

Primary Starter Pack

Six printable worksheets from EYFS to Year 6, each matched to the National Curriculum in England (EYFS framework for Reception) and to a free interactive app on The Teacher Vault. Print in black and white; every worksheet ends with an answer key on its own page.

01

EYFS · RECEPTION

CVC Words: Read, Trace and Write

Companion app: **CVC Word Builder** –
theteachervault.com/early-years/cvc-word-builder

p. 2–4
answers p. 4

02

KS1 · YEARS 1–2

Number Bonds to 10 and 20

Companion app: **Number Bonds Challenge** –
theteachervault.com/ks1/number-bonds

p. 5–7
answers p. 7

03

KS1 · YEARS 1–2

Common Exception Words (Year 1 & Year 2)

Companion app: **Common Exception Words** –
theteachervault.com/ks1/common-exception-words

p. 8–11
answers p. 11

04

KS2 · YEAR 4

Times Tables Check: Mixed Practice

Companion app: **Times Tables Challenge** –
theteachervault.com/ks2/times-tables-challenge

p. 12–14
answers p. 14

05

KS2 · YEAR 6

SATs-Style Arithmetic Practice

Companion app: **Year 6 SATs Maths Practice** –
theteachervault.com/ks2/year-6-sats-maths

p. 15–18
answers p. 18

06

KS2 · YEAR 6

SPaG: Year 6 Grammar Terms

Companion app: **SPaG Challenge** – theteachervault.com/ks2/spag-challenge

p. 19–21
answers p. 21

How to use this pack: print the pupil pages and keep the answer key for adults. Each worksheet works on its own, or alongside its companion app for practice on screen. Free to print for classroom and home use.

CVC Words: Read, Trace and Write

Say each sound, blend the word, then trace and write it.

Name _____ Date _____ Class _____

Learning objective: I can read and write simple CVC (consonant-vowel-consonant) words.

✓ I can touch each sound button and say the sound ✓ I can blend the sounds to read the word ✓ I can write the word on the line

1 Read it, trace it, write it Touch each dot and say the sound. Sweep your finger under the word to blend.

READ

TRACE

WRITE

cat
• • •

cat cat

dog
• • •

dog dog

sun
• • •

sun sun

pin
• • •

pin pin

hen
• • •

hen hen

bug
• • •

bug bug

Adult tip: each dot under a letter is a **sound button** – one dot for one sound. Say the pure sounds (“c-a-t”, not “cuh-a-tuh”), then blend them together to read the whole word. For more practice, try the free **CVC Word Builder** and **Letter & Sound Explorer** apps on The Teacher Vault.

CVC Words – blend, choose and check

2 Blend the sounds Say each sound, blend them, then write the word.

m a p

l e g

f i n

p o t

r u g

j a m

3 Which sound is missing? Try each sound in the gap. Circle the one that makes a real word.

t — p (o) (e)

w — b (e) (o)

f — x (o) (u)

z — p (i) (o)

y — s (e) (i)

b — s (u) (e)

4 Real or alien? Draw a sound button under each sound, read the word, then tick: real word or alien (made-up) word?

r a t

☐ real ☐ alien

v o p

☐ real ☐ alien

t i n

☐ real ☐ alien

j e g

☐ real ☐ alien

m u d

☐ real ☐ alien

z i b

☐ real ☐ alien

Extension: choose two real words from this page and say a sentence with each one.

Answer Key

CVC Words: Read, Trace and Write

Activity	Answers
1 Read, trace, write	cat, dog, sun, pin, hen, bug. Each word has 3 sounds, so 3 sound buttons. Check letters sit on the baseline and start in the right place.
2 Blend the sounds	map, leg, fin, pot, rug, jam
3 Missing sound	t_p → top (o), w_b → web (e), f_x → fox (o), z_p → zip (i), y_s → yes (e), b_s → bus (u)
4 Real or alien?	Real words: rat, tin, mud Alien (made-up) words: vop, jeg, zib Every word needs 3 sound buttons, one under each letter.

