



Primary  
Practice

high-tech

equally

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idiom

# English

# Practice



subjunctive

# Year 6

vehicle

Answers

audience

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Includes explanations

Schofield & Sims

# Notes for parents and carers

These answers are provided to accompany the **English Practice Year 6 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 6 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 **KS2 SATs Maths and English Practice Papers**.

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## Active and passive sentences (pages 4–5)

### Practise

1.	Sentence	Active	Passive
a.	The old oak tree fell over during last night's storm.	✓	
b.	An award for bravery was presented to Ben's dog, Sandy.		✓
c.	The world record is broken by the up-and-coming athlete.		✓

To determine whether each sentence is active or passive, read each one and identify the subject, verb form and object. In sentence **a**, the subject is 'the old oak tree', the verb form is 'fell' and no object is explicitly stated in the sentence. The sentence is active because the subject is 'doing' the verb ('The old oak tree fell').

2. a. Our garden has been covered in snow this morning.
- b. Jane Austen wrote many famous novels, including *Pride and Prejudice*.
- c. Thanks to a news broadcast, Simone had heard about the closed bridge.

The verb form refers to the words that indicate the tense of the verb. To answer the question, read the sentence and look for the verb, or 'doing' word. Underline all words in the verb form.

### Extend

3. a. The large dog gnawed the juicy bone.
- b. The decorators will paint our house tomorrow.
- c. Lottie's friend has eaten the last of the iced buns.

First identify the subject, verb form and object in the sentence. In sentence **a**, the subject is 'the large dog', the verb form is 'gnawed' and the object is 'the juicy bone'. Change the order of the sentence so that the subject is 'doing' the verb to the object.

4. a. Elephants and rhinos are protected from poachers by the rangers.
- b. One of my chickens has been stolen by that crafty fox.
- c. My flowerbeds are being trampled on by something during the night.
- d. Cathy's lost necklace has been found by Megan.
- e. The desert fort was attacked by a gang of hungry raiders.

First identify the subject, verb form and object in the sentence. In sentence **a**, the subject is 'the rangers', the verb form is 'protect' and the object is 'elephants and rhinos'. Change the order of the sentence so that the subject is acted upon by the object. Remember that often, passive sentences include 'by' after the verb and before the object.

### Apply

5. a. Farmers harvest wheat at the end of the summer.
- b. Today, I wrote a poem about spring.
6. a. Wheat is harvested by farmers at the end of the summer.
- b. Today, a poem about spring was written by me.

Answers will vary. Ensure that the subject is doing the action in **Question 5** and is having the action done to it in **Question 6**.

## The subjunctive form (pages 6–7)

### Practise

1. a. If it were my decision, we would delay our meeting.
- b. She wished that the rain be over in time for the fair.
- c. They ask that she provide an answer at her earliest convenience.
- d. We request that he sign the letter after reading its contents.
- e. He was behaving as if he were delighted about it.
- f. The doctor suggested I take some medicine for my sore throat.
- g. Were I able to time-travel, I would visit ancient Rome.

Look at the verbs in each sentence. Use the information in the **Remember** box to determine which one is written in the subjunctive form. In sentence **a**, the he/she/it form of the verb has changed, so rather than 'it was', the sentence uses 'it were', which is the subjunctive form.

2. My family and I are all hoping to escape to the seaside next week. If I were in charge of the weather, it would be sunny all week as I hope to spend most of my time surfing. My father suggested that we be on the road early on Friday morning, but my little brother is busy. According to my mother, it is essential he go to his violin lesson! I proposed that he give it up, but my mother said I was being impatient. If it weren't for him, we would get to the beach sooner.

Identify the verbs in the passage. Determine whether any of them are different to those usually seen in the present tense. For example: 'I were' is seen instead of 'I was'. Also, look for different use of he/she/it verb forms. Rather than 'he goes', the writer has used 'he go', which is the subjunctive form.

### Extend

3. a. I suggest she **set** off now to catch the train.
- b. He looked as if he **were** about to fall over.
- c. We ask that you **be** on time for the meeting.
- d. He proposed that he **have** another week to do his homework.
- e. They demanded she **pay** for the damage.

Read the sentence and look at the available verbs. If it is not clear what the missing verb is, try each one in the gap to see which makes the most sense. If there is more than one possible option, move on to the next question and go back at the end.

4. a. **were**
- b. **take**
- c. **come**
- d. **be**
- e. **were**

Remember that the verb changes in the subjunctive form. The verb form 'was' changes to 'were' and verb form 'is' changes to 'be'. Verbs in the he/she/it form do not end with -s as usual. For example: 'he comes' becomes 'he come'.

### Apply

5. a. If **it were up to me**, I would have two birthdays a year!
- b. I have proposed that he **buy his friend a present to say sorry**.
- c. It is essential that she **get to school on time**.
- d. The owner demanded that the **man be arrested for damaging her property**.
- e. They suggested that she **be rewarded for her efforts**.

Answers will vary. The clause added should use the subjunctive form of the verb and should make sense with the rest of the sentence.

## Multipart sentences (pages 8–9)

### Practise

1. a. ~~From tomorrow~~; **I will go jogging every day**, whatever the weather.
- b. ~~The bus, which was packed with excited holidaymakers~~; **came to a sudden stop** in the middle of nowhere.

- c. ~~What made things worse was that she had missed breakfast because she had woken up extremely late~~.
- d. ~~With a single flip of the coin~~; **his life**, which was normally so boring; **changed** forever.

Look for the key idea of each sentence. Main clauses contain the key meaning of each sentence and include its subject. 'From tomorrow' is an example of a fronted adverbial; 'in the middle of nowhere' is an example of an adverbial of place; 'as she had woken up late' is an example of a subordinate clause. All of them can be removed without changing the basic idea of the meaning of the sentence that is conveyed by the main clause.

### Extend

2. a. **The old man, who walked with the help of a cane**, crossed the sunny park and fed the pigeons.
- b. **We left after lunch, which was later than we had planned**, and drove to our next hotel, where we were greeted by a grumpy gardener.
- c. **As dusk settled over the hills**, Thomas set off on his adventure, which he had been looking forward to for so long.
- d. **Although Amy hadn't realised it yet**, her actions would have consequences that would come back to haunt her and she would be filled with regret.

Identify the main clauses in each sentence by looking for the key meaning. Some of these sentences contain two main clauses that are linked using the co-ordinating conjunction 'and'. Each also contains a relative clause introduced by a relative pronoun ('who', 'which', 'where' or 'that'). 'As dusk settled over the hills' is an example of a subordinate clause that comes before the main clause.

3. a. **Before long**, Callum was reading a new book every few days on his bed.  
**adverbial(s) of time** **adverbial(s) of place**
- b. **Obviously angry**, my brother threw his controller on the sofa and disappeared upstairs.  
**adverbial(s) of place** **adverbial(s) of manner**

Identify the adverbials in each sentence and determine the job each one does. Adverbials can tell the reader where something is taking place, when it is happening or the manner in which it is done. Note that these adverbials are not clauses as they do not contain a verb.

## Apply

4.
  - a. Last week, at the bottom of his garden, Mika collected some berries, which were perfectly ripe and juicy.
  - b. On Friday, although Layla was completely exhausted, she dragged herself out of bed and walked to school slowly.
  - c. Whenever Roisin went to the zoo, she rushed over to watch the rhinos in awe.

Answers will vary. Each answer should be a multipart sentence that includes a main clause, a subordinate clause and at least one adverbial.

5.
  - a. In a rush, Alex grabbed the box, which contained an expensive glass jug, but he tripped on the doorstep and fell heavily, smashing the jug and all the other contents.
  - b. On Friday, Efe thought it was going to rain so he raced for the bus, which waited for him to get on.
  - c. On holiday, after we had gone swimming in the sea, we decided to make one huge sandcastle on the beach.

Answers will vary. Ensure that adverbials have been used correctly in each sentence.

## Layout devices (pages 10–11)

### Practise

1.
  - a. heading
  - b. subheading
  - c. bullet point list
  - d. column headings
  - e. table

Look at each arrow and assess which layout device is used. Use the **Remember** box as an outline for the possible layout devices.

### Extend

2. The development of mobile phones

This is the most suitable subheading because it summarises the overall theme of the paragraph, rather than specific parts of it.

## Apply

### 3. Matterhorn facts

- The Matterhorn is in Switzerland.
- The Matterhorn is 4478 metres tall.
- Matterhorn means 'meadow peak' in Swiss-German.

## Climbing the Matterhorn

Many early attempts to climb it failed. In 1865, a British climber led a party of seven climbers to the summit via the north face. Tragically, four of them fell and died on the way back down.

It is easier to reach the summit today. Climbers use a cable car and then ropes and ladders to get to the peak. About 3000 people climb the mountain every year, but it is still dangerous.

Answers will vary but it is important to move and group the content together so that the information is easier to read. Bullet points can be used for key information and headings or subheadings can be used to separate sections.

## Adverbials for cohesion (pages 12–13)

### Practise

1.	<b>Time or sequencing</b>	<b>Comparing or contrasting</b>	<b>Emphasising or summarising</b>
	lastly firstly	equally although	as a result therefore

If necessary, look words up in a dictionary before deciding which box to write them into. Depending on their meaning, they would be most likely used to show time, to compare, or to emphasise or summarise a point.

### Extend

2. Plastic is made from petrochemicals, which are not renewable. Some plastics can be recycled, although it is estimated that only one-fifth of all plastics in the world are recycled. As a consequence, millions of plastic products pollute the environment.

On the other hand, plastics can be very useful. Firstly, they are easy to mould, so they can be used for many purposes. Secondly, cars have more plastic parts now, making them lighter and, as a result, more fuel-efficient. In addition, manufacturers say that making plastics only consumes 4% of the world's oil production.

Despite this, it is vital that we find ways of producing less plastic and of recycling more.

