

YORK NOTES for GCSE

Suitable
for AQA, Edexcel,
Eduqas and OCR

Language
& Literature

New for GCSE (9–1)

SPELLING, PUNCTUATION & GRAMMAR

REVISION AND EXAM PRACTICE



YORK NOTES



SPELLING, PUNCTUATION & GRAMMAR

WORKBOOK

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HOW TO USE YOUR SPELLING, PUNCTUATION AND GRAMMAR WORKBOOK

There are many ways in which this Workbook can support your study and revision of spelling, punctuation and grammar. There is no 'right' way – choose the one that suits your learning style best.

Alongside the York Notes Study Guide	As a 'standalone' revision programme	As a form of mock-exam
<p>Do you have the York Notes Study Guide for spelling, punctuation and grammar?</p> <p>The contents of this Workbook are designed to match the sections in the Study Guide, so with both books to hand you could:</p> <ul style="list-style-type: none"> ● Read the relevant section(s) of the Study Guide ● Complete the tasks in the corresponding section in your Workbook 	<p>Think you know your spelling, punctuation and grammar well?</p> <p>Why not work through the Workbook systematically from beginning to end?</p> <p>You could make a revision diary and allocate particular sections of the Workbook to various slots in your week.</p>	<p>Prefer to do all your revision in one go?</p> <p>You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go! This will be quite a challenge, but it may be the approach you prefer.</p>

HOW WILL THE WORKBOOK HELP YOU TEST YOUR KNOWLEDGE AND SKILLS?

Part One: This short test will help you to find out which areas of spelling, punctuation and grammar you need to work on.

Parts Two to Five: These offer a range of tasks to practise specific areas of spelling, punctuation and grammar – for example, key conjunctions in Part Three ('Get your grammar right!') and colons and semicolons in Section Four ('Punctuation for accuracy and effect'). Each section ends with a 'Test your understanding' task to consolidate your learning.

Part Six: With this written 'Progress booster' task, you can put into practice all that you have learnt about spelling, punctuation and grammar. You can then compare your written piece with graded sample responses and read an expert marker's view of the three pieces.

This is just a summary of what this book contains. There is much more here to help you brush up on your SPaG, including:

- Practice of difficult areas of punctuation that can catch you out, such as contractions and apostrophes
- Vocabulary tasks that will help to add interest and detail to your writing
- Help with words that are easily confused

SPAG CHECK

Work through these questions to find out how good you are at spelling, punctuation and grammar (or SPaG). Check your answers at the back and decide what you most need to work on.

1 Circle the correct **spelling** in each pair:

- a) apparent / apparant
- b) privelige / privilege
- c) persistent / persistant
- d) definitely / definately
- e) weird / wierd
- f) admitedly / admittedly
- g) awfull / awful
- h) parallel / paralel
- i) heros / heroes

2 Write the correct **word class** of the underlined word in each sentence. Use the list of options below:

- a) I suddenly realised who I was speaking to.
- b) The suffering around her was terrible.
- c) We called her immediately.
- d) Zara was wearing the most amazing dress.
- e) She spoke so quickly.
- f) I found the letter in a drawer.
- g) He called while you were sleeping.
- h) I'm happy to meet in either café.

<i>preposition</i>	<i>determiner</i>	<i>pronoun</i>	<i>conjunction</i>
<i>adjective</i>	<i>noun</i>	<i>verb</i>	<i>adverb</i>

3 Are these **concrete nouns** (C), **abstract nouns** (A) or **proper nouns** (P)?
Tick the correct box.

- | | | | |
|------------------|----------------------------|----------------------------|----------------------------|
| a) ambition | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |
| b) forehead | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |
| c) window | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |
| d) Jupiter | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |
| e) concentration | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |
| f) Sahara | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |
| g) tablet | C <input type="checkbox"/> | A <input type="checkbox"/> | P <input type="checkbox"/> |

4 Are the underlined **past participles** of the verbs in these sentences correct (✓) or incorrect (✗)? If incorrect, provide the correct form.

- a) He insisted that he hadn't broke the law. ☐
- b) As a child, she had showed so much promise as a dancer. ☐
- c) Her little boy had drew her a picture. ☐
- d) Carlo is fed up because his team got beat. ☐
- e) I'd bet Daniel that he couldn't swim twenty lengths without stopping. ☐
- f) Anika had climbed the tree and shook the branches. ☐
- g) By the time I arrived, Sanjay had already drank his coffee. ☐
- h) The room was hot and she'd began to feel slightly faint. ☐

5 Add **commas** in the correct place in these sentences:

- a) Even though she has plenty of money she still complains.
- b) My sister who never takes any exercise still managed to run faster than me!
- c) She handed him a small black box.
- d) Could you come here Otis?
- e) Similarly temperatures may vary quite considerably.
- f) You've been to Mexico haven't you?
- g) Madrid which is the capital of Spain is in the middle of the country.
- h) It's hot in here isn't it?

