

Yr 7 Homework Book Answers

ANSWERS

Section 1: Punctuation and Grammar

Full stops

1. Wolfgang Amadeus Mozart was a great composer. He composed some of the most beautiful music ever written.
2. Mozart was famous as a child. He could play and compose music from a very early age.
3. Mozart composed over 40 symphonies. A symphony uses a large orchestra.
4. Mozart's operas were also famous. He wrote many. A lot of them are still performed.
5. Mozart also wrote chamber music. Chamber music is music written for a small number of players. For example, Mozart wrote a number of string quartets. These are pieces written for two violins, a viola and a cello.
6. You probably would recognise some of Mozart's music. It has been used in adverts and in films.
7. Mozart died when he was only 35 years old. He was working on a requiem when he died. A requiem is piece of music that is played at a funeral.
8. Some people have suggested that Mozart was murdered. He certainly made enemies in his lifetime. He was seen by some people as rude and arrogant. Others were jealous of his amazing talent.
9. It has been suggested that listening to Mozart's music is good for the brain. It seems that it makes you think better, this might be because the music is so detailed and intricate.
10. Why are all these sentences about Mozart? Well, you might as well find out about something while you're copying. Why not listen to some of Mozart's music? You might like it. It's good to be open-minded and try new things.

Capital Letters

1. "Well," said Tommy Zoom, "I don't mind doing this, so long as it's not all about Mozart again."
2. Johann Sebastian Bach was born in a place called Eisenach.
3. Bach was a famous composer. He worked in Weimar, Kothen and Leipzig.
4. Bach's Goldberg Variations are a set of beautiful keyboard pieces. Glenn Gould, a Canadian pianist, was famous for playing them.
5. Bach's first wife was called Maria Barbara. His second wife was called Anna Magdalena.
6. I like Bach's church music. He composed a piece called the St Matthew Passion, which is often performed at Easter.
7. Bach was from Germany. His music has been played all over the world – including America and Japan.
8. Bach's cello suites are very popular. The American cellist Yo Yo Ma made a famous recording of them.
9. When someone mentions Bach, it is correct to stare off into space meaningfully and sigh, "Ah, Bach!" I guarantee that this will impress anyone you meet.
10. Bach had many children. Several of them became composers also. These include: Wilhelm Friedemann Bach, Johann Christian Bach and Carl Philipp Emanuel Bach.

Is it a sentence?

1. Ludwig Van Beethoven was a German composer.
Yes, this is a sentence.
2. He composed nine famous symphonies.
Yes, this is a sentence.
3. He's great.
Yes, this is a sentence.
4. The symphony that most people most admire.
Although this has a verb, it does not make sense by itself. (It is what is known as a subordinate or dependent clause – one that depends on the main clause to make full sense.)
Correct version: The symphony that most people admire is Symphony Number 5.
5. He also composed many string quartets, taking the form to a peak of expressivity and flexibility.
Yes, this is a sentence. It has a main clause and a dependent or subordinate clause attached to it.
6. Having composed many piano sonatas.
This does not make sense by itself. The subject of the verb (Beethoven) is missing.
Correct version: Having composed many piano sonatas, Beethoven began work on longer compositions.
7. Less well known for his operas than Mozart, he nonetheless composed one – *Fidelio* – which is still performed today.
This is a sentence. It is more complex (and more interesting) because it starts with a phrase, followed by the main clause with the subject (he) and then another subordinate clause.
8. Wrote the famous Ninth Symphony, with its 'Ode to Joy'.
This does not make complete sense by itself. The subject, Beethoven, is missing.

Correct version: Beethoven wrote the famous Ninth Symphony, with its 'Ode to Joy'.

9. Beethoven – a man with extraordinary talent.
This is has no main verb. It is not a sentence.
Correct version: Beethoven – a man with extraordinary talent – was able to continue composing music despite being profoundly deaf.
10. His deafness, which he hated.
This does not make sense by itself. It needs a main verb to tell us more about the subject – his deafness.
Correct version: His deafness, which he hated, prevented him from hearing the wonderful music he composed.

Nouns

1. Leonardo da Vinci is the greatest genius in world history.
2. He painted pictures of angels and strange women.
3. He lived in Florence for many years.
4. He did experiments.
5. He drew pictures of moving water.
6. He designed a giant bronze statue of a horse.
7. He invented a helicopter.
8. He studied plants and animals very carefully.
9. He worked in Milan.
10. He painted The Mona Lisa.
11. He studied the human body, making diagrams of the heart and the eye.
12. When he was a baby, a bird of prey landed on his cradle and brushed its feathers against his face.
13. As a young boy, he once got lost in a cave and feared that there might be a monster inside.
14. He painted The Last Supper, which showed Jesus and his disciples.
15. He inspired the book The Da Vinci Code.

Extension:

Common nouns: genius, history, pictures, angels, women, years, experiments, pictures, water, statue, horse, helicopter, plants, animals, the human body, diagrams, heart, eye, baby, bird, prey, cradle, feathers, face, boy, cave, monster, disciples, book.

Proper nouns: Leonardo da Vinci, Florence, Milan, The Mona Lisa, The Last Supper, Jesus, The Da Vinci Code.

Other kinds of nouns:

- Collective nouns name collections or groups of things, e.g. a swarm of bees, a choir of singers, a shoal of fish.
- Abstract nouns name things we understand but cannot see, hear, touch or smell. These might be qualities or feelings, e.g. idea, science, journey, cooperation, justice.
- Concrete nouns are the opposite: objects and things which we experience through our senses – we can see, touch, feel, smell and hear them. Most nouns are concrete nouns.

Verbs

Task A

1. Socrates was a famous philosopher.
2. He lived in Ancient Greece.
3. He argued with people about the meaning of life.
4. He questioned people about their beliefs.
5. He often proved that they were confused.
6. His behaviour annoyed lots of people.
7. In the end, they arrested him.
8. They did not like being made fools of.
9. Socrates said that he only knew one thing, and that was that he knew nothing.
10. He drank hemlock and died.

Task B

1. Cricket is / can be the most elevating of pastimes.
2. It is a game that requires concentration.
3. It is / should be most sophisticated and subtle.
4. Cricket can still be exciting.
5. It involves many ups and downs.
6. Spin bowling is an art form.

Adjectives & Adverbs

(Answers are simply appropriate suggestions – there will be many more correct possibilities.)

Adjectives – Task A

1. Shakespeare was a brilliant writer, who wrote many/interesting/exciting plays.
2. He used detailed language in a very unusual/imaginative way.
3. *Macbeth* is a spooky play, with some frightening/scary/powerful witches.
4. *Hamlet* is magnificent, being his most famous play.
5. *King Lear* is about a mad king and his three daughters.
6. Romeo is a young lover, who is romantic/passionate.
7. Juliet is charming and independent/brave/loving.
8. Foolish Bottom turns into a ridiculous/monstrous donkey.
9. Richard III is an evil tyrant, who tricks his innocent brother.
10. *The Tempest* features the lively Ariel, who is a magical spirit.

Adverbs – Task B

1. Someone loudly blew a trumpet, and everyone immediately made for the Globe Theatre.
2. The groundlings noisily entered, whilst the actors patiently waited.
3. The sophisticated members of the audience sat quietly in the covered seats, but the groundlings frequently interrupted the play.
4. If it suddenly rained, the groundlings would usually complain, because there was no cover over where they stood.
5. Shakespeare cleverly wrote his plays to appeal to both audiences, so he carefully included both action and philosophy.
6. The actor loudly spoke, but the thunder menacingly rumbled.
7. The rain came down heavily, and the audience quickly ran.
8. Falstaff behaved badly, which the groundlings noisily cheered.