These adverbials link ideas within and across the paragraphs. Many are not required grammatically, but it may be useful to experiment with removing them to see how much this affects how the paragraphs 'hang' together.

### Apply

3. That first morning, everything seemed fine. Just like normal, I picked up the lead and called Scruff for his walk. Usually, our old dog jumps up

from his basket straight away, wagging his tail, whenever it's time for 'walkies'. This time, as I stood in the hall waiting, he didn't appear. Then, just as I was about to call him again, I noticed him peering around the door.

"Come on, Scruff," I said impatiently. "It's walkies now or never. I've got school soon."

Slowly, he emerged, his eyes fixed on the front door. To my surprise, he was shaking and his ears were flat on his head. I reached out to attach the lead to his collar, but he turned tail and scampered away into the lounge.

The next day, I tried again. However, it was the same story. Scruff stuck his nose into the hall, whimpered and disappeared.

"Not again! What's the problem?" I said in exasperation.

Just then, I had a weird sensation. The hairs on the back of my neck stood up. Then, in the distance, I heard a high-pitched shriek.

Try the given adverbials in the spaces and read to see which one works best within the context. These adverbials provide detail about the time, place, manner and frequency of the events and actions in the story, and they build cohesion. For example: 'that first morning' is followed by 'the next day', which shows how the events occur chronologically. Another example: 'impatiently' precedes 'in exasperation' to show how the character is becoming more impatient over time.

## Audience and purpose (pages 14–15)

### Practise

- an 11 year old  to inform
  - a child reading a picture book   
to entertain

Look closely at the content of each passage, in particular the type of vocabulary used, the style of the writing and the effect created. Think about who would read this text and in what context to help choose the most likely audience. Consider what the aim of the text is and what the writer is trying to achieve to determine its purpose.

### Extend

- a delivery company; to inform/to complain; formal serious
  - The writer is complaining about a 'delayed delivery' and says 'your company' is to blame. The text contains lots of formal vocabulary, for example: 'unacceptable' and 'refund the amount in full'.

- potential customers/hungry people; to persuade/to inform; informal friendly
- The purpose is to inform people about a food takeaway/delivery service. The effect is friendly because it asks the reader informally 'Who's hungry?' and uses short sentences like 'No fuss, just food!'.

As in **Question 1**, look at the vocabulary, the writing style and the effect created in each text. Think about who would read the text and the possible context. Consider the aim of the text to determine its purpose.

### Apply

- What's that coming over the hill? Oh no! They're BACK! Build your defences! Sharpen your arrows! Will you prepare in time? Get our brand-new village defence game, available now on mobile and console, to find out. How long will YOU last?

Answers will vary. This example is based on the following choices: a 10-year-old child; to persuade; informal; friendly. Punctuation, vocabulary, grammar, spelling, content and language devices can all be used purposefully in the writing to produce a style and effect that is in keeping with the chosen audience.

## Colons (pages 16–17)

### Practise

- Mackenzie's dad : was excited (⊙) Mackenzie was performing : on stage : for the first time.
  - It was still dark : when they arrived (⊙) Martha had insisted : on leaving : at 3 o'clock.
  - The football match : was abandoned (⊙) during a sudden storm, : lightning struck : the floodlights.
  - I would like : these presents : for my birthday (⊙) a new bike, a pair of jeans and : some scarlet slippers.

Here, the colon is used to separate two independent clauses. Read the text to determine where one clause finishes and the next begins, and circle the colon in between the two. The second clause does not need to start with a capital letter (unless it is a proper noun as in the name 'Martha'). The second clause should explain more about the first clause.

- I have several : favourite meals (⊙) fish and chips, : katsu chicken curry : and roast lamb. This colon is introducing a list.
  - Third : Little Pig (⊙) Unlike you, : I shall make : my house of brick! This colon is introducing a line in a play script.

- c. For example (:) 'simple' : is an : antonym of : 'difficult'.

This colon is introducing an example.

- d. Anne Frank : wrote (:) "Whoever is happy : will make : others happy too."

This colon is introducing a quotation.

Read the text to determine whether it includes a list, an example, a quotation or a line in a play script. Work out where the list, example, quotation or line in a play script begins and circle the correct colon. Capital letters are used when introducing lines in a play script or a quotation because the lines or quotations are sentences in their own right.

### Extend

3. a. Take a look at this example:  $48 \div 2 = 24$ , so  $48 \div 20 = 2.4$ .
- b. As Thomas Edison famously said: "I failed my way to success."
- c. King Richard III: A horse, a horse, my kingdom for a horse!

Read the text to work out whether it is a list, example, quotation or line from a play script. Identify where the list, example, quotation or line begins and write a colon. Note that lines in play scripts are not put between speech marks.

4. a. Tonight was a waste of time: nobody showed up and the meeting had to be postponed.
- b. Ollie was really cross for good reason: Ruby, his sister, had broken his brand new games console.
- c. Adanna missed her bus this morning: for some reason, her alarm clock didn't go off.

Here, the colon is used to separate two independent clauses. Read the text and identify where one finishes and the other begins. Write a colon between them.

### Apply

5. My brother has many hobbies: photography, cycling, geocaching and collecting football cards.
6. a. My mum was delighted: her friends sent her a huge bunch of flowers.
- b. At a glance, they looked like twins: both had dark wavy hair, green eyes and oval faces.
- c. The sitting room was a soggy mess: Stanley had flooded the bathroom.
- d. Mr Thompson tutted loudly: Tilly was late for rehearsal again.

Answers will vary. Ensure that the two independent clauses are correctly connected by the colon.

## Semicolons (pages 18–19)

### Practise

1. a. Harriet was tall ; for her age (:) Eve was shorter ; than average.
- b. The roads are really icy ; this morning (:) you should delay ; your journey ; if possible.
- c. The damage ; had been done (:) nothing was going ; to improve ; the situation.

Find and circle the semicolon that separates two clauses that are linked in meaning and equally important. The second clause does not need to start with a capital letter (unless it is a proper noun as in the name 'Eve').

2. a. I really love watching these types of films: superhero films with lots of action; crime thrillers full of suspense; and silly comedy films, in which the animals talk and behave badly.
- b. You will need the following ingredients: two fillets of salmon, which should be as fresh as possible; 100g of egg noodles per person; three-quarters of a litre of vegetable stock; a bunch of spring onions; and half a bottle of teriyaki sauce.

Use the information in the **Remember** box to revise using semicolons in lists. A colon is used to introduce the list and, after that, a semicolon is used to separate each item in the list. Remember to also include a semicolon before the final 'and' at the end of the list.

### Extend

3. a. Overnight, there will be a powerful storm; tomorrow, the rain will ease.
- b. Amina practises piano every day; her brother, Ade, never picks up his trumpet.
- c. In Devon, it's cream then jam on scones; in Cornwall, it's jam then cream.

Read the sentences and identify where the two main clauses begin and end. Insert a semicolon between them. Check that the clauses are linked and equally important.

4. a. Here is today's itinerary: breakfast in the canteen; abseiling at the climbing tower for two hours; lunch around the campfire; rock pooling, fossil hunting and sandcastle building on the beach; and finally, the evening talent show.
- b. There are many options to choose from: an extra comfy seat, which comes with a pillow; free snacks in the lounge; a pair of noise-cancelling headphones; or more storage room for your bags.



Use a colon to introduce the list and semicolons to separate items in the list. Note how semicolons are helpful in clarifying meaning where there are nouns separated by commas and conjunctions forming a single item in the list. For example: 'rock pooling, fossil hunting and sandcastle building' are all activities that take place on the beach and so act as a single item between semicolons in the overall list.

## Apply

5. a. Suzie adores horses and ponies; her sister loves snakes and other reptiles.  
 b. Today, it has been grey outside; tomorrow, it is forecast to be bright and sunny.  
 c. My favourite sport is rounders; my friend prefers cricket.  
 d. Oscar had made up his mind; Esme was still choosing a book.

Answers will vary. Remember that a semicolon is used to separate clauses that are linked and equally important.

6. a. I did several things during half-term: I visited the zoo with Grandma and Grandad; I completed my science project, which was about camels; and I bought some new leggings in town.  
 b. I have lots of plans for the future: invent a flying car; write a novel about strange, green aliens living under the surface of the Earth; buy my mum a house by the river.

Answers will vary. Remember that semicolons are used to separate items in a list when they are more complicated and using a comma may be confusing.

## Hyphens and dashes (pages 20–21)

### Practise

1. a. The ground trembled – beneath their feet – it was another – aftershock.  
 b. We have the most exciting news – to tell – you – it will have to wait though!  
 c. Jackson was cold and fed up – his bike tyre – had punctured – on the way home.

Read the sentence and find the place between the two independent clauses. One way to check this is to use a full stop instead of a dash and decide whether the two clauses make sense on their own. It is possible to use full stops between these clauses. However, like a colon or semicolon, the dash is helpful in drawing attention to the link between the clauses.

2. a. The villagers were worried about the man-eating tiger near the farm.  
 This is a compound noun / adjective / verb.  
 b. Joe and Tom ice-skated for an hour without falling over.  
 This is a compound noun / adjective / verb.  
 c. The police took a statement from my sister-in-law to discover what happened.  
 This is a compound noun / adjective / verb.

Read the sentences out loud and hear where the words naturally want to join together, showing that they may use hyphens. Note the difference between 'the man-eating tiger' and 'the man eating tiger', and how the hyphen makes the meaning clear. Look at the word's position and use in the sentence to determine whether it is a compound adjective (describes something), a compound verb (a 'doing' word) or a compound noun (a person, place or thing).

### Extend

3. b. Alyssa suddenly sneezed loudly – it was hay fever time of year again!  
 c. The water looked clear and inviting – Isaac couldn't wait to get in.

Identify where the two clauses are and insert the dash between them. Note how the first word of the second clause does not need a capital letter unless it is a proper noun (such as 'Isaac').

