

# Answers

## Grammar

### Section 1 — Word Classes

#### Pages 4 and 5 — Nouns: Subjects and Objects

- You should have circled: **elephants; Martin; Zane; Poppy, Joe and Ella; my sister; Ben and Amanda**
- The following sentences should be ticked:  
My dad grows tomatoes.  
Nitin moves his shoulders.  
She closed the door when she left.
- I — **me, you** — you, he — **him, she** — her, it — **it**,  
we — **us, they** — **them**
- Subject pronouns: **We, I**  
Object pronouns: **them, it**
- Any suitable explanation.  
Example:  
The word 'Me' is an object pronoun and shouldn't be used for the subject of the sentence. The correct subject pronoun is 'I'.

#### Pages 6-8 — Word Class and Word Function

- weekly is an **adjective**  
low is an **adverb**  
straight is an **adverb**  
daily is an **adverb**
- Any suitable answers with explanations.  
Examples:  
**noun** — I think this because: **it comes after a determiner, and ends in 's' like a plural noun.**  
**verb** — I think this because: **'was wimbling' looks like a past progressive verb form.**
- Any suitable sentence using the word 'wimble'.  
Examples:  
The beanstalk looked wimble in the sun. (adjective)  
He was walking wimbly down the road. (adverb)
- determiner, conjunction, pronoun, determiner,  
determiner, pronoun
- There are lots of possible answers to this question. Make sure yours contains sentences including the given words.  
Examples:  
**I think** that people **will like my cakes**. ('that' is a conjunction)  
These trousers **are more expensive than the other ones**. ('these' is a determiner)  
**I quite like these socks, but I can't stand** those. ('those' is a pronoun)
- Any suitable sentence which uses the given words in a different word class.  
Examples:  
noun — Let's try him on his mobile.  
verb — We may need to book a table.
- Any suitable explanation.  
Example:  
Normally, 'but' is a conjunction, but in this expression it is used as both a verb ('but') and a noun ('buts'). (It has a similar structure to a sentence like 'Give me no chips').

#### Pages 9-11 — Synonyms and Antonyms

- good: sing, **great**, assist, **kind**, **excellent**, happy, saint  
pretty: **beautiful**, **attractive**, neat, sparkle, **lovely**, **cute**  
sharp: point, **piercing**, **acute** (e.g. an acute pain = a sharp pain), **razor-edged**, unpleasantness  
bright: white, **gleaming**, shine, **glaring**, **intelligent**, **cheerful**  
poor: **inadequate**, weakness, **feeble** (e.g. a feeble attempt = a poor attempt), **ineffective**, hungry, **penniless**
- Any suitable synonyms for the words.  
Examples:  
small — **miniature**, **tiny**  
finish (verb) — **complete**, **end**  
dull — **drab**, **boring**  
trip (noun) — **outing**, **journey**  
stone — **rock**, **pebble**  
brave — **courageous**, **gallant**  
laugh (verb) — **chuckle**, **giggle**
- Any suitable synonyms for the underlined words.  
Examples:  
moving — **charging**, **stampeding**, **running**  
big — **enormous**, **gigantic**, **huge**, **colossal**  
said — **whispered**, **mouthed**, **panted**, **pleaded**
- Any suitable sentences using antonyms of the underlined words.  
Examples:  
Gwen **scowled** as the clowns began their **boring** routine.  
Each **morning** at **sunrise**, the Inca priest turned to the **east**.  
The road through the forest was **narrow** and **winding**.  
Niall was **keen** to go and **rushed** down the road.
- There are lots of possible answers to this question.  
Examples:  
friend (noun)  
Synonyms: mate, ally, partner, pal, chum  
Antonyms: enemy, stranger, foe, adversary  
give (verb)  
Synonyms: donate, offer, hand, impart, bequeath  
Antonyms: take, steal, pinch, retain, keep, receive  
quickly (adverb)  
Synonyms: fast, rapidly, speedily, hastily, hurriedly  
Antonyms: slowly, gradually, sluggishly, steadily
- Any suitable sentence containing a word and its antonym.  
Example:  
Yesterday it was sunny, but today it is dull.

# Answers

## Section 2 — Verb Forms

### Pages 12 and 13 — Modal Verbs

- Modal verbs of certainty:**  
 She might be going out to lunch.  
 They will be taking a holiday next week.  
 We may live to regret that.

**Modal verbs of ability:**  
 I would do it if someone showed me how.  
 We can sit here; there's plenty of room.  
 She could climb it if she wanted to.

**Modal verbs of obligation:**  
 He was suggesting I should tidy my desk.  
 We must get to the airport early today.
- Any suitable sentences that use modal verbs to express certainty and obligation.  
 Examples:  
 They will take the dog for a walk.  
 You should apologise for your behaviour.
- You should have circled: **might, may**  
 You should have underlined: **should, must, should**
- Any suitable modal verbs.  
 Examples:  
 You could keep guinea pigs in a hutch, but it **would** be nicer if they **could** run about. They **can** get sick in a small cage. You **should** put them in a larger run as they **could** do with a lot of exercise to keep them fit. They **must** have water and plenty of hay. Keep two together, or they **might** be lonely or sad.
- There are lots of possible answers to this question.  
 Example:  
 I might decide to become a rockstar, but I should warn you that I can only sing one song.

### Pages 14 and 15 — The Subjunctive

- Not certain to happen:**  
 I insist that they be informed of this development.  
 I requested that she not be prosecuted for the offence.  
 Your recommendation, madam, that the rules be relaxed is frankly unthinkable.  
 They suggested that I go home directly.