6 Is the use of **apostrophes** in these sentences correct (✓) or incorrect (✗)? If incorrect, provide the correct form.

- a) The dog ran after it's ball. ☐
- b) She fought for womens' equality. ☐
- c) Those two at the back are the childrens' bedrooms. ☐
- d) Naomi and I often wear each other's clothes. ☐
- e) You need a lot of tomatoes' for the recipe. ☐
- f) My grandfather was born in the '40s. ☐
- g) The last slice of cake is your's. ☐
- h) Our aunt and uncle's house is in the countryside. ☐

TEST YOUR UNDERSTANDING

Correct any spelling, punctuation and grammar errors that you can find in this extract from a student's essay and then rewrite it in the space below. There are **ten** errors in total. Check your answers on page 57 and decide which areas you need to practise.

Errors to look out for in the writing include:

- Words that are spelt incorrectly
- Words that have been confused with other words that sound the same
- Missing punctuation

As he steps out on to the street, he feels a heat that is more intense than anything he can remember. He has never been more hot. It's oppressive and unrelenting, and all but takes his breath away. He makes his way, slowly, to the market square. The square is seething with people, eager to catch a glimpse of the dancers. Intrigued, he joins them, weaving his way in. As if from nowhere, a blizzard of crimson petals and torn fragments of paper suddenly descends, turning the air momentarily pink, it comes slowly to rest on the heads and shoulders of the eager onlookers. A young girl next to him, her eyes round with wonder, disappears into the crowd as if sucked in by an irresistible force. Somewhere beyond the wall of bodies, someone beats out a rhythm on the drums, sending a ripple of excitement through the crowd. He strains every nerve to see passed the wall of people in front of him, but to no avail. There are just too many bodies. He gives in to the will of the crowd and lets himself be buffeted one way and then another. He looks up. Above him, the sky is a watercolour painting of pink red and orange.

[illegible]

COMMON SPELLING ERRORS

Words can be difficult to spell for a variety of reasons. In some words, the **vowels** (a, e, i, o and u) are unpredictable, while in other words it is hard to remember whether the **consonants** are single or double. For this reason, it is important to learn difficult spellings.

1 Fill the gaps in these words with the correct **vowels**:

- a) The car wasn't even moving – it was station ... ry.
- b) For no appar ... nt reason, Sophia suddenly stopped in her tracks and grabbed my hand.
- c) So do you think it's become more socially accept ... ble to use a phone at the dinner table?
- d) He's such an amazing guy – it was a real priv ... l ... ge to meet him.
- e) The physics and chemistry departments are in sep ... r ... te buildings.
- f) Santiago's team will defin ... t ... ly win the match tomorrow.

2 Circle the spelling in each of these sentences that has the correct number of **consonants**:

- a) You can bring some money if you like, but it won't be [necessary / neccessary].
- b) I had lasagne for my main course and chocolate cake for [dessert / desert].
- c) Do you have her email [adress / address]?
- d) I found myself in a [dilemma / dilema] and really didn't know what to do.
- e) [Admittedly / Admittedly], I hadn't handled the situation very well.
- f) He later became a [successful / sucessful] inventor.

3 Write the correct **spelling** of the misspelt words in these sentences. (There are one or two misspelt words in each sentence.)

- a) Her face looked vaguely familair, but I couldn't put a name to her.

.....

- b) They say that if you have a really persistant cough, you should see a doctor.

.....

- c) I don't know why Fabio even raised the issue. It wasn't relevent to the discussion.

.....

- d) There was very little accomodation available becuase we'd left it so late to arrange.

.....

- e) There are parralels between the two situations but they're not completely analagous.

.....

- f) Luisa was embarassed when she forgot the words to the song, but no one noticed.

.....

