

PRACTICE WORKSHEET + FULL ANSWER KEY

Read, infer and write a paragraph

Upper primary English. Work through the sections in order, or choose the one that matches this week's topic.

QUESTIONS	SECTIONS	ANSWER KEY	WORKING SPACE
102	10	At the back	Ruled

Name _____ Class _____ Date _____

Before you start

Read a short text for meaning, then return to the words that support an answer. A good explanation distinguishes what the text states from what the reader infers.

WORKED EXAMPLE

Read: Leo put his umbrella away as a patch of blue appeared above the trees. What probably happened to the weather?

- 1 The text says Leo put his umbrella away.
- 2 The patch of blue suggests the clouds are clearing.
- 3 It is reasonable to infer that rain has stopped or is stopping.

Use this method as your model. Set out your own working the same way.

Common mistakes to avoid

- Answering from a guess without checking the text
- Putting unrelated ideas in the same paragraph

There are 102 questions across 10 sections. Write in the ruled space, then mark your work against the answer key at the back. Topics covered: Reading comprehension, Vocabulary in context, Paragraph structure.

SECTION A Finding the answer in the text

Read the passage twice before you begin, then find the exact words that answer each question.

READ THIS PASSAGE

Leo pulled his hood up as the bus rattled away. The pavement was already shining and the shop lights blurred in the puddles. He counted the streetlights to the corner, the way he always did when the walk felt long. At the third one he stopped: a small grey cat was pressed under the bench, its fur flat with rain. Leo crouched, opened his lunch box and put the last of his sandwich on the ground. The cat did not move. Leo waited, then walked on slowly, looking back twice.

1 What is the weather like? Quote two words that show it.

2 How does Leo travel before he starts walking?

3 What does Leo count on the way?

4 Where exactly is the cat?

5 What does Leo take out of his lunch box?

6 How many times does Leo look back?

7 At which streetlight does Leo stop?

8 What colour is the cat?

9 Does the cat move when Leo puts the food down?

10 What does Leo do with his hood?

11 Name two things the rain has changed in the street.

SECTION B Vocabulary in context

These questions use the Section A passage. Use the words around an unfamiliar word to work out what it means.

12 What does rattled suggest about the bus?

13 What does blurred mean in this passage?

14 Find a word in the passage that means bent down low.

15 Write a synonym for small.

16 Write an antonym for slowly.

17 What does the walk felt long suggest about Leo?

18 Explain its fur flat with rain in your own words.

19 Choose a better word than nice to describe what Leo does.

20 What is a pavement?

21 Sort into nouns and verbs: bench, crouched, puddles, counted.

SECTION C Inference and evidence

These questions use the Section A passage. Say what you think, then give the words that support it.

22 How do you think Leo feels about the cat? Give evidence.

23 Why might the cat not move?

24 Is Leo hungry? Explain your thinking.

25 What time of day is it? Support your answer.

26 Why does Leo look back twice?

27 What kind of person is Leo? Use one detail.

28 What might happen next? Give a reason from the text.

29 Does the writer tell us Leo is kind, or show it? Explain.

30 Find evidence that Leo has walked this route before.

31 Why might the writer save the lunch box detail until near the end?

32 Write one question you would like to ask Leo.

SECTION D How the writer builds the picture

These questions use the Section A passage. Look at the choices the writer makes, sentence by sentence.

33 Identify one sensory detail and say which sense it uses.

34 Find a short sentence and explain its effect.

35 Why does the writer describe the street before the cat?

36 Combine into one sentence: The path was steep. We continued.

37

Combine into one sentence: Leo was cold. He stopped to help.

38

Rewrite with a stronger verb: Leo went down next to the bench.

39

Explain the difference between a quotation and analysis.

40

Improve this claim: The writer uses words.

41

Find one phrase showing movement and one showing stillness.

42

Suggest a title for the passage and justify it.

SECTION E Writing a paragraph

Plan first: one main idea, then the evidence, then your explanation.

43

Write a topic sentence for a paragraph about Leo's kindness.

44

Add two supporting sentences with evidence to that topic sentence.

45

Write a four-sentence paragraph describing the street in the rain.

46

Continue the story in three sentences.

47

Rewrite the opening sentence from the cat's point of view.

48

Write three connected sentences about a visit to a library.

49

Correct: its important to check your sources

50

Correct: the children's coats were wet, and there hats were missing

51

Write a two-sentence note asking a neighbour to look out for the cat.

52

Reread your paragraph. Name one change that makes it clearer and say why.

SECTION F A second text: information writing

This passage gives facts. Read it twice, then answer using the information in it.

READ THIS PASSAGE

Emperor penguins live on the ice of Antarctica, where winter temperatures can fall below -50 °C. In May the female lays a single egg and returns to the sea to feed. The male balances the egg on his feet, under a warm fold of skin, and does not eat for about two months. Hundreds of males huddle together, taking turns to stand on the cold outer edge. When the chick hatches the female returns with food, and the male finally walks up to 100 kilometres back to the open sea.

