

Test 1



Questions 1 to 25

- 1 D** The introduction states that Bronia (aged 3) is Ruth (aged 12) and Edek's (aged 11) younger sister.
- 2 A** The introduction states that the story is set in Poland.
- 3 B** The introduction states that the children 'are fleeing from the house across the roof after the storm troopers had dragged their mother away'.
- 4 B** Line 13 states that the children 'made their new home in a cellar at the other end of the city.'
- 5 A** Lines 4–7 describe the city being bombed. This would have resulted in buildings in the city being destroyed, becoming piles of rubble.
- 6 C** The passage suggests that many people were in a similar situation to the children (i.e. the destruction of their town; the number of people living in the wood; the number of children working as smugglers) so the most likely explanation is that the Polish Council of Protection was unable to know exactly where every missing person went.
- 7 E** Lines 29–30 state that Ruth and Bronia 'were allowed to draw the small rations' that the Nazis allowed.
- 8 D** Lines 33–34 state that Polish Welfare set up soup kitchens which provided food for people in need, like the children of the story.
- 9 D** As stated in line 36, the Nazis were the children's enemies and had caused the situation that led the children to be hungry and without their parents. As such, the children felt it was justified for them to steal the food.
- 10 D** Line 38–39 state that they slept under 'an oak tree which Edek had chosen for the shelter of its branches'. This suggests that Edek wanted to shelter the children from the weather.
- 11–12 B, E** **B:** The children living in the forest had nowhere to go all day, so by starting a school Ruth could keep them busy.
- E:** It is also likely that the Nazis had closed the schools the children living in the woods normally attended.
- 13 B** Lines 47 and 48 state that the *Biedronka* was smuggled into the woods, which suggests that it had to be hidden from the Nazis. Also, it was published by the Polish Underground press: the term 'underground' is used here to mean a group that works secretly against a government. As it is likely that the Nazis would have seized a journal produced by an underground group, the *Biedronka* had to be kept secret.
- 14 C** Lines 49–50 state 'The grubby finger marks showed that other families had seen it before them.'
- 15–16 A, C** **A:** By controlling the food supply the Nazis could make sure that their soldiers were given enough food by giving them first choice.
C: By controlling something people need in order to live, the Nazis were able to control the lives of the Polish citizens.
- 17 D** Lines 56–57 state that 'In return for his services, he was given all the food he needed for the family.'
- 18 D** Edek was nearly caught by the Nazis smuggling butter and eggs in the logs. Line 70 states that 'After that, Edek did all his smuggling at night', which suggests that he felt that he would have a lower risk of being spotted by the Nazis if he did the smuggling at night.
- 19 E** 'Relieved' means free from worry or stress, which is how Edek would have felt when he escaped being caught by the Nazi police patrol. The other options are all words associated with being frightened or unsuccessful.
- 20 B** 'Distraught' means to be very upset, which is how Ruth would have felt after learning that Edek had been captured. Neither 'concerned' nor 'frustrated' are strong enough words to express the feelings Ruth would have after such a devastating event.
- 21 D** Lines 61–62 describe what would happen if a boy Edek's age was caught: 'But boys as strong as he was would be carried off to Germany, for the Nazis were

getting short of labour at home.' This suggests that Edek would have been taken to Germany and forced to work.

- 22 B** As demonstrated several times in the passage, the children are forced to take on the role of adults. They are responsible for finding shelter (lines 22–27) and food (lines 29–36) – activities which are usually the responsibilities of an adult.
- 23 C** The most devastating event for the children was not knowing where their parents were or what had happened to them. Therefore, the possibility of seeing them again would have been the main factor for the children wanting to survive. The other options would most likely have been less important reasons for wanting to survive.
- 24 A** These lines state that Edek provided food, clothes and money for his sisters as well as making sure that they were safe and warm.
- 25 C** The introduction states that the children's mother is arrested.
- 26 B** 'Revealing' means 'making new or secret information known'. Lines 31–33 suggest that Edek wanted to keep his age a secret from the Nazis, and 'revealing' is closer in meaning to 'disclosing' than the other options.
- 27 D** A 'black market' is one in which goods are sold illegally. Lines 52–55 state that it was illegal for food to be sold to anyone other than the Nazis. As such, a market that sold food to Polish citizens would be illegal.
- 28 E** 'Quail' means to 'feel or show fear'. This makes answer choice E the best option.
- 29 B** The phrase 'a heavy heart' means feeling sad, sorrowful or weary. This is the best option, as Ruth would feel great sadness after learning that Edek had been captured and knowing that she needed to tell Bronia.



