Dear Mum and Dad

Yesterday we took a kayak trip. A park ranger gave us lessons on how to paddle and steer. And then we were off—a long way down the creek! It was hard because of the wind.

By the time we stopped for lunch, we were happy to take a break. We ate the food we had packed in the morning and spent some time looking for tadpoles. The creek was cold and clear. You could see the sun shining on the pebbles under the water.

We followed the creek almost to where the river began. The ranger helped us drag the kayaks out of the water. We then went back to camp in the park bus (thank goodness!).

We ate dinner next to the camp fire and talked about our day. We had to say which part of the trip was the best. I said, 'I'm not sure—could we do it again tomorrow?'

Love

Pam
The procession

‘Okay you two, time to explore before dinner, but be back in half an hour, okay?’ said Dad. ‘And stay together!’

‘Look, I bet this goes to the beach,’ I said, running down the path with Zoe. The path was lined with scraggy trees but quickly opened onto a broad expanse of white sand, complete with climbable rocks, rock pools and great surf. It was going to be a fantastic holiday!

As we headed back, a sudden shuffling noise in the shadows made us both jump. The sound stopped when we did, but we couldn’t see anyone and anyhow it was too close to the ground to be a person.

‘Look,’ said Zoe, pointing to a line of marks in the sand. ‘They weren’t there before, were they?’

‘I don’t think so,’ I said, ‘but …’ Suddenly the sound started up again—it was moving closer! We quickly found a low bush and we ducked out of sight behind it. Zoe’s eyes were wide. ‘Just watch,’ I told her.

We didn’t have to wait long. The shuffling had almost gone past us before we spotted it: a shadowy, upright little figure waddling along, completely oblivious to our presence. It was soon followed by several others.

‘Wow! Penguins?’ whispered Zoe, breathless. I nodded as if I had known all along, but was just as amazed as she was.

‘They nest on land, probably up in that long grass we passed,’ I whispered to her. ‘They come back at night from the sea to feed their chicks.’ Zoe’s grin was luminous in the fading light.

Looking down towards the water, little penguins made their clumsy way up the path, and disappeared into the darkness beyond.
Why we should care about Antarctic krill

The ecosystem of the huge Southern Ocean that surrounds Antarctica depends upon tiny creatures that weigh only about two grams each. There are so many of these creatures and they travel in such massive groups (swarms) that, in spite of their small size, they can be seen from space! Without them the food web of the Southern Ocean would fall apart. These tiny yet indispensable creatures are Antarctic krill.

Most marine animals in the region—including mammals such as whales and seals, birds such as penguins and albatrosses, and most varieties of fish—have a diet largely made up of Antarctic krill. A blue whale eats about four tonnes of these tiny prawn-like organisms each day. Significant changes to the number of krill in the Southern Ocean will affect all these species.

Although they are among the most abundant animals on Earth, Antarctic krill are at risk. Environmental changes and commercial krill fishing have reduced their numbers and now the Southern Ocean has too few krill to support the populations of animals that depend on them. Studies show that drops in krill populations in even small areas can lead to a decline in the number of penguins, whales and seals.

What can be done?

The AKCP (Antarctic Krill Conservation Project) wants limits for Antarctic krill fishing lowered. The Convention on the Conservation of Antarctic Marine Living Resources is an international agreement which sets limits on fishing in Antarctic waters. A change to the convention could safeguard the krill and the magnificent creatures that depend on them for future generations.
Wave-driven generator

Ocean waves contain a great deal of energy. This energy can be captured and used for important work such as generating electricity, or for removing the salt content of water so that it can be used for human consumption. One example of a machine that exploits the power of waves is a wave-driven electricity generator.

1 Waves
Waves are caused by the wind blowing over the ocean. When they strike the shore or some other object, their energy is transferred.

2 Curved walls
Concrete walls help catch the waves and focus their energy towards the wave-driven generator. These walls can be up to 40 metres wide.