Notes for adults: every word uses single-letter sounds only (no digraphs), taught early in most systematic synthetic phonics programmes; w, x, y, z and j are usually taught a little later, so pre-teach them if needed. Alien words check true blending, as in the Year 1 phonics screening check, because children cannot read them from memory. Accept any correctly formed lower-case letters.

Number Bonds to 10 and 20

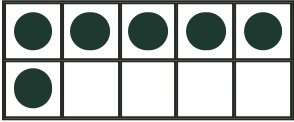
Find the missing numbers. Use the ten frames and part-whole models to help.

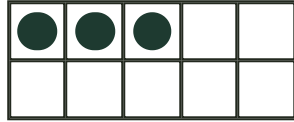
Name _____ Date _____ Class _____

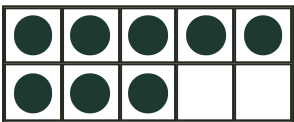
Learning objective: I can recall and use number bonds to 10 and 20.

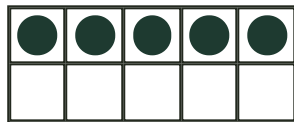
✓ I know pairs of numbers that make 10 ✓ I can use bonds to 10 to find bonds to 20 ✓ I can find a missing number

1 Ten frames Count the dots. How many more make 10? Write the number sentence.

 + = 10

 + = 10

 + = 10

 + = 10

2 Bonds to 10 Write the missing number in each box.

1 $3 + \square = 10$

2 $\square + 6 = 10$

3 $8 + \square = 10$

4 $10 = 5 + \square$

5 $\square + 1 = 10$

6 $10 - 4 = \square$

7 $10 - \square = 3$

8 $2 + \square = 10$

9 $10 = \square + 9$

10 $0 + \square = 10$

11 $10 - 7 = \square$

12 $\square + 4 = 10$

3 All the bonds to 10 Complete the pattern. What do you notice?

$0 + \square = 10$

$1 + \square = 10$

$2 + \square = 10$

$3 + \square = 10$

$4 + \square = 10$

$5 + \square = 10$

$6 + \square = 10$

$7 + \square = 10$

$8 + \square = 10$

$9 + \square = 10$

$10 + \square = 10$

Challenge: how many different pairs of numbers make 10? (3 + 7 and 7 + 3 count as the same pair.)

Number Bonds to 20

4 Use bonds to 10 If you know a bond to 10, you know a bond to 20!

$$3 + 7 = 10$$

SO...

$$13 + 7 = \square$$

$$6 + 4 = 10$$

SO...

$$16 + \square = 20$$

$$2 + 8 = 10$$

SO...

$$\square + 8 = 20$$

5 Bonds to 20 Write the missing number in each box.

1 $14 + \square = 20$

2 $\square + 11 = 20$

3 $20 - 5 = \square$

4 $20 = 13 + \square$

5 $18 + \square = 20$

6 $\square + 10 = 20$

7 $20 - \square = 8$

8 $9 + \square = 20$

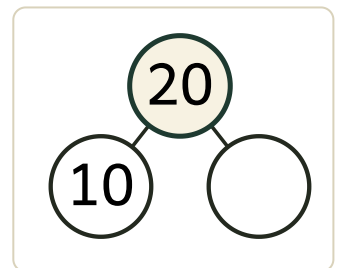
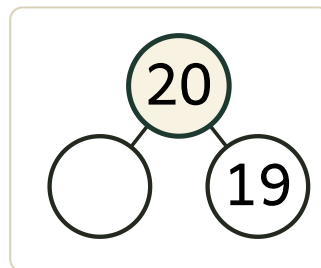
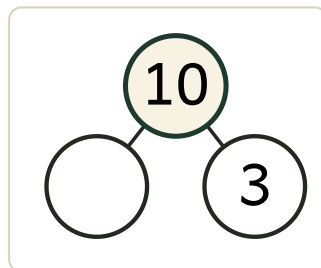
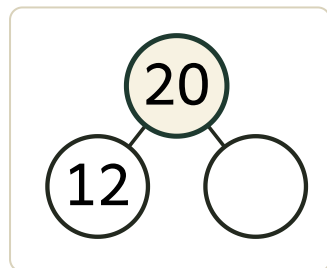
9 $20 - 17 = \square$

