

THE TEN-MINUTE TEST - GRAMMAR AND PUNCTUATION - TEST 9

1 mark for each correct answer

1. Complete each of these sentences with **.** **?** **or** **!**

- (a) Oh no, it's raining again!
- (b) It's raining again.
- (c) Are you tell me it's started raining again?

2. Add all the **end stops** and **capital letters** required in these sentences.

- (a) Stop that immediately! Someone could get hurt. (or !)
- (b) Amy doesn't understand the question. Neither do I.
- (c) Where's the Tower of London? It's in London of course! (or .)

3. **Reminder!** Use a **comma** where it helps your reader to understand what you're writing about.
Now add commas to these sentences.

- (a) Our cats are called Fizzy, Funky, Fifi and Fred.
- (b) Come here, Ben.
- (c) William, usually called the Conqueror, won the Battle of Hastings.
- (d) Eva said, "I think it's going to be hot this afternoon."
- (e) "I hope you're right," said Vida.
- (f) If at first you don't succeed, try, try again.

4. Place the **inverted commas** – the **direct speech** marks – to show the actual words the speaker said. Add any necessary punctuation.

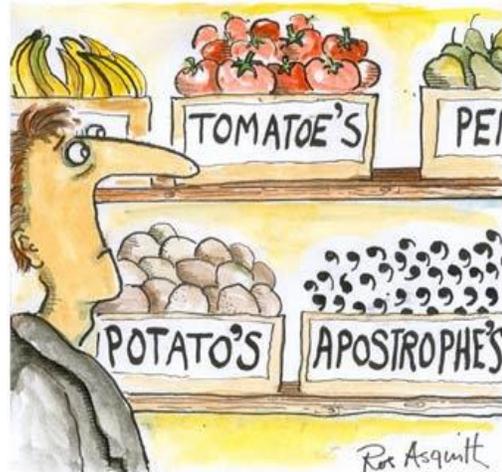
- (a) The Red Queen shouted, "Off with their heads!"
- (b) "That's a bit harsh," said Alice.
- (c) "Mind your own business!" the Red Queen shrieked.
- (d) Alice stuck out her tongue and said, "I will not!"
- (e) "That's what you think!" shouted the Red Queen. "Off with her head, too!"

5. Rewrite the following text. Use **contractions** to shorten the underlined words.

My English is getting better. Before these lessons began, I didn't know how to use full stops correctly, and I wasn't sure about capital letters. However, I've been working with my partner and I'm more confident now. My teacher is patient with me and explains things carefully. I'd like to say thank you for all the help we've been getting. I'd better stop now or I'll burst into tears with happiness!

6. **Reminder!** An **apostrophe** (upstairs comma) can be used to show **possession** or **belonging**. Add apostrophes to these sentences.

- 1) Here's Leo's pencil.
- 2) Sally is my sister's best friend.
- 3) Both cars' bumpers got bashed.
- 4) Who took the men's jackets?
- 5) The poor bird's wing is broken.
- 6) The children's minibus has arrived.
- 7) Why is Louis' brother crying?
- 8) All the mice's tails were cut off.
- 9) James' answer is correct.
- 10) That's the fox's den.
- 11) It's the boss' problem. Not mine.
- 12) The ladies' room is over there.



7. In the **active voice** we focus on the doer.
In the **passive voice** we focus on what was done.
Say whether these sentences are in the **active** or in the **passive**.

- (a) Both windows were broken by those naughty girls. **P**
- (b) Mrs. Mulligan is teaching us about active and passive sentences. **A**
- (c) The next Olympics will be staged in Brazil. **P**
- (d) Mum's making lasagna for dinner. **A**
- (e) Horse meat has been found in the burgers! **P**

8. Use the **verb** in the brackets to complete these sentences.
Remember to choose the appropriate **tense**.

- (a) Elliot **goes** to Anfield to watch Liverpool once a month. (go)
- (b) Last weekend Dad **took** us to Howlett's Zoo. (take)
- (c) I **have finished** doing my homework. Have you? (finish)
- (d) "Dinner **will be** ready in ten minutes," said Mum. (be)
- (e) If I were you, I **would grab** the opportunity. (grab)

9. **Nouns** can be **common, proper, abstract** or **collective**.
What kind of nouns are the **highlighted** words?