53

Where do emperor penguins live?

54

How cold can Antarctic winters become?

55

How many eggs does the female lay?

56

Who looks after the egg?

57

How does the male keep the egg warm?

58

How long does the male go without food?

59

Why do the males huddle together?

60

What is fair about the way they huddle?

61

What does the female bring when she returns?

62

How far might the male walk back to the sea?

SECTION G Summarising and main idea

These questions use the penguin passage in Section F. Keep only what matters most.

63

Write the main idea of the passage in one sentence.

68

Name two facts and one number from the passage.

64

Write a title for the passage.

69

Write one thing the passage does not tell you.

65

Summarise the passage in three sentences.

70

Where could you check the facts in this passage?

66

Which sentence would you cut if you had to shorten the passage? Say why.

71

Put in order: the chick hatches, the egg is laid, the male walks to the sea.

67

Is this passage fiction or non-fiction? How do you know?

72

Explain the difference between a fact and an opinion, using this passage.

SECTION H Grammar and punctuation

Read each sentence aloud. Your voice will often show where the punctuation goes.

73 Add capital letters and a full stop: emperor penguins live in antarctica

74 Identify the verb: The male balances the egg.

75 Identify the adjective: A warm fold of skin.

76 Identify the adverb: The female returns quickly.

77 Add the commas: The male stands waits and shivers.

78 Write the plural of penguin and of chick.

79 Change to the past tense: The chick hatches.

80 Add the apostrophe: The males feet are warm.

81 Write a sentence with a clause beginning with because.

82 Rewrite as a question: The chick hatches in July.

SECTION I Building vocabulary

Work out the meaning from the sentence, then check it in a dictionary.

83 What does huddle mean?

85 Write a synonym for cold.

84 What does balances mean in this passage?

86 Write an antonym for return.

87

What does the prefix un- do to the word happy?

88

What does the suffix -less mean in fearless?

89

Use huddle in a sentence of your own.

90

Which word is closest in meaning to enormous: tiny, huge, quick?

91

Write two words that could describe the male penguin.

92

Explain what a glossary is and when you would use one.

SECTION J Mixed review and extended writing

Plan in note form first, then write in full sentences.

93

Write a paragraph explaining why the male penguin's job is difficult.

94

Write a diary entry as the male penguin for one day in June.

95

Write three questions you would ask a scientist who studies penguins.

96

Write a fact file with four headings about emperor penguins.

97

Name one difference between the Leo passage and the penguin passage.

98

Which passage did you prefer? Give one reason about the writing.

99

Write an opening sentence that would make a reader want to continue.

100

Write a persuasive sentence about protecting Antarctica.

101

Proofread your paragraph. Name two things you checked.

102

Explain one thing that makes writing easy to read.

Answer key

Work each section before you check it. These are model answers: an equivalent method, or a different well-supported interpretation, can be just as correct.

SECTION A - FINDING THE ANSWER IN THE TEXT

1. It is raining; for example the pavement is shining and the fur is flat with rain.
2. By bus.
3. The streetlights.
4. Pressed under a bench.
5. The last of his sandwich.
6. Twice.
7. The third one.
8. Grey.
9. No, it does not move.
10. He pulls it up.
11. The pavement is shining and the shop lights blur in the puddles.

SECTION B - VOCABULARY IN CONTEXT

12. That it was noisy and shaking as it drove away.
13. The lights looked smeared and unclear in the wet puddles.
14. Crouched.
15. For example little or tiny, depending on the context.
16. For example quickly or fast.
17. He finds the walk tiring or boring, so he distracts himself by counting.
18. The rain had soaked the cat, so its fur lay flat against its body.
19. For example kind, thoughtful or generous.
20. The paved path at the side of a road, for people to walk on.
21. Nouns: bench and puddles. Verbs: crouched and counted.

SECTION C - INFERENCE AND EVIDENCE

22. Concerned or sympathetic; he crouches down and gives it his food.
23. It may be frightened, cold or unwell; the text shows it pressed under the bench.
24. He may be, since it was the last of his sandwich, but he gives it away anyway.
25. Evening or late afternoon, because the streetlights and shop lights are on.
26. He is still thinking about the cat and wants to know whether it takes the food.
27. Kind and observant; he notices the cat and gives up his own food.

28. Any supported prediction, for example the cat eats once Leo is far enough away, because it stays still while he is close.
29. The writer shows it through his actions rather than stating it.
30. The phrase: the way he always did when the walk felt long.
31. It shows Leo gives away what little he has left, which makes the choice feel more generous.
32. Any relevant question, for example: did you go back to look for the cat?

