



Primary
Practice

adverbials

-ant

cohesion



parentheses

English

Practice

should

Year 5

whose

Answers

-tial

knight



Includes explanations

Schofield & Sims

Notes for parents and carers

These answers are provided to accompany the **English Practice Year 5 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 5 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 6 Question Book**.

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Subjects, verbs and objects (pages 4–5)

Practise

- Mia likes horses a lot.
 - My grandad gave his collection of medals to me for my birthday.
 - The exhausted builder drank a huge glass of water.
 - My annoying dog barks constantly.

Subjects and objects can be single words ('horses') or noun phrases ('the exhausted builder'). Note also that sentence **d** does not contain an object. The word 'constantly' is an adverb that describes the verb 'barks'. All sentences have a subject and a verb but, as stated in the **Remember** box, not all sentences must have an object.

Sentence	Subject and verb agree	Subject and verb do not agree
a. The young doctor were late for work.		✓
b. Some people believe in aliens.	✓	
c. Why aren't she allowed to play later?		✓

Look at the subject and the verb to see if they agree: a plural noun should use a plural verb and a singular noun should use a singular verb. Note that in sentence **b**, 'people' is a plural noun, even though it doesn't end in -s like many plurals. 'Some people' therefore requires a plural verb ('believe' not 'believes'). Note that in sentence **d**, 'everybody' (and 'everyone') always uses a singular verb.

Extend

- We saw them last week in the park.
 - His cousin grabbed him by the back of his shirt just in time.
 - More and more people read the news online these days.

Remember that the subject 'does' the verb and the object has the verb 'done' to it. The verb is the 'doing' word.

- Ranvir and Vicki fetches / fetch some toys from under the stairs.

- Don't / Doesn't he remind you of someone?
- All children in Year 5 was / were invited to the school disco.
- Some oil is / are leaking all over the floor! 'Ranvir and Vicki' is a plural subject (because there are two of them). 'All' can be plural or singular. In sentence **c**, the children can be counted, therefore the verb must be plural. In sentence **d**, the oil cannot be counted, so the verb is singular.

Apply

- My friend Jordan sent a packet of trading cards to me.
 - Natalie sat down in the shade.
 - You are asking me for a favour.

Answers will vary. Remember to make sure that the subject and verb agree. Note that 'in the shade' in sentence **b** is not an object. It is an adverbial that describes where the verb took place. The pronoun subject in sentence **c** is 'you' and the pronoun object is 'me' because it is 'you' that is doing the action (asking).

- The young singer is upset because she has lost her voice.
 - Weren't we supposed to leave this morning?
 - The football team was heading to the ground for practice.
 - "Everybody knows that the moon is made of cheese," he said.

Singular noun subjects should use the singular verb form and plural noun subjects should use the plural verb form. Note that in sentence **c** the noun 'team' is a collective noun: here the 'team' is acting as a single unit, so the verb must be singular. However, 'team' can also be a plural noun with a plural verb, when the meaning is focused on the individuals within it; for example: 'The football team are meeting their families after the match'.

Relative clauses (pages 6–7)

Practise

- My sister lives in Bude, which is a seaside town in Cornwall.
 - Logan, whose spelling test scores are excellent, reads a dictionary at bedtime.
 - I'm scared of the dog that barked at me.
 - The stew, which was steaming and aromatic, made his mouth water.
 - Isn't that the man who set the world record for eating sausages?

A relative clause gives more information about the noun that it relates to. Note that a relative clause can be embedded between commas in the middle of a sentence, or it can come at the end of a sentence. A relative clause cannot begin a sentence as it refers back to a noun that has already been mentioned. Note that commas are not used to separate a relative clause when using 'that' as a relative pronoun.

2. **which, whose, that, who**

A relative pronoun introduces the relative clause and refers back to the noun mentioned previously in the sentence.

Extend

- 3. a. The old pop song, **which** was my dad's favourite, blasted from the speakers.
- b. The doorbell woke up the baby, **who** had been sound asleep upstairs for several hours.
- c. Toby, **whose** grandma makes amazing brownies, organised a cake sale for charity.
- d. The danger was caused by a hot-air balloon **that** had drifted off course.

Try each of the relative pronouns in the sentence to see which one makes sense. Remember that 'who' and 'whose' refer to people, whereas 'which' and 'that' usually do not.

- 4. a. **song**
- b. **baby**
- c. **Toby**
- d. **hot-air balloon**

Read the sentence in full and determine the noun that is being referred to in the relative clause. Relative clauses give more information about the noun, so it helps to think about who or what the relative clause is describing in more detail.

Apply

- 5. a. The new player, **who was playing his first game for the team**, scored a fantastic goal.
- b. Polar bears can be found near the North Pole, **which is cold and icy**.
- c. My cousin Kelsey, **whose father is my mother's brother**, is almost ten.
- d. The biscuits **that my family sells** are made using a secret recipe.

Answers will vary. Ensure that the relative clause makes sense with the given pronoun and relates to the correct noun in the main clause.

- 6. a. **Azim, who adores his garden, is annoyed that the slugs keep eating his plants.**

- b. **My favourite toy car, which is blue with a red stripe, was bought at a car boot sale.**
- c. **Noah's sister, whose name is Evelyn, won the baking competition.**

Answers will vary. The relative pronouns 'who', 'whose', 'which' and 'that' should be used.

Modal verbs (pages 8–9)

Practise

- 1. a. **will** **may** **might** **would** **ought to**
can **shall** **could** **must** **should**

The other words in the cloud are verbs that are not 'helping' verbs: they cannot be used to change the meaning of the verb that follows. For example: 'She may leave' is possible, but 'She think leave' is not.

- b. **will not/won't, may not, might not/mightn't, would not/wouldn't, ought not/oughtn't, cannot/can't, shall not/shan't, could not/couldn't, must not/mustn't**

Answers will vary. Accept any six of the negatives. Answers can be contracted or uncontracted, but do not accept both the contracted and uncontracted form of the same negative.

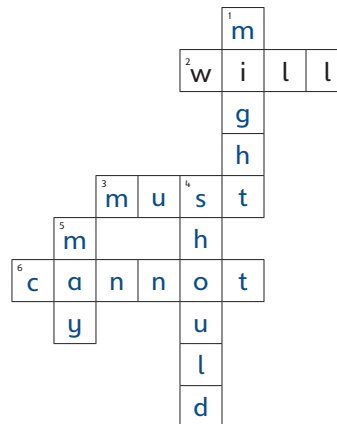
Extend

- 2. a. I can come over tomorrow if you **can** / **won't** / **would** like some help.
- b. If we leave before dark, we **must** / **should** / **couldn't** make it home on time.
- c. How **ought to** / **will** / **won't** you get to the shops next week?

Try each modal verb in turn to check whether the sentence would make sense. Choose the verb that works best in the sentence.

Apply

3.



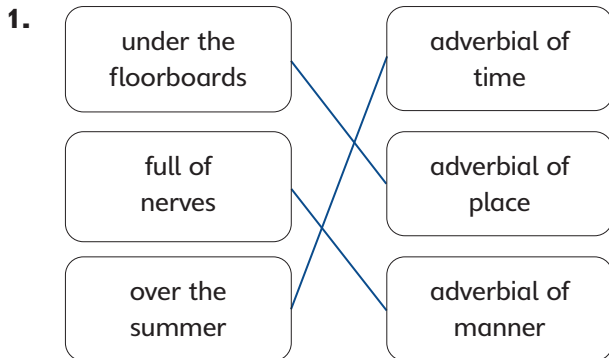
- 3. You **must** wear your school uniform.
- 6. My grandma **cannot** swim.

1. There **might** be a snowstorm.
4. You **should** start cycling to get fit.
5. **May** I borrow a pencil?

Answers will vary. The modal verbs should be the same in each sentence.

Adverbials (pages 10–11)

Practise



Remember that an adverbial of time describes **when** something happens, an adverbial of place describes **where** something happens and an adverbial of manner describes **how** something happens.

2.
 - a. We flew to Italy and travelled by train.
 - b. After dinner, Alice decided to walk around the village.
 - c. At Christmas, Heather receives her presents with excitement.

These adverbials work to modify the verbs in different ways: 'At Christmas' is an adverbial of time (when); 'around the village' is an adverbial of place (where); 'by train' is an adverbial of manner (how).

Extend

3. At dusk, Rick looked out to sea as storm clouds bubbled up on the horizon and lightning flashed without a sound.
Read the adverbials given and decide whether each one is an adverbial of time, of place or of manner. Read the sentence aloud to check that the adverbials make sense when they are in place.
4.
 - a. Isaac was sure he had left his bag behind the bike shed.
 - b. "Who made this mess?" he demanded, red-faced with anger.
 - c. We may even see cars flying around one hundred years from now.
 - d. Once upon a time, a beautiful princess lived in an enormous palace by the sea.

Answers will vary. Read the part of the sentence given and identify whether an adverbial of time, adverbial of place or adverbial of manner would be most suitable, depending on what kind of description needs to be added.

Apply

5. Last autumn, Mum told me that we were going on holiday in the countryside.
"But you'll make me go on a walk every day!" I moaned.
"Firstly, it's a beautiful place," Mum replied.
"Secondly, all that fresh air will be good for you."
"I like ugly places and indoor air," I said in a grump.
The very first morning, Mum forced me to lace up my boots. I trudged behind her along the lane.
"Come on, Eliza," Mum said, striding ahead with a smile on her face. "Isn't it wonderful?"
Without warning, a tractor rumbled past. One of its giant knobby tyres squelched through a large puddle on the road. A sheet of brown water sprayed out, covering Mum from head to toe.
Dripping wet, Mum stood still in shock. I almost collapsed in a fit of giggles.
Read the extract for sense before returning to complete it. Look at the adverbs and adverbials given, and try those that might fit the context of the story. It might help to divide the adverbials into adverbials of time, place or manner beforehand. If it is not clear which adverbial goes in which gap, move on to the next gap and return to any gaps that are left at the end.