**Alternative reality:**  
 Oh dear! If only I were a tidier person!  
 If he were a gentle cat, I'd stroke him.  
 If you were to move school, I'd miss you.  
 We'd go out if you were properly dressed.  
 "If he were more amenable," I said, "I'd help him."
- If she were willing to speak, I would let her speak.  
 I suggested that he consult a lawyer.  
 If she were embarrassed, she would show it.

- Any suitable subjunctive forms.  
 Examples:  
 If I **were** you, I would not fight with James.  
 His insistence that the building **be** torn down was ignored.  
 It is out of the question that this newspaper **print** that story.  
 If Jenny **were** more resilient, she might have weathered this storm.  
 I'd rather have stayed at home, if truth **be/were** told.  
 The judge ordered that the defendant no longer **be** detained.
- There are lots of possible answers to this question.  
 Make sure yours contains a subjunctive.

### Pages 16 and 17 — Verb Forms — Recap

- You should have circled: **hurry up, move, stop, make sure, pass**
- There are lots of possible answers to this question.  
 Examples:  
 Stop talking while I'm talking.  
 Sit down on the carpet.  
 Put your coat on before you go outside.
- Any suitable sentences using the given verb forms.  
 Examples:  
 I skip across the playground.  
 I am skipping across the playground.  
 I skipped across the playground.  
 I was skipping across the playground.  
 I have skipped across the playground.  
 I had skipped across the playground.  
 I must skip across the playground.  
 I wouldn't skip across the playground if I were you.  
 Greg demanded that I skip across the playground.  
 Skip across the playground!
- There are lots of possible answers to this question.  
 Make sure yours includes at least one imperative and three other verb forms.

### Pages 18 and 19 — Verb Forms in Action

- past perfect verb: had gone, had fallen  
 present perfect verb: I've been  
 subjunctive verb form: were  
 present progressive form: I'm being  
 imperative form: Be (thankful)  
 past progressive form: was riding
- There are lots of possible answers to this question.  
 Make sure yours includes a variety of verb forms.
- There are lots of possible answers to this question.  
 Make sure yours refers to at least three of the verb forms you used in your answer to Question 2.

# Answers

## Section 3 — Phrases and Clauses

### Pages 20 and 21 — Modifiers

- You should have circled: **lawn, hot, John, she was determined to complete the task**
- Any suitable modifiers.  
Examples:  
The **incredibly** strong wind.  
The house **next to the mysterious green lake**.  
Zac, **who was dressed as a ghost**, suddenly appeared.
- Any suitable explanations and suggested improvements.  
Examples:  
The meaning is unclear because **it could mean exercising frequently will make you happier; or it could mean when you do exercise, it often makes you feel happier**.  
Ways to reword the sentence: '**Frequent exercise makes you feel happier**' OR '**You often feel happier when you exercise**'.
- Any suitable explanation.  
Example:  
Person B has understood the phrase 'called Steve' to be a modifier of 'girl' rather than 'mouse'. As 'Steve' is an unusual name for a girl, it's odd to assume that she is called Steve rather than the mouse.

### Pages 22 and 23 — Modifying the Subject

- Any suitable answer.  
Examples:  
Mr Clay, a smart dresser in his youth, now wore only jeans.  
Wimbledon, a district of south-west London, is home to a world-famous tennis tournament.  
Roald Dahl, a much-loved children's author, was born in Wales to Norwegian parents.
- Any suitable answers.  
Examples:  
**A stern and unforgiving person**, Mrs Moody was not a woman to be trifled with.  
**Overrun with violence and crime**, Grantwich was about to undergo a great change.  
**Tired and thirsty**, the elephants went back to the oasis.  
**A source of misery for so many people**, the war was a source of adventure for Arthur. (*Make sure your modifier describes the 'war', which is the subject of the sentence. If it describes Arthur (e.g. 'Having always longed for excitement...'), it's a misplaced modifier.*)

### Pages 24 and 25 — Phrases and Clauses — Characters

- Three adjectives: handsome, clever, rich  
Noun phrase: 'some of the best blessings of existence'  
Adverbial: 'with very little to distress or vex her.'

- There are lots of possible answers to this question.  
Example:  
Libby Brown, witty, talented and kind, a friend to almost everyone she met, had lived nearly eleven years in the world knowing that she was widely respected and adored.
- A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin.  
Any suitable explanation.  
Example:  
The modifiers help the reader to picture what the man looks like and how he might behave. They also make the reader wary of the man and worried for the boy.
- There are lots of possible answers to this question. Make sure yours includes plenty of modifiers to build-up the description.  
Example:  
She had a strange, threatening face. A face that showed malice in every feature. A face that spoke of treachery and vice. A face that you knew could sink a thousand ships by a flicker of an eye or a twitch of the nose.

### Pages 26 and 27 — Phrases and Clauses — Settings

- You should have underlined: **in front of which a sandstone wall forms a barrier against high tides, beyond which visitors can see an attractive stretch of the North Wales coastline**.
- There are lots of possible answers to this question. Make sure yours starts with a noun phrase that modifies the name of your town, and also includes at least two relative clauses beginning with a preposition.
- You should have underlined: **rushed by, whistled, made strange noises**  
Any suitable answer.  
Example:  
They make the landscape seem spooky and mysterious. You should have underlined: **through which she was passing on a strip of dry land**.  
Any suitable answer.  
Example:  
It tells us that Mary feels frightened and is desperate for the journey to be over.
- There are lots of possible answers to this question. Make sure yours rewrites the passage from Question 3 so that it has a more cheerful mood.

