

SATs (KEY STAGE 2) 2016
PAPER 1: ENGLISH GRAMMAR,
PUNCTUATION AND SPELLING



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1

Paper 1: English grammar, punctuation and spelling

Section 1: Questions

Instructions

Questions and answers

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. Write your answer in the space provided. Do not write over any barcodes.

Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

Marks

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

You should work through the booklet until you are asked to stop.

Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.

You have 45 minutes to answer the questions in this booklet.



1

Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word	Suffix
manage	ish
harm	able
self	ful

1 mark

2

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

or but and

You may bring sandwiches _____ juice _____ water

for the trip, _____ glass bottles are not allowed.

1 mark



3

Circle the **object** in the sentence below.

My friend bought a cake from the bakery.

1 mark

4

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

Sentence

Determiner

At the zoo we saw
_____ owl.

a

There was also _____
cute baby penguin.

the

I thought it was _____ best
day ever.

an

1 mark



5

Tick the option that must end with a **question mark**.

Tick **one**.

What we ate for dinner was very unusual

Can you guess what we ate for dinner

Ask me what we ate for dinner

I will tell you what we ate for dinner

1 mark

6

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

1 mark



7

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

_____ **1 mark**

8

Tick two boxes to show where the missing **inverted commas** should go.



Roman life was unlike modern life, the archaeologist said.

_____ **1 mark**



9

Insert **one** comma in the correct place in the sentence below.

Limping slightly the old man walked to the end of the road.

1 mark

10

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark



11

Replace the underlined word or words in each sentence with the correct **pronoun**.

When Sara came to the end of the road, Sara turned right.



The pavement had a large hole and Sara fell into the hole.



1 mark

12

Which sentence uses the **hyphen** correctly?

Tick **one**.

The sugar-free lollies are available in three flavours.

The sugar-free-lollies are available in three flavours.

The sugar-free lollies are available in three-flavours.

The sugar free-lollies are available in three flavours.

1 mark



13

Which sentence shows that you are **most likely** to be away next week?

Tick **one**.

I could be away next week.

I might be away next week.

I shall be away next week.

I may be away next week.

1 mark

14

Draw a line to match each sentence to its correct **function**.
Use each function box only **once**.

Sentence

Function

I expect the weather to be fine at the weekend

question

Are we likely to have good weather this weekend

command

Check the weather before deciding where to go

statement

What fantastic weather we have had this year

exclamation

1 mark



15

Which sentence is written in Standard English?

Tick **one**.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

1 mark

16

a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

1 mark

b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

1 mark



17

Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.

↓

↓

We won't be back late.

↓

1 mark

18

You are helping a friend to correct the punctuation in the box below. Which **two** pieces of advice should you give to correct the punctuation?

“Surprise” shouted the children!

Tick **two**.

There should be an exclamation mark after the word ‘surprise’.

There should be an exclamation mark after the inverted commas.

The sentence should end with a full stop instead of an exclamation mark.

There should be an exclamation mark after the word ‘shouted’.

More exclamation marks after the word ‘children’ would help to show they shouted loudly.

1 mark



19

Which sentence uses **capital letters** correctly?

Tick **one**.

The athlete won four gold medals at the olympic games in London.

The athlete won four Gold Medals at the Olympic Games in London.

The athlete won four Gold medals at the Olympic games in London.

The athlete won four gold medals at the Olympic Games in London.

1 mark

20

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

There are Roman ruins near our village they are being excavated next week.

1 mark



21

What does the root graph mean in the word family below?

graphics

autograph

photography

paragraph

Tick **one**.

moving pictures

writing or drawing

colourful or bright

in a group

1 mark

22

Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go to

Emma's house first.

1 mark



23

Tick one box in each row to show whether the **commas** are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.		
Her hobbies include walking, gardening, sewing and reading.		
My bag filled, with chocolates and sweets fell onto the floor.		
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		

1 mark

24

Circle all the **prepositions** in the sentence below.

He walked through the doorway and sat behind the desk.

1 mark



25

Rearrange the words in the statement below to make it a **question**.
Use only the given words.
Remember to punctuate your sentence correctly.

Statement: They are listening to music.

Question: _____

1 mark

26

Circle the two words that show the **tense** in the sentence below.

They went to the theme park – the car journey home
was difficult.

1 mark



27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

1 mark

28

Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

1 mark



29

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

1 mark

30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark



31

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta _____

The chef said the pasta was undercooked.

This means that the pasta _____

1 mark

32

Circle the two **conjunctions** in the sentence below.

The passengers moved to get out, but the pilot held up his hand and they stood still.

1 mark



33

Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

That bike belongs to me. That bike is _____ .

This house is owned by us. This house is _____ .

These video games belong to my brother. These games are _____ .