- 30 D** These words are pronouns because they are used instead of a noun to indicate someone already mentioned or known.



- 31 B** Answer choice B is the only option that includes a comparison using the word 'like'.



- 32 C** Only answer choice C is a noun that refers to a feeling or a concept.



- 33 D** environment



- 34 A** circumstances



- 35 B** behaviour



- 36 D** incomprehensible



- 37 A** unnecessary



- 38 A** outrageous



- 39 B** An exclamation mark is missing after the word 'quick'. The sentence should read: "All right, but be quick! What do you want? Biscuits?" A full stop instead of an exclamation mark would also be correct.



- 40 D** An apostrophe is missing in the word 'its' because as used here it means 'it is'. The section of the sentence should read: Robin and Naomi refused to be hurried. "Chocolate biscuits are nice for tea but if it's for a pudding as well,



- 41 C** A comma is missing after the word 'good'. The section of the sentence should read: which it looks as if it might be, shortbread is good," said Naomi.



- 42 A** The 'w' in the first 'we' should be capitalized because it is beginning a new sentence. The section of the sentence should read: "We didn't have any supper last night," Robin explained...



43 C

A question mark is missing after the word 'biscuits' and is needed because it is the end of a sentence. The question should read: In case that happens again, Alex, don't you think we better stock up with biscuits?"



44 A

An apostrophe is missing in the word 'well' because it is a contraction of the words 'we will'. The section of the sentence should read: "All right, we'll take a packet of ginger, one of chocolate and the shortcake..."



45 B

'Higher' is the correct option because the sentence is comparing two objects (the kites). 'Highest' would be correct if more than two kites were being compared. 'More higher' and 'most higher' are not proper terms. 'High' does not make sense in the sentence.



46 A

'Did' is the correct option because it is the correct tense for the sentence. With the exception of 'done', which is the wrong tense, the other options are not proper words.



47 D

'Who' is the correct option because the missing word must refer to 'my friend' and 'who' is a pronoun that refers to a person.



48 A

'I' is the correct option because both people being discussed (cousin and I) are the subjects of the sentence (they are doing something).



49 B

'We're' is the contraction of the words 'we are' and is the only option that makes sense in the sentence. The others all sound similar to 'we're' when spoken but don't make sense in the sentence: 'were' is a form of the verb 'be', 'weir' is a type of dam, 'wear' means to have clothing on one's body, and 'where' refers to a place or position.



50 B

'Lying' is the correct option because it is the correct tense for the sentence and is also the correct option for an action that involves lying down on a flat surface.

Test 2



Questions 1 to 25

1 E

Line 4 states that 'The good news is that we have secured a dhow to take us to Bombay.'

2 E

In line 5, Michael Palin states that he will be taking a six-day voyage on an open boat. As he is retracing the voyage of Phileas Fogg, it is most likely that Phileas Fogg also took a boat to Bombay. Also, lines 6–7 state that 'Phileas Fogg, aboard the *Mongolia* all the way, reached Bombay in eighteen days.'

3–4 A, C

As they are no longer called dhows by the people who use them, it is likely that:
A: only people who have a wide vocabulary, such as people who enjoy crossword puzzles, would still use the term.
C: only people who enjoy looking to the past or who have a romantic idea of how dhows were used in the past would still use the term.

5 B

In describing a dhow Michael Palin states in lines 9–10 that 'They are wooden, built to a traditional design resembling in shape a slice of melon...'

6 E



Line 16 states 'Every one of the dhows is... generally run by family and friends...'

7 D

In discussing the dhows, Michael Palin states in line 17 that most dhows were owned by 'some shrewd import-exporter in a stretch Mercedes', which suggests that the owners are wealthy.