# Answers

## Section 4 — Linking Ideas

### Pages 28 and 29 — Ways to Link Ideas

1. Beside the stream was a small cottage. — place  
Tidy it — whether you want to or not! — condition  
We'll go out whenever you're ready. — time  
She likes coffee; I, however, like tea. — contrast  
They went for a walk despite the rain. — contrast  
We ate pizza as well as salad for lunch. — addition  
Provided that I can afford it, we'll go. — condition  
Put it down gently because it's fragile. — cause  
I disliked the visit, whereas she didn't. — contrast  
I've had enough; moreover, I feel sick. — addition
2. Any suitable rewritten sentences using a linking word or phrase.  
Examples:  
Some people agree with me, whereas others don't.  
I want to go swimming as long as the weather is fine.  
Some people approve of homework because they think it's useful.
3. There are lots of possible answers to this question. Make sure yours include the types of link given in brackets.

### Pages 30 and 31 — Linking Ideas in Different Genres

1. Most of the links in this text are to do with time and place.  
Time: 'The following morning', 'when...', 'First', 'by the time', 'Suddenly'  
Place: 'From a little way off', 'all around her', 'In the distance', 'towards her', 'overhead'
2. Most of the links in this text are to do with contrast, addition and cause.  
Contrast: 'Despite', 'Unlike'  
Addition: 'Indeed', 'and', 'Furthermore'  
Cause: 'thanks to', 'as a consequence'
3. In story writing, you tend to find more links of **time and place**, whereas in report writing you tend to find more links of **contrast, addition and cause**. I think this might be because in stories it is important to show **when and where things are happening**, whereas in reports it is important to show **why things happen, and how one thing compares with another**.
4. In a persuasive text you'd expect to find links of addition (e.g. 'Furthermore', 'also', 'Indeed', 'As well as...'), condition (e.g. 'If', 'unless', 'As long as...') and cause (e.g. 'since', 'became', 'due to', 'thanks to'). Other answers are possible but you should be able to explain your answer.

### Pages 32 and 33 — Linking Ideas Across Paragraphs

1. Any suitable linking word or phrase with an accompanying explanation of what it is linking.  
Examples:  
however — contrast  
It links the information about female lions to the information about male lions in the previous paragraph.  
In addition — addition  
It links the paragraph to the previous paragraph about female lions.
2. There are lots of possible answers to this question. Make sure yours contains three paragraphs which are clearly linked by a word or phrase.

### Pages 34 and 35 — Repetition and Ellipsis

1. I've seen the film but Rita hasn't. **E**  
He tried this, he tried that and he tried the other.  
Nothing worked. **R**  
They sold the house because they wanted to. **E**  
Anne has eaten too much, and Mia too little. **E**  
I want to go, I want to go now and I want to go for a long time. **R**  
Any suitable sentences showing repetition and ellipsis.  
Examples:  
I searched in the kitchen, under the stairs, and in the hallway. My wellies were nowhere to be found.  
He hated the rain; he hated the wind; he hated the cloud.
2. There are several possible answers to this question.  
Example:  
"Come on. Let's go to Dave's."  
"I don't want to. It was really boring last time."  
"I know it was, but it might not be this time. And if we don't go, we'll just be bored here."
3. The extract contains repetition of the phrase 'one last push'.  
There are lots of possible answers to this question.  
Example:  
The repetition is meant to inspire the team to keep trying as hard as they can, to keep the players focused and to hammer home the fact that it will soon all be over.

### Pages 36 and 37 — Summary of Cohesive Devices

1. Any suitable rewriting of the text using cohesive devices to make the text flow better. Any suitable explanation of why a certain cohesive device has been used.
2. Any suitable rewriting of the text using different cohesive devices to make the text more sophisticated.
3. There are lots of possible answers to this question. Make sure yours includes a summary of what you have learned about cohesive devices as well as when and why they should be used.

# Answers

## Section 5 — Writing Style

### Pages 38 and 39 — Active and Passive Voice

- The cat chased the mouse. **A**  
The bird was caught by a net. **P**  
Sam was allowed to do the task. **P**  
Josh worked hard at school. **A**  
Megan enjoyed playing rugby. **A**  
Jan was told off by her mum. **P**  
He was eaten by a crocodile. **P**  
She slipped in the mud. **A**  
We were beaten by enemies. **P**  
They were cheated out of it. **P**
- Any suitable rewriting of the sentences from active to passive.  
Examples:  
The trumpet was played by Nathan.  
All the grass was eaten by one goat and two sheep.  
The article in the paper was read by lots of people.
- There are lots of possible answers to this question.  
Make sure yours includes the passive voice.
- The carvings were made in prehistoric times. — We don't know who did the action  
Fruit should be eaten daily. — It applies to everyone  
A sign will be put up in the morning. — It's not important who did the action  
I'm afraid the window has been smashed. — Avoiding responsibility

### Pages 40 and 41 — Choosing between Active and Passive

- A piece of beetroot was cut into a 1 cm cube. Some water was poured into a beaker until it was 5 cm deep. A cube of beetroot was put into the beaker and a stopwatch was started. A sample of the water was taken from the beaker after two minutes had passed.
- Any suitable summary of the what the witnesses saw, written in the passive voice.
- Any suitable explanation of why passage 2 would be better if it was written in the active voice.  
Example:  
I think passage 2 should be written in active voice because **we want to know who is doing what. The active voice sounds more dramatic and exciting than the passive voice.**

### Pages 42-44 — Formal and Informal Register

- A letter of complaint about a game you bought that arrived broken. **F**  
Trying to persuade your head teacher to reduce class homework. **F**  
Writing in your own diary about a school trip that you really disliked. **I**  
Writing an article for a school newsletter about a school trip. **F**  
Sending an email to a friend about arranging a birthday party. **I**  
Writing a newspaper report about school traffic in your area. **F**  
Writing to parents asking them to park more carefully near school. **F**  
Any suitable examples of a situation in which you'd use formal language and a situation in which you'd use informal language.  
Examples:  
Interviewing your teacher for the school newspaper. **F**  
Sending your friend a message about going to the park. **I**
- Any suitable answers that use informal language.  
Examples:  
The weather is hotter today, don't you think?  
He's gonna be late, isn't he?  
Calm down — I'll be with you in a minute.
- There are lots of possible answers to this question. Make sure yours uses plenty of features of informal language.
- Any suitable rewriting of the text using more formal language.

