

Excel

Get the Results You Want!

Year 2 NAPLAN*-style Literacy Tests

Free-to-download Sample Tests with answers

Tanya Dalglish



**PASCAL
PRESS**

* This is not an officially endorsed publication of the NAPLAN program and is produced by Pascal Press independently of Australian governments.



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

- 1 **Werms** are good for the garden.
- 2 I **startid** reading my new book yesterday.
- 3 Zeb **luves** lizards.
- 4 Dad **sed** we could go bushwalking.
- 5 **Down't** run across the road.
- 6 The storm arrived **suddernly**.
- 7 Rose **stopt** playing basketball this year.
- 8 Stay inside **untill** the rain stops.
- 9 Jenni likes hip hop **dansing**.
- 10 Bananas are my favourite **froot**.
- 11 **Bloo** whales are large mammals.

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

12 grey **fer**

14 **booshy** tail

13 **huje** eyes

Each sentence has a word that is incorrect. Write the correct spelling of the word in the box.

- 15 Let's boil **sum** eggs for breakfast.
- 16 Dad hurt his back doing the **gardning**.
- 17 Mum was **unnhappy** about the mess.
- 18 Spider **babys** are called spiderlings.

YEAR 2 LANGUAGE CONVENTIONS SAMPLE TEST 1

- 19 Choose the word with the correct spelling.
The cat jumped out and gave me a .
- A frite B fright C freyet D frit
- 20 Which sentence has the correct spelling?
- A Ben threew the ball for the dog. B Ben threw the ball for the dog.
C Ben throwed the ball for the dog. D Ben throo the ball for the dog.
- 21 Which word correctly completes this sentence?
I quickly to the shop and bought milk.
- A runned B running C ran D runner
- 22 Which pronoun correctly completes this sentence?
Molly and I like broccoli and also like spinach.
- A us B her C she D we
- 23 Which pronoun correctly completes this sentence?
We kept our dog inside she had a sore eye.
- A so B because C until D but
- 24 Which word correctly completes this sentence?
Mum bought some new running shoes.
- A itself B himself C ourselves D herself
- 25 Which word in this sentence is a noun?
He sat on a comfortable chair.
- A He B sat C comfortable D chair
- 26 Which word in this sentence is a verb?
The big wet dog slid across the floor.
- A big B dog C slid D floor
- 27 Which word in this sentence is used as an adjective?
We ate the sweet strawberries with some cream.
- A ate B sweet C strawberries D cream
- 28 In which sentence is there a mistake?
- A I rided my bike to school today. B Bike riding is good exercise.
C It's fun. D I think I will ride to school tomorrow.

- 29 Which word correctly completes the sentence?
I finished my homework.
A did
B have
C do
D has
- 30 Which word in this sentence tells how to stir the mixture?
Dad said to stir the pancake mixture thoroughly.
A stir
B pancake
C mixture
D thoroughly
- 31 Which of these sentences is a command?
A Tie your shoelaces.
B Have your shoelaces come undone?
C I'll help you tie those shoelaces.
D It's dangerous to run with your shoelaces undone.
- 32 Which sentence is punctuated correctly?
A My hat is red
B my hat is red
C My hat is red.
D My hat is Red.
- 33 Which sentence is punctuated correctly?
A You're coming to my house after school?
B Will you come to my house after school?
C Maya is coming to my house?
D I'm allowed to go to your house?
- 34 Which sentence is punctuated correctly?
A Our teacher asked us to collect the bats, balls, stumps and helmets
B Our teacher asked us to collect the bats balls stumps and helmets.
C Our teacher asked us to collect the bats, balls, stumps, and helmets.
D Our teacher asked us to collect the bats, balls, stumps and helmets.

- 35 Which word is plural for baby?
- A babies
 - B babys
 - C babes
 - D babeez
- 36 Which of these words **cannot** be used to mean more than one?
- A sheep
 - B people
 - C man
 - D fish
- 37 In which sentence is the word *of* used **incorrectly**?
- A Ben ate a piece of pie.
 - C There was a dollop of cream on top.
 - B The pie was made of apples.
 - D He should of shared it with me.
- 38 Which sentence is correct?
- A Me and Justin like our new teacher.
 - B Me and Justin likes our new teacher.
 - C Justin and I like our new teacher.
 - D Me and him like our new teacher.
- 39 Which sentence is punctuated correctly?
- A Heidi and sally live in canberra.
 - B Heidi and Sally live in Canberra.
 - C Heidi and sally live in Canberra.
 - D heidi and sally live in Canberra.
- 40 Which word correctly completes this sentence?
The children quiet.
- A were
 - B was
 - C has
 - D is