Apostrophes

Task A

1. I don't know what the meaning of life is.
2. I can't tell you what the meaning of life is.
3. I couldn't attend your philosophy class.
4. I wouldn't worry about it.
5. I shouldn't have missed it.
6. I shan't tell on you.
7. It isn't good to miss important lessons.
8. You're a good student, so you mustn't worry.
9. We've got a very old car that often breaks down.
10. I've got some notes that you can copy up.

Task B

1. That is Paul's bike.
2. Socrates' pupil was Plato.
3. Plato's pupil was Aristotle.
4. Aristotle's pupil was Alexander the Great.
5. Alexander's aim was to conquer the world.
6. His soldiers' skills were famous throughout the world.
7. Persia's army could not defeat Alexander.
8. Alexander's troops wanted to go home.
9. The elephants were surprised to see Alexander.
10. The chariot's wheel fell off.

Speech

1. "Where does the Minotaur live?" asked Theseus.
"Under the palace," said Ariadne, "in a weird labyrinth."
"Is it hard to find your way out?" Theseus wondered.
"Nearly impossible," said Ariadne.
2. "What exactly is the Minotaur?" asked Theseus.
Ariadne began to explain. "It's a terrible secret. My mother fell in love with a bull."
Theseus was amazed. "A bull? That sounds weird."
"It was," said Ariadne, "especially when she had a child by the bull."
3. "Why did she fall in love with a bull?" Theseus asked.
"It was a curse put upon her," explained Ariadne, "by a god. You see my father should have sacrificed his best bull to the gods, but he was so proud of the bull that he couldn't bring himself to kill it."
"So the gods punished him," Theseus interrupted, "by making your mother fall in love with the bull. How terrible!"
4. "And," Ariadne continued, "when the child was born, it was half man, half bull."
"Like a monster!" cried Theseus.
"Yes," replied Ariadne, "and my parents were so ashamed of it that they hid it in the labyrinth."
5. "But why do we have to send people to your kingdom every few years?" asked Theseus.
"I think you know," replied Ariadne.
"To feed the Minotaur?"
"Yes."
6. "I am going to put a stop to this," vowed Theseus.
Ariadne looked worried. "But how?" she asked.
"I am going to kill the Minotaur."
"You'll never succeed."
"Why not?" wondered Theseus.
"Because," Ariadne replied, "you'll get lost in the labyrinth. No-one can find their way out. It was designed by Daedalus, a most cunning engineer. But wait," she added, "I might be able to help you."

Feedback tasks:

1-3 correct: Correct your direct speech and write down the rules for direct speech.

4-6 correct: Write the opening to a story using direct speech.

Commas

Task A

1. The Minotaur had a huge head, horns, fur and hooves.
2. His eyes were red, yellow and sickly green.
3. His horns were huge, sharp and covered in blood.
4. He had sharp teeth, a fierce bellow and a terrible temper.
5. His hands were gnarled, blood-stained and strong.
6. Angry, terrified and confused, he charged at Theseus.
7. Theseus was brave, strong, determined, skilful and clever.
8. Theseus' sharp, glinting, threatening sword swung through the air.
9. The Minotaur pawed the earth, snorted through his huge nostrils and began to charge towards Theseus.
10. Theseus shouted a loud curse, raised his sword and smashed it down onto the Minotaur's huge skull.

Feedback tasks:

1-5 correct: Copy the rules for using commas in your book.

6- 10 correct: Write a number of sentences about your school which include lists within them.

Make sure that you include the commas where they belong.

Task B

1. "Use this thread," said Ariadne.
2. "I don't understand," said Theseus.
3. "Unroll the thread as you walk through the labyrinth," explained Ariadne.
4. "I can do that easily," boasted Theseus.
5. Ariadne explained, "You will be able to follow the thread."
6. Theseus asked, "How will that help?"
7. Ariadne sighed, "Oh, Theseus, don't you get it?"
8. "Oh, I see," said Theseus, "I can follow the thread out."

Correcting a Passage

Ariadne was in love with Theseus. She wanted to run away with him after he killed the Minotaur. "I have helped you," she said, "Now you can do something for me."

"What is it?" asked Theseus.

"Take me away from this cold, unhappy palace. Marry me and we can live together happily ever after."

Theseus did not love Ariadne but he didn't know how to tell her. "You've helped me a lot so I guess I can't say no. We'll sail at midnight. You'll need to get ready quickly."

Ariadne's face lit up. She hurried into her father's palace and grabbed her bag, her coat and her favourite book. She rushed down to the harbour and onto Theseus' ship.

Through the dark, silent night Theseus' ship sailed silently, slowly, secretly. The sea was calm, still and gentle. A light, easy breeze stirred the sails steadily. "I can't believe that we're here together," said Ariadne excitedly. Theseus just stared moodily into the darkness. He was distracted. He forgot that he had promised his father that he would change the colour of the sails from black to white if he survived.

They had sailed out of the harbour. "We'll rest on the nearest island until dawn," said Theseus. Everyone disembarked and set up camp on the cool, soft, spacious sands.

The next morning Ariadne woke up late. She was expecting to see Theseus' men on the beach. She was expecting to see Theseus' ship anchored nearby. However what she did see was a wide, empty expanse of nothing. There was the silent sea, the lonely sand and the fluffy clouds floating across the blue beautiful sky. There were no sailors. There was no ship. There was no Theseus. Ariadne cried out in horror, "Where are you my husband? How could you do this to me? How could you abandon me?"

Theseus was miles away. He had sneaked away like a cunning, untrustworthy, selfish coward. He was sailing towards home, still showing the black sails that would say to his father that he had failed. So the final tragedy was about to happen when Theseus' father saw the black sails and could not bear to live any more.

Section 2: Reading

Reading Comprehension 1

Select And Retrieve

Grade 4: The speaker calls him Knight-at-arms.

Grade 5: He is loitering – standing around as if waiting for something or someone.

Grade 6: Sedge is mentioned.

Grade 7: Ail, wither'd, no, haggard, woebegone, fading, woe, death-pale, thrall, starved, horrid; other words gain negativity from their use.

Infer And Deduce

Grade 4: He feels lonely.

Grade 5: He went with her because she was beautiful and he fell in love with her.

Grade 6: She made him believe she was in love with her.

Grade 7: Having fallen in love with the lady, the knight became fascinated with her. He spent the day with her, believing that she loved him back. He fell asleep in her cave and had a terrible nightmare. The dream warns him that other men have fallen in love with her in the same way and that he is now a prisoner in her power: "La Belle Dame Sans Merci / Hath thee in thrall." This is something which will slowly kill him.

Structure

Grade 4: It starts and ends with the knight loitering alone by the lake.

Grade 5: The beginning sets up a mystery – why is the knight there alone? By the end we know the answer and the fact that he has no choice but to remain there.

Grade 6: The poem uses different parts of the story to contrast different moods. There is a mysterious, uneasy start with the knight loitering by the lake, then the description of the meeting with the lady creates a happier atmosphere. The dream, with its hideous warning to the knight, is the climax of the poem – where we learn he is doomed. The

end of the poem takes us back to the picture of the knight by the lake, and the sense of death and hopelessness is recaptured and strengthened by what we have read in the rest of the poem.