10 $\square + 15 = 20$

11 $20 = \square + 6$

12 $20 - 0 = \square$

6 Part-whole models The top circle is the whole. Write the missing part.



7 Reasoning Sam says, "11 + 8 = 20." Is Sam right? Explain how you know.

Answer Key

Number Bonds to 10 and 20

Question	Answers
1 Ten frames	$6 + 4 = 10$; $3 + 7 = 10$; $8 + 2 = 10$; $5 + 5 = 10$
2 Bonds to 10	(1) 7; (2) 4; (3) 2; (4) 5; (5) 9; (6) 6; (7) 7; (8) 8; (9) 1; (10) 10; (11) 3; (12) 6
3 All the bonds to 10	0+10, 1+9, 2+8, 3+7, 4+6, 5+5, 6+4, 7+3, 8+2, 9+1, 10+0. Pattern: as the first number goes up by 1, the second number goes down by 1. Challenge: 6 different pairs – 0+10, 1+9, 2+8, 3+7, 4+6, 5+5.
4 Use bonds to 10	$13 + 7 = 20$; $16 + 4 = 20$; $12 + 8 = 20$
5 Bonds to 20	(1) 6; (2) 9; (3) 15; (4) 7; (5) 2; (6) 10; (7) 12; (8) 11; (9) 3; (10) 5; (11) 14; (12) 20
6 Part-whole models	$20 = 12 + 8$; $10 = 7 + 3$; $20 = 1 + 19$; $20 = 10 + 10$
7 Reasoning	No. $11 + 8 = 19$, not 20. Possible explanations: $1 + 8 = 9$, not 10, so $11 + 8 = 19$; or $11 + 9 = 20$ / $12 + 8 = 20$.

Teaching note: encourage children to say each fact both ways ($3 + 7$ and $7 + 3$) and to spot the link between $3 + 7 = 10$ and $13 + 7 = 20$. Sections 1–3 suit Year 1; sections 4–7 extend to Year 2 (recall and use addition and subtraction facts to 20).

Common Exception Words – Year 1

Tricky words from the statutory Year 1 list.

Name _____ Date _____ Class _____

Learning objective: I can read and spell Year 1 common exception words.

✓ I can read each word ✓ I can spell it from memory ✓ I can use it in a sentence

1 Look, say, cover, write, check Look at the word and say it. Cover it, write it, then check.

LOOK & SAY	COVER & WRITE	CHECK ✓	WRITE AGAIN	CHECK ✓
said				
they				
was				
there				
friend				
school				
once				
house				
come				
our				

2 Fill the gap Use a word from the box to finish each sentence.

school was friend said They

1 My best _____ came to play after school.

2 _____ are going to the park on Saturday.

3 Mum _____ it is time for bed.

4 We walk to _____ every morning.

5 It _____ a cold and windy day.

Common Exception Words – Year 2

Tricky words from the statutory Year 2 list.

Learning objective: I can read and spell Year 2 common exception words.

3 Look, say, cover, write, check

LOOK & SAY	COVER & WRITE	CHECK ✓	WRITE AGAIN	CHECK ✓
because				
could				
people				
water				
again				
children				
beautiful				
money				
every				
clothes				

4 Spot the correct spelling Circle the word that is spelt correctly.

becos because becuase	peeple pepul people
water watter worter	agen again agin
munny mony money	klothes clothes clowthes

5 Finish the sentence Write the missing tricky word: because, children or water.

- I can't come out to play _____ it is raining.
- The _____ are lining up for lunch.
- Please may I have a glass of _____ ?

My Common Exception Words Checklist

The full statutory lists for Year 1 (45 words) and Year 2 (64 words). Tick each box when you are confident.

