



Primary
Practice

-sure

some

determiners

English



-tion

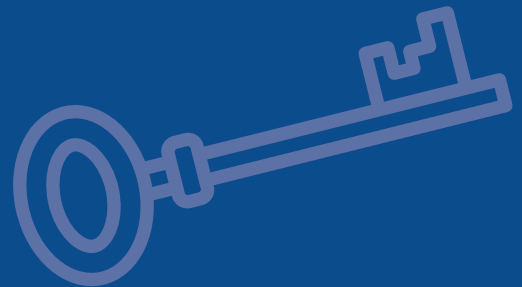
Practice

's

Year 4

yesterday

Answers



alliteration

their

antique

Includes explanations

Schofield & Sims

Notes for parents and carers

These answers are provided to accompany the **English Practice Year 4 Question Book**, which is part of the **Schofield & Sims Primary Practice English** series. Answers for all the books in the series can be downloaded from the **Schofield & Sims** website.

The structure

This PDF contains answers for every question in the book. Navigate the PDF document by clicking on the hyperlink for the desired topic in the Contents page. Questions are presented in the order they appear in the book.

In most units, explanations are included for each set of questions to support understanding of the objective being covered. These explanations may suggest methods for working through each question. Explanations are also supplied for questions that children may find particularly challenging. Question number references have been added to answers when explanations from earlier questions may aid understanding.

In the 'Final practice' section, explanations have been provided for every question. Marking guidance is provided alongside the explanation to demonstrate how to allocate partial and full credit for work as applicable.

Using the answers

Encourage children to work through each question carefully. They should begin by reading the question thoroughly and identifying key terminology before forming their answer.

Some questions in the **English Practice Year 4 Question Book** have multiple answers. The explanations accompanying the answers in this document indicate where this is the case. For these questions, accept any possible answers according to the limits laid out. There is no preference for any examples provided in this document over other possible answers not listed and no preference for answers listed first.

In addition, some questions ask children to use their own ideas in their answer. Answers will vary for these question types. Guidance is given on the criteria to apply when marking these questions.

Where children have given an answer that is not correct, it may be useful to work through the question with them to correct any misunderstandings.

Marking the 'Writing skills' task

The 'Writing skills' task is not formally assessed. Instead, guidance is provided to help parents and carers to assess whether the child's writing is at an expected level for their year group. The guidance includes suggestions of skills and knowledge acquired throughout the book that the child could apply in their writing. To encourage children's creativity, it is not prescriptive as to which units should be covered.

Marking the 'Final practice' section

The timing for the 'Final practice' section is intended as a guide only. Some children may prefer to work through the section with a longer time limit or without a time limit.

After completing the 'Final practice' section, children may choose to revise topics that they have identified as challenging. If they are comfortable with the material already covered, you may wish to print out and award the editable certificate from the **Schofield & Sims** website to recognise their achievement. The child may then wish to expand their learning by completing the **English Practice Year 5 Question Book**.

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Nouns and pronouns (pages 4–5)

Practise

- Ada went to the fairground, but she was too scared to go on the rides.
 - Dad and I went to the beach while we were on holiday in Spain.
 - Alex and Mum lost the map, but they managed to find the way home.
 - You and I are going to the cinema all by ourselves.
 - He stared at himself in the mirror.
- Bethan was excited about the picnic until she realised her umbrella was at home.
 - Ryan and I studied hard for our maths test.
 - Dad hates spiders. He ran away when he saw one.
 - Marek had a bad dream last night. No matter what he did, he couldn't forget about it.
 - Although our choir had the youngest singers, we won first prize in the competition.

Pronouns are words that can replace a noun. Identify the noun (or nouns) in the sentence. See which pronoun should be used to complete each sentence.

Extend

- Amina likes video games, but she prefers watching films.
 - I gave my friend a peach for her lunch, and she really enjoyed it.
 - Tom and Zoe fell overboard and found themselves on a desert island.

In sentence **a**, the subject pronoun 'she' is referring back to the subject. In sentence **b**, the object pronoun 'it' refers back to the object 'a peach'. In sentence **c**, the reflexive pronoun 'themselves' refers back to the plural subject, 'Tom and Zoe'.

- Would you like some toast and jam for your breakfast?
 - We are going to our favourite hotel again this summer.
 - The pupils helped themselves to extra helpings of the delicious chocolate pudding.
 - It's sunny this morning, but they say it might rain later.

Look for other pronouns in the sentence and check that the pronouns being added agree with them. For example, in sentence **a**, 'you' goes with 'your'. Also check that the pronouns agree

with the verbs. For example, in sentence **d**, 'they' agrees with 'say'.

Apply

- My dad asked my sister Emily to get ready, but she started crying.
 - When Yan bought a new plant at a garden centre, he left it in his car and it died.

Note in sentence **b**, there are two repeated nouns that can be replaced: 'Yan' and 'the plant'.

Possessive pronouns (pages 6–7)

Practise

- yours ours their his hers its mine

Possessive pronouns show that something belongs to someone. Try putting each word into one of the two example sentences in the **Remember** box to see whether it is a possessive pronoun. For example: 'That is their book' and 'That is yours'. The other words in the list are all personal pronouns, not possessive ones.

- Give me some of your / yours food and I'll give you some of my / mine.
 - Those pencils are their / theirs but you could borrow our / ours.
 - Your / Yours is much better than his, but not as good as her / hers.
 - The bird pecked my / mine finger because it was protecting it's / its eggs.
 - My / Mine friend told me the laptop was him / his.

Read each sentence and identify the word that makes the sentence make sense. Some possessive pronouns end in 's'. This can lead to the misconception that such words require an apostrophe before the 's'. Apostrophes for possession are only ever added to nouns, never pronouns. For example: 'the boy's ball', but not 'hi's ball' or 'his' ball'.

Extend

- The pencil case belongs to my brother. It is his.
 - You bought a new printer. The printer is yours.
 - That money belongs to us. It is ours.
 - They bought a new house. The house is theirs.
 - I got a new pony. The pony is mine.

Identify the noun, noun phrase or pronoun in the first sentence that possesses the item. Then

find the matching possessive pronoun in the box. For example in sentence **e**, the person owning 'the pony' is 'I'. The possessive pronoun that corresponds to 'I' is 'mine'.

4. **a.** His dog is much smaller than hers.
- b.** The athletes lost their kit, so we gave them ours.
- c.** Yours is a more up-to-date version of my phone.
- d.** The panther showed its teeth and my heart beat like a drum.

Answers will vary. Pronouns should match the nouns given in number. In sentence **b**, for example: 'The athletes' is plural, so the pronoun must be 'their' rather than 'his' or 'her'.

Apply

5. **a.** My brother is friends with hers.
- b.** We found your cat in our garden.

Answers will vary. Each sentence should use at least one of the possessive pronouns given in the box. The pronoun should be spelt correctly and used in a sensible context. Other possessive pronouns can also be used in the sentence.

Determiners (pages 8–9)

Practise

1.

some		pretty bird
several		ugly building
an		dirty water
a		new toys

Think about which determiners are used for singular nouns and which are used for plural nouns. 'a' and 'an' are used for singular words. Note that 'an' goes before 'ugly' because 'ugly' starts with the vowel sound /u/. The plural determiner 'some' is used for uncountable nouns (such as 'water') and the plural determiner 'several' is used for countable nouns (such as 'toys').

Extend

2. **a.** The old cat swished its tail slowly.
- b.** Every week, you forget to bring your PE kit.
- c.** Many children will be given a voucher for ten pounds.

- d.** I want those packages delivered to my house later.
- e.** Harry ate some cereal for breakfast and then had another bowl for lunch.
- f.** I don't like that idea, so maybe we should think of other ideas.

Determiners are words that go before nouns to show whether they are general or specific. Look before each noun to see whether it has a determiner. Be careful not to confuse them with adjectives, which describe a quality of the noun. Note that numbers are a type of determiner – they specify how many of the noun there are.

3. **a.** Please would you pass me the box of tissues?
- b.** Every morning, Shereen rode her bike to school.
- c.** The pirates were struck down by an ancient curse.
- d.** Leo had lost his front door key many times before.

Read the sentence and identify the determiners that could fit in the gap. Again, look for clues from the noun phrase. Also look for clues from the context of the sentence. If there is more than one possible option, move on to the next sentence and go back to the question at the end.

Apply

4.

K	T	H	O	S	E	S	K	C	Z
C	V	K	M	E	V	E	R	Y	F
R	H	T	H	E	I	R	H	C	O
F	N	F	Y	T	S	W	E	B	U
Y	O	U	R	Z	O	M	R	V	R
J	Q	D	U	M	M	V	S	T	A
M	Y	T	B	V	E	P	R	H	L
X	A	N	O	T	H	E	R	I	L
E	I	G	H	T	R	U	E	S	V

5. **a.** I would like another taste of those sweets.
- b.** There were eight bags of sweets in this cupboard, but now there are only four bags left.
- c.** Every year, my grandma sends me some money from her savings.
- d.** Your dog has been barking at their cat all night.

Accept the answers 'their' and 'this' in either position. Look at the list of words in the word search. Note that some of the words listed as determiners are also possessives. They fulfil both functions. For example: 'my', 'her'.

Fronted adverbials (pages 10–11)

Practise

1.

How something happens	When something happens	Where something happens	Why something happens
As quickly as possible, Silently,	Yesterday, Once in a while,	Under the tree, Somewhere far away,	Due to the accident, Because of the heat,

Think about the extra information each adverbial is giving. If it is unclear which box to put it in, decide which boxes it does not go in: is there information about a time or place, or does it give a reason? Think about the types of words that normally give information about a place (prepositions) or introduce a reason (connectives) and see if they are present. If they are not, see if the adverbial gives extra information about how something happens.

2.

Sentence	How	When	Where	Why
a. Once upon a time, there was a cruel king.		✓		
b. In the shadows, a figure listened to the men talking.			✓	
c. In a flash, the dog ate all the biscuits.	✓			
d. In order to learn French, I moved to Paris.				✓

Think about the type of extra information each adverbial is giving. It can sometimes be useful to reorder the sentences so that the adverbial comes after a main clause to see how the adverbial connects to the other words in the sentence.