1 mark

34

a) Write an explanation of the word **antonym**.

1 mark

b) Write one word that is an **antonym** of fierce.

1 mark



35

Complete the sentences below, using the **simple past tense** of the verbs in the boxes.

It was a cold day when we _____ handball.

↑
play

My friend _____ the ball to me and I _____ it.

↑
throw

↑
catch

_____ 1 mark

36

Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a **famous** [fame] sportswoman.

Her _____ [athlete] achievements already include winning

races in her home town. She hopes to win _____ [nation]

competitions one day.

_____ 1 mark



37

Which option correctly completes the sentence below?

The child _____ story won the competition had worked very hard.

Tick **one**.

whom

whose

who's

which

1 mark

38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark



39

Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

1 mark

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

1 mark



41

Rewrite the sentence below so that it is in the **active voice**.
Remember to punctuate your sentence correctly.

The results were announced by the judges.

1 mark

42

Circle the two **adverbs** in the sentence below.

All of the passengers cheered loudly, and we cheered too.

1 mark



43

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase

1 mark

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

1 mark



45

What is the function of the sentence below?

How well you've done

Tick **one**.

a question

a command

a statement

an exclamation

1 mark

46

Which sentence uses the **present perfect form**?

Tick **one**.

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.

1 mark



2

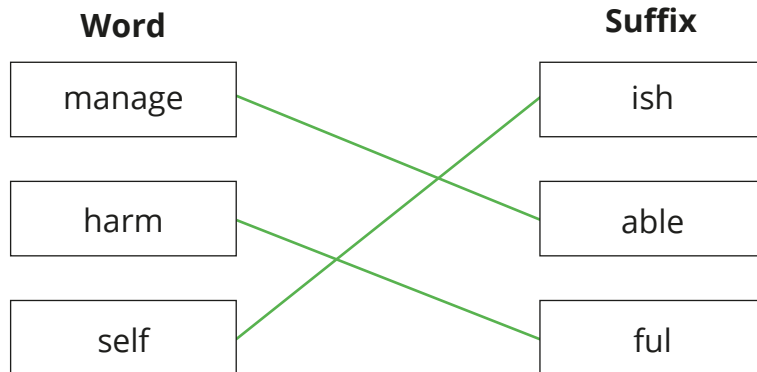
Paper 1: English grammar, punctuation and spelling

Section 2: Answers

1

Draw a line to match each word to the correct **suffix** to make an **adjective**.

1 mark



Notes

A **suffix** is a group of letters added to the end of a word to change its meaning or function. An adjective is a word that describes a noun. **Top tip** – if you are not sure about the choices, begin with one that you are happy with, the others will usually then become clear.



Exercise

Draw three columns, head the first with the suffix **able**, the second with **ful** and the third with **ish**. Below is a list of nouns. Re-write each noun in the appropriate column and add its suffix to make an adjective (you may need to change the spelling of the noun when you add the suffix) Where you do have to change the noun, can you explain why?:

charity, beauty, boy, deceit, credit, child, faith, mercy, fashion, fool, fright, art, service, girl, fate, scorn, value, fiend, mouth, purpose, comfort, self, woe, doubt, account, force, hand, person, sorrow, success, reason, dread, grace, respect

2

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only once.

1 mark

or but and

You may bring sandwiches and juice or water for the trip, but glass bottles are not allowed.

Notes

A **conjunction** links two words or phrases together. Again, choose the one you are sure about first. Remember, if you make a mistake, cross out neatly and write your new answer clearly above it.



Exercise

Insert the correct conjunctions into the sentences below:

We wanted to visit our aunt _____ uncle _____ they were either asleep _____ had gone out.

I know that you like sweets _____ I would prefer you to eat apples _____ pears _____ some other fruit.

3

Circle the **object** in the sentence below.

1 mark

My friend bought a cake from the bakery.

Notes

The **object** is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon. In English the usual sentence order is subject, verb, object. Eg - The boy (S) kicks (V) the ball (O).



Exercise

For each sentence below, put O above the object.

The naughty dog chased the cat.

We threw the ball into the garden.

The artist painted a portrait of the queen.

4

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

1 mark

	Determiner
At the zoo we saw _____ owl.	a
There was also _____ cute baby penguin.	the
I thought it was _____ best day ever.	an

Notes

A **determiner** defines a noun. Examples of determiners are: articles (the, a, an); demonstratives (this, that, those,); quantifiers (some, all, every, each, seven or other numbers); and possessives (my, your, his, her, their). Tip – select first the one that you feel sure about.



Exercise

Select one of the determiners from the list above to complete each of the sentences below:

_____ lady ate _____ apple.

_____ birds have wings but _____ rarely fly.

I am enjoying _____ beautiful day.