8 C

Lines 18–20 suggest that most docks today are different as they are used by large ships that carry many people or large amounts of goods: 'Instead of cranes and gantries and hard-hats and bulk loads and lorries, operating behind guardposts and fences, the dhows are serviced, right in the centre of town ...'

- 9 B** Lines 19–20 state that ‘... the dhows are serviced, right in the centre of town, by small pick-up trucks, trolleys...’, which suggests that the area was too small for large ships to enter.
- 10 A** Lines 20–21 state ‘People bustle around, scrambling over the boats like ants, arranging, moving, heaving and hoisting the cargo.’ This suggests that, like ants, they were busy and focused on their tasks.
- 11–12 B, E** **B:** The size and build of the dhows suggest that they would have difficulty staying upright during heavy winds and high waves.
E: It would be ineffective for the dhows to go out in a monsoon if their cargo were to get wet and ruined.
- 13 C** Lines 26–27 state ‘... bounds across the deckful of date sacks...’. Lines 44–45 state ‘Osman being flat on his back against a sack of pistachio nuts...’.
- 14 B** Line 24 states ‘In the afternoon we are taken by Kamis, an agent for the port and customs department...’, which suggests that Kamis works for the Dubai government.
- 15 E** Lines 27–28, referring to Hassan Suleyman, state ‘He smiles broadly and constantly, especially when giving us bad news, so it is a moment before it sinks in that he is telling us he will not be leaving tomorrow, but the next day...’. As Hassan Suleyman is smiling when he speaks, Michael Palin at first doesn’t realise that he is being told bad news.
- 16 B** In line 34, the taxi driver says that the dhow is unclean. This suggests that his statement ‘three days on a dhow, fifteen in hospital’ means that although the trip may only take a few days, the dirty condition of the dhow will make Michael Palin sick and he will end up spending a great deal of time in hospital.
- 17 A** Line 29 states that the dhow will be leaving on Wednesday, 12 October. Working backwards, this means that the 10th must have been a Monday.
- 18 C** Lines 43–44, referring to the oil slick, state ‘It extends for several miles, and is so obscene it silences us all.’ The use of the word ‘obscene’ to describe the oil slick implies that it is deeply offensive and that they are bothered by it.
- 19 D** Line 44 states that the oil slick extends for several miles and it is most likely that it would take a dhow hours to pass through it as it is thick and the dhow would not be able to move very quickly.
- 20 C** In lines 50–51 Michael Palin states that ‘An air of anti-climax hangs over the boat. The elation of the first few days has been replaced by impatience and now resignation.’ This suggests that he is no longer excited and is instead quieter and more thoughtful.
- 21 E** Lines 55–56 state ‘The clear bright skies are gone and it’s cloudier, humid and very still.’ This suggests that prior to this the sky was clear, making answer choice E, sunny, the best option.
- 22 A** Line 57 states ‘Our seventh and last night on the dhow should be celebrated...’, which suggests that the crew probably wanted to spend the last night on the dhow with Michael Palin and his team celebrating.
- 23 C** Lines 64–65 state ‘... we are opposite the port, but as the dhow cannot go alongside until customs and immigration have come aboard...’. This implies that before they can dock, the customs and immigration officials must check the goods and people on the dhow.
- 24 E** Lines 65–66, referring to lowering the anchor, state ‘This procedure, like raising the sail, involves all hands – old men and boys, side by side, releasing the anchor...’. The most likely reason that all of the crew are needed to lower the anchor is that it is very heavy. None of the other answer options are stated or implied in the passage.
- 25 E** Line 72 states ‘But I clutch a batch of addresses...’.
-  **26 A** ‘Nostalgic’ means longing for things, people or situations in the past. The word ‘sentimental’ is the closest answer option because one of its meanings is having feelings of sadness or tenderness for the past.
-  **27 B** ‘Leaden’ means dull, heavy or grey. This makes answer option B, ‘dark and heavy-looking’, the best option.



28 C

'Elation' means being very happy or in high spirits. Only answer choice C, 'delight', is similar.



29 E

'Pervasive' means spread through all parts. Only answer choice E, 'widespread', is similar.