Cohesion in writing (pages 12–13)

Practise

1.
 - a. Noah ate a huge cream bun, so he didn't want his dinner later.
 - b. We just got back from our holiday. It was great except for one thing.
 - c. It will rain this morning, but later the skies will clear.
 - d. I am vegetarian. Likewise, my sister tries to avoid eating meat.
 - e. Freya was nervous. At lunchtime, she would perform in her first concert.
 - f. Many adverbs end in the suffix *-ly*. For example, 'happily', 'slowly' and 'consequently'.

Read the sentences and determine which words link the writing together. Imagine if they were not there: would the sentences sound less

fluent? Note in sentence **c** that the co-ordinating conjunction 'but' and the sequencing adverbial 'later' work together to form a cohesive device.

2. **a.** The rocket launch was a success. **However**, the rover crashed on landing.
- b.** Seren's workshop looked better. **Overall**, she felt she had done a good job of tidying up.
- c.** Jakub had been waiting for ages. **Eventually**, he gave up and went home.
- d.** I didn't practise my spelling this week.

Nevertheless, I got full marks in the test!

These words are all fronted adverbials that link the two sentences together. Read the sentences and choose the adverbial that fits within the context. Note how a comma is used to separate a fronted adverbial from a main clause.

Extend

3.	Adding, emphasising or giving an example	Comparing or contrasting	Sequencing
	and in addition furthermore as shown by for instance	equally on the contrary however although unlike	next meanwhile secondly now before

Apply

4. Dad suggested we go jogging together. **However**, I wasn't sure about it. **Firstly**, I don't like running. My legs get tired quickly **and** I run out of breath going uphill. **Nevertheless**, he kept asking me about it. **Each time**, I would make an excuse, **such as that** I had homework to do **or** I was tired after PE at school. **Eventually**, I ran out of excuses. **All too soon**, the day of 'The Great Jog' arrived.
Answers will vary. Read the extract first to get a sense of the story. Next, look at each sentence and think about words which might be used to link the writing together a little better. It might help to have a list of conjunctions and adverbials or to use some of the words from **Questions 1 to 3**.

The perfect forms (pages 14–15)

Practise

1.	Sentence	Simple past	Present perfect	Past perfect
a.	The dog had wolfed down his bowl of food before his nap.			✓
b.	We have been surfing many times.		✓	
c.	Somebody knocked loudly on the door.	✓		
d.	She had read the article already.			✓

It is possible to tell the difference between the present perfect and the past perfect by looking at the use of 'have' in the verb. The present perfect uses 'has' or 'have'; the past perfect uses 'had'. Read the **Remember** box again to revise what the perfect forms are and how they work. You may also wish to revisit the simple past.

Extend

2. **a.** We **have lost** (to lose) our luggage at some point during this long and tiring journey.
- b.** I **have told** (to tell) you so many times how dangerous that is!
- c.** Minal **has been** (to be) a pharmacist for six years.
- d.** My cousin **has stopped** learning how to play the trumpet because it is too loud.
- e.** **Has** she just **bought** (to buy) a new car?
- f.** **Have** you ever **eaten** sushi before?

Look at the infinitive verb in brackets and decide what the past participle is (for example: 'to lose' is 'lost'). Recognise that the past participles of the verbs in the brackets are all irregular ('lost', 'told', 'been', 'bought'). For the present perfect, always use 'has/have' before the past participle. For example: 'we have lost' uses 'have' as 'we' is plural.

3. **a.** He **had met** (to meet) up with his friends before the party.
- b.** By the time we got there, the train **had** already **left** (to leave).
- c.** When the fire engine eventually arrived, the fire **had grown** (to grow) out of control.

- d. **Had** the milkman **been** (to be) when you got up this morning?

Look at the infinitive verb in brackets and decide what the past participle is (for example: 'to meet' is 'met'). Recognise that the past participles of the verbs in the brackets are all irregular ('met', 'left', 'grown', 'been', not 'meeted', 'leaved', 'growed', 'beed'). For the past perfect, always use 'had' before the past participle. For example: 'had met'.

Apply

4. a. He is leaving in a minute, but the others **have already gone**.
- b. My aunt asked me, "Why haven't you taken the recycling out yet?"
- c. Although I have never been to Wales, I **have visited Scotland a number of times**.
- d. In the final race of the year, she **has won a medal at last**.
- e. Finally, we **have decided to sell our old car**.

Answers will vary. Remember how 'has/have' and the past participle of the main verb are used to form the present perfect each time (for example: 'have gone' where 'gone' is the past participle of the verb 'go').

5. a. I tried to stop him, but he **had made up his mind**.
- b. The lawn was brown because **it hadn't rained for more than a month**.
- c. Before I went to France, I **had studied French at school**.
- d. Until last night, they **had never ordered takeaway fish and chips**.
- e. Fortunately, we **had taken some snacks with us on the journey**.

Answers will vary. Remember how 'had' and the past participle of the main verb are used to form the past perfect each time (for example: 'had made' where 'made' is the past participle of the verb 'make').

Using tenses consistently (pages 16–17)

Practise

1. a. That evening, Ethan **drives** / **drove** to town and went to the cinema.
- b. She **has slipped** / **will slip** on the ice and has fractured her ankle.
- c. He was reading the news on his mobile phone while he **will walk** / **was walking** through the park.

- d. It had all happened suddenly when the water pipe in the kitchen **had burst** / **has burst**.

2. a. **simple past**
- b. **present perfect**
- c. **past progressive**
- d. **past perfect**

Make sure that the features of each tense are clear. It may be helpful to know that the past progressive is sometimes referred to as the past continuous or the 'past tense with -ing'. It is used to refer to an action that happens over a period of time.

Extend

3. a. Yesterday, we **searched** for ages and **located** the ruined castle.
- b. The train **had departed** from Edinburgh but it **had not reached** its destination. or The train **has departed** from Edinburgh but it **has not reached** its destination.
- c. Emma **is walking** in the mountains while Andy **is swimming** in the lake. or Emma **was walking** in the mountains while Andy **was swimming** in the lake.

Locate the verbs in the sentence and notice how they are not consistent. Identify which tense each one is and modify one to be consistent with the other. There are two options for some answers, depending on which tense is chosen.

4. a. We followed a narrow path and **suddenly arrived by a huge lake**.
- b. Imogen has fallen ill and **has gone to bed**.
- c. She crossed the river and **made a camp beneath the mountain**.
- d. Joshua had come over, but **he had decided not to stay long**.

Both verbs in sentence **a** should be in the simple past. In sentence **b**, both verbs should be in the present perfect ('has' + past participle). In sentence **c**, both verbs should be in the simple past. In sentence **d**, both verbs should be in the past perfect ('had' + past participle) and the second verb is in the negative form ('decided not').

Apply

5. b. Mum said, "Sophie has a cold, so **she will not be coming to school today**."
- c. Samira bought the new console as soon as **the shop had opened**.
- d. The pilot said, "We have started our descent and **we will be landing in 30 minutes**."

In these examples, the verbs are in different tenses to reflect the change of time frame. For example, the verbs in sentence **b** are the simple present and the simple future. In sentence **c**, the verbs are in the simple past and the past perfect ('had' + past participle).

Adverbs of possibility (pages 18–19)

Practise

1. perhaps certainly surely maybe clearly

Note that 'slowly' and 'happily' should not be circled as they are adverbs, but not adverbs of possibility. 'Possible' and 'probable' should not be circled as they are not adverbs: they are adjectives. Note that 'possibly' and 'probably' would both be adverbs of possibility. Only those adverbs that show how possible something is should be circled.

- 2.
-

Read each of the options and think about how they might be used in a sentence. Determine which one is the most certain or the most uncertain and how it changes the meaning of the sentence.

Extend

3. a. In the future, cars could **potentially** run only on water.
 b. The forecast is for cold weather, meaning it will **probably** snow tomorrow.
 c. It is the best restaurant in town so the meal will **undoubtedly** be delicious.
 d. **Perhaps** I will win if we play another game.

Read the sentences and try different adverbs of possibility to identify which one makes the most sense in the context. Some of these adverbs of possibility can be used in different sentences. For example: 'In the future, cars could **perhaps** run only on water'. Ensure that all of the adverbs have been used at least once and that they make sense in context.

4. a. Next week, we will **definitely** **probably** (less certain) visit Grandma and Grandad.
 b. **Perhaps** **Clearly** (more certain) you should apologise for what you did.
 c. Peanut butter is **surely** **possibly** (less certain) the best spread in the world.
 d. **Maybe** **Obviously** (more certain) they are late because they missed the bus.

Answers will vary. Read the sentence with the existing adverb of possibility and think about which adverbs might be less or more certain, depending on what is in the brackets. It might help to use the other adverbs of possibility from **Questions 1 to 3**.

Apply

5. a. I was thinking we could possibly go to the beach this weekend.
 b. I can't come over today, but maybe we can meet up on Tuesday.
 c. From your reaction, you clearly don't like them very much.
 d. She is obviously going to win this race.

Answers will vary. Check that the answer makes sense with the adverb of possibility given.

6. Humans **certainly** plan to live on Mars one day, but how will they possibly survive in such harsh conditions? Scientists think that there is potentially enough water locked away in the Martian rocks to supply fresh water. People will have to live in shelters, which will probably be built into cliffs or underground. People will not work outside much. Instead, robots will build and look after things. Clearly, there will be lots of challenges involved with living on Mars.

Answers will vary. Answers should include a range of adverbs of possibility. These should reflect how likely or unlikely the things they are describing are.