_____ was _____ silly mistake.

I love _____ mother because she looks after me.

There are _____ days in a week.

He looked at _____ sister in amazement.

5

Tick the option that must end with a **question mark**.

1 mark

Tick **one**

What we ate for dinner was very unusual

Can you guess what we ate for dinner

Ask me what we ate for dinner

I will tell you what we ate for dinner

Notes

Other sentence types require different punctuation. In question 14 we will look at the four different types and in question 18 we look at the punctuation required for an exclamation.

6

Which sentence uses the **colon** correctly?

1 mark

Tick **one**

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

Notes

A **colon** is used at the beginning of a list (as in this question) or - to: separate two statements where the second explains the first (eg Dan was late for his appointment: the accident on the motorway had delayed him.); to introduce a lengthy quotation; to punctuate speech in plays.



Exercise

Insert colons into the correct places in the following sentences:

These are the things that you will need to take on a hike a map, a stout stick, a bottle of water and a snack.

I arrived at the interview looking bedraggled the downpour of rain had soaked through my clothes.

7

Complete the sentence with an appropriate **adverb**.

1 mark

She completed her homework quickly.

Notes

An **adverb** can modify a verb, an adjective, another adverb or a whole clause. There are seven types of adverb: manner, place, time, reason, number, degree, negation. In this question the adverb of manner modifies the verb by showing **how** she **completed** her homework.



Exercise

Underline the adverbs in the following sentences:

After several hours of practice, he swam well.

She checked her homework thoroughly.

The teacher was very pleased with her.

After lunch, they went outside.

We will soon be there.

He performed it once.

8

Tick two boxes to show where the missing **inverted commas** should go.

1 mark



Roman life was unlike modern life, the archaeologist said.

Notes

Inverted commas surround direct speech – the words said and any other punctuation relating to those words.



Exercise

Re-write the following sentences, adding the missing punctuation:

Are you really sure about that asked Lucy.

What a dreadful storm exclaimed Ali.

Take your time advised the tutor.

I think that is dangerous explained Peter.

9

Insert **one** comma in the correct place in the sentence below.

1 mark

Limping slightly, the old man walked to the end of the road.

Notes

A **comma** helps to make writing clear. In this question, the comma separates the phrase telling us how the man walked (limping slightly) from the main clause (the old man walked....).



Exercise

Insert commas to help clarify the meaning of following sentences:

Warily he looked all round the room.

Laughing loudly the children rushed outside.

Once we have finished working we will have supper.

You couldn't help me with this difficult problem could you?



10

Tick one box in each row to show if the sentence is in the present progressive or the past progressive.

1 mark

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		✓
Joey's football skills are improving all the time.	✓	
Joey is hoping to be a professional footballer.	✓	

Notes

Present progressive indicates continuing action happening in the present. Key verbs - 'is, 'are'. **Past progressive** indicates continuous action happening in the past. Key verbs - 'was', 'were'.



Exercise

Change the following sentences firstly from simple present to present progressive and then into past progressive:

Asma thinks carefully.

Ben hopes that he will become a football professional.

11

Replace the underlined word or words in each sentence with the correct **pronoun**.

1 mark

When Sara came to the end of the road, Sara turned right.

↓
she

The pavement had a large hole and Sara fell into the hole.

↓
it

Notes

The pronouns replacing the nouns in this question are **personal pronouns**. The other personal pronouns are: I, me, you, he, we, us, they, them.



Exercise

Replace the underlined word or words in each sentence with the correct pronoun.

When Charles reached the summit of the mountain Charles shouted with joy.

The ball was coming very fast and Rani missed the ball.

Although Sam and Sara were very tired, Sam and Sara managed to complete the task.

As Victoria was the last girl to leave the room, Victoria turned off the light.

12

Which sentence uses the **hyphen** correctly?

1 mark

Tick **one**

The sugar-free lollies are available in three flavours.

The sugar-free-lollies are available in three flavours.

The sugar-free lollies are available in three-flavours.

The sugar free-lollies are available in three flavours.

Notes

A **hyphen** is used to join words (in this case, 'sugar' and 'free') to form compounds.



Exercise

Below are six words. Use hyphens to make three compound words out of these:

long, fire, sun, eater, tanned, legged.

13

Which sentence shows that you are **most likely** to be away next week?

1 mark

I could be away next week.

I might be away next week.

I shall be away next week.

I may be away next week.

Tick **one**

Notes

The sentences in this question include three **conditional words** of slightly differing degrees of possibility: 'could' (least likely), 'might' and 'may' (both a little more likely – some people believe 'may' is stronger than 'might') and the word 'shall', which usually expresses certainty.



Exercise

Insert the conditional word that shows that: the outcome is quite unlikely in the first sentence, quite likely in the second sentence and very likely in the third sentence.

