

Entry test B marking key

A

- 1 Add **ous** to form adjectives.

grace ious envy ious
humour ous

- 2 Add the ending that sounds like 'shun'.

promote ion permit ssion
erode sion music ian

- 3 Write the correct spelling.

separate separate
desprate desperate

Complete each word with the same letter string.

- 4 e n o u g h a l t h o u g h
p l o u g h
5 w e i g h t n e i g h b o u r
s l e i g h

Cross out the word that is wrongly spelt.
Write the correct spelling.

- 6 special social ~~parcial~~ partial

- 7 curious ~~hidious~~ previous hideous

- 8 Add **ible** or **able**.

suit able enjoy able fashion able

vis ible ed ible sense ible

- 9 Cross out the word that is wrong.
Write the correct spelling.

I felt a cold ~~draft~~ draught

I ate my ~~serial~~ cereal

- 10 Add a prefix to form a new verb.

de compose dis connect

mis judge un ravel

PART A Focus
1: rules for adding ous
2: words ending tion, sion, ssion, cian
3: words that are often misspelt
4-5: letter strings
6: words ending tial, cial
7: words ending ious, eous
8: words ending able, ible
9: homophones
10: verb prefixes

B

- 11 Rewrite the sentence so that it begins with an adverbial.

Amy forgot about her worries for a while as she sat by the fire.
As she sat by the fire, Amy forgot about her worries for a while.

- 12 Add the punctuation

"Don't drink that!" screamed ^Jjosie. ^Iits ^Jjake's magic potion."

- 13 Rewrite the sentence, replacing the noun with an expanded noun phrase.

He wore a coat. He wore a filthy coat of matted fur.

- 14 Complete the sentence with a

possessive pronoun I think this is yours.

relative pronoun This is the box that I need.

- 15 Add a parenthesis to give extra information.

And so, thanks to Prince Alfonso, the land of Safara was free once more.

- 16 Combine the three sentences into one. Use a relative clause in your sentence.

The farmer sold all her sheep. She kept one sheep. This sheep was the farmer's favourite.
The farmer sold all her sheep except one, which was her favourite.

- 17 Rewrite the sentence so that it sounds less definite, more like a possibility.

In the future, we will drive electric cars. In the future, we might drive electric cars.

- 18 Insert a pair of brackets in the correct place in the sentence.

Many sports (such as running or swimming) require little equipment.

- 19 Make this sentence sound more certain. This is clearly wrong.

- 20 Add the comma needed to make the meaning of the sentence clear.

Before leaving, the villagers said their goodbyes.

PART B Focus
11: fronting adverbials
12: punctuating direct speech
13: expanded noun phrases
14: possessive pronouns; relative pronouns
15: adding a parenthesis using commas
16: relative clauses
17: modal verbs to show possibility
18: brackets
19: adverbs
20: commas to avoid ambiguity

X DEFINITIVE ANSWER **X** SAMPLE ANSWER

Entry test B marking key continued

C

- 21 Add the correct word.

principle principal

My principal aim

The main principle

- 22 Add **ei** or **ie**.

pi erce we ird re ce e ive

- 23 Add suffixes to make **just** into a

verb justify **noun** justice

Add the same ending to make three nouns.

- 24 accept ance guide ance

ignore ance

- 25 insist ence exist ence

confer ence

- 26 Add the missing letters.

gov ern ment temp era ture

Write the correct spellings.

- 27 gymnastics and physical education

- 28 plumer, secretry, arkitect

plumber, secretary, architect

- 29 Underline the word that should have a hyphen.

reassure reenter renew reappear

- 30 Write the correct spelling.

doutless doubtless

hussle hustle

exibit exhibit

PART C Focus

21: homophones
22: ei, ie spellings
23: suffixes
24–25: words ending *ance*, *ence*
26: tricky spellings
27–28: spelling patterns and tricky words
29: prefixes with hyphens
30: silent letters

D

- 31 Change the first verb so that it is in the past perfect form.

No rain ~~fell~~ for many weeks; the ground was parched. had fallen

- 32 Write the informal sentence so that it sounds formal.

The centre helps old people. The centre provides valuable support for the elderly.

- 33 Write a sentence with **caterpillars** as the

subject Caterpillars ate my plants. **object** The boy observed the caterpillars.

Add a colon in the correct place. Explain why it is needed.

- 34 There are three events: the sprint, long jump and high jump. To introduce a list.

- 35 He knew it was late: it was past nine o'clock. To separate two main clauses.

- 36 Rewrite the sentence in the passive voice to make it sound impersonal.

I have taken steps to prevent this. Steps have been taken to prevent this.

- 37 Punctuate the sentence so that the meaning is clear.

Giraffes, which have long necks, can reach food from tall trees.

- 38 Punctuate the information below as one sentence.

On average, a person in the UK uses 150 litres of water a day; in parts of Africa, each person has just 10 litres a day.

- 39 Complete the subordinate clause using the subjunctive form. Add a main clause.

If I were head teacher, I would allow more time for sports and PE.

- 40 Rewrite the sentence starting with a non-finite verb rather than a conjunction.

As I looked around, I realised I was lost. Looking around, I realised I was lost.

PART D Focus

31: past perfect verb form
32: formal vocabulary and structures
33: subject and object
34–35: use of colons
36: passive voice
37: commas to avoid ambiguity
38: use of a semi-colon and commas
39: the subjunctive
40: sentences starting with non-finite verbs