



**TeeJay**

# **Literacy and English**

## **CfE Second Level Assessment Pack 2C**

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# Introduction

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## How to use this book

This book is designed to be used flexibly by teachers and support staff for short assessments throughout the year. It covers the assessable elements of the Scottish English and Literacy benchmarks to support teachers in monitoring and assessing the progress of their learners.

Packs 2A, 2B and 2C are designed to be used by teachers for any year group and to assess where the learners are at. However, teachers may decide to use lower or higher assessments, depending on where their learners are.

## Chapter 1 Reading

The reading assessments are set out to ensure progress across each genre (fiction, non-fiction and poetry). The first text is typically the easier text, the second is at the middle level and the third text represents an element of challenge for advanced learners. These can be used to differentiate the assessment tasks, but each assessment could be used throughout the year. For example, the first text in autumn, the second in spring and the last one in the summer.

## Chapter 2 Literacy

This section assesses grammar, punctuation and spelling. The questions start off easier and then there is a stretch section for each area covered. Learners should work through the whole assessment across the year.

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## Chapter 3 Listening and talking

Similar to the reading assessment, these assessments increase in difficulty across fiction, non-fiction and poetry. Learners are encouraged to read the text aloud, so that the teacher can assess their oral presentation skills.



Questions marked with this icon are Reading response questions with no right or wrong answer. They aim to engage learners with the texts and gauge their ability to discuss the different genres.

## Chapter 4 Writing

The writing assessments are designed to be flexible, and teachers can adjust the task to meet the needs of their learners. They are based on the areas covered within the TeeJay Literacy and English Books 2A, 2B and 2C.


## Chapter 5 End-of-year assessment

This assessment focuses on the standard that learners should be reaching by the end of the year.

Teachers have the flexibility to use the stretch and harder aspects of the reading and listening and talking activities to challenge the most able, in addition to this assessment. This assessment covers the main areas covered in each chapter.

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# Coverage


Chapter	Focus	Literacy and English benchmarks
<b>Chapter 0</b> <b>Revision from</b> <b>2A and 2B</b>	<ul style="list-style-type: none"> <li>● Revision from 2A and 2B</li> </ul>	<ul style="list-style-type: none"> <li>● Uses sentences of different lengths and types and varies sentence openings.</li> <li>● Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</li> </ul>
<b>Chapter 1</b> <b>Reading</b>	Narrative 1: <i>Treasure Island</i> by R. L. Stevenson 	<ul style="list-style-type: none"> <li>● Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.</li> <li>● Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.</li> <li>● Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.</li> <li>● Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.</li> </ul>
	Narrative 2: <i>The Lost Boys</i> by J. M. Barrie	<ul style="list-style-type: none"> <li>● Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.</li> <li>● Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.</li> </ul>

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# Chapter 0

## Revision from 2A and 2B

- Uses sentences of different lengths and types and varies sentence openings.
- Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.

 1. Use the table below to sort these words into the correct categories.

car	played	silently	he	slowly	Zeikel
Mina	you	school	washed	they	

Nouns	Pronouns	Verbs	Adverbs

2. Underline the conjunctions in these sentences.

- a. Monique saw it all happen, yet she could not stop it.
- b. The river has flooded because it has been raining a lot.
- c. Although Adam likes music, he can't play any instruments.
- d. You couldn't hear the music when the train went past.

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# Chapter 1 Reading

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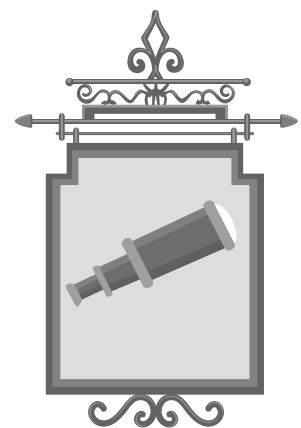


## Narrative 1: *Treasure Island* by R. L. Stevenson

- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.
- Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising.

Read the text and then answer the questions.

When I had done breakfasting the squire gave me a note addressed to John Silver, at the sign of the Spy-glass, and told me I should easily find the place by following the line of the docks and keeping a bright lookout for a little tavern with a large brass telescope for sign. I set off, overjoyed at this opportunity to see some more of the ships and seamen, and picked my way among a great crowd of people and carts and bales, for the dock was now at its busiest, until I found the tavern in question.