30 D

These words are adjectives because they are used to describe a noun. For example, the word 'humid' is used in line 56 to describe the weather.



31 B

A synonym for 'atmosphere' is ambience.



32 C

'On' is a preposition because it explains where Michael is going (on the boat).



33 A

desperately



34 D

experienced



35 B

orchestra



36 B

negative



37 D

thoroughly

38 C

favourite



39 A

A colon should be placed after the word 'me' because the first part of the sentence (she annoyed me) is then explained by the second part (I needed to be on my own for this). The sentence should read: She annoyed me: I needed to be on my own for this. A dash (–) or a full stop could also be used.



40 A

A question mark should be placed after the word 'something'. The sentence should read: "D'you want something?" I asked her.



41 A

An apostrophe should be placed in the word 'others' because it is a contraction of the words 'other is'. The sentence should read: "One's out and the other's in bed."



42 D

The first letter of the word 'Horsenose' should be capitalised because it is part of the name of the cottage.



43 C

An apostrophe should be placed in the word 'I'd' because it is a contraction of the words 'I had'.



44 D

A full stop should be placed after the word 'hills' because it is the end of a sentence. The sentences should read: The walls were covered with paintings of lakes and hills. I wondered...



45 C

'Eaten' is the correct option because it is the only proper word ('eated', 'ates' and 'ated' are not proper words) that is in the past tense.



46 D

'Written' is the correct option because it is the only proper word ('writed', 'wroted' and 'wroten' are not proper words) that is appropriate when used with the word 'have'.



47 C

'To' is the correct option because it is used to show direction. The word 'too' means 'also' and the word 'two' means the number 2. The others are not proper words.



48 B

'There's' is the correct option because it is a contraction of the words 'there is' and is the only option that makes sense in the sentence. The word 'their' means belonging to them so does not make sense when read in the sentence; 'they're's' is not a proper word; 'theres' is missing an apostrophe and without it is not a proper word; and the word 'theirs' does not make sense in this sentence.



- 49 A** 'No one' is the only answer choice that makes sense when read in the sentence.



- 50 B** 'Fewer' is used for comparing the number of things, for example, days off school.

Test 3



Questions 1 to 25

- 1 C** Lines 3–4 state '... the ground allowed to lie fallow, so that the low growth of the forest – thorn bushes, convolvulus and other tangles – had swept into the clearing and covered everything with a cloak'. This suggests that the land could not have been farmed recently because it was covered in wild plants.
- 2 E** The description of the undergrowth in lines 4–5 suggests that the vegetation was thick and covered everything. The comparison of the undergrowth with a web suggests that they have similar characteristics: a linking or joining of different strands.
- 3 C** Line 4 describes the type of plants that are growing in the forest: 'convolvulus and other tangles'. Lines 7–8 describe 'convolvulus-covered tree stumps'. Both references suggest that it is a vine-like plant.
- 4 D** Lines 8–9 state that 'robin-chats hopped perkily in search of grasshoppers, and looked startlingly like English robins'.
- 5 C** Line 12 states that the undergrowth was 'waist-high' and of the options, answer choice C, about 1 metre, is the only realistic option.
- 6 A** In line 15 Gerald Durrell states that he is hoping that the python has found some shade, which suggests that it is very hot. Also, an egg can only be fried if it is cooked, which suggests that the sun is hot enough to cook an egg.
- 7–8 B, E** **B:** Lines 17–18 state that Augustine's sarong was turning from 'scarlet to wine-red as it absorbed the sweat from his body'.
E: Lines 18–19 state that his face was 'freckled with a mass of sweat-drops'.
- 9 B** The introduction states that Gerald was being assisted in his search for the python by some local hunters. Also, lines 30–31 state that 'The hunters had very thoughtfully set fire to all the grass in the vicinity, in an effort to smoke the reptile out.'
- 10–11 A, C** **A:** Lines 28–29 state that 'anything that lived in them would be in no danger of getting drowned in the rainy season'.
C: Lines 29–30 state that 'The mouth of each cave was about eight feet across, and three feet high, which gave a snake, but not much else, room for manoeuvring.' This suggests that the entrance was small and narrow, which would help protect the snake from predators.
- 12 E** To 'worm' means to move by wriggling or crawling. 'Squirmed' also means wriggled.
- 13 E** Lines 36–37 state 'After the glare of the sunshine outside, the cave seemed twice as dark as it was...'
- 14 D** Line 41 describes the python as 'shining in the torchlight as if freshly polished'. The python is also described as being 'about fifteen feet long... and fat. It was also in an extremely bad temper.' The last descriptions suggest that it was large and angry.
- 15 C** Lines 42–43 state that 'The longer the torch beam played on it the more prolonged and shrill did its hisses become, until they rose to an eerie shriek.'
- 16 B** In lines 46–49, Gerald is explaining how little room there is for him to turn around if the snake were to come down the cave after him, which suggests that he is concerned about the snake coming too near him. There is nothing in the passage that states or suggests that any of the other options were true.
- 17 E** Lines 60–61 state that the python had 'coiled itself into a tight knot, with the head lying in the centre of the coils, so when I had got the sapling into position I had to force the snake to show its head'. This suggests that the snake had curled itself into a coil and was hiding its head in an effort to protect itself.
- 18 D** Lines 76–77 state 'Wedged like a couple of outsize sardines in an undersized can we had no room to move except backwards...'. This suggests that they are jammed together in a space that is so small they have little room to move, making answer choice D the correct answer.

