

Extended answers for 11+ English Ages 9–10

Practice for the GL Assessment

Comprehension Practice 1: The Vase of Secrets (pages 6–8)

1	B	The warrior shows she is 'brave' throughout the text. The other words don't correctly describe her character.
2	E	This is the only answer that we can be sure about. Some of the others may be possible, but they are not evident in the text.
3	A	The brother's 'icy blue eyes that could freeze the warmest of hearts' indicates that he is cruel and doesn't care about other people's feelings. He has a cold heart as opposed to a warm heart (kind).
4	C	This is the only answer that we can be sure about. The text infers that she is in the middle of a storm which is out of control and she wants it to stop.
5	B	These are the four extreme conditions listed in the text. (line 17)
6	D	The text tells us that it is only the Vase of Secrets with four jewels that could imprison the four Chaos Spirits. (lines 25–26)
7	A	The word 'chaos' also means complete disorder. In the text, there is complete disorder in the weather conditions, caused by the Sorcerer and the four Chaos Spirits.
8	E	The word 'waning' means something that is gradually weakening or disappearing. The warrior found that her courage was beginning to weaken.
9	D	A simile is a figure of speech, used to compare one thing with another thing of a different kind. The two comparing elements are usually joined with 'like a': 'howled like a pack of hungry wolves'.
10	C	The word 'crept' is a past tense verb. It describes something moving slowly.

Comprehension Practice 2: Marie Curie (pages 9–11)

1	C	This is the only answer that we can be sure about. (line 2) The other prizes are not mentioned in the text.
2	A	The text only describes Marie and her husband putting pitchblende into the cauldrons. (line 15)
3	E	The third paragraph in her recount is mainly focused on her daily routine and how hard it was at times.
4	B	This is the only answer that we can be sure of. (line 26) All of the others are possible, but we cannot identify them in the text.
5	D	This is the only statement that is not true in the text. The text describes how Marie 'would get terrible coughs and the headaches were so bad that at times I could hardly think.' (lines 20–21)
6	A	The meaning of 'truly back-breaking' only infers that the work was physically hard on Marie's body.
7	C	The word 'dilapidated' means 'run-down' or derelict. It describes something that is very close to falling down and in very bad condition.
8	E	The word 'tension', in the context of this text, means under strain or stressed. The strain and stress felt by Marie and her husband was unbearable (too much, a lot, overwhelming).
9	D	The four words 'heavy', 'pure', 'damp' and 'dirty' are all adjectives.
10	E	The words 'had', 'suffer', 'were', 'going' and 'get' are all verbs.

Comprehension Practice 3: Hiawatha and the Wampum Belt (pages 12–14)

1	A	This is the only answer that we can be sure about. (line 10) All the others are possible, but we cannot identify them in the text.
2	C	This is the only answer that we can be sure about. All the others are possible, but we cannot identify them in the text.
3	E	This is the only statement which is not true. The Cayuga tribe did live by rivers but they were skilled at guiding canoes through the waters, not weaving baskets.
4	B	The author only used the phrase with the simile, 'They stormed the lands like a hurricane'.
5	D	This is the only answer that we can be sure about. All the others are possible, but we cannot identify them in the text.
6	A	This is the only answer that we can be sure about. (lines 31–32) The other answers are not true.
7	C	The word 'vanquish' means to totally defeat an enemy or opponent.
8	B	The word 'harmony' means to be peacefully in agreement with each other. The word 'argue' is an antonym (opposite meaning).

9	E	Metaphor is a figure of speech that is used to describe one thing as another thing. For example: Hiawatha's heart (first thing) was a heavy stone (second thing). It does not use 'like' or 'as' between the two things being compared.
10	D	A proper noun is used for actual names, places, titles, months and weekday names. There are no proper nouns in the phrase.

Punctuation: Capital Letters (page 15)

1	D	A capital letter is needed for days of the week because they are proper nouns: 'Monday'.
2	A	A capital letter is needed at the start of a new sentence: 'How many light...'
3	B	A capital letter is needed for given names because they are proper nouns: 'Grace Darling'.
4	C	A capital letter is needed for the personal pronoun 'I' wherever it is in a sentence.
5	D	A capital letter is needed for specific time periods, eras and historical events because they are derived from proper nouns: 'Roman' (of the period of Ancient Rome).
6	C	A capital letter is needed for names of places: 'France'.
7	N	No mistake. Note that capital letters are needed for official titles of plays, books, etc.: <i>The Lion King</i> .
8	A	A capital letter is needed for months of the year because they are proper nouns: 'April'.
9	C	A capital letter is needed for names of rivers because they are proper nouns: 'River Severn'.

