

**En**

KEY STAGE

**2**

LEVEL

**6**

English tests

# Grammar, punctuation and spelling

## Paper 2: Short answer questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

**2013**

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## Instructions

### Questions and answers

In this booklet your **grammar, vocabulary** and **punctuation** are tested. There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed, including:

- **Multiple-choice answers:** for some questions you do not need to do any writing. Tick, draw lines to, or put a circle around your answers. Read the instructions carefully so that you know how to answer each question.
- **Short answers:** some questions have a line or box for your answer. This shows that you need to write a word, phrase or sentence.

### Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

Please wait until you are told to start work on page 4. Work through the booklet until you are asked to stop.

**You will have 20 minutes to answer the questions in this booklet.**

**1**

Put a tick in each row to show whether each explanation is true or false.

One has been done for you.

Explanation	True	False
a <b>collision</b> is a type of conversation		✓
a <b>modification</b> is a change or adaptation		
a <b>compromise</b> is a feeling of anger		
<b>weary</b> means to be full of life		
a <b>notion</b> is an idea or belief about something		

2 marks

**2**Put a tick in each row to show the type of **adverb**.

Adverb	Manner (how)	Time (when)	Place (where)
wearily			
there			
later			
fast			
yesterday			
everywhere			

2 marks

3

A semi-colon can be used to separate two main clauses that are related.

Insert a **semi-colon** in the correct place in each sentence below.

The concert was a great success the applause went on for many minutes.

Honestly, I've done my very best I've left no stone, however small, unturned.

1 mark

4

I don't have enough time to go shopping.

Tick one box to show the correct **impersonal** version of the sentence above.

Tick **one**.

I don't have enough time to do that.

It isn't time to go shopping.

Going shopping takes up enough of my time.

There isn't enough time to go shopping.

1 mark

5

A pair of commas can be used to separate words or groups of words and clarify the meaning of a sentence.

Insert a pair of commas in each sentence below.

The teacher however was not amused.

The novel which is a fantastic story only took me two days to read. 1 mark

6

Dashes can be used to provide additional information.

For example:

*The new pupil – who is exceptionally clever – is likely to win the prize.*

Insert a pair of dashes in each sentence below.

The opposing football team an imposing group of strong players looked set to beat us.

The new manager an able and very experienced person looks likely to transform the team. 1 mark

7

*Elizabeth ate the biscuits. (active)*

*The biscuits were eaten by Elizabeth. (passive)*

The sentences below have been written in the active voice.

Rewrite them in the passive voice.

The coastguard rescued her.

---

The ambulance took her to the hospital.

---

2 marks

8

Here are three clauses:

- people used to be in pain
- they were having operations
- surgeons began experimenting with anaesthetic

Decide how to join these clauses together by using **until** and **while**.

Use the clauses in any order, but your sentence needs to make sense.

Write out the sentence in full.

---

---

---

---

1 mark

9

This sentence is made up of two clauses, a main clause (MC) and a subordinate clause (SC).

MC

MC

\_\_\_\_\_

Alex's best friend, who lived in the next street, always walked home with him.

\_\_\_\_\_

SC

Add a **subordinate clause** to the sentence below.

MC

\_\_\_\_\_

The swimming pool, \_\_\_\_\_,

\_\_\_\_\_

SC

MC

\_\_\_\_\_

was full of people.

1 mark

10

Colons are used to introduce a list.

Write a sentence of your own that uses a colon correctly to list what you need for school.

\_\_\_\_\_

\_\_\_\_\_

1 mark



**11**

Expand the noun into a noun phrase by adding words before and after the noun.

One has been done for you.

<b>Noun</b>	<b>Noun phrase</b>
<i>the comic strip</i>	<i>the colourful comic strip on the back page</i>
the cellar	

---

1 mark

**12**

Insert **commas** and a **semi-colon** in the sentence below.

I love red blue yellow and green he prefers black white orange and purple.

---

1 mark

**13**

Circle **two** verbs in each of the sentences below.

They played with Gemma, the kitten, until she spied a butterfly on the rose bush.

Bats see with difficulty, but use their individual radar systems effectively for navigation purposes.

1 mark

**14**

Tick one word to complete the sentence below.

It is not safe to go swimming there. \_\_\_\_\_ , it is not allowed.

Tick **one**.

However

Because

Moreover

Despite

1 mark

15

Label each of the **nouns** below as either abstract **AB**, collective **CL**, common **CM** or proper **PR**.

On Friday, at school, the choir was full of

dismay when the concert was cancelled.

1 mark

16

The children listened carefully as the naturalist explained to the children how to rear tarantulas, because, the naturalist said, tarantulas are tricky creatures outside their usual habitat.

Look at the passage above. Change all the **underlined** nouns / noun phrases to appropriate pronouns.

the children

the naturalist

tarantulas

1 mark

17

Circle the **preposition** in each of the sentences below.

We were exhausted because our flight arrived at 4am.

Despite similar opportunities, we are successful in different ways.

1 mark

18

Circle the correct word in each set of brackets.

Neither of the pupils ( was / were ) paying attention.

Hannah and James ( wasn't / weren't ) enjoying the game.

Each of the children ( was / were ) amazed at the sight.

1 mark

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Standards  
& Testing  
Agency

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