### Page 45 — Grammatical Features of Different Genres

- A: poetry** — Words and phrases written in a non-standard order. Each line starts with a capital letter.  
**B: report** — Written in the third person with technical vocabulary. Present tense.  
**C: instructions** — Sentences start with an imperative verb. Written in the second person.  
**D: recount** — Adverbials show the sequence of events. Written in the first person and past tense.

# Answers

## End of Grammar Quiz

*Pages 46 and 47*

1. A small man who came in and picked up **(the book)** Mia and Patrick tidied **(the extremely messy room)** before lunch.  
[1 mark]
2. Skating is **hard**, and the first time I went, I fell **(hard)** on the ice.  
Clara drove extremely **(fast)** because it was a very **fast** car.  
[1 mark]
3. There are lots of possible answers to this question.  
Example:  
As I am **nice**, I won't tell Mum you broke her **oldest** vase. [1 mark]
4. There are lots of possible answers to this question.  
Example:  
I **would** not pick that plant; it **might** be poisonous. You **could** get very sick, and you **may** end up in hospital.  
[1 mark]
5. If I **were** a better runner, I might try a marathon.  
They insisted **that** the ice cream **be** served immediately.  
[1 mark]
6. Any suitable answer that includes a past progressive form (e.g. 'was eating' or 'were running'), a simple past form (e.g. 'ate' or 'ran') and a present perfect form (e.g. 'has swooped' or 'have decided'). Example:  
While the dinosaur was running along, a scarlet-feathered bird swooped down and asked, "Have you eaten the professor?"  
[1 mark]
7. Example:  
Theo, who keeps chickens, enjoys cooking with the eggs they lay. [1 mark]
8. Many trees were knocked down by the landslide.  
[1 mark]
9. Example:  
Please may I have a new exercise book, as mine is full.  
[1 mark]
10. Any noun phrase including a relative clause; for example, 'a vast desert over which the sun shone endlessly'.  
[1 mark]

## Punctuation

### Section 6 — Sentence Punctuation

*Page 48 — Colons for Lists*

1. We had everything we needed for the cake: eggs, flour, butter and sugar.  
The results of our birdwatch were five starlings, two sparrows, three robins and one crow.  
His acting roles came in this order: 'Deadly Hamsters', 'Night of the Killer Crabs', 'Deadly Hamsters 2' and 'Revenge of Fluffy'.
2. The following people are coming to my party: Tom, Yasmin, Ellen, Tomas and Deena.  
They speak Spanish in the following countries: Chile, Argentina, Mexico, Peru and Bolivia.

*Page 49 — Using a Semi-Colon in Lists*

1. Any suitable answers.  
Examples:  
The guest list was unusual: an Albanian juggler called Pavel; **a Spanish artist called Teresa; an Irish dancer called Seamus; and a French politician called Pierre.**  
The police inspector had four suspects: a singer, who was spotted near the robbery; **a gang of teenagers, who had vandalised a nearby billboard; an elderly lady, who had some suspicious items in her handbag; and the shop's owner, who had recently been having money troubles.**  
My dream house would contain the following things: a robot that brought cheeseburgers to my bedroom; **a swimming pool filled with melted chocolate; a room full of arcade machines; and a TV as big as the living room wall.**

*Pages 50 and 51 — Semi-Colons to Join Clauses*

1. That ride was too scary; I'll be sticking to the dodgems in future.  
I like my friends to be funny and clever; I'll make an exception for you.
2. Any suitable answers that contain two main clauses linked by a semi-colon.  
Examples:  
The cat looked quite ill; I took it to the vet.  
Carla was angry with me; I didn't know what I'd done.
3. You should have put a tick next to these sentences:  
Wait for the last day of the sales; they end on Friday.  
I told Salah the match was cancelled; he turned up anyway.  
The traffic was terrible; we arrived with a minute to spare.  
You should have put a cross next to these sentences:  
Evie, Ben and Arthur; you're all in my team.  
You'll get plenty to eat; at the barbecue.

# Answers

4. Any suitable answers.  
Examples:  
The town had withstood the siege for eight weeks; meanwhile **the stone city had crumbled**.  
We saw a trail of crumbs; obviously **we followed them to see where they'd lead**.  
**I've been spending more money than I earn**; therefore I might run out of money soon.  
**The weight lifter has shown incredible strength and determination**; however, her sportsmanship has been sadly lacking.

## Pages 52 and 53 — Colons to Introduce a Clarification

1. Three children were picked for the running team: Anwen, Rob and Jamie. (**explains which children were picked for the running team**)  
The dog was in disgrace: there were ripped clothes everywhere. (**explains what the dog had done**)  
Caitlin was first in the race: she led from the start. (**explains how Caitlin had won the race**)
2. Any suitable answers.  
Examples:  
I had laid out my clothes for the next day: **a navy blue suit**.  
My brother is afraid of so many things: **spiders, birds and clowns**.  
I knew why the sweet jar was empty: **I'd eaten them all the day before**.  
I shall be giving you a special gift: **a handmade bracelet**.
3. You should have put a tick next to these sentences:  
The answer is simple: we eat our way out!  
There are three people in my class who come to school by bus: Josie, Bhalraj and Imran.  
She knew one thing: she would never go back.  
You should have put a cross next to these sentences:  
Mr Williams is our neighbour: his daughter is called Jessica.  
Deep in the forest: under the old oak tree, the treasure was buried.
4. I live close to a lake: I've never swum in it. — different punctuation needed  
I need you to help me with changing the tyre: on my bike. — no colon needed  
Snakes are reptiles cold-blooded: and egg-laying. — colon in wrong place
5. There are lots of possible answers to this question. Make sure you've written one sentence that uses a colon to introduce an explanation, and one that uses a colon to introduce a specific example.  
Examples:  
Walter chose to get a goldfish: he wanted a low-maintenance pet.  
There's only one flavour of ice cream I like: vanilla.