Punctuation: Ending Sentences (page 16)

1	N	No mistake.
2	C	A full stop is needed at the end of the statement: '...fresh. Rich people...'
3	B	A full stop is needed at the end of the statement: '...garden. This was an...'
4	A	A full stop is needed at the end of the statement: '...roof. Big...'
5	D	An exclamation mark is needed at the end of the sentence: 'get the food out!'
6	C	A full stop is needed at the end of the statement: '...all year. This was...'
7	B	A full stop is needed at the end of the statement: '...Frederic Tudor. He...'
8	D	A question mark is needed at the end of the sentence: '...think he did it?'
9	D	An exclamation mark is needed at the end of the sentence: 'A great solution!'

Punctuation: Commas (page 17)

1	C	A comma is needed in the list of action clauses: '...raced down the lane, hid behind a bush...'
2	B	A comma is needed in this list of four items: '...card, scissors, glue and paint...'
3	A	A comma is needed after the fronted adverbial: 'Last night, Milo...'
4	B	A comma is needed to show clarity of the action asked of the main subject: "'Please eat up, Meena...'" instead of "'Please eat up Meena...'"
5	N	No mistake.
6	B	A fronted subordinate clause is always followed by a comma: 'As quick as a flash, the magician...'
7	C	A comma is needed in this list of three creatures: '...including tigers, gorillas and blue whales.'
8	A	A first comma is needed to mark the start of the parenthesis (who: relative clause): 'Maya, who loved bright colours,...'
9	D	A comma is needed in this list of three animals '... hedgehogs, cats and frogs.'

Punctuation: Direct Speech (page 18)

1	A	Opening inverted commas are needed at the start of the direct speech: "Good..."
2	C	Closing inverted commas are needed at the end of the direct speech after the question mark: designing?"
3	D	Closing inverted commas are needed at the end of the direct speech: rocket."
4	N	No mistake.
5	B	Opening inverted commas are needed at the start of the direct speech: "You..."
6	A	Closing inverted commas are needed at the end of the direct speech after the exclamation mark: Wow!"
7	B	Opening inverted commas are needed at the start of the direct speech: "What..."

8	D	Closing inverted commas are needed at the end of the direct speech after the comma: body,”
9	A	Opening inverted commas are needed at the start of the direct speech: “Great...

Punctuation: Apostrophes (page 19)

1	A	The apostrophe is in the incorrect position. It is needed to indicate the omitted letter ‘o’ in the contraction: ‘aren’t’.
2	C	A possessive apostrophe is needed to indicate that the mast belongs to one ship: ‘...the tall ship’s mast...’.
3	D	The apostrophe is in the incorrect position. It is needed to indicate the omitted letter ‘o’ in the contraction: ‘couldn’t’.
4	C	A possessive apostrophe is needed to indicate that the playground belongs to more than one child. ‘Children’s’ is an example of an irregular plural possessive noun.
5	B	The apostrophe is in the incorrect position. It is needed to indicate the omitted letter ‘a’ in the contraction: ‘we’re’.
6	N	No mistake. Note the possessive apostrophe indicates that the saddles belong to more than one horse: ‘horses’ saddles’.
7	A	The apostrophe is in the incorrect position. It is needed to indicate the omitted letters ‘wi’ in the contraction: ‘I’ll’.
8	B	A possessive apostrophe is needed to indicate that the hot lava belongs to the volcano: ‘the volcano’s hot lava...’.
9	C	An apostrophe is needed to indicate the omitted letter ‘i’ in the contraction: ‘it’s’.