It was a bright enough little place of entertainment. The sign was newly painted; the windows had neat red curtains; the floor was cleanly sanded. There was a street on each side and an open door on both, which made the large, low room pretty clear to see in, in spite of clouds of tobacco smoke.

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The customers were mostly seafaring men, and they talked so loudly that I hung at the door, almost afraid to enter.

As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham – plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests.

Now, to tell you the truth, from the very first mention of Long John in Squire Trelawney's letter I had taken a fear in my mind that he might prove to be the very onelegged sailor whom I had watched for so long at the old Benbow. But one look at the man before me was enough. I had seen the captain, and Black Dog, and the blind man, Pew, and I thought I knew what a buccaneer was like – a very different creature, according to me, from this clean and pleasant-tempered landlord.

I plucked up courage at once, crossed the threshold, and walked right up to the man where he stood, propped on his crutch, talking to a customer.

'Mr Silver, sir?' I asked, holding out the note.

'Yes, my lad,' said he; 'such is my name, to be sure. And who may you be?' And then as he saw the squire's letter, he seemed to me to give something almost like a start.

'Oh!' said he, quite loud, and offering his hand. 'I see. You are our new cabin-boy; pleased I am to see you.'

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1. Underline the correct option to complete each of the sentences below.

a. The narrator was delivering a note that was addressed to \_\_\_\_\_.

the squire      the Spy-glass      John Silver

b. To get there he had to walk through the \_\_\_\_\_.

docks      ships      carts      taverns

2. How did the narrator know where to find John Silver?

---

---

3. **Find** and **copy two** words or phrases from the text that show the Spy-glass is a pleasant place.

- \_\_\_\_\_
- \_\_\_\_\_

4. a. What is the narrator's first impression of Long John Silver?

Tick ✓ **one** box to answer the question.

cheerful      ☐

cruel      ☐

surly      ☐

aggressive      ☐

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## Non-fiction 2: *The Right to an Education* by Kate Ruttle

- Identifies the main ideas of a text with appropriate detail.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

Read the text and then answer the questions.

### Children's rights

In 1989, governments around the world agreed to protect the rights of children and young people. The United Nations Convention on the Rights of the Child (UNCRC) lists 54 rights that all children have. These include important rights, for example the right to life and to the best possible health; the right to have a name and a nationality; the right to believe what you want to believe and to have privacy; the right to have time to relax and play, and time to go to school.

### The right to an education

Articles 28 and 29 in the UNCRC say that every child has the right to an education, and this education should try to develop each child's personality, talents and abilities.



### No chance to go to school

There are over 65 million primary-school-aged children in the world who can't go to school, so they may not have the opportunity to find out what they are good at. Many of these children are working to help to feed their families; others are

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homeless or are travelling with their families and trying to find a better or a safer place to live.

In some countries, children walk for over two hours to get to school. Children who live even further than that from their nearest school may never get the chance to go. Why might it matter if all these children don't go to school?

### **No resources**

In some countries there may be buildings for schools, but no teachers. Or perhaps there is no water and no toilets. Or it may be there is no chalk or no blackboards for teachers to write on, or no paper or pencils for children to write with.

In these schools, books may be in short supply; 14 or 15 children may have to share the same maths book or there may be one reading book for the whole class to share.

In countries where there are a lot of poor people, one class may have up to 100 children of all ages sitting in the shade of a big tree, or crammed onto benches in a stuffy classroom. Do you think these children are receiving an education that develops their personality, talents and abilities?

### **Why is an education important?**

We should all care that so many children aren't in school because, without an education, their talents may be wasted and they may never know what they are good at. The best way for poor countries to become richer is for their children to be educated.

Children who go to school and learn to read, write and do arithmetic are more likely to have better lives than children who don't go to school. Children who go to school become adults who are more likely to have jobs and are more likely to send their own children to school. In many countries around the world, school is

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seen as a privilege. Without education, people often don't have the chance to develop their personality, talents and abilities.

