

Suggested Reading List

GCSE Set Texts

- ◆ *An Inspector Calls* by J.B Priestley
- ◆ *The Sign of Four* by Sir Arthur Conan Doyle
- ◆ *Romeo and Juliet* by William Shakespeare



Complimentary Texts

- ◆ *A Study in Scarlet* by Sir Arthur Conan Doyle
- ◆ *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle
- ◆ *Macbeth* by William Shakespeare
- ◆ *Juliet's Nurse* by Lois Leveen

Extra Challenge/A-level Literature Texts

- ◆ *Othello* by William Shakespeare
- ◆ *Death of a Salesman* by Arthur Miller
- ◆ *Tess of the D'Urbervilles* by Thomas Hardy
- ◆ *The Handmaid's Tale* by Margaret Atwood
- ◆ *The Kite Runner* by Khaled Hosseini
- ◆ *The Great Gatsby* by F. Scott Fitzgerald
- ◆ *Far From the Madding Crowd* by Thomas Hardy
- ◆ *Beloved* by Toni Morrison

Reading for Pleasure

- ◆ *The Curious incident of the Dog in the Night-Time* by Mark Haddon
- ◆ *Lord of the Flies* by William Golding
- ◆ *The Hunger Games Trilogy* by Suzanne Collins
- ◆ *Martyn Pig* by Kevin Brooks
- ◆ *Of Mice and Men* by John Steinbeck
- ◆ *Brother in the Land* Robert Swindells
- ◆ *Anita and Me* by Meera Syal
- ◆ *Pride and Prejudice* by Jane Austen
- ◆ *Frankenstein* by Mary Shelley
- ◆ *Great Expectations* by Charles Dickens
- ◆ *To Kill a Mockingbird* by Harper Lee
- ◆ *The Lunar Chronicles* by Marissa Meyer
- ◆ *Red Queen* by Victoria Aveyard
- ◆ *A Court of Thorns and Roses* by Sarah J. Maas

KS4 SPaG Skills Builder



Name:

Form:

English Teacher:

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S/P/G

Proof-reading

The following text has 14 punctuation errors, including:

3 missing full stops	2 missing apostrophes
1 missing colon	1 missing semi-colon
2 missing commas	2 missing question marks
2 missing pairs of quotation marks	1 missing brackets

As well as this, there are 4 spelling errors and 2 grammar errors to change too: Insert the accurate punctuation and change the spelling and grammatical errors above each word.

What is the History of Music Videos

Music videos is a marketing tool Music videos really took off in the 1980s. Music Television MTV started in 1981 in the US. MTV now holds award shows for the music videos veiwers vote for the winning artists. The videos consist of cartoons live performences and stories

Who has been successful with Music Videos

Rihanna won Best Video and Monster Singel of the Year 2007 for the song Um-brella Justin Timberlake has won many awards for his music videos. Gorillaz are the worlds first virtual band. The video for Feel Good Inc. won two Video Music Awards in 2005. Although a song may have strong lyrics good videos make the message even stronger. Some people love the adition of a video to a song others think it distracts from the songs words. The success of music videos is been debated continuously.

G

Linking Paragraphs

The way you start/open sentences can be affected by the job the sentence has within a paragraph. Sentences that start paragraphs sometimes need connecting phrases to link paragraphs together as well as giving information about the topic of the paragraph.

Here are some examples:

1. Although some people regard animal testing as a necessity to enhance the quality of human life, others argue that it is a cruel denial of an animal's rights and freedom.
2. Unlike these old-fashioned beliefs, Netspeak users claim they are liberating the English language from the confines of standard English.
3. Another reason to support a fox hunting ban is the undeniable violent pain inflicted upon the fox once caught.

Use the subject of social media and the topics of:

Mental health, physical health, communication

to write three topic sentences with openings that could be used to link each paragraph together in an opinion response. Begin with the following openers:

1. Although
2. Unlike
3. Another

KS4 Skills Builder

Developing accurate literacy skills is essential for your success in English. This booklet aims to develop your literacy skills in three main areas:

- Spellings and vocabulary
- Punctuation
- Grammar

You gain additional marks in a range of subjects across the curriculum for accurate written expression. These additional marks recognise how important it is to write accurately so you can communicate successfully and present yourself positively.

For both English Language and English Literature GCSE, you will be awarded marks specifically for technical accuracy.

What does SPaG mean?