Extend

- 3.
- Suddenly**, Dani fell out of the boat. (how)
 - Due to rain**, sports day has been postponed. (why)
 - Last year**, Anita and Rebecca learnt to speak Japanese. (when)

- d. **In the attic**, I found an old wooden box full of mysterious objects. (where)

Use the context in the main clause to decide which of the fronted adverbials in the box fits best in each sentence. The clue in brackets at the end of each sentence will help.

Apply

- 4.
- Because of the cold**, Angela put on her thick coat, a scarf and a pair of gloves.
 - With a huge grin**, Monty joined the football match.
 - At the bottom of the lake**, a creature with six eyes and eight legs was stirring.

Identify the main clause and the adverbial. Put the adverbial before the main clause and change the sentence punctuation as necessary. Note that a comma is normally used after a fronted adverbial. The next word in the sentence should therefore not start with a capital letter (for example: 'she' and 'a') unless it is a proper noun (for example: 'Angela' and 'Monty').

Expanded noun phrases (pages 12–13)

Practise

1.

Adjectives	Nouns
impatient	Mum
missing	teacher
delicious	flock
irregular	courage

Decide whether each word is an adjective or a noun. Nouns are the names of people, places, objects or ideas. Adjectives are describing words. They are used to describe nouns.

- 2.
- the small houses
D A N
 - some round, green pebbles
D A A N
 - that amazing, breath-taking view over the lake
D A A N P
 - your quick, helpful decision about the problem
D A A N P

Note that there are many determiners in addition to 'the', 'a' and 'an'. For example, numbers and quantities ('one', 'two', 'three', 'some', 'many', etc.) and possessive pronouns ('my', 'her', etc.) can also be used as determiners. Ensure that adjectives and determiners are not confused.

Extend

3. a. a wooden box
b. an old photo
c. the tiny, picturesque village

Answers will vary. Ensure that the words chosen to fill the gaps are adjectives and that the adjectives chosen fit with the nouns given. Note that sentence c requires two adjectives.

4. a. our gentle, adorable kitten on our sofa
b. the juicy, delicious pear in the fruit bowl
c. that vile, horrible seaweed under my feet

Answers will vary. Ensure that words chosen are nouns and prepositional phrases and that they fit with the determiners and adjectives given.

Apply

5. Neela, a famous explorer from Brazil, stared at the wet, muddy ground in front of her. There was a large, forbidding hole in their path. She took off her favourite hat and wiped her sticky forehead with her hand. Sammy, her old, faithful assistant, passed her a powerful torch. Neela shone the bright white beam into the hole, lighting up the bottom of the cave. The floor seemed to be moving. Neela groaned. "Look, Sammy," she muttered. "There are dozens of disgusting, slimy frogs down there."

Note how not every noun has been expanded and sometimes only one adjective has been used rather than two. Answers will vary. Varying how noun phrases are expanded helps to avoid writing becoming repetitive. Sometimes the determiner changes when an adjective is added. For example, 'an explorer' becomes 'a famous explorer' because 'explorer' starts with a vowel and 'famous' starts with a consonant.

Paragraphs (pages 14–15)

Practise

1. a. 3
b. 2
c. 4
d. 1

Read the options and then skim each paragraph looking for key words. Decide which of the options is the best summary for the paragraph. It might help to underline the key words in the paragraph.

Extend

2. a. 1
b. 4
c. 2
d. 3

Look at the theme for each paragraph in **Question 1**. Read each sentence and think about the information in it. Decide which paragraph it would go best in using the summaries in **Question 1**. Check the answer using the text if necessary.

Apply

3. There are many different types of bee in the British Isles. All these bees can be split into two main groups.

Social bees live in groups. Honeybees may live in a group of 50 000 bees in one hive. Bumblebees live in smaller groups. Social bees are commonly seen in gardens.

Solitary bees live by themselves, in burrows underground, in old wood or even walls. A female solitary bee builds her nest and feeds her young without any help from worker bees.

Answers will vary. All answers should use a three-paragraph structure with an introduction, a paragraph about social bees and a paragraph about solitary bees. The introduction should come first, followed by the paragraphs about the social bee and the solitary bee in any order. The order of the sentences can vary within paragraphs two and three.

Standard English (pages 16–17)

Practise

1. a. They was / were on time for the train.
b. I saw / seen him the other day.
c. We goes / went to the cinema after school.
d. She brung / brought me a present out of the blue.

Standard English is the form of English used in formal speech and writing. Pick the option best suited for this context. Ensure the verb matches the subject in number (singular or plural) and tense (past or present).

2. a. Please could you pass me one of those sweets.
b. These trainers over here are really expensive.
c. We went to the park with them.

'These' and 'those' are the plural forms of the determiners 'this' and 'that'. In non-Standard English, people sometimes use the pronoun 'them' instead of 'these' and 'those'. This is not grammatically correct because a pronoun replaces a noun, not a determiner.

Extend

3. **b.** He doesn't know nothing about it.
c. They don't speak to each other no more.
d. She hasn't never told me a lie.

Double negatives should be avoided as they are not used in Standard English: only one negative is needed and two negatives can be used to express a positive. For example, in sentence **a**, 'I haven't got no time' means 'I have got some time'. This is likely to be the opposite meaning to what is intended.

4. **a.** I haven't got any time to finish my homework.
b. He doesn't know anything about it. or He knows nothing about it.
c. They don't speak to each other any more.
d. She hasn't ever told me a lie. or She has never told me a lie.

Either negative can be removed provided the sentence makes sense. Ensure that there is only one negative in the new version of the sentence.

5. **a.** have
b. Isn't
c. my, anywhere
d. going to, very/really/so

The common error in sentence **a** is using 'of' instead of 'have'. This is often caused by the way such verb constructions sound, especially when contracted ('could've'). Using 'of' is grammatically incorrect. 'You could have hurt' is a verb phrase that contains auxiliary verbs ('could', 'have') to 'help' the main verbs. 'Of' is a preposition and cannot be used as an auxiliary verb.

Apply

6. **a.** Joe and I have bought one of those scooters.
b. My grandma taught me how to ride my bike.
c. He doesn't like anybody borrowing his football.
d. When we were at the park, we saw someone fall in the pond.
e. She would have said something if she could have arrived in time.

Check for common errors such as the incorrect use of determiners and verbs, and double negatives. Another common error in sentence **a**

is the use of 'me' instead of 'I'. The subject of the sentence is 'Me and Joe' so the subject pronoun 'I' should be used instead of 'me'. Check this by taking out the name: for example, 'Me have bought' does not sound right, but 'I have bought' does sound right.

Inverted commas (pages 18–19)

Practise

1. **a.** Shut the door behind you, ordered Zeke.
b. A wise person once said, A good sleep solves most problems.
c. Don't you dare! exclaimed Lily. Those cakes aren't for you.
d. Are you serious? Frankie replied, in shock. We can't do that.
e. Excuse me, said Dad, but do you know what the time is?

Inverted commas (often known as speech marks) go around the exact words that someone has said. Look for the words that someone has said and underline them. Use the punctuation to help identify the speech. Speech starts with a capital letter and ends with some sort of punctuation mark (for example: a comma, full stop or question mark).

2. **a.** "Shut the door behind you," ordered Zeke.
b. A wise person once said, "A good sleep solves most problems."
c. "Don't you dare!" exclaimed Lily. "Those cakes aren't for you."
d. "Are you serious?" Frankie replied, in shock. "We can't do that."
e. "Excuse me," said Dad, "but do you know what the time is?"

Ensure that all the inverted commas are in pairs: there must be one set to mark the start of the direct speech and one set to mark the end of the direct speech.

Extend

3. **a.** "I'm not surprised you are late," said Billy with a sigh.
b. The police officer explained, "The road is closed after the traffic lights due to a water pipe leak."
c. "Can we have our ball back?" shouted Anil.
d. "Don't worry," soothed Isabella. "I'm sure we will find it."

Use the context of the sentence to work out which words are direct speech and which words are showing who is speaking. The punctuation in the sentence will help show when the sentence switches between the two. Ensure that inverted commas are added at the start and end of all direct speech.

Apply

4. "When is football practice?" asked Mandeep.
"Straight after school," replied his teacher. "Don't be late today."

Mandeep smiled and said, "I'm never late, Mr Barnes."

"Never late! (or ?) I'm trying to remember," said Mr Barnes, "any practice when you've been on time, Mandeep."

"How insulting!" exclaimed Mandeep, grinning at him.

Before starting, identify the words that are spoken and the reporting clause (the part that explains who and how the words are spoken). Work out whether the words within inverted commas are a statement, question, exclamation or command to help identify the correct punctuation to put at the end of the direct speech. An exclamation mark can be used to show strong emotion at the end of a sentence.

Possessive apostrophes (pages 20–21)

Practise

1.

the boy's socks	the shoes belonging to the girls
the boys' socks	the socks belonging to the boy
the girl's shoes	the shoes belonging to the girl
the girls' shoes	the socks belonging to the boys

Check carefully whether the apostrophe is before or after the 's'. Where it is before the 's', the word is singular. Where it is after the 's', the word is plural.

2. my friend's trumpet
the lorries' goods

Apostrophes should only be used to show possession (or contraction, but none of these

words are contracted). 'hi's oldest toy' is incorrect because an apostrophe is not used in a possessive pronoun ('his', not 'hi's' or 'his's').

Extend

3. a. What size are Sams feet? Sam's
b. The octopuss legs wrapped around my hand. octopus's
c. Our neighbours cat has run away from his house. neighbour's

Identify the word that needs an apostrophe and decide whether it needs to go before or after the final 's'. Some words ending in 's' do not need an apostrophe, so ensure that the chosen word is showing possession.

4. a. I love Angus's new hat and gloves, don't you?
b. The men's team won their final match.
c. The cub found its way back to the foxes' den.
d. We are visiting some of Spain's most famous cities.
e. I was woken up by the children's voices.

Identify the incorrect apostrophe in each sentence and think about where an apostrophe is needed. Note in sentence e that 'children' is a plural noun. However, it is irregular because it does not end in -s, so add 's as with a singular noun.

Apply

5. b. I really enjoy your friends' parties.
c. No one noticed that singer's mistakes.
d. She was fascinated by Lucas's decision.

Answers will vary depending on the choice of owner and possession. Every sentence should use an apostrophe for possession in the correct place in the phrase. The phrase should be put in a full sentence that makes sense and is punctuated correctly.

