

PAPER FOUR ANSWERS

LANGUAGE CONVENTIONS

| | ANSWER | GENERAL LEARNING STATEMENT A student can: |
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| 1 | juice | spell a word correctly with one syllable ending in –ice. |
| 2 | believe | spell a word correctly with two syllables that follows the i before e spelling rule. |
| 3 | great | spell a word correctly with one syllable ending in –eat. |
| 4 | planet | spell a science-specific term correctly with two syllables. |
| 5 | chews | spell a word correctly with one syllable in the presence of a competing homophone. |
| 6 | wheel | spell a word correctly with one syllable and a silent letter. |
| 7 | cough | spell a word correctly with one syllable and two silent letters. |
| 8 | nervous | spell a word correctly with two syllables ending in –ous. |
| 9 | irresistible | spell a word correctly with five syllables beginning with “irre”. |
| 10 | catalogue | spell a word correctly with three syllables ending in –ue. |
| 11 | receipt | spell a word correctly with two syllables and a silent letter. |
| 12 | drawer | spell a word correctly with two syllables ending in –er. |
| 13 | customer | spell a word correctly with three syllables ending in –er. |
| 14 | monitor | spell a word correctly with three syllables and “i” as the middle syllable. |

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| 15 | distinctive | identify a mistake and spell a word correctly with three syllables ending in –ive. |
| 16 | unique | identify a mistake and spell a word correctly with two syllables and a silent letter. |
| 17 | exactly | identify a mistake and spell a word correctly with two syllables ending in –ly. |
| 18 | decide | identify a mistake and spell a word correctly with two syllables ending in –de. |
| 19 | millions | identify a mistake and spell a word correctly with two syllables and a double middle consonant. |
| 20 | vehicle | identify a mistake and spell a word correctly with three syllables ending in –le. |
| 21 | elevator | identify a mistake and spell a word correctly with four syllables ending in –or. |
| 22 | weather | identify a mistake and spell a word correctly with two syllables in the presence of a competing homophone. |
| 23 | electricity | identify a mistake and spell a word correctly with five syllables beginning with “ele”. |
| 24 | accident | identify a mistake and spell a word correctly with three syllables beginning with “acc”. |
| 25 | obviously | identify a mistake and spell a word correctly with four syllables and a silent letter. |
| 26 | an | choose the correct indefinite article to complete a sentence. |
| 27 | parties | choose the correct noun in plural form to complete a sentence. |
| 28 | worse | choose the correct comparative adjective to complete a sentence. |
| 29 | who | choose the correct relative pronoun to complete a sentence. |
| 30 | bought | choose the correct past tense verb to complete a sentence. |

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| 31 | Yesterday, I went to the movies with Ben, Jane and Kim. | identify correct punctuation in a sentence. |
| 32 | “Where are the bread rolls? I’ve cooked the sausages and I want to serve them,” said Uncle Ron. | insert correct punctuation in a sentence using a question mark. |
| 33 | take | choose the correct verb tense to complete a sentence. |
| 34 | “Will you walk to the park with me?” asked the little girl. | identify correct punctuation in a sentence. |
| 35 | is | choose the correct conjunction to complete a sentence. |
| 36 | enormous | choose the correct adjective to follow an article. |
| 37 | of | choose the correct conjunction to complete a sentence. |
| 38 | My foot is longer than yours. | identify the correct adjective to complete a sentence. |
| 39 | “There!” he roared. “I’ve done it,” said the man. | identify correct punctuation in a sentence using direct speech. |
| 40 | The man, who is very old, needs a nurse to look after him. | identify correct punctuation in a sentence using commas to divide clauses. |
| 41 | while | choose the correct conjunction to complete a sentence. |
| 42 | The dog’s owner was relieved when his dog was returned. | identify the sentence which includes the correct apostrophe of possession placement. |
| 43 | The man and his friend raced each other to the pool. | identify the correct pronoun to use in a sentence. |