3 Concrete chamber
Waves are captured by a concrete chamber. The mouth of the chamber is permanently submerged (under water), and can be several metres wide. Past its mouth, the chamber quickly narrows. This narrowing concentrates the power of each wave.

4 Airflow
When a wave enters the chamber, the air inside the chamber is pushed forward by the water as shown by the dotted lines in the diagram. This compresses the air, forcing it to travel at speeds of up to 350 kilometres per hour.
Once the wave has transferred its energy, it drops back. As a result, air flows back into the chamber from the outside, through the air turbine.

5 Air turbine
At the narrowest point in the chamber, the compressed air hits a turbine or fan. The fan blades turn, which spins a generator.

6 Generator
The spinning generator creates an electric current.

7 Electricity cable
The electricity created by the generator flows out via cables, to be used by people to power their homes and businesses.

Did you know?
Another type of wave-driven device uses large buoys to generate electricity. These buoys are joined together to make a long 'snake' that floats on the surface of the ocean. As waves rise and fall, so too do the buoys. This action drives pumps inside the buoys, which in turn power an electric generator.
It wasn’t an iceberg that sank the TITANIC.
You need to go much deeper to find out what really sent her to the bottom. The iceberg was just the last link in a tragic chain of events. It all started with the ship’s design. The hull sections were built with zinc, a material notoriously brittle when exposed to freezing temperatures. These sections were then bolted together with cheap iron rivets which began popping as soon as the ship entered icy waters. On board, the crew was so sure of her unsinkability that they began to ignore basic safety rules. Lifeboat drills were cancelled and the radio room was frequently empty.
When it was manned, it had such outdated technology that the wireless operators couldn’t keep up with the influx of messages, including several urgent iceberg warnings. At 11:40 pm on April 14, 1912, the Titanic hit an iceberg. As the ship began to flood, the wireless operators were frantically sending out emergency signals. Except they were the wrong signals. Instead of sending SOS, they sent COD, a signal that had been out of use for some time. By the time they realised their mistake, the Titanic was beginning her final death throes. Even the Titanic’s distress flares, seen by a nearby ship, were thought to be part of a fireworks display and ignored. Almost three hours after it was hit, the Titanic sank with the loss of 1522 lives. But what really sank her? Was it greed? Complacency? Human error?
Decide for yourself at Titanic: The Artefact Exhibition, where you’ll witness one of the most compelling stories of our time told as never before through authentic artefacts and interactive exhibits. June 22 – January 6 at the Denver Museum of Nature & Science.
Australia’s rarest insect goes global

If you haven’t heard of the Lord Howe Island Stick Insect, you have missed out on one of the most remarkable conservation stories in recent times.

Breeding colonies of Australia’s rarest insect are being established in zoos in Australia and across the world to ensure the future of this unique species.

The remarkable story of this species of stick insects (which are also called phasmids or land lobsters) started when rats escaped from a shipwreck off the coast of New South Wales in 1918 and proceeded to eat every last stick insect on Lord Howe Island. The species was thought to be extinct until a few live specimens were discovered on the nearby rocky pinnacle of Balls Pyramid in 2001.

This remote and almost inaccessible population was the key to survival for the phasmids, but presented enormous difficulties for scientists who wanted to study them. Eventually an expedition was arranged to collect live specimens, which had to be done at night when the insects were out of their burrows and active.

The story of the captive-breeding program is almost heart-stopping with many twists and turns. The original pair (named Adam and Eve) was held at the Melbourne Zoo and because almost nothing was known of their lifestyle and habits, trial and error and careful observation were needed to provide them with appropriate care. At one point Eve nearly died but was revived when zookeeper Patrick Honan carefully dropped a mixture of sugar, calcium and ground melaleuca leaves into her mouth.

Eve’s first egg hatched on Threatened Species Day in 2003 and this breakthrough was only the beginning for the zoo’s captive-breeding program. Since then insurance populations have been established in Europe and North America and, although it’s early days, this rare Australian native is on the way to becoming a truly global success story.

