

2023 | 2024



THE GATE SERIES  
ENGLISH FIRST LANGUAGE

# ENGLISH FIRST LANGUAGE YEAR 6 CLASSIFIED FULL PACKAGE

BOOK ONE, TWO, AND ANSWER KEY  
NEW FRAMEWORK 0058

CAMBRIDGE PRIMARY CHECKPOINT

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2023 | 2024

**G** *THE GATE SERIES*  
*ENGLISH FIRST LANGUAGE*

# ENGLISH FIRST LANGUAGE YEAR 6 CLASSIFIED BOOK ONE

LANGUAGE SYSTEM AND LITERARY DEVICES  
NEW FRAMEWORK 0058

CAMBRIDGE PRIMARY CHECKPOINT

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## LESSON 3 | PUNCTUATION MARKS

### TOPIC 1 | COMMAS

A **comma** is a punctuation mark that is used to indicate a short pause in a sentence. It is one of the most commonly used punctuation marks in English writing. Commas have several functions in sentence structure and help clarify the meaning and structure of a sentence.

#### Commas Usages

**1- Listing / Separate simple items in a list:** Commas are used to separate items in a list of three or more things.

**Example:**

- The museum houses a collection of artifacts from different civilizations like ancient Greek pottery, Egyptian sculptures, Roman coins, and medieval tapestries.

**2- Before coordinating conjunctions:** Commas are used to separate independent clauses (complete sentences) that are joined by coordinating conjunctions such as (for, and, nor, but, or, yet, so).

**Example:**

- I was so stressed after a whole year of continuous work, so I decided to take a leave.

**3- To separate introductory elements:** Commas are used to separate introductory phrases and clauses from the main part of a sentence.

**Example:**

- *With the radiant sun dipping below the horizon,* the tranquil meadow was embraced by a mesmerizing symphony of chirping crickets and rustling leaves.

**4- To separate additional information:** commas are used to separate additional information (parenthetical elements such as appositives, examples, comments and non-defining relative clauses)

**Example:**

- The third-class facilities, *at the bottom of the ship,* were much more basic.
- Tall buildings can also provide nesting sites for birds of prey, *kestrels for instance,* and seemingly empty corners of building sites can have all sorts of insects and wild flowers."



**5- To separate coordinate adjectives:** Commas are used to separate two or more coordinate adjectives that describe the same noun.

**Example:**

- The *elegant, graceful* performer effortlessly glided across the stage. He captivated the audience with his *mesmerizing, enchanting* performance.

**6- To introduce direct quotations and separate them from the rest of the sentence.**

**Example:**

- She turned to her friend and asked, "Did you see what happened?"
- With a mischievous grin, he whispered, "I have a secret to tell you."

**7- To separate a dependent clause from an independent one in a complex sentence.**

**Example:**

- *As the singer was preparing himself to step on the stage*, a loud explosion was heard outside the theatre.

Notice that the dependent clause here can be considered as an introductory element too.

**8- To separate the day from the month, and the date from the year**

**Example:**

- The conference will be held on June 15, 2023.
- November 5, 1986 was a remarkable day in my life.

**9- Before and after an appositive:** An appositive is a noun or noun phrase that provides additional information or clarification about a preceding noun.

**Example:**

- Manuel Picon, *the former French President*, visited the UK yesterday.
- My dog, Max, loves to play in the park.

**10- To set off a vocative:** The comma here is used to separate the name or title of a person being directly addressed from the rest of a sentence. It is used to indicate a direct appeal, invocation, or emphasis on a particular individual.

**Example:**

- "*John*, could you please pass me the salt."
- "I am sorry, *Simon*, we won't be able to have you as part of our team."



## What Effects Can Commas create?

There is a slight difference between the 'usage' and the 'effect'. When commas are used, they may create the various effects depending on the context they are used in:

**1- Emphasizing a word or phrase:** Commas can be used to place emphasis on a particular word or phrase in a sentence.

**Example:**

- I tackled the challenge alone, *without any help or guidance*.