### **What can you do?**

You are lucky. You can help others to have some of the same chances that you have by supporting your school's charitable fundraising days and asking that collections at events such as class assemblies or school concerts go to education charities around the world.

You can also take your old clothes, books and toys to charity shops. The charities will either send them to schools in poorer countries, or sell the things and give the money to the schools. Find out about charities that you can support which work to get children around the world into a school, and that will help children to develop their personalities, talents and abilities.

1. List **four** rights from the text that are included in the UNCRC.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. In the UNCRC, what is the purpose of education?

\_\_\_\_\_

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## ★ Poetry 3: *Island* by Stanley Cook

- Identifies the main ideas of a text with appropriate detail.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

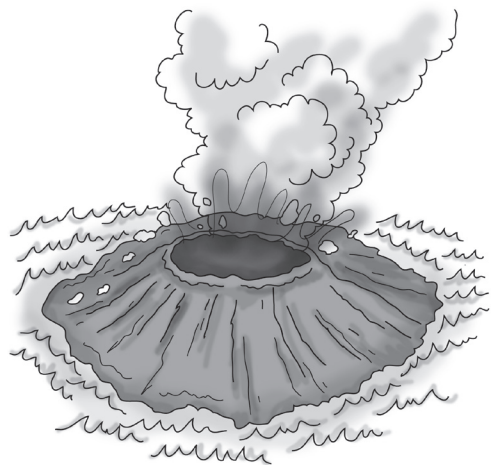
Read the text and then answer the questions.

Firing molten rock at the sky  
And shrugging water off, the island-to-be  
Rises steaming from the sea  
Whose waters quench its volcanic sides.

Rising mountainous from the depths,  
It takes its place with continents,  
Though only a speck by comparison,  
Above the tides and on the maps.

A part of the world has been rebuilt,  
A staging post for birds to visit  
And simple plants to inhabit  
Once the years weather and cool it.

The forging from the earth's hot core  
Settles into its final shape:  
People will find it a name;  
Someone one day will put ashore.



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1. Look at the first verse.

What do the words '*Firing molten rock at the sky*' tell you about the island?

---

2. Why is the new island '*steaming*'?
- 

3. The poet describes the island as '*Rising mountainous from the depths*' (verse 2). This makes it sound big and impressive.

What else do you learn about the size of the island in the same verse?

---

4. In verse 3, the term '*staging post*' is closest in meaning to which of the following?

Tick **✓ one** box to answer the question.

a place to build a nest ☐

a pole for perching on ☐

a special nesting box ☐

a stopover place ☐

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# Chapter 2: Literacy

## Grammar and punctuation

### Using brackets

Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.



1. Use brackets to punctuate the following sentences. One has been done for you.

I broke both bones (the tibia and fibula) in my leg.

- a. My birthday 7th April is my favourite day of the year.
- b. The school play which starts at 6 p.m. should be an amazing night.
- c. The car which is a brand-new Ferrari is shiny, fast and blue.



2. Tick ✓ **one** box to show which sentence uses brackets correctly.

Cheetahs are (very fast) runners.

☐

The girl (who lives next door) plays the piano.

☐

I brush my teeth (in the morning) and at bedtime.

☐

When I stay up late (I feel really tired).

☐

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# Chapter 3: Listening and talking

## Narrative 1: *Why the Whales Came* by Michael Morpurgo

### Teacher sheet

Ask learners to read the text first and assess the following during the session:

- Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.
- Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.
- Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.
- Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.

**Guidance for teachers:** Print and hand out the pupil sheet on page 90.

Allow learners to read the text out loud, then read out the questions in the table below and ask them to answer. Learners can refer back to the text.

Answers to this section are included in the table to allow for real-time checking.

Benchmark references are also included for ease of reference.

