

# Essential English Skills

## Entry test 1

### marking key

Score	Next steps
0-3	student may not yet be ready to start Essential English Skills
4-14	give student Essential English Skills 1
15-20	administer Entry test 2

#### WORD WORK

1 Complete the list of rhyming words.  
roar d oor y our f or m ore

2 Add the missing letters.  
**Clue:** found in a non-fiction book  
i n d e x c o n t e n t s

Cross out the words that are wrongly spelt.  
Write the correct spelling.

3 She ~~startid~~ to ~~shout~~.  
started shout

4 Last ~~nite~~ it ~~snowd~~.  
night snowed

5 ~~They are haveing~~ a party.  
They having

6 She ~~pickt sun~~ beans.  
picked some

Make these words into opposites.

7 lucky and unlucky

8 agree and disagree

9 Make the words in **bold** into plurals.  
Wash all the **plate** s and **dish** es.

10 Write two compound words that start with **sun**.  
sun shine sun set

**Word Focus**  
1: choosing the correct vowel phoneme  
2: spelling two-syllable topic words  
3-6: verb endings **ed** and **ing**; regular and tricky high-frequency words  
7-8: using prefixes **un** and **dis** to make opposites and negatives  
9: adding **s** or **es** to make plurals  
10: compound words

#### SENTENCE WORK

11 Write a sentence using the words **car** and **tree**.  
He parked the car by the tree.

12 Write a question to go with the answer.  
What was the weather like?

Answer: It was sunny every day.

13 Underline the words that are wrong. Write the correct words.  
We was going to town but the bus were late. were was

14 Make the sentence into two separate sentences.  
He opened the door and went inside. ~~and~~ <sup>I</sup> it was dark.

Finish the sentence in two different ways.

15 The old man was tired so he sat down to rest.

16 The old man was tired but he carried on working.

Add the punctuation and capital letters.

17 <sup>T</sup> the fox jumped out. <sup>T</sup> the children screamed and ran away.

18 <sup>W</sup> who is that at the door? <sup>I</sup> it must be <sup>J</sup> jack.

19 A word is missing. Give two ideas for what it might be.  
Snowflakes \_\_\_\_\_ to the ground. drift float

Add three more items to the list in the sentence.

20 In my pocket I have a bus ticket, a marble, two paper clips and some sweets.

**X** DEFINITIVE ANSWER **X** SAMPLE ANSWER

# Essential English Skills

## Entry test 2

### marking key

Score	Next steps
0-3	give student <b>Essential English Skills 1</b> for reinforcement; if student scored 15-20 on <b>Entry test 1</b> , move quickly to <b>Essential English Skills 2</b>
4-14	give student <b>Essential English Skills 2</b>
15-20	administer <b>Entry test 3</b>

#### WORD WORK

- 1 Cross out the verbs in the present tense. Write them in the past tense.

The Prince ~~stops~~ and ~~grabs~~ his sword.  
stopped      grabbed

- 2 Write each noun as a plural.

puppy      fox      mouse  
puppies      foxes      mice

- 3 Add a prefix to make an opposite.

un tidy      dis honest  
in visible      de bug  
anti -clockwise      non sense

Cross out the words that are wrongly spelt. Write the correct spelling.

- 4 Two ~~lorrys~~ were ~~driving~~ ~~around~~.  
lorries      driving      around
- 5 The ~~children~~ ~~cryed~~ at such ~~kindnuss~~.  
children      cried      kindness
- 6 ~~Its~~ the ~~hotist~~ day ~~ov~~ the year!  
It's      hottest      of      year

Add the suffix **y** to make the word an adjective.

- 7 crunch crunchy      luck lucky
- 8 sun sunny      stone stony

Write the shortened form correctly.

- 9 dont don't      10 Ive I've

**Word Focus**  
**1:** past tense; adding **ed** and doubling the final consonant  
**2:** spelling plurals  
**3:** using a range of prefixes; word meanings  
**4-6:** proofreading for spelling errors: adding **s, ed, ing** suffixes; checking medium-frequency words  
**7-8:** adding the suffix **y**  
**9-10:** using apostrophes in shortened forms

#### SENTENCE WORK

Cross out the verb and write a better verb to use instead.