19 D To be 'polished' is to be smooth and glossy. Answer choice D, shiny and smooth, is the closest in meaning.

20 C Line 79 states that 'Bob laid hold of the sapling [the noose of which was around the snake's neck] and pulled at it grimly.' This reminded him of a blackbird tugging a worm from its hole.

21 C Lines 83–84 state 'But, as he stepped back, he put his foot on a loose rock which twisted under him, and he fell flat on his back.'

22–23 A, D **A:** Lines 88–89 state that Gerald and Bob could 'feel the rippling of the powerful muscles'.
D: Line 90 states that 'the smooth scales slipped through our sweaty hands', which suggests that they were unable to hold onto the snake.

24 C The large numbers of plants (lines 3–13), the variety of birds and insects (lines 6–11), and the hot temperature (lines 13–19) describe a jungle environment.

25 A **A:** The phrase 'triumphant hiss' suggests that the python had won the battle with the men.

26 C 'Fallow' land is land that is left unseeded during a growing season, which makes answer choice C the best option.

27 B 'Undiminished' means not reduced or lessened. Answer choice B, 'no less', is the closest option.



28 E 'Momentary' means very brief, or lasting for only a moment. Answer choice E, 'temporary', is the closest option.

29 D 'Exhilarated' means happy, joyful or enlivened. Only answer choice D, 'concerned and anxious', does not have the same meaning as exhilarated.



30 C 'He' is a pronoun because it can be used instead of a noun to indicate someone already mentioned or known.



31 D Answer choice D is the only option in which one thing is described as if it is something else without the use of the word 'like' or 'as'. In answer choice D, the tangles in the clearing are described as being a cloak.



32 B 'Agustine' is a proper noun because it is the name of a person.



33 C machinery



34 C innocence



35 B impatient



36 B official



37 B accommodation



38 C referred



39 D The word 'when' should begin with a capital letter because it is the beginning of a sentence. The sentence should read: When the fifth blind man caught hold...

40 X There are no errors in the sentence.



41 C A full stop should be placed after the word 'shouted' because it is the end of a sentence. The sentence should read: Angry words were shouted.



42 D The word 'some' should begin with a capital letter because it is the beginning of a sentence. The sentence should read: Some of them even began to laugh.



43 A Speech marks should be placed after the question mark because it is the end of the direct speech. The sentence should read: "Why are you laughing?" enquired the King.



44 C An apostrophe should be placed in the word 'elses' because it is showing belonging. The sentence should read: You are always quarrelling because you cannot see anyone else's point of view.



- 45 C** 'They're' is the correct option because it is a contraction of the words 'they are' and is the only option that makes sense when read in the sentence.



- 46 A** 'I' is the correct option because both people being discussed (you and I) are the subjects of the sentence (they are doing something).