4. a. My mother-in-law is a spy with a cupboard full of high-tech gadgets.  
 b. Ben's five-year-old sister is left-handed.  
 c. This time-saving machine will help you produce tasty, deep-fried treats!

Read the sentences aloud to identify where words may naturally want to join together. Add hyphens to create compound nouns and adjectives.

### Apply

5. This is Channel Ninety-Nine News, the home of the most up-to-date, fastest-moving stories of the day. First, news of a break-in at a free-range chicken farm last night. A blonde-haired, middle-aged man was spotted outside the gates by a passer-by. Two hours later, during

a spot-check, guards discovered a smashed third-floor window. Then they realised that two hundred and thirty-five chickens were missing.

Note that two-word numbers from twenty-one to ninety-nine need hyphens when written as words. For example: 'thirty-five' or 'seventy-two'. You do not need to hyphenate hundreds, thousands or millions.

## Ellipses and dashes (pages 22–23)

### Practise

1.

"You took my ball and –" "That's not true!"	ellipsis to show an unfinished thought
The front door to the creepy house creaked open slowly ...	dash to show a change in the direction of speech or thought
The girl ... finally arrived home.	dash to show interruption
No-one had lived at the farm for years – or so he thought.	ellipsis to show omitted words
"I can't believe that you ..."	ellipsis to show tension

Use the **Remember** box to recap how an ellipsis and a dash are used. Assess each use and whether it is applicable to the sentence shown. Note that an ellipsis is often used to shorten a piece of quoted text. The ellipsis shows where the words or sentences have been omitted from the quotation.

### Extend

- The children ... put on an amazing show.
- The explorer pulled back the curtain of vines and peered inside ...
- That strange noise outside is just an animal – or is it?
- "What did you see?" asked Zac.  
"I really don't ..." replied Molly, her eyes wide with shock.
- Zac asked, "What did you –"  
"I really don't want to talk about it!" snapped Molly.

Read the sentence or sentences and determine where the ellipsis or dash should be put to give the desired effect (for example: for omission, tension or a change in direction). In **Question 2**, the relative

clause has been omitted, but the sentence retains its overall meaning as the main clause remains.

### Apply

- The book is a joy ... you won't be able to put it down.
  - "The menu at this café looks – Alex! Hi!"
  - A strange smell was wafting up from the basement ...
  - "I'm not really sure ..."

Answers will vary. Ensure that the punctuation has been used correctly and the sentence makes sense.

## Bullet points (pages 24–25)

### Practise

- My favourite types of video game are:
      - multiplayer building games
      - casual puzzlers
      - cartoon platformers
      - fantasy adventures
    - My favourite types of video game are:
      - Multiplayer building games
      - casual puzzlers
      - Cartoon platformers
      - fantasy adventures

The most important thing with bullet point lists is that the punctuation of the bullet points should be consistent. In this style of bullet points, a colon is used before the list begins because the list items are not full sentences. The items do not have a capital letter because they are not full sentences. Only the last item in the list has a full stop after it, which finishes the sentence started before the colon.

### b. i

List **i** uses punctuation most consistently because all the bullet points begin with a lowercase letter and there is no full stop or semicolon at the end of each phrase throughout.

- here are some facts about Russia
      - it is the largest country in the world
      - It has around 100 000 rivers
      - three out of four Russians live in cities
      - Children go to school from age six
    - Here are some facts about Russia.
      - It is the largest country in the world
      - It has around 100 000 rivers
      - Three out of four Russians live in cities
      - Children go to school from age six

- b. ii
- c. Full stops are used because each point in the list is a full sentence that should therefore start with a capital letter and end with a full stop.

### Extend

3. Here is some advice for driving in snowy conditions.
- Decide whether your journey is necessary.
  - Fit your car with winter tyres.
  - Take a blanket and mobile-phone charger in case you get stuck.
  - Let someone know when you are expecting to arrive.

### Apply

4. Hiking trip equipment:
- a pair of sturdy boots
  - a warm top
  - a waterproof jacket
  - a compass
  - a whistle for emergencies.

Ensure punctuation is used consistently. A colon should be used as there is a break in the middle of a sentence, and single nouns or noun phrases should only have a full stop after the last item in the list as this is where the sentence ends.

## Prefixes (pages 26–27)

### Practise

1. co-exist   
 semi-detached   
 re-enact

Check each word to see whether it requires a hyphen. A hyphen is often used when a prefix ends with a vowel. It is not generally used with a negative prefix or a prefix that ends with a consonant (there are exceptions, but they do not apply here). Use a dictionary to check any that are not clear.

2. co-author  
 re-evaluate, re-enter  
 semi-professional, semi-skimmed  
 anti-establishment, anti-inflammatory

Match the prefix to the root word and check to see if it creates a new word. Use a dictionary to help if necessary. A hyphen can be used when joining a prefix that ends with a vowel to a root word that begins with the same vowel

(co-ordinate). However, the vowels may also be different (anti-establishment) – the hyphen may be used because the word is hard to read without one (antiestablishment).

### Extend

3. a. My mum and my aunt coown a cosmetics business. co-own  
 b. He remained friends with his exwife. ex-wife  
 c. In selfdefence classes, you learn to keep yourself safe. self-defence  
 d. The archaeologists discovered a preViking burial mound. pre-Viking

The prefix ex- (meaning former) always needs a hyphen, as does self-. A hyphen should also always be used when joining a prefix to a proper noun (for example, 'pre-Viking').

4. a. A tourist has disappeared in sub-Saharan Africa.  
 b. Mandeep is my co-worker at the supermarket.  
 c. Anna misjudged the penalty in the semi-final.  
 d. The inactive satellite re-entered the atmosphere.

Identify the prefixes and decide whether they need a hyphen. Note that 'sub-Saharan' in sentence a needs a hyphen because the prefix is being joined to a proper noun.

### Apply

5. a. The detective decided to re-examine the case of the missing millionaire.  
 b. She is ultra-ambitious and always sets herself difficult challenges.  
 c. The competing teams were forced to co-operate.  
 d. The trip made him rethink his pre-existing ideas about farming.

Answers will vary. Ensure that the hyphenated words have been used correctly and that the sentences make sense.

## Suffixes (pages 28–29)

### Practise

1. comfortable responsible sensible edible  
invisible audible respectable

Look for the words that are describing words and therefore adjectives. The words above should be circled because they are all adjectives ending in -able or -ible. The other words should not be circled as they are not adjectives.

2. a. understandably
- b. visibly
- c. terribly
- d. notably

Changing adjectives ending in -able and -ible is done simply by dropping the 'e' and adding 'y'.

3. a. The football player asked to be **transferred** / **transferred** to a different club.
- b. I like coffee but my **preference** / **preference** is always a nice cup of tea!
- c. The villagers made an **offering** / **offering** to their ancient gods.
- d. What is the **difference** / **difference** between twenty-six and forty-two?
- e. The thief **pilfered** / **pilfered** some coins from my pocket.

Read each sentence to determine whether the word stresses the 'fer' syllable. The 'r' should only be doubled when the 'fer' syllable is stressed.

### Extend

4. a. convertible
- b. adorable
- c. reliable
- d. horribly
- e. memorably
- f. suitably

Normally, the spelling of root words ending in 'e' and 'y' needs to be adjusted before the suffix is added. For example: drop the 'e' from 'adore' to add -able. Use a dictionary to check spellings if necessary.

5. a. The athlete was **suffering** from an injury and missed the race.
- b. In comprehension, 'reading between the lines' is known as making **inference(s)**.
- c. The team **conferred** about who should be chosen as the new captain.
- d. Colette **referred** to the dictionary to check the correct spelling of the word.

Read the word to determine whether it stresses the 'fer' syllable. The only word where the 'r' is doubled is 'conferred' because the 'fer' syllable is stressed (conferred not confered).

### Apply

6. My mum thinks it is **reasonable** to only give me 20p more pocket money each week when I help with the housework. That's not a **noticeable** increase! It's **terrible** and not **acceptable**. It would

be **understandable** if I were not **reliable**, but I put **considerable** effort into my chores! All I want is a pair of stylish, **comfortable** trainers instead of my **sensible** shoes. The whole thing makes me really **irritable**!

Some root words do not follow the rule about dropping the 'e'. For example: 'noticeable'.

## Base words and root words (pages 30–31)

### Practise

1. **misheard** **treatment** **unhelpful** **sailor**  
**deformity** **useless** **depart** **disagreeable**  
**accessible** **fastest** **multiplayer**

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.

2. **dialogue**, **diagnosis**, **diagonal**  
**aeroplane**, **aerodynamic**, **anaerobic**  
**chronological**, **chronicle**, **synchronise**  
**benefit**, **benevolent**, **benefactor**  
**hypothermia**, **hypoallergenic**, **hypothesis**  
**spectacular**, **spectrum**, **retrospect**

Answers will vary. Think of as many words as possible and then use a dictionary to help find some more using these root words. 'Anaerobic' and 'synchronise' are examples where both a prefix and a suffix have been added to the root word.

### Extend

3. **unhappy**, **carelessly**, **reviewer**, **civilisation**, **nonsense**, **bicycle**, **abnormal**, **unbreakable**, **appointment**

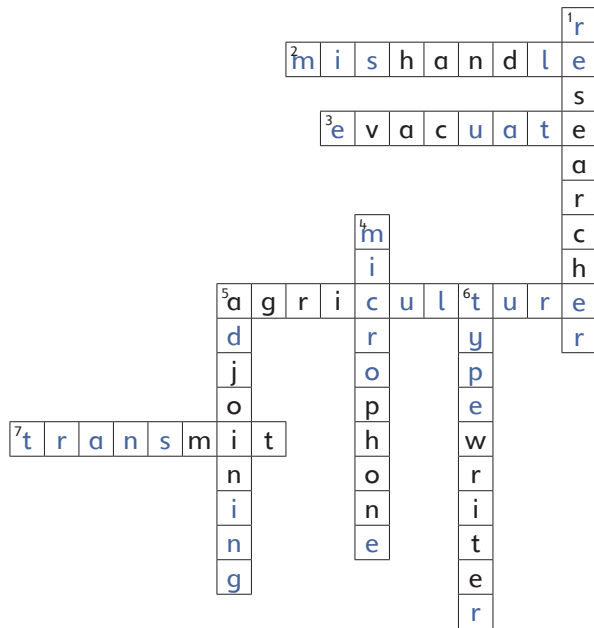
Answers will vary. Think of as many words as possible and then use a dictionary to help find some more using these base words. Note that, for the purposes of this exercise, words where the addition of a suffix changes the spelling of the base word are not allowed. For example: 'unhappy' is acceptable, but 'unhappily' is not.