Spelling	<ul style="list-style-type: none"> * Correct spellings of common words and more complex words * Using a wide vocabulary * Applying spelling rules * Specialist terms are used and spelt accurately
Punctuation	<ul style="list-style-type: none"> * Basic and more complex punctuation is used accurately to ensure meaning is clear * Punctuation is used for effect
Grammar	<ul style="list-style-type: none"> * Accurate sentence constructions * A range of sentence structures * Sentence structures for effect * Correct word order (syntax) to ensure meaning is clear

Want to practise your improved writing skills? Why not check out the AHS English Department writing blog? Here, you can post writing that is descriptive, narrative or opinion based. Check out the blog here:
www.ahswriting.wordpress.com



S

Plurals

Plurals – adding ‘s’ or ‘es’

- Singular means one of anything, e.g. She has one bag.
- Plural means more than one, e.g. She has five bags.
- The most common way to make a word plural is to add ‘s’ to the end of the word, e.g. twin = twins.
- However, there are occasions when you have to add ‘es’ to the end of the word:
- If a word ends in s, ss, sh, ch, x, z, zz (hissing sound)
- You know if it’s an ‘es’ plural because you can hear an extra syllable added to the word, e.g. box = boxes.

Try making these words plural – ‘s’ or ‘es’?

Word	Plural	Word	Plural
column		dinner	
daughter		hoax	
wish		glass	
shoulder		table	
fox		address	

Plurals – adding ‘ies’ for words ending in ‘y’

- With words ending with a vowel + ‘y’, just add an ‘s’
- With words ending with a consonant + ‘y’, change the ‘y’ to ‘i’ and add es.

Word	Plural	Word	Plural
bully		worry	
lunch		carpet	
donkey		baby	
puppy		branch	
day		strawberry	
soldier		box	4
patch		delay	
hiss		lady	

G

Conjunctions (Discourse Markers) and their Functions 2

Connectives are words and phrases that can be used to join sentences more effectively. There are different conjunctions and discourse markers for different purposes. For example:

- To summarise/conclude
- To illustrate
- To persuade
- To emphasise

Sort the conjunctions/discourse markers in the box at the bottom, writing each one into the correct type/function. One for each has been done for you.

To summarise/conclude
ultimately

To illustrate
as revealed by

To persuade
clearly

To emphasise
above all

to sum up	above all	obviously	for example
such as	specifically	undoubtedly	as revealed by
to conclude	on the whole	clearly	of course
for instance	in conclusion	more important	ultimately
undeniably	irrefutably	unquestionably	arguably
understandably	apparently	as a final point	demonstrated by

G

Conjunctions (Discourse Markers) and their Functions 1

Conjunctions are words and phrases that can be used to join sentences more effectively. There are different conjunctions for different purposes. They can be used to make links across paragraphs and to link ideas within paragraphs.

For example:

- To sequence
- To contrast
- To show/explain cause and effect
- To add
- To compare

Sort the conjunctions in the box at the bottom, writing each one into the correct type/function. One for each has been done for you.

<u>To sequence</u> next		<u>Cause and effect</u> this shows that
	<u>To contrast</u> however	
<u>To add</u> furthermore		<u>To compare</u> As with

finally	secondly	however	because
whereas	next	in addition	furthermore
similarly	alternatively	as with	on the other hand
moreover	consequently	as well as	therefore
but	likewise	so	this shows that

S

Two, Too and To

- **Two** means 2.
- **Too** means also or very or more than enough.
- **To** is used in all other cases.

Your Turn

Write the correct two/too/to in the space provided:

- I went ___ the shops.
- We will meet at ___ o'clock.
- I ate ___ much cheese.
- I want ___ go on holiday.
- I would like ___ apples.
- They went ___ the park.
- Would you like ___ come with us?
- The work was ___ hard.
- We are going ___ school.
- The ___ boys were going ___ the park.
- The road was ___ busy to cross today.
- It is ___ minutes ___ seven.
- The ___ girls were going ___ the shops.
- The next train ___ Chicago leaves at ___ o'clock.
- Can you make up one sentence for to, too and two?