1. I _____ come with you if I manage to get all this work done.
2. I _____ see you later as I am going to the same concert.
3. I promised him that I would help so I _____ keep my word.



14

Draw a line to match each sentence to its correct **function**. Use each function box only **once**.

1 mark

Sentence	Function
I expect the weather to be fine at the weekend	question
Are we likely to have good weather this weekend	command
Check the weather before deciding where to go	statement
What fantastic weather we have had this year	exclamation

Notes

These are the four sentence types in English. In questions 5 and 18 we look at the punctuation required for questions and exclamations. Statements and commands require a full stop.

15

Which sentence is written in Standard English?

1 mark

Tick **one**

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

Notes

Standard English is grammatically correct and is used in formal writing and formal speech.

16

a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

1 mark

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

ANSWER: *The punctuation marks are brackets/pair of brackets.*

b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

1 mark

ANSWER: *Either commas/ pair of commas or dashes/ pair of dashes.*

Notes

These are different types of **parenthesis**. Most commonly used are brackets. Alternatives are pairs of commas and pairs of dashes. They are used to give extra information, explanation or an afterthought.



Exercise

Insert a different type of parenthesis in each of the three sentences below:

Mrs Weston the new chairman suggested a change to the rules of the club.

John my brother refused to play with me.

The new girl is not shy rather the opposite as shown by her outspoken comments.

17

Replace the underlined words in the sentences below with their **expanded forms**.

1 mark

We're going into town later, so I'll buy some bread then.

We are

I will

We won't be back late.

will not

Notes

This question tests understanding of the use of **apostrophe** for omission (letters that have been left out of a word - **contractions**). **Expanded forms** have the words with all their letters.



Exercise

1. Replace the following contractions with their expanded forms: wasn't, doesn't, there's, they're, I've, you'd, there'd, I'm
2. Change the following expanded forms to their contractions: are not; shall not; where is; it is; you are; there will; who would

18

You are helping a friend to correct the **punctuation** in the box below. Which two pieces of advice should you give to correct the punctuation?

1 mark

“Surprise” shouted the children!

Tick **two**

There should be an exclamation mark after the word ‘surprise’.

There should be an exclamation mark after the inverted commas.

The sentence should end with a full stop instead of an exclamation mark.

There should be an exclamation mark after the word ‘shouted’.

More exclamation marks after the word ‘children’ would help to show they shouted loudly.

Notes

This question tests understanding of the use of an **exclamation mark**. The first word is an exclamation so needs the mark.



Exercise

Which of the following sentences requires an exclamation mark?

That is the route to London

Do you know the way to London

That is ridiculous

19

Which sentence uses **capital letters** correctly?

1 mark

Tick **one**

The athlete won four gold medals at the olympic games in London.

The athlete won four Gold Medals at the Olympic Games in London.

The athlete won four Gold medals at the Olympic games in London.

The athlete won four gold medals at the Olympic Games in London.

Notes

Capital letters are used at the beginning of a sentence and for names of people, animals and places. They are also used in titles.

20

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

1 mark

There are Roman ruins near our village ; they are being excavated next week.

Notes

The **semi-colon** can be used instead of a co-ordinating conjunction or full stop to join two sentences or main clauses of equal importance. It can also be used to separate long phrases in a sentence and parts of a list which consists of two or more words.



Exercise

Insert a semi-colon in the correct place in each of the sentences below:

Jo lives near his school it only takes him ten minutes to get there.

It is sunny today I will not need to carry an umbrella when I go out.

There has been an accident on the motorway the police are on their way.

21

What does the **root graph** mean in the word family below?

1 mark

graphics **autograph** **photography** **paragraph**Tick **one**

moving pictures

writing or drawing

colourful or bright

in a group

Notes

Root words can stand alone and form the basis of a word family as in this question. If you are unsure, you could try eliminating one by one the choices that are clearly incorrect. In this case the fourth is the most obviously incorrect, followed by the third choice and finally the first choice.



Exercise

Underline the root words in each of the sentences below, then use a prefix to form a word with the opposite meaning:

The new girl is reputed to be honest.

James took the legal route to reach his destination.

22

Circle the word in the passage that contains an **apostrophe** for **possession**.

1 mark

It's five o'clock. Let's leave early and we'll be able to go to Emma's house first.

Notes

Care needs to be taken with the **apostrophe for possession**. It should be placed before 's' if the 'owner' is singular, as in this question, and after the 's' if there are several owners (eg the girls' house). The exception to this rule is with plural nouns which do not use 's' to show the plural forms of those words (eg children, women, men, sheep, deer). In this question, the apostrophe in 'It's' is used to replace the omitted letter 'i'.



Exercise

Insert the possessive apostrophe correctly in the following sentences:

Olivers dog had hurt its paw.