Punctuation: Brackets and Dashes (page 20)

1	C	A closing bracket is needed to mark the end of the parenthesis about the steps: ‘(worn with age)’.
2	N	No mistake.
3	B	A closing bracket is needed to mark the end of the parenthesis about the puffin: ‘The puffin (also called a sea parrot)...’.
4	B	An opening bracket is needed to mark the start of the parenthesis about the windmill: ‘A local windmill (which is black and white)...’.
5	A	A first comma is needed to mark the start of the parenthesis (who: relative clause): ‘Orlando, who was afraid of heights, did...’.
6	C	A dash is needed to show an informal comment about the main sentence. ‘...downpour of rain – we were soaked to the skin!’.
7	B	An opening bracket is needed to mark the start of the parenthesis about Vindolanda: ‘...Vindolanda (a Roman fort)...’.
8	C	A dash is needed to show an informal exclamation about the adventure park: ‘...the local adventure park – the zip wire is brilliant fun!’
9	B	A first dash is needed to show an informal, general comment about the derelict house: ‘The derelict house – a very scary place – is due to be knocked down.’

Spelling: Prefixes (page 21)

1	C	dis liked – the prefix ‘dis’ added to ‘liked’
2	D	mis lead – the prefix ‘mis’ added to ‘lead’
3	A	re wrote – the prefix ‘re’ added to ‘wrote’
4	C	de frost – the prefix ‘de’ added to ‘frost’
5	D	over head – the prefix ‘over’ added to ‘head’
6	N	No mistake.
7	B	im possible – the prefix ‘im’ added to ‘possible’
8	C	sub marine – the prefix ‘sub’, meaning ‘underneath’, added to ‘marine’
9	B	in form – the prefix ‘in’ added to ‘form’

Spelling: Suffixes (page 22)

1	B	de corate – the suffix ‘ate’ added to the end of the noun ‘decor’
2	C	ite mise – the suffix ‘ise’ added to the end of the noun ‘item’

3	B	bandage – the suffix ‘age’ added to the end of the noun ‘band’
4	A	simplify – the suffix ‘ify’ added to the end of the adjective ‘simple’. Note the ‘e’ is dropped at the end of the adjective when the suffix begins with a vowel.
5	D	activate – the suffix ‘ate’ added to the end of the adjective ‘active’. Note the ‘e’ is dropped at the end of the adjective when the suffix begins with a vowel.
6	D	comfortable – the suffix ‘able’ added to the end of the noun ‘comfort’
7	N	No mistake.
8	A	endurance – the suffix ‘ance’ added to the end of the verb ‘endure’. Note the ‘e’ is dropped at the end of the verb when the suffix begins with a vowel.
9	C	difference – the suffix ‘ence’ added to the end of the verb ‘differ’

Spelling: Plurals (page 23)

1	C	coaches – the suffix ‘es’ is added to the singular noun ‘coach’.
2	B	booklets – the suffix ‘s’ is added to the singular noun ‘booklet’.
3	A	sheep – the irregular plural of the singular noun ‘sheep’.
4	C	calves – to form the plural of some words ending in ‘f’, the ‘f’ is changed to ‘v’ before ‘es’ is added: ‘calf – calves’.
5	B	cherries – the suffix ‘es’ is added to the singular noun ‘cherry’. Note the ‘y’ is changed to ‘i’ before ‘es’ is added.
6	C	tomatoes – the suffix ‘es’ is added to some singular nouns which end in ‘o’: ‘tomato – tomatoes’.
7	N	No mistake.
8	D	butterflies – the suffix ‘es’ is added to the singular noun ‘butterfly’. Note the ‘y’ is changed to ‘i’ before ‘es’ is added.
9	A	donkeys – the suffix ‘s’ is added to singular nouns that end with a vowel followed by a ‘y’: donkey – donkeys.

Spelling: Homophones (page 24)

1	D	paw – the words ‘pour’ and ‘paw’ are near-homophones.
2	C	site – the words ‘sight’ and ‘site’ are homophones.
3	A	board – the words ‘bored’ and ‘board’ are homophones.
4	B	your – the words ‘you’re’ and ‘your’ are homophones.
5	C	herd – the words ‘heard’ and ‘herd’ are homophones.
6	D	waist – the words ‘waste’ and ‘waist’ are homophones.
7	A	there – the words ‘there’, ‘their’ and ‘they’re’ are homophones.
8	C	threw – the words ‘through’ and ‘threw’ are homophones.
9	N	No mistake.

Spelling: Silent Letters and Unstressed Vowels (page 25)

1	C	sign – silent ‘g’
2	D	autumn – silent ‘n’
3	A	desperate – unstressed second ‘e’
4	D	comb – silent ‘b’
5	B	knot – silent ‘k’
6	B	scene – silent ‘c’
7	C	whispered – silent ‘h’
8	B	ghosts – silent ‘h’
9	N	No mistake.