## Section 7 — Commas and Apostrophes

### Pages 54 and 55 — Apostrophes for Contraction and Possession

1. When it's Emily's turn to do the washing up, she's nowhere to be found. — 2 apostrophes for contraction, 1 apostrophe for possession  
Jordan's dog lost its ball and won't stop howling. — 1 apostrophe for contraction, 1 apostrophe for possession  
We weren't allowed sweets at Holly's, but Kim's mum doesn't mind. — 2 apostrophes for contraction, 2 apostrophes for possession  
I don't know who's sitting in Ellie's seat, but they'll be in trouble when she gets back. — 3 apostrophes for contraction, 1 apostrophe for possession
2. Are not  
who will, I am  
they are, he has
3. the octopus's tentacles  
the children's playground  
the foxes' den  
my sisters' room
4. Thomas's sister doesn't know whose coming.  
correct sentence: Thomas's sister doesn't know who's coming.  
My cat keeps leaving its fur on Mum's cushions.  
correct sentence: My cat keeps leaving its fur on Mum's cushions.  
The teacher's car park at my school isn't very large.  
correct sentence: The teachers' car park at my school isn't very large.  
They're going to leave Agnes's song out of the show.  
correct sentence: They're going to leave Agnes's song out of the show.

### Pages 56 and 57 — Commas to Punctuate Adverbials

1. You should have added commas to these sentences:  
After carefully preparing a canvas, the artist began to paint.  
The train pulled out leaving the passenger behind.  
The robin was hopping, completely unafraid, nearer and nearer to the man.  
On the other side of the valley, the vegetation was much greener.  
Bob finally got there and, to his astonishment, he was the first one to arrive.  
After watching the film, the girls discussed it over a cup of tea and a biscuit.
2. Any suitable answers.  
Examples:  
The boy, having waited for what seemed like ages, edged out from behind the skip.  
The fawn entered the glade slowly and cautiously.  
A small, shivering figure walked down the path without a backward glance at the house.  
The knight set off, riding swiftly into the night, on the adventure of a lifetime.

# Answers

3. There are lots of possible answers to this question.  
Examples:  
The kitten, exhausted from playing with the ball of wool, fell asleep on Miles's lap.  
The girls ran away after breaking the window.

## Pages 58 and 59 — Commas to Avoid Ambiguity

1. The treasure chest contained gold, coins, diamonds and pearls.  
The class were visited by Mrs King, a retired doctor, and a juggler.  
I'm ready to paint, Mark.  
At the village green, people are holding a barbecue.  
Molly, the school caretaker, is locking the gates.
2. Any suitable explanations.  
Examples:  
The comma makes it clearer that Ameena and I, not the fox, had the telescope.  
The comma makes it clearer that he ate the cake, but not his homework.  
The commas make it clearer that I was with Rocky, Lola and some dogs rather than just two dogs called Rocky and Lola.
3. Any drawings that show that the sausages, as well as the vegetables, are green in the first picture.

## Page 60 — Parenthesis

1. Any suitable answers.  
Examples:  
Clara's aunt (who few people liked) scowled at the children.  
Clara's aunt — such a kind woman — gave sweets to the children.  
Clara's aunt, her mother's sister, smiled at the children.
2. There are lots of possible answers to this question.  
Make sure yours include the three ways of punctuating a parenthesis.  
Examples:  
The book, a collection of fairy tales, was old and dusty.  
The book (which had lost several pages) was a collection of fairy tales.  
The book — a battered bundle of torn pages — was a collection of fairy tales.

## Section 8 — Punctuation for Speech

### Page 61 — Punctuating Dialogue

1. There are lots of possible answers to this question.  
Make sure yours includes correctly punctuated dialogue between two characters.  
Example:  
"What's happened, Eddie?" asked Sandra.  
"I tried dunking the ball, but I managed to dunk myself!"  
"You should be more careful, Eddie. You could have hurt yourself."  
"I know, but I was so close this time, Sandra."  
"Wait here and I'll go and get a ladder."  
"Please hurry up — I'm starting to feel dizzy."

### Pages 62 and 63 — Reported Speech and Direct Speech

1. Any suitable rewriting of the sentences.  
Examples:  
Lily asked Ali if they had any rope because she thought they might need some.  
"I looked for some rope," Ali replied, "but I couldn't find any. We might have to improvise and take that sheet off the bed."
2. Any suitable rewriting of the passage.  
Example:  
Salma and Bo sat with the wizard while he told them how to get to the island.  
"Be careful in the boat," the wizard explained. "If you dip your hands or feet into the sea, the Mer-folk will know you're there and they'll try to destroy you."  
"Is there a way we can defend ourselves from the Mer-folk?" enquired Salma.  
"Would weapons be useful?" added Bo.  
The wizard explained that taking weapons would be a bad idea, as the Mer-folk would think they were hostile.  
"Should we take any food or gifts with us that we could give to the Mer-folk?" suggested Salma.  
"Yeah, that sounds like a good idea," agreed Bo.



