

Section 1 Test 4 (pages 10–11) continued

10. **saunter** → disregard
ignore → remote
twitch → keen
distant → quiver
dents → amble
eager → hollows
slobbers → yelps
yaps → drools

Section 1 Test 5 (pages 12–13)

1. a) many, those
 b) most, some
 c) every, these
 d) That, an

This question is testing the child's ability to use determiners correctly. Award half a mark for each correct word. (Maximum 4 marks.)

2. a) P (preposition)
 b) CC (co-ordinating conjunction)
 c) SC (subordinating conjunction)
 d) P (preposition)
 e) CC (co-ordinating conjunction)
 f) SC (subordinating conjunction)

This question is testing the child's ability to identify prepositions, co-ordinating and subordinating conjunctions. Note that a word can be either a preposition or a subordinating conjunction depending on the context. For example, 'after' is a preposition in part **d** because it is followed by a noun phrase. However, 'after' is a subordinating conjunction in part **f** because it is followed by a clause.

3. a) have
 b) did
 c) were
 d) gone

This question is testing the child's ability to identify Standard English correctly.

4. a) It's a long way to Lucy's house.
 b) The cat licked **its** paws after it ate its dinner.

- c) I'm not sure if you'd enjoy this book – lots of scary things happen.
 d) "But that's not fair!" complained Jasmin's sister in an outraged voice.

This question is testing the child's understanding of the use of apostrophes to show possession and contractions. Do not award the mark if additional apostrophes have been incorrectly added or removed.

5. a) **joyous** ("I have never liked cheese," said Samuel indignantly.)
 b) **sandwich** (For Charlotte's birthday, they visited a hotel for afternoon tea.)
 c) **capital** (I visited London with my family and my favourite landmark was Big Ben.)
 d) **studying** (The university had created a new garden in the centre of the campus.)

This question is testing the child's knowledge of correct word order.

Section 1 Test 6 (pages 14–15)

1. **contact, infuse, intact, confuse**

This question is testing the child's ability to spot how two words can go together to make a new word. Award 1 mark for each word. The four words can be written in any order.

2. a) **dessert**
 b) **rays**
 c) **berth**
 d) **steal**

This question is testing the child's ability to distinguish between common homophones.

3. a) pre**caution**
 b) mis**place**
 c) ex**quisite**
 d) re**ckless**

This question is testing the child's knowledge of word meanings and spellings.

4. a) **shave shear shout shower shriek**
 b) **quack qualm quest quick quill**
 c) **monster morph motor mouse mouth**
 d) **whale when where whisper whistle**