Grade 7: Keats uses a narrator to start the poem with questions directed at the knight. This increases the sense of the knight's isolation – he is set apart from others. This mystery encourages us to read on and also means that we as read the section which introduces the lady, we have some sense of danger already. The knight tells the story himself, which gives it greater impact. The dream section creates a powerful climax, with its horrifying realisation, "La Belle Dame Sans Merci / Hath thee in thrall!" The end of the poem takes us back to the picture of the knight by the lake, and the sense of death and hopelessness is recaptured and strengthened by what we have read in the rest of the poem.

Language

Grade 4: An uneasy atmosphere is created because the narrator asks the knight 'What can ail thee?' as if he is ill. Additionally, he is "alone and palely loitering" which adds a sense of something being wrong. The poem tells us that "no birds sing" as though there is nothing joyful or normal there.

Grade 5: The word "horrid" suggests something really horrible. This phrase might make us think of the jaws of skulls which seem to have wide grins. Through their deathly appearance, the kings and princes seem to be warning the knight of his own death.

Grade 6: An uneasy atmosphere is created at the start. The place seems lifeless; the sedge is "wither'd" and no birds sing. The narrator's question "What can ail thee?" makes it clear from the start that the knight is ill or troubled and the fact that he is "alone and palely loitering" builds a sense of mystery as we wonder what he is waiting for and why.

The description of the kings and princes in the dream is powerful and frightening. Their mouths "gaped wide" like the jaws of skulls. The phrase "horrid warning" conveys their message of doom.

Keats also repeats certain words to create a particular mood. The word "pale" is used of the knight at the start, and then twice in the dream: "Pale warriors, death-pale were they all", which creates an ominous tone – the knight's pallor is a symptom of the lady's power, and reveals the fact that his life is draining away.

Grade 7: Keats uses language very effectively in this poem to create a mood. At the start, the uneasy, death-like mood is created by the use of pathetic fallacy (the environment reflects the knight's state of mind) and by the intriguing description of the knight as "alone and palely loitering", as though there is a compelling reason for his strange behaviour. Keats uses language which can be interpreted symbolically: the lily mentioned in stanza 3 symbolises death, while the rose suggests the dying love, or the dying life within the knight.

The knight tells his own story, so we are presented with the tale through his eyes. When he breaks off from his account to say "Ah! Woe betide!" it adds to the sense of threat building up in the poem. His passion for the lady is conveyed through words which suggest her beauty and her mystery – she is "a faery's child" and speaks "language strange".

Keats makes effective use of repetition. The repetition of the word "wild" conveys both the attraction he feels to this strange, otherworldly creature, and also the danger she presents. The word "pale" is used of the knight at the start, and then twice in the dream: "Pale warriors, death-pale were they all", which creates an ominous tone – the knight's pallor is a symptom of the lady's power, and reveals the fact that his life is draining away.

Overall Effect

Grade 4: There will be a range of personal responses here.

Grade 5: Be careful who you trust and love.

Grade 6: This links to other old stories and ballads of unhappy love. Keats might also have felt that the story and its characters have a magic and mystery that would be difficult to recreate or believe in a modern version.

Grade 7: This might suggest that love is overwhelming, powerful and sometimes dangerous. The love the knight has for the lady is something which overpowers him. Some might see the lady representing the dangers of love and the way it can take over people's lives until it seems to be the only important thing in the world; some might see the lady as representing people who trick others in love, only to let them down, leaving them deeply hurt. Some might look at the way this shows the knight's viewpoint: he sees nothing but the lady "all day long" but although he is obsessed by her, he does not understand her. He thinks she loves him: "She look'd at me as she did love" but it is his interpretation, which might suggest that sometimes we deceive ourselves in love.

Reading 2 – "Araby"

Select and Retrieve

Grade 4: He cannot find a sixpenny entrance.

Grade 5: The name of the café is Café Chantant.

Grade 6: He has a shilling and eightpence.

Grade 7: Nearly all the stalls were closed / Most of the hall was in darkness.

Infer And Deduce

Grade 4: He cannot find the cheaper entrance and is desperate to buy something.

Grade 5: She is not very encouraging. She is doing her job and no more.

Grade 6: He stays at the stall to try and make it seem as though he were really interested in buying something from it.

Grade 7: Answers relate to the difficult line "I saw myself as a creature driven and derided by vanity." He is angry with himself for being so desperate to buy something trivial, but also angry that he has been treated so dismissively by such a person.

Structure

Grade 4: He wants us to understand that the place is nearly closed.

Grade 5: This conversation helps us understand that the two people are much more interested in each other and what they are talking about than in the boy.

Grade 6: There is a contrast between the stallholder's lively conversation and her lack of interest in trying to serve the boy. There is a contrast between the light-hearted, relaxed attitude of the adults and the quiet desperation of the boy.

Grade 7: Joyce builds up to the last sentence by presenting the boy as desperate to enter the market building, and responding to it in a rather timid, overawed way. The urgency he feels is contrasted with the trivial conversation of the stallholder. The boy is treated in a very cursory, dismissive way by the stallholder and the reader feels his sense of helplessness: "I knew my stay was useless". The growing darkness reflects the hopelessness of the task, contrasted with the boy's awareness that he has money to spend left in his pocket. The boy's anger at the situation is brought to a head in the final line.

Language

Grade 4: The words “anguish” and “anger” tell us how he feels.

Grade 5: Joyce compares the bazaar to a church, with the kind of silence that falls after a service. This suggests the place is very quiet, and that the boy is rather respectful or in awe of it. The fact that it is nearly “in darkness” and that he walks to the centre “timidly” contribute to this atmosphere.

Grade 6: Joyce describes the two jars on either side of the stall as “guards” as though they are defending the wares on sale. This suggests that the boy feels powerless to buy something. Hopelessness is also conveyed by the growing descriptions of darkness, which literally mean the bazaar is closing, but metaphorically suggest there is no hope.

Grade 7: Joyce’s descriptions reflect the boy’s feelings. The bazaar is compared to a church, with the kind of silence that falls after a service. This suggests the place is very quiet, and that the boy is rather respectful or in awe of it. The fact that it is nearly “in darkness” and that he walks to the centre “timidly” contribute to the sense that he feels rather intimidated by the place. Joyce describes the two jars on either side of the stall as “guards” as though they are defending the wares on sale. This suggests that the boy feels powerless to buy something. Several references to darkness symbolise the hopelessness of his search, and the last line shows the strength of his feelings as his “eyes burned with anguish and anger”.

Overall Effect

Grade 4: Readers will probably feel sympathy on behalf of the boy and his failure to buy anything, and the way the stallholder treated him.

Grade 5: Joyce wants readers to sympathise with the boy the way he was treated, and to understand his sense of hopelessness: “I knew my stay was useless.” He also wants us to understand that he is almost crying with anger and “anguish” – he is both angry and upset.

Grade 6: Joyce makes us care about the boy because it is written from his point of view. We understand how desperate he is to buy something because of his decision to go through the shilling turnstile. The conversation of the woman and her dismissive treatment of the boy make us feel sympathetic towards the boy and we realise the intensity of his feelings from the last line.

Grade 7: The story shows us the intense feelings of children and how little time adults sometimes give to children. It might also suggest the way in which everyone is wrapped up in their own concerns. The last line suggests that sometimes we are just as angry with ourselves as we are with other people.

Reading 3 – “The Badger”

Select And Retrieve

Grade 4: The hunt begins at midnight.

Grade 5: They put a sack in the hole.

Grade 6: The fox, the poacher and the hare hear the noise.

Grade 7: The badger fights everyone and every animal it meets, especially the dogs that are set on him. For this badger, “everyone’s a foe”.