Lord Howe Island Stick Insect
Sara’s early morning

On Saturday morning, Sara got up early to play football.

She put on her football shirt and black shorts. Then, she pulled on some long socks. Next, she carried her football boots to the door and put them on.

‘I thought you played football on Sunday, not Saturday!’ said Sara’s dad.

‘Oh, yeah!’ said Sara, and she went back to bed.
My big idea!

Write a persuasive text about an idea that would improve your classroom, school or community. Give reasons why it is a good idea by explaining how it might be useful and what its benefits are.

You can use your own idea or you can use an idea on this page.

• **Start with an introduction.**
  An introduction lets a reader know what you are going to write about.

• **Write your opinions on the topic.**
  Give reasons for your opinions.
  Explain your reasons.

• **Finish with a conclusion.**
  A conclusion sums up your reasons so that a reader is convinced of your opinions.

**Remember to:**

• plan your writing
• use paragraphs to organise your ideas
• write in sentences
• choose your words carefully to convince a reader of your opinions
• pay attention to your spelling and punctuation
• check and edit your writing.
Please print your first name and last name in the boxes below. Write in capital letters.

FIRST NAME: ________________________________________________

LAST NAME: ________________________________________________

NOTE TO TEACHER - RECORDING STUDENT PARTICIPATION AND DISABILITY ADJUSTMENTS

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50 min  Time available for students to complete test: 50 minutes
Read Letter from camp on page 2 of the magazine and answer questions 1 to 6.

1. What did the park ranger give lessons on?
   - what to do if the kayak tips over
   - how to get into and out of the kayak
   - how to paddle and steer the kayak
   - what to do if the kayak begins to leak

2. By the time we stopped for lunch, we were happy to take a break. (paragraph 2)
   What is the most likely reason Pam was happy to take a break?
   - She was bored from paddling.
   - She had not eaten all morning.
   - She was ready to go back to camp.
   - She was tired from paddling into the wind.

3. What did the campers spend their time doing after they ate lunch?
   - birdwatching
   - playing games
   - looking for tadpoles
   - learning to read maps

4. How did the campers get back to camp?
   - They rode on the bus.
   - They hiked through the bush.
   - They turned around and paddled back.
   - They rode with the camp leaders in their cars.
5. The creek was cold and clear. You could see the sun shining on the pebbles under the water. (paragraph 2)

Why does Pam include these two sentences?
- She wants to prove to her parents that she was really there.
- She is letting her parents know how close to the river she was.
- She wants to help her parents imagine what she felt and saw.
- She is telling her parents the best weather for catching tadpoles.

6. What is the text mainly about?
- an activity Pam did at camp
- all the friends Pam is making at camp
- all the lessons Pam is learning at camp
- an activity Pam is looking forward to doing at camp

Read *The procession* on page 3 of the magazine and answer questions 7 to 12.

7. Where are the main characters?
- on a school outing
- at a wildlife park
- on a family holiday
- on a fishing trip

8. Which word best describes Zoe in this text?
- eager
- impatient
- restless
- determined
9. What makes the characters think that the sounds they hear are not made by a person?
   Choose two.
   - The sounds are too loud to be a person.
   - The sounds are obviously made by penguins.
   - There are no people nearby.
   - The sounds are very close to the ground.
   - They had seen penguins at the beach before.

10. What first alerts the children to the presence of the penguins?
   - They see penguin nests in the grass.
   - They hear rustling in the dark.
   - They see a penguin on the beach.
   - They hear the penguin chicks.

11. Look at the paragraph beginning ‘I don’t think so.’
    What is the main purpose of this paragraph in the text?
    - to introduce a complication
    - to build suspense
    - to describe the setting
    - to give information about a character

12. The penguins in the text move in
    - a hurried way.
    - a delicate way.
    - a careless way.
    - an awkward way.
Read *Why we should care about Antarctic krill* on page 4 of the magazine and answer questions 13 to 19.