4. a. **hydrogen**, **hydrofoil**, **dehydration**, **carbohydrate**, **hydraulic**, **hydroelectric**
- b. **nautical**, **astronaut**, **cosmonaut**, **aquanaut**, **nautilus**, **aironaut**, **juggernaut**
- c. **levitate**, **elevator**, **leverage**, **lever**
- d. **dynasty**, **aerodynamic**, **dynamite**, **dynamo**

Answers will vary. Think of as many words as possible and then use a dictionary to help find some more using the root words.

## Apply

5.



## Homophones (pages 32–33)

### Practise

- After the long **ascent** / **assent**, the climber was **wary** / **weary**.
  - One **principal** / **principle** of business is to make a **prophet** / **profit**.
  - The following **mourning** / **morning**, the train was still **stationary** / **stationery**.
  - The adventurer sensed danger and did not want to **proceed** / **precede** any **farther** / **father**.

It may be necessary to use a dictionary to look up some of these homophones. Note that 'wary' and 'weary' are only near homophones as they are said slightly differently.

- Nouns:** advice, device, licence, practice  
**Verbs:** advise, devise, license, practise

Sort the words according to whether they are nouns or verbs. Words ending in 'ce' are nouns and words ending in 'se' are verbs. 'Advise' and 'devise' sound slightly different to their noun counterparts: the 's' makes a /z/ sound.

### Extend

- to cause something to change
  - a change caused by something
  - a kind remark

- to go well with something else
- a movement from a higher to lower position
- to express strong disagreement

- She **advised** / **advised** him on how to make the most of his new **devise** / **device**.
  - He **devised** / **devised** a clever plan to **licence** / **license** his invention for sale.
  - Please take my **advice** / **advise** and go to the doctor's **practise** / **practice** as soon as possible.
  - I need to **practise** / **practice** a lot more before I do the test to get my driver's **licence** / **license**.

Use the context to work out whether the word is a noun or a verb before circling the correct spelling. In sentence **b**, the first answer must be 'devised' because the missing word is a verb as 'He' is doing something to 'the plan'. The answer must therefore use 'se' as it is a verb.

## Apply

- The old man **practised** the piano every day.
  - Give me **some advice** about writing great stories please.
  - Jamila **and her father** went to visit the castle together.
  - We must **order more stationery** for the classroom.

Answers will vary. Each sentence should use one of the homophones used in **Question 1** or **2**. The homophone must be spelt correctly for its meaning in the sentence.

## Synonyms and antonyms (pages 34–35)

### Practise

- | Synonym     | Word      | Antonyms        |
|-------------|-----------|-----------------|
| condemn     | difficult | deceitful       |
| honest      | criticise | professional    |
| challenging | amateur   | compliment      |
| hindrance   | sincere   | pleasure        |
| beginner    | nuisance  | straightforward |

Use a dictionary and a thesaurus to check the meaning of the words before matching them to their synonym and antonym.

## Extend

2.
  - a. The runner **finished** the marathon and **accomplished** her dream.
  - b. We **sometimes** go to Cornwall and **occasionally** eat fish and chips by the sea.
  - c. Toby spoke **perfect** Japanese and his writing was **flawless**.
  - d. The first boy gave his **account** and then the other boy offered his **explanation**.
3.
  - a. **inconvenience**
  - b. **unavailable**
  - c. **irresponsible**
  - d. **impractical**
  - e. **disadvantage**
  - f. **illogical**

## Apply

4. The spy waited in the **sweltering, murky** room. Sweat **raced** down his back. He had been **holed up** for hours, and was **drowsy** and **famished**. He would have to **seize** the first **opportunity** to escape. **Without warning**, he **detected** footsteps. Someone was **striding** towards the door!  
Answers will vary. Using synonyms is a useful way to improve a piece of descriptive or persuasive writing. The writer should think about their audience and purpose as well as the style and effect they are trying to achieve.
5. Dr Ruin's bodyguard was **trusting** and **gentle** by nature. He didn't know why, but everything about their meeting felt **right**. It was a **cheerful** occasion. Dr Ruin was explaining how his plans had been **saved** by a **helpful** spy. The bodyguard was **delighted**.  
Answers will vary. Using antonyms can change the tone or style of a piece of writing. It can also help generate new ideas. Think about how the meaning of the passage changes when the antonym is put in place and pick antonyms that help the passage continue to make sense.

## Figurative language (pages 36–37)

### Practise

1.	Sentence	Metaphor	Simile	Idiom
a.	The moon was a silver plate in the night sky.	✓		
b.	Reading is a gateway to other worlds.	✓		
c.	Her face was as red as a beetroot.		✓	
d.	My sister has a singing voice like an angel.		✓	
e.	He was putty in her hands.	✓		✓

Use the **Remember** box to help answer this question. A metaphor describes something as being something else, a simile says that something is 'like' something else, and an idiom is a phrase that has a well-known, non-literal meaning. Sentence **e** is both a metaphor and an idiom because it describes something as something else ('he' and 'putty') and 'putty in someone's hands' has a figurative meaning (someone who is easily controlled or manipulated).

### Extend

2.
  - a. The fluffy clouds were like excited **lambs** racing across the sky.
  - b. Their disagreement was a deep **chasm** between them.
  - c. My twin brothers are as bad-tempered as **bears** when they are hungry.
  - d. The sun was a copper **coin** resting on the horizon.

Try each of the words to see which one fits within the context of the sentence. A metaphor describes something as something else directly. A simile uses 'like' or 'as ... as' to compare things.

3.
    - a. Let sleeping dogs lie.
    - b. Go back to **square** one.
    - c. **Spill** the beans.
    - d. Throw down the **gauntlet**.
- Set a challenge.  
 Avoid restarting an argument.  
 Start at the beginning.  
 Give away a secret.

## Apply

4. a. I want to talk to you about something you have done wrong.  
b. She is always boasting about her achievements.  
c. You are making a small problem into a serious one.  
d. That was easy!
5. a. The sea is a mighty beast roaring at the shore.  
b. The mountain was a jagged shark's tooth.

Answers will vary. Accept any answers that describe the sea and the mountain as something else. There should be a plausible point of comparison between the two items. Make sure that a metaphor has been used and not a simile.

## Formal and informal language (pages 38–39)

### Practise

1. 

obtain	say sorry
correct	enough
apologise	right
sufficient	get

2. a. request  
b. acquaintance  
c. discover  
d. perspective

Use a dictionary to look up the meanings of any words that you are unsure about.

### Extend

3. Something **comical** / **funny** happened on holiday. The waiter **chucked** / **poured** ice down the back of my **dad's** / **father's** neck. He **jumped up** / **leapt to his feet** and knocked over our whole table, **precisely** / **right** in the **middle** / **centre** of the restaurant.
4. a. I would be extremely **grateful** if you would reply to this email as soon as is convenient.  
b. Wow, that phone is a bit **pricey**!

c. It is not **acceptable** to forget to use capital letters for proper nouns in your writing.

d. **Let** me have a go with that, mate.

Make sure to read the sentence first to determine whether it suits a formal or more informal choice of word.

## Apply

5. We are **delighted** to submit our winning design for a new playground for you to **consider**. We **believe** our design will **provide** a safe and **engaging** space for **children** of all ages. We have **ensured** that all the **materials** will be **hard-wearing** and will not **damage** the **environment**.

## Dictionary and thesaurus work (pages 40–41)

### Practise

1. a. mystery, mystic, myth, nail, name, napkin  
b. theory, therefore, thermal, thicken, thief, thorough

Look up the words in a dictionary. Work through the letters from left to right, putting them in alphabetical order. If the letters are the same, move on to the next letter. For example: 'mystery' comes before 'mystic' because 'e' comes before 'i' alphabetically. The fifth letter is used to put them in alphabetical order because the first four letters of both words are the same.

2. a. active, hectic, crowded  
b. doze, snooze, nap  
c. chilly, freezing, bitter

Answers will vary. Look up each word in a thesaurus and find some synonyms. Note the word class in brackets to ensure that the synonyms are for the correct word.

### Extend

3. a. clock, clothing  
b. luxury, mackerel  
c. vivid, visible, vocalist

Guide words in a dictionary are the two words written on the top of a page to show what the first and last entries on the page are. All the headwords on the page will be in alphabetical order between the two guide words. Use alphabetical order to decide whether each word comes after the first guide word or before the second guide word. Those words that come after the second guide word would **not** appear on the page.

4. a. He's a **talented** player with a **positive** attitude.  
 b. Jo is always **willing** to help with a **sunny** smile.  
 c. Alice looks **glum** because she received some **tragic** news.

Answers may vary. Look up the word in the bracket in a thesaurus to find a suitable synonym to complete the sentence.

### Apply

5. a. unanimous **adjective**  
 The group came to a **unanimous** decision.  
 b. diligence **noun**  
 He cleaned his home with **diligence**.  
 c. venture **noun or verb**  
 The explorer **ventured** into a new part of the jungle.  
 d. readily **adverb**  
 She **readily** did her chores for her pocket money.

Example sentence answers will vary. Check that the word class has been identified correctly.