Commas and clauses (pages 22–23)

Practise

1. As we were leaving we discovered the car had a flat tyre.

After school finishes today we will go to the farm.

In the first, second and fourth sentences, the subordinate clause follows the main clause, so no comma is needed. In the third and fifth sentences, the main clause follows the subordinate clause, so a comma is needed at the end of the subordinate clause before the main clause.

Extend

2. a. Because the , fire alarm went off, the children could not finish , the play.
- b. Before , they danced in the show, they made sure , to stretch their legs.
- c. Even if , the rain stops, it will , be too wet , to finish the match.
- d. While the others finished , their work, I was allowed to read my book.
- e. Since it will , rain today, we should postpone , our trip to the seaside.
3. While Riya waited for her friend, Jack read a comic. I don't like cereal for breakfast because we have it every day.
- Nazir always cleaned his rugby boots after his team won a match.
- Every time I see you, you have grown even taller. Unless he saves enough money, he won't be able to buy the game.
- The sentences 'I don't like cereal for breakfast because we have it every day.' and 'Nazir always cleaned his rugby boots after his team won a match.' do not need commas because the subordinate clause comes after the main clause.

Apply

4. a. She did up her coat before she left the house to go to school.
- b. I felt hungry although I had just eaten my sandwich.
- c. Unless we win our next match, our team cannot win the league.
- Answers will vary. Ensure the conjunctions 'before', 'although' and 'unless' are used as they are in the example sentences. Check that the conjunctions are used with the correct punctuation and that the sentences make sense.
5. a. The teacher did not say a word until all the children were quiet.
- b. My mum falls asleep on the sofa because she works so hard.
- c. Whenever they went to the cinema, Charlie ordered three hotdogs.

Answers will vary. Ensure that all sentences include a conjunction. Sentences should use a main clause and a subordinate clause. They should be punctuated appropriately. Check that all clauses include a verb.

Tricky spellings (pages 24–25)

Practise

1. a. scene descend weigh they
- In 'obeigh' and 'veyns', the wrong letter strings have been used for the /ai/ sound. Both 'fasinate' and 'cresent' are missing their silent 'c'.
- b. fascinate, crescent, obey, veins
- Use a dictionary to help find the correct spelling of these words if necessary.
2. a. antique
- b. rogue
- c. unique
- d. tongue

Try each ending with each beginning in turn and see if it makes a familiar word. Some words may not be familiar. Use a dictionary to check if a word exists if necessary.

Extend

3. a. She injured a muscle in her leg while jogging.
- b. His next-door neighbour knocked on the window.
- c. My netball team is playing in a higher league this year.
- d. Light does not pass through an opaque material.
- Practise the tricky part of the word by writing it out at the start of the sentence, then write the whole word in the sentence. Ensure that it is spelt correctly both times.
4. a. adolescent
- b. sceptre
- c. plague
- d. mosque
- e. prey

These words are all tricky to spell. Ensure that each word has been spelt correctly when it has been copied.

Apply

5. a. "The scenery here is lovely," said Sarah, the lead scientist. "But we must ascend to the top of the mountain for the best view." "How long will it take?" her colleague Martin asked. "About twenty minutes." We climbed through the thick snow until fatigue forced us to rest. "We should have come on a sleigh," someone joked.

Suddenly, a **veighl** of mist **desended**.
 “What is that?” Martin asked. There was a huge shadow in the mist.
 “It’s the yeti!” Sarah cried. “It picked up our **sent**”

Check that all nine incorrect spellings have been identified. Use a dictionary to help identify the correct spelling if it is not clear. Think about whether the word has a common type of tricky spelling that will help with remembering it. For example: ‘scent’ has a silent ‘c’.

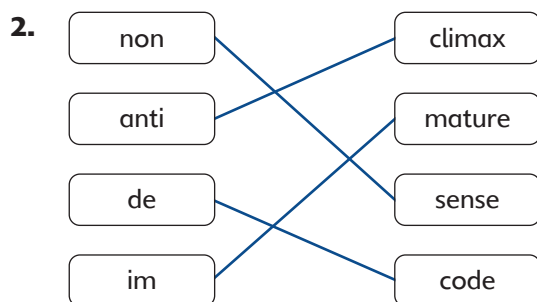
- b. **scenery, scientist, colleague, eighty, fatigue, sleigh, veil, descended, scent**

Negative and opposite prefixes (pages 26–27)

Practise

1. a. **misfortune**
 b. **illogical**
 c. **inadequate**
 d. **disallow**

All the prefixes used in this question can be used to make a word negative, so choose carefully. Some words may be familiar and some words may follow known rules. For example, the prefix *il-* always goes before an ‘l’, so ‘illogical’ must be the correct word in **b**. Note in **a**, ‘unfortune’ is not correct: you use the prefix *un-* with the adjective ‘fortunate’, not the noun ‘fortune’.



Use a dictionary to help if the words are unfamiliar. Another useful rule to know is that the prefix *im-* will often go with a word beginning with ‘m’.

Extend

3. a. **uncomfortable**
 b. **irregular**
 c. **disqualification**
 d. **antisocial**

Think about words with the opposite meaning to these words but which are spelt almost the same. Check that the prefix gives a negative meaning.

Try adding some of the negative prefixes found in **Questions 1** and **2** if the word does not immediately come to mind.

4. a. **misjudge**
 b. **incomplete**
 c. **disobey**
 d. **illegal**
 e. **defrost**
 f. **anticlockwise**

Work through the words to see which words and prefixes definitely go together. After working through all of them, go back to see which prefixes and words are left. Think about any rules for negative prefixes. For example: the prefix *il-* must go with ‘legal’ because it always goes before an ‘l’.

Apply

5. a. **To be illiterate means not knowing how to read or write.**
 b. **That new breakfast cereal is totally irresistible.**
 c. **The jigsaw puzzle was so huge it seemed impossible to finish.**
 d. **Our dog feels insecure if we leave him at home for a few hours.**

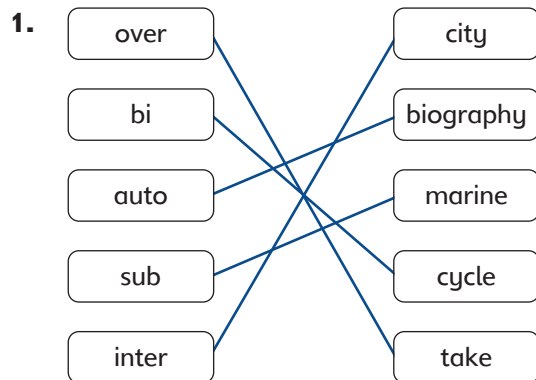
Answers will vary. Check that there is a word with a negative prefix in each sentence, that the correct negative prefix has been added to each word and that the word makes sense in the sentence.

6. **The teacher said, “Your handwriting is inaccurate and illegible. You have misunderstood the task and used inappropriate language. Your ideas are illogical and your punctuation is incorrect.”**
“Does that mean you dislike it?” I asked unhelpfully.

Check that a negative prefix has been added to each of the underlined words and that the correct negative prefix has been added.

Prefixes with different meanings (pages 28–29)

Practise



Think about the meaning of each prefix and match it to the correct word. For example: bi- means 'two', so it goes with 'cycle', which means 'wheel', to make 'bicycle'.

- 2.
- triangle
 - supernatural
 - reduce
 - overalls
 - autograph

Think about the meaning of the prefix and compare it to the definition that is given. In **b**, for example, the definition is 'beyond the laws of nature'. In the first answer option, the prefix super- means 'above' or 'beyond', so the answer is 'supernatural'. Find the meanings of prefixes in the dictionary.

Extend

- 3.
- subtract
 - underline
 - interfere
 - trident
 - superpower
 - transport

Work through the words to see which words and prefixes definitely go together. After working through all of them, go back to see which prefixes and words are left. Only use the prefixes from the box and check any unknown words in a dictionary.

- 4.
- submerge
 - translate
 - underpay
 - return

Base words and root words do not change their spelling when a prefix is added. Ensure that the whole word is spelt correctly when it is written out.

Apply

- 5.
- I would like you to **rewrite** this sentence to add a **subordinate** clause.
 - The **undercover** spy travelled **overseas** frequently on her various missions.
 - An **aeroplane** is certainly much faster than an **automobile**.
 - The young athlete was proud to have won the **triathlon** at the **international** competition.

These words are a mixture of base words (for example: 'rewrite') and root words (for example: 'triathlon'). There are also some old-fashioned words (for example: 'automobile'). Use the context of the sentence to work out what the word might be. Use a dictionary and a thesaurus to help find a suitable word if necessary.

The -tion, -sion, -ssion and -cian suffixes (pages 30–31)

Practise

- 1.
- injection expansion confusion
 - action, tension, completion, suggestion
- 2.
- magician
 - mission
 - permission
 - electrician
 - politician
 - expression
 - confession

The ending -cian is usually used for professions, such as 'musician'. All of these definitions begin 'someone who' in this question. For other words, the same sound is normally spelt -ssion, -sion or -tion.

Extend

- 3.
- invention
 - confusion
 - admission
 - musician
 - attention
 - division

Ensure that the correct letters are removed from the root word before the suffix is added. Note in **e**, when a root word ends in 'd', usually you add

the suffix *-sion* (e.g. 'expand'/'expansion'). There are exceptions to this, including 'attend' which becomes 'attention', not 'attension'.

4.

infect	cian	infection
transmit	ssion	transmission
extend	tion	extension
technic	sion	technician

Apply

5. a. When I was young, I had an **obsesion** with **illussions**. I thought that being a **magition** would be a brilliant **profesion**. One day, I tried to perform a new **vercian** of a trick eating chillies. Unfortunately, I had a bad **reactsion** and terrible **indigestcian**. My eyes watered so much I had to go to the **optitian**. It was an easy **decission** to become a teacher instead!
- b. **obsession, illusions, magician, profession, version, reaction, indigestion, optician, decision**

Ensure that all nine incorrect spellings have been identified. Check that they have been written out with the correct spelling. Use a dictionary to identify the correct spelling if necessary.