4 Tick the correct **spelling** in each pair of words:

- | | | | |
|---------------|--------------------------|--------------|--------------------------|
| a) argument | <input type="checkbox"/> | arguement | <input type="checkbox"/> |
| b) guage | <input type="checkbox"/> | gauge | <input type="checkbox"/> |
| c) completely | <input type="checkbox"/> | completly | <input type="checkbox"/> |
| d) liason | <input type="checkbox"/> | liaison | <input type="checkbox"/> |
| e) accidently | <input type="checkbox"/> | accidentally | <input type="checkbox"/> |
| f) noticeable | <input type="checkbox"/> | noticable | <input type="checkbox"/> |

5 Is the **spelling** of the underlined words in these sentences correct (✓) or incorrect (✗)? If incorrect, provide the correct spelling.

- a) She's buried in Lake View cemetary, next to her son. ☐
-
- b) These two products are basically the same. ☐
-
- c) I bumped into some collegues of mine at the gig. ☐
-
- d) I'm definately going to take a year out to travel before university. ☐
-
- e) He has publically apologised for the comments. ☐
-

6 Proofread this extract from a student's descriptive essay to find **six** spelling errors. Write the words with the correct spellings below.

I'd spied the woman several times in the town centre. On the first occassion, she was seated at a table for one in a small, independant café behind the public library. At first glance, her appearence seemed somewhat bizzare. She was wearing what appeared to be a large, ill-fitting coat, which stuck out at the front. It aroused my curiosity. On closer inspection, the front portion of the coat turned out to be a small dog, tucked cosily into the garment, its bony little head all that was visible. I regarded the woman and the many bags that lay at her feet, then too late became concious that she had seen me looking. Quickly, I withdrew my gaze.

- a)
- b)
- c)
- d)
- e)
- f)

SPELLING STRATEGIES

WORDS INSIDE WORDS

Sometimes, the difficult part of a word is itself a short word. Look out for **short words** within longer words and use this to help you remember how the longer word is spelt.

- 1 Fill in the gaps in these words using **short words** from the box. Note that there are two short words that you will not need. The first one has been done for you.
 - a) I keep having these really weird dreams in which no one speaks to me.
 - b) Throughout the whole of this period, there was a very rigid social hier y.
 - c) At lunchtime, the restaurant is full of bu ess people in smart suits.
 - d) Aged twelve, Ali was already very indepen and was cooking his own meals.
 - e) It is imperative that these measures are put in place to protect the env ment.
 - f) She's very sociable and makes fri s fairly easily.

<i>we</i>	<i>art</i>	<i>dent</i>	<i>cart</i>
<i>sin</i>	<i>end</i>	<i>arch</i>	<i>iron</i>

- 2 Correct these **spellings**. In the correct spelling, underline the **short word** that can help you remember the difficult part of the longer word. The first one has been done for you.
 - a) unfortunately unfortunately
 - b) knowlege
 - c) tendancy
 - d) futher
 - e) acceptable

SYLLABLES

Long words can be especially difficult to spell. When writing a long word, it is sometimes helpful to say aloud each **syllable** of the word separately.

- 3 Circle the correct spelling after saying aloud each **syllable** of the word:
 - a) calendar / calender
 - b) mystery / mystry
 - c) category / category
 - d) reference / refrence
 - e) contraversion / controversy

USEFUL WORDS FOR ENGLISH ESSAYS

You will find that there are certain words that you want to use frequently when writing English essays. It is worth making an effort to memorise the spellings of these words.

1 For each pair of words, tick the one that is spelt correctly:

- | | | | |
|---------------|--------------------------|-------------|--------------------------|
| a) character | <input type="checkbox"/> | caracter | <input type="checkbox"/> |
| b) rythm | <input type="checkbox"/> | rhythm | <input type="checkbox"/> |
| c) sylable | <input type="checkbox"/> | syllable | <input type="checkbox"/> |
| d) euphemism | <input type="checkbox"/> | euphamism | <input type="checkbox"/> |
| e) parallel | <input type="checkbox"/> | paralel | <input type="checkbox"/> |
| f) nontheless | <input type="checkbox"/> | nonetheless | <input type="checkbox"/> |

2 Put the letters in brackets in the correct order to complete these words:

- | | |
|----------------------|--------|
| a) rep tion | [iet] |
| b) den ment | [eou] |
| c) onomatop c | [ioe] |
| d) omni nt | [csei] |
| e) contemp y | [roar] |
| f) prot nist | [gao] |

3 Proofread this extract from a student's essay to find **five** spelling errors. Write the words with the correct spellings below.

Many people who are oposed to the compulsory wearing of uniform in schools claim that uniform stifles the child's individuality. They beleive that a child's freedom to choose what to put on in the morning is paramount, diminishing all other considerations. I mantain that the benefits of non-uniform are overstated when compared with the advantages of uniform to the child, the child's family and the institution itself.