13 The writer attempts to persuade readers by
- informing them of a problem for marine life and its solution.
- encouraging them to study Antarctic krill populations.
- entertaining them with surprising facts about marine life.
- instructing them on how the ocean ecosystem works.

14 Who are the ‘we’ that the title of this text refers to?
- human beings
- countries near Antarctica
- marine animals in the region
- the Antarctic Krill Conservation Project

15 What does the writer compare and contrast in the text?
- the range of marine life in Antarctic regions and elsewhere
- the diet of blue whales and the diet of krill
- the number of mammals and the environments they occupy
- the size of Antarctic krill and their ecological importance

16 What is the role of the Convention on the Conservation of Antarctic Marine Living Resources?
- to catch and study fish in Antarctic waters
- to restrict commercial fishing in Antarctic waters
- to identify the kinds of fish in Antarctic waters
- to safeguard fishing rights in Antarctic waters
In the last sentence of the text, the writer is
- unsettled.
- hopeful.
- patient.
- excited.

Which problem does the text focus on?
- Massive groups of krill are covering the Southern Ocean leaving little space for other marine animals.
- Blue whales eat such a large quantity of krill that there is little left for other marine animals.
- The declining number of Antarctic krill is affecting the whole food web of the Southern Ocean.
- The Southern Ocean has very little food available so marine animals must depend on tiny creatures like krill.

The writer would hope that this text
- raises awareness of the importance of Antarctic krill.
- encourages the study of the feeding habits of Antarctic animals.
- supports further investigation into the life cycle of Antarctic krill.
- discourages people from visiting Antarctic waters to view the krill.

Read Wave-driven generator on page 5 of the magazine and answer questions 20 to 26.

Which aspect of the wave-driven generator is illustrated in the diagram?
- the blades of the fan
- the direction of the energy flow
- the distance from the shore
- the size of the power plant

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21. What do the dotted lines in the diagram represent?
   - air
   - walls
   - waves
   - electricity

22. Waves get energy from
   - wind.
   - objects.
   - currents.
   - generators.

23. Why are the walls curved?
   - to redirect the waves
   - to absorb the waves’ energy
   - to give a pleasing visual effect
   - to match the shape of the waves

24. What is the purpose of the heading Did you know? in the text?
   - It seeks support for an opinion.
   - It challenges the reader’s assumptions.
   - It makes a request for extra information.
   - It promises a snippet of extra information.

25. What is one disadvantage of wave-driven generators that can be inferred from the text?
   - They pollute the ocean.
   - They use up natural resources.
   - Their only use is generating electricity.
   - They are dependent on ocean conditions.
Imagine a new section is to be added to the text.

Which topic would provide a persuasive element?

- the types of wave-driven generators
- the history of wave-driven generators
- the locations of wave-driven generators
- the advantages of wave-driven generators

Read *Titanic* on page 6 of the magazine and answer questions 27 to 33.

What message is intended by the visual presentation of the text?

- that the sinking of the *Titanic* could have been avoided
- that the truth about the sinking of the *Titanic* lies hidden
- that the dangers to the *Titanic* were greater than initially imagined
- that the sinking of the *Titanic* was an especially dark moment in history

The opening sentence of the text engages the reader by

- inviting them to provide their own explanation.
- providing them with a detailed explanation.
- confirming their own biases.
- challenging their preconceptions.

Was it greed? Complacency? Human error?

What other word would make the most logical addition to this list of questions?

- Callousness?
- Haste?
- Malice?
- Negligence?
Which of the following words does **not** contribute to the tone of the text?

- tragic
- influx
- frantically
- final

According to the text, what makes the *Titanic* exhibition special?

- the addition of a *Titanic* themed fireworks display
- the inclusion of objects taken from the *Titanic* herself
- the museum space allocated to displaying *Titanic* relics
- the staging of performances dramatising the sinking of the *Titanic*

What does the writer assume about readers?