6. Every day, my **amiable** grandpa goes for a **stroll** in the **nearby** park. He **enjoys** sitting on the same bench, especially on a **fine** morning. He **pores over** his newspaper and feeds the **rowdy** ducks. Once, he even asked to **take part in** a football game with some teenagers. They were **incredulous** because he was so **speedy**. He scored some **first-rate** goals!

Answers will vary. Look up the underlined words in a thesaurus to find a suitable synonym. Check that the chosen synonyms retain the same sense as the original words. For example: 'long' is a synonym of 'great', but it would change the meaning (some **long** goals) and should not be used.

## Year 6 word list (pages 42–43)

### Practise

1.

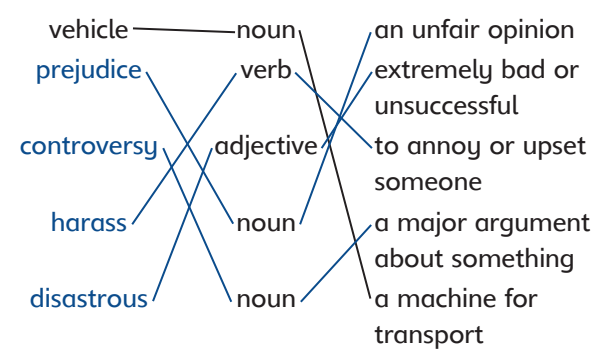
Nouns	Adjectives	Verbs	Adverbs
conscience	marvellous	correspond	sincerely
hindrance	desperate	interfere	
opportunity	necessary		
	physical		

Think about the word class of each word and sort it into the table. Use the dictionary to check the word class of any words that are unclear.

### Extend

2. a. Dad's bad joke was met by an **awkward** silence. **adjective**  
 b. I will **sacrifice** my free time to reach my goal. **verb**  
 c. Will you **guarantee** that you will turn up on time? **verb**  
 d. It really was a **privilege** to meet my sporting hero. **noun**

Some of these words belong to more than one word class. For example: 'sacrifice' can be a noun or a verb. Check that the correct class has been identified according to the context.

- 3.
- 

Ensure that each word has been matched to a word class and a meaning. Accept answers where the word has been matched to a different copy of the same word class than it is matched to in the answers here.

### Apply

4. a. We discovered that our neighbours have a **secret identity**!  
 b. Thomas gave his teacher an **awkward** explanation about his missing homework.  
 c. We **queued outside** after the fire alarm interrupted the **marvellous** school show.

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



## Thematic language (pages 44–45)

### Practise

1.	Words with meanings I know	Words with meanings I can guess	Words with meanings I don't know
	uncomfortable	compassionate	hew
	privacy	discord	creed
	midst	scarcely	self-evident
	initial	commotion	ailment
	artificial	disperse	deteriorate

Answers will vary. Check the meanings of all the words, including the ones in the 'Words with meanings I know' column.

2. The beautiful statue was hewn from the marble block.

Answers will vary. Accept answers where the verb form has changed. Ensure that the word has been used in a context that shows understanding of its meaning.

### Extend

3. a. prodigious  
b. disbelief  
c. symbolise  
d. unfathomable
4. a. flawless  
b. ignorance  
c. oppression  
d. intricacy

Use a thesaurus to check possible synonyms and antonyms of the words in brackets if necessary. Synonyms are words with the same or a similar meaning. For example: 'extraordinary' is synonymous with 'prodigious'. Antonyms are words with opposite meanings. For example: 'imperfect' is an antonym of 'flawless'.

### Apply

5. a. Sitting in the dappled sunlight beneath the tree, Gracie suddenly perceived a strong likeness between the two children.
- b. The refugees showed great resilience in tackling injustice and arguing for equality.

Look up the meaning of any unknown words. Find the place where the word works within the context of the sentence.

## Topic words (pages 46–47)

### Practise

1. **Science:** misdiagnose, buoyancy, hypochondriac, digestible

**History:** pageant, millennium, memorial, regalia

**Geography:** territory, hemisphere, hamlet, habitable

Look up the meaning of each word in a dictionary if necessary and identify which subject area it would be most relevant for. Common error: note the double 'n' spelling of 'millennium' (not 'millenium').

### Extend

2. a. expend  
b. extended  
c. stroll  
d. celebratory
3. a. dissect  
b. sabotage  
c. equilibrium  
d. monochrome

Use a dictionary and thesaurus if necessary to help answer **Questions 2 and 3**. Common error: note the double 's' spelling of 'dissect' (not 'disect').

### Apply

4. a. The scientists at the conference discussed the emergence of a new variant of the virus.
- b. The citizens, who were no longer willing to be deferential, finally rose up against their conceited rulers and made a forcible argument for independence.

The words in these sentences link back to some of the rules and patterns covered in the **Spelling** unit. For example: 'forcible' follows the rule that the suffix -ible makes an adjective. Revisit this unit to address any misconceptions. Look up the meaning of each individual word if necessary and find the place in the text where it fits the context.

5. a. My class made a frieze showing some famous historical figures.
- b. Acrophobia describes a condition when you are scared of heights.
- c. The injured soldier was evacuated and continued her convalescence in hospital.
- d. The merchandise that I bought on the internet was damaged.

Answers will vary. Check that all words have been used correctly and that the sentences make sense.

## The Wonderful Wizard of Oz, by L. Frank Baum (pages 50–51)

### 1. a cyclone

Use knowledge of the extract to locate where the answer might be (at the beginning of the text, as that describes how Dorothy's house moves). Re-read the beginning of the text, looking specifically for information about weather.

### 2. Because it is dangerous to stay outside the cellar/ it is a safe place to hide from the cyclone.

Find the phrase 'Run for the cellar!' in the text. Re-read around the phrase carefully to determine why Aunt Em might have said it. Note that it is not enough to say that a cyclone is coming without mentioning the protection the cellar would provide.

### 3. Because she goes to fetch Toto (from under the bed).

Re-read the relevant section of the extract to find information about why Dorothy did not get to the cellar in time. Notice that Toto jumped out of Dorothy's arms and hid under the bed, and Dorothy went to get him.

### 4. decided

Find the word 'resolved' in the extract. Read around the word to establish its context. Replace 'resolved' with each of the options given in the question to determine which one keeps the same meaning.

### 5. Toto is a dog because he jumps out of Dorothy's arms/he hides under the bed/he has a cold little nose/he whines.

Re-read the whole extract carefully finding references to Toto. Check each one to determine whether it is a clue about which animal he might be. Include two pieces of evidence found in the text in the answer. Accept references to any other plausible pet, such as a cat, provided two pieces of evidence from the text are provided.

6.

jar	grass
greensward	feathers
plumage	stream
brook	jolt

Find each of the words given in the question in the extract. Read the section of text to establish their context. Replace each noun with the options

given to determine which one keeps the same meaning. Draw lines to connect the words.

### 7. A similarity is that the Munchkins are about the same height as Dorothy. A difference is that they are much older than Dorothy.

Skim and scan the extract to find the section that describes the Munchkins. Re-read carefully to find the comparisons the author makes between Dorothy and the Munchkins. Read to see if they are similarities or differences. Write one similarity and one difference.

### 8. The Munchkin men wore pointy hats that were round, blue and had bells on. Their clothes were blue, and they had polished boots on that were blue at the top.

Answers will vary but should include detailed reference to the Munchkin men's hats, clothing and boots, mentioning at least two details about the hats and one detail about the clothes and the boots. The description should not include direct quotes from the text.

### 9. a (noble) sorceress

Find the part of the extract where the old lady is speaking to Dorothy. Read what she says to Dorothy in detail and note what she calls her. Check for evidence that Dorothy is surprised by it ('Dorothy listened to the speech with wonder').

### 10. Because the Munchkins were the witch's slaves, and Dorothy has set them free.

Find the part of the extract where the Munchkins are speaking to Dorothy. Look for information about why they are grateful ('We are so grateful to you for having killed the Wicked Witch of the East, and for setting our people free from bondage.'). Note that it is not enough to say that Dorothy killed the witch without mentioning how this has freed the Munchkins from slavery.

## Grammar in Action

Dorothy felt as if she were going up in a balloon.

The key word here is 'were', which is the subjunctive form of 'to be' following he/she/it. **The subjunctive form (pages 6–7)** for more information.

## Traveller's Guide to the Solar System, by Giles Sparrow (pages 54–55)

### 1. (the Earth's) atmosphere and magnetic field

Skim and scan the extract to find the answer. Look for specific information about dangerous particles and radiation.

2. thin

Use the context to work out the meaning of an unfamiliar word. The rest of the sentence refers to the thickness of the atmosphere (a couple of hundred kilometres) and it is implied that this represents something 'thin' in relative terms.

3. shields/shielding or (space) medication or regular exercise or artificial gravity

Read the extract in full again, looking specifically for information about ways to protect yourself. This is a retrieval question, so it is asking the reader to find information from different parts of the text and use it in their answer. Give two examples of ways of protecting yourself.

4. Mir

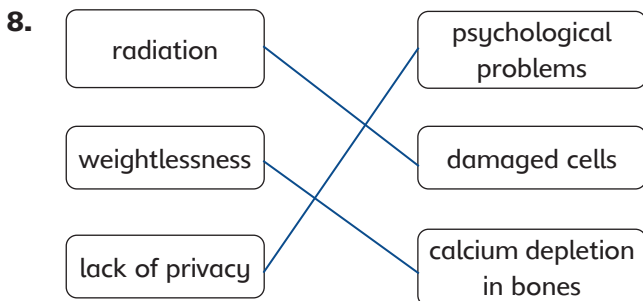
5. In space, your blood is evenly distributed around your body. This means your body does not make as many oxygen-carrying red blood cells. This means back on Earth you might faint when your blood sinks to your feet again.

Answers will vary. This question asks the reader to summarise the main points from a single paragraph. A full answer should refer to the physiological effects (the difference in blood distribution in space and on Earth, the reduction in red blood cells that carry oxygen in space) and the effect this has on return to Earth (the risk of fainting).