# Answers

## Page 64 — Inverted Commas

- Any suitable addition of inverted commas and explanation of why they have been used.  
Examples:  
Their last single ‘Gobstopper Girls’ wasn’t very successful.  
The inverted commas are used to introduce the name of a song.  
Joanne’s ‘great deal’ left me with no money and a pack of stale biscuits.  
The inverted commas are used to show that the speaker doesn’t believe it was a great deal.  
Everyone knew about Elsa’s ‘secret’ hiding place.  
The inverted commas are used to show that Elsa’s hiding place isn’t a secret.  
I played ‘Ratty’ in our school play, ‘Wind in the Willows’.  
The inverted commas are used to introduce the name of a character in a play as well as the play’s title.  
Animals which are active during the daytime are called ‘diurnal’.  
The inverted commas are used to introduce a technical term.

## Page 65 — Inverted Commas inside Inverted Commas

- You should have underlined the following words:  
“My ship’s called ‘Sea Rover’ — she’s so fast,” said the pirate, proudly.  
“It says here ‘don’t feed after midnight’, but I did,” moaned Jessica.  
“I think ‘The Greatest Granny’ is a brilliant book, don’t you?” said Ava.  
You should have circled these words: **Sea Rover, don’t feed after midnight, The Greatest Granny**
- “I don’t know why there was an explosion,” panted Jim from where he was lying. “It says here ‘heat the pot gently’, and I’m sure that I did.”

## Section 9 — Paragraphs and Layout

### Pages 66-68 — Improving Paragraphs

- Any suitable rewriting of the paragraph to make it more organised.  
Example:  
Comets travel huge distances within the Solar System. Most comets visiting the Solar System travel from beyond the orbit of Neptune. Sungrazer comets travel so close to the Sun that they can be destroyed. The famous Halley’s Comet doesn’t get closer than 55,000,000 miles.
- Any suitable paragraph written using the notes in the box.  
Example:  
Comets have a nucleus (centre) of frozen rock and ice. As a comet travels towards the Sun, the nucleus heats up and evaporates developing a ‘coma’ of hot, glowing gases. Near the Sun, the comet develops a long tail of gas and dust, which can be 90 million miles long, always pointing away from the Sun. It is these tails which gave us the word ‘comet’, or ‘hairy star’.
- It’s important to present information to your reader in paragraphs which are well organised otherwise they may struggle to understand what you mean. It’s good to start with a topic sentence to introduce what the paragraph is about. The information should be in a logical order, and if possible you should end your paragraph with some sort of conclusion.
- There are lots of possible answers to this question, but the subheadings should be in a logical order.
- Any suitable explanation of why you chose the order of subheadings in Question 4.  
For example, you may have chosen to start with ‘Space’ to introduce the whole topic. You may then have chosen to order the subheadings from large to small (‘The Universe’, ‘Galaxies’, ‘The Solar System’...). Alternatively, you may have started with ‘The Earth’ because that is what the reader is most familiar with, followed by ‘The Moon’, and the ‘The Solar System’ etc. The important thing is to choose a sensible order which you can justify.

### Page 69 — Bullet Points

- Any suitable rewriting of the passage using bullet points.  
Example:  
Please observe tennis etiquette by:
  - replaying a point if you disagree about whether the ball was in or out.
  - congratulating your opponent if they play a good shot.
  - shaking hands with and thanking your opponent after a match.
  - remembering that it’s only a game.

# Answers

## Pages 70 and 71 — Layout Devices

- Any suitable answers.  
Examples:  
The subheadings in the text tell the reader what each section is about.  
The box helps to alert the reader to important information (the telephone number).  
The numbered list makes it clear what to do if you find an injured hedgehog.
- There are lots of possible answers to this question. Make sure yours includes all the layout devices listed in the question.

## End of Punctuation Quiz

### Pages 72 and 73

- He gave me the following gifts: a small white dog with black spots intended to be my travel companion; a large loaf of bread which I'd probably never finish; and a flask of raspberry lemonade. **[1 mark]**  
(You may also have added extra punctuation to the answer shown above (e.g. punctuation to show parenthesis) but the colon and two semi-colons must be present to gain the mark.)
- Elvis's brother's friend said, "Let's take old Sam's dog for a walk." OR (possibly, but less likely): Elvis's brothers' friend... **[1 mark]**
- After a very long journey, Evie eventually got off the train at Brigg.  
The thrush, singing like an angel, was perched on the tallest tree.  
**[1 mark]**
- The left-hand sentence is telling Will not to pay.  
The right-hand sentence is telling someone not to pay Will.  
**[1 mark]**
- commas, brackets and dashes **[1 mark]**
- There are lots of possible answers to this question.  
Example:  
"Mum, I won the maths competition," said Salma proudly. **[1 mark]**
- There are lots of possible answers to this question.  
Example:  
Dan asked his mum, groaning unconvincingly, whether he could miss school as his tummy hurt. **[1 mark]**
- "That's my dog's ball," said Lucy, running up to the tall boy, "and your dog just chewed it up." **[1 mark]**
- There was only one possible explanation: she'd been kidnapped.  
Example explanation: **Colons are used to introduce an explanation.**  
Today was a good day; tomorrow will be even better.  
Example explanation: **Semi-colons are used when there's a close link between two main clauses.**  
**[2 marks for two correct punctuation marks with an appropriate explanation, or just 1 mark for 1 correct answer and explanation]**