Now create at least 3 sentences of your own each with a different two/too/to:

-
-
-

S

There, Their and They're

The words **there**, **their** and **they're** are easily confused. You must proof-read your work and check that you've chosen the correct there/their/they're every time.

there	<ul style="list-style-type: none"> Refers to place, e.g. Over <u>there</u>. <u>There</u> is <u>There</u> was <u>There</u> are <u>There</u> were
their	<ul style="list-style-type: none"> when something belongs to someone. E.g. That's <u>their</u> car.
they're	<ul style="list-style-type: none"> Short form of '<u>they are</u>'

Your turn

Underline the correct version of 'there'/'their'/'they're' in each sentence below:

- The shops are over there/their/they're.
- Have you tried there/their/they're cooking? It's really good.
- There/Their/ They're going out to the shops.
- If I can see you over there/their/they're, then you need a new hiding place.
- There/Their/ They're going for lunch now.
- There/Their/ They're is too much noise in here! My ears hurt and there/their/they're going to pop!
- I can see that there/their/they're work is of a really high standard. There/Their/They're going to be getting some merits!
- The rain had been so heavy that there/their/they're were floods.

G

Comparative Conjunctions

Connectives (conjunctions) are needed when comparing two or more texts. There are two main types of connectives that enable you to do this:

Comparing (the same) connectives
 Contrasting (differences) connectives

<u>Comparing connectives</u>	<u>Contrasting connectives</u>
Similarly	On the other hand
As with	Alternatively
In the same way	Whereas
Like	Unlike
Similar to	In contrast

Examples:

Comparing - Similarly, text 1 also uses alliteration to show angry feelings.
 Contrasting - Unlike text 1, text 2 uses facts to influence the reader.

Complete each of the following sentences writing an appropriate connective in the gap:

- Text 1 has many adjectives _____ text 2 does not use any at all.
- _____ text 1, which uses metaphors, text 2 creates imagery at the start of the information.
- _____ to many opinions, sexism is still an issue in western society.
- In the 1800s, children were 'seen and not heard'. _____ in the 2000s, children are much more 'vocal' in society.
- _____ within the work place, woman now have more power socially too.

G

Verb Forms

English verbs come in several different forms and it is important to choose the correct form when writing and speaking in standard English.

Example of an irregular verb form:

infinitive	to sing
present	I sing
Present 3rd person singular	He/She sings
Present participle	I am singing
Past	I sang
Past participle	I have sung

Complete the following table like the example above:

infinitive	to bring	to sit	to take
present			
Present 3rd person singular			
Present participle			
Past			
Past participle			

Now create 3 sentences with a different verb form from the table above in each:

- 1.
- 2.
- 3.

S

Easily Confused Words

Affect OR Effect

There is often confusion over the words effect and affect. In order to understand which to use, you must know the difference between a noun and a verb. 'Effect' is a noun. 'Affect' is a verb. If you're not confident with spotting nouns and verbs, there are workarounds to help.

Examples:

What effect did foot-and-mouth disease have on your business?

(The word effect is a noun.)

Tip: Try substituting the noun effect with the noun consequence to confirm it's a noun.

Did foot-and-mouth disease affect your business?

(The word affect is a verb.)

Tip: Try substituting the verb affect with the verb transform to confirm it's a verb.

Complete the following adding either effect or affect:

1. The _____ of the alliteration in the poem is that it reflects the bitterness felt by the character.
2. The plays by Shakespeare _____ the lives of all those studying literature.
3. It is the _____ the writer was aiming for.

Whose OR Who's

Whose is used when something belongs or is associated with someone or something: That's the man whose car was stolen.

Who's is short for **Who is** or **Who has**. For example: Who's coming with me?

There must be someone who's done this before.

Now write two sentences using 'whose' and two using 'who's' below:

Whose =

Who's =

S

'i' before 'e' except after 'c' rule

The easy way to remember which order to put ei/ie in is to learn the rule:

"I before E except after C or when sounded like A as in neighbour or weigh"

For example, conceive and yield are spelled correctly in this sentence by following the rule above.

There are some exceptions to this rule, like **either, neither, height, seize, leisure, weird, science, and protein**. You must memorize these exceptions.

Choose the correct spelling (ei or ie) of each word pair by circling the correct version:

1. On the baseball team I play on the outfield/outfeild.
2. The man was in court because they thought he was a thief/theif.
3. I believe/beleive you already asked that question yesterday.
4. My friend/freind is coming into town on Friday.
5. Jane was mad at Tom because he deceived/decieved her.

Now, cover the exceptions in bold above and try to write them from memory below (there are 8):

G

Modal Verbs and 'have' not 'of'

Modal verbs are auxiliary verbs which express degrees of necessity or possibility. English modal verbs include must, shall, will, can, could, may, might, would, should, must.

Now read this sentence:

I love you.

Write down the effect each modal verb has in each of these sentences below? The first has been done for you.

