

**Grade 6 Cambridge Primary Stage 6 (0058)**

**Paper 2: Fiction**

**Spend 30 minutes**

**Section A: Comprehension (25 MARKS)**

1- In the twilight of the elder woods, where shadows lengthened and the wind spoke in ancient whispers, there lay a path—narrow, winding, and seldom trodden. Few now remembered its beginning; fewer still dared to seek its end... for it was said that beyond the last bend lingered a silence deeper than sleep. The trees, ancient and watchful, leaned close together; their branches murmured secrets no traveler could fully understand: tales of lost years and fading light.

Once, in an age when the stars shone brighter, a wanderer came upon this way: cloaked in grey, bearing neither sword nor shield, yet carrying a quiet resolve. He paused—listening to the sigh of leaves and the distant murmur of unseen waters—and in that stillness, his heart wavered. For though fear stirred within him; so too did a strange longing... a desire to know what lay beyond time's veil.

And so he walked—slowly, thoughtfully—marking each step as both an ending and a beginning: a crossing between the known and the unknown.

**1. In the sentence “Few now remembered its beginning; fewer still dared to seek its end...” what is the function of the semicolon (;)?**

- A. To introduce a list
- B. To separate two closely related independent clauses
- C. To indicate a pause for dramatic effect
- D. To replace a conjunction in a complex sentence

**2. What does the ellipsis (...) in “its end...” suggest?**

- A. A question is being asked

- B. Words have been omitted from a quotation
- C. A trailing thought or sense of mystery
- D. A sudden interruption

**3. In “their branches murmured secrets no traveler could fully understand: tales of lost years...”, why is the colon (:) used?**

- A. To join two unrelated ideas
- B. To introduce an explanation or elaboration
- C. To replace a comma in a list
- D. To show contrast between clauses

**4. In the phrase “narrow, winding, and seldom trodden”, what is the function of the commas (,)?**

- A. To separate clauses
- B. To indicate a pause before a conclusion
- C. To separate items in a descriptive list
- D. To introduce additional information

**5. In the sentence “there lay a path—narrow, winding, and seldom trodden,” what is the function of the dash (—)?**

- A. To replace a comma in a list
- B. To introduce an explanation or emphasis
- C. To separate two independent clauses
- D. To show omitted words

**5. In “its end... for it was said that beyond the last bend...”, the ellipsis (...) mainly indicates:**

- A. A missing quotation
- B. A pause creating suspense or continuation

- C. A grammatical error
- D. A completed idea

**6. In “a strange longing... a desire to know what lay beyond time’s veil”, why is the ellipsis (...) used?**

- A. To connect two unrelated sentences
- B. To show hesitation or a lingering thought
- C. To introduce a list
- D. To replace a colon

**7. In the sentence “there lay a path—narrow, winding, and seldom trodden,” what is the function of the dash (—)?**

- A. To replace a comma in a list
- B. To introduce an explanation or emphasis
- C. To separate two independent clauses
- D. To show omitted words

**8. How would the tone change if the ellipsis (...) in “its end...” were replaced with a full stop?**

- A. It would become more mysterious
- B. It would sound more final and certain
- C. It would create confusion
- D. It would make the sentence informal

**9. In the sentence “He paused—listening to the sigh of leaves...”, what does the punctuation reveal about the character’s state of mind?**

- A. He is confused and lost
- B. He is hurried and anxious
- C. He is reflective and attentive
- D. He is angry and impatient

**10. If the dashes (—) in the passage were removed entirely, what would be the most likely impact on meaning?**

- A. The passage would become unclear
- B. The emphasis on descriptive interruptions would be reduced
- C. The passage would gain more suspense
- D. There would be no change at all

**11. Why might a writer choose an ellipsis (...) instead of a dash (—) to end a clause?**

- A. To show a stronger grammatical connection
- B. To create a sense of continuation or the unknown
- C. To introduce an explanation
- D. To separate items in a list

**12. Consider the sentence: “a strange longing... a desire to know”. What relationship does the ellipsis suggest between the two phrases?**

- A. Cause and effect
- B. Contrast
- C. Gradual development of thought
- D. Unrelated ideas

**13. What deeper narrative effect is created by the repeated use of ellipses (...) in the passage?**

- A. It accelerates the pacing of events
- B. It mirrors the uncertainty and incompleteness of the journey
- C. It provides factual clarification
- D. It separates major ideas

**14. Which option best explains why a dash (—) is more effective than brackets in this passage?**

- A. Dashes are grammatically required in formal writing
- B. Dashes create a smoother and more dramatic integration of ideas
- C. Brackets cannot be used in descriptive writing
- D. Dashes reduce sentence length

**15. In terms of reader response, what is the primary effect of ellipses (...) in descriptive writing?**

- A. They instruct the reader directly
- B. They invite the reader to imagine and infer beyond the text
- C. They organize information logically
- D. They summarize key ideas

2- Mr. Snitcher was the sort of man who smiled too much and blinked too little. He ran the village sweet shop; though no child ever left with the same number of sweets they had entered with...

Behind the counter stood jars of glowing treats: humbugs that hummed softly, caramel eggs that ticked like tiny clocks, and toffees that refused to be eaten unless politely asked.

One evening, a girl named Elsie noticed something odd—the sweets were shrinking the moment they were looked at. Mr. Snitcher leaned closer—very close—and whispered, “Careful now... they are watching you back.”

**1- What is the effect of the comma in “smiled too much, blinked too little”?**

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**2- What is the effect of the semicolon in linking two ideas about Mr. Snitcher?**

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**3- What is the effect of the dash in “opened—slowly, creaking—”?**

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**4-What does the ellipsis in “no child ever left...” indicate in the sentence?**

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**5- In “slowly, carefully, step by step,” what is the comma doing?**

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**6. What punctuation often appears before an explanation or elaboration?**

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**7. What punctuation shows hesitation or trailing thought in writing?**

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**3.** The abandoned house stood at the edge of the village, windows dark and staring. A boy approached and froze. “Who would ever live here!” he said. The door creaked open on its own... and no one dared to answer.

**1. In “Who would ever live here!”, what does the punctuation at the end show?**

- A. A command
- B. A question expecting an answer
- C. Strong emotion expressed as a rhetorical question
- D. A statement

**2. Why is an exclamation mark used in “Who would ever live here!” instead of a question mark?**

- A. To show it is a normal question
- B. To show certainty in the answer
- C. To show surprise, fear, or strong feeling
- D. To separate clauses

**3. What type of sentence is “Who would ever live here!”?**

- A. Declarative sentence
- B. Imperative sentence

- C. Rhetorical question with emotional emphasis
- D. Conditional sentence

**Answers:**

**1. Passage 1 (Woods passage)**

- 1. **B**
- 2. **C**
- 3. **B**
- 4. **C**
- 5. **B**
- 6. **B**
- 7. **B**
- 8. **B**
- 9. **C**
- 10. **B**
- 11. **B**
- 12. **C**
- 13. **B**
- 14. **B**
- 15. **B**

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**(2)**

- 1. The comma separates two contrasting descriptive traits for rhythm and clarity.
- 2. The semicolon links two closely related independent ideas about his behaviour.
- 3. The dash shows interruption and adds dramatic emphasis to the action.
- 4. It suggests something unfinished and creates suspense/unease.
- 5. It separates items in a sequence to slow rhythm and show careful movement.
- 6. Colon (:)
- 7. Ellipsis (...)

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**(3)**

- 1. **C**
- 2. **C**
- 3. **C**