Words ending 'sure', 'ture' and 'er' (pages 32–33)

Practise

1. a. **treasure** **picture**
b. **creature, adventure, butcher**

Note in **Question 1b** that the correct spelling is 'butcher', not 'butchture'. Root words ending in '(t)cher' sound like words ending in 'ture'. Another example is 'teacher'.

2. a. **departure**
b. **furniture**
c. **nature**
d. **enclosure**

Work out what the word should be and then decide whether it should be spelt 'sure' or 'ture'. Use a dictionary to help if necessary.

Extend

3.

lei	ture	leisure
mix	er	mixture
preach	sure	preacher

Look up these words in the dictionary if their meanings are not clear.

4. a. In **future**, please tell me if you are going to do that.
b. London is a city famous for its **culture**.
c. Sending those flowers to your aunt was a thoughtful **gesture**.
d. The **pressure** to perform the final dance in the show made Roya feel worried.
e. In the adventure story, the pirates **capture** the unlucky sailors.

Apply

5. a. Unfortunately, Sam had a puncture in her tyre during the bicycle race.
b. We all had a good night's sleep to prepare for our early departure.
c. Aiden created a mixture out of sand and water.
d. The X-ray confirmed that Irfan had a fracture.
e. Every Saturday, my dad and I went to the adventure playground.

Answers will vary. Each sentence should include the word ending with 'ture' given in the question. The word should be used in the sentence so that it is clear that its meaning is understood.

Suffixes for changing verbs to nouns (pages 34–35)

Practise

1.

Verbs		Nouns	
breathe	exercise	business	
separate	guard	century	
possess	increase	library	

In a Venn diagram, there is a section in the middle where the two circles overlap: this is the section where words that are both nouns and verbs should go. To assess whether a word is a noun, try saying 'a' or 'an' before it. For a verb, try saying 'to' before it. For example, 'guard' can be a noun (a guard) or a verb (to guard something).

Extend

2. a. direction
- b. adoption
- c. formation
- d. consideration
- e. education
- f. deletion

Remember that sometimes the ending of a root word must change before a suffix can be added. For example, 'educate' becomes 'education'.

3. a. select
- b. donate
- c. invent
- d. pollute
- e. erupt
- f. sense

Note that you cannot simply remove the suffix. You may need to alter the ending of the root word to make the verb. For example, 'sensation' becomes 'sense'.

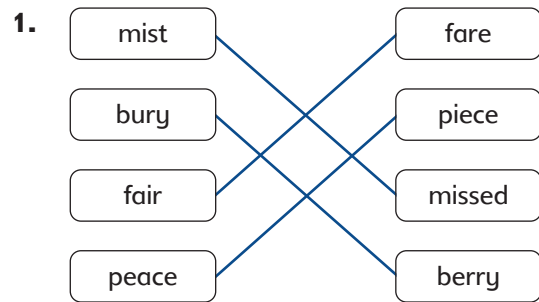
Apply

4. b. addition
I am good at addition, but I do not know my times tables.
- c. creation
Vicky's creation was the best cake in the competition.
- d. action
In my dance class, I copied the teacher's action carefully.

Answers will vary. Ensure that each sentence includes one of the words from the box with a -tion suffix. Check that the word has been used correctly, its meaning has been understood and that it is spelt correctly.

Homophones and near homophones (pages 36–37)

Practise



2. a. Because of the **mist** / **missed**, we **mist** / **missed** the view of the mountains.
- b. Jamal found a **berry** / **bury** and decided to **berry** / **bury** it in the flowerbed.
- c. You must pay a **fair** / **fare** to go on a ride at the **fair** / **fare**.
- d. The **piece** / **peace** and quiet was broken by a loud **piece** / **peace** of music.

A homophone is a word that sounds the same as another word but is spelt differently and has a different meaning. It may be necessary to use a dictionary to look up some of these homophones to check which meaning goes with which spelling.

Extend

3. a. medal
- b. meddle
4. a. to have become bigger or greater
- b. a deep, long sound showing you are not happy

Answers will vary. Use a dictionary to help find the meaning of the word and to check which homophone has which meaning.

Apply

5. a. except accept
- b. whether weather
- c. due dew
- d. reign rain
- e. mail male

O	N	W	M	A	L	E	R
L	C	E	X	C	E	P	T
A	P	A	R	E	I	G	N
C	R	T	T	P	V	E	N
C	W	H	E	T	H	E	R
E	D	E	R	A	I	N	L
P	U	R	L	D	E	W	Y
T	E	J	M	A	I	L	B

6. a. The adult **male** butterfly sat on the grass, which was damp with morning **dew**.
- b. During the **reign** of Charles I, people were able to post their **mail** for the first time.

- c. Due to the bad weather forecast, the school fair has been cancelled.
- d. We accept most types of rubbish for recycling, except tins of paint.
- e. We will go to the beach whether it pours with rain or not.

Ensure that the correct homophone has been used in each sentence. Each homophone should be used once.

Alliteration (pages 38–39)

Practise

1.
 - a. Nina tied nine knots in her napkin.
 - b. Richie wrote a report about rare rabbits.
 - c. Suddenly, Samira stood still in the centre of the circle.
 - d. Karmen creates cute coats for koalas.
 - e. One wet Wednesday we went to Weymouth.
 - f. “Go and get that greedy goat,” growled Guy.

Alliteration means that the words start with the same sound. This may mean that they start with the same letter, but not always. For example, the words ‘nine’ and ‘knots’ both start with the /n/ sound even though ‘nine’ starts with an ‘n’ and ‘knots’ starts with ‘kn’.

2. There were forty-four fabulous pheasants.
Soft snowflakes fell silently.

Alliteration is when most of the important words start with the same sound. It is fine if some words (such as ‘fell’ here in ‘Soft snowflakes fell silently’) start with a different letter. Note that the other two sentences do not contain alliteration: ‘bumpy, lumpy’ and ‘bring the string’ are examples of consonance, where a consonant sound is repeated within or at the end of a series of words.

Extend

3.
 - a. hungry hedgehog
 - b. starry sky
 - c. whispering wind
 - d. terrifying tiger

Answers will vary. Ensure that all adjectives start with the same sound as the nouns given.
4.
 - a. Chippy the chihuahua chewed some Cheddar cheese.
 - b. Theo met three thirsty thieves in a theatre.
 - c. Louise was licked by Larry the lazy llama.
 - d. The playful painters picnicked in the peaceful park.

- e. The nurse knelt on his knobby knees next to Nora.
- f. Casper and Katie both caught colds at Christmas.

Say the words and sentences aloud to work out which sounds go together. In sentence e, the /n/ sound is made by the letters ‘n’ or ‘kn’, where the ‘k’ is silent. In sentence f, the hard /c/ sound is made by the letters ‘c’, ‘k’ or ‘ch’.

Apply

5.
 - a. My tortoise called Terry turned ten yesterday.
 - b. Fred found a friendly phantom at the farm.
 - c. Bertie bought a bag of brilliant books.
 - d. Kelvin carried his coat in the crook of his arm.
 - e. Ned knows lots about knitting.

Answers will vary. Ensure that most of the words in the sentence start with the same sound. The sound can be created by different letters. If the same letter is always used, ensure that it is creating the same sound. For example, ‘pretty photo’ is not alliterative because the ‘p’ and ‘ph’ make two different sounds, but ‘friendly phantom’ is alliterative because the two words begin with the same /f/ sound.

Personification (pages 40–41)

Practise

1.
 - a. The wind whispered through the wheat field.
 - b. Jessie’s alarm clock screamed in her ear.
 - c. The stars in the sky winked at me.
 - d. The garden was dressed up in a crisp, white suit.

A noun phrase is the noun itself and any other words used to modify it. For example, in sentence c, the modifying words are the determiner ‘the’ and the prepositional phrase ‘in the sky’.

2. The garden was covered in snow.

Personification is a type of figurative language. In other words, it is not literal. The personified description in **Question 1d** requires the reader to infer the meaning.

3.
 - a. The traffic lights refused to change to green.
 - b. The setting sun bathed us in orange light.
 - c. The gentle stream murmured over the pebbles.
 - d. The cars bellowed at each other with their horns.

These sentences all use verbs that usually describe human behaviour to describe the behaviour of non-human objects. This makes them seem more human.

Extend

4.

The swimming pool	cried gently on to my window.
The lonely tree	danced on top of the candle.
The rain	was calling me to jump in.
The flame	peeked out from behind the clouds.
The moon	fought against the strong wind.

Imagine each object doing each action and think about which personification would be most suitable for each one. Draw lines to match the most suitable pairs.

Apply

5. a. Grandad started the old engine, which rattled and then **coughed** into life.
 b. To my surprise, a single snowflake appeared from nowhere and **kissed** me on the nose.
 c. The terrible winter storm **held** the fishing boat in its teeth.
 d. As the police officer sat down, the tiny chair **groaned** under him.
 e. New York, which is in America, is famously known as the city that never **sleeps**.
 f. Autumn leaves **ran** around the empty playground like excited school children.

Year 4 word list (pages 42–43)

Practise

1. a. accidentally b. address
 c. century d. certain
 e. experience f. experiment
 g. grammar h. guide
 i. medicine j. mention
 k. position l. possession

To put words in alphabetical order, start with the first letter. If there are two words with

the same first letter, use the second letter to put them in order. For example: 'accidentally' and 'address' both start with 'a'. The second letter of 'accidentally' is 'c' and the second letter of 'address' is 'd'. As 'c' comes before 'd', 'accidentally' comes before 'address' alphabetically.

2.

heard	adjective	to rule as a king or queen
peculiar	noun	different to normal
reign	verb	one of four equal parts
breath	verb	detected using your ears
quarter	noun	air going into or out of your lungs

Some words here can be more than one word class depending on how they are used. Use the definition of the word to work out what word class they should be. For example, 'reign' can be both noun and verb, but the definition here shows that it is being used as a verb.

Extend

3. a. The **purpose** of her trip was to visit the **library**.
 b. The detective examined the **material** thoroughly for something out of the **ordinary**.
 c. I lost my **calendar** and **therefore** missed the party.
 d. To **separate** a solid from a liquid, you should **consider** using filter paper.

Apply

4. a. The **cake stall** continued to do good business.
 b. The **company** hired a guard after the recent robberies.
 c. She continued to describe the house on the opposite side of the river.