LANGUAGE CONVENTIONS Sample Test 1 Pages 49–52

- 1 Worms** (Intermediate level) **2 started** (Basic level)
3 loves (Intermediate level) **4 said** (Intermediate level)
5 Don't (Intermediate level) **6 suddenly** (Intermediate level)
7 stopped (Intermediate level) **8 until** (Basic level)
9 dancing (Intermediate level) **10 fruit** (Intermediate level)
11 Blue (Intermediate level) **12 fur** (Intermediate level)
13 huge (Advanced level) **14 bushy** (Intermediate level)
15 some (Basic level) **16 gardening** (Intermediate level)
17 unhappy (Intermediate level) **18 babies** (Intermediate level)
19 B (Advanced level) **20 B** (Advanced level)
21 C (Basic level) **22 D** (Intermediate level) **23 B** (Intermediate level)
24 D (Intermediate level) **25 D** (Basic level)
26 C (Intermediate level) **27 B** (Intermediate level)
28 A (Basic level) **29 B** (Intermediate level) **30 D** (Intermediate level)
31 A (Basic level) **32 C** (Basic level)
33 B (Basic level) **34 D** (Advanced level) **35 A** (Intermediate level)
36 C (Intermediate level) **37 D** (Advanced level)
38 C (Advanced level) **39 B** (Intermediate level)
40 A (Intermediate level)
- 1** The 'or' in *worms* says 'ir'/'er'. Other words with similar sound and spelling are *word* and *worse*. Watch out for 'er' words (e.g. verb), 'ear' words (e.g. earth) and 'ir' words (e.g. dirt) that make the same vowel sound but use different spellings.
- 2** *Started* is the word *start* with the suffix 'ed' for past tense.
- 3** *Loves* is a common word. You need to remember how to spell it. Remember to use *o*.
- 4** *Said* sounds like 'sed'. Learn this common word to use in your own writing. Remember that *said* is past tense for the verb *say* and you will remember that *said* and *say* start with 'sa'.
- 5** *Don't* is a contraction for *do not*. The apostrophe (') marks the place of the missing letter *o*.
- 6** *Suddenly* is formed by adding 'ly' to *sudden*. The adverb *suddenly* tells **how** something happened. Remember to spell *sudden* and then add 'ly'.
- 7** *Stopped* is a past-tense verb. It is the word *stop* with the suffix 'ed'. When adding suffixes to one-syllable words that end in a vowel then a final consonant, you usually need to double the final consonant (e.g. hop → hopped, hit → hitting).
- 8** *Until* ends in a single *l*.
- 9** Drop the *e* to add 'ing' to verbs such as *dance*, *write*, *hike* and *rake*.
- 10** *Fruit* has the vowel pattern 'ui' as in *suit*, *pursuit* and *recruit*.
- 11** *Blue* has the vowel pattern 'ue' as in *glue*, *hue*, *due* and *pursue*.
- 12** *Fur* is spelled with 'ur' as in *blur*, *urgent*, *further*, *hurt* and *burn*.
- 13** *Huge* has a soft *g* because the *g* is followed by an *e*. The *u-e* combination means that the *u* says its own name inside the word. This is a long vowel sound.
- 14** *Bushy* is made by adding *y* to the noun *bush* to make an adjective that describes. Add *y* to other nouns to make adjectives, e.g. *windy*, *sunny*, *funny* and *furry*. Note the double consonant in some of these words.
- 15** *Some* means 'an amount of something'. *Sum* means 'to add up'. *Some* and *sum* are homophones. Homophones are words that sound the same but are spelled differently and have different meanings. Remember what *homophone* means by thinking about hearing sounds in a *phone*.
- 16** *Gardening* is made by adding the suffix 'ing' to *garden*. If you remember the base word is *garden* you will remember the *e*.
- 17** *Unhappy* uses a prefix 'un' in front of the word *happy* to make an opposite meaning. Other words which use 'un' are *done* → *undone*, *do* → *undo*, *believable* → *unbelievable*, *usual* → *unusual*.
- 18** *Babies* is plural for *baby*. When making plurals of nouns that end in *y*, change the *y* to *i* to add 'es' (e.g. lollies, jellies, ponies, puppies).
- 19** *Fright* has six letters but four sounds. The 'igh' make one long *i* sound. It rhymes with *right*, *light*, *delight*, *sight*, *fight* and *might*.