Here, the comma after "alone" emphasises the speaker's individual effort.

**2- Creating a pause:** Commas can be used to create a brief pause in a sentence, which can affect the pace and rhythm of the writing and create a dramatic effect.

**Example:**

- The curtains slowly rose, revealing the breathtaking stage set before them.

**3- Showing contrast:** Commas can be used to show contrast between two ideas.

**Example:**

- He's smart, but very self-centered.

The comma after "smart" emphasises the contrast between his intelligence and his selfishness.

**4- Building suspense:** Commas can be used to create a sense of suspense or anticipation by interrupting a sentence and leaving the reader hanging.

**Example:**

- He took a deep breath, closed his eyes and waited, *listening intently for the sound that would determine his fate*.



## Practice 1

Identify why commas are used in each of the following sentences.

1. Emily, an avid reader, spent hours lost in the world of books.

.....

2. The soft, gentle breeze rustled through the leaves.

.....

3. The teacher asked the students to open their textbooks, turn to page 50, and begin the exercise.

.....

4. After the children had finished their homework, they played outside.

.....

5. The principal mentioned various extracurricular activities, such as basketball and soccer.

.....

6. He was out of breath, for he was trying to escape from a vicious dog.

.....

7. Tall trees in the forest can offer shelter to various species, squirrels for example, and even the smallest patches of untouched land can provide a haven for diverse plant life and butterflies.

.....

8. The car sped down the open highway, showcasing its power and speed.

.....

9. With shaking hands, she opened the letter.

.....

10. He whispered in a hushed tone, "We have to leave now. It isn't safe here."

.....

11. The marathon, which had been postponed due to bad weather, finally took place on a sunny Sunday morning.

.....



12. The conference is scheduled for May 15, 2023, and will continue until May 18, 2023.

.....

13. The group embarked on a thrilling adventure through the dense forest with an experienced ranger, a young man who was well-versed in navigating such challenging terrains.

.....

14. Although the players thrived to make an accomplishment in the contest, they couldn't break the previous achieved record.

.....

## Practice 2

Read the following extract and answer the questions.

### A Glimpse into the Fascinating Life of the Ancient Egyptians"

(Text 1) "The ancient Egyptians, a fascinating civilization that thrived along the Nile River thousands of years ago, had a rich and distinct way of life. Family held great importance in Egyptian society, with each member fulfilling specific roles. Husbands typically worked in various occupations such as farming, craftsmanship, or as scribes, while wives managed household affairs, including cooking and weaving.

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Education in ancient Egypt was not mandatory, but it was highly valued. Boys and girls received education separately. Boys learned various skills such as reading, writing, mathematics, and hieroglyphics. They also received training in professions like architecture or medicine, depending on their social status. Girls, on the other hand, focused on learning household management, childcare, and textile production.

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The Egyptians resided in diverse types of homes depending on their social standing. Wealthier individuals lived in spacious houses constructed from mud bricks, featuring multiple rooms and courtyards. Some affluent Egyptians even had separate areas for bathing. The walls of these houses were often decorated with colourful paintings depicting scenes from everyday life or religious beliefs. On the other hand, lower-class Egyptians lived in smaller, simpler houses with fewer rooms, typically made of sun-dried mud or reeds.

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Clothing in ancient Egyptian society was not subject to strict rules. However, certain social conventions influenced what people wore. The wealthy adorned themselves in fine linen garments, often dyed in vibrant colours. Men wore kilts, while women wore draped dresses. Jewelry, such as necklaces, bracelets, and rings, was popular among both genders and symbolized social status."

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**1. Look at the first paragraph.**

a. Why are commas (,) used in the first sentence?

.....

b. "Husbands typically worked in various occupations such as farming, craftsmanship, or as scribes..." (Line 4)

Why are commas ( , ) used in the sentence above? Tick **ONE** box.

to emphasise

to separate an introductory element

to set off an appositive

to list items

**2. Look at the second paragraph.**

What is the grammatical use of the comma in the first sentence and what effect does it create?