Infer And Deduce

Grade 4: He feels sympathy for the badger because so many people and animals are attacking it, and proud that it doesn’t give in till the very end.

Grade 5: It suggests that it is a very noisy event and that everyone in the whole area hears about it.

Grade 6: The badger, despite its small size, is strong and brave and it does not seem to be frightened, although people are scared of it. It is more powerful than all of the fighting dogs. It never gives up, and even when they think it is dead, it returns for one more charge at its attackers.

Grade 7: John Clare does not think much of the people who capture the badger. He describes their cruel actions in detail, the way they kick him, throw stones, and make the badger fight with much larger dogs all the day. He describes the noise of people who “shout and hollo down the noisy streets” as though they are having fun at the badger’s expense. The men he mentions are the poacher, the drunkard and the blackguard – the dregs of society.

Structure

Grade 4: The poem begins at the start of the capture, to give readers a sense of the long, drawn-out series of fight and injuries that the badger has to endure before its death.

Grade 5: The poem builds up tension and drama as it describes the badger managing to defeat each opponent in turn, “driving all away”, and each time we wonder if it will escape. Near the end, the badger seems to have died, but the drama continues as it “starts and grins and drives the crowd again”.

Grade 6: The last lines remind us just how much suffering the badger has endured – “kicked and torn and beaten out” – and makes us feel its pain at the end, particularly with the word “groans”. John Clare wants us to sympathise with the badger, so he describes its death right at the end of the poem, which leaves us thinking about it.

Grade 7: One reason why Clare includes so much repetition about the badger is because he wants us to understand the amount of suffering endured by the badger – it begins at midnight and the badger is baited and made to fight one

animal after another until the next evening. Another reason is to create tension and drama as the poem describes the badger managing to defeat each opponent in turn, “driving all away”, and each time we wonder if it will escape. Near the end, the badger seems to have died, but the drama continues as it “starts and grins and drives the crowd again”.

Language

- Grade 4: Key words used to describe the badger are: demure, small, grins, drives, bites.
- Grade 5: There are contrasts between the badger which is “demure and small” and the two dogs: the “heavy” mastiff which lies down and turns away from the fight, and the bulldog which knows it has met its match. There is a contrast between the people who “laugh and shout” and attack the badger, thinking they are in control, and the way the badger frightens them by biting them and driving them away.
- Grade 6: Clare uses many different words to manipulate our emotions. He describes the “host” of men trapping one “small” badger. He describes the badger as “demure”, a positive word, which gives the badger a sober, solemn character, contrasting with the noisy, cruel, baiting crowd. Words such as “bait”, “kicked”, “torn” and “beaten” convey the Grade of violence in the attack on the badger, and the reference to weapons – “sticks”, “cudgels” and “the frequent stone” add to this.
- Grade 7: The poem is described in the present tense, which helps us to imagine that it is all happening right now. There is a strong sense of the noise – “They shout and hollo down the noisy streets” – and the way in which the crowd bait the badger for their own enjoyment as they “laugh and shout”. Reactions of different people create a vivid picture of individual people in the crowd – the frightened woman who is worried for her children, and the drunkard who is bitten by the badger and “swears and reels”. The poem is also made vivid by the language used to describe the badger: Clare calls it “demure”, a positive word, which gives the badger a sober, solemn character. When the badger is being attacked, Clare describes his “grin” which suggests the badger knows he has strength to frighten the crowd. In contrast, words such as “bait”, “kicked”, “torn” and “beaten” convey the Grade of violence in the attack on the badger. The ending is very vivid, as the badger rallies one last time, but then is finally defeated: “and leaves his hold, and cackles, groans and dies.” The list of words in this last line sum up the badger’s resilience, defiance and suffering.

Overall Effect

- Grade 4: Clare wants us to realise that the badger has been badly treated by the people.
- Grade 5: Clare makes it clear that the badger suffers (it is “kicked and torn and beaten out”) and that this is all down to the people who have made it suffer for their own enjoyment. The badger is an innocent victim, just like the goose and the hare mentioned in the first part of the poem. It does not want to fight, and is made to suffer horribly.
- Grade 6: To make us share his viewpoint, Clare includes all the cruel suffering inflicted on the badger; he uses language to make the badger seem brave and more powerful than the people; he makes the people seem heartless and unpleasant, and he ends with a vivid description of the badger’s death.
- Grade 7: Clare’s message in the poem seems to be that we should treat animals with respect and care. By showing the badger’s bravery and resilience in the face of attack by thoughtless humans, Clare uses him as a symbol for all wild creatures, which suffer at the hands of people.

Reading 4 – “Infant Sorrow” and “Infant Joy”

Select and Retrieve

- Grade 4: Negative words: groaned/wept/dangerous/fiend/sulk
- Grade 5: The most powerful line is “Like a fiend hid in a cloud” which presents the child as a devil. (Different readers may argue for different lines.)
- Grade 6: In “Infant Sorrow” the phrase “piping loud” is a metaphor for the noise made by the baby.
- Grade 7: In “Infant Sorrow”: “leapt” symbolises the energy of the child; “fiend” presents the child as a devil. “Struggling” and “Striving” both suggest the child is battling with its parents and situation. “Bound” suggests it has been imprisoned.

In “Infant Joy”: “Happy” and “Joy” symbolise the child’s situation and what the mother wishes for its future.

Infer And Deduce

- Grade 4: The child is unhappy because he is being wrapped in swaddling bands.
- Grade 5: The parents in “Infant Joy” love their child because they sing to it and wish it joy.
- Grade 6: Blake shows the infants talking in order for the reader to see things from their perspective.
- Grade 7: In “Infant Sorrow” the child decides to “sulk”. People tend to sulk when they brood on something that has happened to them and don’t get over it quickly. Blake makes it sound as though this early experience for the child of being bound has had a bad effect on him/her, and that the negative effects will last a long time.

Structure

- Grade 4: Blake starts at this point because this is the moment of birth.
- Grade 5: He uses repetition to show the close connection between mother and child, and to reinforce the sense of happiness and joy which runs through the whole poem.
- Grade 6: The structures of the poems are different because the child is allowed to express itself, and is described as smiling in the second stanza. The baby in "Infant Sorrow" is not allowed a voice and is described by the end as sulking. The first baby is responded to kindly and lovingly in "Infant Joy", through the parent's talking and singing. In "Infant Sorrow", the parent's response is very controlling. The child symbolises joy in the first poem, but seems to be regarded as evil in the second.
- Grade 7: Blake presents two different reactions by the parents to their infants – and he seems to suggest that the baby responds to the way it is treated by its parents. In "Infant Joy" the parent is loving to the baby and it responds with joy; in "Infant Sorrow" the baby is controlled harshly as though they expect it to cause sorrow, and the last line suggests that it will.

Language

- Grade 4: Key words are: Happy/Joy/Sweet/Pretty
- Grade 5: Key words are: Groaned/Wept/Fiend/Struggling/Striving/Bound/Sulk
- Grade 6: Blake uses language in "Infant Sorrow" to make us feel sympathy for the infant. He writes from the child's point of view which helps us to share the child's feelings. The child is "helpless" and "naked" and therefore very vulnerable, and the parents' attempts to wrap it in traditional swaddling bands are presented like a battle, with the child "struggling" and "striving" before being finally "bound".
- Grade 7: There is much more repetition of words (especially "sweet" and "joy") in "Infant Joy", which conveys the harmony between the child and its parents. In "Infant Sorrow" the child is compared to a "fiend"; in "Infant Joy", it seems to represent joy itself. The language in "Infant Sorrow" is much more dramatic (with words such as "groaned"/"wept"/"leapt"/"struggling") as it conveys the scene with the sorrowful parents and the struggling child.