YEAR 2 LITERACY SAMPLE TEST ANSWERS

- 20** *Threw* is spelled with 'ew' as in *chew*, *drew*, *new* and *grew*. It is the past-tense form of the irregular verb *throw*.
- 21** The sentence is about something that has already happened. *Ran* is a past-tense verb.
- 22** *We* is a personal pronoun. Personal pronouns replace nouns in a text. In this text *we* refers to the noun group *Molly and I*.
- 23** *Because* is a connecting word (conjunction). It is used to connect ideas through cause and effect. The fact that the dog has an eye infection causes its owners to keep it inside.
- 24** Pronouns replace nouns in sentences. The pronoun *herself* refers to *Mum*. Instead of saying *Mum bought Mum new shoes* a pronoun is used so that the word *Mum* does not have to be repeated.
- 25** The noun is *chair*. Nouns name people, places, animals and things.
- 26** *Slid* is the action taken by the dog. *Slid* is what the dog did.
- 27** The describing word is *sweet*. *Sweet* is used to describe the taste of the *strawberries*.
- 28** *Rode* is the past-tense form of the verb *ride*. 'Rided' is not a word. *Ride* is an irregular verb. Irregular verbs don't use 'ed' to show past tense like regular verbs do (e.g. jump → jumped). Other irregular verbs include *fly* → *flew*, *eat* → *ate*, *write* → *wrote*.
- 29** *Have* is a helper verb. It forms part of the verb group *have finished*.
- 30** The action verb is *stir*. The adverb *thoroughly* tells **how** to stir. An adverb adds information about the verb. Adverbs that tell **how** often end with the letters 'ly'.
- 31** Commands tell you to do something. They usually start with a verb (Tie). They can also start with an adverb (Quickly tie). B is a question. C and D are statements.
- 32** A sentence that makes a statement starts with a capital letter and ends with a full stop. The word *red* is a common adjective and so does not need a capital letter.
- 33** This sentence is a question. It correctly ends with a question mark. A, C and D are statements and should end with full stops. Questions often begin with question words such as *who*, *what*, *where*, *when*, *how*, *why*, or verbs such as *will*, *can*, *have*, *is*, *do*.
- 34** This is a statement. A statement begins with a capital letter and ends with a full stop. Commas are used to separate items in a list. No comma is needed before *and*.
- 35** Plural means 'more than one'. Nouns can be singular or plural. The correct spelling is *babies*.
- 36** *Man* is a singular noun. The plural of *man* is *men*. *Sheep* and *fish* have the same form for singular and plural. *People* is plural for *person*.
- 37** *Of* is a preposition. Prepositions can indicate substance, e.g. *of pie*, *of cream*, *of apples*. Prepositions always belong with nouns. D uses *of* incorrectly. The sentence should be: *He should have shared it with me*. The word *should* needs to be used with a verb such as *have*.
- 38** It is polite to refer to the other person before yourself in a sentence. The word *I* should be used instead of *me*. To work out whether *me* or *I* should be used separate the sentence into *I like our new teacher* and *Justin likes our new teacher*. You would not say 'Me likes our new teacher'.
- 39** A statement starts with a capital letter and ends in a full stop. *Heidi*, *Sally* and *Canberra* are proper nouns. Proper nouns need capital letters.
- 40** *Children* is a plural noun. The verb must be plural to match it: *children were*.



Read the email and answer questions 1 to 6. Circle the correct answers.



1 **From:** Jordan H
 2 **To:** peterlouisa@online.com.au
 3 Hi Mum and Dad
 4 I am having a great time. Nonno and I take Jack for a walk to the beach every day.
 5 He loves it. There's a part of the beach where dogs are allowed. It's so much fun.
 6 Jack chases seagulls and fetches sticks that Nonno throws into the water. Jack has
 7 some doggy friends that he meets up with most days.
 8 Nonno likes to cook. He is teaching me how to make pasta. His favourite is
 9 Spaghetti alla Pescatore. That's spaghetti with seafood. We both love it but I don't
 10 like the clams. I just like it with prawns and calamari. Nonna said you used to love
 11 it when you were a girl, Mum.
 12 Nonna is busy every day at the shop with Auntie Maria. Nonna says it's good that I
 13 can keep Nonno busy during the school holidays. Then Nonno doesn't get into
 14 mischief. Grandparents are funny.
 15 I miss you.
 16 Love Jordie

- 1 Who are Nonno and Nonna?
 A Jordie's parents
 B Jordie's grandparents
 C Jordie's aunt and uncle
 D friends of the family
- 2 Jack is
 A Nonno's dog. B Nonna's friend. C Jordie's uncle. D Jordie's grandpa.
- 3 Which ingredient does **not** belong in *Spaghetti alla Pescatore*?
 A prawns B calamari C clams D chicken
- 4 Where does Nonna work?
 A in a school B in a shop C in a restaurant D She doesn't work.
- 5 Which is **not** true about Nonno?
 A He works in a shop with Auntie Maria. B He likes to walk along the beach.
 C He enjoys cooking. D He likes to get into mischief.
- 6 Jordie would describe Nonno as a person who is
 A lazy. B boring. C fun. D cranky.