Year 1 – 45 words

Box 1: I can read it · Box 2: I can spell it

the	☐	were	☐	be	☐	my	☐	ask	☐
a	☐	was	☐	he	☐	here	☐	friend	☐
do	☐	is	☐	me	☐	there	☐	school	☐
to	☐	his	☐	she	☐	where	☐	put	☐
today	☐	has	☐	we	☐	love	☐	push	☐
of	☐	I	☐	no	☐	come	☐	pull	☐
said	☐	you	☐	go	☐	some	☐	full	☐
says	☐	your	☐	so	☐	one	☐	house	☐
are	☐	they	☐	by	☐	once	☐	our	☐

Year 2 – 64 words

Box 1: I can read it · Box 2: I can spell it

door	☐	only	☐	pretty	☐	hour	☐	many	☐
floor	☐	both	☐	beautiful	☐	move	☐	clothes	☐
poor	☐	old	☐	after	☐	prove	☐	busy	☐
because	☐	cold	☐	fast	☐	improve	☐	people	☐
find	☐	gold	☐	last	☐	sure	☐	water	☐
kind	☐	hold	☐	past	☐	sugar	☐	again	☐
mind	☐	told	☐	father	☐	eye	☐	half	☐
behind	☐	every	☐	class	☐	could	☐	money	☐
child	☐	everybody	☐	grass	☐	should	☐	Mr	☐
children	☐	even	☐	pass	☐	would	☐	Mrs	☐
wild	☐	great	☐	plant	☐	who	☐	parents	☐
climb	☐	break	☐	path	☐	whole	☐	Christmas	☐
most	☐	steak	☐	bath	☐	any	☐		

Word lists: The national curriculum in England, English Appendix 1: Spelling (DfE, 2013), Crown copyright, used under the Open Government Licence v3.0. The curriculum notes that schools may add other words “according to the programme used”.

Answer Key

Common Exception Words – Year 1 and Year 2

Question	Answers
1 & 3 Look, say, cover, write, check	Check each attempt against the word in the first column. Year 1: said, they, was, there, friend, school, once, house, come, our. Year 2: because, could, people, water, again, children, beautiful, money, every, clothes.
2 Fill the gap	1. My best friend came to play after school. 2. They are going to the park on Saturday. 3. Mum said it is time for bed. 4. We walk to school every morning. 5. It was a cold and windy day.
4 Spot the correct spelling	because, people, water, again, money, clothes
5 Finish the sentence	1. I can't come out to play because it is raining. 2. The children are lining up for lunch. 3. Please may I have a glass of water ?

Teaching note: point out the tricky part of each word – the part that does not follow the phonics taught so far (for example the **ai** in **said** or the **ie** in **friend**). Some words, such as **fast**, **path** and **bath**, are only exceptions in some accents.

Times Tables Check: Mixed Practice

25 mixed multiplication facts from the 2 to 12 times tables – Set A.

Name _____ Date _____ Class _____

Learning objective: I can recall multiplication facts for tables up to 12×12 quickly and accurately.

Year 4 multiplication tables check style: 25 questions, multiplication only, with extra focus on the 6, 7, 8, 9 and 12 times tables.

1 $6 \times 8 =$

2 $8 \times 2 =$

3 $4 \times 8 =$

4 $12 \times 6 =$

5 $5 \times 4 =$

6 $3 \times 7 =$

7 $9 \times 10 =$

8 $3 \times 8 =$

9 $11 \times 8 =$

10 $12 \times 5 =$

11 $9 \times 9 =$

12 $6 \times 3 =$

13 $9 \times 7 =$

14 $12 \times 12 =$

15 $9 \times 11 =$

16 $6 \times 5 =$

17 $5 \times 3 =$

18 $9 \times 2 =$

19 $2 \times 7 =$

20 $8 \times 12 =$

21 $12 \times 3 =$

22 $9 \times 6 =$

23 $7 \times 7 =$

24 $9 \times 4 =$

25 $6 \times 11 =$

How to use: in the real check you get **6 seconds** per question. Try the whole set in about **2½ minutes**, then mark it and practise any facts you missed.