Answers will vary. Suffixes can be added to these words if necessary, for example: 'continued'. Some of these words belong to more than one word class. For example, 'guard' can be a noun or a verb.

Thematic language (pages 44–45)

Practise

1. a.

Words with meanings I know	Words with meanings I can guess	Words with meanings I don't know
heave	mope	quaff
confiscate	wield	preen
wade	clog	writhe

Answers will vary depending on background knowledge. Say the words aloud as their meaning might be clearer when spoken. It can also be useful to think about when they might be used. Some words might have more than one meaning. For example, a 'clog' is a type of shoe, but it can also mean something is blocked.

b. I watched the goose preen beside the pond.

Answers will vary. Answers should include one word from the 'Words with meanings I don't know' column in the table. Verbs can have a suffix added (for example, 'preen' can be changed to 'preened') and all words must be spelt correctly.

Extend

2. a. weak
- b. lift
- c. flow
- d. dash
3. a. disguise
- b. possession
- c. colossal
- d. jewellery

Think about words with the meanings given and see if they fit with the letters. If no words come to mind, think about normal spelling patterns to help find the missing letters. In **b**, for example, the third missing letter is probably 'i' because -ion is a common suffix. Use a dictionary to check the answers.

Apply

4. a. Her greatest accomplishment was to sail around the world on her own.
 - b. The police suspect that the thieves escaped in a stolen car.
 - c. Our dog is normally obedient, but yesterday she stole the sausages from the barbecue.
 - d. Stuck in a traffic jam on the motorway, my baby brother protested by crying loudly.
- Use the context of the sentence to work out the word class of the missing word. Note in sentence **b** that a word you might be familiar with as one word class can be used as another: 'a suspect' (noun) can also be used as a verb ('to suspect').
5. a. The glistening ocean was like silver in the distance.
 - b. "It would be unwise to try to escape," warned the prison guard.
 - c. Going into the last lap, the athlete held a slender lead over his rivals.

Answers will vary. Each sentence should include at least one of the words given. The word should be spelt correctly and make sense in the sentence.

Topic words (pages 46–47)

Practise

Science	History	Geography
magnify	ancient	estuary
graphite	armour	environment
evidence	ceremony	delta

It is important to use a dictionary to look up unfamiliar words first. Note that 'environment' and 'graphite' could be used in science as well as geography. Note that 'evidence' could be useful in every different topic. Accept answers that have added either of these words to a different column than the one stated because the **Tip** allows the words to be put in the column they are most identified with.

Extend

2. calligraphy: fine decorative writing using brushes or pens
- concertina: a musical instrument you stretch and squeeze
- conceal: to keep someone or something in a limited space
- pendant: a piece of jewellery that hangs around the neck

Use a dictionary to check whether a word exists and then to check its meaning if necessary. It may be useful to think about what sort of topic these words may be used in. For example, 'concertina' may be used in a history topic or a music topic as it is an old-fashioned instrument.

3. a. Ensure you follow the instructions when carrying out your experiment.
- b. The king ordered his favourite artist to paint a new portrait of the queen.
- c. The children observed the ice changing to water.
- d. The pollution in the river was making the citizens of the town sick.

Read the sentences and think about words that would make sense in the sentence. See if they fit with the letters given. If not, use spelling strategies to fill the gaps.

4. a. archery
- b. vibrations
- c. wrappers
- d. device

Read the sentences and think about words that would make sense in the sentence at the point where the jumbled words are. See if they fit with the letters given. If not, use spelling strategies to unscramble the letters. Note in sentence **c** that 'wrappers' has a silent 'w'.

Apply

5. a. The geologist explored the huge **cavity** under the mountain.
- b. My new coat is windproof and water **repellent**.
- c. You have no **business** interfering with my things.
- d. The scientists **scrutinised** their investigation for any mistakes.
- e. Items of **furniture** are usually made from wood, plastic or metal.
- f. Martha wrote an **essay** about the Amazon River.

Use the context of the sentence to work out the word class of the missing word. Try each word in the gap to see which one makes sense. If it is not clear, move on to the next one and go back to any remaining sentences at the end.

The Iron Woman, by Ted Hughes (pages 50–51)

1. **Because she thinks there is more water at the canal, so the Iron Woman will be able to get clean.**

Answers should refer both to the idea that the Iron Woman is trying to clean off the mud and to the notion that there will be more water in the canal for this purpose. It is not enough to say 'because there is more water' or 'because the Iron Woman wants to get clean' without further explanation.

2. **Because there is no water and the canal is full of rubbish.**

Reread the section of the text where they reach the canal. Find the words that make it clear that Lucy felt guilty and read around them to find out why. Full answers should refer to both the lack of water and the pollution in the canal.

3. **embedded**

Use context to work out the meaning of an unfamiliar word. Read the section beginning *When they reached the canal ...* and look for words that describe something being stuck. Here, the word 'embedded' is used to describe the long list of objects 'stuck' in the mud in the empty canal.

4. **Because the sun has come up and people might be able to see them now it's not dark. or Because the farmer is awake in the farmhouse and might spot Lucy and the Iron Woman.**

Answers will vary. Find the section of the text that refers to Lucy expecting to hear a shout. Read the section before and after to determine why this is. Answers should refer to how the start of the new day means that Lucy and the Iron Woman are more likely to be seen.

5. **waded or kneeled or bowed or plunged or hoisted or rearing or plunging**

Answers can include any four of these verbs. Reread the paragraph about the Iron Woman in the water. Pick out specific information about how she moves from the paragraph. Answers should only refer to verbs that suggest the movement or motion of the Iron Woman. Note that 'heaved', 'bulged' and 'slopped' are verbs that suggest movement, but they are not correct as they describe the water, not the Iron Woman.

6. **She washes the mud off in the river by ducking her whole body under the water and back up again a few times.**

Reread the section of the text when the Iron Woman is in the water and summarise the action from the paragraph. Look particularly at the 'doing words' (verbs) that describe her actions. Answers should refer to how the Iron Woman immerses herself fully in the river water and also how she moves through the water to wash the mud off her body. Answers should be summaries rather than copied directly from the text.

7. **Because there is also some pollution in the river water and it is harmful to the Iron Woman.**

This is an inference question. It might be inferred that the Iron Woman is reacting to something toxic in the river water that is harmful to her eyes, as she rubs her eyes with her fists.

8. a. like **a very small doll**
- b. like **the pillars of a bridge**
- c. like **black glass**

Scan the text for each item (for example: arms) and read around them to find the answer.

9. a robot

10. to make people think about looking after nature

This question requires inferring what the wider theme is from an overall impression of the extract. Lucy witnesses how the Iron Woman struggles to get clean from the mud several times (even the river water is not truly clean) and that the water is toxic. At the end, the Iron Woman suggests she has come for a particular reason. It can be inferred that reason will involve communicating how all the pollution Lucy has witnessed is affecting nature.

Grammar in Action

She gazed at *the giant tubes of the limbs, the millions of rivets, the funny concertinas at the joints.*

The River Nile, by Giles Clare (pages 54–55)

1. over 4000 miles

Scan the text for a number that is a distance and read around to check that it is the length of the river. The answer is found in the second sentence of the first paragraph.

2. Because the floods left behind silt, which made the soil good for growing crops.

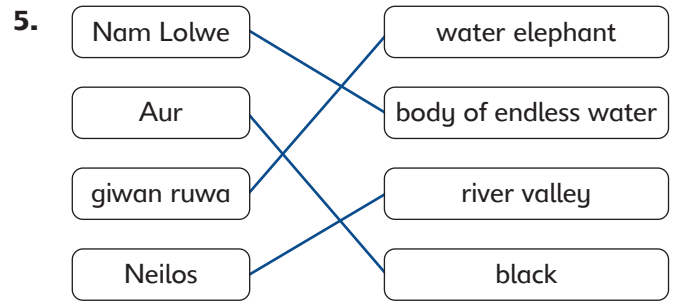
Answers should refer to how silt was left behind and its effect on improving the soil. It is not enough to say 'because of the silt' without explaining why this was important in helping the ancient Egyptians grow crops.

3. determined

Use context to work out the meaning of an unfamiliar word or a word used in a less common sense. Here, the word 'determined' is used as a verb rather than the adjective meaning 'persistent'. The sentence about the god Khnum refers to how he 'ruled over the floods', which provides a clue about the meaning of the word.

4. It flows north, but most rivers flow south.

Retrieve specific information from a particular point in the text. Scan the text for words referring to direction. A full answer must include reference to the river flowing north and other rivers flowing south to explain why it is unusual. It is not enough to say 'it travels north' without further explanation.



Retrieve information from different paragraphs. Scan the text for the names on the left and read around them to find their meanings.

6. poisonous snakes, (Nile) crocodiles, hippos

Pick out specific information from a paragraph. Answers should mention that the snakes are poisonous as there is no evidence in the text to suggest the other snakes are dangerous.

7. The two tributaries/the White Nile and the Blue Nile combine into one river.

This is a retrieval question so the answer can be found by looking in detail at the text. Scan the text for the word 'confluence' or 'Khartoum' and read around them to find the answer.

8. Because there are hundreds of thousands of migrating birds to see there/hundreds of thousands of migrating birds stop over in the marshy lakes.

9. No, because the factories harm the fish and make it harder for the fishermen to survive. or No, because the pollution from the factories makes the water dangerous to drink.

Answers will vary. Accept any answers that identify one difficulty that the factories cause the fishermen/local people given in the text.

10. Mediterranean Sea

Spelling in Action

weigh

It is a common mistake to spell this word 'wiegh' because of the spelling rule 'i' before 'e' except after 'c'. However, this rule only applies if the sound made is /ee/. For example: 'piece' (/ee/ sound), but 'weigh' (/ai/ sound).

I Asked the River, by Valerie Bloom (pages 58–59)

1. the writer the river

This question asks the reader to identify that the conversation is between the writer and the river. Look at the reporting clauses between the direct speech that refer to 'I' (the writer) and 'the river'.

2. **The river, because the writer says she 'can't compete' with the river as it is 'so fast'.**

This question asks the reader to explain that the writer feels she could not match the speed of the river. Choose words as evidence and put them between single inverted commas to show they are words copied directly from the poem.

3. **rushes**

This is a retrieval question so the answer can be found by looking in detail at the text. Scan the text for the word 'valley' and read around it to find the answer. The answer is found in the final line of the second verse.