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Question	Answer	Listening and understanding focus
<p>1. Say the best answer to the following questions:</p> <p>a. At the start of the extract, Mother is_____.            annoyed    anxious            busy    surprised            Choose <b>one</b>.</p> <p>b. The narrator is_____.            Mother    Gracie            Mr Wellbeloved            Daniel            Choose <b>one</b>.</p>	<p>a. anxious            b. Gracie</p>	<ul style="list-style-type: none"> <li>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</li> </ul>
<p>2. Mother '<i>looked up vacantly at us</i>'.            Which word is closest in meaning to '<i>vacantly</i>' in this sentence?            Choose <b>one</b>.            angrily    happily            blankly    comfortingly</p>	<p>blankly</p>	<ul style="list-style-type: none"> <li>Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.</li> </ul>
<p>3. Look at paragraph 2, which begins "<i>Well, she said.</i>"  <b>Find</b> and <b>say two</b> words or phrases that show Mother is anxious and unsure.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>'<i>a weak smile on her face</i>'</li> <li>'<i>I'm afraid your Mr Wellbeloved was right after all</i>'</li> <li>'<i>I thought he might be, you know.</i>'</li> <li>'<i>I didn't want to believe him, no one did</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</li> </ul>

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Question	Answer	Listening and understanding focus
4. Who do you think 'old Welly Belly' is?	Mr Wellbeloved/the teacher. Also accept: the vicar.	<ul style="list-style-type: none"> <li>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</li> </ul>
5. Say these events in the order in which they happened – this may not be the order in which you read about them. <ul style="list-style-type: none"> <li>Gracie and Daniel came into the kitchen.</li> <li>Father went to the church.</li> <li>Mr Wellbeloved predicted there would be a war.</li> <li>They called a meeting.</li> </ul>	<ul style="list-style-type: none"> <li>Gracie and Daniel came into the kitchen. 4</li> <li>Father went to the church. 3</li> <li>Mr Wellbeloved predicted there would be a war. 1</li> <li>They called a meeting. 2</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</li> </ul>
6. Look at the paragraph describing the storm. <b>Find and say four</b> different words and phrases that show how severe the storm was.	Accept any four of: <ul style="list-style-type: none"> <li>'such a storm'</li> <li>'a violent thunderstorm'</li> <li>'flashed'/'rolled'</li> <li>'wanted to uproot it from the sea'</li> <li>'moaned'/'howled horribly'</li> <li>'White sheet lightning'</li> <li>'rumbling crescendo of thunder'.</li> </ul>	<ul style="list-style-type: none"> <li>Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.</li> </ul>

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# Chapter 4 Writing

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## Narrative writing assessment checklist

This checklist should be used by the teacher to assess a range of narrative writing (for example, two to three pieces).

### Tools for writing

- ☐ The learner spells most words correctly, including unfamiliar or specialist vocabulary.
- ☐ The learner uses more complex punctuation in an attempt to enhance their writing, for example, inverted commas, exclamation marks, question marks, colons, brackets (parentheses), commas and/or ellipses.
- ☐ The learner writes accurate sentences.
- ☐ The learner uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists and repetition.
- ☐ The learner uses paragraphs to separate thoughts and ideas and to structure content.
- ☐ The learner uses linking phrases and topic sentences to signpost a basic structure, line of thought or argument.
- ☐ The learner edits and reviews their writing to ensure it makes sense and to improve their vocabulary, language or content.
- ☐ The learner's writing is fluent and legible.

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## Creating texts

- ☐ The learner plans and uses their notes to create ideas and to inform their thinking.
- ☐ The learner writes a story in the correct order (e.g. introduction, problem, resolution and ending).
- ☐ The learner has a clear setting with descriptive detail.
- ☐ The learner uses the features of narrative writing correctly.
- ☐ The learner creates interesting and convincing characters.
- ☐ The learner makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language (including figurative language).

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## Narrative 1: Developing a story

Developing a story within its setting.

Read the extract below, from *Moon Bear* by Gill Lewis to give you some ideas for your own story.

Use the template on page 139 to plan your own story.

Then write your story on a separate piece of paper. Remember to add what the characters say using dialogue.

### ***Moon Bear* by Gill Lewis**

*Ma, Pa, Tam, Mae and Sulee live in Laos, near the border with Vietnam, which was heavily bombed during the Vietnamese War. The family has recently been forced to move from their home in the forested mountains to join a small village of peasant farmers.*

Maybe it was because another full moon had passed since we were moved from our old village, but it began to really feel as if this could be our home here. The chickens had settled into their new roosts and we didn't need to corral the pigs to stop them wandering any more. Ma had traded flower-cloth on the highway for lamp oil and new nets to fish the Mekong. I'd killed six white-bellied rats for the pot with my slingshot. Ma was pleased, as we couldn't hunt bush-meat from the forest. Our old life in the mountains became like a distant memory. It didn't seem real any more, more like part of a dream.