The childrens teachers took them on an outing.

The two ladies dresses were the same colour.

23

Tick one box in each row to show whether the **commas** are used correctly in the sentence.

1 mark

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.	✓	
Her hobbies include walking, gardening, sewing and reading.	✓	
My bag filled, with chocolates and sweets fell onto the floor.		✓
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		✓

Notes

Re-read the explanation for question 9. In the first and second examples in this question, commas separate (1) the relative clause and (2) items in the list, ensuring clarity and ease of reading.

In the first sentence, the commas are used correctly to parenthesise the relative clause. In the second sentence the commas are used correctly to separate the items in a list. Remember that there is never a comma after the last item when 'and' is used to complete the list. The fourth sentence is an example of the incorrect use of a comma at this point in the list.

24

Circle all the **prepositions** in the sentence below.

1 mark

He walked through the doorway and sat behind the desk.

Notes

A **preposition** links a following noun, pronoun, or noun phrase to some other word in the sentence. Prepositions often describe location as in this question. They can also describe time (eg He arrived before the teacher).



Exercise

Underline the prepositions in the sentences below:

The cat was asleep in the sun.

He climbed up the stairs and sat on his bed.

25

Rearrange the words in the statement below to make it a question.
Use only the given words.
Remember to punctuate your sentence correctly.

1 mark

Statement: They are listening to music.

Question: *Are they listening to music?*

Notes

In this question, you have to demonstrate understanding of two of the sentence types explained in question 14.

Remember to follow **question instructions** carefully! Some pupils turned the statement into a question but forgot to add the question mark, thus losing the mark.



26

Circle the two words that show the **tense** in the sentence below.

1 mark

They went to the theme park - the car journey home was difficult.

Notes

Tense is indicated by different verb forms, usually by inflections. The verbs in this example are irregular - 'went' is the past form of 'go' and 'was' is the past form of 'is'.

27

Underline the **subordinate clause** in each sentence below.

1 mark

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

Notes

A **subordinate clause** depends on the main clause to make sense. Thus, 'Although it was getting late' does not make sense on its own. Watch out for split main clauses which surround the subordinate clause (eg - The puppies, even though they had been on a long walk, were still playful.)



Exercise

Underline the subordinate clause in each sentence below.

When I realised I was late I broke into a run.

You will not succeed unless you mend your ways.

The children after working hard all morning were very tired.

Circle the conjunction in each sentence below.

1 mark

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

Notes

Re-read the explanation in question 2. Remember a **conjunction** links two words or phrases together. **Co-ordinating conjunctions** link two words or phrases as an equal pair (eg Sam ate fruit and yogurt. Ali tries hard but he cannot learn his tables.) **Subordinating conjunctions** introduce a subordinate clause (eg 'although' in Q,27).



Exercise

Underline the co-ordinating conjunction and circle the subordinating conjunction in the sentence below:

Meena finished her homework and completed her music practice while she waited for her mother to come home.

29

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

1 mark

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		✓
Although I had cycled to school, <u>I still had the energy for my lessons</u> .	✓	
<u>We will be proud</u> if we try our best.	✓	

Notes

When you are asked to identify main clauses and subordinate clauses, remember to **test each clause to see if it makes sense on its own**. If it does, it is a main clause; if not, it is a subordinate clause.

30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

1 mark

After they left Jon, Sally and Bob went to the cinema.

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

1 mark

After they left, Jon, Sally and Bob went to the cinema.

Notes

Q.30a) The comma needs to go after 'Jon' to clarify that he was not part of the cinema group.

Q.30b) The comma needs to be inserted after 'left' to separate the subordinate clause from the main clause and also after Jon to separate items in a list.

31

Explain how the different **prefixes** change the meanings of the two sentences below.

1 mark

The chef said the pasta was uncooked.

This means that the pasta *has not been cooked / is not cooked (at all)*.

The chef said the pasta was undercooked.

This means that the pasta *isn't fully cooked/isn't cooked enough*.

Notes

A **prefix** is added at the beginning of a word to change its meaning. This question requires you to consider the different effects of the two prefixes on the root word.



Exercise

Use prefixes to change the meaning in the sentences below:

This meeting is important.

We are going on an exciting trip tomorrow.



32

Circle the two **conjunctions** in the sentence below.

1 mark

The passengers moved to get out, but the pilot held up his hand and they stood still.

Notes

This question further examines knowledge of **conjunctions** as we did in questions 2 and 28.

33

Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

1 mark

That bike belongs to me. That bike is **mine**.

This house is owned by us. This house is **ours**.

These video games belong to my brother. These games are **his**.

Notes

A **possessive pronoun** indicates ownership. The correct answers are ; mine, ours and his. The other possessive pronouns are: yours, hers, theirs, its.