## Spelling

### Section 10 — Prefixes

#### Pages 74 and 75 — Roots and Prefixes from Greek and Latin

- psych = the mind. E.g. psychology, psychotherapy, psyche, psychopath  
ped = foot. E.g. pedestal, impediment, quadruped, pedal, centipede  
photo = light. E.g. photocopy, photosynthesis, photographer  
dorm = sleep. E.g. dormant, dormer  
milli = 1000. E.g. millipede, milligram, millenium
- 'mater' means **mother**  
'bene' means **good or well**  
'aqua' means **water**  
'mort' means **dead**  
'semi' means **half**  
'phone' means **sound**
- aero = air. E.g. aeroplane, aerodynamics, aerate, aerobics  
anti = against. E.g. antisocial, antiseptic, antipathy  
astro = star. E.g. astronomy, astrology, astronaut  
bio = life. E.g. biology, biography, biodegradable  
chrono = time. E.g. chronology, chronological, synchronise  
cred = believe. E.g. incredible, credit, credulous  
geo = Earth. E.g. geography, geometry, geology  
graph = writing. E.g. photograph, calligraphy, autograph  
omni = all. E.g. omnivore, omnipotent, omnibus  
tele = far away. E.g. television, telephone, telecommunications  
trans = across. E.g. transport, transform, transmit

#### Page 76 — Prefixes: 'em' and 'en'

- to anger = **enrage**  
to delight in = **enjoy**  
to make more bold = **embolden**  
to strengthen = **enforce**
- There are lots of possible answers to this question.  
Examples:  
I was empowered to challenge his decision.  
We were enclosed in a very small space.  
We should try to protect endangered species.  
He embodies the best things about our town.  
I became entangled in a barbed wire fence.
- entrust  
encode OR encrypt  
emphasise  
enrol OR enlist

# Answers

## Page 77 — Prefixes: 'pre' and 'post'

1. **pre**arranged, **pre**historic, **post**humous, **post**pone, **pre**destined, **post**-mortem  
In **pre**historic times, wolves and bears lived in Britain.  
The soldier who died in battle was awarded a **post**humous medal for his bravery.  
The meal had been **pre**arranged to coincide with the cousins' visit.  
Due to an outbreak of flu, we had to **post**pone the meeting.  
Harold thought he was **pre**destined to be king because of a crown-shaped birthmark on his shoulder.  
The **post**-mortem revealed traces of arsenic in the body.
2. 'ante' means **before**  
'meridiem' means **midday**

## Pages 78 and 79 — Prefixes That Require a Hyphen

1. The **ex**-wrestler was **self**-employed.  
The petrol station was **self**-service.  
Her **ex**-husband went on an **all**-inclusive holiday.
2. There are lots of possible answers to this question.  
Examples:  
She was too self-conscious to sing in front of the rest of the class.  
Her passion for football had become all-consuming.
3. **pre**-Roman, **re**-enter, **return**, **re**-emphasise, **dis**grace, **re**-covered, **mid**-July, **re**-emerged, **dis**appeared
4. There needs to be a hyphen in 're-sign', as this verb is probably intended to mean 'sign again' rather than 'quit their jobs'.

## Section 11 — Word Endings and Suffixes

### Pages 80-82 — Suffixes: 'able' or 'ible'

1. preferable, understandable, justifiable, audible, credible, fixable
2. 'Suit' is a complete word.  
'Horr' is not a complete word.  
There is a related '-ation' word ('irritation').  
'Intellig' is not a complete word.  
'Agree' is a complete word.
3. feasible, feasibly, feasibility  
variable, variably, variability  
irritable, irritably, irritability  
visible, visibly, visibility  
excitable, excitably, excitability
4. There are lots of possible answers to this question.  
Examples:  
Unfortunately the toilets were not easily accessible.  
He bought a new reversible coat.  
Her failure to help him was contemptible behaviour.
5. serviceable, desirable, excusable, changeable
6. **illegible**  
**in**vincible  
**el**igible  
**in**tangible

7. Something that can't be believed is **unbelievable**.  
Example sentence: The amount of rubbish we've produced this weekend is **unbelievable**.  
Something that can't be conceived is **inconceivable**.  
Example sentence: I'm afraid it's **inconceivable** that England will win tonight.

## Page 83 — Suffixes: Doubling the Consonant

1. **transferred**  
**deferring**  
**preferable**  
**inferred**  
**conference**  
**referee**
2. There are lots of possible answers to this question.  
Examples:  
If there's a **cancellation**, we may still get tickets.  
Working as a **counsellor**, he had helped many people.  
We **marvelled** at the beautiful sunset.  
They spent the evening **quarrelling** about household chores.

## Section 12 — Confusing Words

### Pages 84 and 85 — Homophones and Easily Confused Words

1. bridle  
serial  
prey  
patience
2. There are lots of possible answers to this question.  
Examples:  
She was not allowed out to play.  
I quite enjoy reading aloud.  
Bad acting can lessen the impact of a film.  
We had an interesting lesson about the Vikings.
3. **meet** (upper) and **meat** (lower)  
**stationery** (upper) and **stationary** (lower)
4. Examples:  
**draft**: the first version  
**draught**: **a movement of cool air in a room**  
**morning**: the first part of the day  
**mourning**: **a period of sadness after someone dies**  
**alter**: **to change**  
**altar**: table used in a church  
**tire**: run out of energy  
**tyre**: a rubber wheel outer  
**waist**: the part of the body between the ribs and the hips  
**waste**: unwanted material  
**steal**: take unlawfully  
**steel**: **hard material made from iron**
5. breathe  
weary / desert  
accept  
loose  
affect

# Answers

## Page 86 — 'ice' or 'ise'?

- license  
advise  
practice  
devise
- There are lots of possible answers to this question.  
Examples:  
He had lost his driving licence.  
Jeremy didn't listen to his brother's advice.  
I love the guitar but I don't practise very often.  
She bought a new device for playing music.