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| 44 | “Would you like to go to the fair?” said Dad. “That would be great!” Kyle replied. | insert correct punctuation in a sentence using direct speech. |
| 45 | “Do you want to read Harry’s new book or come to the market with me?” asked mum. | insert correct punctuation in a sentence using an apostrophe of possession. |
| 46 | The neighbours greeted us when we walked over. | identify correct punctuation in a sentence using the correct tense. |
| 47 | was being | choose the correct verb form and preposition to complete a sentence. |
| 48 | loosely | choose the correct adjective to complete a sentence. |
| 49 | The tutor taught me how to spell correctly. | identify a sentence using the correct tense. |
| 50 | After breakfast, on Saturday morning, I will walk my dog and then go fishing. | insert correct punctuation in a sentence using commas to divide clauses. |

READING

| | ANSWERS | GENERAL LEARNING STATEMENT A student can: |
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| <i>The Great Serpent and the Flood</i> | | |
| 1 | to heat up the water in the lake | locate information directly stated in a short narrative. |
| 2 | brave | infer the nature of a character in a short narrative. |
| 3 | hiding place. | interpret the meaning of a word in context in a short narrative. |
| 4 | made himself look like a tree stump | locate information directly stated in a short narrative. |
| 5 | they provided safety from the rising water. | identify the purpose of a character’s actions in a short narrative. |

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| 6 | the water finally grew calm | synthesise ideas to interpret information in a short narrative. |
| <i>Making Balloon Masks</i> | | |
| 7 | Step 6 | locate the section in a procedure that describes when an object is first used. |
| 8 | The paper will turn very hard. | locate information directly stated in a procedural text. |
| 9 | so the mask will stay in place | locate information directly stated in a procedural text. |
| 10 | You will need 4-6 layers of paper strips on the balloon. | identify a language feature (instructional voice) in a procedural text. |
| 11 | it will cover the writing and colours of the newspaper. | synthesise ideas to interpret information in a procedural text. |
| 12 | <ol style="list-style-type: none"> 1. Paste newspaper strips onto a blown up balloon. 2. Paste white tissue paper over the newspaper. 3. Cut the mask into your desired shape. 4. Decorate the mask using paint. | place events in chronological order in a procedural text. |
| <i>On a Rainy Day</i> | | |
| 13 | cricket | locate information directly stated in a narrative. |
| 14 | glass shattering. | locate information directly stated in a narrative. |
| 15 | exciting but very tiring | synthesise ideas to interpret information in a narrative. |
| 16 | Chloe's mother came home. | synthesise ideas to interpret information in a narrative. |
| 17 | It would be less dangerous. | locate information directly stated in a narrative. |
| 18 | Chloe did not get into trouble because the vase was already damaged and her mother was going to throw it out. | synthesise ideas to interpret information in a narrative. |
| 19 | worried | infer emotions of characters in a narrative. |

| <i>The School Camp</i> | | |
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| 20 | trying to find his way back to camp. | infer the actions of a character from a visual image. |
| 21 | reading lots of books about camping. | synthesise ideas to interpret information in a review. |
| 22 | panic | infer emotions of a character from a visual image. |
| 23 | a rhetorical question. | identify a language feature in a review. |
| 24 | the story is humorous and suspenseful. | interpret descriptive language to infer meaning in a review. |
| <i>Our Trip to the Countryside</i> | | |
| 25 | Jessie's brother | synthesise ideas to interpret information in a recount. |
| 26 | grandma's hat falling down | locate information directly stated in a recount. |
| 27 | restless. | interpret meaning to infer a character's emotions. |
| 28 | enthusiastic and excited | infer emotions of a character in a recount. |
| 29 | <ol style="list-style-type: none"> 1. Grandma greeted the children with a big hug. 2. They travelled on a bumpy road. 3. Grandpa and William watered the garden. 4. Jessie helped wash the dishes. | place events in chronological order in a recount. |
| <i>Letters to the Council</i> | | |
| 30 | since he was a child | synthesise ideas to interpret information in a persuasive letter. |
| 31 | small animals or insects considered pests. | interpret the meaning of a specific word in a persuasive letter. |
| 32 | Children will have no space to play ball games. | infer the writer's point of view in a persuasive letter. |
| 33 | she thinks the area is too dangerous. | locate a writer's opinion in a persuasive letter. |
| 34 | Elderly residents might support the building because it will provide shops closer to their homes. | synthesise ideas to interpret information in a persuasive letter. |