Overall Effect

- Grade 4: This will be a personal response, different for each reader.
- Grade 5: The parents respond differently to the baby in each poem; one poem represents the close communication between parent and child; the other poem shows the lack of harmony and trust between parents and children – a struggle from the moment of birth onwards.
- Grade 6: Blake shows how innocent children can be treated very differently by their parents and how they respond as a result, and how that can lead to sorrow or joy for everyone.
- Grade 7: "Infant Joy" is a song of innocence. You can tell this because the baby is too young to know anything about life or to have experienced anything about it. There is nothing bad included in this poem. "Infant Sorrow" is a song of experience. You can tell this because the parents seem to respond to the baby as if they have experienced sorrow and hardship and they expect this new arrival to add to that. Children are said to be innocent because they do not know all about the world, and as they grow up they have experiences (some good, some bad) which makes them look at life differently.

Reading 5 – A Christmas Carol

Select And Retrieve

- Grade 4: He was "tight-fisted", i.e. not at all generous.
- Grade 5: Scrooge was "hard and sharp as flint" (simile); "the cold within him froze his features" (metaphor).
- Grade 6: Tight-fisted, wrenching, clutching, grasping, covetous, sinner, hard, sharp, cold.
- Grade 7: Plenty of choice here. Any appropriate answer with careful explanation should be rewarded. An example: "No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty." This line continues the idea of Scrooge's lack of human warmth and compares Scrooge to the bitterest of cold weather. It is made more powerful by its use of three clauses, each beginning with the word "no" for emphasis.

Infer And Deduce

- Grade 4: He liked to keep all his money to himself.
- Grade 5: They feel that there is something evil about him.
- Grade 6: Dickens uses the weather as a metaphor for Scrooge's personality and lack of feeling.
- Grade 7: Dickens spends so long in telling us about Scrooge because he wants us to have a good sense of his character at this point, before he changes his ways.

Structure

- Grade 4: He begins the section by summing up what Scrooge is like.
- Grade 5: He ends this section by telling us that Scrooge likes being like this.
- Grade 6: He builds up to a climax by listing all the ways in which Scrooge is mean and cold to others, and the ways in which they respond, with even the dogs of blind men sensing there is something evil about him.
- Grade 7: The first paragraph sets up a clear picture of Scrooge's personality. The second paragraph develops the comparison to cold weather. The third paragraph is used to show how people avoid Scrooge and the last paragraph explains that he likes being the way he is.

Language

- Grade 4: "hand at the grindstone" makes us think of the grindstone in a mill, where the wheat is ground down into flour. Scrooge is the one in control, like the miller at a grindstone, and the people who work for him are like the wheat being ground down into flour.
- Grade 5: Plenty of choice here. Example: "The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek..."
- Grade 6: Plenty of choice here. Example comment: The list in the second sentence creates an emphatic build-up of negative adjectives which seems to leave no room for the possibility of any kindness or generosity within Scrooge.
- Grade 7: Dickens manipulates his readers by using numerous metaphors and similes to compare Scrooge to cold, inanimate, sharp objects and the weather, and he presents Scrooge's appearance in terms of his cold personality.

Overall Effect

- Grade 4: Dickens is telling us that Scrooge is mean, harsh and unfriendly.
- Grade 5: Dickens' overall message is that Scrooge is a very mean, unpleasant person, who never looks outside his own little world to care about other people, and that this is wrong.
- Grade 6: Christmas is a time for giving and being kind to others. Scrooge is the exact opposite of this, so to start with a character like this in a Christmas story might make us expect that we will see him learn to change.
- Grade 7: Here, Dickens makes us consider our own attitudes towards others by showing how other people responded to Scrooge, and how he made them feel.

Reading 6 – "Ozymandias"

Select and Retrieve

- Grade 4: The statue is described as "vast" and "colossal".
- Grade 5: The "frown", "sneer" and "wrinkled lip" on the face of the statue suggest the king was a harsh ruler.
- Grade 6: For a king to have such an enormous statue made of himself suggests he was very proud of himself as a great ruler.
- Grade 7: Details that might convey Shelley's message are the fact that the statue is a "colossal wreck" and that there is nothing else left to show anything of Ozymandias' kingdom.

Infer and Deduce

- Grade 4: "Sneer" suggests that he was scornful of other people.
- Grade 5: The phrase suggests that Ozymandias thought he was the most powerful ruler of all rulers.
- Grade 6: The words on the pedestal suggest that Ozymandias expected even other powerful people ("Ye mighty") to be filled with awe and despair at the sight of such a display of power.
- Grade 7: Now these words have a second meaning that the powerful should take to heart: that all power will be destroyed in the end by time.

Structure

- Grade 4: It ends at this point because it leaves you with the impression that there is nothing left of all that power except a broken statue in the empty desert.
- Grade 5: The beginning tells us this is a tale told by a traveller "from an antique land" which helps to set the scene. Because we know of other stories that contain morals or messages, this helps to prepare us for the ending.
- Grade 6: The poem creates contrasts between the massive size of the statue and its ruined state: "colossal wreck" and "vast and trunkless" legs.
- Grade 7: A sonnet is a poem of 14 lines with a particular rhyme scheme. There is usually a break between the first eight lines (the octave) and the next six lines (the sestet). Here the break in the structure echoes the contrast between the effect Ozymandias hoped to have on those who saw the statue, and the effect it actually has.

Language

- Grade 4: "half-sunk"; "shattered"; "frown" "sneer"; "cold"; "mocked"; "wreck"; "decay"
- Grade 5: His language shows the decay of the statue. Even though it was "vast" and "colossal", it is now "shattered" and the legs are "trunkless" or missing the body. The decay of the statue shows the decay of the king's power. This shows that Shelley feels the king was foolish to be so proud.

- Grade 6: Shelley's language creates an emptiness in the description of the desert, which he describes as "boundless and bare". It is also "lone and Grade" which suggests there are no buildings or any kind of civilisation to interrupt its flat emptiness.
- Grade 7: Shelley uses alliteration in the description of the desert: "boundless and bare" and "lone and Grade". This emphasises the sense of isolation and emptiness that the words evoke. He uses a metaphor to show how the personality of the king is still revealed in his statue – his character is "stamped" onto the stone, as though it has been pressed into it, suggesting that he was a very forceful personality. This makes the impact of the ruined statue even more powerful. Shelley also uses pauses in the middle of the line for greater impact, such as the one in line 12, which helps us to understand the second meaning of the inscription.

Overall Effect

- Grade 4: Any appropriate personal response to the poem.
- Grade 5: Shelley's message is that kings should not be so proud because they will not always have something to be proud about.
- Grade 6: It seems as though he did not like those who believed they were above everyone else, and liked the chance to show that they were not as powerful as they thought.
- Grade 7: Shelley manipulates our thoughts and feelings by making Ozymandias seem harsh, proud and unfeeling in the details he presents of the statue. The fact that the words of the inscription are so arrogant might make readers feel pleased that so proud a king in the end became a symbol of decay, not power.

Reading 7 – The Sack of Troy

Select And Retrieve

- Grade 4: Four Greek warriors give the signal.
- Grade 5: Cassandra predicted that this would happen.
- Grade 6: The plan was Odysseus'.
- Grade 7: Any appropriate example, fully explained.