## Pages 87-89 — Words From the Year 5/6 Spelling List

- What you've written for this depends on which words you know.
- There are lots of possible answers to this question.  
Examples:  
category: They had to make a special category for the film.  
cemetery: Her ancestors were all buried in the same cemetery.  
secretary: He was secretary of his football club.  
necessary: It's necessary to wear a seatbelt when the car is in motion.
- exaggerate**  
**awkward**  
**twelfth**  
**nuisance**
- individual, language, restaurant, persuade, guarantee**
- sufficient, conscience, foreign,  
neighbour, mischievous, convenience
- amateur, curiosity, nuisance, criticise, temperature,  
privilege, rhythm, disastrous
- vegetable, familiar, average  
competition, definite, parliament  
sincerely, queue, dictionary

## End of Spelling Quiz

### Pages 90 and 91

- Auto = **self**, omni = **all**, trans = **through**, tele = **far away**  
[1 mark]
- post-1066 — after the Normans invaded England  
pre-lunch — e.g. **before we had eaten**  
post-war — after the fighting was over  
[1 mark]
- ex-soldier, self-motivated, all-knowing [1 mark]
- You should have ticked: preferably, irritably, intelligible  
You should have written: **audible, accessible, capable, sensibly, edible**  
[1 mark]
- pleasure — **pleasurable**  
Example sentence: **I don't find my visits to the dentist very pleasurable.**  
knowledge — **knowledgeable**  
Example sentence: **I am very knowledgeable about cars.**  
[2 marks — 1 mark for each correctly spelled '-ble' word and example sentence where the word is used correctly]
- You should have circled '**deferred**' and '**excellent**'.  
[1 mark]
- Any sentence using the word (or a variant with a prefix/suffix) appropriately is correct. The word must be correctly spelled.  
Examples:  
I wasn't **affected** by the train delays.  
She didn't understand the **effect** of her actions.  
These conditions are **unacceptable!**  
I like every fruit **except** pineapple.  
[2 marks for 4 suitable sentences, or 1 mark if you have at least 2 suitable sentences]
- My advice is that you practise using this device every day. [1 mark]

# Answers

## End of Book Test

### Pages 92-97

1. astronaut, autobiography, transporter  
[1 mark]
2. There are lots of possible answers to this question.  
Example:  
Mark was a **happy** boy who **always** smiled. He **enjoyed** football, which he **often** played with his friends. He couldn't **stand** being indoors in **fine** weather. [1 mark]
3. were packing – past progressive  
looked – simple past  
had vanished – past perfect  
[1 mark]
4. You should have ticked the first and fourth sentences:  
The dog barked, so the cat ran up the tree.  
The dog barked; the cat ran up the tree.  
[1 mark]
5. You should have underlined 'I' and 'Their long, graceful necks'.  
You should have circled 'diplodocus' and 'me'.  
[1 mark]
6. A colon is used to introduce items in a list. [1 mark]
7. unintelligible and inevitable.  
Any suitable sentences to follow. Examples:  
His speech was so slurred it was **unintelligible**.  
He'd put so much in the bag, it was **inevitable** that it should break.  
[1 mark]
8. Any passage with clear links of time and place.  
Example:  
Vic was out running when, all of a sudden, a lorry drove past her so close it nearly hit her. A few seconds later, she heard a helicopter overhead. [1 mark]
9. You could have underlined 'We marched' OR 'through'.  
Examples of ellipses are: 'the Captain said we couldn't [camp for the night]' OR 'the Captain said we must [go on]'.  
[1 mark]
10. "Let's go," said Eve, picking up her bags, "or we'll miss the train."  
[2 marks, or 1 mark if you've made one error of punctuation]
11. John is very musical; Kevin is tone-deaf. [1 mark]
12. There are lots of possible answers to this question.  
Examples:  
The dog **that had run away** was eventually found safe and well.  
Jenny, **who disliked oranges and grapes**, would eat apples and bananas.  
[2 marks, or 1 mark for 1 relative clause correctly punctuated]
13. Mum's favourite **vegetables** were **potatoes** and **tomatoes**.  
Both **spacecrafts'** wings were smashed by the **meteor's** impact.  
[1 mark]
14. He was an (aggressive) / agresive and desparate / (desperate) man.  
The acommodation / (accommodation) is available / (available)  
[1 mark]
15. The terrified kid was pounced upon by the ravenous tiger. – P  
As the active: **The ravenous tiger pounced upon the terrified kid.**  
The golf ball broke the porch window. – A  
As the passive: **The porch window was broken by the golf ball.**  
The dirty water was poured carefully into a filter. – P  
As the active: **I** (or 'we', 'someone', any other subject) **poured the dirty water carefully into a filter.**  
[2 marks for all sentences correctly labelled and rewritten, or 1 mark for 2 sentences correctly labelled and rewritten]
16. There are several possible answers to this question.  
Example:  
"It said 'open this way up'," moaned Tony, "and the arrow on the box pointed downwards, so I stood on my head to open it and fell over!" [1 mark]
17. There are lots of possible answers to this question.  
Example:  
**She is not very interested in geography though.**  
Type of link: **contrast**  
[1 mark]
18. I **wouldn't** go any **farther** if I **were** you. No-one's lived **there except** ghosts for **centuries**. When Dad **passed** it the other **night**, he **heard groans** coming from the **cellars, too**. [1 mark]
19. You should have changed '**was**' to '**were**' and '**goes**' to '**go**'.  
[2 marks for both verbs crossed out and changed correctly, otherwise 1 mark for 1 verb crossed out and changed correctly]
20. Any appropriate sentences. Examples:  
possibility: **It may** rain tomorrow.  
ability: **Can** you swim a whole mile?  
obligation: You really **should** help your dad when he asks you to.  
[2 marks for 3 correct sentences, otherwise 1 mark for 2 correct sentences]