- that they have their own theories about the sinking of the *Titanic*
- that they believe the sinking of the *Titanic* was the greatest tragedy of its time
- that the story of the sinking of the *Titanic* is already familiar to them
- that the sinking of the *Titanic* has personal significance for them

The text suggests that the sinking of the *Titanic* can be best attributed to

- the cumulative effect of many errors.
- the many problems in the ship’s manufacture.
- the indifference of others to her distress signals.
- the willingness to ignore safety precautions.
**YEAR 5 READING**

Read *Australia's rarest insect goes global* on page 7 of the magazine and answer questions 34 to 40.

### 34
What does the title refer to?
- the significance of saving a threatened species
- breeding colonies in island habitats in other parts of the world
- widespread interest in the phasmid from scientists working overseas
- the involvement of international zoos in the survival of the phasmid

### 35
In the opening paragraph, how does the writer engage the reader?
Choose all that apply.
- by appealing to the reader's desire to be included
- by promising the reader will be entertained
- by questioning the reader's prior knowledge about the subject
- by triggering the reader's curiosity
- by summarising the subject of the research

### 36
Why did the phasms on Balls Pyramid survive?
- The rats could not reach the phasms' habitat.
- They had many places to hide from the rats.
- They were extremely skilful at camouflage.
- Their population was too small for the rats to bother with.

### 37
Based on information in paragraph 4, which statement describes the phasms?
- They stay underground at all times.
- They are not afraid of humans.
- They are busiest after dark.
- They live in social groups.
38 The story of the captive-breeding program is almost heart-stopping with many twists and turns. (paragraph 5)

What does this quotation tell the reader about the program?

- The success of the program was never in serious doubt.
- The program was not as successful as everyone had hoped.
- The program had several anxious moments and unexpected changes.
- The continuation of the program requires courageous scientists.

39 Eve’s first egg hatched on Threatened Species Day in 2003 … (paragraph 6)

Such an event is best described as being

- perplexing.
- peculiar.
- fitting.
- beneficial.

40 Which of these was a challenge for scientists, but also a reason the phasmid was able to survive?

- the introduction of non-native animals
- the isolated location of the insect’s habitat
- the small number of insects discovered
- the limited knowledge of the insect’s behaviour

STOP – END OF TEST
Read Sara's early morning on page 8 of the magazine and answer question P1.

P1 Which of these clothes did Sara put on?
Choose two.

- shirt
- hat
- socks
- dress
- scarf
LANGUAGE CONVENTIONS

FIRST NAME: ____________________________

LAST NAME: ____________________________

SCHOOL: CHARLESTOWN SOUTH PUBLIC SCHOOL

SCHOOL CODE: 534_4324

DATE OF BIRTH: ____/____/______

GENDER:  □ Male  □ Female

STUDENT TO COMPLETE

Please print your first name and last name in the boxes below. Write in capital letters.

FIRST NAME: ____________________________

LAST NAME: ____________________________

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SESSION 1

40 min

Time available for students to complete test: 40 minutes
P1 The spelling mistake in this sentence has been circled. Write the correct spelling of the circled word in the box.

I go to school on a (buss).

P2 There is one spelling mistake in this sentence. Write the correct spelling of the word in the box.

He has bloo eyes.

Shade one bubble to show your answer.

P3 In which sentence is a verb underlined?

○ The dog ate the dinner scraps.
○ My cat plays with a ball of wool.
○ My dog ran after the stick.
○ My cat has black fur.

Shade one bubble in each row to show your answer.

P4 Shade one bubble in each row to show whether the sentence is correctly completed by is or are.

