piranhas **munch** on fruit that has fallen into the river.
- The electric eels **shock** their enemies.
- The anteaters **have** long thin tongues.
- The sloth **sleeps** in the tree fork.

This answer guide is continued on the next page...



...This answer guide is continued from the previous page.

DOWN

1. The toucans blinks their bright eyes. → The toucans **blink** the
2. The monkeys uses rocks to crack the nuts open. → The m
- open.
3. The parrot shriek loudly every morning. → The parrot **s**
5. The jaguar yawn lazily. → The jaguar **yawns** lazily.
6. The poison arrow frog hop through the leaf litter. → e leaf litter.