6. They use treadmills or cross-trainers and attach themselves by elastic (shock) cords to create artificial gravity.

This question asks the reader to retrieve specific information. Scan the text for the word 'exercise' and then read the surrounding text in detail. Full answers should refer to both the exercise machinery and the use of cords to provide artificial gravity.

7. To make them keep their muscles tense.



Scan the whole extract to look for the words in the left-hand column of the question. Read around the word to match them to the effect in the body.

9. prolonged

Use etymological clues to draw the link between the base word 'long' in 'prolonged' and its synonym 'lengthy'.

10. **Formal language:** some factors; solutions; initial side effects; may seem minor; can soon worsen; be prey to a wide variety; reduce the danger to a minimum

**Informal language:** flipping out; cons; a bunch of strangers; risky business; bee-line; half-decent; couch potato; zip around

Answers will vary. Ensure that answers are put in the correct column of the table and an appropriate distinction is made between formal and informal language. Other words or phrases from the text may be accepted if they fit the criteria.

### Grammar in Action

to inform you of the risks of a long space flight

This question asks the reader to summarise the overall purpose of the text. Start by looking at the verb in each statement: the clear purpose is either 'to inform' or 'to explain' rather than 'to recount' or 'to argue'. Narrow the choice down by looking at the remainder of the first two statements: the first statement refers to all the risks, rather than just the physical effects in the second statement. Therefore, the first statement summarises the purpose best.

### The Way Back, by David Harsent (page 57)

1. silence

Look for a reference in the early part of the poem about waking up ('Silence and nothing else brings you awake').

2. (the glare of the) morning sun, a lake, firs (or fir trees)

The second verse describes the photograph. Read carefully to find what is described as being shown in it. Note that the glare of the morning sun is clearly visible in the photo, so this should be included as part of the answer. The ellipsis in the third line of this verse is where the description of the photograph ends.

3. **Sound:** your laugh / Ringing the shoreline or the echo competition or oars dipping light as a leaf or your shout would return to tease / Mixed up with another voice. HELLO – Hello ... or Everyone wanted to try their special bellow

**Smell:** a mellow, / Lemony-scent

**Touch:** the fruit would fall / Cleanly into our hands, fresh from the stalk, / Hard and warm or We stuffed our pockets full.

4. perfect

A synonym is a different word with the same meaning as the original word. Replace the word 'flawless' in the fourth verse with each of the options in the question and decide which one keeps the original meaning most closely. Look up the word 'flawless' in the dictionary if necessary.

5. I think the poet feels good about their memories of the lake. This is because he writes about how he remembers their 'laugh ringing the shoreline', which sounds fun. He also describes how the breeze had 'a mellow, lemony-scent', which makes it sound nice and relaxing.

Answers will vary but should reflect that the poet clearly has positive, happy memories of the lake, the orchard and what he did there. Answers should include two pieces of direct evidence from the poem.

### Punctuation in Action

I think the poet uses an ellipsis to show a shift in perspective and that time has changed. At the start of the poem, he is looking at the photo of the lake. Then the ellipsis is showing that he is 'going back in time' and remembering what he did there.

Answers will vary but should mention how the ellipsis represents an interruption or shift, in this case between the present (looking at the photo) and the past ('remember when', etc.).

### The Mouse and His Child, by Russell Hoban (pages 60–61)

1. a. (The father and son felt) the wind race like a road (unwinding underneath their feet)

A simile is figurative language used to compare one thing with another. A simile often includes the word 'like' between the things being compared. Read the first paragraph and find a place where something is compared to something else.

b. motionless

Antonyms are words with opposite meanings. 'Motionless' has the opposite meaning to 'mobile'.

2. a parrot

3. Manny Rat, because the father mouse says that Manny Rat 'seems determined to smash us'.

Skim and scan until reference to a threat is found. Look in detail at who the threat is and remember to use evidence from the text in the answer.

4. a dump, a war and an attempted bank robbery

This is a retrieval question which requires information from more than one paragraph. It is important to ensure that three events that involve escape are listed. For example: 'we saved the Caws of Art' is not acceptable as it is not clear from the text that this involved escape.

5. The father mouse is feeling helpless/hopeless/pessimistic. He asks 'How can we ever hope to have our own territory?', which shows that he does not expect to achieve his goal. or

The father mouse is feeling humiliated. He says people 'laughed because we are ridiculous', which shows he is unhappy that people laughed at them.

Answers will vary. This question requires some inferences (reading between the lines). The evidence chosen should support the feeling chosen and should be explained. Evidence should be taken from the father mouse's conversation with his child.

6. a nutshell drum and a good-luck charm/coin

This is a retrieval question that requires precise information from a particular point. Skim and scan until reference to a neck is found. Answers must refer to both objects.

7. They want somewhere safe to live and to be in control of their own lives.

The reference to having their 'own territory' implies that the father mouse and his child are looking for somewhere safe to live, rather than to become rulers. Their wish to be self-winding implies that they want to make their own decisions and to control their own futures. The information in the introduction supports this understanding.

8. Because he thinks that Old Muskrat who lived there might be able to help fix them so that they could wind themselves up.

Answers should include reference to visiting the Old Muskrat and also to the reason Euterpe thinks Old Muskrat can help the father mouse and child, which is that he might be able to fix them.

9. lodge(s)

Euterpe's description of the stream gives the required answer. The beavers have both a dam and a lodge. Muskrat has a lodge, so this is what both beavers and muskrats live in.

10. Yes, because the father mouse and his child are 'brave' and 'clever', and they are going to get help from Muskrat who 'figures out all kinds of things'. Together they will work out how to become 'self-winding'. or

No, because the father mouse is already feeling hopeless, and he doesn't really believe that the Muskrat will be able to help them. He only says 'Maybe' when the child says that they will be 'self-winding someday', so he doesn't think it's really possible.

Answers will vary. Either prediction is acceptable provided it can be supported by an explanation and evidence from the text.

### Grammar in Action

"Believe me," said Euterpe, "Crow doesn't think you're ridiculous, and neither do I. What you did was pretty clever, and it was brave too. You might have been smashed by that mob."

In a passive sentence, the subject ('you') has the action ('smashed') done to it by the object ('that mob').

### National Animals, by Giles Clare (pages 64–65)

1. a bald eagle

This is a retrieval question so the answer can be found by looking in detail at the text. Look closely for the part of the text that features 'the USA' and read around it to find the answer.

2. They both have body parts rather than one as normal (the lion has two tails and the eagle has two heads).

Skim and scan the text to find reference to the Czech Republic and Serbia. Read carefully to find what is common to both countries' national animals.

3. native

This question asks the reader to use context to work out the meaning of an unfamiliar word. Find the word 'indigenous' in the text and read around it to establish its context. Try replacing the word with each of the options in the question to determine which one keeps the original meaning. The next sentence in the text gives an example of an indigenous species, which provides a clue about the meaning of the word.

4. a. eminent  
b. revered

Read the fourth paragraph in detail. Look for a sentence or information in which something is described as being 'famous'. Think about which word could be replaced with the word 'famous' and keep the same meaning. Do the same with the word 'admired'.

5. Bhutan

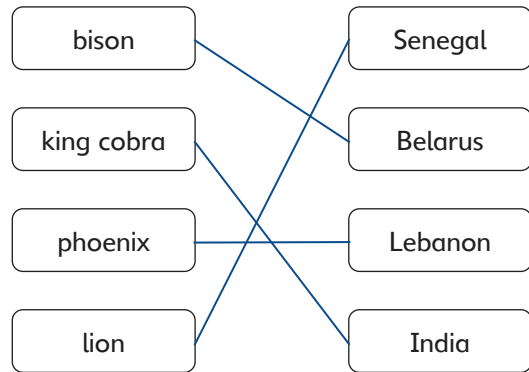
Skim and scan the whole text to look for references to a strange-looking goat. Note that

'the Himalayas' is an incorrect answer as they are a mountain range, not a country.

6. Bulgaria's national animal is a lion. This is because they want an animal that makes people think they are 'powerful, majestic or dominant'.

Use knowledge of the text to give an example of a national animal that does not originate in the country. Find the part in the text where this information is to be found and use one example to answer the question.

7.



Read the whole extract carefully to find each of the animals and match them to their countries.

8. They are both poisonous. The Komodo dragon's 'saliva contains poisonous bacteria' and it has 'venom glands'. The Panamanian golden frog has 'toxic skin'.

Skim and scan the text to find the sections about the Komodo dragon and the Panamanian golden frog. For each, look specifically for something that they have in common. Remember to use evidence from the text in the answer.

9. It disperses fruit seeds around the forest.

Find the section of the text about the bare-throated bellbird. Read carefully to find information about its diet and specifically how it helps its habitat. Note that the seeds should be identified as fruit seeds.

10. a. poaching

b. loss of habitat

This is another retrieval question, so it requires information found directly in the text. Skim and scan the whole text to look for information about the Komodo dragon and the bare-throated bellbird. Read carefully to find what the threats to these national animals are.

### Punctuation in Action

double-headed, turquoise-browed, bare-throated

Skim and scan the text to look for information about birds and in particular those that have a compound adjective in their name and use hyphens.

## Caged Bird, by Maya Angelou (page 67)

1. **Free bird:** A free bird leaps

**Caged bird:** his feet are tied

Answers will vary. Choose lines that show the imagery of freedom and lines that show the imagery of captivity.

2. **rarely**

Find the word in the poem and read around it. Replace 'seldom' with each of the options in the question and think about which word is closest to keeping the meaning when in context.

3. **The bird/the person has given up on the things it wanted to do/has no dreams left.**

Find the line in the poem and note that this quote is about the caged bird. Think about the meaning of the words 'stands on the grave of dreams'. Note that this is a metaphor. If something is in a grave, then it is dead; therefore, in this case, the dreams are dead or no longer exist.