.....

**3. Look at the third paragraph.**

a. Give one example of a sentence with a comma used to separate an introductory element. Write the whole sentence.

.....

b. Why is the comma used in line 16? Tick one box.

to list items

to give an example

to add information

to separate a main clause





4. Look at the fourth paragraph.

Give one example of parenthetical commas (, ).

---



Read the following extract and answer the questions.

(Text 2)- 'As the clock struck two, the class gathered, with Miss Adams in attendance. She made a quick note of the textbooks neatly arranged on the desks. Taking her position at the front, the anticipation in the room grew. Suddenly, in marched the formidable figure of Mr. Thompson, the strict headmaster, in his tailored suit and glasses.

"Good afternoon, students," he stated firmly.

"Good afternoon, Mr. Thompson," they responded in unison, their voices filled with respect.

Mr. Thompson stood before the class, his arms crossed, casting a stern gaze upon the students seated before him.

"Not a particularly impressive sight," he remarked, a look of mild disapproval on his face. "What a mediocre bunch you are."

The room fell silent as each student chose to remain quiet.

He continued, "It disappoints me to think that I will have to endure your lackluster performance in my classroom for the rest of the academic year. I expect nothing less than excellence, and anything less is unacceptable. Stand up, everyone!"

With swift obedience, the entire class rose to their feet.

"Extend your arms in front of you. As I walk by, turn your hands over so I can see if they are clean," Mr. Thompson commanded.

Mr. Thompson began a deliberate walk along the rows of desks, meticulously inspecting the outstretched hands. Everything proceeded smoothly until he reached a timid girl in the third row.

"What is your name?" he inquired, his tone commanding attention.

"Samantha," the girl replied softly.

"Samantha what?" Mr. Thompson demanded.

"Samantha Johnson," she answered.

"Samantha Johnson what?" he pressed, his voice growing louder.

"Samantha Johnson, sir," Samantha responded, her voice quivering slightly.

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"That's better," Mr. Thompson acknowledged. "Your hands are filthy, Samantha! When was the last time you washed them?"

"I... I'm not sure," Samantha stammered. "Perhaps this morning?"

Mr. Thompson's stern expression intensified, his brow furrowing in disapproval.

"I suspected as much!" he exclaimed.'

**1. Look at the first paragraph.**

*'As the clock struck two, the class gathered.'* (Line 1)

a. Why is a comma used in the above sentence?

.....

b. 'Suddenly, in marched the formidable figure of Mr. Thompson, the strict headmaster, in his tailored suit and glasses.' (Lines 3-4).

Commas are used for two different purposes in the above sentence. Identify the two usages.

*'Suddenly, ...':* The comma here is used to .....

.....

*'...marched the formidable figure of Mr. Thompson, the strict headmaster, in his tailored...'*

The commas here are used to .....

.....

**2. Look at lines 11-15.**

Give one example of a comma used to introduce a quotation.

.....

**3. The writer uses commas ( , ) for two different reasons.**

a. Why does the writer use a comma in line 15?

.....

b. Why does the writer use a comma in line 17?

.....

**4. Look at line 25-30.**

a. Why is the comma used in line 25?

.....

b. From the same lines, find a comma used to set off a vocative.

.....



Read the following extract and answer the questions.

(Text 3)- "Lewis Clarke, a 16-year-old boy from Bristol, has achieved a remarkable feat by becoming the youngest person to trek to the South Pole. Enduring nearly 50 days of extreme conditions, with temperatures plummeting to  $-40^{\circ}\text{C}$  and winds raging up to 193 kilometers per hour, Lewis embarked on this incredible journey. His expedition commenced on December 2, 2013, just two weeks after his 16th birthday, and concluded on January 16, 2014.

Throughout his expedition, Lewis braved the icy terrain, skiing for an average of eight hours each day, covering approximately 29 kilometers while hauling his supplies on a sled. His only companion and guide on this arduous trek was Carl Alvey, an experienced polar guide.