1) I must love you.

Sounds like the speaker doesn't really love them but feels obliged to.

2) I will love you.

3) I could love you.

4) I might love you.

5) I would love you.

Grammar Alert!

In non-standard, casual spoken conversations, people often say: "I could **of** gone to the shops." or "He shouldn't **of** done that."

The use of 'of' in the two examples above is grammatically incorrect.

The auxiliary verb '**have**' should follow the modal verb instead. 'Of' and 'have' sound similar when spoken which is why in informal conversations, the two have become mixed up. However, 'have' is the correct verb to use.

could have	could not have
should have	should not have
would have	would not have
might have	might not have
may have	may not have

Create 5 sentences below using a modal verb and 'have':

- 1.
- 2.
- 3.
- 4.
- 5.

G

'it's versus 'its'

When do we use *its*?

Its shows possession.

E.g. The cat drank its milk.

E.g. We chose the text because of *its* humour.

What about *it's*?

This is the shortened form of *it is*.

Use *it's* if you can change it for *it is* or *it has*.

E.g. It's very cold today!

It is very cold today!

Oh dear! The person who wrote these sentences didn't know whether to use *its* or *it's*!

Correct these sentences where necessary.

1. Its very cold in Canada today.
2. The dog ran away because its collar came loose.
3. The robber broke into the car and stole its contents.
4. "Hurry up, its nearly time for school!"
5. Its my sister who has won the competition, not my brother.
6. The house lost its roof during the storm.
7. Brush your teeth; its bedtime.
8. Its about time you learned to ride a bicycle!
9. The library lost its books in the fire.
10. I can't go out because its raining.
11. The army has sent its soldiers to help the victims of the disaster.
12. I think its just stopped raining.

S

Synonyms

If two words have the same or very similar meaning, they are **synonyms**. Some words can be vague and could be made more precise by using a synonym of the word. You can make your vocabulary more varied by choosing more precise and challenging synonyms.

Read the extract 'Mr Pip' and write synonyms for the underlined words in the box at the bottom (they must fit the meaning of the whole extract).

I stood up and announced what everyone else already knew.

'This is my mum'.

'And does Mum have a name?'

'Dolores,' I said, and slid lower into my desk. 'Dolores Laimo'.

My mum smiled back at me. She was wearing the green scarf my dad had sent in the very last package we received. She wore it tied tight at the back of her head which was the same way the rebels wore their bandanas. Her hair was pulled back in a tight bun. It gave her an air of defiance. Her mouth clamped down, her nostrils flared. My father used to say she had the blood of righteousness running in her veins. She should have been a church woman, he'd say, because persuasiveness for my mum was not an intellectual exercise. Quality of argument was neither here nor there. It was all about the intensity of belief. And every part of her—from the white of her eyes to her muscular calves—rallied on her behalf.

My mum didn't smile enough. When she did it was nearly always in victory. Or else it was at night time when she thought she was alone. When she was thinking she tended to look angry, as if the act of thinking was potentially ruinous, even ending in her humiliation. Even when she concentrated she looked angry. In fact, she appeared to be angry much of the time. I used to think it was because she was thinking about my dad. But she shouldn't have been thinking about him all the time.

Said	
Green	
Tight	
Gave	
Angry	
Thinking	

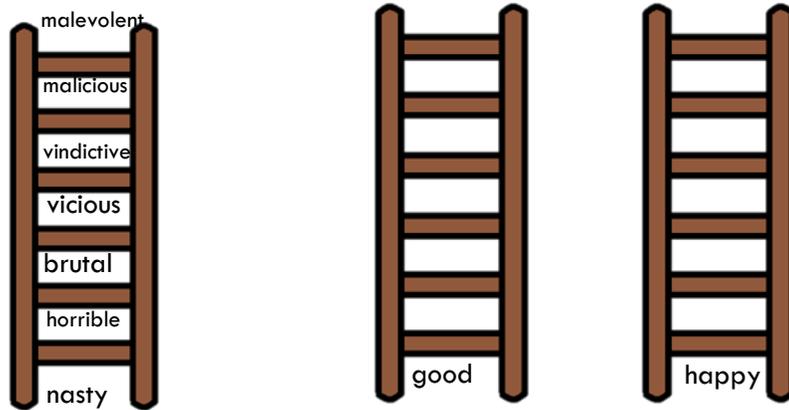
S

Adjectives

Adjectives describe a noun.