Score

_____ / 25

Times Tables Check: Set B

25 different facts – use for a re-check a few days later.

Name _____ Date _____ Class _____

1 $12 \times 9 =$

2 $4 \times 3 =$

3 $11 \times 12 =$

4 $5 \times 7 =$

5 $7 \times 10 =$

6 $8 \times 8 =$

7 $12 \times 2 =$

8 $9 \times 8 =$

9 $8 \times 7 =$

10 $6 \times 4 =$

11 $12 \times 4 =$

12 $7 \times 4 =$

13 $6 \times 2 =$

14 $2 \times 5 =$

15 $7 \times 6 =$

16 $11 \times 7 =$

17 $4 \times 11 =$

18 $5 \times 5 =$

19 $5 \times 8 =$

20 $11 \times 11 =$

21 $2 \times 11 =$

22 $3 \times 9 =$

23 $6 \times 6 =$

24 $9 \times 5 =$

25 $12 \times 7 =$

How to use: in the real check you get **6 seconds** per question. Try the whole set in about **2½ minutes**, then mark it and practise any facts you missed.

Score

_____ / 25

My tricky facts to practise:

Answer Key

Times Tables Check: Mixed Practice

Set A

1	$6 \times 8 = 48$
2	$8 \times 2 = 16$
3	$4 \times 8 = 32$
4	$12 \times 6 = 72$
5	$5 \times 4 = 20$
6	$3 \times 7 = 21$
7	$9 \times 10 = 90$
8	$3 \times 8 = 24$
9	$11 \times 8 = 88$
10	$12 \times 5 = 60$
11	$9 \times 9 = 81$
12	$6 \times 3 = 18$
13	$9 \times 7 = 63$
14	$12 \times 12 = 144$
15	$9 \times 11 = 99$
16	$6 \times 5 = 30$
17	$5 \times 3 = 15$
18	$9 \times 2 = 18$
19	$2 \times 7 = 14$
20	$8 \times 12 = 96$
21	$12 \times 3 = 36$
22	$9 \times 6 = 54$
23	$7 \times 7 = 49$
24	$9 \times 4 = 36$
25	$6 \times 11 = 66$

Set B

1	$12 \times 9 = 108$
2	$4 \times 3 = 12$
3	$11 \times 12 = 132$
4	$5 \times 7 = 35$
5	$7 \times 10 = 70$
6	$8 \times 8 = 64$
7	$12 \times 2 = 24$
8	$9 \times 8 = 72$
9	$8 \times 7 = 56$
10	$6 \times 4 = 24$
11	$12 \times 4 = 48$
12	$7 \times 4 = 28$
13	$6 \times 2 = 12$
14	$2 \times 5 = 10$
15	$7 \times 6 = 42$
16	$11 \times 7 = 77$
17	$4 \times 11 = 44$
18	$5 \times 5 = 25$
19	$5 \times 8 = 40$
20	$11 \times 11 = 121$
21	$2 \times 11 = 22$
22	$3 \times 9 = 27$
23	$6 \times 6 = 36$
24	$9 \times 5 = 45$
25	$12 \times 7 = 84$

Teacher note: the statutory Year 4 multiplication tables check has 25 on-screen questions with 6 seconds each. This paper version is for practice only and is not an official assessment.

SATs-Style Arithmetic Practice

21 questions · 23 marks · about 25–30 minutes · no calculator

Name _____ Date _____ Class _____

Learning objective: I can use efficient written and mental methods to calculate accurately with whole numbers, decimals, fractions and percentages.

Covers the question types on the Year 6 arithmetic paper: the four operations, place value, order of operations, powers, decimals, fractions and percentages.