4. "Why do you **laugh?**" I asked the river,
"You'll **share** the joke I suppose?"
"I **woke** the mountain," the river **grinned**,
"By **tickling** his toes."

The writer personifies the river throughout the poem, which itself is in the form of a dialogue. Scan the poem for actions that only a person, and not a river, would normally do.

5. **Because it has been polluted.** or **Because there is rubbish/garbage/waste/wrappers in it.**

This question asks the reader to join up ideas from more than one verse. It is revealed that the river cannot 'breathe' properly, that something is holding it back and that it is getting smaller. Only in the last two verses is the cause of the problem revealed (pollution in the form of garbage/waste/wrappers). It is not correct therefore to say 'because it can't breathe' or 'because it is getting smaller' without referring to the cause (pollution).

6. **simile** **personification** **alliteration**

This question asks the reader to identify the vocabulary techniques used. The river is compared to being 'like an ancient aunt' (simile); the river is personified using the verb 'limped along'; finally, 'along like an ancient aunt' has an alliterative /a/ sound.

7. **a. clogged**
b. seethe

This question asks the reader to use context to work out the meaning of unfamiliar words.

8. **People are careless about littering.**

This question asks the reader to understand that 'just fell from your hand' is the key phrase and that it implies carelessness rather than a deliberate act (first option). The final option is also incorrect because the focus in these lines is the carelessness of dropping poisonous waste rather than the nature of the waste itself.

9. **a.** In the first four verses, the river feels **free/happy**.
b. In the final six verses, the river feels **sad/ill/slow/disappointed/tired**.

This question asks the reader to infer in a simple way how the river is feeling. Look for clue words in how the river is personified at different points ('the river grinned' or 'the river groaned') to help summarise the difference between how the river is feeling in these two parts of the poem.

10. **Rivers are important, natural things that we must look after.**

This question asks the reader to identify the statement that is most accurate in summarising the message of the poem. Whilst the other options are all true, the reader can infer from the poem that people have a duty to look after rivers so they are not spoilt.

Grammar in Action

your and its

Note that 'its' is a possessive pronoun used before something belonging to 'it'. This should not be confused with 'it's', which is always a contraction of 'it is'.

The Peppermint Pig, by Nina Bawden (pages 62–63)

1. **Because Theo has a problem with his chest and the fog might make him ill.**

It is possible to infer that the external threat of the 'thick, mustardy fog' would have a harmful effect on Theo's 'delicate chest', meaning he had to stay indoors.

2. **Because he didn't have to go to school like her and he was having a nice time at home with their mother.**

Answers should refer to both how Theo is excused from school and how this gives him plenty of time getting his mother's attention. Read the beginning of the text again and look for places where Poll expresses how jealous she is of Theo. Read around them to discover why this is so ('Mother and Theo had been cosy at home, sharing secrets'; 'found him sitting on Mother's lap ... where she wanted to be').

3. **Emily Greengrass**

Scan the text for mention of Mother. The paragraph that describes her as being strict about table manners uses her full name.

4. **a. (At school, she is) stuck in the corner with the Dunce's Cap on.**
b. (At home, she is) sent under the table at tea.

Scan the text looking for evidence of Poll being punished and of what those punishments are. First, the author writes about her punishment at school and then she is punished for her behaviour at the table.

5. Poll is healthy because she can go to school even in the fog, but Theo can't because of his bad chest. or Poll eats really quickly, but Theo chews his food really slowly. or Theo gets lots of time with his mother, but Poll doesn't and gets punished instead.

Answers will vary. This question looks for differences between Poll and her brother Theo. Accept answers that refer to both children and give a full explanation of the difference. For example, it is not enough to say, 'Poll eats really fast' without explaining that Theo does the opposite. Scan the text for places where Theo and Poll are mentioned. Think about what they are doing or how they are described and remember to compare the descriptions of the two characters.

6. linoleum

Use context to work out the meaning of an unfamiliar word. Here, Poll is on the floor under the table. She describes the colour and pattern on the 'linoleum'.

7. That she is a bit mean/naughty/cruel to animals and also that she is a bit kind/caring too.

Answers will vary. As Poll is 'teasing' the spider, it is possible to infer a negative characteristic, such as that she is unkind or cruel to animals. As she eventually feels 'sorry' for the spider, it is also possible to infer a positive characteristic for Poll, such as that she is caring. Answers may refer to one or both of these characteristics.

8. a. George
b. Lily

Scan the text looking for other characters. The reader does not 'see' either child, but it is clear from the context that both are sitting at the table because Poll can see their footwear. Note that 'Father' is an incorrect answer as he does not come in until later.

9. Someone has stolen some money from the safe while Poll's father was out of the office.

Reread the end of the text where this takes place. Look for details of what had happened at the office. Answers should refer to both the stolen money and where it was stolen from.

10. He speaks in a strange way.
He calls her mother 'Emily' instead of 'Mother'.
This question requires close reading as the answer

may be the opposite of what is expected. Poll is most startled by 'his tone of voice' (the way he speaks). She is also startled by the form of address he uses towards her mother. It is likely that Poll is surprised as she has rarely heard her father use her mother's name publicly.

Vocabulary in Action

... a dark day of thick, mustardy fog that had specks of grit in it she could taste on her tongue.

Alliteration is the use of the same sound. Here, the /d/ sound is used for 'dark' and 'day', and the /t/ sound is used for 'taste' and 'tongue'.

How Children Lived, by Chris and Melanie Rice (pages 66–67)

1. loyal

This question asks the reader to work out the meaning of an unfamiliar word. First, eliminate any words that are not synonyms of 'faithful'. It is also clear from the second sentence that the Shogun is Ichiro's 'overlord', which implies that it is the Shogun that Ichiro must be 'faithful' to. This means 'loyal' is closest in meaning.

2. Edo

This is a retrieval question so the answer can be found by looking in detail at the text. Scan the text for the word 'Tokyo' and read around it to find the answer. The answer is found in the section **Life in Edo**.

3. a. A samurai wears trousers called 'hakama', armour (made of leather or iron) and a helmet called a 'kabuto'.
b. A samurai carries a long, heavy sword called a 'katana' and a short sword called a 'wakizashi'.

This question asks the reader to retrieve information from different paragraphs.

4. She lived in a large palace in the city of Florence in Italy.

Full detailed answers should refer to the building (a large palace), the city (Florence) and the country (Italy). It is not necessary to include details of who she lived with or when she lived because the question only asks where she lived.

5. Her book was printed rather than handwritten.

This question asks the reader to pick out specific information from a paragraph. Full answers should refer to how books were handwritten before they were printed. It is not enough to say 'the book was printed' without explaining how this was different from before.

6. It was decorated with beautiful carvings.

7. **Ichiro: the Shogun**

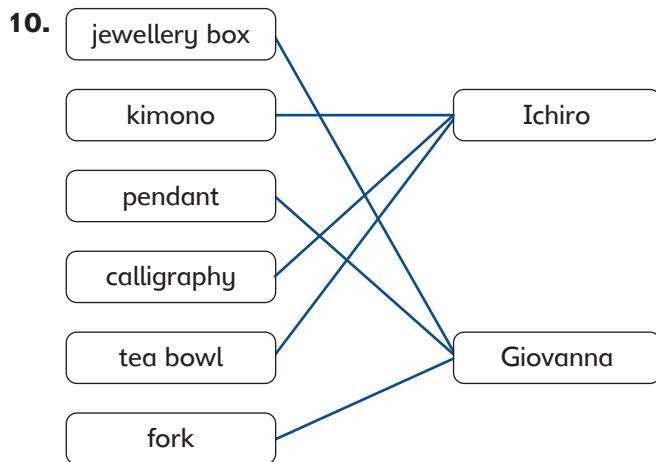
Giovanna: Francesco (Giovanna's father)

This question asks the reader to infer who the most powerful figure in each child's life was. Ichiro's father was a samurai, but it is clear Ichiro must obey the Shogun 'above all'. Giovanna's father was wealthy, and Giovanna performed songs for her 'father's friends'. By contrast, Giovanna's mother is only mentioned as a subject of a painting that her father shows off to his friends.

8. **They learnt to fight (with sticks called 'naginata').**

9. **read or write poetry or play music**

This question asks the reader to look for things the children both do. Write a list of Ichiro's activities next to a list of Giovanna's. Pick out the activities they have in common (for example: playing music) and ignore the ones that they don't (for example: watching fighting, which only Ichiro does). Accept 'read' as a correct answer. However, note that while the text implies that both children are taught to read similar types of text, it does not say so explicitly; Ichiro is only stated to read poetry and Giovanna, who would have spoken Italian, is only stated to read Latin.



This question asks the reader to retrieve information from different paragraphs. Scan the text for the items on the left and note who they are associated with.

Spelling in Action

rite/right, reed

Answers will vary. Accept either homophone for 'write'.

The Madhatters, by Aoife Mannix (pages 70–71)

1. **They are sisters.**

This question asks the reader to retrieve a piece of information. Scan the text for the words 'old ladies' and read around them for the answer.

2. **Because their house does not have any electricity.**

This question asks the reader to retrieve some information. Scan the text for the word 'candles' and read around it for the answer.

3. **Because they are 'faded' and 'ancient'.**

This question asks the reader to infer that it might be difficult to read the reading materials because they are old and not in good condition.

4. **budgies**

This question asks the reader to join up ideas from within one verse. This is because the word 'budgies', which may be unfamiliar to the reader, is introduced before the phrase 'those birds'. Use other contextual clues, such as Sara 'feeding' them and 'keeping' them 'in an enormous cage' to infer that the birds must be called budgies.

5. **yellow green**

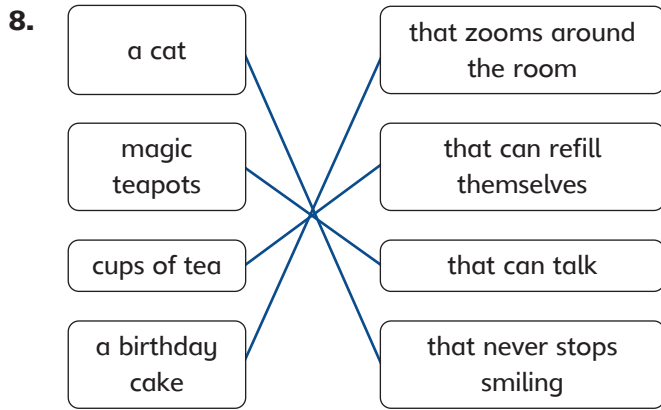
This question asks the reader to retrieve some information. Scan the text for the words 'birds' and read around it for the answer. Some inference is required as the poem describes 'their greens' and 'darts of yellow', referring back to 'those birds'. 'Pink' and 'orange' are also in the poem, but incorrect here.