YEAR 2 READING SAMPLE TEST 1

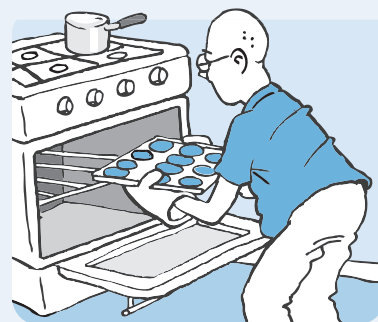
Read the report *Celebrating with food* and answer questions 7 to 12. Circle the correct answers.

1 Celebrating with food

2 People around the world use food in celebrations. There
3 are many types of food used in this way.

4 ANZAC biscuits are eaten in New Zealand and
5 Australia, especially on ANZAC Day (25 April).

6 ANZAC biscuits were made during World War I and
7 shipped overseas for the soldiers to eat. ANZAC biscuits
8 are made with oats.



9 Oranges and tangerines are important fruit at Chinese New Year. In Chinese New
10 Year festivities they represent a long, healthy life and happiness.

11 A noodle dish called 'kook soo' is served in the traditional Korean wedding
12 banquet called 'kook soo sang', meaning 'noodle banquet'. Long noodles represent
13 a long marriage and a long life.

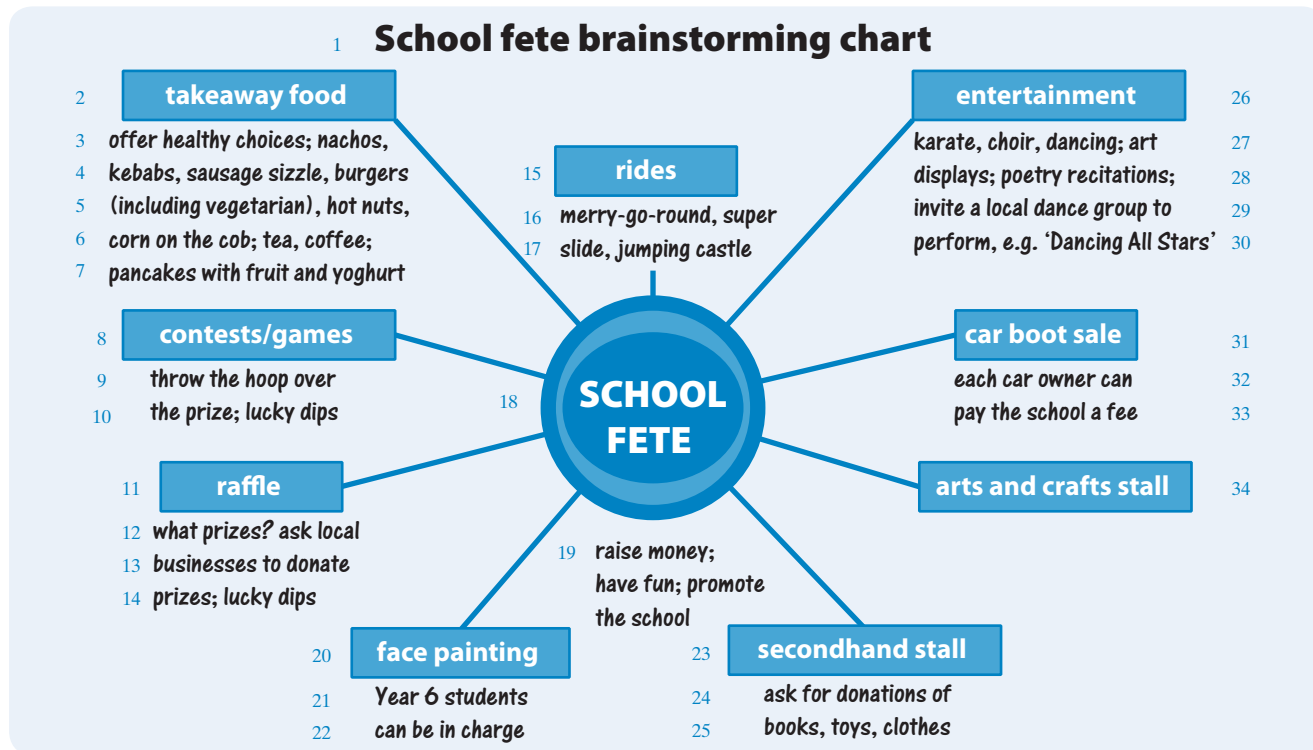
14 A piñata is a container, made to hold small items such as sweets. It can be made of
15 pottery, papier-mâché or fabric. Piñatas are used in Mexico in celebrations such as
16 birthdays. The piñata is hung from a branch of a tree or the ceiling and people hit
17 it to break it open so all the goodies fall out.