① $4,672 + 2,385 =$ 1 mark

② $9,004 - 3,716 =$ 1 mark

3 $4.7 \times 100 =$ 1 mark

4 $58.3 \div 100 =$ 1 mark

5 - 350 = 1,420 1 mark

6 $6 \times 7 \times 5 =$ 1 mark

7 $2,465 \div 5 =$ 1 mark

8 $3,527 \times 6 =$ 1 mark

SATs-Style Arithmetic Practice - continued

9 $42 + 36 \div 6 =$

1 mark

10 $5^3 =$

1 mark

11 $12.6 + 3.45 + 0.8 =$

1 mark

12 $7.4 - 2.86 =$

1 mark

13 $0.6 \times 8 =$

1 mark

14 15% of 240 =

1 mark

15 $\frac{3}{5}$ of 45 =

1 mark

16 $\frac{2}{3} + \frac{1}{6} =$

1 mark

17 $1\frac{3}{4} - \frac{5}{8} =$

1 mark

18 $\frac{3}{4} \times \frac{2}{5} =$

1 mark

SATs-Style Arithmetic Practice – continued

1 mark

_____ / 23

2 marks

Show your method – you may get a mark for it.

2 marks

Show your method – you may get a mark for it.

Answer Key

SATs-Style Arithmetic Practice

Q	Question	Answer	Marks
1	$4,672 + 2,385 =$	7,057	1
2	$9,004 - 3,716 =$	5,288	1
3	$4.7 \times 100 =$	470	1
4	$58.3 \div 100 =$	0.583	1
5	$\square - 350 = 1,420$	1,770	1
6	$6 \times 7 \times 5 =$	210	1
7	$2,465 \div 5 =$	493	1
8	$3,527 \times 6 =$	21,162	1
9	$42 + 36 \div 6 =$	48	1
10	$5^3 =$	125	1
11	$12.6 + 3.45 + 0.8 =$	16.85	1
12	$7.4 - 2.86 =$	4.54	1
13	$0.6 \times 8 =$	4.8	1
14	15% of 240 =	36	1
15	$\frac{3}{5}$ of 45 =	27	1
16	$\frac{2}{3} + \frac{1}{6} =$	$\frac{5}{6}$	1
17	$1\frac{3}{4} - \frac{5}{8} =$	$1\frac{1}{8}$ (accept $\frac{9}{8}$)	1
18	$\frac{3}{4} \times \frac{2}{5} =$	$\frac{3}{10}$ (accept $\frac{6}{20}$)	1
19	$\frac{4}{7} \div 2 =$	$\frac{2}{7}$ (accept $\frac{4}{14}$)	1
20	$2,436 \times 34 =$	82,824	2
21	$6,552 \div 24 =$	273	2
	Total		23

Marking the 2-mark questions (20 and 21): award 2 marks for the correct answer. If the answer is wrong, award 1 mark for a formal written method (long multiplication or long division) with no more than one arithmetic error. For Q20, the partial products are $2,436 \times 4 = 9,744$ and $2,436 \times 30 = 73,080$. For Q21, $24 \times 273 = 6,552$ can be used to check.

Fractions: accept equivalent fractions and mixed numbers unless the question asks for simplest form.

SPaG: Year 6 Grammar Terms

Subject and object, active and passive, punctuation, synonyms and antonyms, ellipsis and more.

Name _____ Date _____ Class _____

Learning objective: I can identify and use Year 6 grammar terms correctly.

Terms follow the statutory national curriculum glossary (English Appendix 2).

1 Match the term Draw a line from each grammar term to its meaning.

subject ●	● A A word that means the opposite of another word.
object ●	● B The noun, pronoun or noun phrase that names who or what is doing or being the verb.
passive ●	● C Leaving out a word or phrase because the reader can easily work out what is missing.
synonym ●	● D The noun, pronoun or noun phrase that the verb acts on. It usually comes straight after the verb.
antonym ●	● E A word that means the same, or nearly the same, as another word.
ellipsis ●	● F A sentence where the subject has the action done to it, e.g. <i>The cake was eaten.</i>

2 Subject and object Underline the subject and circle the object in each sentence.

- The goalkeeper caught the ball.
- My grandma bakes delicious bread every Sunday.
- After lunch, the children planted sunflowers.
- Ravi's older sister painted a huge mural.