Firstly, there is the matter of cost. Admittedly, uniform requires an initial outlay, which is undoutedly challenging for some hard-pressed parents. However, most items of uniform can now be purchased quite cheaply from high-street supermarkets.

- a)
- b)
- c)
- d)
- e)

LETTER ORDER, SILENT LETTERS AND PLURALS

It is worth spending some time learning the rules of English spelling – and the exceptions to these rules.

THE 'I BEFORE E EXCEPT...' RULE

1 Fill the gaps in these words with 'ie' or 'ei':

- She had ach ved all her goals.
- Pranav had rec ved the message and ignored it.
- At this time, for gn travel was a luxury for most people.
- Roughly ten per cent of the Earth is covered by glac rs.
- To be polite, she f gned interest in the subject.
- Without warning, Alice s zed the object and threw it out of the window.

SILENT LETTERS

2 Add a **silent letter** from the box below to one word in each of these sentences:

- Sadly, my knowledge of the subject is limited.

.....

- She wispered gently in his ear.

.....

- Above her, leaves rusled in the breeze.

.....

- Queen Victoria reined for over sixty-three years.

.....

- Later that night, someone nocked on the door.

.....

- She campained tirelessly for women's rights.

.....

h	t	g	g	k	k
---	---	---	---	---	---

3 Is the **spelling** of the underlined words in these sentences correct (✓) or incorrect (✗)? If incorrect, provide the correct spelling.

- The city was badly bommed in the war.

☐

- The two words ryme.

☐

- I was suddenly conscious of everyone staring at me.

☐

- Antonio fassened his coat and walked on.

☐

DIFFICULT PLURALS

4 Write the correct plural form of these words:

- a) dress
- b) hero
- c) half
- d) belief
- e) criterion
- f) series
- g) quiz
- h) echo



5 Tick the correct plural form in each pair of words:

- | | | | |
|---------------|--------------------------|------------|--------------------------|
| a) tomatoes | <input type="checkbox"/> | tomatos | <input type="checkbox"/> |
| b) countrys | <input type="checkbox"/> | countries | <input type="checkbox"/> |
| c) roofs | <input type="checkbox"/> | rooves | <input type="checkbox"/> |
| d) knives | <input type="checkbox"/> | knifes | <input type="checkbox"/> |
| e) discoes | <input type="checkbox"/> | discos | <input type="checkbox"/> |
| f) deer | <input type="checkbox"/> | deers | <input type="checkbox"/> |
| g) runner-ups | <input type="checkbox"/> | runners-up | <input type="checkbox"/> |
| h) volcanos | <input type="checkbox"/> | volcanoes | <input type="checkbox"/> |

6 Proofread this extract from a student's piece of descriptive writing to find the **four** incorrectly spelt plural forms. Write the words with the correct spellings below.

Alone in the forest, I lay down on a bed of leafs and gazed up through the trees' dense network of limbs and twigs. With nothing to distract me, my senses became strangely heightened and I was suddenly aware of all the life around me, from the flys that buzzed around my head to the myriad of birds perched in the branches above. Nothing seemed quite still – everything vibrated with life. I closed my eyes and listened to the echoes of a million lifes that had been lived before.

- a)
- b)
- c)
- d)

COMMONLY CONFUSED WORDS

There are several words in English that sound the same but that have quite different spellings and meanings.

1 Choose a word from each pair in the box to complete these sentences:

- a) How does his medical condition his health generally?
- b) There's a band playing every night Tuesdays.
- c) I can't the smell of cheese when it's cooking.
- d) The driver had to sharply to avoid hitting her.
- e) Try not to your phone this time, Luca!
- f) The magician created the that he was floating.
- g) I was nervous, so Natalia advised me to sit down and deeply.

<i>brake/break</i>	<i>bear/bare</i>	<i>lose/loose</i>	<i>affect/effect</i>
<i>accept/except</i>	<i>allusion/illusion</i>	<i>breathel/breath</i>	

2 Circle the correct word in these sentences:

- a) I'm a bit tired – I think I'm going to take a [brake / break].
- b) It's far too cold for [bare / bear] legs!
- c) You've lost so much weight! Look how [loose / lose] your trousers are!
- d) I walk [past / passed] his office on the way to work.
- e) He's certainly a better dancer [than / then] his brother!
- f) I was pleased when my teacher [complimented / complemented] my work.
- g) We were so full! We couldn't possibly have eaten [dessert / desert].