Exercise

Select the correct possessive pronoun from the list above, to complete the sentences below:

Mr and Mrs Brown bought a car from the dealer. The car is now _____



34

a) Write an explanation of the word **antonym**.

1 mark

They are words that mean the opposite of each other.

b) Write one word that is an **antonym** of fierce.

1 mark

'gentle' / 'calm'.



Exercise

Write the antonyms for the words below:

possible, sense, harm, worth, reduce, professional

35

Complete the sentences below, using the simple past tense of the verbs in the boxes.

1 mark

It was a cold day when we **played** handball.

↑
play

My friend **threw** the ball to me and I **caught** it.

↑
throw

↑
catch

Notes

The **simple past tense** shows an event that has happened. Most verbs take the suffix 'ed' to form the past tense as in 'played' in the first sentence but there are exceptions – irregular verbs – such as 'throw/threw' and 'catch/caught' as in the second sentence.

36

Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

1 mark

Tia hopes to become a famous [fame] sportswoman.

Her **athletic** [athlete] achievements already include winning races in her home town.

She hopes to win **national / international / nationwide** [nation] competitions one day.

Notes

An **adjective** (describing word) **can be formed from a noun** by adding a suffix. In this question 'ic' and 'al' are two examples.



Exercise

Form adjectives from the following nouns:

terror, break, use, child, act, hope, fame, trouble, trick.

37

Which option correctly completes the sentence below?

1 mark

The child _____ story won the competition had worked very hard.

Tick **one**

whom

whose

who's

which

Notes

Re-read the explanation of personal pronouns for question 11.

This question is examining knowledge of **relative pronouns**. These are: who, whom, whose, which, that. They link people or things already mentioned, giving further information. Who is a subject pronoun (eg The child who won the competition) which shows which person is doing the action. Whom is an object pronoun (eg Whom did he choose?) showing which person receives an action. Whose is a possessive pronoun (eg The child whose story had won the competition had worked very hard) showing which person something belongs to.



38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

I will point to the best picture.

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

I sharpened my pencil to a fine point.

Notes
Remember to **read the question carefully** and **follow the instructions**. When concentrating on writing the sentences giving the word 'point' different functions, it would be easy to forget about correct punctuation and thus lose the mark.

39

Underline the **relative clause** in the sentence below.

1 mark

The old house that is next to our school is for sale.

Notes

Re-read the explanation for question 27.

A relative clause is a type of **subordinate clause** that modifies a noun. It uses a relative pronoun (in this sentence 'that') to refer to the noun ('house'). This informs the reader which particular house is for sale.



Exercise

Underline the relative clauses in the sentences below.

The girls, whose parents were on holiday, went to stay with their aunt.

He bought some cheese which he used to make a sandwich.

40

Tick one box in each row to show whether the sentence is written in the active voice or the **passive voice**.

1 mark

Sentence	Active	Passive
Otters live in clean rivers.	✓	
Fish are eaten by otters.		✓
Usually, otters are playful creatures.	✓	

Notes

The **active voice** is when the subject is doing the action ('The boy kicked the ball') whereas the **passive voice** is when the subject of the sentence in the active voice is changed to the object and is having something done to it by the object of the sentence in the active voice (The ball was kicked by the boy).

The writer uses the active voice most often when she wants to directly involve the reader. Usually, when she writes subjectively.

The passive voice is used most often by the writer when she wants to create a sense that she knows everything. Usually, when she writes objectively.



Exercise

Using the explanation above, change these three sentences from the active to the passive voice.

The naughty dog chased the cat.

We threw the ball into the garden.

The artist painted a portrait of the queen.

41

Rewrite the sentence below so that it is in the **active voice**.
Remember to punctuate your sentence correctly.

1 mark

The results were announced by the judges.

The judges announced the results.



Exercise

**Change the following sentences to their opposite voice;
either from active to passive or passive to active.**

Ravi took his dog for a walk.

The door was painted by Ella.

42

Circle the two **adverbs** in the sentence below.

1 mark

All of the passengers cheered **loudly** and we cheered **too**.

Notes

An **adverb** can modify a verb, an adjective, another adverb or a whole clause. In this sentence 'loudly' and 'too' modify (or tells us how) they/we cheered.



43

Tick the option which shows how the underlined words in the sentence below are used.

1 mark

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**

- as a main clause
- as a fronted adverbial
- as a subordinate clause
- as a noun phrase

Notes

The **noun phrase** is a phrase that extends the noun - 'The insect-eating Venus flytrap'.



Exercise

Turn the following noun phrases into extended noun phrases:

a house; the man; the car

44

Which verb completes the sentence so that it uses the **subjunctive form**?