4. **The free bird feels joyful because it 'leaps / on the back of the wind' and can fly where it wants, but the caged bird is very angry because it is stuck behind 'bars of rage'. or**

The free bird feels powerful because it 'names the sky his own'. However, the caged bird feels powerless because 'his wings are clipped and / his feet are tied'.

Answers will vary. This question asks the reader to infer that the free bird's feelings contrast with those of the caged bird. Answers should reflect any of the following differences between the birds' feelings: happy/sad; joy/anger; powerful/powerless; satisfied/discontented; confident/fearful.

Note that that the caged bird should not be characterised as hopeless as the repeated lines in poem imply that the bird persists in its hope for freedom.

5. **It shows that even though the bird is caged it keeps singing, meaning that it still has hope of being free one day.**

This question asks the reader to infer that the poet's repetition of these lines implies that the bird persists in its hope for freedom despite its situation.

### Vocabulary in Action

You must be allowed to make your own choices to live a full life.

This question asks the reader to infer the metaphorical rather than literal meaning of the poem. The poem is

a metaphor for the value of freedom and the negative effects of oppression. The poet contrasts the difference between being 'free' and being 'caged' in the poem to show that a 'caged' experience of life is detrimental whereas a 'free' life allows people to fulfil their dreams and potential.

## The Girl Who Stole an Elephant, by Nizrana Farook (page 70–71)

1. **the King's annual feast**

Skim and scan the text for an event that is taking place at the palace. The question does not contain a locator or any key words, so think about words that are connected to words in the question ('King', 'feast') to find the answer.

2. **veenas**

Skim and scan the text for words connected to the sense of hearing and music. The words 'chatter', 'melody' and 'musical show' all show that Chaya is listening to her surroundings. Read around these words to find a word that could be the name of an instrument.

3. **She's nervous/worried because she's fidgeting/ rubbing her palms down her skirt. She doesn't want the guard to hear that she's nervous so she's trying to keep her voice level.**

Answers should include at least one feeling and one piece of evidence to support that feeling. Any suitable adjective can be accepted provided it is supported by the evidence in the sentence. Answers should link Chaya's outward behaviour to her feelings.

4. **sad**

It is necessary to understand that Chaya is acting in this situation and so she is not actually feeling the emotion she is trying to show to the guard. If this is not understood, the distractors 'hopeful' or 'uncertain' may be chosen. The context may encourage the distractor 'blank' to be chosen if it is thought that Chaya is trying to hide her feelings from the guard. Discuss the correct meaning of 'wistful' if any of these meanings are chosen.

5. **the drawer in the rosewood table by the bed or the Queen's rooms**

Find the relevant phrase in the text and copy as much detail as possible. Be aware that the question asks 'where' rather than 'who', so the answer 'the Queen' is incorrect.

6. **She wants to steal more things because the text says that the 'Queen's rooms were calling out to her' with 'the promise of more riches', so she wants to go back.**

Answers should be supported by relevant evidence from the text. Skim and scan the text for any instances where it discusses Chaya leaving and look for reasons why she stays. Use the evidence to give a reason why she stays.

7. She hears a 'commotion'/'shouting'/'the sound of people running', which means that there is a lot of noise and fuss. This is probably because people have realised that the jewels have been stolen.

Skim the text to find the point where it seems that the theft is discovered. Look at the evidence for the discovery ('a commotion'; 'shouting'; 'the sound of people running'). Check that Chaya is the character who is noticing these things happening. Use the evidence to write an answer based on the inference that the theft has been discovered.

8.

regalia	an elephant rider
pageant	a piece of clothing
mahout	a special set of clothes
garment	a procession

The vocabulary here is specialised. If the first pair is not clear, move on to the next pair and go back to match any remaining pairs at the end. Remember to find the words in the text and use the context there to find out their meaning.

9. The elephant rider stops the guards because the elephants are getting disturbed after Chaya hides under an elephant. She escapes out on the other side and runs away.

Skim and scan for the key word 'elephant' and then read around to understand what is happening. Summarise the key events without including too much detail.

10. Yes, because she wanted to steal more now, but she didn't have the chance. or

No, because she almost got caught, but she got away with jewels that are very valuable. She won't need to risk stealing again.

Either answer is acceptable provided it is supported by a reason based on the text. Evidence does not need to be quoted directly from the text.

### Grammar in Action

It doesn't have a (finite) verb/a verb in a tense. or It doesn't have a main clause.

Most sentences have a main clause with a verb and, usually, a subject. Here, the author has made a sentence out of several extended noun phrases to focus entirely on the description of the Queen's rooms.

## Amazing Evolution, by Anna Claybourne (pages 74–75)

1. apes/chimpanzees, humans, lemurs, monkeys

Note that 'hominins' is not correct as they are no longer living. Note also that chimpanzees are not monkeys. It is clear from the text that chimpanzees evolved from a branch of apes, not monkeys.

2. **Physical:** the most powerful brains of any known species

**Social:** complex culture or art and technology or written language

3. 55 million years

This question asks the reader to retrieve a specific piece of information. Scan the text for the word 'primate' and then read the surrounding text in detail.

4. Homo sapiens

5. a. by studying living relatives, such as chimps and gorillas

b. by studying the fossils of other extinct primates, such as hominins

A full answer should refer both to the study of living species (for example: the relative size of male and female hip bones) and the palaeontology of extinct species (for example: hip joints allowing upright walking).

6.

Primate	Adaptation	How it helped
first primates	hand-like feet	they could hold branches
early hominins	big arms or knee and hip joints	they could climb/ escape from predators they could walk upright
modern humans	loss of body hair	they could get rid of lice and fleas/keep cool while running and hunting they swim and could catch fish

Retrieve specific information from different parts of the text. Answers should only refer to information available. Adaptations that are provided without reasons (for example: 'forward-facing eyes') are not acceptable.

7. development of complex culture, art and technology 5
- apes separated into different branches 1
- walking upright 2
- several species of humans existed 4
- development of big brains 3

Scan the text for key words from the question (for example: 'big brains') and make a note of when in the timeline such events took place (for example: hominins such as Lucy still had small brains, so this event took place later in human evolution).

8. Firstly, because 40% of her skeleton was found, not just a tiny fragment. Secondly, because the skeleton was symmetrical, so we can see what most of it would have looked like.

Full answers should refer to both the large percentage of skeleton discovered and also to an ape's symmetrical structure.

9.

<b>Name</b>	Lucy
<b>Other names</b>	Australopithecus afarensis, Dinkinesh
<b>Location found</b>	Ethiopia, east Africa
<b>Date found</b>	1974
<b>Sex</b>	female
<b>Height</b>	1.1m

10. Because she had her adult teeth, but they were not worn down.

Answers need to include both pieces of information. The fact that Lucy had 'adult teeth' proves that she was an adult. The fact that the teeth were 'not worn' suggests that she was young because the teeth were probably quite new.

## Spelling in Action

remarkable, adjective

The word 'remarkable' is an adjective because it is describing a noun ('discoveries').

## Comparing texts: the dark (pages 78–79)

1. Because she had a bad dream.

Scan the story to find the part where the narrator's sister wakes him up. Read around it to find out why she wakes him up. When he asks her what happened, she says 'A bad dream' and it can be inferred from this that the dream is why she woke her brother up. Note that the details about the strange noises, shadows and monsters are additional details about her dream rather than alternative answers.

2. Because his sister says the monster won't like it. or Because the monster might eat them.

Note that it is not enough to say only 'because of the monster'. The answer should refer to the potential reaction of the monster if the light is turned on.

3. Kind, because he says 'my main mission is to help her' and he tries to look after her even though he is scared.

Answers will vary. Accept any adjective that describes the narrator's attitude towards his sister (for example: 'loyal', 'protective') provided that it is supported with suitable evidence from the text.

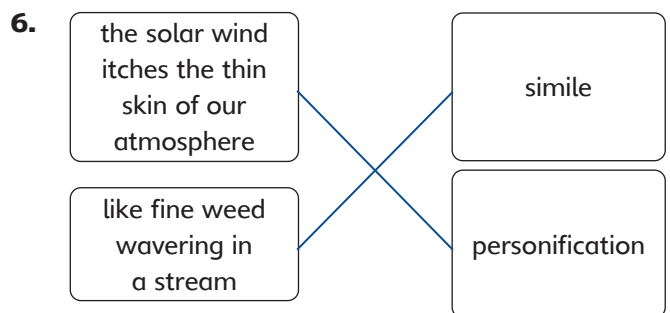
4. The narrator, because he says 'a shiver ran down my spine' and that he is 'so scared my tummy hurt', whereas it just says that his sister is 'frightened', so she seems less scared. or

The narrator's sister, because she is frightened and whispers for her brother to come as she has had a bad dream, whereas the narrator wasn't at all scared until his sister shared how scared she was.

Answers will vary but should make a comparison between the two characters mentioned in the extract and provide an appropriate explanation supported by evidence from the text.

5. 'villages are embers' or 'Above, / spark after spark / from a burned-out bonfire, / the stars spin away into space.'

Metaphors compare something directly with something else. Here, the 'villages' in the dark valley are described as 'embers'. In the same way, 'stars' are described as 'sparks' from a bonfire.



7. Aurora or Northern Lights

8. He is overwhelmed wondering about his place in the universe.

Because of the figurative language, the exact meaning is not clear and the reader must interpret what the poet is expressing. Here, it may be best summarised as a common 'overwhelming' feeling: gazing at all the stars and the Northern Lights makes the poet consider the significance of human life and the nature of the journey of the Earth through the vastness of space.

9. **Story:** I felt her hand on my arm or a shiver ran down my spine or When she said that I was so scared my tummy hurt.



**Poem:** the little city hugs its little glow or We huddle closer in our blankets or Where the solar wind itches the thin skin of our atmosphere or Are we riding this rock bareback in the rodeo of stars?