You should aim for 'premier league' adjectives in your writing to show you can vary your vocabulary choices for effect.

Use the adjective vocabulary ladder model to create your own for the adjective 'good' as in 'He is a good man.' and 'happy' as in 'She was happy.'



By using precise and well-chosen adjectives, you can create a vivid image for the reader.

The bird sat on the tree.

In this sentence, there are no adjectives so as a reader, we are unclear what type of tree and bird this is and the tone is neutral.

The cunning bird sat on the rotten tree.

By adding these adjectives, suddenly the bird appears to be powerful in contrast to the surrounding nature which is dying. This creates a mysterious and ominous tone.

Use adjectives to modify the following sentences to create a new, vivid image and tone. Bright sparks: change the determiners and verbs—what effect does that have?

1. The child looked at the teacher.
2. An incident happened at the school.

G

'been' versus 'being'

Some writers occasionally confuse the words 'being' and 'been'. As a rule, the word 'been' is always used after have (in any form, e.g., has, had, will have). The word 'being' is never used after have. Being is used after to be (in any form, e.g. am, is, was, were).

Examples: I have been busy. I am being concise in my writing.

Being as a Noun

The word being can also be a noun.

Examples: A strange being stepped out of the space ship.

Being as a Gerund

The word 'being' can also be a gerund (which is a type of noun).

Examples: Do you like being so ignorant?

I live in terror of not being misunderstood. (Oscar Wilde)

Been is the past participle

Being is the present participle

Circle the correct version in the examples below:

- You have been / being a model student.
- The giant panda has been / being making headlines since he was born.
- Has this pasta been / being re-heated?
- The court ruled that the accused was been / being vindictive.
- Our mum's paintings are been / being sold next week.

G

'which'

- 'which' helps you to refer to something previously mentioned when introducing a clause giving further information.
- 'which' is effective to use in the analysis section of a PEAL paragraph to link an identified device to its effect.
- Use **'which'** to link two clauses, NEVER ', this'
- 'which' is NEVER used at the start of a sentence.

Example:

Most students regularly use social media which makes them vulnerable to cyberbullying.

NOT

Most students regularly use social media, this makes them vulnerable to

Your Turn

Correct the following sentences below.

1. The raging river was rising rapidly, this could only mean one thing for the boys—they were trapped.

1.

2. All Year 11s need a celebratory prom, this is a chance for them to say a fond farewell to their dedicated teachers and to each other.

2.

S

Adjectival Phrases

There are two kinds of adjectival phrases:

- A phrase with the head word being an adjective but with another word which is not an adjective in front, e.g. That is very nice; You're quite hot.
- The second is formed by using an adjective after a linking verb (to be or to seem) e.g. She is CLEVER enough to go. He seems PROUD of his children.

Many similes are also made up of adjectival phrases—cool as a cucumber, quiet as a mouse.

Underline the adjectival phrases in each sentence below:

1. The exam paper was not too awkward.
2. He is easy to please.
3. The classroom was as quiet as a church.
4. The influence of social media is undoubtedly dangerous.
5. The student seems happy with their teacher.

Create 3 sentences below which include an adjectival phrase. Use the examples above to help you.

1.

2.

3.

Now create a simile using an adjectival phrase—try not to use a common simile but one of your own.

4.

S

Word Classes

There are eight main word classes in the English Language:

<u>Open word classes (content words)</u>	<u>Closed word classes (function words)</u>
Noun - an object, person, place or can be abstract	Pronoun - substitutes for a noun
Verb - an action or mental process	Conjunction (connectives) - words that link ideas in a text.
Adverb - describes how an action is done	Prepositions - words that join nouns in a sentence: often linked to place.
Adjective—a describing word	Determiners - go before nouns to determine whether the noun is definite or indefinite.

Write these under the correct word class:
 William Shakespeare Thinking He I exquisite
 London The Furthermore
 An Serene Reluctantly At Whereas
 Under They Friendship Today
Add one each of your own

G

Capital Letters

- Capital letters are used at the start of each sentence. There is no exception.
- You must also use a capital letter each time you use a proper noun (a name). Examples of proper nouns are: England; Peter; The Simpsons; York Football Club.
- The proper noun should have a capital letter regardless of where it is in the sentence.
- Titles should be written in title case. This means only using capital letters for the principal words. Articles, conjunctions, and prepositions do not get capital letters unless they start the title. For example: 'Snow White and the Seven Dwarfs'

Example:

The Simpsons has been on TV for over 25 years. It has a host of regular characters including Homer and Marge Simpson. They live in the fictional town of Springfield.