Expanded noun phrases (pages 20–21)

Practise

- 1.
- | Adjectives | Determiners | Prepositions |
|---|-----------------------------------|------------------------------------|
| aggressive
scary
fast
enormous | an
three
those
my
the | behind
near
over
in
on |

2. a. some red cars

↑ ↑ ↑
D A N

- b. many small, pretty birds

↑ ↑ ↑ ↑
D A A N

- c. that old farmhouse in the countryside

↑ ↑ ↑ ↑
D A N P

d. another long, hard think about the mistake

↑ ↑ ↑ ↑ ↑
D A A N P

Note that there are many determiners in addition to 'the', 'a' and 'an'. For example, numbers and quantities ('one', 'some', 'a few') and possessive pronouns ('my', 'her') can be used as determiners. In expanded noun phrases, prepositional phrases act as adjectives modifying the noun. For example: 'in the countryside' modifies the meaning of 'farmhouse' by describing where it is.

Extend

3. a. the beautiful fish
- b. lots of long, hilarious stories
- c. that little café next to the beach
- d. a few old, dusty books on the shelf

Answers will vary. Check that the word added is the correct word class for the gap it is filling.

4. a. their tiny, fluffy cat
- b. some dust underneath the sofa
- c. a long, winding river between the mountains

Answers will vary. Expanded noun phrases should use a range of adjectives, determiners and prepositional phrases.

Apply

5. Some strange visitors from the landing site arrived the next morning. The people from the house next door thought it was a good sign. These aliens must be friendly, they said. My elderly uncle told us to go indoors. My brother and I waited in silence. I stood up and peeped out the window. I came face to face with one of the creatures. It stared at me with its startling, blue eyes.

Answers will vary. There are several expanded noun phrases in this passage. For example: 'Some strange visitors from the landing site' (D, A, N, PP) or 'its startling, blue eyes' (D, A, A, N). These phrases add detail and interest to the story. Try removing the adjectives and prepositional phrases to see the difference these details make.

Parentheses (pages 22–23)

Practise

1. a. The flight – from Rome to New York – left a few minutes late.
- b. Today was a great success (we won the final).
- c. Sammy, a long-haired guitarist from Liverpool, hitchhiked around Spain last summer.

d. You can believe me – no, don't laugh – because I'm telling the truth.

e. The race (the first of the day) started at 9 o'clock sharp.

f. My best friend Rima, who lives a few doors down, bought me a present.

Read each sentence and look for the parenthesis. Remember that it adds extra information to the sentence and is placed between a pair of commas, brackets or dashes. Check that the punctuation has been included in the underlining to reinforce the idea that a parenthesis must be placed between a **pair** of punctuation marks. Read the sentence without the information in the parenthesis to check that it still makes sense.

2. The well-behaved children (all five of them) got a reward from the teacher. ✓

How far – more or less – would you say it is to Land's End? ✓

The shopping centre, which opened last year, is a great place to visit. ✓

On holiday, Dad slipped and fell into the pool (it was the funniest thing ever!). ✓

Note the second sentence does not have a parenthesis: here a single comma separates the two clauses. Both clauses are needed for the sentence to make sense. The fifth sentence does not have a parenthesis: here a single dash is used to indicate a shift in direction in speech or thought.

Extend

3. a. He is the person some people claim who carried out the robbery. (brackets)

↑

- b. My Uncle Louis a fun-loving, cheerful man decided to write a sitcom for TV. (commas)

↑

- c. The players all eleven of them celebrated with the fans on the pitch. (dashes)

↑

In sentence **b**, note how a comma is required to separate the two adjectives ('fun-loving' and 'cheerful') in the expanded noun phrase. More on expanded noun phrase can be found on **Expanded noun phrases (pages 20–21)**.

4. a. That man over there, the one in the blue jacket, wants to speak to you.
 b. The wait – and it had felt like forever! – was finally over.
 c. Lacey forgot her outdoor PE kit again (she really should know the day by now).

Read each sentence and decide which part might be the parenthesis: it is the part that gives extra information. Place the punctuation given in brackets either side of the parenthesis. Read the sentence again without the parenthesis to check that it still makes sense.

Apply

5. a. The winners (the red team) will collect their prize on Friday.
 b. That is Hannah, who used to have long hair, sitting over there.
 c. I read her book – the next one in the series – in one sitting.

Answers will vary. Read what is given of the sentence and decide what might be interesting extra information. Write the extra information between the commas, brackets or dashes provided. Read the sentence in full to ensure that it makes sense.

Commas for clarity (pages 24–25)

Practise

1. a. Misha was young, sensitive and enthusiastic.
 (to separate adjectives in a list)
 b. Although Millie was late, she still managed to catch her flight.
 (to separate a subordinate clause)
 c. My new Labrador puppy, whose name is Poppy, keeps digging holes in the garden.
 (to separate a relative clause)
 d. Dylan, a talented sprinter from Nottingham, has qualified for the next Olympics.
 (to separate a parenthesis)
 e. Due to the storm, I'm afraid the annual school sports day has been cancelled.
 (to separate a fronted adverbial)

Revise knowledge of grammatical terms as needed. Some of the terms are covered elsewhere in this book. For example, **Expanded noun phrases (pages 20–21)** and **Parentheses (pages 22–23)**.

Extend

2. a. For breakfast, I will, be having bacon, and eggs, toast, jam and fruit, juice.
 b. It was definitely, him, that, tall, noisy boy in Year 3, who pushed, over the flowerpot.

In sentence **a**, there is a comma to separate the fronted adverbial and commas to separate the nouns in the list. In sentence **b**, a pair of commas separates the parenthesis and another comma separates the adjectives in the expanded noun phrase.

3. a. Whether we like it or not, Glenda, my great-aunt from Canada, is coming to stay for a month!
 b. At midnight, that new video game, which has five-star reviews, will be released.

In sentence **a**, a comma separates the subordinate clause at the start of the sentence. In addition, the parenthesis is separated by a pair of commas. In sentence **b**, there is a comma to separate the fronted adverbial and a pair of commas separates the relative clause.

Apply

4. a. The award-winning recipe, kept secret for years, has now been revealed.
 b. That was probably the silliest, coolest, funniest book I've ever read!
 c. Last weekend, I went to the zoo with my brother.

Answers will vary. Sentence **a** must include a parenthesis using commas. Sentence **b** must include a list of adjectives in an expanded noun phrase. Sentence **c** must include a fronted adverbial followed by a comma. All three sentences must make sense.

5. Every year, tens of thousands of cyclists take part in the biggest bike race in the world. The race takes place in Cape Town, South Africa, every March. The cyclists all race individually, unlike in the Tour de France, which is a team race. There are professional cyclists, keen amateurs and others riding just for fun or for charity. Around 100 kilometres long, the route starts and finishes in the shadow of Table Mountain, which is one of the seven natural wonders of the world. The competitors face a series of steep hills, strong headwinds and speedy descents on one of the most beautiful, challenging races on any continent.

Silent and unstressed letters (pages 26–27)

Practise

1. a.

Words with all letters pronounced octopus formula regulate identity carrots	Words with silent or unstressed letters knock listen thumb fright gnawed
---	--

b. ~~knock~~, ~~listen~~, ~~thumb~~, ~~fright~~, ~~gnawed~~
 It can help to say the words aloud to hear whether letters are silent. Silent letters such as the 'k' in 'knock' or the 'gh' in 'fright' are not heard at all when spoken.

Extend

2. a. psychic
 b. February
 c. lightning
 d. condemn
 e. gnashed
 f. autumn

Look at the words and fill in any already known, such as 'gn' together for a 'n' sound. The letter 'n' often appears as a silent letter at the end of words after 'm', and 'p' is silent if followed by an 's'. Use a dictionary to help with any unknown words.

3. a. general
 b. chocolate
 c. knuckle
 d. psychology
 e. probably
 f. fascinating

Fill in the patterns that you recognise. Check the words with a dictionary. 'general', 'chocolate' and 'probably' show unstressed vowel sounds and common spelling errors. Check spellings in a dictionary if necessary.

Apply

4.

Homophones and near homophones (pages 28–29)

Practise

1.

It may be necessary to use a dictionary to look up some of these homophones. Note that 'desert' and 'dessert' are not true homophones as they are pronounced slightly differently.

Extend

2. a. The pirates were not **allowed** to set foot on the **isle**.
 b. The vicar walked down the **aisle** towards the **altar**.
 c. After eating **dessert**, I sat down to prepare the first **draft** of my speech.
 d. A cool **draught** helped her sleep in her hot, stuffy tent in the **desert**.
 e. You may need to **alter** the volume of your voice when speaking **aloud**.

Use the pairs of homophones from **Question 1**. Read each sentence and decide which pair would work best in the context. Then, determine which

word belongs where in the sentence and fill in the gap. Use a dictionary to help with the meanings if necessary and write the word carefully to ensure accuracy.

3.

Sentences	Simple past	Present perfect
a. heard	<u>perceived with the ear</u>	(verb)
b. herd	<u>a group of animals</u>	(noun)
c. steal	<u>to take without permission</u>	(verb)
d. steel	<u>a hard metal</u>	(noun)

It might be necessary to use a dictionary to help with the meaning of some words. Use the word in a spoken sentence to help identify whether it is a noun (a 'naming' word), a verb (a 'doing' word) or an adjective (a 'describing' word).

Apply

4. At breakfast, our alien guest ate his cereal with a fork. I guessed he was new to cutlery. "Who's still hungry?" Mum asked. The alien burped. "I heard that," Mum scolded. The alien, whose chin was covered in milk, burped again. Afterwards, my strange new friend led me to his ship in the desert, where he showed me a lead box. "Did you steal that last night?" I asked. The alien burped in agreement. I shook my head. "You really are a serial burper, aren't you? I'm not sure we will ever alter that!"

Read the extract carefully. The first sentence uses 'guessed' (a verb) and the second sentence uses 'guest' (a noun). These do not work in the context. Check each incorrect homophone for its meaning and use a dictionary where necessary.