- 47 E** 'There were' is the correct option. 'There' is correct because it shows place or position whereas 'their' refers to ownership of something. 'Were' is correct because the subject of the sentence, the trees, is plural.



- 48 B** 'Worst' is the correct word to use because the behaviour of many children is being compared. 'Baddest', 'worstest' and 'worsest' are not proper words. 'Worse' would be appropriate if only two things were being compared.



- 49 B** 'Had done' is the correct option because it is the only one that fits the tense of the sentence. With the exception of 'done', which is the wrong tense, the other options are not proper phrases.



- 50 C** 'Any' is correct because it is the only option that agrees with the idea behind the sentence that the survivors lacked water. Both 'no' and 'none' used after the words 'had not had' are double negatives and would, therefore, mean that the survivors did in fact have water.

Test 4



Questions 1 to 25

- 1 C** Line 1 states that he was born in 1929 so the correct answer is the 1920s.
- 2 E** Lines 1–2 state that Martin Luther King Jr's father and grandfather were preachers, so it is likely that this had some influence on his choice to study religion. Also, the other people listed as answer choices played roles in Martin Luther King Jr's life *after* he had made his decision to study religion.

- 3 C** Lines 5–8 state that Martin Luther King Jr. heard a lecture by Gandhi, read books about Gandhi and his ideas and 'eventually became convinced that the same methods could be employed by blacks to obtain civil rights in America'.
- 4 C** Lines 5–11 describe how Martin Luther King Jr. thought that non-violent, or peaceful, methods would be an effective method for gaining equal rights for black Americans.
- 5 B** Lines 16–18 and 21–22 show that after Rosa Parks was arrested for refusing to give up her seat on a bus, the Montgomery Bus Boycott began which involved thousands of people.
- 6 C** Lines 17–18 state 'It was decided that black people in Montgomery would refuse to use the buses until passengers were completely integrated.'
- 7 D** Line 21 states 'For thirteen months the 17,000 black people in Montgomery walked to work or obtained lifts...'
- 8–9 C, E** Lines 22–23 state that the 'loss of revenue and a decision by the Supreme Court forced the Montgomery Bus Company to accept integration...'
- 10 A** Lines 33–34 state '... a small group of black students read the book and decided to take action themselves. They started a student sit-in at the restaurant of their local Woolworth's...'
- 11 D** Lines 46–48 state that African Americans had 'considerable economic power. By selective buying, they could reward companies that were sympathetic to the civil rights movement while punishing those who still segregated their workforce.' The term 'selective buying' suggests that they should only buy from certain companies.
- 12 C** Lines 52–54 explain that Martin Luther King Jr. believed that if black Americans voted, they could influence the results of elections. This suggests that government leaders supported by black Americans would then support civil rights.
- 13 B** Lines 59–60 state 'However, during the first two years of his presidency, Kennedy failed to put forward his promised legislation.'
- 14–15 A, C** **A:** Line 63 states that compared to a white child, a black child had 'about one-half as much chance of completing high school'.

C: Throughout the extract there are examples of racial discrimination, which shows that some employers would not hire someone who was black.

- 16 D** Lines 68–71 state that in an attempt to persuade Congress to pass the Civil Rights Bill, King and others persuaded people to participate in a protest meeting in Washington, D.C.
- 17 B** Line 72 states that King delivered his speech on 28th August so answer choice B – summer – is correct.
- 18 A** Lines 75–76 of King's *I have a dream* speech state that King wants the United States to uphold the idea 'that all men are created equal'.
- 19 D** In line 45, black Americans are referred to as African Americans. In line 77 King refers to black Americans as 'the sons of former slaves' and most slaves in the United States came from Africa.
- 20 D** Lines 82–83 state '... where they will not be judged by the colour of their skin but by the content of their character'.
- 21 E** Lines 103–104 state that he made his last speech on 3rd April 1968 and was assassinated the next day.
- 22 E** These lines show that in their attempts to gain equal rights, King and his followers risked being injured and jailed.
- 23 D** Repetition of the phrase, particularly because it is short and meaningful, would help the speech stay in people's minds and make it memorable.
- 24 D** Lines 101–102 state that he was given the Nobel Peace Prize.
- 25 C** It is a biography because it is a written account of another person's life.
- 26 A** 'Injustice' means the quality of being unjust, unfair or wrong. This makes answer choice A, 'unfairness', the best option.
- 27 C** 'Segregated' means separated or set apart from others.