Despite facing various challenges along the way, including blisters, coughing due to high altitudes, and a broken ski, Lewis remained undeterred by the bone-chilling cold. In fact, he confessed to being the kind of person who wears shorts in winter and finds solace in the snow rather than heat.

With 80 kilometers still separating him from the finish line, Lewis acknowledged the immense difficulty of the journey, stating, "I knew it would be hard, but it's harder than I ever thought it would be." Yet, the significance of his accomplishment was not lost on him. Reflecting on the rarity of such an endeavor, he remarked, "However, I think sometimes about how few people have done this. Only 300 in 100 years. And I'm doing it! That's pretty cool."

**1. Look at the first paragraph.**

a. Why are commas used in the first sentence?

.....

b. '*His expedition commenced on December 2, 2013.*'

Why is a comma used in this above sentence?

.....

**2. Look at the second paragraph.**

Find a comma used to set off an appositive.

.....



### 3. Look at the third paragraph.

In the first sentence of the paragraph, extra information is given in commas.

Why is some extra information given in commas? Tick one box.

#### The information given in commas

repeats something previously mentioned.

separates independent clauses.

gives an example of something previously mentioned.

sets off an appositive

### 4. Look at the fourth paragraph.

*"I knew it would be hard, but it's harder than I ever thought it would be."*

Why is the comma used here?

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## Mastering Commas

Insert commas where necessary in the following sentences.

1. In English class we read Old Man and the Sea The Pearl and Romeo and Juliet.

.....

2. Charles Dickens the famous writer wrote A Tale of Two Cities.

.....

3. After the fire burned out I hurried inside the house.

.....

4. Sara I would like you to meet my mother and father.

.....

5. The big gray dog didn't make us sleep all night.

.....

6. Despite their strong relation she can't pour out what she feels.

.....

7. The three pound bass which was the biggest fish I ever caught tasted delicious.

.....

8. In fact man has gone far toward destroying all members of the animal kingdom including himself.

.....

9. In India where 40000 tigers roamed in 1930 there are now only 2500 left and the lion population currently estimated at 175 has been depleted even more severely.

.....

.....

10. Consequently animals like the kangaroo for which Australia is famous are fast disappearing as are koala bears Tasmanian wolves and emus.

.....

.....



11. Miami University is a great school but I wish Oxford was a bigger town! On the weekends there is nothing to do.

.....

12. My English teacher is so strict! At the beginning of the quarter she said "If you miss three classes you will get an F."

.....

13. Jan my best friend cannot go to the movies with us. Her mother said "Young lady you aren't going anywhere until you clean up your room!"

.....

14. The show was so remarkable and we all enjoyed it.

.....

15. A smile appeared on her face forgetting all the cruelty she encountered in her life.

.....



2023 | 2024



*THE GATE SERIES*  
*ENGLISH FIRST LANGUAGE*

# ENGLISH FIRST LANGUAGE

# YEAR 6 CLASSIFIED

# BOOK TWO

READING AND WRITING SKILLS  
NEW FRAMEWORK 0058

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## LESSON 1 | INTERPRETATION OF TEXTS

### TOPIC 3 | IMPLICIT INFORMATION AND MAKING INFERENCES

When we engage with a text, whether it's a captivating fiction story, a thought-provoking poem, or an informative non-fiction article, we not only encounter the explicit information presented on the surface but also delve into the underlying layers of implied messages and themes. These implicit meanings, not directly stated by the author, enrich the reading experience by adding depth and complexity to the text.

**Implicit information**, also known as implicit meaning, involves the subtle messages, emotions, themes, or concepts that the writer conveys through various literary techniques, such as imagery, symbolism, and figurative language. Unlike explicit information that is stated directly, implicit meanings require readers to infer and decipher the hidden layers of the text, making reading a more rewarding and intellectually stimulating process.