1 mark

I wish I _____ able to join you, but it will not be possible.

Tick **one**

am

was

were

be

Notes

The **subjunctive mood** explores hypothetical (possible or potential) situations or expresses wishes/demands/suggestions and is generally used in formal situations. Thus 'I wish I were able to join you but it will not be possible.'



45

What is the function of the sentence below?

1 mark

How well you've done

Tick **one**

- a question
- a command
- a statement
- an exclamation

Notes

Remember coverage of sentence types in questions 5, 14 and 18.

You are given the four **types of sentence** and this one is an exclamation.

Which sentence uses the **present perfect** form?

1 mark

Tick **one**

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.

Notes

The **perfect form of a verb** expresses a prior event and is preceded by 'has' or 'have' in the **present perfect**. This is exemplified in the fourth sentence in this question - '...he has been much better.' The **past perfect** refers to a past time point and is preceded by 'had' (eg He had been much better.)



Exercise

1. Complete the sentence below using the present perfect form of the verb receive:

The pupil _____ help with his homework

2. Complete the same sentence using the past perfect form of the verb receive.



Revision Task

Here is a way you could help yourself to learn the rules of grammar and punctuation.

Make a booklet with two columns in each page. At the top of each column, write the rule and underneath list the examples that you have found in the tasks above. You may be able to add to these lists as you come across more examples in your schoolwork or in your reading.



Final Exercise

If you are feeling more confident now and would like to challenge yourself, you could follow this link

<https://www.sats-papers.co.uk/sats-papers/ks2/english/2014/ks2-english-2014-level-6-grammar-punctuation-spelling-paper-2-short-answer-questions.pdf>

to the 2014 Level 6 Grammar and Punctuation paper, download it and have a go. The answers are given in a separate document.'

3

Paper 1: English grammar, punctuation and spelling

Section 3: Solutions to the Revision Exercises



Question 1: Exercise

Draw three columns, head the first with the suffix **able**, the second with **ful** and the third with **ish**. Below is a list of nouns. Re-write each noun in the appropriate column and add its suffix to make an adjective (you may need to change the spelling of the noun when you add the suffix) Where you do have to change the noun, can you explain why?:

charity, beauty, boy, deceit, credit, child, faith, mercy, fashion, fool, fright, art, service, girl, fate, scorn, value, fiend, mouth, purpose, comfort, self, woe, doubt, account, force, hand, person, sorrow, success, reason, dread, grace, respect

able	ful	ish
charitable	beautiful	boyish
creditable	deceitful	childish
fashionable	faithful	foolish
serviceable	merciful	girlish
valuable	frightful	fiendish
comfortable	artful	selfish
accountable	fateful	
personable	scornful	
reasonable	mouthful	
	purposeful	
	woeful	
	doubtful	
	forceful	
	handful	
	sorrowful	
	successful	
	dreadful	
	graceful	
	respectful	



Question 2: Exercise

Insert the correct conjunctions into the sentences below:

We wanted to visit our aunt **and** uncle **but** they were either asleep **or** had gone out.

I know that you like sweets **but** I would prefer you to eat apples **and** pears **or** some other fruit.



Question 3: Exercise

For each sentence below, put O above the object.

The naughty dog chased the ^Ocat.

We threw the ^Oball into the garden.

The artist painted a ^Oportrait of the queen.



Question 4: Exercise

Select one of the determiners from the list above to complete each of the sentences below:

The lady ate **an** apple.

All birds have wings but **some** rarely fly.

I am enjoying **a** beautiful day.

That was **a** silly mistake.

I love **my** mother because she looks after me.

There are **seven** days in a week.

He looked at **his** sister in amazement.



Question 6: Exercise

Insert colons into the correct places in the following sentences:

These are the things that you will need to take on a hike: a map, a stout stick, a bottle of water and a snack.

I arrived at the interview looking bedraggled: the downpour of rain had soaked through my clothes.



Question 7: Exercise

Underline the adverbs in the following sentences:

After several hours of practice, he swam well.

She checked her homework thoroughly.

The teacher was very pleased with her.

After lunch, they went outside.

We will soon be there.

He performed it once.



Question 8: Exercise

Re-write the following sentences, adding the missing punctuation:

"Are you really sure about that?" asked Lucy.

"What a dreadful storm!" exclaimed Ali.

"Take your time," advised the tutor.

"I think that is dangerous," explained Peter.



Question 9: Exercise

Insert commas to help clarify the meaning of following sentences:

Warily, he looked all round the room.

Laughing loudly, the children rushed outside.

“Once we have finished working, we will have supper.”

“You couldn’t help me with this difficult problem, could you?”



Question 10: Exercise

Change the following sentences firstly from simple present to present progressive and then into past progressive:

Asma thinks carefully.