Infer And Deduce

- Grade 4: You can tell they were unprepared because it says that they emerged "confused" from their houses. They had been asleep. Some were killed as they were trying to put on their armour.
- Grade 5: Cassandra is desperately unhappy because she can do nothing but watch the bloodshed that she predicted. It does not make her happy to know she was right.
- Grade 6: The Greeks destroyed Troy because of the years of rage that had built up inside them during the war.
- Grade 7: You might feel sorry for the Trojans because they seem so defenceless and vulnerable. It mentions that the screams of "innocents" filled the air. It does not seem like a fair fight. It also seems particularly vicious.

Structure

- Grade 4: The passage ends by mentioning the horse, because when the Trojans brought it into the city, they thought it was a peace offering, but in fact it was the thing that would bring an end to their city.
- Grade 5: The writer mentions Cassandra near the end of the passage because it reminds us that she had predicted all of this, so it is ironic that she is forced to watch the destruction.
- Grade 6: The passage starts with the drama of the four Greeks creeping through the dark streets, ready to let the rest of their army into Troy. The reader does not know whether someone will spot them or some noise will give them away. We are given a sense of the Greeks' tension too – they are not sure whether the daring plan will work. The drama builds as the Greeks rush into the city and start their massacre.
- Grade 7: The passage rises to a climax as the Greeks rush into Troy. The fighting is fierce and brutal and spares nobody. The end of the passage focuses on the "helpless misery" of Cassandra, showing her feelings through her gestures and actions as she watches the battle comes closer, unable to do anything to stop it. The sight of the wooden horse, the flames of the burning city and the sound of Cassandra's scream of pain bring the passage to a powerful, dramatic climax.

Language

- Grade 4: The writer says that panic spread through Troy "faster than the flames" so it shows how quickly the panic spread. He talks about people being in a "mad rush".
- Grade 5: The adjectives in the last paragraph show strong emotion. Cassandra gives a "mad, horrified" scream of pain. The fires give off an "angry" glow. The final sentence also makes it clear how terrible this situation is and how painful for Cassandra: "Everything she knew, all she had ever cared about, was coming to an end before her eyes."
- Grade 6: The writer makes us sympathise with the Trojans in a number of ways. The writer describes the attack as an hour of "murderous violence". The people are described as victims. All of the individuals he describes are vulnerable – an old man, "staggering" as he looks for his family. The fighters are "teenage", suggesting their inexperience. They are "struggling" to put on their armour. The writer also uses a number of short sentences which show how

vicious the attack was, such as “the gutters ran red with blood” and “The Trojans had no chance”. The arrows that rain down on the Trojans are described as “spiteful”.

Grade 7: The description of Cassandra is particularly effective. The writer uses short clauses to show how every part of her revealed her anguish: “her head was bowed; tears streamed down her cheeks; her teeth were gritted”. The metaphor “a frozen mask of pain” is used to describe her face as though her expression has been frozen or carved into place by the horror of what she has seen.

Overall Effect

Grade 4: The writer expects you to be shocked about what happened and feel sorry for the Trojans.

Grade 5: The writer suggests it was a tragedy by focusing at the end on Cassandra’s reaction and the way in which he describes it as the end of everything she had cared about.

Grade 6: The writer wants us to feel that the violence was brutal and excessive because nobody was spared. Everything was destroyed in a huge outburst of savagery and anger.

Grade 7: The writer wants us to realise that although this was the end of the Trojan War, there was nothing good about it. It led to a huge amount of bloodshed and destruction. The Trojans are described as helpless victims and the Greeks as merciless. War is shown here as something which destroys everything and leaves people in anguish.

Reading 8 – “Pay the Penalty”

Select And Retrieve

Grade 4: He had never taken a penalty before.

Grade 5: Charlie has mud on his face, and he notices “how muddy and cut up the ground was in the penalty area” before he shoots.

Grade 6: The sentence which begins “Heart pounding, breath panting, legs a little wobbly” shows Charlie’s nerves.

Grade 7: The sentence “Sweat was dripping down Charlie’s forehead” helps to create a build-up of tension.

Infer And Deduce

Grade 4: He tells us this so that we understand how much pressure Charlie is under.

Grade 5: Charlie feels really anxious. He is nervous about where to place the ball and almost scared of the goalkeeper.

Grade 6: Jonesy turns on him, even though it had been his idea, because he is so angry that they have lost.

Grade 7: Charlie feels anxious before he takes the penalty and a sense of tension as he runs up to take it. When he misses, he feels terrible guilt – “United had lost, and it was all Charlie’s fault” – and knows he will never escape the sense of failure.

Structure

Grade 4: The writer describes Charlie’s thoughts before he takes the penalty to build up the tension.

Grade 5: The writer builds up the tension by saying it was the last minute of the game and that United’s chance to equalise depended on Charlie scoring. The tension is made stronger because we know Charlie has never taken a penalty before.

Grade 6: The beginning is all about the chance that Charlie has opened up for the team, and Jonesy is showing some respect for Charlie because he has just won a penalty. The ending is the opposite: the match has been lost and everyone is jeering at Charlie for having missed the shot.

Grade 7: The section ends with Charlie feeling that he will never live down this awful failure. This sets up an expectation that somehow he will find a way to succeed and that by the end of the story, everybody will be cheering him.

Language

Grade 4: The phrase “waves of anxiety” tells us how Charlie feels as he is about to take the penalty.

Grade 5: The writer describes the goalkeeper from Charlie’s point of view – an ordinary boy seems suddenly like a giant, with hands “like dinner plates” and a body that “blotted out” the goal. He also seems mean with his “hard, mean, piggy” eyes.

Grade 6: The phrase “waves of anxiety” helps to build up the tension. “Heart pounding, breath panting, legs a little wobbly” shows the way in which the tension has a physical effect on him.

Grade 7: The writer uses a simile to describe the goalkeeper’s hands, which were “like dinner plates”, and a metaphor to describe the way his body “blotted out” the goal. This shows how Charlie’s nerves transform the situation into something impossible. Effective short sentences are used for impact: “It was all over. United had lost, and it was all Charlie’s fault.” The passage is all written in the third person from Charlie’s point of view, and we gain an insight into his anxious thoughts as he tries to work out the best way to take the penalty.

Overall Effect

Grade 4: Any appropriate response.

Grade 5: The writer helps you sympathise with Charlie because it is all written from his point of view and we know his thoughts.

Grade 6: The writer helps us to get inside Charlie's thoughts by showing us his whole thought process. Everything is written from his viewpoint and coloured by his feelings.

Grade 7: The writer's key aims in this section are to show the tension of this significant moment in the match, how everyone blames Charlie for the team's failure and how Charlie himself feels it is all his fault.

Reading 9 – "Pyramus and Thisbe"

Select and Retrieve

Grade 4: It is Thisbe's scarf.

Grade 5: Pyramus gave the scarf as a present.

Grade 6: Pyramus remembers secretly exchanging vows of love with Thisbe through the wall that separated them, and his parents sternly forbidding him to see her.

Grade 7: The details that describe Pyramus' emotions are the panic he feels on thinking she must be dead, the way he howls out his feelings and the way he wants the lion to kill him.

Infer and Deduce

Grade 4: He hates the lion because he thinks it has killed and eaten Thisbe.

Grade 5: The lion is not interested in Pyramus because it has eaten a deer and is not hungry.

Grade 6: You can tell Pyramus really loves Thisbe because he does not think his life is worth living without her.

Grade 7: Pyramus will kill himself with his sword.