**Making inferences**, on the other hand, relies on the deep analysis of each line of the text, cleverly tracing context clues, and weaving together the threads scattered throughout the sentences. It requires using our **background knowledge, critical thinking skills, and textual evidence** to arrive at a logical conclusion about the author's intended meaning.

When we make inferences, we often rely on **specific supporting details, quotations, or evidence from the text** that serve as clues guiding us to our interpretations. These pieces of evidence act as anchors for our inferences, substantiating our understanding of the text and reinforcing our analytical insights.

Again, deciding whether the question targets explicit information or implicit one and requires making inference depends on how the information is presented in the text.

The following are some examples of the questions that focus on making inferences and target the implicit meaning:

**Text excerpt 1:** "Being an astronaut might sound like a straightforward job of flying in space, but the reality is far from simple. The journey to space involves overcoming various challenges, one of which is defining the precise point where Earth's atmosphere transitions into the vastness of space."

**Question:** The writer suggests that the astronaut's job is not an easy one. Give a quotation that shows this.

**Answer:** "but the reality is far from simple".

In this question, a claim is given 'an astronaut's job is not easy' and a supporting quotation is required. The quotation provided in the answer suggests that what thought about the astronaut's job (mentioned in the first part of the sentence) is not real which means that we need to go the first part of the sentence to find the clue. The first part of the sentence sets up the expectation of the job being 'straightforward', while the second part challenges that perception, indicating the complexities and challenges involved in being an astronaut.



**Text excerpt 2:** "As the renowned scientist, Dr. Carter, stepped onto the research vessel's deck, a gleam of excitement sparkled in his eyes. Dr. Carter carried an unexpected surprise. He produced a sketchbook and charcoal pencils, and to everyone's amazement, he began capturing the breathtaking sight of the Aurora Borealis dancing across the night sky."

**Question:** What do we learn about Dr. Carter's character?

**Answer:** He was unpredictable / he had an artistic part in his character besides the scientific one.

This question targets a piece of information that is not mentioned directly in the excerpt. Nothing about Dr. Crater's character is mentioned; however, we came to the conclusion about his character through an 'unexpected' action that he did: 'Capturing the sight of the Aurora Borealis', though he was in the middle of a scientific expedition / research.

**Text excerpt 3:** "With a mischievous glint in his eyes, Max jumped to his feet, and Ellie, his younger sister, leaped into his arms, wrapping him in a tight hug that left him momentarily breathless.

"Rascal!" Max playfully teased, hugging Ellie back with a grin.

Their mother, Mrs. Anderson, entered the room, witnessing the heartwarming scene with a smile. "I only got your message three days ago," she said to Max, "or I would have tried to stop you--"

Mrs. Anderson smiled affectionately addressing Max, "We have a lot to speak about— I guess."

As Ellie clung to her older brother, Mrs. Anderson, with a loving expression, told Ellie to go to her room.

**Question:** Why does mum tell Ellie to go to her room? Tick one box.

She knew it was Ellie's bed time and she wanted to rest.

She wanted to talk to her son without Ellie around.

She thought Ellie was annoying her brother.

She was disturbed by the noise Ellie was causing.



**Answer:** She wanted to talk to her son without Ellie around.

The answer provided is not explicitly illustrated in the excerpt. In order to reach the answer, we have to search for a 'clue'. This clue can be a word, phrase, a quotation, a voice tone or even a look. In our case, the clue was the mother's words to her son: "We have a lot to speak about—I guess."

**Text excerpt 4:**

"The food is about to be served, Lily. Just few more minutes of waiting. It really deserves it, so be patient."

Mum's words didn't put the boredom aside; I was terribly bored with waiting for our order to be served. Nothing broke this boredom except the entrance of an elegant lady — an elegance that urges you to stare. I forgot about my hunger, my boredom, and even about my parents' discussion about the school I am going to move to. Unintentionally, I kept spotting the trendy, yet classic dress she was wearing, the heels that matched the dress perfectly, the pearl earrings surrounded by tiny sparkling diamonds that mirrored the large diamond stone on her ring.