- 28 E** A 'strategy' is a plan of action.
- 29 B** To 'participate' means to 'take part in'. Only answer choice B, 'stand back from', has a different meaning from 'participate'.



- 30 B** 'Red' is an adjective because it is used to describe a noun (hills).



- 31 C** Answer choice C is the only option in which one thing is described as if it is something else. In answer choice C, the state of Mississippi is being described as an oasis of freedom.



- 32 D** 'But' is a connective because it joins parts of a sentence together.



- 33 D** campaign



- 34 C** eventually



- 35 A** particularly



- 36 D** achieve



- 37 A** marriage



- 38 A** assistant



- 39 B** Speech marks should be added before the word 'Oh' because it is the beginning of words spoken as dialogue. The sentence should read: Sid flew downstairs, and said, "Oh, Aunt Polly, come! Tom's dying."



- 40 D** An exclamation mark should be added after the word 'it' because it is the end of the sentence and Aunt Polly is expressing surprise. The sentence should read: "Rubbish! I don't believe it!"



- 41 B** A comma should come after 'nevertheless' because the next part of the sentence is a separate clause. The sentence should read: But she fled upstairs nevertheless, with Sid and Mary at her heels.



- 42 A** The word 'her' should begin with a capital letter because it is the beginning of a sentence. The sentence should read: 'Her lip trembled.'



- 43 B** A question mark should be added after the word 'child' because it is the end of a sentence. The sentence should read: "What's the matter with you, child?"

- 44 X** There are no errors.



- 45 A** 'Did well' is the only option that uses the correct tense.



- 46 A** 'We' is the only option that uses the correct plural.



- 47 B** 'Whether' is used to introduce an alternative (would the rain stop or not). 'Wether' and 'wheather' are not proper words. 'Weather' refers to the climate and 'wetter' refers to something being wet.



- 48 B** 'More beautiful' is the correct option because the sentence is comparing two dolls. 'Most beautiful' would be correct if more than two dolls were being compared and 'beautifullest' is not a proper word. 'Beautiful' on its own also does not make sense in the sentence.



- 49 A** Of the three homophones, 'rein' is the correct spelling for the reference to the strap of a stirrup used on a horse. 'Rain' is precipitation and 'reign' is the rule of a king or queen. The remaining options are not proper words.



- 50 B** 'Inappropriate' is correct because it is the only option that is a proper word and that fits grammatically in the sentence. The others are either not proper words (unappropriate, nonappropriate), do not fit grammatically with the sentence (none appropriate) or have a meaning that does not fit with the sentence ('misappropriate' means to steal something you have been trusted to take care of).

General guidelines for answering writing tasks

The following guidelines give you a number of general points to check for and discuss with your child on completion of the writing tasks.

- Children are required to write unaided at reasonable length. They need to show that they can structure their ideas effectively whilst keeping in mind the audience they are writing for and the purpose of the writing, if required, conveying their feelings and opinions succinctly.
- Children need to use punctuation marks correctly and know where appropriate speech marks, colons, semi-colons, hyphens, and so on, should be used. Remember to check that they start a new line when introducing conversation in the text. A wide range of devices should be used to build cohesion within and across paragraphs.
- The grammar used should represent 'good practice', particularly encompassing an interesting and appropriate variety of verbs, adjectives, adverbs, pronouns, prepositions and conjunctions, together with descriptive and evocative phrases and clauses to enhance their work. Sentences should vary in length to add interest. Children need to demonstrate the difference between the correct use of potentially confusing words, such as *their*, *there* and *they're*. Using the correct form and tense of verbs is essential.

Writing Task A

Use the *General guidelines for answering writing tasks* and the marking scheme below to award a total of 20 possible marks.