3 Active or passive? Tick one box for each sentence.

	ACTIVE	PASSIVE
1 Mia opened the heavy door.	☐	☐
2 The cake was eaten by the twins.	☐	☐
3 The window was broken during the storm.	☐	☐
4 Our class planted three trees.	☐	☐

Remember: in a passive sentence, the person or thing that does the action can be added with *by* (*by the twins*) or left out completely (*The window was broken*). Passive verbs are useful in formal writing such as reports.

Challenge: say sentence 2 in the active voice.

SPaG: Year 6 Grammar Terms – continued**4 Make it passive** Rewrite each sentence in the passive voice. Keep the same meaning.

1 The dog chased the postman.

2 The class wrote a letter to the mayor.

3 A storm damaged the old bridge.

5 Colons and semi-colons Add the punctuation shown in brackets in the correct place.

1 Pack these items for the trip a coat, a torch and a water bottle. (add a colon)

2 The museum was closed we went to the park instead. (add a semi-colon)

3 On our tour we visited Cardiff, Wales Belfast, Northern Ireland and Glasgow, Scotland.
(add two semi-colons)

6 Hyphens Hyphens can stop a sentence being ambiguous (having two meanings).

Explain the difference in meaning:
a man-eating shark and **a man eating shark**

Tick the sentence that means *put a new cover on* the armchair.

- ☐ We need to recover the old armchair.
☐ We need to re-cover the old armchair.

7 Synonyms and antonyms

a) Write a **synonym** for *enormous*.

b) Write an **antonym** for *generous*.

c) Circle the **antonym** of *ancient*.

old modern historic ruined

d) Circle the **synonym** of *brave*.

fearful calm courageous timid

8 Ellipsis and formal language

a Cross out the words that can be left out using **ellipsis**:

I wanted to go to the cinema, but my brother didn't want to go to the cinema.

b Circle the correct word to complete this formal sentence (the **subjunctive** form):

*If I **was** **were** the headteacher, I would make lunchtime longer.*

c Add a **question tag** to finish the sentence:

You have finished your homework, _____ ?

Answer Key

SPaG: Year 6 Grammar Terms

Question	Answers
1 Match the term	subject → B ; object → D ; passive → F ; synonym → E ; antonym → A ; ellipsis → C
2 Subject and object	1. subject: <u>The goalkeeper</u> · object: the ball 2. subject: <u>My grandma</u> · object: delicious bread 3. subject: <u>the children</u> · object: sunflowers 4. subject: <u>Ravi's older sister</u> · object: a huge mural Accept the head noun alone (e.g. <i>goalkeeper</i> , <i>grandma</i> , <i>sister</i> , <i>ball</i> , <i>bread</i> , <i>mural</i>). In 3, <i>After lunch</i> is a fronted adverbial, not the subject.
3 Active or passive?	1 active; 2 passive; 3 passive; 4 active Challenge: The twins ate the cake.
4 Make it passive	1. The postman was chased by the dog. 2. A letter was written to the mayor by the class. (Also accept: A letter to the mayor was written by the class.) 3. The old bridge was damaged by a storm.
5 Colons and semi-colons	1. Pack these items for the trip: a coat, a torch and a water bottle. 2. The museum was closed; we went to the park instead. 3. On our tour we visited Cardiff, Wales; Belfast, Northern Ireland; and Glasgow, Scotland. In 2, a colon or a dash between the two independent clauses is also correct, but the task asks for a semi-colon.
6 Hyphens	a man-eating shark is a shark that eats people; a man eating shark is a man who is eating shark meat. Tick: We need to re-cover the old armchair. (<i>recover</i> means get it back, or get better.)
7 Synonyms and antonyms	a) e.g. huge, gigantic, massive, immense, vast b) e.g. mean, selfish, stingy, miserly c) modern d) courageous
8 Ellipsis and formal language	a) Cross out <i>want to go to the cinema</i> → "...but my brother didn't." (Also accept crossing out only <i>go to the cinema</i> → "...didn't want to.") b) were c) haven't you