Your Turn

Write a short paragraph about your favourite TV show or film, writing all capital letters in a different colour.

G/P

Complex Sentences with -ing Clauses

One way of varying the opening of sentences is using an -ing clause. An -ing clause is a non-finite clause built around a verb and it can be placed at the beginning of a sentence:

Whispering to himself, the boy crept cautiously into the dark.

Whispering is a verb ending in -ing.

Take the following three main clauses and add an -ing clause to the beginning to create a complex sentence in the space at the bottom:

1. The man escaped into the night.
2. Laura danced the night away.
3. The boys watched the football match.

1.
2.
3.

P

What is a Sentence?

1. A sentence begins with a capital letter.
2. A sentence ends with a full stop, question mark or exclamation mark.
3. A sentence makes sense.

Tick which of the following are sentences:

1. I forgot my pencil case.
2. I sat on
3. My trousers got muddy.
4. I missed the train.
5. Yesterday I had
6. She threw
7. The boy screamed
8. Whereas I won

Correct the sentences in this extract by adding in the capital letters and full stops.

Tip: amend any unnecessary capital letters within the sentences

there was no lake at Camp Green Lake there once waS a very large lake here, the largest lake in Texas that was over a hundred years ago now it is just a dRy, flat wasteland

there used to be a town of Green Lake as well the town shrivelled and dried up along with the lake, and the people who lived there

during the summer the daytime temperaTure hovers around ninety-five degrees in the shade—if you can find any shade there's not much shade in a big dry lake

P

Full Stops

Full stops are used to mark the end of a sentence.

A common mistake is to not use a full stop and use a comma instead. What should be two sentences are pushed together as one. We call this error the comma splice.

For example:

My father came down to make his breakfast, he is usually in a hurry in the morning.

Correction:

My father came down to make his breakfast. He is usually in a hurry in the morning.

Now correct each one to make two separate sentences.

1. I sometimes go for long walks on summer evenings, it is peaceful and I can exercise the family pet dog.
2. We have a dog, a cat, two gerbils, a hamster and a budgie, they all get on very well together.
3. The hamster tends to keep us awake at night, her exercise wheel squeaks as she moves.
4. My sister's budgie can say a few words, most of them are cheeky and impolite.
5. Our cat is getting old and is an extremely fussy eater, she refuses to eat tinned cat food.
6. One day one of the gerbils escaped from its cage, we eventually found it under my brother's bed.
7. Our house is more like a zoo than a family home, at Christmas all the pets get presents.

G/P

Adverbial Fronted Sentences With Accurate Commas

To vary the opening of your sentences, you can use adverbials at the front. An adverbial gives extra information about time, manner (how something is done) and place.

Examples

1. **Five days later, the court case came to a close. (Time)**
2. **Quickly, the teacher placed the school books on the shelf. (Manner)**
3. **At Archbishop's, we pride ourselves on our Christian values. (Place)**

Using the examples above to help you, create 2 adverbial sentences for each function:

Time

- 1.
- 2.

Manner

- 1.
- 2.

Place

- 1.
- 2.

Now write below the rule for where to put a comma when using adverbial fronted sentences:

G/P

Embedded Relative Clauses in Complex Sentences



To vary your sentences you can also use embedded relative or 'Stab-a-sausage' clauses. Imagine these clauses as small sausages of information that can be stabbed and taken out of the sentence with the sentence still making sense.

Katy, who was sighing to herself, began to clean her room.

The underlined clause is the stab a sausage/embedded relative clause that can be stabbed and taken out. It gives the reader information about Katy. When removed, the sentence would be:

Katy began to clean her room.

Note that the stab-a-sausage/embedded relative clause is surrounded by commas!

Now re-write the following sentences in the box, adding embedded (stab-a-sausage) clauses to them:

1. The man ran to the shop.
2. The teacher shouted at the pupil.
3. Margaret liked to visit the museum.

1.

2.

3.

What comma rule is needed when using an embedded clause?

P



Exclamation and Question Marks



Exclamation marks - ! - can be used to emphasise:

- a dramatic statement – Help me!
- strong feeling – What an amazing place this is!
- Humour and sarcasm – All pupils simply love homework!

