10.10 Cohesive Devices: Test Pack

about 20 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

The Year 6 Time Capsule

Source written for Revision Library (original, copyright-free). Written specifically for this grammar worksheet pack; not derived from or based on any published work, past paper or copyrighted text.

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 writer can create cohesion by deliberately repeating a word from an earlier sentence, keeping the reader focused on the same idea. Tick the word in the second sentence of each pair that repeats a word from the first sentence.

(a) The kitten hid under the sofa. The kitten was frightened by the thunder. **(1)**

- ☐ A) thunder
- ☐ B) kitten
- ☐ C) frightened

© Revision Library | revisionlibrary.co.uk

(b) The bridge was old and rusty. Nobody trusted the bridge to hold their weight. **(1)**

- ☐ A) bridge
- ☐ B) weight
- ☐ C) old

(c) Mia planted a row of carrots in the spring. The carrots grew quickly in the warm soil. **(1)**

- ☐ A) row
- ☐ B) warm
- ☐ C) carrots

(d) The storm knocked down the playground fence. The fence lay broken across the path. **(1)**

- ☐ A) fence
- ☐ B) path
- ☐ C) storm

---

2 The paragraph below refers to Priya's dog three times, twice using the phrase 'the dog'. Rewrite the paragraph, replacing the two repeated uses of 'the dog' with a pronoun and a synonym so that the writing is more cohesive and less repetitive. Keep the same meaning.

Priya's dog loved the beach. The dog ran straight into the waves. The dog shook itself dry and rolled in the warm sand.

(3)

© Revision Library | revisionlibrary.co.uk

3 Imagine your class is planning a leavers' assembly for the end of Year 6. Write your own sentences below, using the cohesive devices asked for.

(a) Write two sentences: the first names a person involved in planning the assembly; the second uses a pronoun that clearly refers back to that person instead of repeating their name. **(2)**

(b) Write two sentences about planning the assembly, using one cohesive adverbial (e.g. However, In addition, Meanwhile, As a result, Eventually) to link them. **(2)**

---

4 Complete each sentence with a pronoun that refers back to the noun already named, so the writing does not repeat itself unnecessarily.

(a) Mrs Patel, the head teacher, announced the winners. ___ smiled proudly as the names were read out. **(1)**

(b) The old lighthouse had stood on the cliff for two hundred years, and ___ still guided ships safely to harbour. **(1)**

(c) Priya and Aisha finished their project early, so ___ helped the rest of the group tidy up. **(1)**

© Revision Library | revisionlibrary.co.uk

5 Insert the missing comma after the cohesive adverbial at the start of each sentence below.

(a) Nevertheless the coach still arrived on time. **(1)**

(b) In addition the museum offered a free trail for children. **(1)**

(c) Afterwards the class wrote about what they had seen. **(1)**

6 Cohesive adverbials can be grouped by the job they do in a piece of writing. Sort the words and phrases in the box into the correct column of the table below.

Word bank: however | in addition | meanwhile | as a result | moreover | nevertheless | eventually | consequently

Addition	Contrast	Cause and effect	Time or sequence

(8)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 10.10 Cohesive Devices: Test Pack

Question 1

(a) B ticked (kitten) cao — **B1**

(a) Answer: **B) kitten**

(b) A ticked (bridge) cao — **B1**

(b) Answer: **A) bridge**

(c) C ticked (carrots) cao — **B1**

(c) Answer: **C) carrots**

(d) A ticked (fence) cao — **B1**

(d) Answer: **A) fence**

Question 2

first repeated the dog replaced by a suitable pronoun, e.g. It, referring clearly back to Priya's dog cao — **B1**

second repeated the dog replaced by a suitable synonym, e.g. the playful animal or the excited spaniel, referring clearly back to the same dog cao — **B1**

whole paragraph still makes complete sense and clearly refers to the same dog throughout cao — **B1**

Answer: **Example: Priya's dog loved the beach. It ran straight into the waves. The playful animal then shook itself dry and rolled in the warm sand.**

Question 3

(a) a pronoun used in the second sentence that clearly and unambiguously refers back to the person named in the first sentence — **B1**

(a) both sentences make complete sense together — **B1**

(a) Answer: **Example: Mr Bryant offered to organise the music for the assembly. He spent weeks choosing the perfect songs.**

(b) a suitable cohesive adverbial used with a comma to open the second sentence, logically linking it to the first — **B1**

(b) both sentences make complete sense together — **B1**

(b) Answer: **Example: The class rehearsed their song every day for a fortnight. Eventually, they were ready to perform it perfectly.**

Question 4

(a) She cao — **B1**

(a) Answer: **She**

(b) it cao — **B1**

(b) Answer: **it**

(c) they cao — **B1**

(c) Answer: **they**

Question 5

(a) comma inserted after Nevertheless cao — **B1**

(a) Answer: **Nevertheless, the coach still arrived on time.**

(b) comma inserted after In addition cao — **B1**

(b) Answer: **In addition, the museum offered a free trail for children.**

(c) comma inserted after Afterwards cao — **B1**

(c) Answer: **Afterwards, the class wrote about what they had seen.**

Question 6

in addition sorted under Addition cao — **B1**

moreover sorted under Addition cao — **B1**

however sorted under Contrast cao — **B1**

nevertheless sorted under Contrast cao — **B1**

as a result sorted under Cause and effect cao — **B1**

consequently sorted under Cause and effect cao — **B1**

meanwhile sorted under Time or sequence cao — **B1**

eventually sorted under Time or sequence cao — **B1**

Answer: **Addition: in addition, moreover. Contrast: however, nevertheless. Cause and effect: as a result, consequently. Time or sequence: meanwhile, eventually.**

© Revision Library | revisionlibrary.co.uk