6. **Sara's stories make the children feel as if they are in Africa.**

This question asks the reader to interpret the meaning of 'transported' in this context: the stories are told with 'such animation' that their imaginations make them feel as if they are in Africa. Note that 'animation' in this sense has nothing to do with cartoons. Sara is not animating her stories: she is telling them with power and enthusiasm.

7. **They will have a proper tea party like in Alice in Wonderland.**

This question asks the reader to differentiate between the times the children normally go for cakes and orange juice and the promise of a time when a special, magical tea party will take place. Scan the poem for the words 'promise' or 'one day' and read around them for the answer.



This question asks the reader to retrieve several ideas about the magical tea party. Scan the text for each object to find the correct action.

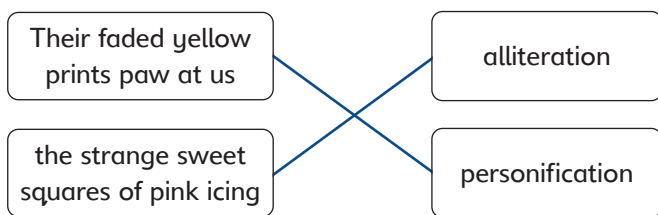
9. **don** and **sport**

This question asks the reader to use context to work out the meaning of unfamiliar words. Find the quoted line in the third verse. Read around it and find the line before, which refers to 'tuxedos', and the line after, which refers to a 'cowboy suit'. Look at the verbs that come before these items of clothing ('don' and 'sport') – they both have the same meaning as 'wear'.

10. **They say they will have 'magic teapots' (that can talk).** or **They will have a cake that can 'zoom around the room'.** or **They will have teacups that can 'refill themselves'.**

Answers will vary. This question asks the reader to infer that the old ladies would need to use magic to make their tea party happen. Any two pieces of evidence from those listed here can be picked to show that the old ladies might be witches.

Vocabulary in Action



'Their faded yellow prints' refers back to the old newspapers and magazines, which are personified by the idea that they 'paw at' (reach out and touch) the children. The poet uses the repeated initial /s/ sound to create the alliteration in the noun phrase 'strange sweet squares'.

Operation Gadgetman!, by Malorie Blackman (pages 74–75)

1. **the black plastic briefcases**

Look for the key words 'spy kit' and read around them to find the answer. As the question asks

for a 'noun phrase' ensure that any words that describe the noun are also copied down. In this case, this means the adjectives 'black' and 'plastic'.

2. **a. torch (batteries not included)**
b. mirror
c. magnifying glass

This question asks the reader to pick out specific information from a paragraph. Accept answers in any order. Answers should only include objects whose primary function is to be used to look at things. For example: 'tweezers' is not correct because the primary function of some tweezers is to pick things up.

3. **It is a two-way pencil, which means that half of it is made of normal graphite so that you can write normally. The other half is made of wax so that you can write secret messages.**

Answers should refer to the two-part construction of the pencil (normal graphite and wax) and the difference in what this allows the user to do (write normally with the graphite and write a hidden, secret message using the wax). It is not enough just to state that the pencil is 'two-way' or is made of 'graphite and wax' without explaining how it works.

4. **They are excited about them because they make 'a huge crowd around them' and they say things like 'Wow!'. or They think they are cool because someone says, 'Can I have one?' and the other children all want one too.**

Answers will vary. Accept any answer that refers to how the children are interested in or excited about the spy kits or how they show their approval by asking for their own ones. This should be supported by relevant words copied directly from the text.

5. **proud**

This question asks the reader to infer the meaning of Beans's face becoming 'more and more warm'. The context suggests that Beans is proud that the spy kits seem to be so popular. She is 'excited' about her classmates' reactions and she explains in detail how her dad came up with the ideas. There is no evidence that she is feeling ill, angry or hot in the text.

6. **Beatrice**

This question asks the reader to pick out specific information. Mr Lark addresses her this way when he finds her standing on a chair in the classroom.

7. scrutinise

Locate the paragraph and scan for possible answers. Use the context to work out the meaning of any unfamiliar words. Here, the word 'scrutinise' is used after a reference to Mr Lark adjusting his glasses, which links to the meaning to 'examine closely'.

8. Because she does not like Mr Lark, her geography teacher.

This question asks the reader to infer that Beans does not like her teacher Mr Lark and that this makes her dislike the subject he teaches. This is evidenced by the negative description of his appearance as seen through her eyes ('piggy eyes'; 'snooker-ball bald patch').

- 9. a. detention (for an hour in the afternoon)
- b. writing an essay (called 'Why I was unwise to bring my toys to school')

Skim the section where Ann and Louisa have a conversation with Mr Lark. Answers should include both how the two girls must stay after school (detention) and what they must do during detention (write an essay).

10. Shocked because her mouth falls open which shows she is surprised. or Angry because her mouth falls open which shows she wants to complain because she thinks it is unfair.

Answers will vary. Accept any answer that makes a plausible connection between Beans's reaction and her punishment. Locate the quotation in the text and read around it to find the context. Her mouth falls open because she has just been punished. Use background knowledge to work out that this reaction happens when someone is surprised or when someone thinks that something is unfair.

Punctuation in Action

"Beans calls her dad 'Gadgetman'. That's his job – he invents things, gadgets." Louisa explained. "And he gave us these."

Note how the reporting clause comes in the middle of the spoken words here. In addition, note how the word 'Gadgetman' is used within single inverted commas here to emphasise that it is a nickname Beans uses. This means the word is still part of the spoken words.

Spy Science, by Jim Wiese (pages 78–79)

- 1. Because the activity needs sunlight to work. or Because you need the sun to fade the paper.

Note that the answer must refer to sun or sunlight as being necessary to successfully carry

out the activity. It is not correct to refer to nice or dry weather.

- 2. Because the construction paper and key must be left out in the sun for at least four hours, so you need a clock or watch to time it.

This question asks the reader to infer that the watch or clock is required to time the activity. Answers should refer to the length of time the activity takes and link that to the requirement to time it.

- 3. Procedure
- 4. It is made from fibres from woody plants that are pressed together and then dyed.
- 5. Because the key blocks the sunlight.

Answers will vary. Answers should refer both to the material (fibres from woody plants) and the two processes (pressing and dyeing). This question asks the reader to retrieve a specific piece of information. Scan the text for the words 'key' or 'fade' and read around them for further information.

- 6. It contains more dyes than other coloured paper.
- 7. Our vocal cords vibrate when our lungs push air past them.
- 8.

Statement	True	False
Sound travels through air.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sound travels through air and solids.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sound travels through air but not solids or liquids.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sound travels through air, solids and liquids.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 9. So you can compare the difference between no glass and using a glass to see which works better.
- 10. The sound waves inside the glass reflect off the walls and become stronger by resonance.

Answers will vary. This question asks the reader to infer that not using a glass first time would show how using a glass makes a difference to how well you can hear the conversation. Answers will vary. They should refer to how sound waves (rather than voices) inside the glass are reflected and resonate. No references to amplification or cavities are necessary.

Spelling in Action

reinforce

The prefix re- gives a root or base word a different meaning, usually indicating something that happens again. Other examples include 'reappear' and 'repaint'.

Comparing texts: understanding feelings (pages 82–83)

1. troubles or failures or heartaches or care or worry
Accept any three correct answers.

2. quaff

This question asks the reader to use context to work out the meaning of unfamiliar words. Scan the verse for any words to do with drinking and read around them for the answer. The poem refers to 'each bitter cup', which gives a clue as to the meaning of 'quaff'.

3. Yes, because she is happy and she is laughing. or No, because it is good to talk about things that worry you and she is putting her worry in a box and hiding it instead.

Either answer is correct. Answers should state 'yes' or 'no' and should then provide a justification that supports the answer using information from the poem. Answers do not have to quote directly from the poem.

4. Because 'share' rhymes with 'there' in the fourth line of the verse.

Note the rhyme scheme of the poem: the word at the end of the second line of each verse rhymes with the word at the end of the fourth line, and the word at the end of the sixth line rhymes with the word at the end of the eighth line in each verse.

5. People can see her 'outside me', but the other versions of her are how she really feels.

Read around the words in the poem to find out what they mean. The poet describes the 'outside me' as a 'shell' with a 'painted smile'. The other versions of her have lots of different feelings and the very smallest is 'kept secretly'.

6.

The <u>scurrying</u> , worrying, yes miss whisperer	frowning
The <u>scowling</u> hot-head	hard
A tiny, <u>solid</u> skittle doll	rushing

This question asks the reader to use context to work out the meaning of unfamiliar words. Scan the text for the words and read around them for the answer.

7. The first phrase means you don't want to do something, but the second phrase means you are annoyed about something.

8.

A wouldn't-say-boo-to-a-goosey me	someone who always wants more
A grass-is-always-greener me	someone who appears to be innocent
A butter-won't-melt-in-my-mouth-type me	someone who is very shy

This question asks the reader to interpret the meaning of some idiomatic English. Readers may not be familiar with the meanings of these idioms. Use the context of each one to help. For example, 'A grass-is-always-greener me' appears in the verse where the poet describes herself as jealous and never getting enough compared to other people. This gives a clue to its meaning.

9. The poet has lots of different parts to her personality just like a Russian doll has lots of dolls inside it. or The poet is not just what she looks like on the outside. She has lots of other things that make her who she is. This is like Russian dolls, which have lots of dolls inside them.

Answers will vary. They should make the link between the different layers of the poet's personality and the stack of dolls inside a Russian doll.

10. Everyone has hidden feelings.

Both poems think about hidden feelings. In 'Russian Doll', the poet goes through the different layers of hidden feelings until she reaches the 'tiny, solid skittle doll' that is 'kept secretly'. In 'Then Laugh', the reader is encouraged to hide away their negative feelings and enjoy their positive feelings instead. Note that 'Everyone has worries' is a strong distractor: worries are covered in each poem, but they are not an important theme in 'Russian Doll'.