Question marks - ? - signal the end of a question. Questions often begin with question words such as: *Where? What? Why? Which? When? Who? How?* However, some questions do not begin with a question word. **Highlight the questions below that don't begin with the question words but still need to end with a question mark:**

- Where is my jacket?
- Can I clean the windows?
- Do you think my homework is good?
- What is the time?
- Which DVD did you watch last night?
- Can I go swimming tomorrow?
- Is this a good football match?
- Will you be home late tonight?

Questions can also be used for effect (rhetorical) and don't require an answer but still require a question mark: Have you thought about this?

Create 6 sentences of your own which contain ! and ?, including a exclamation used for sarcasm and a rhetorical question:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

P

Parenthesis: Brackets, Dashes and Commas

Brackets, dashes and commas can mark off part of a sentence that gives extra information that is not vital to the meaning of the sentence. They can also be used to provide extra comments.

Look at the use of brackets/dashes in each sentence below. In the space below each sentence, create a new sentence which uses brackets or dashes in the same way.

1. In this race, four of the boats (Merlin, Kingfisher, Grouse and Eagle) ran aground.
2. The Mercedes—in my view the finest make of car—can cruise effortlessly.
3. Mrs Robert's dog—twice winner at Crufts—bit the postman.
4. Many people believe that the BBC (British Broadcasting Corporation) is the finest television service in the world.
5. Shakespeare (1564-1616) is widely regarded as the greatest writer in the English language.

Using the examples above, list below five different functions of parenthesis:

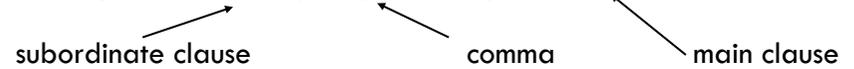
P

Commas in Complex Sentences and Embedded Clauses/Phrases

Commas in Complex Sentences

Commas separate the subordinate clause from the main clause **when the subordinate clause comes first:**

Although she walked quickly, the lady was not in a rush.



Tick the complex sentences which need a comma below and place the comma between the subordinate and main clause.

1. Although it is late I'll help you.
2. When you get home give me a call.
3. There's nothing you can do until you get to see the doctor.
4. Unless it reaches 30 degrees she won't take her coat off!
5. Becky agrees with Plan A despite identifying some problems.
6. Whilst the television was on we fell fast asleep!

Why do some of these complex sentences not need a comma?

Commas in Embedded Clauses and Phrases

Clauses and phrases provide extra information and can be positioned within a main clause. Commas are used to separate the clause or phrase from the main clause.

Sally, our mum, is a teacher. *Embedded phrase*

Sarah, putting on her socks, sang a tune. *Embedded clause*

(Note: a clause contains a verb.)

Put accurate commas in the following sentences:

1. I met Nathan your nephew at the swimming pool.
2. Thomas the form representative spoke in assembly today.
3. Harry whilst jumping on the bed broke the mattress!
4. The weather when it's sunny cheers everyone up.

P

Speech Marks “ “

Speech marks are used to punctuate **direct speech**. In direct speech, the words are **written as a person said or says them**. The speech marks show when the person begins speaking and when they stop speaking.

- Karen said, **“I won the competition.”**

The bold type shows what Karen actually said, wrapped around by speech marks. What Karen said is a complete sentence **within** the speech marks.

Notice how when the speaker appears **before** the speech, a comma must be placed before the speech marks to separate what was said from who said it.

- Karen said, “I won the competition.”

When the speaker appears **after** the speech, the spoken words are followed by a **comma**, not a full stop.

“I won the competition,” said Karen.

If the spoken words are a question or an exclamation, we use a **question mark or an exclamation mark**, whether the speaker comes before or after the speech.

- “Did you win?” asked Chris.
- Karen replied, “I won the competition!”

Punctuate these examples of direct speech by copying the new sentence in the space below each one:

1. Jimmy asked, Is it lunch time yet
2. Clare muttered I’m not happy about that.
3. Can you direct me to the nearest shop begged the driver.
4. The magician asked Who wants a card trick
5. Time for a trip to the park smiled Harriet.

P

Ellipsis ...

Rules: **An ellipsis** is used for 3 main reasons.

A: An ellipsis can be used to acknowledge missing words in a text when quoting:
For example: “On November 11th 2010, the Connaught School held a minute’s silence... it was respected by everybody.”

This can be useful if you are quoting in an exam. It will get the main point across, and you won’t have to write out the entire quote!

B: An ellipsis can be used to indicate a pause in speech:

It was the day of the U14 cup final, and Mr Baker was as excited as the entire football team put together. He looked around the dressing room before launching into his pre-match speech: “You’re good enough, boys. Just remember your Olympic values: determination... courage... and just a little inspiration. That’s all it takes, lads,” he began.