Base words (pages 30–31)

Practise

- treatment
useless
unhelpful
fastest
disagreeable
accessible
sailor
deformity
disowned
misheard
depart

Look at the words closely to find the base words within them. Note that each base word must mean something in English on its own. Some words in the cloud only have a prefix, some only a suffix, and some have both. Use a dictionary to help with this question if necessary.

- mistreat, useful, helpless, faster, agreement, accessory, sailing, uniform, owner, hearing, partly

Answers will vary. Look carefully at each of the underlined words. Use existing knowledge of vocabulary to think of new words that include that word, such as 'help' and 'helpless'. Use a dictionary to help if necessary. Note that, for the purposes of this exercise, words where the addition of a suffix changes the spelling of the base word are not allowed so, for example, 'payment' is acceptable but 'paid' is not.

Extend

- unhappy, bicycle, review, breakable, careless, normal
- uneventful, unlikely, unsuitable, replacement, misspelling, dismissed

Answers will vary. Note that, for the purposes of both of these exercises, words where the addition of a suffix changes the spelling of the base word are not allowed.

Apply

5.

Tricky spellings (pages 32–33)

Practise

- cough: /off/
brought: /aw/
tough: /uff/
thorough: /uh/
plough: /ow/
although: /oh/

The letter string 'ough' is not found in many words in English. However, it produces a tricky range of different sounds as shown by this exercise. It is a good idea to learn the spellings of each 'ough' word individually as pronunciation patterns will not help. For example, bough (/ow/) and cough (/off/) are spelt similarly but are pronounced very differently.

2. **pier** **siege** **wield** **caffeine** **piece** **weird**

A dictionary is very useful to check the spellings of each of these words as some do not follow the 'i before e' rule but are still correct. The spellings that do not follow the rule should be memorised.

Extend

3. a. doughnut
b. rough
c. thought
d. trough
e. thorough
f. throughout
g. drought

Use the words from **Question 1** to get the correct sounds. It might help to think about words that rhyme with them.

4.

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

Apply

5. a. Although Bailey the farmer was feeling rough, he cleaned the plough and the trough thoroughly.
b. The thief conceived a plan to seize his niece from the fiendish priestess.
c. He parked his diesel car in a field nearby and retrieved his toolkit from the boot.

Use knowledge of the spellings for 'ough' sounds to correct the incorrect spellings here. Use a dictionary to help if necessary. Similarly, with the

'i before e' sound, the spellings all follow the rule here (except for 'seize').

Prefixes and suffixes (pages 34–35)

Practise

1. a. **untie**
b. **misinform**
c. **overwork**
d. **disagree**

Read each of the options here and identify the correct option from existing knowledge if possible. Otherwise, use a dictionary to look up the base word or the suspected correct answer. Note that 'reinforce' is a real word but it has a different meaning to 'inform', not a negative one. The prefix 'mis' forms the negative of 'inform'.

2. a. **beautify**
b. **personalise**
c. **vaccinate**
d. **ripen**

Extend

3. a. displease
b. unblock
c. submerge
d. forecast
e. transplant
f. misbehave
g. overheat
h. reclaim

Some adjustments may be required during this exercise as each prefix can only be used once. For example, dis- can be added to 'claim' and re- can be added to 'heat'. However, this may make it impossible to add some of the remaining prefixes at all, so the answers would need reworking.

4. a. **noun** glorify
b. **noun** summarise
c. **noun** assassinate
d. **adjective** sadden

Note that if the root or base word ends with a short vowel sound, the consonant is doubled before adding the suffix. For example: sad (short vowel sound) → **sadden** (not saden); ripe (long vowel sound) → **ripen** (not rippen).

Apply

5. a. Our freezer defrosted and all the food was spoilt.

- b. A fortune teller predicted that Asif would become a pop star.

Answers will vary. Think of words that use these prefixes, including those already used in these activities. Create a simple sentence using one of the words. Ensure that the word is a prefix (for example: 'underperformed', rather than 'understand').

6. The police have not identified a suspect yet. The owner of the flower shop was criticised because he had not activated the security camera. During the break-in, someone completely flattened the flowers.

"It was frightening and it will take ages to straighten out," said the owner.

The police replied, "We realise this is a worrying time and we will intensify our investigation."

Read the paragraph. For each word given in brackets, try adding the suffix -ify, -ise, or -en. Say the word aloud and listen to hear if it sounds correct. Use a dictionary to help if necessary. Rewrite the paragraph using the correct verb forms.

Suffixes -ant, -ent, -ance, -ence, -ancy, -ency (pages 36-37)

Practise

1.	Noun	Adjective	Noun (-ance or -ancy)
a.	observation	observant	observance
b.	radiation	radiant	radiance
c.	vacation	vacant	vacancy
d.	consultation	consultant	consultancy

Use the example in the Remember box here.

There is a choice between -ance and -ancy when creating an adjective, so use a dictionary to check which one is correct.

2. a. The man explained the **urgency** / **urgancy** of the situation to me.
 b. The family made **frequent** / **frequent** trips to the Lake District.
 c. Stephan was convinced that he would become a secret **agent** / **agant**.
 d. As children grow older, they often want greater **independance** / **independence**.

Extend

3. a. Ella understood the importance of trying her best.

- b. The detective reported that the new clue was significant.
 c. Aisha's parents were delighted about her aunt's pregnancy.
 d. The brilliance of the neon signs in Tokyo brings the city alive.

Read each sentence and look at the beginning of each word given. Use the context of the sentence to work out what the word might be. Add the correct ending to complete the word. Check that the word exists and what its meaning is using a dictionary if necessary. Note that in sentence d, both 'brilliance' and 'brilliancy' are acceptable answers, although 'brilliance' is more common.

4. a. The woman did not even have the decency to apologise for knocking me over.
 b. It was such a coincidence that we bumped into our friends on holiday.
 c. A translucent material lets some light through, a transparent material lets lots of light through.
 d. Our puppy has a tendency to run off and hide in the park.

The suffix -ent usually indicates an adjective. The suffixes -ence and -ency are noun endings. Use the context to decide the word type of the incomplete words, so that an appropriate suffix can be added.

Apply

5. a. I improved my fluency in French so I could ask for some currency at the bank.
 b. There was silence as the judge pronounced the defendant innocent.
 c. The adolescent student was confident when she gave her presentation.
 6. a. Leo had perfect attendance at school.
 b. The headteacher was annoyed about the disturbance in the canteen.
 c. The applicant was pleased that she had been successful.

Answers will vary. Check the meaning of the words, if necessary, before creating sentences. Ensure that each word is used correctly as a noun or adjective within the sentence.

Suffixes -cious, -tious, -cial, -tial (pages 38-39)

Practise

1. a. beneficial

- b. substantial
- c. sacrificial
- d. presidential
- e. confidential
- f. artificial

These adjectives follow the rules regarding vowels and consonants. For example: note how 'benefit' becomes 'beneficial', not 'benefit~~ial~~'. This is because the vowel 'i' dictates that the suffix -cial is required. Use a dictionary to look up the correct spelling if necessary.

2. fictitious vicious conscious precious luscious
Use a dictionary to check the spelling of these words if necessary.

Extend

3. a. I went to the bank to ask for some **finantial** /financial advice.
b. When she saw what had happened, her initial / **inicial** reaction was complete shock.
c. In some countries, TV adverts are called commercials / **commertials**.
d. The match was ruined by a **controvertial** / controversial decision.

Note that 'controversial' takes neither -cial nor -tial suffixes, even though the end sound (/shul/) is the same.

4. a. nutritious
b. ferocious
c. malicious
d. spacious
e. cautious
f. pretentious

The nouns ending -ity follow the same rule as the nouns ending -ce in that they take the suffix -cious.

Apply

5. Yesterday was a **special** day. We were moving to a **residential** area in a **provincial** location. The new house was not **palatial**, but it had **potential**. The building needed some **substantial** and **essential** repairs. Unfortunately, on the first night, there was a storm and the rain was **torrential**.

Read the extract first and underline the words that have incorrect -tial or -cial endings. Use a dictionary to help if necessary. Note that 'provincial' and 'palatial' are two further exceptions to the rules regarding vowels and consonants. Rewrite the sentences accurately.

6. a. I gave a **fictitious** account of what happened at school today.
b. The police officer found the suspect's account of the incident to be **suspicious**.
c. The virus was found to be extremely **infectious**.

Answers will vary. Check the meaning of the words, if necessary, before creating sentences. Ensure that the words are used as adjectives in the sentences and spelt correctly.

Figurative language (pages 40–41)

Practise

1. His smile was a mile wide.
This homework is going to take me forever.

The first and third sentences are examples of hyperbole. For example, while homework may feel like it takes forever, more realistically the time it takes to complete might be measured in minutes or hours. This statement is not meant literally: it is used to emphasise the amount of homework and how the speaker feels about it. Read each sentence and think about whether it sounds exaggerated, and how it does so.

2. a. smell
b. touch
c. taste
d. sight
e. sound

Read each sentence and think about what it is describing and which sense it links to (smell, touch, taste, sight or sound). Note in sentence **b** how the 'touch' imagery is created using a simile ('as rough as sandpaper'). Similarly, in sentence **d**, the 'sight' imagery is created using a metaphor (the sun 'is' a saucer). Figurative language like similes and metaphors is often used to create imagery, as well as descriptive adjectives and adverbs.

Extend

3. a. I'm so hungry I could **eat a horse**!
b. He's as thin **as a rake**.
c. I've seen this film **a million times already**.
d. She can run as fast **as the wind**.

Answers will vary. Think about how each sentence might be completed so that it is exaggerated to emphasise the meaning. Look back at the examples in **Question 1** to help if necessary.