Lost in admiration, I was abruptly brought back to reality by my mom's nudge and scolding words, 'How many times have I told you not to stare at people, Lily?'

**Question:** Give a quote that shows that the mother is tired of Lily's behaviour.

**Answer:** "How many times have I told you not to stare at people, Lily?"

In this question, a claim is provided (an inference is already made) "the mother is tired of Lily's behaviour" and a quotation is required to prove the credibility of this claim. The phrase "How many times..." is the clue that shows that Lily's behaviour is repeatable and that she has been scolded for it many times before.

**Text excerpt 5:**

Mom! Dad! This can't be happening!" I shouted in a mix of disbelief and concern. As I sprang out of bed, my heart pounded with a blend of excitement and worry. I dashed up the stairs, taking two steps at a time, eager to unravel the mystery behind this unexpected situation.

Arriving on the landing, my eyes caught sight of a peculiar scene at the entrance to my older brother's room. A vibrant "CAUTION: NO ENTRY" sign adorned the door, and underneath it, Jason, my brother, had scribbled, "DO NOT DISTURB—SECRET SCIENTIFIC EXPERIMENT IN PROGRESS."

The sign was meant for me.

Usually, I'd never dare to enter Jason's room uninvited, especially when he was deeply engrossed in his scientific pursuits. But today was different—it was my birthday



**Question 1:** What do we learn / infer about the relationship between the narrator and her brother? Give two ideas.

**Answer 1:**

- They were not very close / don't get on.
- Emma interrupts Jason's private time / experiments' time.
- Emma causes annoyance to Jason / Emma causes Jason's fear that she might spoil his experiments.

In this question, the answer is concluded upon the clue of the 'sign' on the door and Emma's words that she is the one meant by these words.

**Question 2:** What does the last sentence tell us Emma is considering doing?

**Answer 2:** She is intending to enter Jason's room.

In this question, the answer is a prediction about what might happen and the answer is inferred using the clue 'But today is different...' as it highlights that a contradictory action will be taken; an action that contradicts with what is normal 'I'd never dare to enter Jason's room uninvited.'

**Text excerpt 6:** " In a small town, nestled among rolling hills and winding rivers, three friends were making their way to the train station. Michael, Sarah, and Emma, all in their early teens, carried little more than a few belongings in their old suitcases and a sense of apprehension in their hearts.

Sarah's long hair was slightly disheveled, and her favorite scarf was wrapped around her neck but without the bow she used to make. Michael's sneakers were untied, and his shirt was peeking out from his half-closed suitcase. Emma clutched a worn teddy bear close to her chest, as if seeking comfort in the familiar plush toy during this uncertain journey."

**"Question:** Explain how these teens left home? Support your answer with two pieces of evidence.

**Answer:** They left home hurriedly / suddenly / without previous preparation.

**Evidence 1:** Sarah's scarf was wrapped around her neck but she didn't make the 'bow' she used to.

**Evidence 2:** 'Michael's sneakers were untied'.

**Evidence 3:** Michael's suitcase was not fully closed.

**Evidence:** Michael's clothes were put hurriedly and untidily in the suitcase so that 'his shirt' was coming out of it.



In this question, an inference about how they left the house was made based on supporting details that were provided as evidence.

In summary, questions which require making inferences and understanding implied information usually follow formats of these types:

- What does this sentence tell us...
- How do we know that...
- What does ... (situation / action) tell us about / show us ...
- Give one sentence which tells us that ...
- Give a quote which tells us that...
- A quotation is provided followed by a question like 'What does this tell us about ...
- A claim is provided like 'Adam describes the man as neat.' Give two examples / two pieces of evidence that tell us this / to support this idea.
- What does this behaviour suggest about the character of...
- What do we learn / infer about...
- Look at this sentence: "...". This suggests that .... Give another sentence from the text which tells us...

These are just example question formats, but keep in mind that question styles vary and the intended information type depends on how it is presented within the context.



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