Anna is thinking / was thinking carefully.

Ben hopes that he will become a football professional.

Ben is hoping that he will become a football professional.

Ben was hoping that he would become a football professional



Question 11: Exercise

Replace the underlined word or words in each sentence with the correct pronoun.

When Charles reached the summit of the mountain he shouted with joy.

The ball was coming very fast and Rani missed the it.

Although Sam and Sara were very tired, they managed to complete the task.

As Victoria was the last girl to leave the room, she turned off the light.



Question 12: Exercise

Below are six words. Use hyphens to make three compound words out of these:

long, fire, sun, eater, tanned, legged.

long-legged, fire-eater, sun-tanned



Question 13: Exercise

Insert the conditional word that shows that: the outcome is quite unlikely in the first sentence, quite likely in the second sentence and very likely in the third sentence.

1. I **could** come with you if I manage to get all this work done.
2. I **may** see you later as I am going to the same concert.
3. I promised him that I would help so I **shall** keep my word.



Question 16: Exercise

Insert a different type parenthesis in each of the three sentences below:

Mrs Weston (the new chairman) suggested a change to the rules of the club.

John, my brother, refused to play with me.

The new girl is not shy - rather the opposite - as shown by her outspoken comments.

The parentheses are interchangeable.



Question 17: Exercise

1. Replace the following contractions with their expanded forms: wasn't, doesn't, there's, they're, I've, you'd, there'd, I'm

was not, does not, there is, they are, I have, you would, there would, I am.

2. Change the following expanded forms to their contractions: are not; shall not; where is; it is; you are; there will; who would

aren't, shan't, where's, it's, you're, there'll, who'd.



Question 18: Exercise

Which of the following sentences requires an exclamation mark?

That is the route to London

Do you know the way to London

That is ridiculous!



Question 20: Exercise

Insert a semi-colon in the correct place in each of the sentences below:

Jo lives near his school; it only takes him ten minutes to get there.

It is sunny today; I will not need to carry an umbrella when I go out.

There has been an accident on the motorway; the police are on their way.



Question 21: Exercise

Underline the root words in each of the sentences below, then use a prefix to form a word with the opposite meaning:

The new girl is reputed to be honest.

dishonest

James took the legal route to reach his destination.

illegal



Question 22: Exercise

Insert the possessive apostrophe correctly in the following sentences:

Oliver's dog had hurt its paw.

The children's teachers took them on an outing.

The two ladies' dresses were the same colour.



Question 24: Exercise

Underline the prepositions in the sentences below:

The cat was asleep in the sun.

He climbed up the stairs and sat on his bed.



Question 27: Exercise

Underline the subordinate clause in each sentence below.

When I realised I was late I broke into a run.

You will not succeed unless you mend your ways.

The children after working hard all morning were very tired.



Question 28: Exercise

Underline the co-ordinating conjunction and circle the subordinating conjunction in the sentence below:

Meena finished her homework and completed her music practice while she waited for her mother to come home.



Question 31: Exercise

Use prefixes to change the meaning in the sentences below:

This meeting is **un**important.

We are going on an **un**exciting trip tomorrow.



Question 33: Exercise

Select the correct possessive pronoun from the list above, to complete the sentences below:

Mr and Mrs Brown bought a car from the dealer. The car is now **theirs**.



Question 34: Exercise

Write the antonyms for the words below:

possible, sense, harm, worth, reduce, professional

impossible, nonsense, harmless, worthless, increase, amateur



Question 36: Exercise

Form adjectives from the following nouns:

terror, break, use, child, act, hope, fame, trouble, trick

terrible, breakable, useful, childish, active, hopeless/ful, famous, troublesome, tricky



Question 39: Exercise

Underline the relative clauses in the sentences below.

The girls, whose parents were on holiday, went to stay with their aunt.

He bought some cheese which he used to make a sandwich.



Question 40: Exercise

Using the explanation above, change these three sentences from the active to the passive voice.

The naughty dog chased the cat.

The cat was chased by the dog.

We threw the ball into the garden.

The ball was thrown by us into the garden.

The artist painted a portrait of the queen.

A portrait of the queen was painted by the artist.



Question 41: Exercise

Change the following sentences to their opposite voice; either from active to passive or passive to active.

Ravi took his dog for a walk.
His dog was taken for a walk by Ravi.

The door was painted by Ella.
Ella painted the door.



Question 43: Exercise

Turn the following noun phrases into extended noun phrases:

a house; the man; the car

A large, colourful house; the tall man; the fast, red car.

(Examples only, many other possibilities.)



Question 46: Exercise

1. Complete the sentence below using the **present perfect** form of the verb of receive:

The pupil **has received** help with his homework

2. Complete the same sentence using the **past perfect** form of the verb receive.

had received