4. a. Her perfume smelt as fresh as newly cut grass.
- b. That drink was as sour as vinegar.
- c. My hair feels like dry straw.
- d. The firework blasted into the sky with a piercing scream.
- e. The sea was a swirling mix of deep greens and blues.

Think about how a sentence might use the senses to paint a picture for the reader. Often similes, metaphors and personification are used to create imagery and add description.

Apply

5. Under my bed, my monster's snores are like rolling thunder. I sigh. I will never get to sleep in a million years! I'm not angry though because I love my monster. When I hug her, her coat is like soft, warm cotton. When I tickle her, her squeals are loud enough to wake the whole house. When I cuddle her, she smells sweet and spicy like a cinnamon bun. When I peek at her under the bed, her green eyes shine like the brightest emeralds in the universe. When she roars, it makes my teeth rattle as if I'm on a rollercoaster. Her breath smells like a hundred mouldy dustbins. Even so, I love my monster because she's my best friend ever.

Answers will vary. Use imagination to write a short passage or just two or three sentences about the monster. Work through each sense and think about how the monster would smell, look, feel and sound.

Year 5 word list (pages 42–43)

Practise

1.

profession	adjective	fond of causing trouble
occupy	adjective	a repeated pattern of sounds
conscious	verb	to live in
rhythm	noun	awake and aware
mischievous	noun	a paid job requiring special training

Check the meaning of any unknown words. Try creating a sentence using the word to identify whether it is a noun, verb or adjective. Use a

dictionary to help with matching the word to its meaning if necessary.

2. a. This must be the **twelfth** time you have lost your keys! (**adjective/determiner**)
- b. On Thursday, people will vote for a new **government** in the election. (**noun**)
- c. My mother and my aunt speak **frequently** on the phone. (**adverb**)
- d. **Appreciate** the things you have, not the things you think you want. (**verb**)

Read the sentences and try each of the words in the gaps to see which one works well within the context. Use a dictionary to check the meaning of each word if necessary. Accept either 'adjective' or 'determiner' for the word class in sentence **a**.

Extend

3. a.

average	full of purpose and persistence
determined	enough or adequate
sufficient	ordinary or usual

Read the definitions given and think about words that might have those meanings. Use a thesaurus to check for synonyms if necessary. Write the missing letters to complete the words.

- b.

language	a strong interest in understanding
environment	a system of words for communicating
curiosity	the natural world

Read the definitions given and think about words that might have those meanings. Use a thesaurus if necessary to check for synonyms. Write the missing letters to complete the words.

Apply

4. a. The temperature dropped and there was a sudden flash of lightning.
- b. The soldiers raised the alarm immediately.
- c. The secretary recommended an excellent colleague.

Answers will vary. Suffixes can be added to these words if desired, for example, 'soldiers' and 'recommended'. Some of these words belong to more than one word class. For example: 'rhyme' can be a verb or a noun. Check that the correct class has been used according to the instructions.

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
	anchor honour imitate occupation	scour petty quarry	ditty ungainly

Answers will vary. Add the words and their definitions to a vocabulary or spelling list to ensure that they are learnt.

b. The sailor sang an old ditty as he worked.

Answers will vary. Ensure that the word has been used in a context that shows understanding of its meaning.

Extend

2. a. particular
- b. ring
- c. hatred
- d. interchangeable
- e. wait

Read each word and the options given. Think about the definition for the first word and for the other choices to identify which is closest in meaning. Try using the first word in a spoken sentence and then replace it with the other options, to identify which one changes the meaning of the sentence the least when replaced. Use a dictionary or thesaurus if necessary.

3. a. sibling
- b. ancestor
- c. supernatural
- d. forbidden

Read the definitions and think about any words they could be describing. Use a thesaurus to look for possible synonyms if necessary. Find the words and complete them accurately.

Apply

4. a. The failed knight was forced to leave the kingdom in **disgrace** and with his **reputation** in tatters.
- b. When the kitchen was **infested** with mice, the cooks were forced to **replenish** their stores with fresh food.
- c. The **lopsided** roof of the house was **extensively** restructured after it nearly collapsed.

Look up the meaning of the words in a dictionary if necessary. Then, read the sentences and fill in the gaps so that the sentences make sense.

Topic words (pages 46–47)

Practise

1. **Science:** anatomy, genetic, chromosome, opossum
History: ramparts, doubloon, court, portrait
Geography: tundra, weathered, oasis, marine

It is important to use a dictionary to look up unfamiliar words first. Note that 'marine' is likely to be used in science as well as geography.

Extend

2. a. bucket
- b. remains
- c. connect
- d. masterplan
- e. discover

Read each word and the options given. Think about the definition for the first word and for the other choices to identify which is closest in meaning. Try using the first word in a spoken sentence and then replace it with the other options, to identify which one changes the meaning of the sentence the least when replaced. Use a dictionary or thesaurus if necessary.

3. a. civilisation
- b. decay
- c. heather
- d. horizon

Read the definitions and think about which words they could be describing. Use a thesaurus to look for possible synonyms if necessary. Complete the words accurately. Note the 'shun' ending of 'civilisation' is spelt -tion, not -sion or -cian. 'civil' is also a base word.

Apply

4. a. The **intrepid** explorer used the **diagram** of the castle to locate the **stash** of treasure the smugglers had hidden in the **turret**.
- b. He made further **discoveries** on the **bleak** moorland a short **distance** from the castle.
- c. These included the **skeleton** of a large **reptile** he **recognised** as that of a **crocodile**.

Look up the meaning of the words in a dictionary if necessary, then read the sentences and fill in the gaps so that the sentences make sense. Some

of the words in these sentences link back to rules and patterns covered in the **Spelling** unit of the book. For example, the noun 'distance' ends with 'ance' and is linked to the adjective 'distant'.

5. **a.** We discovered a huge fossil in the desert.
- b.** It makes no difference to me whether you come or not.
- c.** My siblings were seething when they discovered I got more pocket money than them.
- d.** The distance between London and Brighton is about 50 miles.

Answers will vary. Look up the meaning of the words in a dictionary if necessary before writing the sentences. Check that the sentences make sense.

Five Children and It, by E. Nesbit (pages 50–51)

1. (It is) like a giant's wash-hand basin.

Revise what a simile is (when the writer likens one thing to another to describe it). Scan the whole paragraph to look for a simile. Often the word 'like' is used in similes, so try scanning for this to locate possible answers.

2. Because he thought it was brown sugar.

Locate the answer by skimming the text to look for references to the baby (or 'Lamb' as he is often referred to). Also, look for references to 'sand'. Read carefully around these words to find the answer.

3. coin

Find the word in the extract. Replace the word 'doubloon' with the other options given and think about which one makes the most sense within the context of the story extract. Use a dictionary to help if necessary.

4. **a.** Their father has told them about it
- b.** They find little shells in their hole.

Accept answers in any order. Scan the extract for references to the sea. Read that section carefully and look for evidence of how the children knew that the gravel-pit used to be by the sea. Mention both that their father has told them about it and that there are shells there.

5. **a.** determined
- b.** Because she always wants to 'finish a thing' once she has started it./She keeps on digging when everyone else has stopped.

Check understanding of each of the options given and use a dictionary if necessary. Read the extract again with the question in mind.

Make a note of any evidence that Anthea might be determined. Anthea acts independently, but the text here explains this is because of her determined character.

6. Rats because he doesn't want Cyril to keep the creature if it's a snake (because they share a bedroom), but he doesn't mind if it's a rat.

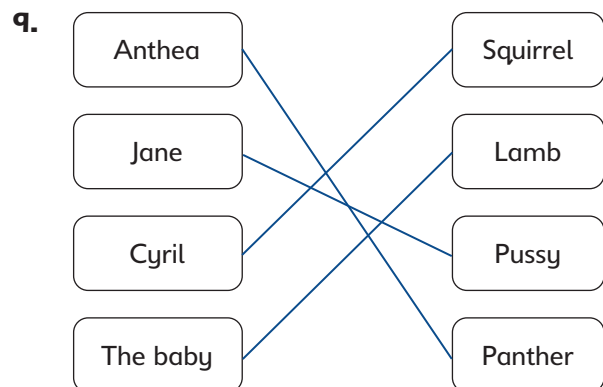
Skim and scan for the key words 'snake' and 'rat'. Read around these words to find the answer.

7. The creature can speak.

Find the part of the extract when the creature appears. Read again carefully to identify what is unusual about it. Think about how the children would encounter it and what they might find unusual about it. Do not accept answers that describe the creature as having feet or fur.

8. Leave me alone.

Find the section of the extract where the creature speaks. Read around the words given in the question to determine the context. Replace what the creature says with each of the options to determine which one is closest in meaning.



10. Cyril, because he makes the decisions. For example, he decides they should go in the gravel-pits/says 'Let's go and look for shells' and they do. or Cyril, because the others rely on him to know what to do. For example, Anthea calls Cyril rather than anyone else when she discovers the creature in the hole. or Cyril, because he is the first one to try new things. For example, Cyril is the first to jump in the hole and say he is not afraid if it's a snake.

Answers must include at least one of these pieces of evidence. Use knowledge of the extract to answer the question of who the leader might be. Read the extract again with the question in mind. Make a note of any evidence that Cyril (or anyone else) might be the leader. Note: there is no evidence that one of the other children is the leader.

Grammar in Action

perhaps

Revise what an adverb of possibility is if necessary. It shows how possible something is. Scan the text for all the places where Jane speaks and find the adverb of possibility.

Mary Anning, by Robert Snedden (pages 54–55)

1. plants and creatures preserved in rock for millions of years

Scan the text for the word 'fossil' or 'fossils' and read around it to find the answer. The answer is found in a parenthesis in the introduction.

2. at her church's Sunday school

Identify the correct part of the text and scan to retrieve information from it. Look for references to Mary's early life and schooling. In particular, locate the words 'read' and 'write' until the answer is found.