Grammar in Action

a and each

There are a range of determiners beyond 'a' and 'the'. For example, determiners that refer to a particular thing ('this', 'that') and determiners that refer to quantities or numbers ('each', 'every', 'all', 'three').

Writing skills: Spy Secrets (pages 84–85)

This 'Writing skills' task is inspired by the 'secrets' theme in the **Unit 7** reading comprehension texts. The child may wish to revisit those texts to gather ideas for their writing. They should think about who has the secret, what the secret might be and how they would feel. They might then think about what time of day it is and where they are to give their writing a clear setting and context. Encourage the child to think about their audience and make their writing as engaging and accurate as possible.

The child should ideally use first-person narration (using 'I' rather than 'he/she'). They should also include some dialogue. Check that any direct speech is punctuated correctly to separate the spoken words from who is speaking (for example: "I am the jewel thief," admitted Aunt Lucy.) The child may have included some words from the **Year 4 word list (pages 42–43)**. Check that these words have been spelt and used in context correctly.

This task also provides the child with an opportunity to put many other topics from **Units 1 to 4** into practice. They may have used: fronted adverbials to explain how, when, where or why something is happening; paragraphs to organise events and dialogue; non-Standard English to represent different characters; a range of prefixes and suffixes; figurative language, such as alliteration (for example: 'a super spy from the suburbs') and personification (for example: 'The buzzing phone danced across the desk') to make their writing more engaging. In each case, check that the child has correctly used the grammar, punctuation, spelling or vocabulary.

Final practice (pages 86–92)

- Mumtaz rode to school on an old, tiny bicycle with colourful, flashing lights.
This question is testing the ability to recognise all the parts of an expanded noun phrase (the determiner 'an', the adjectives, the noun itself and the prepositional phrase 'with flashing, colourful lights'). Note how the prepositional phrase includes adjectives and a noun itself but it is part of the expanded noun phrase because it is adding more information about the bicycle. Award 1 mark for the correct answer underlined.
- We were invited to see James's collection of miniature ships.
The children's toys were spread all over the carpet.

This question is testing the ability to recognise the correct use of apostrophes to show possession. Note that 'babys' blanket' is incorrect because there is one baby (not two or more babies), so it should be written 'baby's blanket'. Note that 'his' pocket money' is incorrect because 'his' is a possessive pronoun and never takes an apostrophe to show possession. Award 1 mark for both correct answers ticked.

- In the morning, while I was cooking a vegetable curry, a pigeon flew into the sitting room.
This question is testing the ability to use commas to separate the fronted adverbial ('In the morning') from the subordinate clause that follows it ('while I was cooking a vegetable curry') and from the main clause that follows ('a pigeon flew into the sitting room'). Award 1 mark for both correct commas placed.

Sentence	Alliteration	Personification
a. That last biscuit is calling my name.		<input checked="" type="checkbox"/>
b. One windy weekend we walked to Wimbledon.	<input checked="" type="checkbox"/>	
c. The shimmering, silver stars smiled down at the sparkling sea.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

This question is testing the ability to recognise personification and alliteration. Where sounds are repeated in a sentence, alliteration is used. When the writer is describing an object as though it is human, personification is used. Award 1 mark for all four correct boxes ticked.

- One of my neighbours pulled a muscle playing football in the Sunday league.
This question is testing the ability to spell words with tricky sounds (/ai/ sound spelt 'ey', 'ei' or 'eigh'), silent letters 'c' and unusual endings (-gue). Award 1 mark for all three words correctly spelt.
- ↓

↓

↓

↓

"Ten past five, said Heather with a gasp. Oh no! It can't be time to go."

This question is testing the ability to use inverted commas to separate the spoken words from the reporting clause accurately. Award 1 mark for both correct boxes ticked.

7. a. illogical
b. impatient
c. incorrect

This question is testing the ability to add the correct prefix to a base or root word. Prefixes change the meaning of the base or root word. In this case, each of these prefixes (il-, im-, in-) give the base word a negative meaning. Note that the spelling of the base or root word does not change when a prefix is added. Award 1 mark for all three correct answers.

8. **Some** jokes are terrible but not **mine**!

This question is testing the ability to recognise the word class of two words within a sentence. Note that 'mine' is a possessive pronoun that replaces the noun phrase 'my jokes'. Award 1 mark for both correct answers.

9. a. subway
b. quadrilateral
c. translator
d. underwear

This question is testing the ability to add the correct prefix to a root or base word. Think about prefixes related to the meaning given to help find each word. For example: in **b**, a prefix meaning 'four' is 'quad'. Award 1 mark for all four correct answers.

10. The **electrician** / **electrification** asked for **permission** / **permission** to show off his **invention** / **invention**.

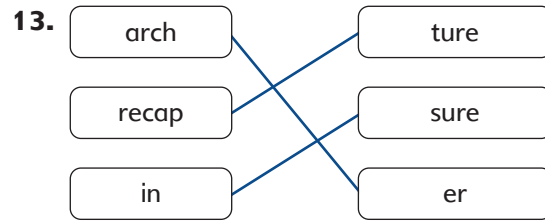
This question is testing the ability to use the correct spelling (-tion, -sion or -cian) at the end of each word. Award 1 mark for all three words correctly underlined.

11. **She doesn't want anybody knowing it's her birthday.**

This question is testing the ability to recognise Standard and non-Standard English constructions. The verb form should be changed so that it agrees with the subject and the double negative should be removed. Contractions can remain or they can be replaced with uncontracted forms (for example: 'it is' instead of 'it's'). Award 1 mark for the correct answer.

12. **When Mikey drove his new car, he dented it on a post before he had even left the garage.**

This question is testing the ability to replace a noun or noun phrase with a suitable pronoun to avoid repetition. Award 1 mark for the correct answer.



This question is testing the ability to recognise the correct spellings of words that end with 'ture', 'sure' and 'er'. Award 1 mark for all three lines correctly drawn.

14. **In the far distance, Eliza could see a city of gleaming skyscrapers.**

This question is testing the ability to place an adverbial phrase at the start of a sentence and separate it from the clause that follows using a comma. Award 1 mark for the correct answer.

15. a. century
b. accident
c. address

This question is testing the ability to spell some of the words in the National Curriculum Years 3 and 4 word list correctly. Award 1 mark for all three words correctly spelt.

16. **She gets hot and breathless/out of breath.**

This question is testing the ability to identify key details from the text. Scan the text to find the specific facts (Mary skipping and then stopping) and read around to find the answer using the context. Award 1 mark for the correct answer.

17. **a/the key**

This question is testing the ability to infer key details from the text. The inference could be made here that the object is a key from the quote itself and from what Mary says directly after ("You showed me where the key was yesterday," she said). Alternatively, scan the rest of the text for the word 'pocket': the paragraph beginning 'It was the lock of the door ...' describes how Mary takes the key out of her pocket. Award 1 mark for the correct answer.

18. **spray**

This question is testing the ability to work out the meaning of a word that may be unfamiliar using the words that surround it (the context). Scan for the word 'spray' and read around to find the meaning. For example: the robin is first described as 'swaying on a long branch of ivy' and a few lines later, the robin flies 'from his swinging spray of ivy', which shows that 'spray' can mean the same as 'branch'. Award 1 mark for the correct answer ticked.

19. a. The robin lands on top of the wall with the door.
 b. A gust of wind blows the ivy aside, so Mary sees the doorknob.

This question is testing the ability to identify key details from the text. It can be inferred that Mary only sees the doorknob because the robin draws her attention to the part of the wall with the ivy-covered door. Award 1 mark for one correct answer. Award 2 marks for two correct answers. Maximum 2 marks.

20. The lock is stiff because the door 'had been closed ten years'.

This question is testing the ability to make a simple inference (read between the lines) and provide evidence to support an answer: the lock has not been used for a long time, so it is difficult to turn the key. Award 1 mark for reference to how the lock is stiff or it is hard to turn the key, but without any reason given. Award 2 marks for reference to how the lock is stiff or it is hard to turn the key with a plausible reason given. Maximum 2 marks.

21. Mary does not want anyone to follow her. or She wants to keep the door in the wall a secret. or She thinks she might get in trouble.

Answers will vary. Accept any answer that gives a plausible reason why Mary is trying to be secretive. This question is testing the ability to make a simple inference (read between the lines): Mary is trying to be secretive about her actions for reasons that are not explained but can be guessed at. Award 1 mark for a plausible answer.

22. happy

This question is testing the ability to summarise something in the text (Mary's mood). Mary is described at various points as excited, delighted, full of wonder and laughing, which is best summarised using the word 'happy'. She is also curious, playful and worried about being followed, but these are not her dominant feelings throughout the passage. Award 1 mark for the correct answer ticked.

23. Mary enters the secret garden. 4
 Mary's Ayah tells her stories about magic. 1
 The robin sings on top of the wall. 3
 Mary skips along the path. 2

This question is testing the ability to sequence events in the passage and one that happened before the passage begins: Mary's Ayah (nursemaid) had told her stories before the events of the passage, so this event comes first. Note

the use of the past perfect tense in the sentence: 'Mary Lennox **had heard** a great deal about Magic in her Ayah's stories ...'. Award 1 mark for two numbers correct. Award 2 marks for all four numbers correct. Maximum 2 marks.

24.

Statement	True	False
Mary couldn't open the door to the secret garden because of the ivy.		✓
Someone came up the long walk as Mary opened the door.		✓
Mary was excited to have found the secret garden.	✓	

This question is testing the ability to retrieve information from the text. Read each sentence in the question before re-reading the extract in full. As each occurrence happens, tick the table to show that it is true or false. Award 1 mark for two correct answers. Award 2 marks for all three correct answers. Maximum 2 marks.

25. I think that Mary will explore the secret garden because she is excited that she found it. or I think Mary will leave the secret garden because she's worried that someone else will come along and she doesn't want anyone else to find it.

Accept any plausible prediction based on details in the text. This question is testing the ability to make a prediction about what is likely to happen next based on the text that has been read so far. Award 1 mark for a plausible prediction. Award 2 marks for a plausible prediction with evidence from the text. Maximum 2 marks.