3 Is the underlined word in each sentence correct (✓) or incorrect (✗)? If incorrect, write the correct word.

- a) I'm not going to the nine o'clock lecture. It's to early for me. ☐
- b) Time past far too quickly and it was soon time to say goodbye. ☐
- c) Accommodation here is much cheaper then it is in London. ☐
- d) 'I love exploring new cities.' 'Me too.' ☐
- e) I just hope she doesn't brake his heart! ☐
- f) Veronika led her team to victory in the championship. ☐
- g) That was really rude. He shouldn't of said that. ☐

PREFIXES AND SUFFIXES

Prefixes and **suffixes** are small groups of letters that are added to words to change their meaning.

1 Match the **prefixes** to their meanings:

- | | |
|----------|------------------|
| a) un- | not |
| b) mis- | wrongly or badly |
| c) re- | too much |
| d) pre- | again |
| e) dis- | before |
| f) over- | opposite to |

2 Circle the correct **spelling**:

- | | |
|---------------------------|-------------------------|
| a) dissimilar / disimilar | e) stoping / stopping |
| b) boredom / bordom | f) becoming / becomeing |
| c) awfull / awful | g) ugliness / ugliness |
| d) mishapen / misshapen | |

3 Fill the gaps in these words with the correct **prefixes** and **suffixes**. The number of letters varies.

- I'm afraid Ispelt his name. I wrote two ts instead of one.
- Both children were gap..... at me in disbelief.
- They weresatisfied with the service and decided to complain.
- It was nice to see Daniela. We chat..... over a cup of coffee.
- Is she cop..... okay with her new responsibilities?
- It was sofair that we got extra homework.
- Hari was grate..... for all the presents he received for his birthday.

4 Proofread this extract from a student's essay to find **four** incorrectly spelt words. Write the words with the correct spellings below.

The dog wouldn't leave her alone. He would paw at her leg, or cock his head to one side, fixing her with a reproachfull stare, hoping for just one scrap of affection. She found his attentivness touching, but it made her feel guilty. She pated him on the head and looked away.

-
-
-
-

TEST YOUR UNDERSTANDING

Read this extract from a student's piece of narrative writing to find **ten** spelling errors. Rewrite the extract with the words spelt correctly in the space below.

Look out for the following types of spelling mistakes:

- Words with the incorrect number of consonants or vowels in the wrong order
- Incorrect plural nouns
- Words that have been confused with other words that sound the same

Sylvie sidled passed a cluster of people and made for the exit. No one was looking. She fassened her coat and slipped out of the church through it's hefty wooden door. Checking first that it was deserted, she headed to the churchyard. The snow and old leafs had been brushed from the paving stones and what now remained underfoot was a slick of ice that made walking almost impossible. She made her way gingerly, steadying herself against the wall of the church with one bear hand till her fingers were num with cold. The ancient yew tree that crouched over the gravestones was laden with snow. Its branches hung low with the sheer wieght of frozen water. Suddenly smitten by the snow's eerie beauty in the dim light, Sylvie stopped to gaze around her. Yesterday's weather forcast had promised overnight snow and when she woke this morning, her whole room was suffused by a pinkish light, Sylvie had not been dissapointed.

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VOCABULARY FOR IMPACT

It is important to use a wide range of **vocabulary**, especially in creative and descriptive writing. This can add detail and interest to your writing, and help you avoid repetition.

1 Find three **synonyms** in the box below for each word:

- a) reduce
- b) grip
- c) spare
- d) graceful
- e) fast
- f) appropriate

<i>clutch</i>	<i>supple</i>	<i>suitable</i>	<i>swift</i>	<i>grasp</i>
<i>surplus</i>	<i>diminish</i>	<i>rapid</i>	<i>lithe</i>	<i>excess</i>
<i>apt</i>	<i>fitting</i>	<i>shrink</i>	<i>cling</i>	<i>superfluous</i>
<i>nimble</i>	<i>dwindle</i>	<i>brisk</i>		

2 Circle the **strongest** or **most powerful** word from the options given in each sentence. The first one has been done for you.

- a) The children were living in [dirty / squalid / unhygienic] conditions.
- b) The man led us into a [vast / very large / spacious] hall.
- c) Closing the factory was a [daft / foolish / ludicrous] decision.
- d) We were all [alarmed / petrified / fearful] when we heard the gunfire.
- e) The team's [careful / thorough / meticulous] preparation paid off.
- f) She was [upset / devastated / miserable] when her jewellery was stolen.