- (a) We watched a **pride** of lions feasting on a gazelle. **collective**
- (b) **Joe** and **Gabe** both scored from the penalty spot. **proper**
- (c) Please help me move the **tables** and **chairs** for the Bingo tonight. **common**
- (d) Few things are more important than a good **education**. **abstract**
- (e) The seagulls down at the **harbour** make a terrific racket. **common**
- (f) We watched the ferry entering **Dover Harbour**. **proper**
- (g) There's a **coven** of witches in the play 'Macbeth'. **collective**
- (h) For me, **kindness** is more important than most things. **abstract**

10. An **adjective** is a **describing word**.
Pick out **all** the adjectives in these sentences.

- (a) "Who'll buy my **red, round, rosy** apples?"
called out the **delightful apple**-seller.
- (b) Jack has **lovely, forget-me-not blue** eyes.
- (c) **Puzzled**, I gazed down at the **bloody** knife
sticking out of the corpse.
- (d) I don't care if it's got horsemeat in it; it's
delicious anyway!
- (e) Year 6 is probably the most **intelligent** group in
the **entire** school.



11. Adverbs are words that we use to describe other words, especially verbs. For now, think of an **adverb** as word that tells us **HOW** or **WHEN** or **HOW OFTEN** something was done. Pick out **all** the adverbs in these sentences.

- (a) Sometimes Amy plays the piano **well**, but sometimes **badly**.
- (b) **Carefully**, Rooney placed the ball **expertly** in the far corner.
- (c) **Recklessly**, Joel rode his bicycle too **fast down** the avenue.
- (d) Work **hard**... and you will succeed.
- (e) We **frequently** have afternoon tea in the garden if it's warm.
- (f) Suzie **always** does her homework as **soon** as she gets home.
- (g) **Yesterday**, love was such an easy game to play.
- (h) Let's unpack **first**. **Later** we can wander through the village.

12. A sentence has a **main clause** that can stand on its own. We can also add **subordinate clauses** to the main sentence. There are lots of different kinds of subordinate clauses. **Underline** the **subordinate clauses** in these sentences.

- (a) A sentence has a main clause that can stand on its own.
- (b) Although I was very tired, I decided to run all the way home.
- (c) Oscar, who is only 5, has started reading Harry Potter books!
- (d) After finishing dinner, we went for a stroll along the beach.
- (e) Here's the book I borrowed from you.
- (f) The vampire stayed in his coffin until darkness fell on the town.
- (g) As soon as she saw the spider, Miss Muffet took off like a rocket.
- (h) Louis grabbed all the licorice, which annoyed all his classmates.
- (i) I honestly have no idea what you're blethering about.
- (j) Unless you finish that lasagna, there will be no pudding for you.

Reminder: A complex sentence is formed when you add a subordinate clause to a main clause.

13. Complete these sentences by adding a **prefix** to the underlined word.

- (a) I love my puppy even when he's a little disobedient.
- (b) On this occasion, I just have to disagree with you.
- (c) Dan likes apples nearly as much as he dislikes pears.
- (d) Your heartbeat is just a little bit irregular.
- (e) The magician made the rabbit suddenly disappear.
- (f) Parking on a double yellow line is illegal.
- (g) Unfortunately, he lost his winning Lottery ticket.
- (h) Now you're just being irresponsible.
- (i) I'm coming! I'm coming. Don't be so impatient.
- (j) You might believe it, but I disbelieve it!
- (k) "You're being quite illogical," Mr. Spock told Captain Kirk.

14. Complete these sentences by adding a **suffix** to the underlined word.

- (a) The new armchair is very comfortable.
- (b) Thank you for your kindness and helpfulness .
- (c) I love to hear the sound of children's laughter .
- (d) That story is not only incredible; it's impossible .
- (e) Jesus had to spend 40 days and nights in the wilderness .
- (f) Let's take the radio with us. It's not heavy. It's portable .

WORD PARTS ARE
LIKE PARTS OF A PUZZLE!