3. She read lots of scientific literature/journals/papers and copied detailed technical drawings/illustrations.

Skim and scan the text to look for other sections that deal with Mary's education. Retrieve information directly from the text. Full answers should refer to both reading and copying papers and illustrations.

4. on a bridge (near the sea) in Lyme Regis on the south coast of England

As this is a 'where' question, focus on looking for place names in the text. This could be done by scanning for words starting with capital letters (for example: Lyme Regis). This question involves retrieving information from different paragraphs.

5. childhood disease/measles or drowning or (being struck by) lightning

Answers should include two of the three possible options. Skim the paragraphs about when Mary was a baby and her childhood, then read more closely to pick out the detail of what she escaped.

6. Richard Anning/Mary's father was a carpenter and cabinetmaker. The family sold fossils to tourists/summer visitors.

Scan the text for the words related to money such as 'price' or 'income' and read around them to find the answer. Answers might also include that he repaired items for people. However, the text does not mention that he made money from this;

it says that his price was too high. If this answer has been identified, check whether there is a better option.

7. enthusiastic

Scan the text to find the word 'avid'. Use the context to work out the meaning of the unfamiliar word. The rest of the paragraph explains how Richard Anning encouraged his children to take up fossil hunting, which provides a clue about the meaning of the word. Replace 'avid' with the other options in the question to see which one is closest in meaning.

8. Because they were unusual/strange objects or Because people were curious about them because they didn't know what the fossils/the fossilised animals were or where they came from.

Skim the text to find the word 'curiosities' and read around it to see how it is used. Think about who is using it (Mary's family and the summer visitors) and why they might use it to talk about fossils. Also think about the word 'curiosities' and any other words that are similar ('curious'). Use these ideas to come up with a plausible answer.

9. She was from a working-class family and had no power or influence with rich people. She was also a woman at a time when men were in charge of everything. Some people thought she was uneducated so she couldn't have scientific knowledge and skill.

Use knowledge of the whole extract. Revisit the section of the text where Mary's achievements and recognition are outlined. Use evidence found there to compose your answer.

10. Mary Anning is now seen as a very important scientist. She has been recognised for her achievements. For example, the British Royal Society has recognised her as 'one of the ten most influential women scientists in British history.' or She has been called 'the most important unsung collecting force in the history of palaeontology' by scientist Stephen Jay Gould.

Re-read the section of the text that outlines Mary's achievements and recognition. This question asks the reader to show that Mary Anning is now seen in a more favourable light. Answers should include at least one piece of evidence.

Grammar in Action

in spite of this

This adverbial adds cohesion by marking a contrast between how Mary was not recognised for her work with how Mary was persistent anyway.

Lord Neptune, by Judith Nicholls (page 57)

1. build him a (sand)castle

Read the beginning of the poem again if necessary or use knowledge of the poem to answer the question. The answer should retrieve the correct line of the verse. If the inference that he is making a 'sandcastle' has been made, allow this information to be added.

2. Lord Neptune's or Neptune's or the lord of the sea

Read the sections in italics that are spoken by the voice on the wind. The voice says, 'I am the lord of the sea'. This is Lord Neptune, who the poem is named after. Neptune is the Roman god of the sea.

- ### 3. a. throne b. moat c. ramparts d. turrets

Accept answers in any order. These parts of a castle are mentioned in different places in the poem. Scan the whole poem to locate them and use context to establish their meaning.

4. It is washed away by the tide/sea at dusk.

Locate the section of the poem that describes what happened to the sandcastle and when. It is likely to be towards the end of the poem. Note that the answer should refer to all three of these details: the fact that the castle is destroyed, the cause of the destruction and the time of day.

5. Nature is more powerful than humans, even kings, are. or Humans think they are powerful and in control and can build strong things, but nature is more powerful and can destroy them.

Answers will vary. Use knowledge of the text to think about the answer. Ask: who is Lord Neptune? What happens that describes nature and humans? Answers should refer to how the power of nature can overwhelm the achievements and efforts of humans.

Vocabulary in Action

I rule the sands or I rule the seas or I'm lord of all lands, alone!

Look through the verse for any places where a voice (or the poet) is exaggerating or emphasising a point. These lines are all examples of hyperbole (exaggeration for effect). They heighten the theme of the poem that humans can be arrogant about their power, but nature is more powerful.

Walk Two Moons, by Sharon Creech (pages 60–61)

1. interesting unpredictable

Scan the text and identify the final sentence of the first paragraph as the source of the answer: it talks about the attributes (being 'interesting' and not being able to 'predict' what they will do) that result from the 'combination' of their other characteristics ('goodness', 'sweetness', 'peculiarity').

2. like a walloping, great thundercloud assembling around me

A simile compares one thing with another using 'like' or 'as'. Skim the text, looking for the word 'like', and read around it to see if it is part of a simile.

3. bring her mother back home

Scan the text, looking for references to her mother's birthday. The text refers to Salamanca having a strong desire to bring her mother back home by a particular time. For example: 'I believed that if there was any chance of bringing my mother back home it would happen on her birthday.'

4. Because they think it is unlikely to happen.

Find the examples where Salamanca speaks about her desire to bring her mother home. Read around them to establish what she feels the response from her father and grandparents would be if she told them. The expression 'I might as well try to catch a fish in the air' is key to answering this question. Use the context to work out the meaning (wishful thinking or foolish optimism).

5. It means that Salamanca pushes her luck too far and one day she will end up in trouble.

Find the sentence in the extract. Use the context, particularly the sentence before this one, in which Salamanca describes herself as bad-tempered ('ornery') and stubborn, to work out the meaning.

6. hyperbole

Find the sentence in the extract and read around it for context. Revise the meaning of each of the language devices. For each one, assess the sentence in the text and eliminate it if possible. For example, it is not alliteration as that is where words begin with the same sounds.

7. a. They got the name of the Indian tribe her great-grandmother belonged to wrong. or They called her Salamanca instead of Seneca.

Use knowledge of the extract or scan it again to find information about how Salamanca was given her name and why.

- b.** Because she thinks trees are beautiful and because part of her own name comes from her favourite tree, the Sugar Maple.

Find the part of the extract that includes information about Salamanca's name. Note that answers should refer to both the beauty of trees and how Salamanca's mother also has a tree in her name.

8. Phoebe Winterbottom

Use knowledge of the extract or scan it again to find information about Salamanca's friend. Retrieve information directly from the text.

- 9.** Salamanca really misses her mother because she says she 'had just reached the point where I could stop thinking about her every minute of every day'. Also, she is desperate for her mother to come home because she prays in the car 'over and over' that 'we would bring her home'.

Answers will vary. This answer is inferred from the whole extract, across different paragraphs. Re-read the extract in full to find evidence of how Salamanca feels about her mother. Full answers should refer to both how Salamanca misses her mother and how she wants her to come home. Note that any quotation should be put between inverted commas.

- 10.** Yes, because she says she is 'as stubborn as a donkey', so I think she will find her mother. or No, because she says 'she will get a face full of swamp mud one day', so I think this is the time she will fail.

Answers will vary. Accept any plausible prediction that is supported by a detail from the text.

Grammar in Action

But I had decided to go and I would go, and I had to be there by my mother's birthday.

Revise past perfect tense and modal verbs if necessary. Note that 'have to' is a modal verb (like 'ought to'). It is a synonym of 'must'. Here, 'have to' is used in the past tense ('had to').

I Am Malala, by Malala Yousafzai with Patricia McCormick (pages 64–65)

- 1. a.** her little brothers fighting over the TV remote
b. her father's deep voice calling out her nickname

Scan the text for details from the third paragraph. Note that any noises listed in the second

paragraph should not be included as they happen outside her old home.

- 2. a.** he started
b. I went to

Use the context of the sentence to work out the meaning of words that may be unfamiliar.

- 3.** Because she was telling him the school needed to improve.

Paraphrase the meaning of Malala's joke to her father. It is not correct to say that she was making a joke, without explaining the message of the joke. The message of the joke is that the school is not able to run but just walk – therefore it needs to improve.

- 4.** exams, debates and competitions

Find and retrieve detail from a particular part of the text. Scan the text for clue words (e.g. first, cups, medals, trophies) and then read them in context to ensure that they are the correct details. Note that 'speaking contest' is not correct in this context because Malala states she did not come first (she was runner-up).

- 5.** They were achievements that she was proud of.

Read the options and choose the most appropriate reason that Malala still thinks about her school trophies. The other options form part of her attachment to them, but she implies that their real value was as a reminder of her previous identity.

- 6. a.** Birmingham
b. Pakistan

Find and retrieve details from different parts of the text. Scan the text for the names of places (e.g. countries and cities) and then read them in context to ensure that they are the correct details.

New home	Old home
water running from every tap, hot or cold as you like	canisters of gas from the market to heat the water
no children laughing or yelling	kids playing cricket in the alley behind our home
this calm, leafy suburb	the hum of the bazaar not far away

Retrieve and record details from several paragraphs to contrast the information on one side of the table with the other. Scan the text for clue words (e.g. water, hot, cold) and then read around the context to find contrasting information.

8. a. 9 October 2012
 b. for speaking out about her right to go to school or for speaking out about girls getting the same education as boys

Find information in the text and infer that this was the date she was attacked, although it not explicitly stated. The answer to second part of the question is found in the final sentence.

9. **life-changing**

Read the whole extract and make the inference that Malala's life was completely changed on the day she was nearly killed. She had to leave her old life behind and go somewhere new. For that reason, the most accurate synonym here is 'life-changing'.

10. **Malala gets ready for school.**

Read from 'I'd already heard the cock crow' to the end of the text and think about what is described. Malala wakes up and eats her breakfast, but she also catches the bus to school. She is getting ready for school. Note that, while her family jokes about her becoming a secretary, she is a student. Tick the box that most accurately summarises all the events in this section of the text.