- 11 Water ~~came~~ out of the pipe. trickled
- 12 He ~~went~~ through the brambles. scrambled

Add a word to join the sentences. Do **not** use **and**.

- 13 We have lived here since I was five.
- 14 Jack climbed until he reached the top.

- 15 Write the notes as one complete sentence.

frog – smooth, moist      toad – dry, rough

A frog's skin is smooth and moist but a toad's feels dry and rough.

- 16 Cross out the nouns. Write different nouns to make the sentence more interesting.

A ~~man~~ rode a ~~bike~~ along the ~~road~~.      clown      unicycle      tightrope

- 17 Write the sentence again using at least three adjectives.

He wore a hat and a cloak made of feathers.

He wore a floppy hat and a flowing cloak made of multicoloured feathers.

- 18 Finish the sentence by adding information that explains.

Don't stand behind a moving swing because it could knock you over.

Add the punctuation and capital letters.

- 19 "W who wants an ice-cream?" asked M melanie.

- 20 "M me!" screamed B bobbie and R robbie.

**Sentence Focus**  
**11-12:** choosing verbs for precision and impact  
**13-14:** using connectives and subordinators in sentences (time links)  
**15:** linking information within a sentence; sentence punctuation  
**16:** choosing nouns for precision and interest  
**17:** using adjectives for clarity  
**18:** sentences that explain and give reasons; using connectives  
**19-20:** punctuating dialogue: using speech marks, capital letters, full stops, ? and !

**X** DEFINITIVE ANSWER      **X** SAMPLE ANSWER

# Essential English Skills

## Entry test 3

### marking key

Score	Next steps
0-3	give student <b>Essential English Skills 2</b> for reinforcement; if student scored 15-20 on <b>Entry test 2</b> , move quickly to <b>Essential English Skills 3</b>
4-14	give student <b>Essential English Skills 3</b>
15-20	administer <b>Entry test 4</b>

#### WORD WORK

- Underline each root word.  
medicine disorderly foolishness
  - Cross out the words that are wrongly spelt. Write the correct spelling.  
 Two ~~people drownd yesterday~~ in ~~ruff~~ seas.  
people drowned yesterday rough
  - Complete the table of adjectives.
- |          | comparative     | superlative      |
|----------|-----------------|------------------|
| 3 flat   | <u>flatter</u>  | <u>flattest</u>  |
| 4 cheeky | <u>cheekier</u> | <u>cheekiest</u> |
- Write two words that come from the root word **horror**.  
horrific horrible
  - Add a suffix to make the word into an adjective.  
 music al nut ty  
 athlete ic amaze ing beauty iful
  - Add the suffix **ness** to change the adjective into a noun.  
 lovely loveliness tidy tidiness
  - Write the homophone.  
 stair stare peace piece
  - Frosty Flakes – a new ~~serial~~ cereal
  - Which colour – red or ~~blew?~~ blue

**Word Focus**  
 1: identifying root words, prefixes and suffixes  
 2: checking spelling of tricky words  
 3-4: forming comparatives and superlatives; rules for adding suffixes  
 5: knowledge of word roots  
 6: knowledge of suffixes and spelling rules for adding them  
 7: forming words with suffixes; spelling rules  
 8-10: homophones

#### SENTENCE WORK

- Rewrite the two sentences as one sentence. Use an adverb in place of the second sentence.  
 No-one saw him. He was lucky. Luckily, no-one saw him.
  - Cross out the verbs and adverb. Write new words to make the character sound different.  
 Mr Hawkins ~~bounced eagerly~~ into the room and ~~smiled~~ at the class.  
stormed angrily glared
  - Extend the sentence using one of these words to start. **who where that**  
 They went to the gates where they had been told to wait.
  - Continue the sentence to make the point clear.  
 The litter problem will continue unless we have more bins.
  - Extend the sentence so that it says **where, why** and **how**.  
 The man sat quietly on the park bench waiting for his wife.
  - Reorder the words to make another sentence.  
 The sun rose slowly over the village. Slowly, the sun rose over the village.
- Rewrite the phrase using three words only.
- the cloak belonging to the actor the actor's cloak
  - the spaceship belonging to the aliens the aliens' spaceship
  - Add the missing punctuation and capital letters.  
 A W  
 although it was dark, we weren't scared. W well, only a bit.
  - Add two adjectives to make the planet sound unwelcoming. Then complete the simile, continuing the same mood.  
 The surface of the planet was icy and bare. The wind felt like freezing knives.