This is a retrieval question which requires the reader to find information from more than one paragraph or verse. Skim and scan until reference to a part of the body is found, such as an arm, spine or tummy. Touch is often also conveyed through a verb, such as 'felt', 'hurt' or 'huddle'.

10. The poet seems to like the dark because it helps him see the stars and the Northern Lights better. He says the Aurora 'only appears ... when held up to the dark', which makes it more beautiful. On the other hand, the narrator of the story is definitely scared of the dark. He says 'The darkness in the room was so black that, if there really was a monster next to my sister, there was no way I'd be able to see it', which makes him more frightened of the monster.

Answers will vary but should include an element of comparison and reflect the fact that the poet does not express any fear of the dark. On the contrary, the darkness enhances his feelings of awe and wonder. By contrast, the narrator in the story is clearly affected by the darkness, which increases his feelings of fear about the monster.

### Grammar in Action

**Story:** 'the monster'.

**Poem:** 'the dark' or 'the dark sky park'.

Re-read the texts and write down any groups of words that appear more than once. Think about why the author or poet might have decided to repeat these groups of words while doing so. Does it show how the character is feeling? Does it show what the setting is like? Does it show what is important in the text?

### Writing skills: Space Story (pages 80–81)

This 'Writing skills' task is inspired by the 'other worlds' theme in the **Unit 5** reading comprehension texts. The child may wish to revisit those texts to gather ideas for their writing. They should think what they discover on the planet they land on and what their reaction might be. They might also give more detail about the spaceship and crash-landing to give their writing a clear setting and context. Encourage the child to plot their story with an opening, a problem, a climax, and a resolution, or with a cliffhanger ending, and to use paragraphs to organise related material.

The child should ideally write a first-person narrative using a range of tenses that bears in mind the audience and the purpose of the writing (an exciting story for

a child of a similar age). The child may have included some words from **Year 6 word list (pages 42–43)**. Check that these words have been spelt and used in context correctly.

This task also provides the child with an opportunity to put many other topics from **Units 1 to 4** into practice. They may have used: active and passive sentences (for example: 'The ship was shaken violently as we crashed onto the dusty land'); colons to separate clauses (for example: 'I couldn't believe my eyes: it looked as though humans had been here before'); a range of advanced punctuation to enhance the narrative (for example: using ellipses to create tension); figurative language to describe in non-literal ways (for example: using an idiom). In each case, check that the child has correctly used the grammar, punctuation, spelling or vocabulary.

### Final practice (pages 82–88)

1.

Sentence	Active	Passive
a. The boy, who was artistic, was given a new set of paints for his birthday.		✓
b. At nine o'clock precisely, the captain ordered the crew to abandon ship.	✓	
c. Two more days and all her problems would be solved.		✓
d. After fighting off the alligator, Charlie still had to face the anaconda.	✓	

This question is testing the ability to find the active and passive voice. Remember to look for the subject and the object in each sentence and determine whether the subject is 'doing' the verb, or whether the verb is 'being done to' or 'acted upon' the subject. Award 1 mark for all correct boxes ticked.

2. relative clause   
 adverbial of place   
 main clause

This question is testing the ability to differentiate between different parts of a complex sentence. The main clause is 'She let the kite ... rise up'. The relative clause is 'which was a symbol of all her hopes and dreams'. The adverbial of place is 'into the sky'. There is no fronted adverbial before the main clause. There is also a subordinate clause ('until it was just a speck'), although the question does not ask for it to be identified. Award 1 mark for all correct boxes ticked.

3. The football manager rued the team's missed chances, saying that he regretted not making a substitution earlier.

This question is testing the ability to work out the meaning of an unfamiliar word (rued) using contextual clues (the team's missed chances, which would be a matter of regret). Award 1 mark for both synonyms underlined.

4. The recipe requires several ingredients: a knob of butter; a pinch of salt and pepper; three egg whites, which should be whisked to a stiff peak; and one teaspoon of bicarbonate of soda.

This question is testing the ability to use the correct punctuation to introduce (:) and separate (;) items in a list. Award 1 mark for all punctuation inserted correctly.

5. In her correspondence, my great-aunt recounted her disastrous journey through foreign lands accompanied by an embarrassing and aggressive donkey.

This question is testing the ability to spell words from the Year 5 and 6 word list. Award 1 mark for all words spelt correctly.

- 6.
- |          |  |      |
|----------|--|------|
| pre      |  | ible |
| convert  |  | ably |
| unaccept |  | fer  |

This question is testing the ability to use the word ending 'fer' and the suffixes -ible and -ably. Award 1 mark for all words joined correctly.

7. My mum enjoys painting  my aunt is more interested in photography.
- 

This question is testing the ability to separate two linked clauses using a semicolon. Remember that the semicolon is used to separate two clauses that are of equal importance and are linked to one another. Award 1 mark for the correct box ticked.

8. a. This week, we take an in-depth look at the high-octane adventures of a professional climber.

This question is testing the ability to use hyphens to make compound adjectives. Read through the sentence and notice those words that naturally want to join to create a compound adjective to describe something.

Notice how the meaning changes once a hyphen is used. Award 1 mark for both correct answers.

- b. It was too late – to turn back would be dangerous and pointless.

This question is testing the ability to separate clauses using a dash. Read the sentence to determine where the natural break is. The dash is used here to create tension in the writing. Award 1 mark for the correct answer.

9. If it were (be) up to me, we would go to the Caribbean tomorrow for a holiday.

This question is testing the ability to use the subjunctive form. Here, the sentence requires 'it were' in the subjunctive rather than 'it was'. Award 1 mark for the correct answer.

10. As we past / passed our old house, I was effected / affected by pleasant memories of our lives there.

This question is testing the ability to spell common homophones. It is important to note the difference between the meanings. Use a dictionary to help if necessary. Award 1 mark for both homophones underlined correctly.

11. idiom

This question tests the ability to recognise an idiom. It might be useful to work through each option in the question to determine which option best describes the sentence. Remember, a metaphor describes something as something else, a simile compares something to something else (usually using the word 'like'), homophones are words that sound the same but have different spellings and meanings, and an idiom is a well-known, non-literal phrase. It might be useful to discuss the meaning of the idiom and the context in which it might be used. Award 1 mark for the correct answer circled.

12. a. homophones   
b. synonyms

This question is testing the ability to recognise words that look and sound similar (homophones) and words that have similar meanings (synonyms). Award 1 mark for one correct answer ticked. Award 2 marks for both correct answers ticked. Maximum 2 marks.

13. Not long before dawn, while the soldiers were still asleep in their tents, the prisoner, who had spent weeks planning his escape, cut through the barbed wire.

This question is testing the ability to identify the main clause in a sentence. A main clause gives the key information. It can be useful to cross out all information that can be 'done without' while still knowing what happened, before being left with the main clause. Award 1 mark for the main clause underlined correctly.

**14. mouldering**

This question is testing the ability to work out the meaning of a word that may be unfamiliar using the context. Award 1 mark for the correct answer.

**15. The writer builds tension by saying Tom doesn't know what the 'single, wooden chair' in the middle of the courtyard is for, but that there is 'something about it' that makes Tom 'go cold inside'.**

This question is testing the ability to explain how narrative content is related and contributes to meaning as a whole. Award 1 mark for explaining that Tom is scared of the chair. Award 2 marks for including the idea that Tom is unable to explain why he is scared of the chair as this is what develops the tension. Maximum 2 marks.

**16. Belter**

This question is testing the ability to make an inference: Belter is not described directly as 'strong'. However, he is described as 'huge and muscular', and it is Belter who grabs Tom and ties him to the chair 'in a matter of seconds'. Award 1 mark for the correct answer.

**17. Snivel is probably thin and weak. His clothes are probably wrinkled and don't fit properly.**

This question is testing the ability to identify how meaning is enhanced through word choice. Answers should identify either Snivel's physical frailty or his untidy appearance. Award 1 mark for a plausible description of Snivel based on this metaphor.

**18. Paul's Walk**

This question is testing the ability to identify key details from the text. Scan the text to find the specific facts (here, a place name with capital letters) and ensure any copied words are spelt correctly. Award 1 mark for the correct answer.

**19. Grimly finds recruits to work as beggars for him. He takes half of what they earn. He deliberately disables them by chopping off their arms or legs so that people feel sorrier for them and give them more money.**

This question is testing the ability to summarise main ideas from more than one paragraph. Award 1 mark for two of these details given:

Grimly recruits beggars; he takes half of their money; he disables them so they earn more money. Award 2 marks for three details given. Maximum 2 marks.

**20. He wants to remove both of Tom's legs.**

This question is testing the ability to make an inference and to identify key details from the text. The word 'adjust' is a euphemism for deliberately disabling the boys. Scan the text to find the specific facts (here, after discussion with Snivel, Grimly decides on 'Just the legs'). Award 1 mark for the correct answer.

**21. a saw or knife**

This question is testing the ability to make an inference (read between the lines): there is a clinking noise when the bag is dropped and the reader knows that Grimly is threatening to remove Tom's leg, so it can be inferred that there is a tool such as a saw or knife in the bag. Award 1 mark for a plausible answer.

**22. Grimly recognises him because he looks annoyed and he says "You!"**

This question is testing the ability to make an inference. Scan the text to find the specific facts. Award 1 mark for a correct answer.

**23. Tom gets 'more nervous by the second' and gets so scared he is eventually 'too far gone to understand fully what was happening'. In contrast, the new boy seems relaxed and comfortable because he is 'leaning against the wall' and is watching with 'an amused smile'.**

This question is testing the ability to make comparisons within the text. To provide evidence, the child should copy an exact word or phrase from the text and put it between quotation marks. Award 1 mark for an answer that refers to one character only with relevant evidence from the text. Award 2 marks for an answer that refers to the emotions of both characters and describes how they contrast. Maximum 2 marks.

**24. The older boy will help Tom escape because he says 'Let the boy go,' or Tom and the older boy will try to escape but Belter will stop them because he is 'huge and muscular'.**

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