3 In each group, circle the option that has the most **negative connotation**. The first one has been done for you.

- a) exclusive / elitist / expensive / lavish
- b) fawn over / admire / compliment / flatter
- c) vibrant / vivid / garish / colourful
- d) cherish / safeguard / protect / mollycoddle
- e) chivalrous / courteous / smarmy / gallant
- f) funny / hilarious / laughable / amusing

WHAT ARE WORD CLASSES?

The term **word class** (sometimes called part of speech) refers to a type of word – for example, **noun**, **verb**, **adjective** or **pronoun**.

- 1 Write the words listed below in the correct rows of the table. Remember that some words might belong to more than one **word class**.

Nouns	
Pronouns	
Verbs	
Prepositions	
Adjectives	
Adverbs	
Conjunctions	
Determiners	

<i>quietly</i>	<i>underneath</i>	<i>my</i>	<i>and</i>	<i>it</i>
<i>walk</i>	<i>the</i>	<i>but</i>	<i>ridiculous</i>	<i>hardly</i>
<i>describe</i>	<i>over</i>	<i>them</i>	<i>fast</i>	<i>contentment</i>
<i>serious</i>	<i>on</i>	<i>pride</i>	<i>who</i>	<i>export</i>
<i>portray</i>	<i>or</i>	<i>each</i>	<i>however</i>	<i>from</i>

- 2 Underline the words that should begin with a capital letter because they are **proper nouns**:
- The play was first performed in the soviet union in 1946 and is one of priestley's best-known works.
 - The actor john gielgud staged a version of *romeo and juliet* using elizabethan costumes.
 - Mr jones is the original owner of manor farm, where *animal farm* is set.
 - Papa is daljit's husband and he comes from lahore in what is now pakistan.
- 3 Tick the boxes to indicate which nouns are **abstract** and which are **concrete**, which are **countable** and which **uncountable**:

	Abstract	Concrete	Countable	Uncountable
a) ocean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) socialism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) police officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) warmth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRONOUNS AND DETERMINERS

Pronouns are words such as 'she', 'it' and 'they'. **Possessive pronouns** are words such as 'my', 'our' and 'theirs'. They are used to replace nouns or noun phrases, usually in order to avoid repetition. **Determiners** are words such as 'a', 'the' and 'every'. They are used directly before nouns. Determiners have various functions, including indicating number, amount and ownership.

4 Circle the correct **pronouns** and **determiners** in these sentences:

- a) You'll need a coat if [your / you're] going out.
- b) Hatice and [I / me] are going to the cinema.
- c) You should see [they're / their] house – [it's / its enormous]!
- d) Do you know [who's / whose] jacket this is?
- e) [Your / You're] dog is walking as though [it's / its] leg hurts.
- f) Have you seen [mine / my] bag?
- g) [They're / There] going to be late because of the traffic.

ADJECTIVES AND ADVERBS

Adjectives are words such as 'blue', 'descriptive' and 'figurative'. They are used to add description and detail to writing. Adverbs have several functions, including describing how an action is done, for example, 'quietly', 'badly'.

5 Change these **adjectives** into **adverbs**:

- a) quick
- b) easy
- c) reluctant
- d) good
- e) polite
- f) doubtful
- g) active

6 Use the **adjectives** or **adverbs** from Task 5 to complete these sentences:

- a) I shook the headteacher's hand as we were introduced.
- b) Lena looked at me when I suggested a swim in the cold sea.
- c) I was to travel with Riko because I didn't like her much.
- d) We had to run to get there before closing time.
- e) I really hope that Goran does in his exams.
- f) She's so wealthy, she could afford to take a taxi.
- g) It is important to lead an lifestyle.

CLAUSES AND TYPES OF SENTENCES

CLAUSES

Clauses are short sentences or parts of longer, more complex sentences. Every clause has a subject and a verb. A **main clause** makes sense on its own, but a **subordinate clause** needs the main clause with it in order to make sense.

Subject Verb

Scrooge repents eventually, even though it takes a profound change in personality.

Main clause

Subordinate clause

1 Underline the **subject** and the **verb** in each of these clauses:

- a) Our teacher gave us too much homework.
- b) The car started straight away.
- c) The book on the table is about African animals.
- d) Why don't you give the money to Jan?
- e) All of Maria's children enjoy playing tennis.