18 La Tomatina is a famous tomato-squishing-and-throwing festival. La Tomatina is
19 held in Spain each August. The rules of the festival say that tomatoes must be
20 squished before thrown, so that no one gets hurt.

- 7 Which of the following is used to make ANZAC biscuits?
A oranges B tomatoes C oats D cheese
- 8 Which fruit is important for celebrating Chinese New Year?
A apples B tangerines C bananas D kiwi fruit
- 9 What is 'kook soo sang'?
A a long life B a noodle dish C a noodle banquet D a Korean wedding
- 10 Piñatas are usually filled with
A sweets. B pottery. C fabric. D fruit.
- 11 Noodles are used in a wedding feast as a lucky symbol for
A tasty food. B good luck. C a great celebration. D a long marriage.
- 12 Which is **not** true?
A A tomato festival rule says to squish tomatoes before throwing them.
B It's important to throw whole tomatoes as hard as you can.
C At La Tomatina you only throw squished tomatoes.
D The tomato festival is held in August each year.

YEAR 2 READING SAMPLE TEST 1

Read the chart and answer questions 13 to 18. Circle the correct answers.



- 13 What is brainstorming?
A writing a report on a topic
B creating a list of ideas on a topic
C using your brain to think about the school fete
D the teacher writing ideas on a whiteboard
- 14 Who will be responsible for face painting?
A Year 6 students **B** parents **C** teachers **D** volunteers
- 15 How will the pancakes be served?
A any way you like **B** with fruit and yoghurt
C with jam and cream **D** with honey and banana
- 16 What is the name of the dance group that could perform at the fete?
A karaoke **B** Dancers
C Dancing All Stars **D** Sunshine Dancers
- 17 How will the car boot sale raise money for the school?
A People will sell goods out of their cars.
B People will make donations.
C The cars will park in the school grounds.
D The school will charge a fee for each car.
- 18 What will local businesses be asked to do?
A build a new fence **B** donate raffle prizes
C face painting **D** run a car park

YEAR 2 READING SAMPLE TEST 1

Read the narrative *Long-distance dad* and answer questions 19 to 24. Circle the correct answers.

1 **Long-distance dad**

2 Ben climbed up into the tree. He hooked his legs around a branch
3 and thought about what his mother had said. His parents were
4 getting a divorce. His dad had moved out of the house three months
5 ago but he had always thought his dad would move back. Now his
6 mother was saying that dad was gone for good. His dad was going
7 to live on the other side of the country. He had a new job.



8 His mother said Ben could fly over and visit his dad once he was settled in his new
9 place but Ben didn't want his dad to move so far away. He quite liked having two
10 homes, one with his mother and one with his father. He preferred to live with his
11 mum during the week but it was fun to visit his dad on weekends. His dad let him
12 stay up late and watch TV shows that his mother didn't let him watch. His dad was
13 also a better cook than his mum. He and his dad liked to try out new recipes
14 together. He liked his father living nearby.
15 Now his dad was moving a long way away. Ben didn't like it, not one little bit.

- 19 What was Ben thinking about in the text?
A falling out of the tree B his homework
C his parents' divorce D watching TV shows
- 20 How long ago did Ben's father move out of the family home?
A ages ago B not long ago C yesterday D three months ago
- 21 What activity did Ben like to do with his father?
A play computer games B cook
C climb D fly in aeroplanes
- 22 Ben was not happy about
A his dad moving a long way away.
B having two homes.
C his mother not letting him watch some TV shows.
D being stuck in the tree.
- 23 Ben's dad was moving away because
A he wanted to live on the other side of the country.
B he was getting a divorce.
C he couldn't live with Ben's mother any more.
D he had a new job.
- 24 Another title for the text could be
A How to climb trees safely. B Ben and his mum have a talk.
C Cooking with Dad. D Separation.

YEAR 2 READING SAMPLE TEST 1

Read the report *The Tasmanian devil* and answer questions 25 to 30. Circle the correct answers.

1 **The Tasmanian devil**

2 Tasmanian devils live in Tasmania. They are
3 marsupials. Marsupials are animals that have pouches
4 for their babies.

5 Tasmanian devils have black fur. Some can have
6 white patches of fur on their chest or neck.

7 Tasmanian devils are carnivores. Carnivores eat
8 meat. Devils eat small mammals, birds, lizards and frogs. They will even eat dead
9 things that they find. They have wide, strong jaws for eating bones and fur. Devils
10 fight with each other over food. Some have battle scars from fights.

11 Tasmanian devils are nocturnal. This means they are active at night. They hide
12 during the day. Devils make a number of sounds, including a scary screeching
13 sound which early settlers in Tasmania found frightening.