Punctuation in Action

– planning to dive back under the covers as soon as school was over –

The parenthesis is used to add extra information – in this case to add detail about an event that never took place.

Jia-Wen's Grandad, by Matt Goodfellow (page 67)

1. to show his paintings to the class
 2. They do not think they will learn anything because Jia-Wen's grandad cannot speak English.

Answers should refer to both the lack of learning and the cause.

3. The paintings are scenes of landscapes as there are mountains, villages, oceans and horizons.

Answers will vary. Summarise details from more than one verse. It is helpful to scan the whole poem to pick out such details before writing the answer.

4. speak
 5. Yes

I think he enjoyed it because he liked the paintings, which were so realistic that he dreamt about them later. I think he changed his mind too because even though Jia-Wen's grandad

didn't speak the same language, it didn't matter because he could still teach them something through art.

Answers will vary. However, the 'yes' tick box must be ticked. The reader can infer from the description of the paintings and the dream that the poet responded positively to the experience. Full answers might refer to how the experience also likely caused the poet to rethink an opinion.

Vocabulary in Action

- a. 'I stared into the eyes of a snarling dragon / surrounded by flames' or 'watched / thin smoke-wisps melt into stars'
 b. 'I heard / wind chimes in bamboo forests' or 'snarling dragon'
 c. 'Our fingers traced along strong / black horizons' or 'Hands swept across / mountain peaks'

Answers should be direct quotes from the text. Line breaks do not need to be marked for answers to be correct.

The House with Chicken Legs, by Sophie Anderson (pages 70–71)

1. a. It has chicken legs
 b. It gets up and moves/walks somewhere new (two or three times a year).

Accept answers in any order. Re-read the first paragraph and look for information about the house and, in particular, what makes it unusual.

2. Because they come to visit her grandmother Baba who 'is a Yaga and a Guardian of The Gate between this world and the next'. Baba 'guides them through The Gate'.

Answers will vary. Re-read the whole extract looking for information about why Marinka sees dead people. Full answers should refer to how they come to visit her grandmother and also a detailed explanation of Baba's role.

3. stones, bones and skulls

Skim the extract to look for the section when Marinka is building a fence. Read the section in detail to find information about what it is made from.

4. She has to repair it because it 'keeps collapsing during the night'/it is damaged by 'the wind, or wild animals, or clumsy dead people'. Working with the bones also makes her feel close to her parents because her 'parents would have touched them once, long ago' and she thinks she can feel 'the warmth of their hands' on the bones.

Answers will vary. Re-read the extract, looking for information about why Marinka has to rebuild the fence each day. Full answers should refer to both the need to repair the wall and also the connection Marinka feels to her parents.

5. **cabbage soup**

Skim the text to look for the word 'shchi'. Infer what it means from the context. Baba invites Marinka and Jack for 'a feast of *shchi* and black bagels'. Marinka reports immediately that her 'stomach rumbles as the smell of cabbage soup and freshly baked bread hits my nose'.

6. **a bird**

Jack is a jackdaw, which is a type of crow. This question asks for specific information from the extract. Skim the text to look for reference to Jack. Read carefully to identify what kind of animal he is. Look at the options in the question and eliminate one by one if necessary.

7. **a. simile**

Find the line in the text. Revise what each of the options are if necessary. The line uses 'as' to compare something with something else, making it a simile.

b. It means that her wishes won't come true.

The simile compares Marinka's wishes to hollow skulls. 'hollow' means that something is empty. Therefore, empty wishes would be wishes that would not come true.

8. **Jack wants to share his food with her.**

Read the part of the text where Jack is with Marinka and look at how they act together. Think about how friends act together and see how this is similar to how Jack and Marinka act.

9.

bleak	verb	unwelcoming
ungainly	noun	to be slow to disappear
lingering	adjective	the dead body of an animal
carcass	adjective	awkward

Look for each of the words in the extract and read around each one to establish its context and meaning. See whether it is used as a noun, verb or adjective within the sentence in which it appears. Draw lines to match the word to its word class and definition.

10. **Marinka feels lonely because she only sees dead people and doesn't get to make friends with 'real,**

live, living people' or children her 'own age'. or Marinka misses her parents because when she thinks about them it makes her 'heart lift and ache all at the same time'. or Marinka feels annoyed because she lives in a house that moves 'without warning' and she doesn't get a chance to meet and play with other children. or Marinka feels responsible for helping because it was her parents' job to guide the dead too and she wants to feel close to them.

Answers will vary. Answers should include two different feelings. Each feeling should be supported by evidence from the text.

Spelling in Action

civilisation, rebuild, normal, warning, forbidden

A base word has a meaning on its own. A prefix or suffix (or both) can be added to a base word to change its meaning.

Magic of Jinn, by Stephen Krensky and Giles Clare (pages 74–75)

1. **Arabic**

Re-read the first paragraph and look for information about where the word 'jinn' comes from.

2.

Statement	True	False
Jinn can be male or female.	✓	
Some jinn can change form to fit in with their surroundings.	✓	
Jinn are always evil.		✓
All jinn are from North Africa.		✓

Retrieve information from different paragraphs and use it to decide whether each statement is true or false. Some information is clearly stated (for example: 'male and female jinn have appeared'); in other cases, it is necessary to think about the opposite of what is described in the text (for example: if jinn appear in cultures ranging 'from northern Africa across to Persia', then some jinn do not always come from North Africa).

3. **Jann have the power to replenish oases that have dried up in the desert. Desert travellers might want to stay on the Jann's good side so that they use this power for them when they are thirsty in the dry desert because there isn't any other water.**

This question asks the reader to infer that there must be water at an oasis by linking the idea that respecting a Jann's power could help if someone was thirsty.

4. dogs

Find the section labelled 'Hinn' and scan it for the name of an animal. Read around to check that the Hinn turns into the animal.

5. It only has one leg/one foot.

6. Marid

7. kind

Use context to work out the meaning of an unfamiliar word. The rest of the sentence explains how the genie 'aids' the hero, which provides a clue about the meaning of the word.

8. (A collection of) folk tales from the Middle East called *One Thousand and One Nights*.

	Original story	Modern film versions
Jinn	There are two genies: one from the lamp and one who lives in Aladdin's magic ring.	There is one genie of the lamp.
The fate of the enemy	Aladdin poisons and kills the evil sorcerer.	Aladdin traps Jafar in the lamp.
Other characters	Aladdin's parents	Abu the monkey and the magic carpet

Note that the sorcerer is not named in the original story.

10. Modern genies like the one in the *Aladdin* films are powerful but kind and aid the hero on their quest. Jinn of folklore like the Hinn hide from people by pretending to be dogs. Jinn of folklore grant wishes to people, but only with good reason.

Answers will vary depending on the comparison the reader makes. Answers should compare the characteristics or behaviour of folklore and modern genies.

Spelling in Action

An early form of jinn, these shapeshifters fit in well with their dessert surroundings by taking the form of either a whirlwind or a white camel.

desert

'Desert' and 'dessert' are near homophones. The stress is put on the first syllable in 'desert', but on the second syllable in 'dessert', meaning 'pudding'.

Medusa and Minotaur Take Tea, by Rachel Piercey (pages 78–79)

1. It has been smashed to pieces./Minotaur broke it.

Use the context to work out the meaning of 'smithereens'. The first verse refers to Minotaur being 'a little clumsy', suggesting he has broken the china.

2. They want to tell their own version of events/explain that they are not actually horrible monsters.

3. poets, storytellers, kings

4. They feel that the kings are lazy/not brave because they send other people to fight for them.

Answers should make the connection between the kings staying on their thrones and the fact that they must not be fighting themselves. This should be used as evidence for the choice of adjective to describe the kings.

5. **Medusa:** (I didn't choose / to have) a head of thrashing snakes

Minotaur: Minotaur is half bull.

Read the poem again, looking specifically for lines that describe how Medusa and Minotaur look. Copy phrases accurately from the poem.

6. They say they do not have a choice. For example, Minotaur says he doesn't like eating people, but 'it was all they sent into the Labyrinth'./Medusa says she 'didn't choose' to 'turn everyone who looks at me to stone'. or They are just protecting themselves. Medusa says people are sent 'with swords and shields to kill us' so they have to 'put up a fight'.

Answers will vary. Answers should refer to either the lack of choice or the issue of self-protection and support the response with evidence from the text. Some answers may include reference to both.

7. a. malice

b. petty

'malice' is a synonym of 'hatred'; 'petty' is an antonym of 'important'. Use the word class of clue words ('hatred' is a noun and 'important' is an adjective) to help find a synonym with the same word class and an antonym with the same word class in the verse.

8. Because Medusa and Minotaur do not really think that the men sent to kill them are heroes.

Answers will vary. The inverted commas are used to show the word is being used ironically because Medusa and Minotaur do not consider the men to be heroic. The next line in the verse confirms this as it describes the 'heroes' as 'men we'd never heard of'.

9. Medusa and Minotaur are feeling cross because people are treating them unfairly. For example, they say 'the poets didn't care to judge / the malice heaped upon us', so they think the poets only saw one side of the story. or Medusa and Minotaur are feeling sad because their 'reputations' have been 'shattered' and because Minotaur wants people to know they are 'lonely'.

Answers will vary. Accept any answer that refers to a plausible feeling (for example: 'cross' or 'sad') and provides evidence for this quoted correctly from the text.

10. It makes you feel sorry for people who are unfairly attacked. ✓

It makes you feel it is important to listen to different points of view. ✓

This poem encourages the reader to think about unfairness and mistreatment. However, by framing the whole poem from the monsters' point of view, the overall effect is to challenge set ideas about them and to encourage the reader to see things from a different point of view.