2 How many **clauses** are there in each sentence? Write the number.

- a) Although she is nine in the story, Anita narrates it from the perspective of her adult self. []
- b) Romeo kills himself because he thinks that Juliet is dead and he is grief-stricken. []
- c) *An Inspector Calls* is one of the classics of mid-twentieth century English theatre. []
- d) The poet uses imagery connected with winter and with flight. []
- e) While Duncan is asleep, Macbeth stabs him. []

3 Is the underlined part of these sentences a **main clause (M)** or a **subordinate clause (S)**? Write the letter.

- a) Scrooge learns that unless the course of events changes, Tiny Tim will die. []
- b) Tiny Tim is a happy child, even though he is ill. []
- c) Utterson is instinctively repulsed by Hyde although he has no physical defects. []
- d) Lanyon tells Utterson to open the letter only if Jekyll dies or disappears. []
- e) If the fire hadn't gone out, the boys might have been rescued. []
- f) While the boys sleep, Captain Benson escapes into the jungle. []



TYPES OF SENTENCES

Different types of sentence are used for different effects. They can vary the pace of a piece of writing and help to hold the reader's interest.

4 Match each **sentence type** in the box below with the correct definition.

a) a short sentence that does not have a main clause

.....

b) a sentence with two or more main clauses

.....

c) a sentence with only one clause

.....

d) a sentence with two or more clauses, at least one of which is a subordinate clause

.....

simple sentence

compound sentence

complex sentence

minor sentence

5 Look at this extract from a student's response to a creative writing task. Write the sentence numbers next to the **sentence types**.

[1] Disaster! [2] The tide had come in and was lapping against the foot of the cliff. [3] Pete and Arjun looked at one another in horror. [4] There was no sign of Vihaan anywhere. [5] He must have gone back up to the clifftop while they were in the cave. [6] Pete and Arjun knew they had to get away quickly, but there was no route back along the beach. [7] There was only one way out of there. [8] Upwards.

a) simple sentence

.....

b) compound sentence

.....

c) complex sentence

.....

d) minor sentence

.....

6 Rewrite these sentences so the words are in the correct order. Then, identify each sentence as simple (S), compound (C), complex (X) or minor (M).

a) she was / saw the / amazed / palace, / when Reeva

..... []

b) said / least / mended / soonest

..... []

c) her birthday / Mira / vase for / a beautiful glass / Lukas gave

..... []

d) reading / relax, / helps me / whereas yoga / doesn't

..... []

CONJUNCTIONS

Conjunctions are words that link clauses in sentences. **Coordinating conjunctions** such as 'and', 'but' and 'or' link two main clauses. **Subordinating conjunctions** such as 'while', 'although' and 'if' link a main clause and a subordinate clause.

7 Choose a **conjunction** from the box below to complete each sentence. There is one conjunction that you will not need.

- a) Goole calls himself an inspector, he is not a member of the local police force.
- b) Sheila is glad that Gerald has told the truth she still takes off her engagement ring.
- c) Elizabeth learns that Lydia has run away with Wickham, she tells Darcy the news.
- d) Lady Catherine insists that Elizabeth should not marry Darcy she wants him to marry her own daughter.
- e) Mrs Bennet says she will never see Elizabeth again she marries Mr Collins.
- f) Prospero thinks that Ferdinand and Miranda fall in love too easily, their love may not last.
- g) Prospero realises that his disloyal brother is on a nearby ship he causes a tempest.

<i>although</i>	<i>or</i>	<i>so</i>	<i>since</i>
<i>unless</i>	<i>but</i>	<i>when</i>	<i>if</i>

8 Reverse the **order of clauses** in these sentences, if it is possible to do so. The first one has been done for you.

- a) Although Meena's mother sometimes has bad moods, she appears calm to the outside world.

Meena's mother appears calm to the outside world although she sometimes has bad moods.

- b) Meena tells lies because she does not want to get into trouble.

.....

- c) The aunties criticise Meena but also shower her with affection.

.....

- d) Unless they get rid of the farmer, the animals cannot control the farm.

.....

- e) Major dies, so Snowball and Napoleon become the leaders.

.....

- f) Snowball orders the animals to retreat when the farmers launch an attack.

.....

USING SENTENCES ACCURATELY

COMMON ERRORS

It is important to use sentences accurately. Avoid **run-on sentences** and **comma splices** by checking that any sentence with two main clauses either has a coordinating conjunction or is divided into separate sentences. Do not accidentally create **sentence fragments** by missing a necessary part such as a subject or verb, or begin a sentence with a **coordinating conjunction** in formal writing.

- 1 Which of these sentences or sentence pairs are **accurate** and **suitable for formal writing**? Correct the ones with errors. There may be more than one possible way to correct the errors.

a) The opening paragraph is extremely dramatic, it grabs the reader's interest.