SECTION D - HOW THE WRITER BUILDS THE PICTURE

33. For example rattled, which appeals to hearing, or shining pavement, which appeals to sight.
34. The cat did not move. The short sentence creates a pause and draws attention to the stillness.
35. It sets a wet, dim scene, so finding the cat stands out.
36. Although the path was steep, we continued.
37. Even though Leo was cold, he stopped to help.
38. For example: Leo crouched beside the bench.
39. A quotation copies the writer's words; analysis explains how those words create meaning.
40. For example: The writer uses wet, blurred images to create a bleak evening mood.
41. Movement: the bus rattled away. Stillness: The cat did not move.
42. Any relevant title with a reason, for example The Third Streetlight, because that is where the story turns.

SECTION E - WRITING A PARAGRAPH

43. A clear opening idea, for example: Leo shows kindness by putting the cat's needs before his own.
44. Two sentences using details such as crouching down and giving away the last of his sandwich.
45. A focused paragraph with a topic sentence, sensory detail and a closing sentence.
46. Three connected sentences in the same past tense, consistent with the details given.
47. A sentence in the cat's perspective, for example: The rain pushed me further under the bench.
48. A paragraph with a clear focus, logical order, capital letters and end punctuation.
49. It's important to check your sources.
50. The children's coats were wet, and their hats were missing.
51. Two clear, polite sentences with a purpose and a request.

52. A specific revision with a reason, for example replacing a vague pronoun with the noun it refers to.

SECTION F - A SECOND TEXT: INFORMATION WRITING

53. On the ice of Antarctica.
 54. Below -50 °C.
 55. One.
 56. The male.
 57. He balances it on his feet under a warm fold of skin.
 58. About two months.
 59. To share warmth and survive the cold.
 60. They take turns standing on the cold outer edge.
 61. Food for the chick.
 62. Up to 100 kilometres.

SECTION G - SUMMARISING AND MAIN IDEA

63. Male emperor penguins endure extreme cold and hunger to protect their egg until the female returns.
 64. Any suitable title, for example The Longest Winter.
 65. A summary covering where they live, what the male does and what happens when the chick hatches.
 66. A supported choice, usually a detail rather than one of the key events.
 67. Non-fiction; it gives facts and numbers rather than telling a story with invented characters.
 68. For example the male incubates the egg and the female feeds at sea; the temperature -50 °C.
 69. For example how long the chick stays with its parents.
 70. A wildlife book, a museum website, or a documentary from a trusted source.
 71. The egg is laid, the chick hatches, the male walks to the sea.
 72. A fact can be checked, such as the male not eating for two months; an opinion such as penguins are the best animal cannot.

SECTION H - GRAMMAR AND PUNCTUATION

73. Emperor penguins live in Antarctica.
 74. Balances.
 75. Warm.
 76. Quickly.
 77. The male stands, waits and shivers.
 78. Penguins and chicks.
 79. The chick hatched.
 80. The male's feet are warm.
 81. For example: The males huddle because the wind is freezing.
 82. Does the chick hatch in July?

SECTION I - BUILDING VOCABULARY

83. To crowd closely together, usually for warmth or safety.
 84. Holds the egg steady on his feet without letting it fall.
 85. For example freezing, chilly or icy.
 86. For example leave or depart.
 87. It reverses the meaning: unhappy means not happy.
 88. Without; fearless means without fear.
 89. Any correct sentence using the word.
 90. Huge.
 91. For example patient and determined.
 92. A list of word meanings at the back of a book, used when you meet an unfamiliar term.

SECTION J - MIXED REVIEW AND EXTENDED WRITING

93. A paragraph with a topic sentence, evidence from the text and explanation.
 94. A first-person entry with a date and relevant details from the passage.
 95. Three clear questions, each ending with a question mark.
 96. Four headings such as Where they live, Size, Food and Raising a chick, each with a fact.
 97. One is a story with a character and feelings; the other gives facts and information.
 98. Any choice supported by a reason, for example the story created a clearer picture.
 99. A sentence that raises a question or creates a vivid image.
 100. A sentence with a clear opinion and a supporting reason.
 101. For example capital letters, full stops, spelling and whether each sentence makes sense.
 102. For example clear sentences, correct punctuation and ideas set out in a sensible order.

Review and next steps

Mark your work against the answer key, record your score for each section, then answer the three questions below. Bring this page to your next lesson so your tutor can start from what actually blocked you.

Which question did you find hardest, and what exactly stopped you?

Rewrite the corrected working for that question here.

Which section do you want to practise again before your next lesson?

Score record

SECTION	QUESTIONS	NUMBER CORRECT	PRACTISE AGAIN?
A. Finding the answer in the text	11		
B. Vocabulary in context	10		
C. Inference and evidence	11		
D. How the writer builds the picture	10		
E. Writing a paragraph	10		
F. A second text: information writing	10		
G. Summarising and main idea	10		
H. Grammar and punctuation	10		
I. Building vocabulary	10		
J. Mixed review and extended writing	10		
Total	102		

Keep going with one-to-one support.

This is an original Noble Educators topic sample, not a complete syllabus and not an official exam paper. Check the topic, level and any required methods with your school or tutor.

Book a free demo lesson at nobleeducators.com/contact