- Up to 2 marks for beginning the text with an introduction that explains which side of the debate the writer is supporting.
- Up to 2 marks for having a clear structure with an introduction, a middle section and a conclusion.
- Up to 2 marks for finishing the text with a conclusion that summarises the issue and the writer's position.
- Up to 3 marks for including facts from, or reasoned thoughts based on, the extract that support the writer's point of view.
- Up to 3 marks for addressing the other side of the issue.
- 1 mark for dividing the text into paragraphs.
- 2 marks for linking points through the use of connective words or phrases such as 'however', 'on the other hand', 'in comparison'.

- 1 mark for writing within the word limit (up to 250 words).
- Up to 2 marks for correct grammar and punctuation (beginning a sentence with a capital letter, correct use of commas or full stops, etc.).
- Up to 2 marks for overall accurate spelling.

For more guidance on how to answer evaluation or debate questions, see *Focus on Comprehension*, Step 2: Introduce personal opinion, section C.

Writing Task B

Use the *General guidelines for answering writing tasks* and the marking scheme below to award a total of 20 possible marks.

- 1 mark for including the writer's name and the date on the right-hand side.
- 3 marks for including the recipient's name and address details (fictitious) on the left-hand side and for writing an appropriate form of address for the leader of a country (Dear Sir/Madam, Your Excellency, etc.) and closing (Respectfully, etc.) including signing the letter.
- 1 mark for writing in the present tense.
- Up to 2 marks for writing in a formal style.
- Up to 2 marks for writing in clear, well-structured paragraphs.
- Up to 4 marks for writing in the first person (as Michael Palin), explaining clearly who Michael Palin is and for giving clear information about his journey, using facts and evidence from the extract.
- Up to 2 marks for clearly explaining the purpose of and reasons for wanting to visit the country.
- 1 mark for writing within the word limit (up to 250 words).
- Up to 2 marks for correct grammar and punctuation (beginning a sentence with a capital letter, correct use of commas or full stops, etc.).
- Up to 2 marks for overall accurate spelling.

For more guidance on writing letters, see *How To Do 11+ English*, section C7 and *Focus on Comprehension*, Step 1: Recognise different text types, section G.

Writing Task C

Use the *General guidelines for answering writing tasks* and the marking scheme below to award a total of 20 possible marks.

- Up to 3 marks for writing a continuation that fits with the story (same setting, themes, etc.).
- 1 mark for writing in the first person from the perspective of Durrell, the narrator.
- 1 mark for writing in the past tense.
- Up to 2 marks for including references to events or people that occurred in the extract.
- Up to 5 marks for following the same engaging writing style as the extract, e.g. the use of evocative language for describing plants, animals and the environment, and for showing peaks of excitement.
- Up to 2 marks for following the same organization and structure as the extract regarding sentence and paragraph length and for using similar types of words.
- 1 mark for including dialogue, shown as direct speech with the use of speech marks.
- 1 mark for writing within the word limit (up to 250 words).
- Up to 2 marks for correct grammar and punctuation (beginning a sentence with a capital letter, correct use of speech marks for dialogue, etc.).
- Up to 2 marks for overall accurate spelling.

For more guidance on how to answer text continuation questions, see *Focus on Comprehension*, Step 2: Introduce personal opinion, section B.

Writing Task D

Use the *General guidelines for answering writing tasks* and the marking scheme below to award a total of 20 possible marks.

- Up to 2 marks for retelling the different parts of the event in the order in which they happened.
- 1 mark for writing in the past tense.
- Up to 2 marks for writing in well-structured paragraphs including an introduction and a conclusion.
- Up to 2 marks for linking points through the use of connective words or phrases, such as 'first, next, then, however, finally'.
- Up to 5 marks for writing a lively retelling, including details of:
 - 1 mark for explaining where and when the event took place
 - Up to 2 marks for describing the type of audience (parents, friends, classmates, etc.)
 - Up to 2 marks for explaining the aim or purpose of the event
- Up to 3 marks for explaining how the experience made them feel, including details.
- 1 mark for writing within the word limit (up to 250 words).
- Up to 2 marks for correct grammar and punctuation (beginning a sentence with a capital letter, correct use of commas or full stops, etc.).
- Up to 2 marks for overall accurate spelling.

For more guidance on how to write an account or report, see *How To Do 11+ English*, section C7 and *Focus on Comprehension*, step 1: Recognise different text types, section E.