Structure

Grade 4: You can tell it is from the middle of a story because it begins: "Suddenly, Pyramus's feelings changed from fear to despair." It is in the middle of a part of the story where he sees the lion.

Grade 5: Paragraph 1 describes how he gradually realises (mistakenly) that the lion has killed Thisbe. Paragraph 2 shows Pyramus remembering the course of their relationship. Paragraph 3 shows his outburst at the lion and Paragraph 4 his attempt to get the lion to kill him. Paragraph 5 shows his despair and a sense of what he will do next.

Grade 6: The writer spends so long describing Pyramus' feelings so that we understand how much he loved Thisbe and how lost he feels without her. This will be important for the next part of the story.

Grade 7: The writer ends with Pyramus catching sight of his sword. This is significant because he has already tried to get the lion to kill him; the sight of the sword suggests another way in which he could die.

Language

Grade 4: Plenty of choice here. An example: Pyramus "howled" his words to the lion, which shows his feelings. He also calls the lion "miserable, cruel and evil" for killing Thisbe.

Grade 5: Plenty of choice here. An example: The phrase "dejected, exhausted, desperate" makes us sympathise with Pyramus. He feels he has lost everything and even the lion will not kill him to relieve his suffering.

Grade 6: The writer builds up tension at the end as Pyramus catches sight of his sword. The author describes the sun glinting on the sword and the "terrible, inevitable thought" that strikes Pyramus.

Grade 7: The writer uses a lot of adjectives to convey Pyramus' thoughts and actions. Often he puts these in groups of three so that they gain more impact; for example: "dejected, exhausted, desperate". He also shows Pyramus' feelings through a flashback to a series of memories of the past. His outburst to the lion (which he "howled") shows the strength of his feelings for Thisbe and his words are described as "wild".

Overall Effect

Grade 4: Any appropriate personal response.

Grade 5: The writer is trying to convey the power of love – that Pyramus cannot see the point of living without Thisbe.

Grade 6: This passage suggests that love can be incredibly powerful and when someone loses love, life seems entirely empty and pointless.

Grade 7: A range of possible answers here, but most will probably relate to how the author presents Pyramus' agony and despair. Answers might include: Pyramus' gradual realisation of what must have happened to Thisbe; the memories of the past compared with the misery of the present; the dramatisation of his despair as he shouts at the lion; and the foreshadowing of his death with the description of the sword.

Reading 10 – “Life is a Rollercoaster”

Select and Retrieve

Grade 4: You have to queue for hours, you might step in vomit and you have to listen to crying, moaning children.

Grade 5: She will travel a long way and pay for the chance to go on a rollercoaster.

Grade 6: She compares the ride to torture.

Grade 7: The details she gives of the physical sensations she has – her stomach doing back flips, her blood pumping, the adrenaline flowing – convey a sense of her excitement.

Infer and Deduce

Grade 4: She goes to theme parks because she loves the thrill of the rides.

Grade 5: She is serious about theme parks because after the opening paragraph where she makes them sound awful, everything she says shows she loves the thrill of the rides.

Grade 6: This piece is written for a magazine, probably for other adults.

Grade 7: The writer expects readers to think she is slightly crazy to be this keen on theme parks; she describes herself as “an addict” and says she does not care who knows it.

Structure

Grade 4: The passage contrasts the unpleasant side of a theme park with the excitement of the rides.

Grade 5: It begins with all the worst features of a theme park to draw the reader in and make them wonder why the writer loves theme parks so much.

Grade 6: The main topic of Paragraph 1 is the question posed by the writer – why does she like theme parks so much? Paragraph 2 summarises the thrill and excitement of the rides and Paragraph 3 links this to the way we seek out other thrills – because we like to take risks.

Grade 7: The opening paragraph draws the reader in, and intrigues us as to why the writer likes theme parks so much when she makes them sound so unpleasant, but the second paragraph really conveys the varied and exciting physical sensations you feel on a rollercoaster. The final paragraph involves all readers by suggesting that “we all love a fright” and that we all seek it out in different ways.

Language

Grade 4: There may be a range of answers here. There are plenty of strong verbs to choose from: “surging”; “plunging”; “hit”; “slap”. All of these strongly convey the physical sensation of being on a rollercoaster.

Grade 5: She conveys her emotions by saying she is “tense, shaken, thrilled”. She says as though she is talking after just getting off: “Oh boy, you just have to love this trip!” with the “oh boy!” conveying just how wonderful she thought it was.

Grade 6: Plenty of choice here. She conveys the excitement by describing the physical sensations she has as she goes on the rollercoaster: “my stomach is doing back flips, my blood is pumping through my veins, the adrenaline is flowing”. In addition, phrases such as “woosh! Down I go” give a sense of her excitement as she plunges downwards on the rollercoaster.

Grade 7: The passage is written in the first person so that we experience it all from the writer’s viewpoint, and the use of the present tense makes it seem as if it is all happening right now. Her physical sensations are described, along with each part of the ride, so that we seem to feel the thrill of the ride with her as she is “teetering at the top” with her blood “pumping”. Strong verbs (surging/plunging/hit/slap) and the use of onomatopoeia “woosh” make the experience vivid. She uses repetition and a lively informal style which draws the reader in.

Overall Effect

Grade 4: Her main message is that the thrill of a rollercoaster ride is the sort of risk that makes us feel alive.

Grade 5: She portrays herself as somebody who is addicted to rollercoasters because it makes her feel so alive.

Grade 6: The writer manipulates the reader at the start into agreeing that theme parks are awful because of the images of them she creates for us; her description in the second paragraph makes a ride sound persuasively exciting even to people who don’t enjoy them; she also manipulates us at the end by saying “we just have to take a risk” as though it is a fact that everyone agrees with.

Grade 7: The writer comes across as lively and enthusiastic, as if she were talking directly to us. She is funny in her description about the unpleasant aspects of theme parks and amusing in the way she presents her views of rollercoasters: “I’m an addict and I don’t care who knows it!”

Section 4: Spelling

Spelling 1 – *i before e*

1. a) achieve
2. c) friend
3. c) field
4. c) grief
5. d) niece
6. a) relieve
7. c) piece
8. a) receive
9. c) conceive
10. b) ceiling
11. d) perceive
12. a) receipt

Spelling 2 – *i before e* – the exceptions

1. a) weight
2. d) height
3. c) seize
4. b) weir
5. d) weird
6. a) freight
7. d) eight
8. b) either
9. c) foreign
10. a) reign
11. d) leisure
12. b) veil

Spelling 3 – *ed* endings

1. trembled
2. fumbled
3. escaped
4. changed
5. rearranged
6. scraped
7. made
8. took
9. shook
10. woke
11. faked
12. lost
13. failed
14. sailed
15. cried
16. walked
17. talked
18. ran
19. spoke
20. shivered

Spelling 4 – *-tion/-sion/-cion*

Task 1

1. station
2. description
3. detention
4. attention
5. concentration

6. reflection
7. detection
8. deflection
9. protection
10. infection
11. reaction
12. inspection
13. corrections
14. attraction
15. election

Task 2

1. suspension
2. dimensions
3. suspicion
4. decision
5. revision
6. submission
7. mission
8. precision

Spelling 5 – -gh/-ght

Task A

1. taught
2. naught
3. eight
4. sought
5. fight
6. night
7. knight
8. might
9. bright
10. light
11. Wight
12. frightened
13. tight
14. caught
15. brought
16. ought
17. fought
18. sight
19. height
20. weight
21. drought

Task B

1. rough
2. through
3. thoroughly
4. trough
5. tough

Spelling 6 – Sound-alikes

1. aloud
allowed
2. been
bean
3. blue
blew

4. board
bored
5. break
brake
6. by
buy
bye
7. course
coarse
8. dear
deer
9. flour
flower
10. grate
great
11. hair
hare
12. herd
heard
13. here
hear
14. him
hymn
15. hole
whole
16. plane
plain
17. week
weak
18. you
yew
ewe

Spelling 7 – Problem Words

Task A

1. The entrance is over there.
2. It is their turn.
3. They're very busy today.
4. I don't like Macdonald's; I dislike their burgers.
5. How many are there?
6. There is no excuse.
7. They're on their way.
8. What is there to do here?
9. Why are there no British teams in the finals?
10. I like the way they play their instruments.