Spelling: Tricky Spellings 1 (page 26)

1	D	muscle – this has a silent letter ‘c’.
2	A	soldiers – the ‘d’ is pronounced softly, almost like a ‘j’.
3	B	yacht – a tricky word that does not follow a regular spelling rule.

4	C	queue – there is always a ‘u’ after the letter ‘q’.
5	C	bruise – the vowel digraph ‘ui’ has an ‘oo’ sound.
6	C	twelfth – this has a silent letter ‘f’.
7	N	No mistake.
8	D	awkward – this word uses the ‘aw’ sound.
9	A	Ancient – a tricky word that does not follow a regular spelling rule.

Spelling: Tricky Spellings 2 (page 27)

1	D	ceiling – this word follows the rule: ‘i’ before ‘e’ except after ‘c’ when the sound is ‘ee’, though there are exceptions to this rule.
2	C	plough – the letter string ‘ough’ can be used to spell a number of different sounds. Here, it is used to spell an ‘ow’ sound.
3	N	No mistake.
4	D	oceans – ‘c’ followed by ‘e’ usually makes an ‘s’ sound, but sometimes it can make a ‘sh’ sound, as here: oceans.
5	A	committee – a three syllable word: ‘com-mit-tee’.
6	B	shields – this word follows the rule: ‘i’ before ‘e’, except after ‘c’ when the sound is ‘ee’, though there are exceptions to this rule.
7	D	leisure – a tricky word that does not follow a regular spelling rule.
8	B	laugh – a tricky word that does not follow a regular spelling rule.
9	C	stomach – a tricky word that does not follow a regular spelling rule. Words with an Ancient Greek origin that contain ‘ch’ have a ‘k’ sound.

Grammar: Determiners (page 28)

1	B	the – the definite article ‘the’ is needed.
2	A	her – the possessive determiner ‘her’ indicates that the noun phrase ‘camper van’ ‘belongs’ to the aunt.
3	D	first – the quantifying determiner ‘first’ indicates what number position Ben achieved.
4	C	those – a plural demonstrative determiner that points out the group of bats that are not close by.
5	E	enough – the determiner ‘enough’ indicates when something is as much as is needed or wanted.
6	A	which – ‘which’ can be a determiner, used before a noun or noun phrase when there are two or more possible alternatives.
7	C	their – the possessive determiner ‘their’ indicates that the noun phrase ‘safety checks’ ‘belongs’ to the astronauts.
8	B	every – the determiner ‘every’ indicates each item or person: ‘every piece of rubbish’.
9	D	five – the quantifying determiner ‘five’ establishes the number of moons.

Grammar: Nouns (page 29)

1	B	uncle – a concrete noun that can be experienced by the five senses. An ‘uncle’ is a name for a male family member and is someone we can see and hear.
2	C	team – part of the collective noun phrase ‘football team’.
3	A	love – abstract nouns refer to a concept, idea or emotion.
4	D	music – a concrete noun that can be experienced by the five senses. We can hear ‘music’.
5	E	rainbow – a compound noun made up of two nouns that describe the compound noun: ‘rain’ + ‘bow’ = ‘rainbow’.
6	C	ram – a concrete noun that can be experienced by the five senses. A ‘ram’ is the name of a male goat or sheep and is something we can see and hear.
7	B	care – abstract nouns refer to a concept, idea or emotion.
8	E	pack – part of the collective noun phrase ‘the pack of wolves’.
9	A	instructor – a concrete noun that can be experienced by the five senses. An ‘instructor’ is someone we can see and hear.

Grammar: Pronouns (page 30)

1	A	I – the personal pronoun 'I' refers to the narrator in the clause 'my family and I'.
2	C	our – the possessive pronoun 'our' refers to the narrator and her family's barge: 'our barge'.
3	E	It – the personal pronoun 'it' refers to the barge: 'It was a lovely green...'
4	B	his – the possessive pronoun 'his' refers to the bag that belongs to the narrator's brother: 'my brother threw his bag...'
5	D	My – the possessive pronoun refers to the bed which belongs to the narrator: 'My bed was in the damp part of the barge!'
6	D	we – the personal pronoun 'we', the subject of the clause 'we cast off', refers back to the narrator and her family.
7	A	ourselves – the reflexive pronoun 'ourselves' refers to the narrator talking about what has happened to her and her family: 'we found ourselves...'
8	E	which – the relative pronoun 'which' introduces the clause: 'which quacked loudly'.
9	E	you – the personal pronoun 'you' refers to the reader, to whom the narrator is asking a question about whether they would agree with her feelings.