14 Tasmanian devils are suffering from a disease that causes cancers to grow around
15 the face and mouth. This disease has killed a large number of devils over the last
16 twenty years. Devils are also killed by cars, dogs and foxes.



- 25 Tasmanian devils live in
A trees. **B** Australia. **C** Tasmania. **D** the forest.
- 26 What is a marsupial?
A an animal that carries its young in a pouch
B an animal from Tasmania
C a Tasmanian devil
D an animal that has black fur
- 27 Carnivores eat
A dead things. **B** small animals. **C** wood. **D** meat.
- 28 Why do Tasmanian devils have strong jaws?
A for chewing bones and fur **B** for digging dens
C to kill frogs **D** to fight with each other over food
- 29 How are Tasmanian devils killed?
A by cars, dogs and foxes **B** by eating dead animals
C by cars, dogs, foxes and disease **D** by other Tasmanian devils
- 30 What is the purpose of the text?
A to entertain
B to inform
C to persuade people to help Tasmanian devils
D to tell people about Tasmania

YEAR 2 READING SAMPLE TEST 1

Read the poster *Down came the spider* and answer questions 31 to 36. Circle the correct answers.

- 31 Who is the author of the book *Down Came the Spider*?
A Diana
B Fu Yeng
C Diana's parents
D Dizeenee Films
- 32 The main purpose of this poster is to
A summarise the story *Down Came the Spider*.
B tell people about the importance of books.
C describe Africa.
D convince people to read *Down Came the Spider*.

1 Read the latest Diana adventure story by much-loved author Fu Yeng.

- DOWN CAME THE SPIDER**
 by Fu Yeng
- 2 This time,
 3 our heroine DIANA travels
 4 with her parents into the
 5 deepest darkest
 6 jungles of Africa.
- 7 She tangles with a
 8 cranky crocodile,
 9 tumbles into deep caves,
 10 escapes the jaws of
 11 hungry lions,
 12 treks across grassy plains,
 13 makes friends with a baby gorilla
 14 and has many other
 15 fantastic adventures.

- 16 **DOWN CAME THE SPIDER**
 17 Available now in all good bookstores.
 18 [Soon to be released as a major motion picture by Dizeenee films.]

- 33 ... many other fantastic adventures
 The text says this to show that *Down Came the Spider* is
A full of action. **B** sad. **C** funny. **D** realistic.
- 34 What does the text tell you about Diana?
A She is adventurous. **B** She is shy.
C She is funny. **D** She is always hungry.
- 35 The setting for *Down Came the Spider* is
A a bookstore. **B** a spiderweb. **C** Africa. **D** Australia.
- 36 Do you think you would like to read *Down Came the Spider*?
 Give a reason for your answer.

READING Sample Test 1

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

Email

Page 59

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

- 1** This is a **synthesis type of question**. To find the answer you have to read the whole text. You read that Jordie says *Grandparents are funny (see line 14)*. You also read *Nonno likes to cook. He is ... (see line 8)*. Nonno is a grandfather and so Nonna is a grandmother.
- 2** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read *Nonno and I take Jack for a walk ... to ... a part of the beach where dogs are allowed (see lines 4–5)*.
- 3** This is a **language type of question**. To find the answer you have to read the text carefully, especially the section that is quoted: *Spaghetti alla Pescatore [is] spaghetti with seafood (see line 9)*. ‘Chicken’ is the only option that is not seafood.
- 4** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Nonna is busy every day at the shop with Aunt Maria (see line 12)*.
- 5** This is an **inferring type of question**. To find the answer you have to ‘read between the lines’. You read that Nonna (Jordie’s grandmother) *is busy every day at the shop (see line 12)*. Nonno has time to walk the dog and cook with Jordie so it can be inferred that Nonno does not work in the shop with Aunt Maria.
- 6** This is a **judgement type of question**. You read *I am having a great time (see line 4)*. Jordie then continues his email to his parents by describing all the things he is doing with Nonno. You can work out that Jordie is having a great time doing things with Nonno so Nonno must be fun. The text states that Nonno walks to the beach every day so he is not lazy. Nonno has interests such as cooking so he is not boring. There is no evidence in the text to say that Nonno is cranky. The most appropriate answer is ‘fun’.