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rocks</td>
<td></td>
<td></td>
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<tr>
<td>Grass</td>
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<tr>
<td>Water</td>
<td></td>
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<tr>
<td></td>
<td>The spelling mistakes in these sentences have been circled. Write the correct spelling of each circled word in the box.</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>1</td>
<td>She has only one [sistar].</td>
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<tr>
<td>2</td>
<td>He dismissed the problem with a [shrugg] of his shoulders.</td>
<td></td>
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<tr>
<td>3</td>
<td>One [snale] had a large shell.</td>
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<tr>
<td>4</td>
<td>I had to talk into a [micraphone] at assembly.</td>
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<tr>
<td>5</td>
<td>The Equator is an [imaginary] line circling Earth.</td>
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<td>6</td>
<td>They [misjuged] how long the drive would take and arrived late.</td>
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<tr>
<td>7</td>
<td>The audience showed its [appruval] by clapping loudly.</td>
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<tr>
<td>8</td>
<td>The cake [micksture] was dry so I added some milk.</td>
<td></td>
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<tr>
<td>9</td>
<td>The [machinary] in the factory made a lot of noise.</td>
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</tr>
<tr>
<td>10</td>
<td>The puppy could not contain its [excitemint] when its owner came home.</td>
<td></td>
</tr>
</tbody>
</table>
My mum moved \textit{awkwardly} while her broken leg was in plaster.

I read a fascinating \textit{article} in the local newspaper.

There is one spelling mistake in each sentence. Write the correct spelling of the word in the box.

We were asked to write a \textit{recount} of a happy event.

The school uniform is a white \textit{shirt} and green trousers.

The smallest kitten was the only one born with a \textit{kinked} tail.

The coach had to \textit{cancel} training because of her knee injury.

We expect that the package will be \textit{delivered} tomorrow.

We made cardboard \textit{swords} and other \textit{weapons} and pretended to be \textit{knight}s.

The \textit{fireplace} radiates warmth and light.

The enormous crowd witnessed a spectacular display of \textit{fireworks}.
21 Temperatures have been extremely high and the lettuces have withered in the garden.

22 The bus driver showed courtesy and consideration by escorting the elderly woman to her seat.

23 The content page of the magazine was damaged.

24 I explained why I couldn’t finish my homework, but my dad wasn’t very sympathetic.

25 Everyone rejoiced when the mountaineers safely reached the summit.

For questions 26 to 50 shade one bubble, or more bubbles if the question says, to show your answer.

26 Which word completes this sentence correctly?
the doorbell rang, we all jumped up to see who was there.

When   Although   Before   Unless

27 Which is correct?
- an hour
- an house
- an hospital
- an hammer

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28. Which sentence needs a question mark?

- When it rains we look for tadpoles in the creek
- Whenever my cousin visits we go camping
- What a mess you are making with the paint
- Where is the playground at the park

29. Which word completes this sentence correctly?

The publisher’s desk was littered with sketches as each of his artists was required to submit a ______.

- drawing
- brush
- colour
- criticism

30. Which is punctuated correctly?

- Sally has a new friend he lives next door to her.
- Sally has a new friend He lives next door to her.
- Sally has a new friend. he lives next door to her.
- Sally has a new friend. He lives next door to her.

31. Which sentence uses capital letters correctly?

- The Class went to the beach when they visited sydney.
- The class went to the Beach when they visited sydney.
- The class went to the beach when they visited Sydney.
- The Class went to the Beach when they visited Sydney.
The huge earth-moving machine looked like a hungry dinosaur opening its jaws.

This sentence is most likely to come from

☐ an argument.
☐ a narrative.
☐ a report.
☐ a procedure.

Which sentence is punctuated correctly?

☐ My dog Scruffy, who barks, at the slightest noise, loves to chase the birds in the park.
☐ My dog Scruffy, who barks at the slightest noise, loves to chase the birds in the park.
☐ My dog Scruffy who barks at the slightest noise, loves to chase the birds, in the park.
☐ My dog Scruffy who barks at the slightest noise, loves to chase, the birds in the park.

Which sentence is correctly completed by the word are?

☐ There __ three new teams in the competition.
☐ Either John or Pat __ bringing a bat to training.
☐ The cricket gear __ still in the bus.
☐ One of the coaches __ new this year.
35 Which word tells you this sentence is an opinion?

The boy believed that his favourite team was certain to win the football grand final.