Grammar: Adjectives (page 31)

1	B	most powerful – the superlative form of the adjective 'powerful'.
2	D	amazing – an adjective used to describe something special.
3	A	busier – the comparative form of the adjective 'busy'.
4	C	foolish – an adjective used to describe someone who is silly or does a silly action.
5	E	worst – the superlative form of the adjective 'bad'.
6	B	sharp – an adjective used to describe a stinging or sudden pain.
7	B	richest – the superlative form of the adjective 'rich'.
8	C	gigantic – an adjective used to describe someone or something that is very big.
9	E	better – the comparative form of the adjective 'good'.

Grammar: Verbs (page 32)

1	C	celebrating – present continuous tense 'is celebrating', formed from the present tense of 'be' and the present participle of 'celebrate'.
2	A	began – simple past tense of the root verb 'begin'.
3	B	was – past tense of the singular verb 'be', used here after the collective noun – 'team': 'the team was at the bottom of the league.'
4	E	insisted – simple past tense of the root verb 'insist'.
5	D	practised – simple past tense of the root verb 'practise'.
6	A	thrilled – past perfect tense 'were thrilled', formed from the past tense of 'are' and the simple past tense of the verb 'thrill'.
7	C	got – irregular past tense of the root verb 'get'.
8	E	kicked – simple past tense of the root verb 'kick'.
9	B	cheering – progressive tense verb using 'ing' on to the root verb 'cheer'.

Grammar: Modal Verbs (page 33)

1	A	must – modal verbs can express certainty. They are followed by the base or root form of a verb, here, 'show'.
2	C	may – modal verbs can express asking permission. They are followed by the base or root form of a verb, here, 'borrow'.
3	E	couldn't – modal verbs can express degrees of certainty. They are followed by the base or root form of a verb, here, 'drive'.
4	B	could have – modal verbs can express degrees of possibility. They are followed by the base or root form of a verb, here, 'been'.
5	B	might – modal verbs can express possibility. They are followed by the base or root form of a verb, here, 'be'.
6	D	can – modal verbs can express ability. They are followed by the base or root form of a verb, here, 'visit'.

7	E	should – modal verbs can express advice. They are followed by the base or root form of a verb, here, 'put'.
8	C	might – modal verbs can express possibility. They are followed by the base or root form of a verb, here, 'be'.
9	A	will – modal verbs can express certainty. They are followed by the base or root form of the verb, here, 'stay'.

Grammar: Tenses (page 34)

1	A	broke – simple past tense verb for the root verb 'break': '...a fire broke out...'
2	C	grew – irregular past tense verb of the root verb 'grow': 'As the blaze grew stronger,...'
3	D	caught – irregular past tense verb for the root verb 'catch': '...houses also caught fire.'
4	E	tried – simple past tense verb for the root verb 'try': 'Firefighters tried to put out the flames.'
5	B	couldn't hold – modal negative verb 'couldn't' with the irregular past tense verb 'hold' from the root verb 'held'.
6	A	were – past tense of the verb 'be' placed after the main plural subject noun and before the main action verb: 'terrified Londoners were...'
7	E	fleeing – past continuous tense with 'were' ('to be' verb) before it.
8	C	was put – past perfect tense 'was put', with 'was' ('to be' verb) and the irregular past tense verb 'put'.
9	D	leaving – continuous tense verb linking a past tense main clause to a subordinate clause.

Grammar: Adverbs (page 35)

1	B	carefully – adverb of manner, describing how the jeweller placed the diamond into the ring.
2	A	definitely – qualifying adverb that indicates the degree of certainty that Leo will not be in the football team.
3	A	too – qualifying adverb, modifying the adjective 'windy'.
4	C	down – adverb of place, describing the direction of Jake's slide down the helter-skelter.
5	D	now – adverb of time, describing when the child wanted the ice cream.
6	B	tearfully – adverb of manner, describing how Yasmin waved.
7	A	nowhere – qualifying adverb that indicates that the yacht is not in sight.
8	D	before – adverb of time, describing when to wash your hands.
9	E	always – adverb of frequency describing how often you should check for traffic.

