10.10 Cohesive Devices: 10-minute Pack

about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

The Year 6 Time Capsule

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As their final term at Milbank Primary drew to a close, Year 6 decided to bury a time capsule beneath the old oak tree by the school gates. Mrs Okonkwo, their teacher, had seen the idea work brilliantly at her last school. She suggested that every pupil should choose one object that captured what life was like in Year 6, and the class agreed enthusiastically.

Choosing what to include was trickier than anyone had predicted. However, nobody wanted to leave the project half-finished. In addition to a class photograph and a newspaper from that week, Tariq offered his lucky football sticker, and Bethany did too. Meanwhile, other pupils wrote letters to whoever might dig up the capsule in fifty years' time, describing their favourite lessons and their worries about starting secondary school.

Once every object had been collected, the class sealed everything inside a metal box lined with plastic to keep out the damp. They wrapped the box carefully, checked the list twice and carried it out to the oak tree together. Some pupils wanted to bury it straight away; others, more cautious, insisted on waterproofing the lid a second time before it went into the ground.

By the final afternoon of term, the box was ready. Rain had threatened all morning, and dark clouds gathered overhead as the caretaker dug a neat hole beside the oak tree's roots. Even so, the whole school gathered to watch the capsule lowered into the ground. Eventually, even the youngest pupils in Reception understood why the moment mattered. Year 6 had turned an ordinary afternoon into a memory that Milbank Primary would not open again for fifty years.

1 A pronoun can link a sentence back to a noun named earlier, so the writing does not need to repeat itself. Tick the pronoun that correctly and clearly refers back to the noun already named.

(a) The lifeguard blew her whistle loudly. ___ had spotted a swimmer in trouble. **(1)**

- ☐ A) They
- ☐ B) The lifeguard
- ☐ C) She

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(b) The kite soared higher and higher until ___ disappeared behind the clouds. **(1)**

- ☐ A) the kite
- ☐ B) it
- ☐ C) they

(c) The twins packed their bags the night before because ___ were too excited to sleep. **(1)**

- ☐ A) they
- ☐ B) the twins
- ☐ C) he

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2 Combine each pair of sentences below into one sentence, using ellipsis to leave out the words that would otherwise be repeated.

(a) Ali enjoyed the roller coaster at the fair. Zara enjoyed the roller coaster at the fair too. **(2)**

(b) Some pupils chose the vegetarian option for lunch. Other pupils chose the pasta for lunch. **(2)**

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3 The connective in the sentence below does not match its meaning. Explain why it is wrong, then rewrite the sentence using a more suitable connective.

The bus was late again this morning. As a result, Maya arrived at school five minutes early.

(2)

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4 The paragraph below has three cohesion errors: a missing comma after a fronted adverbial, a pronoun that could refer to more than one person, and a connective that does not logically match the meaning of the sentence. Find and correct all three errors.

Zara borrowed a book from Leo and Sam. However he wanted it back by Friday. Meanwhile Zara finished reading it in two days but still returned it a week late.

(3)

5 Look again at the passage 'The Year 6 Time Capsule' at the top of this pack. Find and write down: (i) one word or phrase that is deliberately repeated near the start and the end of the passage to link the whole piece together, (ii) one pronoun that refers back to Mrs Okonkwo, and (iii) one cohesive adverbial used to link two sentences.

(3)

6 The writer names 'Milbank Primary' near the beginning of the passage and again in the final sentence. Explain the effect of this repetition on the reader.

(2)

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Mark scheme · 10.10 Cohesive Devices: 10-minute Pack

Question 1

(a) C ticked (She) cao — **B1**

(a) Answer: **C) She**

(b) B ticked (it) cao — **B1**

(b) Answer: **B) it**

(c) A ticked (they) cao — **B1**

(c) Answer: **A) they**

Question 2

(a) repeated verb phrase enjoyed the roller coaster at the fair replaced by did too after Zara cao (also accept and so did Zara) — **B1**

(a) sentence correctly joined with a comma and and, and still makes complete sense cao — **B1**

(a) Answer: **Ali enjoyed the roller coaster at the fair, and Zara did too.**

(b) pupils omitted after others (others used instead of other pupils) cao — **B1**

(b) sentence correctly joined (e.g. with a semicolon, or a comma before a conjunction), and still makes complete sense cao — **B1**

(b) Answer: **Some pupils chose the vegetarian option for lunch; others chose the pasta.**

Question 3

valid explanation that As a result wrongly suggests arriving early was a consequence of the bus being late, when the two ideas actually contrast (oe) — **B1**

sentence rewritten with a suitable contrast connective, e.g. However, Maya still arrived at school five minutes early (oe, any logical contrast connective) — **B1**

Answer: **The bus was late again this morning. However, Maya still arrived at school five minutes early. (As a result wrongly implies the late bus caused the early arrival; however/nevertheless correctly signals the unexpected contrast.)**

Question 4

comma inserted after However cao — **B1**

he replaced by a clear reference, e.g. Leo, removing the ambiguity about which boy wanted the book back cao — **B1**

Meanwhile replaced by a logical contrast connective, e.g. Even so, since finishing early did not stop the book being returned late (oe) — **B1**

Answer: **Zara borrowed a book from Leo and Sam. However, Leo wanted it back by Friday. Even so, Zara finished reading it in two days but still returned it a week late.**

Question 5

correct repeated word or phrase identified, e.g. Milbank Primary (or capsule/time capsule), found near both the start and the end of the passage — **B1**

correct pronoun identified, e.g. She, referring back to Mrs Okonkwo — **B1**

correct cohesive adverbial identified, e.g. However, Meanwhile, Even so or Eventually — **B1**

Answer: **Example: (i) Milbank Primary; (ii) She; (iii) However.**

Question 6

identifies that repeating the school's name frames or bookends the whole passage, clearly linking the opening to the closing idea — **B1**

identifies an effect on the reader, e.g. emphasises that this particular memory belongs to this school, reinforcing the sense of finality as Year 6 leave (oe) — **B1**

Answer: **It frames the whole passage by linking the opening and closing ideas, reminding the reader that this memory belongs specifically to Milbank Primary and reinforcing the sense of an ending as Year 6 leave.**

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