Spelling in Action

- having little money or few possessions
- a very small hole in the surface of something

Writing skills: My Mythical Relative (pages 80–81)

This 'Writing skills' task is inspired by the 'mythical creatures' theme in the **Unit 7** reading comprehension texts. The child may wish to revisit those texts to gather ideas for their writing. Discuss what a biography is (writing about a person's life). It is essential that the child understands that they are writing about their mythical relative rather than as them. As such, the writing should ideally be a third-person narrative.

The child should imagine their mythical relative's childhood, what it was like for them at school, what difficulties and successes they have had, and some of their favourite memories. The child should try to convey the personality of their relative (Are they misunderstood like Medusa in the poem?). To structure their approach, they might organise writing under headings (for example: 'Early life', 'Greatest achievements') Encourage the child to think about their audience and make their writing as engaging and accurate as possible. The child may have included some words from **Year 5 word list (pages 42–43)** and **Tricky spellings (pages 32–33)** (for example: 'through', 'fierce'). Check that these words have been spelt and used in context correctly.

This task also provides an opportunity to put several other topics from **Units 1 to 4** into practice. They may have used: relative clauses and/or parenthesis to add extra information (for example: 'Medusa, who was born in Greece, currently lives in the Lake District'); conjunctions and adverbials as cohesive devices ('Medusa has a fierce reputation, **however**, she has often felt misunderstood'); the perfect forms to describe when events took place ('Medusa **has** always **worried** about hurting people with her looks'); a wide range of suffixes. In each case, check that the child has correctly used the grammar, punctuation, spelling or vocabulary.

Final practice (pages 82–88)

- Georgie has gone to stay at her stepfather's house.
 - The pirate ship had sunk with all its treasure on board.
 - Haven't we seen this film before?
 - Marlon had never flown in an aeroplane before.

This question is testing the ability to find the present and past perfect verb forms in the sentences. Remember to look for 'has/have' and the past participle of the verb for the present perfect, and 'had' and the past participle of the verb for the past perfect. Accept answers that either have or have not circled the contracted negative in **Question 1c** (provided that 'Have' is circled). Award 1 mark for both words correctly circled in all sentences.

- After school, Samir and I decided that it would be funny to hide behind a tree.

This question is testing the ability to find adverbials in a sentence. An adverbial gives more information about when, how or where the action (the verb) happened or is happening. Award 1 mark for both adverbials correctly underlined.

Sentence	Main clause	Relative clause
a. My grandmother, <u>whose family came from South America</u> , enjoys playing the guitar on her patio.		<input checked="" type="checkbox"/>
b. <u>This old book, which I found in the attic, is full of adventure stories from around the world.</u>	<input checked="" type="checkbox"/>	
c. Whenever our teacher is pleased, <u>he dances around the classroom and sings.</u>	<input checked="" type="checkbox"/>	
d. I was excited about going to the theme park <u>that had just opened near our house.</u>		<input checked="" type="checkbox"/>

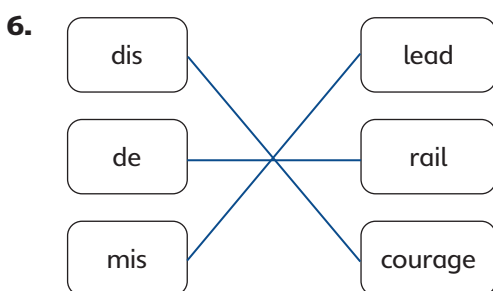
This question is testing the ability to differentiate between main and subordinate clauses (a relative clause is a type of subordinate clause). Read each sentence and tick to show whether the underlined text is a relative clause or a main clause. Award 1 mark for all correct boxes ticked.

4. Our netball team won by a single goal today (it was twelve-all until the very last minute).

This question is testing the ability to find a parenthesis in a sentence and punctuate it correctly using brackets. Award 1 mark for both brackets added in the correct places.

5. The ambitious explorer searched for special treasures while fighting ferocious enemies.

This question is testing the ability to spell the adjectival word endings with similar sounds (-tious/-cious and -tial/-cial). Award 1 mark for all words spelt correctly.



This question is testing the ability to add prefixes to change a word's meaning. Award 1 mark for all boxes correctly matched.

7. Late last night my sister who is scared of the dark thought she saw a ghost.

This question is testing the ability to use commas to separate an adverbial ('Late last night') and a relative clause ('who is scared of the dark') from a

main clause ('my sister thought she saw a ghost') for clarity. Award 1 mark for all three ticks in the correct boxes.

8. a. My skateboard, which is red and white, snapped in half last week.
 b. Those clothes that are too small for you are going to the charity shop.
 c. Jack's cousin, who is scared of thunder, never goes out in a storm.

This question is testing the ability to choose the correct relative pronoun for the context. Award 1 mark for all correct answers.

9. A lot of children play sport at after-school clubs.
 This question is testing the ability to find the subject and object in a sentence. The subject is 'doing' the verb and the object is having the verb 'done' to it. Note that the subject of this sentence is an expanded noun phrase and the determiner should be circled too. Award 1 mark for both subject and object identified correctly.

10. He turned up late – in his old suit of course – and spilt soup on the king.

This question is testing the ability to punctuate a parenthesis correctly using dashes. Award 1 mark for the parentheses placed correctly.

11. When his mobile phone went off, Will had to desert / dessert his friend Simon before he had finished his desert / dessert.

This question is testing the ability to spell common homophones ('desert' and 'dessert'). Award 1 mark for both homophones correctly underlined.

12. If you have a headache, you ought to rest and you should feel better.

This question is testing the ability to identify modal verbs. A modal verb changes the meaning of the sentence to show whether or not something is able to happen. Award 1 mark for both modal verbs correctly underlined.

13. Due to the storm, the ferry has been delayed by two hours.

This question is testing the ability to recognise the present perfect tense. Here, 'has been delayed' is the verb form which shows that it is written in the present perfect tense. The final option, which states that 'the ferry had been delayed' is a strong distractor because it uses the past perfect. It may also be useful to note that this verb is passive because the action is being 'done' to the ferry. The active form would be, for example: 'The captain has delayed the ferry.' Award 1 mark for the correct box ticked.

14. Although it was a cold, frosty morning, Sarah decided to go for a long, brisk walk around the park.
This question is testing the ability to use commas to separate adjectives in expanded noun phrases ('a cold frosty, morning'; 'a long, brisk walk around the park'), and to use a comma to separate the subordinate clause ('Although it was a cold, frosty morning') from the main clause ('Sarah decided to go for a long, brisk walk around the park'). Award 1 mark for all commas in the correct place.

15. He was certainly going too fast, which perhaps caused him to fall off his bike.
This question is testing the ability to identify adverbs of possibility. An adverb gives more detail about a verb (action). An adverb of possibility shows how possible something is. Award 1 mark for both adverbs of possibility correctly circled.

16. (the bottom of) the Marianas Trench in the Pacific Ocean
This question is testing the ability to retrieve information. Scan the text for the key words 'deepest place on Earth'. These can be found in the information box. Award 1 mark for the correct answer.

17. the hull/float and the cabin
This question is testing the ability to retrieve information. Skim and scan the text to find information about the parts of the *Trieste*. This can be found in the fifth and sixth paragraphs. 1 mark for both correct answers.

18. a. iron pellets
b. (flow of) water (into the float/hull)
This question is testing the ability to retrieve information from the text. Skim and scan the text to find things that helped the *Trieste* to sink. The information is in the fifth and seventh paragraphs. Award 1 mark for both correct answers.

19. descending
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). Award 1 mark for the correct answer.

20. 5 hours
This question is testing the ability to retrieve precise information. The descent starts at 8:23 a.m. and they land on the bottom at 13:06, a journey of approximately 5 hours. Note that earlier in the text, it is stated that 'the craft would be underwater for more than nine hours'. This refers to the whole journey including the return

trip, not just the descent. Award 1 mark for the correct answer.

21. The weather was 'rough and stormy' and the *Trieste* 'had been damaged' on the way to the trench, so they might have abandoned their attempt before their descent. Then there was 'a loud splintering' noise on the way down, so they might have stopped their attempt while they were going down.

This question is testing the ability to find and use evidence from different paragraphs in the text. To provide evidence, copy an exact word or phrase from the text and put it between quotation marks. Award 1 mark for one correct reason given. Award 2 marks for two correct reasons give. Maximum 2 marks.

22. They saw the ocean floor appear on their depth finder.
This question is testing the ability to retrieve information from the text. Award 1 mark for the correct answer.

23.

abyss	resisting successfully
frontier	pass through
withstanding	the furthest place to have been discovered
filter	an extremely deep hole

This question is testing the ability to work out the meaning of words that may be unfamiliar using the words that surround it (the context). Award 1 mark for two correct answers. Award 2 marks for four correct answers. Maximum 2 marks.

24. If fish could exist deep in the ocean.
This question is testing the ability to retrieve information from the text. Scan for the phrase 'debate was settled' and use the context to find the answer. Award 1 mark for the correct answer.

25. Piccard let some of the iron pellets out of the hull, which made the *Trieste* lighter so that it floated up to the surface.
This question is testing the ability to retrieve information and make an inference. Award 1 mark for mentioning the release of the iron pellets. Award 2 marks for explaining how this made the *Trieste* lighter so that it could float up. Maximum 2 marks.

26. Piccard was worried/scared/confused at a depth of 10 kilometres because he heard a 'loud

splintering' and he 'did not know what to do'. He was very proud/happy later because they made 'a perfect landing'/'conquered' the 'last extreme' of Earth.

This question is testing the ability to make inferences (read between the lines) from different parts of the text and compare them. Answers should refer to two contrasting emotions from different points of the journey to show the change (worry/fear before or during the descent contrasting with happiness/pride when they reached the bottom). Accept any plausible emotions supported with evidence from the correct parts of the text. Award 1 mark for reference to one emotion. Award 2 marks for answers referring to two contrasting emotions. Maximum 2 marks.