Grammar: Prepositions (page 36)

1	B	over – preposition of direction before the noun phrase 'the stone wall'.
2	C	After – preposition of time at the start of a sentence.
3	E	around – preposition of direction before the noun phrase 'Lord Mop's impressive castle.'
4	A	at – preposition of time before the time given in the sentence: '9am'.
5	B	across – preposition of direction before the noun phrase 'stormy seas'.
6	D	behind – preposition of place before the noun phrase 'the tree'.
7	C	in – preposition of time before the noun phrase 'the future'.
8	A	through – preposition of direction before the noun phrase 'the dark cave'.
9	E	above – preposition of place before the noun phrase 'his head.'

Grammar: Conjunctions (page 37)

1	A	so – coordinating conjunction linking two independent clauses.
2	C	unless – subordinating conjunction introducing the clause, 'unless it's a piano bed.'
3	B	because – subordinating conjunction introducing the subordinate clause 'because it's a piano by day...'
4	E	and – coordinating conjunction linking two independent clauses.
5	A	After – subordinating conjunction introducing the clause 'After playing the piano, pull...'
6	D	until – subordinating conjunction introduces the subordinate clause 'until it touches the floor.'

7	E	Now – subordinating conjunction introduces the subordinate clause, ‘Now, you are ready to go to sleep!’.
8	B	yet – coordinating conjunction linking two independent clauses.
9	C	but – coordinating conjunction linking the opinion in the second clause to the first clause statement.

Grammar: Clauses (page 38)

1	E	because of – adverbial conjunction introducing the adverbial phrase ‘because of the bad weather.’
2	A	If – subordinating conjunction introducing a subordinate clause.
3	B	Although – introducing an adverbial clause which makes and explains a contrast between the information in the first clause with the information in the second clause.
4	E	which – a relative pronoun introducing a relative clause that gives extra information to the main sentence.
5	C	even though – introducing an adverbial clause that shows surprise to the first clause in the sentence.
6	C	When – adverbial clause of time which indicates what the subject needs to do when they get home.
7	D	unless – adverbial conjunction introducing an adverbial clause that explains why the subject can’t come inside.
8	B	Whoever – adverbial conjunction at the start of the adverbial clause.
9	E	who – a relative pronoun introducing a relative clause that gives extra information to the main sentence.

Practice Paper 1

Comprehension: Chocolate (pages 40–42)

1	D	Cacao tree. All the other trees do not grow beans or the right beans to make chocolate.
2	C	The Mayans and Aztecs only allowed rulers and rich people to drink chocolate, so this statement is not true.
3	B	The text only tells us that the Spaniards added sugar and honey to the chocolate, which implies that it tasted sweeter, making it more popular to drink.
4	E	This text only tells us that Ghana and the Ivory Coast grow the most cacao trees in the world.
5	A	The text implies that by spreading out the beans, they all dry evenly. The other sentences do not make sense in relation to the drying out process.
6	B	Non-fiction. It is an information text about chocolate and how it is made.
7	D	In this text, the word ‘blended’ means to mix with other ingredients and flavourings.
8	A	In this statement, the word ‘harvested’ means for the pods ‘to be gathered in’.
9	B	The three pairs are all homophones/near-homophones (dessert/desert are near-homophones).
10	C	Three nouns: pods, tree, year.

Punctuation (page 43)

11	C	A capital letter is needed for the pronoun ‘I’: ‘...whereas I prefer...’.
12	B	An exclamation mark is needed after the sentence showing astonishment: ‘Look at these huge footprints!’
13	N	No mistake.
14	D	Closing inverted commas are needed to indicate the end of the direct speech said by Chloe: “‘...real creatures once?’” asked Chloe.’
15	A	An apostrophe is needed to indicate the omitted letter ‘o’ in the contraction: ‘didn’t’.
16	D	A dash is needed before ‘fun’ to indicate an informal comment about the musical: ‘...show – fun for all!’
17	B	A comma is needed in the list of clauses: ‘...took a deep breath, grabbed the microphone...’.
18	C	A possessive apostrophe is needed to indicate that the reflection ‘belongs’ to the moon: ‘...the moon’s reflection...’.
19	C	The second bracket which indicates the end of the extra information about the dogs, is in the incorrect position: ‘... (called the Patou in France) are often...’.