Task B

1. It was your fault.
2. You're not playing very well today.
3. You're very busy today.
4. I don't like your haircut.
5. Which is your painting?

Task C

1. It's time to go home.
2. Look at the chair. You have bent its leg.
3. It's always raining.
4. I don't like the carpet. Its pattern is too busy.
5. The sun has got its hat on.

Section 5: Vocabulary

There are no answers for Vocabulary tasks 1 & 2

Vocabulary 3 – Multiple Choice

1. abate – d
2. abhor – c
3. cacophony – c
4. defer – a
5. ebullient - c
6. facsimile – a
7. grace – d

Vocabulary – Definitions

1. habitat – the place where people or animals live or can usually be found
2. ichneumon – an animal belonging to the mongoose family
3. jubilant – extremely happy
4. kestrel – a bird of prey
5. laborious – something that takes hard work
6. magnum opus – great work
7. nefarious – extremely wicked
8. obliterate – destroy completely
9. palatial – like a palace
10. quench – to satisfy your thirst
11. radiate – to shine, or to diverge outwards from a fixed point, like the Sun's rays
12. sacred – something considered holy
13. tenacious – holding on firmly – often describes someone who is determined
14. ultimate – the last
15. valiant – courageous
16. yearn – to long for
17. zeal – an intense enthusiasm or strong feeling for something

Vocabulary 7

1. abbreviate
2. abort
3. abstain
4. accomplish
5. adjudicates
6. blemish
7. callous
8. capitulate
9. ceremony
10. clandestine
11. coordinated
12. conscience
13. corroborate
14. curlew
15. delicate
16. detached
17. dissuade
18. duplicity
19. enmity
20. esoteric
21. expert
22. fidelity
23. frenetic
24. history
25. impoverished

Crossword

Bold – instruction; *italics* – meaning; underline – anagram / letters given

1. Clue: [Go over] [door] **to make** your *mark* (10 letters)
Answer: **[cross][hatch]**
2. Clue: **New** brief becomes *material* (5 letters)
Answer: **fibre**
3. Clue: Heighten trance **to hide** way in (8 letters)
Answer: **entrance**
4. Clue: **Change** the law to make *money* (6 letters)
Answer: **wealth**
5. Clue: *Government* [about] [the people] (8 letters)
Answer: **[re][public]**
6. Clue: [Lay out] [bed linen] **to make** this *program* (11 letters)
Answer: **[spread][sheet]**
7. Clue: Angel **changes** between *two sides* (5 letters)
Answer: **angle**
8. Clue: Roses in cup **make** *type of music* (10 letters)
Answer: **percussion**
9. Clue: *Competition* in meant-to-run **mix up** (10 letters)
Answer: **tournament**
10. Clue: Or my tail **changes** to reveal *right and wrong* (8 letters)
Answer: **mortality**

i. MARK YOUR OWN WORK - WRITING TASK 1:

ii. "Write a review of your favourite television programme for a magazine aimed at 12-14 year olds."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many persuasive sentences did you include?	0	1-3	4-10	More than 10
7. How many words about teenage interests did you include?	0	1-3	4-10	More than 10
8. How many subheadings did you use?	0	1-3	4-6	More than 6
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

iii. MARK YOUR OWN WORK - WRITING TASK 2:

iv. "Write a short story about your first day at primary school."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many facts about secondary school did you include?	0	1-3	4-10	More than 10
7. How many sentences explicitly referred to the fact the readers are in Year 6?	0	1-3	4-10	More than 10

8. How many people did you describe?	0	1-3	4-6	More than 6
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<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

v. MARK YOUR OWN WORK - WRITING TASK 3:

vi. "Write a newspaper article about the arrival of aliens on earth."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many facts about the event did you include?	0	1-3	4-10	More than 10
7. How many direct references to the audience did you include?	0	1-3	4-6	More than 6
8. How many features of newspaper layout and style did you include?	0	1-3	4-10	More than 10
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

vii.

viii. MARK YOUR OWN WORK - WRITING TASK 4:

ix. "Write a story about being lost in the woods."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many scary words did you include?	0	1-8	9-18	More than 18
7. How many references to the gender of the audience did you include?	0	1-3	4-10	More than 10
8. How many descriptive paragraphs did you include?	0	1-2	2-5	More than 5
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

x. MARK YOUR OWN WORK - WRITING TASK 5:

xi. "Write a letter to local residents, protesting that your school is going to be knocked down to build a motorway."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many persuasive words did you include?	0	1-3	4-10	More than 10
7. How many references to homeowners did you include?	0	1-3	4-10	More than 10
8. How many features of the letter form did you include?	0	1-3	4-6	More than 6
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

xii.

xiii. MARK YOUR OWN WORK - WRITING TASK 6:

xiv. "Write an advice leaflet telling a 7 year old about how to look after a pet."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many facts about pets did you include?	0	1-3	4-10	More than 10
7. How many difficult words did you explain for your young readers?	0	1-3	4-10	More than 10
8. How many features of the leaflet form did you include?	0	1-3	4-10	More than 10
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

xv. MARK YOUR OWN WORK - WRITING TASK 7:

xvi. "Write a letter to your headteacher asking for more school trips."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many persuasive words did you include?	0	1-3	4-10	More than 10
7. How many specific references to the headteacher did you include?	0	1-3	4-6	More than 6
8. How many features of the formal letter did you include?	0	1-3	4-6	More than 6
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

xvii.

xviii. MARK YOUR OWN WORK - WRITING TASK 8:

xix. "Describe a place where you have been on holiday."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many different parts of the place did you describe?	0	1-3	4-6	More than 6
7. How many references to people who might want to go did you include?	0	1-3	4-6	More than 6
8. How many features of a magazine did you include?	0	1-3	4-10	More than 10
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

xx. MARK YOUR OWN WORK - WRITING TASK 9:

xxi. "Write a leaflet telling people how they can help save the natural environment."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many persuasive words did you include?	0	1-3	4-10	More than 10
7. How many words did you use about cars and homes?	0	1-3	4-10	More than 10
8. How features of the leaflet form did you include?	0	1-3	4-6	More than 6
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

xxii. MARK YOUR OWN WORK - WRITING TASK 10:

xxiii. "Write a first chapter of a story about an animal."

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	1 mark	2 marks	3 marks	4 marks
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many adjectives did you use?	0	1-10	11-20	More than 20
7. How many words referred to things that might interest the gender you were writing for?	0	1-3	4-10	More than 10
8. How many descriptive paragraphs did you include?	0	1-3	4-6	More than 6
<i>What Grade did you achieve?</i>	8-10 marks	11-18 marks	19-26 marks	27-32 marks
	Grade 4	Grade 5	Grade 6	Grade 7

