

Monday's inverted commas answers

In some questions, alternative answers may be acceptable. The likeliest answers are given below. If questions have more than one answer, teachers should use their own judgement when marking.

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Tara and Guy sped up and were delighted to reach the van before anyone else. But, to their surprise, Natasha wasn't inside her van. She was standing on the roof. Her ice-cream machine was up there, along with all her chocolate flakes, coloured sprinkles, toffee logs, chopped nuts and delicious sauces.

"What do you want?" she demanded, looking down at Tara and Guy.

"Why are you up there?" asked Tara.

"You use the word 'up'," replied Natasha sourly, "but if you were on a plane you'd ask why I was 'down' here, and if you were standing on another ice-cream van you'd ask why I was on the 'same level' as you. So, your question is irrelevant. I'm here. I'm serving my world-famous ice cream. So, I repeat, what do you want?"

"Please can I have a double scoop with extra sprinkles today?" Tara asked.

"I'm going for a single scoop with toffee logs, please," replied Guy.

When the ice creams were ready, instead of passing them over she attached them to a fishing rod and lowered them down.

"Take the ice creams and put your money in that little pouch attached to the rod," Natasha commanded.

"That was weird," said Guy, in between mouthfuls of the incredible-tasting chilled snack.

"Do you think she's entering a fishing tournament?" asked Tara.

"If she is, she's using a very strange method of practising for it," said Tara.

Wednesday's Medium Challenge answers

1-2. (W5:1. Sp 6:11) The **suffixes** ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

pollen	ate	en	class	ise	ify
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3. (W5:2. Sp 5:14) Silent 'b' often follows 'm' (lamb, thumb) and can come before 't' (debt, doubt).

4. (W5:2. Sp 5:15) Silent 'k' is always followed by 'n' and 'kn' is always followed by a vowel (knife, knock).

sheep	lamb	knife	fork
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5-6. (W5:3. Sp 5:19) **Homophones** are words that sound the same but have different meanings and different spellings.

I had (<u>cereal</u> / serial) for breakfast.	Have you (<u>heard</u> / herd) the news?
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7. (W5:4) Check the definition with that in the dictionary available.

predator	Any carnivorous animal.
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

frightful	4	fantastic	2	dangerous	1	fragment	3
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

<u>furthermore</u>	however	afterwards	<u>as well as</u>	suddenly
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12-13. (W5:12) Using a wider range of **sentence openers**, **propositional phrases** and **fronted adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

<u>First of all...</u>	Once we arrived...	<u>Most would agree...</u>	Later that day...
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14-15. (W5:15) A **verb tense** tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

I (send / <u>sent</u>) you a text last night.	Please (<u>send</u> / sent) me one back.
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16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

He and his friends (is / <u>are</u>) at the fair.	Mum or dad (is / are) there.
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18-19. (W5:18) Verbs in the **perfect** form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

He has (did / <u>done</u>) his homework.	He (<u>did</u> / done) his homework last night.
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20-21. (W5:19) **Expanded noun phrases** add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

There was (absolutely) no need (what so ever) to kill the (huge) giant.
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22. (W5:20) **Modal verbs** indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

He swims really well. He (can / should / <u>must</u>) practice a lot.
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23. (W5:21) A **relative clause** adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

The injured policeman, <u>who was bleeding badly</u>, staggered to the van.
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24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

While I was eating, the cat scratched the door.
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25. (W5:23) **Parenthesis** is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. **Brackets** enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

The pyramids (of Ancient Egypt) are enormous.
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Wednesday's Spicy answers

1-2. (W5:1. Sp 6:11) The **suffixes** ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

mobile	ify	<u>ise</u>	loose	ate	<u>en</u>
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3. (W5:2. Sp 5:17) Silent 't' is often in the letter string 'stle' (castle, thistle)

4. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and often in the letter string 'ign' (sign, design)

cast<u>le</u>	tower	re<u>ign</u>	rule
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5-6. (W5:3) **Homophones** are words that sound the same but have different meanings and different spellings.

David Beckham is my (idle / <u>idol</u>).	The bride walked down the (isle / <u>aisle</u>).
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7. (W5:4) Check the definition with that in the dictionary available.

<u>cursory</u>	<i>hasty and not thorough</i>
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

bright	2	bring	3	brought	4	black	1
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

<u>it is likely</u>	unexpectedly	<u>perhaps</u>	many	for example
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12-13. (W5:12) Using a wider range of **sentence openers**, **propositional phrases** and **fronted adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

<u>That very moment,</u>	<i>In the end,</i>	<u>Suddenly,</u>	<i>Unless,</i>
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14-15. (W5:15) A **verb tense** tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

A text (<i>flash</i> / <u>flashed</u>) up on my screen.	They (<u>flash</u> / flashed) up when I turn it on.
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16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

Neither of them (<u>like</u> / likes) going to bed.	Every penny (<u>has</u> / have) to be counted.
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18-19. (W5:18) Verbs in the **perfect** form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

Dan (<u>spoke</u> / spoken) to the teacher.	Dan has (spoken / spoke) to the teacher.
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20-21. (W5:19) **Expanded noun phrases** add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

<i>She (carefully/cautiously) sipped the (hot/boiling/scorching) cup of tea.</i>

22. (W5:20) **Modal verbs** indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

My mum says I (<u>should</u> / ought to / will) not talk to strangers.

23. (W5:21) A **relative clause** adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

The orchestra, <u>when the conductor signalled</u>, began to play.

24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

<i>After he had won, the runner went up for his medal.</i>

25. (W5:23) **Parenthesis** is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. **Brackets** enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

<i>The lungs, which are protected by our ribs, help us breathe.</i>
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