Spelling (page 44)

20	A	renew – prefix 're' is added on to the adjective 'new' to make the word: 'renew'.
21	D	buzzes – this follows the rule of adding the plural suffix 'es' to nouns or verbs ending in 'zz': buzz – buzzes.
22	C	knit – silent 'k'.
23	A	who's – a contracted word for 'who is'. It is a homophone of 'whose'.
24	C	people – a tricky word where the 'o' is not heard.
25	B	centre – a tricky word with an unstressed vowel ending.
26	N	No mistake.
27	C	lorries – the suffix 'es' is added to the singular noun 'lorry'. Note the 'y' is changed to 'i' before 'es' is added.
28	B	fought – a tricky word using the letter string 'ought'.

Grammar (page 45)

29	A	a – the indefinite article 'a' comes before a noun beginning with a consonant sound.
30	C	drive – the simple present tense verb: '...a mallet to drive a wooden ball...'
31	E	into – preposition of position and direction: 'into the opponents' net.'
32	B	oldest – superlative form of the adjective 'old'.
33	C	very – an adverb of degree used to add emphasis to 'popular': 'Polo is a very popular sport...'
34	B	horses – the correct plural common noun that makes sense in the sentence.
35	A	which – a conjunction that starts a subordinate clause. The word 'which' indicates something: '...the Shandur Polo Festival, which is held at Shandur Top.'
36	D	must – a modal verb used to indicate a definite action with the next verb 'follow': 'The game in this festival must follow the freestyle rules.'
37	E	their – possessive pronoun to indicate that the 'team' belongs to the 'people': 'People come to support their team...'

Practice Paper 2

Comprehension: The Flight of Icarus (pages 47–49)

1	B	The first two paragraphs show examples of King Midas being a mean and powerful ruler through his behaviour to Theseus, Daedalus and Icarus.
2	A	The text shows that Icarus was keen to leave the tower and explore the world. Some of the other statements may be true but were not mentioned in the text.
3	E	The wings were made from wooden frames.
4	C	The text only tells us that the wax would melt in the hot sun. The other answer choices are very unlikely.
5	D	Icarus didn't follow his father's advice and fell out of the sky as a result.
6	A	Alliteration is when two or more words next to each other start with the same sound as in the 'f' sound for 'feathers flittered and fluttered'.
7	D	The word 'plunged' can mean 'fell' dramatically into something, such as the sea.
8	B	The word 'hues' can mean different shades of colour, such as the sky in shades of gold and pink.
9	C	All the words are nouns. They are abstract nouns.
10	D	The word 'his' is a possessive pronoun.

Punctuation (page 50)

11	N	No mistake.
12	A	A capital letter is needed for names of places: 'England'.
13	B	A second bracket is needed to make the end of the extra information (parenthesis): '(during Emperor Hadrian's reign) and...'
14	A	A comma is needed to indicate a list of buildings along the wall: 'Along the high wall were forts, milecastles and turrets...'
15	C	A full stop is needed after 'parties' to indicate the end of a sentence: 'their land from raiding parties.'
16	D	An apostrophe to indicate a contraction for 'I had' is in the incorrect place: I had = I'd.

17	C	A plural possessive apostrophe is needed to show that the 'shields' belonged to the 'soldiers': 'All the soldiers' shields...'
18	C	An exclamation mark is needed to indicate an exclamation of feelings of terror: 'I was terrified!'
19	A	Opening inverted commas show the start of the direct speech by the soldier: "Hi. We're doing a...".

Spelling (page 51)

20	A	morning – the words 'morning' and 'mourning' are homophones.
21	A	Library – unstressed 'a'.
22	D	mistreated – the prefix 'mis' is added onto the verb 'treated'.
23	C	enough – this word uses the letter string 'ough', which has rhyming links to 'rough' and 'tough'.
24	B	realise – the suffix 'ise' is added to the root word 'real' to create 'realise'.
25	N	No mistake.
26	D	rhyme – tricky word. 'hy' makes the 'i' sound in 'rhyme'.
27	A	lives – the plural of the noun 'life', where the 'f' is replaced with 'v' before the plural suffix 's' is added.
28	C	echo – silent 'h'.