**Sentence Focus**  
 11: forming and placing adverbs in sentences; spelling adverbs and changing y to i  
 12: choosing language for effect: verbs and adverbs to show character  
 13: using relative clauses  
 14: using conjunctions to expand and clarify  
 15: adding phrases and adverbs to clarify  
 16: varying sentences: moving adverbs or phrases; use of commas  
 17-18: possessive apostrophes  
 19: checking sentence punctuation; use of commas  
 20: selecting adjectives and forming similes to create mood

**X** DEFINITIVE ANSWER    **X** SAMPLE ANSWER

# Essential English Skills

## Entry test 4

### marking key

Score	Next steps
0–3	give student <b>Essential English Skills 3</b> for reinforcement; if student scored 15–20 on <b>Entry test 3</b> , move quickly to <b>Essential English Skills 4</b>
4–14	give student <b>Essential English Skills 4</b>
15–20	administer <b>Entry test 5</b>

#### WORD WORK

Add a prefix to make the opposite.

- 1 in human      il legal  
 2 ir responsible      im probable  
 3 Add the correct 'shun' ending.  
 reduce tion      collide sion  
 opti cian      electri cian

Add **ible** or **able**.

- 4 suit able      enjoy able      fashion able  
 5 vis ible      ed ible      horr ible  
 6 Write the word correctly.  
 intrest interest      diffrent different

- 7 Add different suffixes to make four new words.

tune tuneful tuneless tuning tuned  
 use useful useless user using

Cross out the words that are wrongly spelt. Write the correct spelling.

- 8 A ~~terrible~~ beast ~~garded~~ the ~~enterance~~.  
terrible guarded entrance

- 9 He gave ~~several desperate, deafning~~ roars.  
several desperate deafening

- 10 Write three words with the root **trans**.  
transplant transfer transmit

**Word Focus**  
 1–2: using less common prefixes to form opposites (**in, il, ir, im**)  
 3: using **tion, sion** and **cian**  
 4–5: spelling choice: **able** and **ible**  
 6: spelling unstressed vowels  
 7: rules for adding suffixes  
 8–9: spelling unstressed vowels  
 10: knowledge of word roots

#### SENTENCE WORK

- 11 Add a phrase or clause that gives extra information.  
 And so, thanks to Prince Alfonso, the land of Safara was free once more.

- 12 Combine the three sentences into one.  
 Ursula sold all her hats. She kept one hat. This one hat was Ursula's favourite.  
Ursula sold all her hats except one, which was her favourite.

- 13 Rewrite the sentence so that the words and/or phrases are in a different order.  
 Amy forgot her worries for a while huddled by the fire.  
Huddled by the fire, Amy forgot her worries for a while.

- 14 Rewrite the sentence as a rhetorical question.  
 We can all help to save the planet, starting right now.  
Shouldn't we all be doing our bit to save the planet?

- 15 Complete the sentence in the style of a horror story.  
 He saw its fearsome eyes, round like saucers, and its filthy coat of matted fur.

- 16 Write this informal sentence so that it sounds formal.  
 People shouldn't do things like that. Such behaviour is totally unacceptable.

Add punctuation and capital letters so that the text makes sense.

- 17 Holding on to the side, he kicked his legs. the boat moved.  
 18 "Don't drink that!" screamed josie. its jakes magic potion!"

Continue the sentence after the punctuation mark.

- 19 Many objects are made from wood: tables, shelves, cupboards and pencils.  
 20 The door slammed – they were trapped!