Celebrating with food

Page 60

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

- 7** This is a **fact-finding type of question**. The answer is a fact in the text. You read *ANZAC biscuits are made with oats* (see lines 7–8).
- 8** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Oranges and tangerines are important fruit at Chinese New Year* (see line 9).
- 9** This is a **fact-finding type of question**. The answer is a fact in the text. You read ‘*kook soo sang*’ means ‘*noodle banquet*’ (see line 12).
- 10** This is a **fact-finding type of question**. The answer is a fact in the text. You read that piñatas are *made to hold small items such as sweets* (see line 14).
- 11** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Long noodles represent a long marriage and a long life* (see lines 12–13).
- 12** This is a **synthesis type of question**. To find the answer you have to read the final paragraph to work out that the statement ‘It’s important to throw whole tomatoes as hard as you can’ is not true.

School fete brainstorming chart

Page 61

- 13 B** (Advanced level) **14 A** (Basic level)
15 B (Basic level) **16 C** (Basic level)
17 D (Intermediate level) **18 B** (Intermediate level)

- 13** This is a **judgement type of question**. Look at the layout of the text and the ideas written to work out that *brainstorming* means ‘creating a list of ideas’.
- 14** This is a **fact-finding type of question**. The answer is a fact in the text. You read *face painting—Year 6 students can be in charge* (see lines 21–22).
- 15** This is a **fact-finding type of question**. The answer is a fact in the text. You read *pancakes with fruit and yoghurt* (see line 7).
- 16** This is a **fact-finding type of question**. The answer is a fact in the text. You read *invite a local dance group to perform, e.g. ‘Dancing All Stars’* (see lines 29–30).

- 17** This is a **fact-finding type of question**. The answer is a fact in the text. You read *car boot sale—each car owner can pay the school a fee* (see lines 32–33).
- 18** This is a **fact-finding type of question**. The answer is a fact in the text. You read *raffle—what prizes? ask local businesses to donate prizes* (see lines 11–14).

Long-distance dad

Page 62

- 19 C** (Intermediate level) **20 D** (Basic level)
21 B (Basic level) **22 A** (Intermediate level)
23 D (Intermediate level) **24 D** (Advanced level)

- 19** This is a **synthesis type of question**. To find the answer you have to read the whole text. You read that Ben *thought about what his mother had said. His parents were getting a divorce* (see lines 3–4). Ben goes on to think about the impact this would have on his life such as his father moving a long way away.
- 20** This is a **fact-finding type of question**. The answer is a fact in the text. You read *His dad had moved out of the house three months ago* (see line 4).
- 21** This is a **fact-finding type of question**. The answer is a fact in the text. You read *He and his dad liked to try out new recipes together* (see lines 13–14).
- 22** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Now his dad was moving a long way away. Ben didn’t like it, not one little bit* (see line 15).
- 23** This is a **fact-finding type of question**. The answer is a fact in the text. You read *His dad was going to live on the other side of the country. He had a new job* (see lines 6–7).
- 24** This is a **judgement type of question**. The text deals with the issue of the parents’ divorce and the fact that the father is now moving across the country. The distance of the separation is the biggest problem for Ben who was dealing well with his father living separately until his mother told him about the divorce and the fact that his father was moving a long way away.

The Tasmanian devil

Page 63

25 C (Basic level) **26 A** (Intermediate level)

27 D (Basic level) **28 A** (Basic level)

29 C (Intermediate level) **30 B** (Advanced level)

- 25** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Tasmanian devils live in Tasmania* (see line 2).
- 26** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Marsupials are animals that have pouches for their babies* (see lines 3–4).
- 27** This is a **fact-finding type of question**. The answer is a fact in the text. You read *Carnivores eat meat* (see lines 7–8).
- 28** This is a **fact-finding type of question**. The answer is a fact in the text. You read *They have wide, strong jaws for eating bones and fur* (see line 9).
- 29** This is a **fact-finding type of question**. The answer is a fact in the text. You read *This disease has killed a large number of devils ... Devils are also killed by cars, dogs and foxes* (see lines 15–16).
- 30** This is a **synthesis type of question**. Read the whole text to understand that the text is a report. It gives lots of facts about Tasmanian devils. Its purpose is to inform.

Down came the spider

Page 64

31 B (Basic level) **32 D** (Advanced level)

33 A (Intermediate level) **34 A** (Intermediate level)

35 C (Intermediate level) **36 Answers will vary.**
(Advanced level)

- 31** This is a **fact-finding type of question**. The answer is a fact in the text. You read that the book is *by much-loved author Fu Yeng* (see line 1).
- 32** This is a **synthesis type of question**. You read of its *fantastic adventures* (see line 15) and that it is *Available now in all good bookstores* (see line 17). Read the whole text to recognise that it is a persuasive text written to convince readers to buy the book.
- 33** This is a **judgement type of question**. The text describes Diana's adventures. Readers can judge that the book is full of action.