Grammar (page 52)

29	B	an – the indefinite article 'an' comes before a noun beginning with a vowel sound.
30	A	sadness – an abstract noun that describes the state of being sad.
31	C	drank – irregular past tense verb of the root verb: 'drink'.
32	A	My – a possessive pronoun used to indicate that the brother belongs to the narrator: 'My brother likes to...'
33	E	laziest – superlative form of the adjective 'lazy'. Note that 'y' is changed to 'i' before the suffix 'est' is added.
34	B	soon – an adverb of time to indicate in the sentence when the ferry will dock.
35	D	next to – a preposition of position to indicate where the Tower of London is in relation to the River Thames.
36	C	If – a conjunction used to start a subordinate clause: 'If you are bored, we could go...'
37	A	is ringing – present progressive tense. It indicates an action that is taking place now.

Practice Paper 3

Comprehension: Stagecoaches (pages 54–56)

1	B	The text tells us that stagecoaches travelled about 5mph during the winter months.
2	D	The name <i>Life Preserver</i> was used to indicate that the stagecoach would be safe and not put a passenger's life in danger. The other names indicate speed.
3	E	In the text, the stagecoach driver is not described as lazy.
4	A	The text only tells us that a stagecoach would stop for fresh horses and passengers. It does not mention the other options.
5	C	The text tells us that a lion attacked one of the horses.
6	D	The passage is an information text that is about a subject from the past. It would be found in a history information book.
7	A	The word 'wealthy' means being 'rich'.
8	B	The word 'feat' in the sentence means that it would have been 'a bold and brave achievement' to stop the stagecoach from toppling over.
9	C	The word 'experienced' is a verb.
10	D	The word 'uncomfortable' uses the prefix 'un'. The other words have suffixes.

Punctuation (page 57)

11	D	A question mark is needed to indicate the end of a question: '...the correct address?'
12	A	A comma is needed to indicate the start of a relative clause which explains why Jay can't go on the class trip: 'Jay, who had broken her ankle,...'

13	B	A possessive apostrophe is needed to indicate that the X-ray belongs to the 'patient': '...examined the patient's X-ray...'
14	N	No mistake.
15	B	A second bracket is needed to indicate the end of the extra information (parenthesis) about Lewes: 'Lewes (known for its Bonfire Celebration)...'
16	A	A comma is needed after 'Push up' to clarify the meaning of what Chris is asking Pip to do: "Push up, Pip."
17	B	A capital letter is needed for given names because they are proper nouns: '...King Midas...'
18	D	Closing inverted commas are needed at the end of the direct speech by Jade: "The woodland has caught fire."
19	A	An apostrophe is needed to indicate the omitted letter 'i' in the contraction: 'It's'.

Spelling (page 58)

20	D	hours – silent 'h'.
21	C	neighbourhood – unstressed vowel 'ou'.
22	C	cities – the suffix 'es' is added to the singular noun 'city'. Note that the 'y' is changed to 'i' before 'es' is added.
23	N	No mistake.
24	D	geese – irregular plural noun: one goose – two geese.
25	C	replaced – prefix 're' added to the verb.
26	A	weird – tricky word. This is an exception to the rule of 'i' before 'e' except after 'c'.
27	D	answered – silent 'w'.
28	B	disappeared – the prefix 'dis' is added onto the word 'appeared'.

Grammar (page 59)

29	B	will – a modal verb to indicate a definite result if the dam gates aren't closed: '...the whole area will be flooded!'
30	A	has eaten – the present perfect tense which indicates that the dog has recently eaten the dinner.
31	D	King – a noun which indicates that Henry VIII was the queen's husband.
32	C	They – a pronoun to indicate that the group was more than one: 'They were lost.'
33	A	drew – simple past tense of the root verb 'to draw': 'Freya drew cartoons...'
34	E	better – irregular comparative form of the adjective 'good'.
35	C	towards – preposition of movement: 'The rocket...hurtled towards the Sun.'
36	B	because – a conjunction to connect the second clause (explanation) with the first clause (statement).
37	B	skilfully – an adverb that indicates how the verb 'landed' was done: 'The pilot skilfully landed the helicopter...'