**Sentence Focus**  
 11: embedding a phrase or clause using commas  
 12: forming and punctuating a complex sentence  
 13: reordering sentences; using commas  
 14: adapting sentence types  
 15: choosing language for effect  
 16: using formal and informal language  
 17: using commas and full stops; making meaning clear  
 18: punctuating direct speech; using apostrophes  
 19–20: using punctuation within sentences: colons, commas and dashes

**X** DEFINITIVE ANSWER      **X** SAMPLE ANSWER

# Essential English Skills Entry test 5 marking key

Score	Next steps
0–3	give student <b>Essential English Skills 4</b> for reinforcement; if student scored 15–20 on <b>Entry test 4</b> , move quickly to <b>Essential English Skills 5</b>
4–14	give student <b>Essential English Skills 5</b>
15–20	give student <b>Essential English Skills 5</b> for reinforcement; move quickly to <b>Essential English Skills 6</b>

## WORD WORK

- Add **ei** or **ie**.  
piece weird receive
  - Add **able** or **ible**.  
audible detestable resistible
  - Underline the word that is not correct.  
Write it correctly.  
purely surely finely truely truly
  - Add the missing syllable.  
government lemonade skeleton
  - Write three words using the root word **graph**.  
graphic photograph telegraph
  - Use the **ous** suffix to form adjectives.  
graceious envyious humourous
- Write the correct spelling.
- lettice marjerine raspberries  
lettuce margarine raspberries
  - dictionery factary lottery  
dictionary factory lottery
  - tecknolojy airospace intacom  
technology aerospace intercom
  - Add an ending to the root to make a word.  
bicycle biology cent igrade  
unicorn monogram multi media

**Word Focus**  
**1:** using the **i** before **e** spelling rule and exceptions to it  
**2:** using the **ible/able** spelling rule and exceptions to it  
**3:** rules for adding suffixes and exceptions  
**4:** words with unstressed vowels or consonants  
**5:** knowledge of word roots and derivations  
**6:** rules for adding suffixes and exceptions  
**7–8:** correcting unstressed vowels and consonants  
**9:** using knowledge of word roots to correct spelling  
**10:** building words from roots

## SENTENCE WORK

- Rearrange the sentence so that the subject comes at the end.  
The giant beast slowly loomed out of a thin swirling mist.  
Slowly, out of a thin swirling mist, loomed the giant beast.
  - Reorder the sentence so that it focuses on the feelings of the character.  
He walked on although he was scared. Although he was scared, he walked on.
  - Continue the sentence to form a long complex sentence that builds up suspense.  
I followed the path as it twisted through the sinister tangle of branches, leading me into the heart of the forest.
- Write two short contrasting sentences to follow the long one that you have just written.
- Something moved. What was it?
  - Rewrite the sentence so that it sounds less definite. In the future we will all have electric cars.  
Perhaps in the future we might all have electric cars.
  - Rewrite the sentence in the passive form to make it sound impersonal.  
I have taken steps to prevent this. Steps have been taken to prevent this.
  - Make the sentence into a conditional sentence.  
He will be safe as long as no-one sees him.

**Sentence Focus**  
**11–12:** reordering sentences for effect; using commas  
**13–14:** varying types of sentence for effect; juxtaposing long and short sentences  
**15:** modal verbs or qualifying words for precise meaning  
**16:** using passive forms in impersonal writing  
**17:** using conditional sentences  
**18:** using punctuation for effect (e.g. commas, dashes)  
**19:** using punctuation to clarify meaning (e.g. commas, colons)  
**20:** using commas and semi-colons

Punctuate the sentence so that it sounds effective and the meaning is clear.

- They had no key and yet, as if by magic, slowly, so very slowly, the door opened.
- There, carved into the wood, was a number: 1004.
- Punctuate the information as **one** sentence.  
On average, a person in the UK uses 150 litres of water a day; in parts of Africa, each person has just ten litres a day.

**X** DEFINITIVE ANSWER    **X** SAMPLE ANSWER