- 34** This is a **judgement type of question**. Read the whole text and you can judge that Diana is adventurous rather than shy. You read of her *fantastic adventures* (see line 15). She might be funny but this is not evident in the text. She is possibly a fast runner but this cannot be assumed through reading the text.
- 35** This is a **fact-finding type of question**. The answer is a fact in the text. You read *This time, our heroine DIANA travels with her parents into the deepest darkest jungles of Africa* (see lines 2–6).
- 36** This is a **judgement type of question**. This question asks for your opinion. You could say you would like to read a book like *Down came the spider* or that you would not like to read it, but you must say why. You could say that the book sounds exciting and interesting. You could say that you like African animals. You could say that you don't like adventure stories. Your opinion can't be wrong but you must give a reason for it.

Structure

Audience

Readers can easily follow and understand the line of argument.

Persuasive techniques

Thinking verbs are used to give personal opinions: *I agree, I think*. There is high modality: *it is important, all schools should*.

Text structure

There is a clearly identifiable structure: an introduction which states the writer's position on the topic, then arguments and reasons listed in order of importance, and a conclusion or summing up.

Paragraphing

Each paragraph is built around a single idea with supporting detail.

Cohesion

Cohesion is achieved through *Firstly, The second thing, Third*. Nouns relate to the topic. There is inconsistency in labels: *students-children-you*.

Language and ideas

Vocabulary

Adverbs and adjectives are used, as well as some single precise words: *exercise, concentrate*.

Sentence structure

The writer uses compound sentences: *Children drown because ...* Some complexity is evident in sentence and clause structures: *Having a swimming pool at school means that you will learn how to swim and save your own life*.

Ideas

Several ideas are outlined and they all support the writer's position.

Punctuation

There is mostly appropriate sentence punctuation although there is a missing comma: *Firstly, swimming*. Contractions are sometimes correct (can't) but not always: 'its' instead of it's for it is.

Spelling

Difficult words are spelled correctly. Challenging words are spelled incorrectly: *concentrate, exercise*.

All schools should have a swimming pool

I agree that all schools should have a swimming pool. Swimming pools are good for children and teachers.

Firstly swimming is good **exercise**. **Exercise** is important. Swimming can keep children fit and active. If the pool is heated, you can swim all year.

The second thing is swimming can cool you down when **its** hot. **Its** hard to **concentrate** when **its** really hot. Students can have a swim to cool off so they can **concentrate** better in class. Teachers can have a swim too so they are **happier**.

Third it is important for everyone to know how to swim. Children drown because they can't swim. Having a **swimming** pool at school means that you will learn how to swim and save your own life.

I think it would be a great idea if all schools could have a swimming pool it would be **fun** and **good exercise**.

Structure

Audience

The writer's position is clear. The writer makes some attempt to let readers know the other side of the argument has been considered: *I know that many children would say that schools should have swimming pools because that would be fun but...*

Persuasive techniques

Personal opinions are given: *I disagree, I definitely believe.*
The text addresses the reader: *... how can one teacher supervise everyone's safety?*
High modality: *I know that, ... swimming pools in schools are expensive and a waste of time.*
Two commands are used in the conclusion.

Text structure

There is a clearly identifiable structure: an introduction which states the writer's position on the topic; the body is developed with arguments and reasons; the conclusion is expressed strongly.

Paragraphing

Paragraph breaks are appropriate. Each paragraph is built around a single idea with supporting detail.

Cohesion

Connecting words link ideas: *Some lower primary children are not very good swimmers so how can one teacher supervise everyone's safety?*

All schools should have a swimming pool

I disagree with the statement that all schools should have a swimming pool. I know that many children would say that schools should have swimming pools because that would be fun but I think that swimming pools in schools are expensive and a waste of time.

It is not very practical to have a swimming pool in a school. Each class would only use the pool once or twice a week and only through summer months unless the pool is heated and that would cost too much. Cleaning the pool and regular maintenance is also costly. The money spent on a swimming pool would be better spent on putting air conditioning in every classroom.

Safety is another important reason not to have a swimming pool at school. Children can get skin cancers from spending too much time in the sun. As well, pools could be dangerous if there's only one teacher and a whole class of students. Some lower primary children are not very good swimmers so how can one teacher supervise everyone's safety?

I definitely believe that swimming pools are unnecessary in schools. Spend the money on making sure children learn to read and write. Let families teach children how to swim.

Language and ideas

Vocabulary

Some single precise words are used: *regular, maintenance.*
Emotive adjectives are used.

Sentence structure

Some complex sentence structures appear with dependent clauses and relative pronouns: *I know that many children would say that schools should have swimming pools because that would be fun but I think that swimming pools in schools are expensive and a waste of time.*

Ideas

Several ideas are elaborated to support the writer's position.

Punctuation

The writer uses appropriate sentence punctuation.

Spelling

Challenging words are spelled correctly.