- believed
- favourite
- team
- certain
- win

36 Which sentence combines the information below correctly?

My school has a vegetable garden. We work in the garden every Friday.

- Every Friday my school has a vegetable garden that we work in.
- Every Friday, which is the day we work in it, my school has a vegetable garden.
- My school has a vegetable garden every Friday to work in.
- My school has a vegetable garden which we work in every Friday.

37 Which sentence is correctly completed by the word they’re?

- It is obvious that ___ are loads of fun things to do at the beach.
- When the puppies finish playing, ___ ready for a long nap.
- The sisters spent the morning looking for ___ homework.
- ___ friends thought the work was done.
38 Which of the following completes this sentence correctly?

The rain was still dripping onto the ceiling our best efforts to prevent this.

- however
- even after
- even though
- whether or not

39 Which is punctuated correctly?

- When the weather is hot. We go for a swim at the pool. My friends come too.
- When the weather is hot we go for a swim at the pool, my friends come too.
- When the weather is hot, we go for a swim at the pool. My friends come too.
- When the weather is hot we go for a swim. At the pool my friends come too.

40 Which word in this sentence is an action verb?

Although our uncle felt very tired, he wanted to see the movie so he came with us.

felt	tired	wanted
came

41 In this sentence why is there an apostrophe in the word job’s?

Before school my job’s feeding the cat.

- because it is a noun
- to show whose job it is
- to show there is a letter missing
- because there is more than one job
42 Which event occurs first?

Lea put on lots of sunscreen and set off on a long walk. She had already packed the backpack she carried with her lunch and the drink that she had put in the freezer overnight.

☐ Lea put on sunscreen.
☐ Lea set off on a walk.
☐ Lea packed her backpack.
☐ Lea put her drink in the freezer.

43 Which is punctuated correctly?

☐ “After I feed the chickens,” said Sam, “Would you collect the eggs?”
☐ “After I feed the chickens” said Sam, “would you collect the eggs?”
☐ “After I feed the chickens,” said Sam, “would you collect the eggs?”
☐ “After I feed the chickens” said Sam. “Would you collect the eggs?”

44 In which sentence is a subordinate clause underlined?

☐ The possums are eating all the new plants in the vegetable garden.
☐ After we covered the plants, the possums were really frustrated.
☐ The possums knocked over several pot plants and upset the rain gauge.
☐ Next year, we will be building a wire shed for the vegetable garden.

45 Why is this not a correct sentence?

Despite having trained very hard and running a personal best time.

☐ It has two main clauses.
☐ It has no main clause.
☐ Each clause has a different subject.
☐ The clauses are joined with an incorrect connective.
46 Which is the adverbial phrase in this sentence?

To make the model work, a battery has to be inserted into the back and a switch turned on.

- To make
- to be inserted
- into the back
- turned on

47 Which is a correct sentence?

- It's definitely you're turn to check the hens today.
- It's important you phone if you're going to be late.
- Who's lawn did the dog dig up when it buried it's bone?
- It's Joe whose going to run in the cross-country race.

48 The girl regretted her careless action.

In this sentence the word action is

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

49 Which sentence is incorrect?

- I went shopping with them and we all took our own bags.
- As part of the project, you have to make a poster.
- The boys tidied the room and then they emptied the bins.
- When students are late, you have to get a note at the office.
Shade one bubble in each row to show your answer.

Shade one bubble in each row to show whether the sentence is correctly completed by *was* or *were*.

<table>
<thead>
<tr>
<th></th>
<th>was</th>
<th>were</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the flowers in the bouquet pink.</td>
<td></td>
<td></td>
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<tr>
<td>Everyone invited to ask questions at the end of the talk.</td>
<td></td>
<td></td>
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<tr>
<td>The silhouette of the camels dramatic against the sunset.</td>
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<td></td>
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<tr>
<td>Although they had practised, the children’s nervousness obvious.</td>
<td></td>
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</tr>
</tbody>
</table>

STOP – END OF TEST