.....

b) In this poem, the colour yellow is often associated with decay. And red is associated with danger.

.....

c) Even though the narrator seems honest, we understand that what he tells us is not a true interpretation of events.

.....

d) I was not able to join my friends at the cinema. Too much work to do.

.....

e) The vocabulary in this poem is very simple, making the message even more powerful.

.....

- 2 Write a suitable **conjunction** in the second sentence of each pair to correct the **comma splice** errors in the first sentence:

a) I was instinctively afraid of the man, that's why I hid in the cupboard when I heard him approach.

I was instinctively afraid of the man I hid in the cupboard when I heard him approach.

b) I looked everywhere for the ring, I didn't find it.

I looked everywhere for the ring I didn't find it.

c) We couldn't read the letter, it was too dark.

We couldn't read the letter it was too dark.

d) We could have pizza, alternatively we could go for a burger and chips.

We could have pizza we could go for a burger and chips.

PART ONE: HOW GOOD IS YOUR SPAG?

SPAG CHECK (page 6)

- 1 a) apparent
b) privilege
c) persistent
d) definitely
e) weird
f) admittedly
g) awful
h) parallel
i) heroes
- 2 a) verb
b) noun
c) pronoun
d) adjective
e) adverb
f) preposition
g) conjunction
h) determiner
- 3 a) A
b) C
c) C
d) P
e) A
f) P
g) C
- 4 a) * broken
b) * shown
c) * drawn
d) * beaten
e) ✓
f) * shaken
g) * drunk
h) * begun
- 5 a) Even though she has plenty of money, she still complains.
b) My sister, who never takes any exercise, still managed to run faster than me!
c) She handed him a small, black box.
d) Could you come here, Otis?
e) Similarly, temperatures may vary quite considerably.
f) You've been to Mexico, haven't you?
g) Madrid, which is the capital of Spain, is in the middle of the country.
h) It's hot in here, isn't it?
- 6 a) * its
b) * women's
c) * children's
d) ✓
e) * tomatoes
f) ✓
g) * yours
h) ✓

TEST YOUR UNDERSTANDING (page 8)

As he steps out on to the street, he feels a heat that is more intense than [1] anything he can remember. He has never been hotter [2]. It is [3] oppressive and unrelenting, and all but takes his breath away. He makes his way, slowly, to the market square. The square is seething with people, eager to catch a glimpse of the dancers. Intrigued, he joins them, weaving his way in. As if from nowhere, a blizzard of crimson petals and torn fragments of paper suddenly descends [4], turning the air momentarily pink. It [5] comes slowly to rest on the heads and shoulders of the eager onlookers. A young girl next to him, her eyes round with wonder, disappears [6] into the crowd as if sucked in by an irresistible force. Somewhere beyond the wall of bodies, someone beats out a rhythm [7] on the drums, sending a ripple of excitement through the crowd. He strains every nerve to see past [8] the wall of people in front of him, but to no avail. There are just too [9] many bodies. He gives in to the will of the crowd and lets himself be buffeted one way and then another. He looks up. Above him, the sky is a watercolour painting of pink, red and orange [10].

[1] The word that the student intended here is 'than' not 'then'. For comparisons, 'than' is the correct word.

[2] The student should have written 'hotter' (without 'more'). Adjectives such as 'hot', which have one syllable, usually form their comparatives by adding '-er'.

[3] The student should have written 'It is' or used the contracted form 'It's'. Instead, they have mistakenly used the possessive determiner 'its' (used correctly in sentences such as 'The river had burst its banks').

[4] An 's' is missing here. The word is spelt 'descends'.

[5] A new sentence is needed here. The student has mistakenly run two sentences together, making a mistake known as a 'comma splice'.

[6] 'Disappear' is spelt with one 's' and two 'p's.

[7] 'Rhythm' contains the silent letter 'h'.

[8] The word required here is 'past', not 'passed' (which is the past tense of the verb 'pass'). To convey the sense of 'beyond a certain point in time or place', we need the word 'past'.

[9] The adverb 'too' is needed here, meaning 'excessively'. The student has confused this word with the common preposition 'to'.

[10] A comma is needed here between the words 'pink' and 'red'. Commas are used to separate items in a list of three or more people or things. Generally, in a list like this, a comma is not needed before 'and'.

PART TWO: SPELLINGS FOR SUCCESS

COMMON SPELLING ERRORS (page 9)

- 1 a) stationary
b) apparent
c) accceptable
d) privilege
e) separate
f) definitely