Mae and Sulee had been for lessons with the new teacher who came to teach in the shade beneath the spreading branches of the flame tree. I didn't go with them. I had to help Pa in the fields, to clear the weeds and stones and dig the irrigation channels for the rice. We didn't have much time before the rains came.

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I slung the pick and shovel across my back and headed out to the fields. My feet scuffed the hot earth. My mouth felt dry. Everything felt dry. I imagined the throat of the earth waiting for the rain. I imagined rain pitting the dust, filling up the cracks and ditches and streambeds. It wouldn't be long. The monsoon was coming. I could feel it. The dust in the air sparkled with it. One day soon, the rains would come.



I passed other villagers bent double, their wide-brimmed hats keeping off the sun. Our field was the furthest away, set back into the corner of a low hill. Pa had worked hard to clear the stones although we'd have to wait for the rains to soften the earth before we could plough and level it. He said we would plant fruit trees on the hill. Maybe even keep some bees. Not the wild ones, like in the forest, but we'd keep them in wooden hives. Pa understood bees. They understood him too.

I found him marking out the irrigation channel along the border of our field. In the monsoon, we would rely on water from the hills, but General Chan had promised us a water pump for the dry season. It meant we would be able to grow other crops all year too.

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# Chapter 5 End-of-year assessments

## Diagnostic assessment: Spelling

### Teacher sheet

This spelling assessment features ten words in separate contextualised sentences. There is no timing for this assessment, but it should take approximately 15 minutes to complete.

Read out the instructions below:

- Listen carefully to the instructions I am going to give you.
- I am going to say a word and then say the word within a sentence.
- Listen carefully to the word and write it on your sheet, making sure you spell it correctly.
- I will say the word twice.
- Do you have any questions?

**1. The word is **crucial**.**

Bringing your trainers to school is **crucial** on sports day.

The word is **crucial**. (revision -cial and -tial words)

**2. The word is **referred**.**

I have been **referred** to the hospital so that they can check what is wrong with my knee.

The word is **referred**.  
(suffixes – vowel letters)

**3. The word is **transferred**.**

The footballer was **transferred** to another club.

The word is **transferred**.  
(suffixes – vowel letters)

**4. The word is **question**.**

I think that we should **question** her motives.

The word is **question**.  
(-tion words)

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# Answers

For most questions, award 1 mark. Where answers can be awarded more than 1 mark, the number of available marks has been indicated.

## Chapter 0 Revision from 2A and 2B

1.

Nouns	Pronouns	Verbs	Adverbs
car	he	played	silently
Zeikel	you	washed	slowly
Mina	they		
school			

2. a. yet  
 b. because  
 c. Although  
 d. when  
 e. whenever
3. a. It was **an** enormous castle.  
 b. It had **a** lake and a tall tower with **the** most amazing views of the sea.  
 c. **All** good doctors are committed to making patients better.  
 d. I don't want to go to **that** movie!  
 e. **Most** children like to eat pizza.
4. Accept any plausible adverbs that make sense within the sentences. For example:  
 a. The branches of the trees swayed **vigorously** in the strong wind.  
 b. Dan kicked the ball **quickly** into the net.

- c. Halima was singing **beautifully** in the shower.  
 d. Ava waited **quietly** outside the head teacher's office.  
 e. The rugby team ran **swiftly** into the changing rooms.  
 f. The passengers **anxiously** fastened their seat belts.

## Chapter 1 Reading

### Narrative 1: *Treasure Island* by R. L. Stevenson

1. a. John Silver  
 b. docks

*Focus: Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.*

2. He was told to go to the sign of the Spy-glass (lines 2–3). /The squire told him how to find the place.

*Focus: Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.*

3. Suitable examples include:

- 'bright enough' (line 12)
- 'sign was newly painted' (lines 12–13)
- 'neat red curtains' (line 13)
- 'cleanly sanded' (line 14)
- 'pretty clear' (line 15)

*Focus: Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.*

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