This controls the pace the reader reads at, creates dramatic pauses and makes certain words ‘stand out’ from the rest.

C: An ellipsis can be used at the very end of a sentence so words trail off into silence to create suspense:

“You ‘forgot’ your homework *again?*” exclaimed Mr Daly. The student froze. Mr Daly gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...

This encourages the reader to draw their own conclusions, and can be equally ‘dramatic.’

**** An Ellipsis can also be used for stylistic reasons to show a change of mood or the passing of time in fictional texts.**

Write a short fictional text with ellipsis for the picture:



P

Semi-Colons ;

Semi-colons can be used instead of a full stop between two sentences that are closely related.

- It's a great idea; let's tell the others about it!
- Semi-colons balance two similar ideas and can therefore often replace the connectives 'because' and 'so'.

Use semi-colons to link the correct sentences from the two lists and write them below:

The film was just the sort I like	they say the culture is fascinating.
I'd like to go on holiday to India	most accidents are caused by speeding.
People should drive slowly	it was made of silk.
Julie loved the skirt	it had amazing special effects.

- 1.
- 2.
- 3.
- 4.

Semi-colons also separate items in a list where the items listed consist of long phrases.

Look at the example below and create 2 more sentences using the semi-colon in a list:

1. I enjoy school for many reasons: learning new things; seeing my friends; getting some exercise and getting homework!
- 2.
- 3.

P

Omission Apostrophes

One way in which we use **apostrophes** is to show that some letters have been missed out of a word or words. For example, when we are talking, most of us use **contractions** (when words are joined together) and if these contractions are to be written down, the apostrophe shows us where we have missed out some letters:

I am becomes **I'm** An **a** has been left out
do not becomes **don't** An **o** has been left out
it is becomes **it's** An **i** has been left out

REMEMBER!

Do not mix up **it's** and **its!**

- **its** means there's something **belonging**.
- **it's** is short for **it is** and there **is** an apostrophe.

*It's time for the cat to have **its** dinner.*

Write the expanded form of these contractions:

I'll	I will	she'd	
won't		you'll	
he's		I'm	
you're		doesn't	

Write the contracted forms of these words:

I would	I'd	I am	
It is		you have	
do not		is not	
they are		I have	

Choose the contraction that makes sense and write it in the space:

I've doesn't don't won't it's they're

always been good at music. I own my own instrument but that stop me practising at school. The teachers say hard work but eager for me to succeed. I definitely give up!

P

Possession Apostrophes

The **apostrophe** can be used to show ownership, i.e. who an item belongs to or is part of. We use it at the end of a word with an s – ‘s’. It means **of** or **belonging to**.

- The cat’s whiskers (means the whiskers **of** the cat)
- Sarah’s book (means the book **belonging to** Sarah)

REMEMBER!

Do not misuse the apostrophe. It should **not** be used for plurals.

- He had two pencils. RIGHT
- He had two pencil’s. WRONG

Put the possession apostrophes into the following sentences:

1. The girls bike was broken.
2. Todays weather should be better.
3. Your brothers friend was good-looking.
4. The ladys handbag went missing.

Read the following passage. Put in the possession apostrophes where needed and circle the plural words (which DON’T need an apostrophe):

The boys sat on the playing fields. Toms football had gone over Mr Hirds garden fence and they were wondering how to get it back. “Any ideas?” asked Ben. No one replied and Toms miserable face suggested they would never get it back.

If the noun is **plural** and **already ends** in s, you just add the apostrophe **after** the s:

- The ladies’ handbags

Add the possessive apostrophes:

1. The boys medals were on display.
2. The teachers staffroom needs re-decorating.
3. My books covers all need replacing.

P

The Colon :

The **colon** has many functions:

- to introduce items in a list (The part before the colon must make sense on its own; the colon shouldn’t disrupt a sentence.)
- to introduce an explanation of what has come before
- to introduce an example or evidence
- to introduce a quotation

Look at the four functions of a colon below. In the space below each example, create a new example using the colon in the same way.

1. For a good day out, you need many things: friends, an empty beach, a good picnic and a sunny day!
2. The teacher had one clear goal: to teach a well-behaved class.
3. The dog was most unusual: it had three legs and no tail!
4. Martin Luther King offers hope of a better life: ‘I have a dream...’

Create a visual record below to help you remember the four functions of the colon: