

Collins

KS2 English

SATs Study Book

English

Age
7 – 11

Key Stage 2

SATs
Study
Book



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Root Words

- Understand what root words are
- Understand how root words are formed

What are Root Words?

A **root word** is the simplest form of a word that gives a particular description, thought or meaning. Many words can be broken down into root words.

Root words are also known as '**base words**'.

Root words can have **prefixes** and **suffixes** added to them to make new words or to make variations of the root word.

Root words can stand alone but prefixes and suffixes cannot.



Example

Take the word 'unemployment':

Prefix	Root Word	Suffix
un	employ	ment

The root word is 'employ'. As well as the ones shown in the table above, it can have other prefixes and suffixes added to it, for example:

- employ**ee**
- employ**er**
- employ**ed**
- **re-**employ.

Suffixes -ee, -er and -ed can be added.

Prefix re- can be added.



Tip

Take off prefixes and suffixes from words to find the root word in many cases.

Origins of Root Words

Root words can come from other languages, especially **Latin** and **Greek**.

Knowing the meaning of the root word can help you to understand the meanings of different words formed from it.

Key Point

The root word is the key to the meaning of a word.

Example

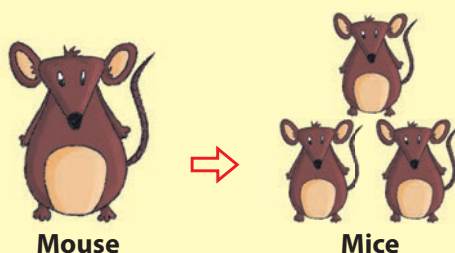
Root Word	Meaning	Language	Examples
Script	Write	Latin	Transcript, Description
Photo	Light	Greek	Photograph, Telephoto
Villa	House	Latin	Village, Villager

Roots of Words v Root Words: What's the Difference?

The roots of words – as opposed to root words – can be very useful to know when building vocabulary and understanding texts, but they don't always follow clear rules.

Example

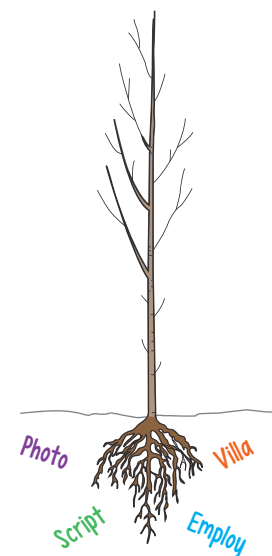
The root of 'mice', is 'mouse' but it is a different word.



'rupt' is the root of a word like 'interrupt' but it is not a word on its own. It only exists in other words like 'corrupt' and 'rupture' but it has a similar meaning: 'to disturb, or break'.

Quick Test

1. What is the missing word in this sentence?
'A root word is the most _____ form of a word.'
2. What can you add to root words to form new words?
3. Name two languages that provided English with many root words.
4. What is the meaning of 'rupt'?



Key Words

- Root word
- Base word
- Prefix
- Suffix
- Latin
- Greek

Prefixes

- Understand what prefixes are and how they are formed
- Understand how prefixes and hyphens are linked

What are Prefixes?

A **prefix** is a group of letters you can add to the beginning of a root word (also known as a base word) to turn it into another, longer word.

Prefixes can help you to build new, longer words when writing and you can work out what unknown words might mean when reading.

Example

1. Uncomfortable = **Un** + comfortable
 'Un' means 'not', so by adding the prefix 'un', this makes the word mean 'not comfortable'.
2. Rediscovered = **Re** + discovered
 'Re' means 'again', so by adding the prefix 're', this makes the word mean 'discovered again'.
3. International = **Inter** + national
 'Inter' means 'between', so by adding the prefix 'inter', this makes the word mean 'between nations'.



Prefix Rules

There are some rules you need to know when dealing with prefixes:

- The spelling of the root word never changes. Simply add the prefix to the beginning of the root word, as in the word 'unusual' (un + usual).
- The spelling of the prefix never changes. A prefix will be spelled the same regardless of what root word it is added to.
- Double **consonants** are fine. If you add the prefix 'mis' to 'spell', both the prefix and the root word keep their original spelling. The result is 'misspell' (with a double 's').
- Prefixes cannot stand alone.

Key Point

A prefix is added to a root word to change its meaning. A root word can have different prefixes added to create different meanings, e.g. rewritten, unwritten.

Watch out for prefix lookalikes. Some words begin with the same letters as a prefix, but they are not actually prefixes. For example, the 're' in 'real' is not a prefix, and the 'un' in 'unit' is not a prefix.

Prefixes and Hyphens

A prefix is usually added directly before the root word, but sometimes a **hyphen** is needed. A hyphen links words together.

Here are five common rules for adding a hyphen between the prefix and the root word:

- Add a hyphen when the prefix comes before a proper noun or a number, e.g. un-American, pre-1990.
- Add a hyphen when adding the prefix 'ex' (meaning 'former') e.g. ex-president.
- Add a hyphen after the prefix 'self', e.g. self-help, self-respect.
- Add a hyphen to separate two 'a's, two 'i's, two 'e's, two 'o's or other letter combinations that might otherwise be hard to read or say, e.g. ultra-ambitious, co-operate.
- A hyphen is sometimes used after the prefix 're' to prevent confusion with another word, e.g. re-cover and recover, as in **re-cover** the material on the sofa, but **recover** from the flu.



Key Point

The spelling of the prefix never changes.

Quick Test

1. What is a prefix?
2. What is a root word?
3. What is a hyphen?
4. What does the prefix 'un' do to the meaning of the word that it is added to?
5. What does the prefix 're' do to the meaning of the word that it is added to?

Key Words

- Prefix
- Consonant
- Hyphen

Suffixes

- Understand what suffixes are
- Recognise some different types of suffixes

What are Suffixes?

A **suffix** is a string of letters that goes at the end of a root word or base word. A suffix changes or adds to the meaning of the root word.

Key Point

Suffixes come at the end of words and change the spelling and meaning of the root word.

Suffixes and Word Classes

Suffixes can show which word class a word belongs to.

- **Noun** – a naming word, e.g. establishment.
- **Adjective** – a word that describes a noun, e.g. colourful.
- **Adverb** – a word that describes a verb, e.g. slowly
- **Verb** – a 'doing' word, e.g. moving.

Examples

The suffixes '-able'/'-ible', '-ful', '-al' and '-ous' often indicate adjectives.

- change → changeable
- beauty → beautiful
- adventure → adventurous

The suffix is added to a root word to make an adjective.

The suffixes '-ly' and '-fully' often indicate adverbs.

- quick → quickly
- care → carefully

The suffix is added to a root word to make an adverb.

The suffixes '-ment', '-tion'/'-sion', '-ness', '-ance'/'-ence' often indicate nouns.

- disappoint → disappointment
- revise → revision
- tidy → tidiness
- disappear → disappearance

The suffix is added to a root word to make a noun.

The suffixes '-ed' and '-ing' often indicate verbs.

- open → opened
- sing → singing

The suffix is added to a root word to make another form of the verb.



Rules with Suffixes

There are some rules with suffixes:

- Some suffixes are added without changing the root word.

Example

- jump + **ing** = jumping
 - block + **ed** = blocked
- Sometimes you have to change the ending of the root word before adding a suffix, e.g. by removing the final letter or by changing the final **vowel** to a 'y'.

Example

- slime – take off the 'e' before adding 'y' to make 'slimy'.
 - happy – change the 'y' to 'i' before adding 'ly', to make 'happily'.
 - copy – change the 'y' to 'i' before adding 'ed' to make 'copied'.
- Sometimes you have to add a letter to the root word before you add the suffix.

Example

- refer – add an extra 'r' before adding 'ing' to make 'referring'.
 - fit – add an extra 't' before adding 'ed' to make 'fitted'.
- Certain suffixes add meaning to a root word.

Example

- 'ology' means 'study', as in 'archae**ology**'.
- 'graph' means 'to write' as in 'auto**graph**'.

Quick Test

1. Which part of a word do you add suffixes to?
2. Which of these suffixes is likely to indicate an adverb?
-ment -ing -ly -ed
3. What does 'ology' mean if added to a root word?



Tip

Use a dictionary to check whether the spelling of the root word changes when adding a suffix.

Key Words

- Suffix
- Noun
- Adjective
- Adverb
- Verb
- Vowel

Practice Questions

Challenge 1

G Grammar **P** Punctuation **S** Spelling

- 1 Which part of a word do you add a prefix to? _____ 1 mark
- 2 Which part of a word do you add a suffix to? _____ 1 mark
- 3 Name two languages many root words come from.
_____ and _____ 2 marks

Challenge 2

- 1 Read the passage below:

Jonathan was an international submarine trader, who was re-elected to the board of directors for his company. He uncovered the fact that he had made millions of pounds from his business and had given money to charity. This pleased many people, because he was being extra-helpful to those less fortunate than himself. As a result he won a 'Superman of the Year' award.

- a) An example of a prefix is underlined in this passage. Underline five other words in the passage that have prefixes. 5 marks
- b) Write the answers from question a) in the table below and explain what the words mean, using the prefix to help you. An example has been done. 5 marks

Word	Meaning
Submarine	Sub = 'under', so 'Submarine' = 'under sea'
1	
2	
3	
4	
5	

Practice Questions

Challenge 3

- S** 1 Add a prefix to each word in the table to make a new word with the opposite meaning.

5 marks

Word	Opposite
Necessary	
Mature	
Regular	
Happy	
Moral	



- S** 2 a) In the sentences in the table, the underlined word has had a suffix added to it. Complete the table by working out which suffixes are correct. The first one has been done for you.

3 marks

Sentence	Correct Suffix	Incorrect Suffix
The boys read the <u>informer</u> on the wall.		✓
The <u>information</u> on the topic was inadequate.		
The <u>dismissation</u> of the player was expected because of his bad foul.		
The <u>removation</u> of the offending spider from the room cheered up the children.		

- b) Take away the prefix and any suffixes from each of the root words in the table. Write the root word in the space provided.

4 marks

Prefix + Root Word	Root Word
Untidy	
Unreasonable	
Immature	
Misleading	

Structure and Organisation

- Understand how texts are structured and organised
- Recognise the use and effects of paragraphs, sentences and word order
- Recognise conjunctions

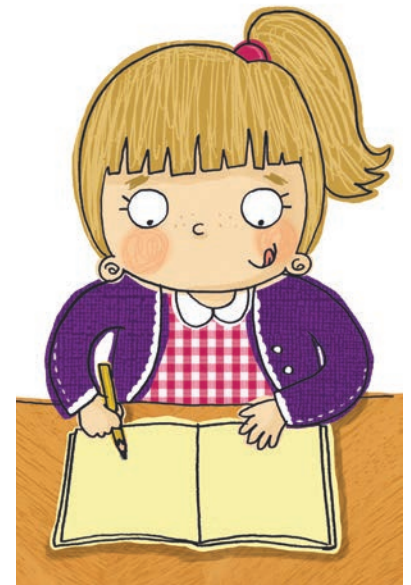
Ways of Structuring and Organising Texts

When you are reading texts, there are several features of **structure** and **organisation** that you might look at, for example:

- Paragraphs – Are they short or long? What effect does this have?
- Sentences and word order – What types of sentences are used? Where in the sentence are the key ideas? What effect does this have?
- **Conjunctions** – How do they make the meaning flow more easily? How do they link different parts of the writing together?
- Openings and endings – What effect are they trying to create?
- Punctuation – How does it divide the text? What effects does it create?

Key Point

Structure and organisation can refer to many features of a text.



Paragraphs, Sentences and Word Order

Different paragraph lengths can have different effects. Short paragraphs can be used to shock or surprise the reader. Long paragraphs can be used to add extra descriptive detail or to build up tension.

Different sentence lengths can also have different effects. As with paragraphs, shortness can be used to create shock or surprise and length can add detail. Where the main idea is placed in a sentence can also change its importance.

Example

1. Cabbage is the greatest vegetable on Earth.
2. The greatest vegetable on Earth is cabbage.

The **subject** of the sentence (cabbage) is given straight away.

Tension is built up by changing the word order.

Conjunctions

Conjunctions link the different parts of writing together and help it to flow. Conjunctions can be used within a sentence, between sentences or between paragraphs.

Examples of conjunctions are: and, because, when.

Example

The boy went shopping **and** his parents went to the cinema. **When** they got there it was full.

'and' links the parts within the sentence, 'when' links the sentences.

Openings and Endings

The start of a piece of writing is always important because it has to get the attention of the reader, or make clear what the **purpose** of the writing is.

The ending of a piece of writing is important as it is the last chance for a writer to make an impression on the reader, so a writer may include their most important ideas at the end.



Punctuation

Punctuation is important in structuring writing because it makes the meaning clear.

Example

1. Let's eat Grandma!
2. Let's eat, Grandma!

There is no comma so the sentence is suggesting that we eat Grandma!

The comma makes it clear that the writer is asking Grandma to join him or her for a meal.

Quick Test

1. Give one reason for using short paragraphs.
2. Give one reason for using long sentences.
3. Why is the opening of a piece of writing important?
4. Why is the end of a piece of writing important?
5. Why is punctuation important in structuring writing?

Key Words

- Structure
- Organisation
- Conjunctions
- Subject
- Purpose

Using Dictionaries

- Understand how to use dictionaries

Dictionaries

Dictionaries are essential for looking up words when you are reading. Not all dictionaries are the same, but they have many features in common:

- Words are in alphabetical order.
- Words that begin with the same letter or letters are listed together. You often need to look at a word's second or third letter to find it in the dictionary.
- Variations of the main word are usually included under the main word.

Example

'Clever' might be the dictionary entry but 'cleverly' would probably be included in the **definition**. Examples for the use of 'clever' might also appear rather than it appearing on its own.

- Dictionaries use **abbreviations** for different word types: 'Adj' can stand for 'Adjective'.
- Dictionaries often have a guide to **pronunciation** and there are also pronunciation guides online.
- Dictionaries will often give some idea of the root of the word. This is helpful when trying to work out the meanings of words with similar roots.
- Dictionaries often provide spellings in other forms of English (US English, British English, Australian English, etc.).

Tips for Using a Dictionary

- Don't forget the possible spellings for more difficult words. If you're not 100 percent sure what the first letter is, start with the letter it sounds like. If you can't find the word under that section, then try other sections. Try to think of similar words to narrow the search down.



Tip

Check the list of abbreviations used in your dictionary – this may be in the front or the back of the dictionary.

Example

- 'gnome' begins with a 'g'
- 'psychoanalysis' begins with a 'p'
- 'knee' begins with a 'k'.

- Remember certain words that sound alike are spelled very differently.

Example

The words 'throne' and 'thrown' sound the same but are spelled differently and mean very different things.

- When you have found the word the dictionary will tell you what it means (and if it has more than one meaning, it will tell you the most common one first). Some dictionaries give example sentences to help you understand the meaning and how it is used.

Synonyms and Antonyms

Some dictionaries give **synonyms** and **antonyms**. A synonym is a word that means the same thing as, or has a similar meaning to, your chosen word. An antonym is a word that means the opposite of your chosen word.

Example

	Synonyms	Antonym
Happy	Cheery Jolly	Sad
Fast	Quick Hasty	Slow

Quick Test

1. How are words organised in a dictionary?
2. What do many dictionaries offer a guide to?
3. What is a synonym?
4. What is an antonym?
5. Give an antonym of 'big'.

Tip

Read the introduction and guide to using the dictionary as it will help you to understand how to use it – and you will get more out of it.

**Key Words**

- Definition
- Abbreviation
- Pronunciation
- Synonym
- Antonym

Prose Genres

- Understand what prose is
- Begin to understand how to analyse prose

What is Prose?

Prose is often described as writing that has more of the **grammar** and **rhythm** of speech, rather than the organised structure of writing like poetry.

Prose is writing that is commonly used in literature, newspapers, magazines, encyclopaedias, broadcasting, history texts and many other forms of written communication.

Prose can be **fiction** or **non-fiction**. Fiction is writing that is made-up, e.g. the Harry Potter stories written by J. K. Rowling. Non-fiction is writing that is about facts, e.g. a newspaper report about a burglary.

Key Point

There are many types of prose. Prose can be fiction or non-fiction.

Some Common Types of Prose

There are hundreds of different kinds of prose writing. Some of the more common ones that you may come across in your reading include:

- **Novels** – lengthy **narrative** pieces of writing that contain a story of some sort. A novella is a short novel.
- Short stories – stories that are even shorter than novellas.
- **Autobiographies** and **biographies** – an autobiography is someone's life story written by themselves; a biography is someone's life story written by someone else.
- Newspaper and magazine news reports, articles, advertisements and letters – usually as printed publications (but appearing online more and more).
- Letters and e-mails – any type of written, printed or electronic communication.



Analysing Prose

When analysing prose, ask yourself the following questions:

- Who is writing it?
- Why are they writing it? What is the **purpose**?
For example, to inform or to explain?
- What are they writing? What is it about?
- Who are they writing it for? Who is the **audience**?

Thinking about and discussing these questions will help you to understand the style, form, language, whether it is formal or informal, and the purpose of the prose text.



Example

Look at this extract from a prose text.

Construction of the Harbour Bridge began in Sydney, Australia, in 1926. The bridge finally opened six years later in 1932. It is the largest steel arch bridge in the world, measuring 134 m in height and 1149 m in length.

Built in the beautiful Sydney Harbour, the bridge made the city famous all over the world and it is now one of the most recognised man-made structures on Earth.

Writing to inform – giving information about the bridge.

Formal language, e.g. 'it is' instead of 'it's'. This makes the writing sound factual and reliable.

An article, e.g. for a magazine or newspaper.

Quick Test

1. Name one type of prose text.
2. Poems are always the same as prose – true or false?
3. What is the difference between a novel and a novella?
4. What is the difference between an autobiography and a biography?
5. Name one type of prose that might appear in a newspaper or a magazine.

Key Words

- Prose
- Grammar
- Rhythm
- Fiction
- Non-fiction
- Novel
- Narrative
- Autobiography
- Biography
- Purpose
- Audience

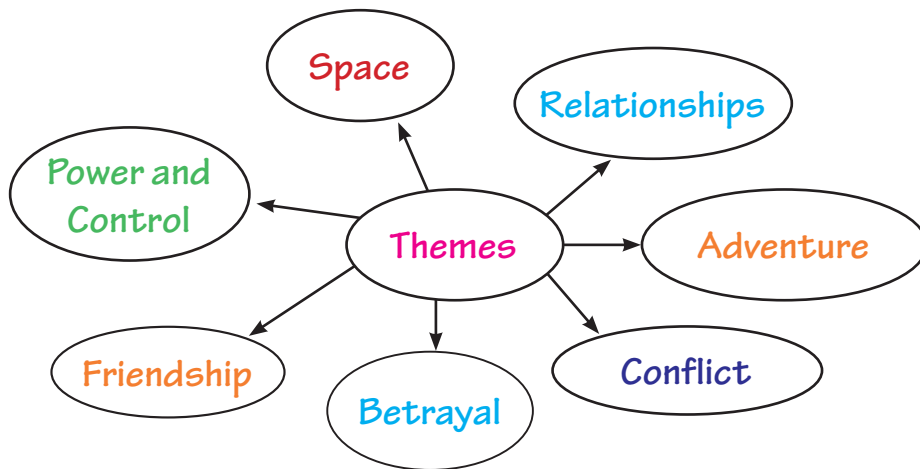
Themes and Conventions

- Understand what themes and conventions are
- Appreciate common conventions of texts

What are Themes?

A **theme** is a unifying idea that is developed throughout a text. The theme is the main idea (or ideas) that the writer wishes to put over.

Here are some themes you might find in a piece of writing:



The themes of a piece of writing are not necessarily the same as the **subject** of the writing.

Example

In *A Christmas Carol* by Charles Dickens, the subject is the haunting of Ebenezer Scrooge but the themes include family, forgiveness, charity, redemption and kindness.

A piece of writing can have any number of **major** and other **minor** themes.

What are Conventions?

In literature and other writing, **conventions** are techniques and features used by writers to put over their ideas and themes.

Some conventions are used a lot so they are linked with certain **genres** of writing.

Key Point

The theme of a piece of writing is not the same thing as the subject of the writing. The subject is the topic while a theme is a unifying idea or opinion on the subject.



Examples

- A convention of a love story is that it will have a happy ending.
- A convention of a scary story is that it is set at night or in a spooky location.
- A convention of a fairy tale is that it will have good and evil characters.



Understanding Conventions and Themes

If you think about the conventions that writers use, it will help you to understand the themes of the texts.

Characters

Think about who the characters are, how they act and what we can learn from their behaviour and actions.

Settings and location

Think about where the writing is set, how this affects the story and the ideas that the writer is trying to put across, and why the writer chose this setting.

Viewpoint of the writer

Think about the writer's viewpoint – when and why the text was written. A text could be about real or made-up subjects, and it could be set now, in the past or in the future. The setting might be a specific country or place, a house, farm, bus, etc. in an unnamed place, or it could be outer space! Texts are usually written in the first or third person – how does this affect the way that the reader reacts?



Tip

The first person is 'I' and 'We', the third person is 'He', 'She', 'They', 'It'.

Quick Test

1. Name three possible themes of a piece of writing.
2. What is a common convention of a love story?
3. What is a common convention of a scary story?
4. What is a common convention of a fairy tale?

Key Words

- Theme
- Subject
- Major
- Minor
- Convention
- Genre

Picking Out and Commenting on Details

- Understand what summarising, analysing and evaluating include

Reading Skills

When you read a text, you need to be able to find and comment on details.

There are different ways that you can do this and they require different skills.

Summarising

Summarising is when you read a text and pick out the main details, then repeat the main details, in your own words.

You can summarise the whole text or part of it. It is also quite common to summarise at the end of a text, in a conclusion.

Analysing

Analysing is when you pick out the main details from a text and use them to put forward your own ideas about the text.

When you analyse, you will need to make references to the text. Using **quotations** and evidence from the text helps to show exactly where your ideas have been developed from.

Quotations – marked with **inverted commas** – can be used in a 'Point–Quotation–Comment' format:

- **Point** – make your point.
- **Quotation** – back up your point with a quotation.
- **Comment** – comment on what the quotation shows.

Example

The first thing that the writer shows is how strongly he feels:

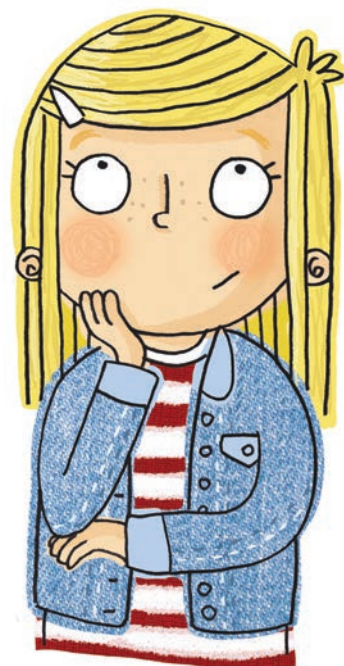
'I was a raging inferno of annoyance.'

By using the **metaphor** of a '*raging inferno*', the writer creates an image of how much he is annoyed, because an inferno is the strongest kind of fire that there is.

Point

Quotation

Comment



Tip

Always try to use the Point–Quotation–Comment format when analysing texts.

Notice how in the comment, a technique used by the writer is named and explained. A quotation is used to clearly show how the comment has been developed.

Evaluating

Evaluating is when you weigh up the different factors that have been analysed and draw some kind of conclusion using your judgement.

Evaluating is not the same as summarising, which is basically repeating a short version of what has already been said.

When evaluating, use words that help to show how you are making a judgement.

Example

Overall, there are many reasons why you might buy the latest phone, but fashion is not the most important one. Working technology is more important than looking good, but a variety of functions is also necessary.

The underlined words all help to show, in different ways, that the writer is comparing ideas and making a judgement.

Key Point

Summarising involves picking out the main details and repeating them in a shorter form. Evaluating involves making a judgement about which things are most important and why.



Quick Test

1. Which skill mainly involves writing a shorter version of the main details of a text?
2. What punctuation marks should be used to mark a quotation?
3. Which skill involves making a decision about which things are most important and why?

Key Words

- Summarising
- Analysing
- Quotation
- Inverted commas
- Metaphor
- Evaluating

Types of Poetry

- Build awareness of different types of poetry

Poetry

There are many different types of poetry. Poems fall into different categories according to:

- When they were written.
- What they are about.
- How they are written, for example, the number of verses, the **rhyme** and rhythm, or the layout.
- Who they are written for (audience).

Some Common Types of Poems

Here are some of the more common types of poems:

- **Acrostic** – an acrostic poem is where the first, last or other letters in a line spell out a word or phrase. The most common form of an acrostic poem is where the first letters of each line spell out the word or phrase.

Example

Icy white
Cold
Everything glistening.

- **Epigram** – an epigram is a short, usually witty, poem. It is often written as a **couplet** (two lines) or **quatrain** (four lines) but can just be a one-line phrase. It is a brief and memorable poem, designed to put over a key idea, often in a funny way.

Example

Here's my wife: here let her lie!
Now she's at rest – and so am I.
– John Dryden

- **Shape poem** – a shape poem usually describes an object – and is shaped the same as the object that is being described (see alongside).

Key Point

Poems are divided into different types depending on their subject, audience, rhyme, rhythm and shape or context.



Example

Rain, rain,
constant rain, tapping
on the window pane. On
the roof and down the walls,
dripping and splashing; down it
falls. But I don't feel the weather

underneath my new
umbrella.

Study

- **Free verse** – free verse is poetry written with rhymed or unrhymed verse – or a mixture of both – that has no set pattern to it.
- **Sonnet** – a sonnet is a poem made up of 14 lines. Many sonnets are about love. Sonnets can be organised in different ways, for example, many of Shakespeare's sonnets have three quatrains (sets of four lines) and a **rhyming couplet** (two lines at the end that rhyme).
- **Haiku** – a haiku was originally a Japanese poem made of three lines and 17 **syllables** ('beats'). Each line has a set number of syllables: line 1 has 5 syllables; line 2 has 7 syllables; line 3 has 5 syllables.

Example

My ripe juicy pear
succulent and quite tasty
I bite into it.

Line 1 has 5 syllables.

Line 2 has 7 syllables.

Line 3 has 5 syllables.

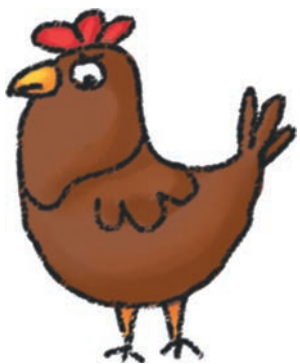
- **Limerick** – a limerick is a poem that is usually funny or strange, and is made up of five lines. The first line of a limerick poem usually begins with 'There was a...'. The last line of a limerick is normally far-fetched. A limerick should have a **rhyme scheme** of aabba: this means lines 1, 2 and 5 rhyme and lines 3 and 4 rhyme.

Example

There was an old man with a beard
Who said, 'It is just as I feared!
Two owls and a hen
Four larks and a wren,
Have all built their nests in my beard!'

Lines 1, 2
and 5 rhyme.

Lines 3 and
4 rhyme.



Quick Test

1. What is a quatrain?
2. What is a rhyming couplet?
3. What were many sonnets written about?

Key Words

- Rhyme
- Couplet
- Quatrain
- Rhyming couplet
- Syllable
- Rhyme scheme

Retrieving Information

- Understand how to retrieve more obvious and less obvious facts from texts
- Be able to 'read between the lines'

Retrieving Information

To retrieve information from a text, you need to use your reading skills. For example, you might pick out obvious points from a text, which are clearly stated by the writer. But you might also **infer** information from a text by 'reading between the lines'. Reading between the lines means identifying what the writer is suggesting, but not always stating.

Retrieving Obvious Ideas and Facts

More obvious ideas and **facts** will be stated clearly in a text that you read.

Example

In 2013, six million people bought music from online services. Approximately four million of these were over the age of 16. Only 30,000 were over the age of 65.

Obvious ideas and facts clearly stated in this text include:

- Six million people bought music from online services.
- Approximately four million people who bought music from online services in 2013 were over the age of 16.
- Only 30,000 people who bought music were over the age of 65.

Reading Between the Lines

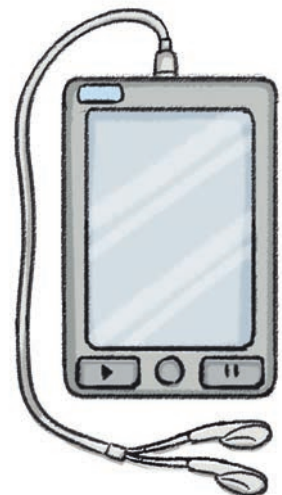
'Reading between the lines' means looking for deeper meanings or ideas suggested by clues in the text, but not obviously stated. You might infer different ideas than another reader from the same text, so you need to be able to back up your ideas.

Key Point

Infer means work out (something) from evidence, rather than from clear statements.

Key Point

If you can infer ideas from a text, it will show that you are reading more deeply and carefully and analysing the clues in the text in more detail.



One way of showing how you have inferred meanings from a text is by using 'P.E.E.' – Point–Evidence–Explain.

Example

In 2013, six million people bought music from online services. Approximately four million of these were over the age of 16.

There are different ideas suggested by this text. To read between the lines about these sentences using P.E.E., you might say the following:

Downloading music from online services seems to be more popular among people of working age.

← POINT (This is where an opinion is stated.)

'...six million people bought music from online services. Approximately four million of these were over the age of 16.'

← EVIDENCE (This is where the evidence for the opinion is included.)

The figures suggest that two-thirds of the downloads were by people over 16, so they are far more likely to be working than those under 16. Under 16s would still be at school and not able to earn much money from a job. So, people over 16 might have more money to pay for downloaded music.

← EXPLAIN (This is where the reasons for the opinion are given, based on the evidence.)



Point.
Evidence.
Explain.

Tip

Use words or phrases like 'suggests', 'implies' or 'puts a picture in the reader's mind that...' to help you to explain the ideas that you have worked out from reading between the lines.

Tip

P.E.E. is the same technique as Point–Quotation–Comment, explained on p.20.

Quick Test

1. What does 'infer' mean?
2. What does 'P.E.E.' stand for?
3. Which words or phrases will help you to explain how you have worked out ideas from the clues in a text?

Key Words

- Infer
- Fact

Fact and Opinion

- Understand the differences between facts and opinions
- Understand how opinions can be presented as facts

Facts

A **fact** is something that can be proved to be true. It is something that has really happened or is actually in evidence.

A test for a fact is if it can be checked and proved. Facts may be checked by things such as using reason, doing experiments, personal experience, or they may be argued from a position of authority.

Example

Italy is in Europe.

This is a fact because it can be checked and proved.



Opinions

An **opinion** is an idea, viewpoint or statement about something that is not absolutely certain.

Different people will have different opinions about things.

Example

This is the best hotel in Italy!

This is an opinion because someone else might not agree and it cannot be checked and proved.

Why are Facts and Opinions Important?

It is important for you to be able to distinguish between facts and opinions so that you can make sensible judgements.

For example, newspapers and news reports use facts, but they select them or present them in a particular way. They might not speak to everyone involved in an incident, so the report is **biased** (meaning it favours one



side of the story). They might use exaggerated language, which again shows **bias**. This can change facts into opinions.

Opinions Presented as Fact

Writers often present opinion as though it is fact to make their arguments more convincing, or to affect the reader's thinking.

Example

Read these sentences.

1. Georgia did not do her homework.
2. Georgia, the dreadful, lazy student, did not do her essential homework.
3. Georgia, the poor girl, was unable to do her really difficult homework.

Sentence 1 is a fact. It can be proven, perhaps by checking Georgia's book, or speaking to Georgia.

Sentence 2 is an opinion presented as a fact. The writer uses **adjectives** ('dreadful' and 'lazy') to describe Georgia, and the adjective 'essential' to describe the homework. This suggests that the sentence has been written either by Georgia's teacher, or someone who agrees with Georgia's teacher's viewpoint.

Sentence 3 is an opinion presented as a fact. This time, the adjective 'poor' and the phrase 'really difficult' show sympathy for Georgia. This was probably written by a friend of Georgia's, or someone who feels sorry for her.

Quick Test

1. Name two ways that you can check facts.
2. Name two ways that newspapers might be biased.
3. Name one way that facts can be changed into opinions.
4. Is this sentence a fact or an opinion?
'Port Vale is a brilliant football team.'
5. Is this sentence a fact or an opinion?
'Dogs have four legs'.

Key Point

Facts can be turned into opinions by using adjectives, e.g.:

Fred is a boy. (Fact.)

Fred is a *naughty* boy. (Opinion – the adjective 'naughty' has been added. Not everyone might agree that he is naughty.)

Tip

Choose adjectives of a similar type to show a consistent opinion. For example, using lots of sad words to describe what has happened to you might make the reader feel sympathy for you.

Key Words

- Fact
- Opinion
- Bias/Biased
- Adjective

Comparing Texts

- Understand ways of comparing texts
- Organise ideas when comparing

What Might You Compare?

When comparing texts, you might think about comparing the following things and you might ask yourself some of the following questions:

- **Form** – What kinds of texts are they? Are they prose, poetry or drama? If they are both poems, are they the same type of poem? For example, is one a sonnet and one a limerick? Why do you think each writer has chosen to write in this format?
- **Structure** – How are the texts laid out? Are the paragraphs, sentences, rhythms or rhymes similar or different? Why?
- **Language** – What sort of language or style does each text have? Is it formal or informal? What kinds of **language features** or descriptive techniques are used (e.g. emotional language, **alliteration**)? Why? Do they achieve similar or different effects?
- **Content** – What has each writer chosen to write about? How is this similar or different?
- **Context** – What is the background to each text? How might this have affected them? When were they written? Who were they written by? What was happening to the writers at the time they were writing? What was going on in the world and did this affect how and what they wrote?

Tip

When comparing, look for similarities *and* differences between the texts. Ask yourself why they are similar or different.



Organising Ideas When Comparing

There are different ways that you might compare texts, but a useful basic structure to a comparison is as follows:

1. Analyse first text
2. Link to second text
3. Analyse second text

4. Discuss how and why they are similar or different – or both!

Example

The writer of the first text uses a lot of emotional language in words like 'sad', 'gloomy' and 'tearful' to give the impression that the main character is really unhappy about what has happened in chapter one of the novel. His friend has gone away and he is finding it hard to cope. This makes us feel sorry for the character. On the other hand, the writer of the second text creates a different feeling. In the second text, the writer uses a lot of happy description, by using adjectives like 'joyous' and 'ecstatic'. This suggests that the main character is really happy that his friend has gone away, although we don't know why at this stage. Overall, both writers describe the main characters losing a friend and use adjectives to do this. The writer of the first text creates a much sadder mood than the writer of the second text, because she chooses depressing language. The writer of the second text uses more cheerful language.

← Talks about the language features used.

← Mentions form of text (novel).

← Talks about the language features used.

← Talks about how the content of the texts is similar and different.

Quick Test

1. Name one question you might ask yourself about different writers' choices of form.
2. Name one question you might ask yourself about different writers' choices of structure.
3. Give one language feature or descriptive technique you might find in a text.
4. Name one question you might ask yourself about different writers' choices of content.
5. Name one question you might ask yourself about different writers' contextual background.

Key Words

- Form
- Language
- Language features
- Alliteration
- Content
- Context

Practice Questions

Challenge 1

G Grammar **P** Punctuation **S** Spelling

S 1 Put these words into alphabetical order by numbering them 1–6.

6 marks

Words	Correct Order
Awful	
Amazing	
Awestruck	
Amazed	
Antipathy	
Animal	



Challenge 2

1 Draw lines to match the prose genres with the correct definitions.

10 marks

Novel	Someone's life story written by themselves.
Short story	Usually a daily collection of news and events.
Autobiography	A prose text usually sent through the post.
Biography	A periodically published text, often based on a particular topic.
Newspaper	A general reference book.
Magazine	A lengthy narrative piece of writing.
Letter	An electronic form of communication.
E-mail	A short, self-contained narrative.
Encyclopaedia	An example of a reference/instruction book.
Cookery book	Someone's life story written by someone other than themselves.

Practice Questions

Challenge 3

- 1 Read the text and answer the questions that follow.

'Deviation' are a new boy band who are already experiencing success. They recently took part in a national television talent competition and achieved quite a following. They didn't win the competition – that was won by a singing dog in an apron – but they received a great deal of exposure and established a large teenage fan base, especially among the ladies, who fell for the boys' good looks and hook-laden harmonies.

The band was rushed into the studio where the boys recorded their first album of self-penned songs, which was a smash hit, despite the boys' inexperience at song-writing. Many critics were less than kind, saying that the lead singer sounded like 'a cat with a sore throat' and 'completely out of tune'. Ignoring this and other criticism about their inability to play any instruments, the band recently completed its first world tour, playing to sell-out audiences. Whether the audience bought tickets based on the quality of the music, or because of the boys' looks is debatable, but one thing is certain – they are now millionaires and need never work again. Some would argue, upon hearing their music, that this might be a good career option...

a) What is the name of the band? _____

1 mark

b) How did they come to the public's attention? _____

1 mark

c) In Paragraph 1, how can you tell that the writer thinks their success was lucky? Use a quotation and then explain it.

2 marks

d) In Paragraph 2, how you can tell that the writer does not like the band? Pick out a quotation and explain it.

2 marks

Review Questions

G Grammar **P** Punctuation **S** Spelling

S 1 Write a sentence using a word with the prefix 'inter'.

2 marks

S 2 Write a sentence using a word with the suffix 'ing'.

2 marks

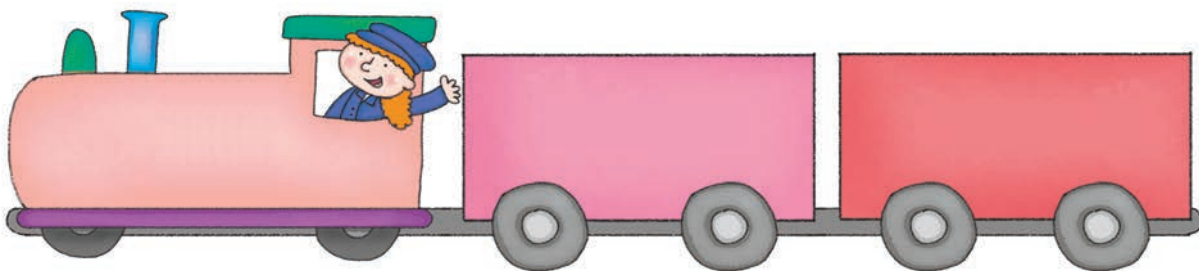
S 3 Use a word with the prefix 'un' and the suffix 'ed' in a sentence.

2 marks

S 4 Take away the prefix from each word in the table. Write the root word in the space provided. One has been done for you.

4 marks

Prefix + Root Word	Root Word
Extra-special	Special
Intercity	
Unusual	
Immobile	
Inaccurate	



Review Questions

G Grammar **P** Punctuation **S** Spelling

5 In these sentences, the underlined word has had a suffix added to it. Put a tick next to the suffixes that are correct and a cross next to the suffixes that are incorrect.

- a) The disappointing of the result affected the team.
- b) The inspiral for the painting was a similar piece by a famous artist.
- c) The assemblation of the different parts was harder than expected.
- d) The renovation of the house was incredibly successful.
- e) The facinatedness of the children increased as they toured the zoo.
- f) No one knew why the extinction of the Dodo really occurred.

6 marks

S 6 Read the text. Add a prefix or suffix to the underlined words. Write the words out in the space below.

8 marks

The American singer Natasha Quick was impressed that photographers had been outside her New York apartment for several hours as it meant that she felt unable to leave. Since her national success across the world with her smash hit 'Hug Story', her popularity had increase. This meant that her private life was now of interest to everyone, which for her was very annoy. She couldn't go out to buy a pint of milk for fear of harass.

Despite this unwant attention, Natasha acted well with her fans on social networking sites – she often commented on their pictures and joined in with their online converse.

_____	_____
_____	_____
_____	_____
_____	_____

Homophones

- Understand homophones
- Recognise some of the more commonly confused homophones
- Understand homonyms

What are Homophones?

Homophones are words that sound similar but have different meanings and spellings. For example: 'eye' and 'I'; 'paw', 'pour', 'poor' and 'pore'.

It is important to know which spelling or word to choose, because the meaning of a sentence can change completely if an incorrect spelling is used.

Example

'She rode the horse down the hill'.

Sounds the same as:

'She rowed the horse down the hill'.

...but the meaning is totally different!

Key Point

Using the wrong spelling of a word can completely change the meaning of what you're trying to say.



Commonly Confused Homophones

Their/There/They're

- Their = belonging to them. Example – It was their home. (The home belongs to them.)
- There = refers to a place, location or direction. Example – The house was over there. (The house was in that direction.)
- They're = they are. Example – They're in the house. (They are in the house.)

Weather/Whether

- Weather = the state of the atmosphere. Example – The weather will be nice tomorrow.
- Whether = can be used to express choices. Example – I do not know whether to go to New York or Berlin for my holiday.

Tip

'There' is one of a group of words linked to directions which contain 'here' – 'Where', 'Here' and 'There'.

Are/Our

These two words are not always confused but in many areas they are pronounced similarly.

- Are = a form of the verb 'to be'. Example – We are young.
- Our = belonging to us. Example – That is our house.

To/Too/Two

- To = can express movement in the direction of something. Example – I am going to the shops.
- To = can go before the **infinitive** (the main root form) of a verb. Example – I am going to help.
- Too = used with amounts or quantities. Example – He did too little revision and much too late.
- Too = can mean 'as well'. Example – Can I come too?
- Two = the number 2. Example – I ate two cakes.

You're/Your

- You're = short for 'You are'. Example – You're on a plane.
- Your = belonging to you. Example – Is that your pen?

It's/Its

- It's = it is. Example – It's my party!
- Its = belonging to 'it'. Example – The cat licked its paws.

Homonyms

Homonyms are words that sound the same and are spelt the same, but have different meanings.

Example

They watch me take off my watch.



Key Point

'Our' can also be confused with 'hour'. 'Hour' is used to talk about time.

Quick Test

Identify the correct homophone:

1. **You're/Your** really annoying me.
2. **It's/Its** my birthday.
3. You **two/to** can come along.
4. They can come **two/to/too**.
5. **There/Their** exam results were really good.

Key Words

- Homophone
- Infinitive
- Homonym

Common Misspellings

- Recognise some commonly misspelled words
- Develop some ways of remembering how to spell commonly misspelled words correctly

Commonly Misspelled Words

Here are some commonly misspelled words. Try to learn how to spell them. Here are some tips on how to learn their spellings:

- A lot – two words! 'Alot' is not a word. Nor is 'alittle'.
- Believe – 'i' comes before 'e' – you'd better *believe* it...
- Conscience – con + science.
- Definitely – sound the word out: **de – fi – nite – ly**.
- Embarrass – if you spell 'embarrass' incorrectly you will have **two red cheeks** (double 'r', double 's').
- Foreign – this breaks the 'i' before 'e' rule, so perhaps it is foreign to that rule...
- Independent – a word containing three 'e's.
- Library – pronounce both of the 'r's' when saying it.
- Miniature – remember that *mini* means small.
- Misspell – *mis + spell*. Just keep the double 's' in.
- Necessary – **one collar**, **two sleeves** are necessary for a shirt.
- Possession – this word owns two lots of double 's'.
- Rhythm – it has a kind of repeating beat – **rh + y + th + m** (two letters, one letter, two letters, one letter).
- Separate – this one has 'a rat' inside...!

Tip

Try to think of your own techniques for remembering words that you find tricky to spell.



rh y th m

Ways of Remembering Commonly Misspelled Words

There are lots of different ways that you can remember how to spell commonly misspelled words – different techniques work for different people, but here are some that often work:

1. **Spell-speak** – read the word as it is written (not the way that it is normally pronounced) in order to highlight the spelling.

Example

- Wednesday – say it as '**Wed–nes–day**' as opposed to 'Wensday' which is how it sounds when spoken usually.
- Know – say it as '**k–now**' so that you don't forget the silent 'k'.

2. Learn rules and exceptions – an example is the 'i' before 'e' rule. 'i' before 'e' except after 'c', but only when it rhymes with bee'. But remember that there are often exceptions which have to be learnt separately.
3. **Repetition** – write the words a lot, until you feel happy you know them.
4. Picture the words – look at the shape of the words and the letters in them. Try to visualise the word as a whole. You might even draw them.

Example

Try drawing 'a rat' in 'separate'!



5. Make links or connections – are there any sayings or ideas that act as a trick to help you remember?
6. Use a dictionary and check!

Quick Test

Choose the correct spelling in each of these sentences.

1. I have a **lot/allot** of faith in my teacher.
2. I will **definatly/definitely** get this answer right.
3. I borrow several books from the **libary/library** every week.
4. **Possession/Posession** is nine-tenths of the law.
5. I have a **seperate/separate** garage for my motor-bike.

**Key Words**

- Spell-speak
- Repetition

Apostrophes

- Understand what possessive apostrophes are and how to use them
- Understand how apostrophes of omission are used

Possessive Apostrophes

Possessive **apostrophes** are used to show ownership (belonging).

If you remember the two general rules that follow, then you will use apostrophes correctly most of the time.

Rule 1

If a word does not end in 's', add 's (apostrophe + s) to show **possession**.

Example

- Dave's spade = The spade belonging to Dave (Dave ends in 'e' so add 's).
- Hannah's work = The work belonging to Hannah (Hannah ends in 'h' so add 's).
- The baby's toy = The toy belonging to the baby (baby ends in 'y' so add 's).

Rule 2

If a word does end in 's', put the apostrophe after the 's' to show possession.

Example

- James' book = The book belonging to James. (James ends in 's', so put the apostrophe after it.)
- The bus' wheel = The wheel belonging to the bus. ('Bus' ends in 's', so put the apostrophe after it.)
- The girls' team = The team belonging to the girls. ('Girls' ends in 's' so put the apostrophe after the 's'.)



Tip

If you can learn these two rules, you'll be able to use apostrophes correctly in most cases.

'Girls' ends in 's' because it is plural. The same rule applies – add the apostrophe after the 's'.

When using this rule and speaking, you might sometimes pronounce an extra 's' for words that end in a 's'/'z' sound, e.g. try saying 'St James' Park'. It is difficult to say, so when speaking you tend to add an extra 's', but it does not *have* to have the extra 's' written down.

Some writers add the extra 's' and write it as it is spoken. e.g. 'St James's Park'. This is not wrong as long as you do this consistently. Writing becomes inaccurate if you are not consistent in following a rule.

Apostrophes of Omission

Apostrophes of **omission** are used to indicate where letters are missed out of words.

Some words can be joined together to make a shortened form. In these cases, one or more letters are removed (omitted). The apostrophe then replaces the missing letter(s).

Example

- Don't = Do not
- Should've = Should have

An exception is 'won't', which actually stands for 'will not'.

The apostrophe stands for the 'o' which has been taken out.

The apostrophe stands for the 'ha' which has been taken out.



Quick Test

Read these sentences and decide whether the possessive apostrophe has been used correctly in each case.

1. David's goal was disallowed for being offside.
2. Jame's goal counted so James was happy.
3. The childrens' visit was very enjoyable.
4. The children's visit was spoiled by the weather.
5. Maddy's singing was amazing.

Key Words

- Apostrophe
- Possessive/Possession
- Omission

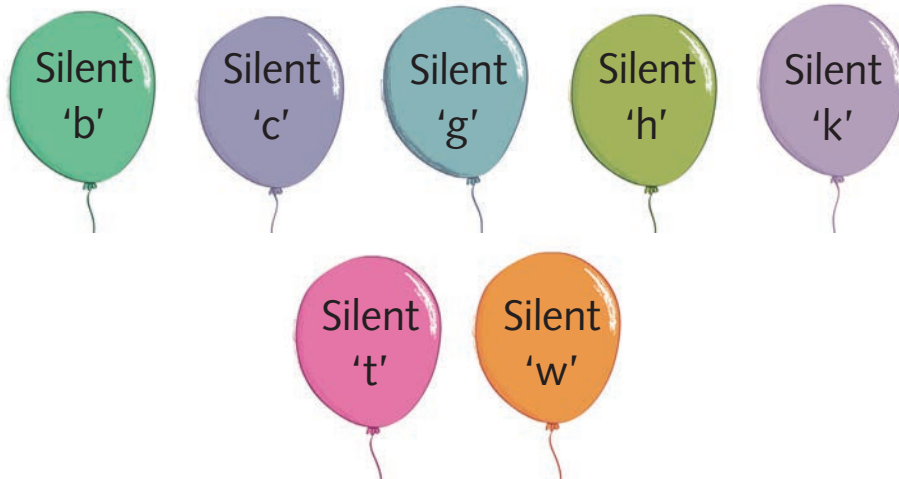
Silent Letters

- Recognise when silent letters are used

Silent Letters in Words

Many words contain letters that are not pronounced, but are needed in order to spell the words correctly.

Several letters often appear as **silent letters**:



Example

In these examples, the silent letter is shown in blue:

Silent 'b'

Bomb **b** Doub**t** Deb**t**

Silent 'c'

Sc**e**ne Sc**i**ssors Consc**i**ous

Silent 'g'

Res**i**gn Fore**i**gn **G**naw

Silent 'h'

Ve**h**icle Rh**y**me Cheeta**h**

Silent 'k'

Knight **K**nock **K**nee

Silent 't'

Hust**t**le Apost**t**le Soft**e**n

Silent 'u'

Tong**u**e Colleag**u**e

Tip

Silent 'c' usually occurs after a letter 's'.
Silent 'g' often comes before the letter 'n'.
Silent 'k' comes before the letter 'n'.

Tip

'h' is one of the more common silent letters and appears in a lot of words.



Silent 's'

Isle Island

Silent 'w'

Write Wrong Wrist

Many letters become silent when placed next to other, stronger letters, for example 'kn' – the 'n' is pronounced; 'wr' – the 'r' is pronounced.

Less Common Silent Letters

Some letters appear as silent letters, but less often. These include:

- Silent 'd' – these are not so common, but there are a few.
- Silent 'n' – usually comes after the letter 'm'
- Silent 'p' – 'p' is usually silent when it is placed before 's'.

Example**Silent 'd'**

Handkerchief Wednesday

Silent 'n'

Autumn Column Solemn

Silent 'p'

Psychology Receipt



Quick Test

Underline the silent letter(s) in each of these sentences.

1. There was no doubt about the result.
2. Some answers are wrong.
3. Write the correct address.
4. Can I have a receipt?
5. The article was laid out in columns.

Key Word

- Silent letter

One-off and Irregular Spellings

- Recognise a range of irregular spellings

Why Does English have Irregular Spellings?

There are many words in the English language that are not spelled how they are written. Reasons for this can include:

- the use of silent letters
- the origin of the root word
- the effect of local accent over time.

As a result, there are many spellings which have to be learnt as there is a difference between their **pronunciation** and their spelling – and because there are few (or no) other words which behave in a similar way. This means they can be tricky to learn to spell.

Key Point

Irregular and 'one-off' spellings have to be learnt in different ways – a different way of remembering each one might be needed.

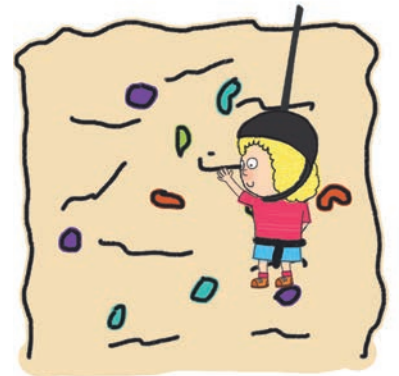
Some Common 'One-off' and Irregular Spellings

The example words in the table below are either unique, or there are very few other words with similar spelling patterns to them.

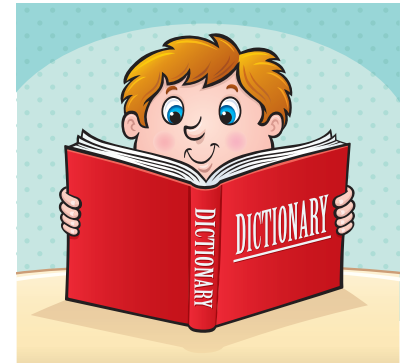
These are known as **one-off** and **irregular** spellings.

Example

ache	acre	again	answer
antique	any		
because	become		bridge
circuit	climb	colour	comfortable
could	country	cycle	castle
	chaos		
debut	depot	do	
does (pronounced 'duz')			



Study



Tip

Look again at the advice on pages 36 and 37 about ways of remembering tricky spellings.



Earth	enough	eyes	
father	friends	from	
height			
indict			
journey			
knee			
lawyer	light		
machine			
nymph			
ocean	of	often	once
only			
please	people	phantom	pharaoh
phrase	physical		
quote			
recede	rhyme	rough	
said	seize	straight	sure
they	thought	today	trough
Tuesday			
unique			
vegetable			
Wednesday	were	what	who
was	water		
young			

Quick Test

In each of these sentences, the underlined word is written the way it sounds. Re-write each sentence with the corrected spellings of the underlined words.

1. Who sed the answer was wrong?
2. Peep have the power to do what they want.
3. Do it agen.
4. My nee hurts.
5. The animal ate from the troff.

Key Words

- Pronunciation
- One-off
- Irregular

Using a Thesaurus

- Understand what a thesaurus is
- Know how to use a thesaurus

What is a Thesaurus?

A **thesaurus** is a book that lists words in groups of **synonyms** (words with similar meanings and similar ideas).

A thesaurus is useful for developing your vocabulary, because it helps you to find words that you may not have thought of, have forgotten, or simply did not know. Those words can then be used in your writing.

Different thesauruses may be set out in different ways, but the basic way that they are used is the same.

A thesaurus may be used in book form, and there are also several online thesauruses where you can search for synonyms.

The thesaurus is usually organised in alphabetical order, like a dictionary. After the word that is being investigated there is a list of synonyms.

Some thesauruses will also provide a list of **antonyms** (words with opposite meanings).

Using a Thesaurus

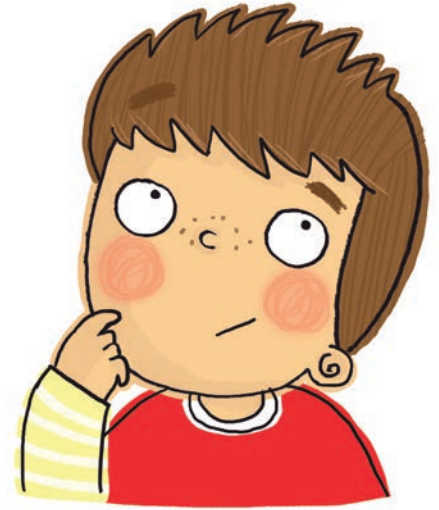
First of all, look up a word that is close to the one that you want.

Example

You might want a word that means 'angry' but you do not want to use this word:

The man was angry when he discovered someone had stolen his watch.

It may be that you have already used it, or the word 'angry' is too strong or too weak for what you want to say.



Key Point

A thesaurus is an excellent tool for widening your vocabulary, but you should use it carefully.



The list of synonyms for 'angry' may look something like this:

Angry (adjective) annoyed bitter enraged exasperated furious heated impassioned indignant irate irritable irritated offended outraged resentful sullen uptight affronted antagonised chafed choleric convulsed cross displeased exacerbated ferocious fierce fiery fuming galled hateful hot huffy ill-tempered incensed inflamed infuriated irascible ireful maddened nettled piqued provoked raging riled sore splenetic storming sulky tumultuous turbulent vexed wrathful

Some of the words would work well in the sentence, but some are inappropriate. For example, 'annoyed' 'furious' and 'enraged' would all make sense but 'sullen', 'choleric' and 'splenetic' wouldn't.

Choose which word you want to use. You might know some of the words in the list and can choose successfully without further research. But, to make sure that you choose a word correctly, you should use a dictionary along with the thesaurus, to see exactly what shade of meaning the word has.

Example

All the words in the list above mean something similar to 'angry', but they cannot all be used in the same way. 'Annoyed', for example, means 'slightly angry', whereas 'raging' suggests extreme, out of control anger.

Quick Test

1. What is a synonym?
2. What is an antonym?
3. Which of these two words – 'irritated' and 'outraged' – implies a stronger level of anger?

Tip

Always use a dictionary along with a thesaurus, to make sure you choose a word that has the right strength of meaning.

Tip

Avoid choosing words that you do not understand the meaning of, even if you have heard them before. If you use words incorrectly, your writing will get worse, instead of better!



Key Words

- Thesaurus
- Synonym
- Antonym

Practice Questions

Challenge 1

G Grammar **P** Punctuation **S** Spelling

GS 1 Write **there**, **their** or **they're** in each sentence.

6 marks

- a) Where were _____ parents when that happened?
- b) _____ is the ball we were looking for!
- c) Over _____ is the entrance to the park.
- d) _____ friends were on holiday.
- e) _____ not here today.
- f) I hope _____ happy now.

Challenge 2

GS 1 Underline the incorrect word in each sentence.

10 marks

- a) The student excepted the award.
- b) The child was adapted by his foster parents.
- c) The magician performed an allusion that amazed everyone.
- d) Always to the festival were blocked, because of an accident on the motorway.
- e) The bare in the zoo looked rather fed up.
- f) The landlord got rid of his new border because he wasn't paying his rent.
- g) The race coarse was flooded, so the meeting couldn't go ahead.
- h) Rachel saw a dear in the wood.
- i) I wanted to where my new dress.
- j) The morale of the story was that you shouldn't cheat and look at the answers!



Practice Questions

G Grammar **P** Punctuation **S** Spelling

GS 2 In the table below, write the similar sounding words that **should** have been used in the sentences in question 1.

10 marks

Sentence letter	Similar sounding word(s) that should have been used
a)	
b)	
c)	
d)	
e)	
f)	
g)	
h)	
i)	
j)	

Challenge 3

GPS 1 In each sentence circle the correct spelling from the choices in bold. Then add the possessive apostrophe to another word in the sentence where it is needed.

20 marks

- a) No one could **accept** / **except** the referees decision.
- b) Everyone **accept** / **except** the teachers assistant knew what was going on.
- c) The childrens friends were not **aloud** / **allowed** to go shopping.
- d) The two girls friends were heard to complain **aloud** / **allowed** when they could not go shopping.
- e) 'Time to get on **bored** / **board!**' cried Avas dad when he saw the boat.
- f) 'I'm **board** / **bored.**' said the sulky pupils friend.
- g) The prisoners room-mate was out on **bale** / **bail**.
- h) The cricketers delivery knocked off the **bale** / **bail**.
- i) 'Don't **brake** / **break** that vase!' shouted Alices mother.
- j) 'Don't use the **break** / **brake** like that on the motorway!' cried the instructors wife.



Review Questions

G Grammar **P** Punctuation **S** Spelling

- G** 1 Put these words into alphabetical order by numbering them 1–5.

5 marks

Tremendous	
Trembling	
Traditional	
Trading	
Trite	



- 2 Complete this passage by filling in the blanks with the words below.

autobiography biography cookery book e-mail encyclopaedia
letters magazine newspapers novel short stories

There are many types of prose texts. One type that most people would be familiar with is the _____, a lengthy story piece of writing, for example, Michael Morpurgo's 'War Horse'. Other writers prefer to write shorter versions so they create _____ such as those written by the Brothers Grimm. Others write about themselves in an _____. Some people have others writing about their lives and are the subject of a _____.

On a day-to-day basis, many people buy and read _____ to find out what is going on in the world. If people have a special interest in a subject, they might buy a _____ which contains features and articles. To communicate with friends, people have been writing _____ for centuries. These are now being replaced by electronic communication such as _____.

People use the internet or an _____ to research information. For specialist information on one topic, people use other reference books, for example to find a recipe, they would read a _____.

10 marks

Review Questions

- 3 Read the text and answer the questions that follow on a separate piece of paper.

The Royal George was an old ship. Her build was rather short and high, but she sailed well, and carried the tallest masts and squarest canvas of any of England's gun-ships. It was the 29th of August, 1782. Her decks had been washed earlier, and the carpenter discovered that the pipe which admitted water to cleanse the ship was worn out, and must be replaced. This pipe being three feet under the water, it was starting to lay the ship on one side.

Just as the crew had finished breakfast, a vessel came on the low side of the ship to unship a cargo of rum; the casks were put on board and this weight, together with that of the men unloading, caused the ship to tip still more; every wave now washed in at her port-holes, and she had soon so great a weight of water in her hold, that slowly she sank still further down on her side. Twice, the carpenter, seeing the danger, went on board to ask the officer on duty to order the ship to be righted; if the officer had not been a proud and angry man, all might yet have been well.

The plumbers had almost finished, when a sudden breeze blew on the raised side of the ship, forced her further down, and the water began to pour into her port-holes. The danger became apparent; the men were ordered to right the ship: they ran to move the guns for this purpose, but it was too late.

In a minute or two more, she fell over on her side and the Royal George sank before one signal of distress could be given! About nine hundred persons lost their lives; about two hundred and thirty were saved.

- a) Pick out and write down two facts about the Royal George from the first two sentences. 2 marks
- b) Explain why this accident could have been avoided. Use two quotations to back up your ideas. 4 marks
- c) Explain why this accident was so terrible. Use two quotations to back up your ideas. 4 marks

Learning from Other Writers

- Understand how to use ideas from other writers

How Can You Learn from Other Writers?

You can learn a lot from other writers – you don't have to meet them, or even speak to them (although that might be good!) but you can learn a lot from the techniques and features that other writers use.

You can use these features, or change them to suit your own writing, in order to write in a similar style, or to create similar effects.



Example

Here is an example of how you might use another writer as your **style model**.

This is from the opening of *Bleak House* by Charles Dickens.

Fog everywhere. **Fog** up the river, where it flows among meadows; **fog** down the river, where it rolls among the tiers of shipping and the waterside pollutions of a great (and dirty) city.

Fog on the Essex marshes, **fog** on the Kentish heights. **Fog** creeping into the **caboozes** of **collier-brigs**; **fog** lying out on the yards and hovering in the rigging of great ships; **fog** drooping on the barges and small boats. **Fog** in the eyes and throats of ancient Greenwich pensioners; **fog** in the stem and bowl of the afternoon pipe of the skipper, down in his **close cabin**; **fog** **cruelly pinching the toes and fingers of his shivering little 'prentice boy on deck**. Chance **people** on the bridges **peeping** over the **parapets** into a nether sky of **fog**, with **fog** all round them, as if they were up in a balloon and hanging in the misty clouds.

Tip

Choose language features from writers that suit the style you want to write in. There is little point in trying to use descriptive language inspired by Dickens, if the purpose of the writing is something completely different, e.g. to argue.

← **Blue text** = Repetition

← **Orange text** = Personification

← **Green text** = Alliteration

Here are some of the techniques that Dickens uses in this passage, to set the scene in London:

- A lot of **repetition** to describe how the fog is everywhere and cannot be avoided.
- **Personification** (giving something human, or living, characteristics) to make the fog seem cruel and alive.
- **Alliteration** (words that begin with the same letter placed close to each other) to create a rhythm of how the fog is moving along and cannot be stopped.

After reading this opening and seeing what Dickens does, you might also choose to use the language features Dickens uses to create similar effects.

Example

Look at this example that uses similar language features to Dickens. See how it creates a similar feeling, but with a different subject, and updates Dickens' style to a modern setting.

Rain – **rain** falling steadily. **Rain** in the gardens and hedges; **rain** splashing and dropping along the streets. **Rain** soaking into the **shoes** of **schoolboys** skipping **school**. Rain **reaching out and slapping** **shoppers** as they dash between the **stores**, keeping their bargains dry.



Quick Test

1. What is personification?
2. What is repetition?
3. What is alliteration?

Tip

Try to add your own ideas to the features used by other writers. Don't just copy.

Blue text = Repetition to describe how the rain is everywhere.

Orange text = Personification to suggest that the rain is cruel and alive.

Green text = Alliteration to create the rhythm of the rain.

Key Words

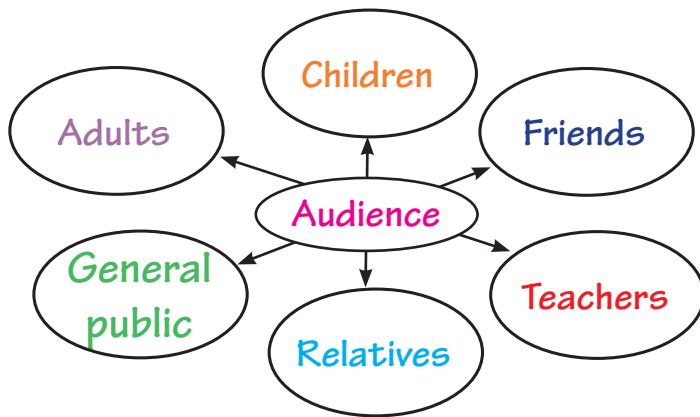
- Style model
- Repetition
- Personification
- Alliteration

Audience and Purpose

- Understand what is meant by audience and purpose

Audience

A text is affected by the **audience** it is written for. The audience is the reader that the text is aimed at. For example, *Awful Auntie* by David Walliams was written for a young audience (children/teenagers). Charles Dickens wrote many of his stories for magazines and their readers, so he broke his stories into smaller parts, featuring many **cliffhangers**. Jane Austen wrote some of her early stories to entertain her family, so they often have an informal and **sarcastic** style.



Key Point

Knowing information about an audience helps you to choose language features and to write your ideas in the right way.

Type of Audience

Often, when you are writing, you have a very specific audience that you are writing for.

Example

- If you were writing a letter, you will have a good idea of who, or what kind of person you are writing to, so you need to shape your writing accordingly, e.g. by deciding how formal or informal the letter needs to be.
- If you send a text message, you need to think carefully about who you are writing for. A text message to your mum is going to sound different than one to a close friend who you share secrets with.
- If you wrote a short story, you might aim it at young children or teenagers, or adults.

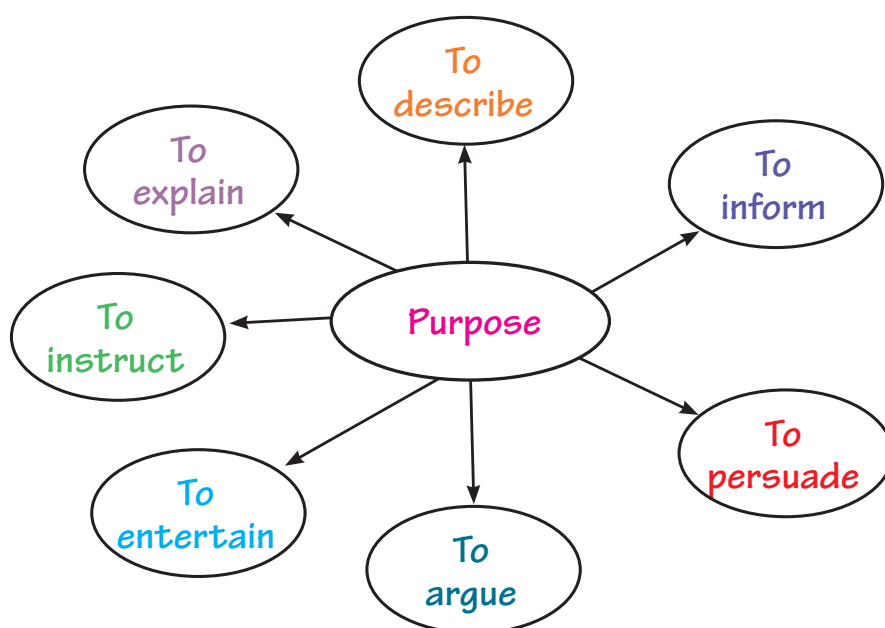


Purpose

All texts are written for a **purpose**. A text may have several purposes, for example to entertain, to shock, to make people laugh, to make money, or even just to work out their own thoughts and feelings. A text is affected by why the writer has chosen to write it.

A text may have a main purpose and secondary purposes – for example, a writer might want to entertain first of all and put over a serious message at the same time.

When you are writing, you need to think about purpose. Whether your purpose is achieved depends on how well you build your ideas. For example, you might want to entertain readers, but if your writing is boring, it will not meet its purpose. Good writers are able to get their readers to understand the purpose of their writing.



Tip

Plan your writing by thinking about the purpose and audience.

Quick Test

1. Writers might write for several purposes. Name one purpose.
2. Name one audience you might write for.
3. What is the purpose and audience of this extract?

Put syrup, butter, sugar and water into a large pan and cook it. Stir until sugar dissolves.

Key Words

- Audience
- Cliffhanger
- Sarcastic
- Purpose

Paragraphs

- Understand the importance of paragraphs
- Understand what topic sentences are
- Know how to link paragraphs
- Understand some of the functions of paragraphs

Paragraphs

A paragraph is a group of sentences that share the same topic or idea. Paragraphs structure writing. When you plan a piece of writing, you can decide on the different ideas to include in your writing and you can turn these points into paragraphs.

There is no set number of sentences in a paragraph. You could use long paragraphs to develop detail about a particular topic, or a very short paragraph to create shock or surprise.

Key Point

It is important to use paragraphs to give structure to your writing.

Topic Sentences

A **topic sentence** signals the main idea in a paragraph. It's often – but not always – the first sentence in a paragraph.

Example

My hobby is playing music. Ever since I was a small child, I've enjoyed tinkering around with different instruments. Firstly, it was the recorder – and then the piano. Ultimately, I was brought to the electric guitar – an instrument which I've loved since I first heard one on the radio.

The first sentence introduces the idea of what the paragraph is about. The following sentences then develop that idea.

The first sentence in this paragraph is the topic sentence.



Linking Paragraphs

So that a piece of writing flows from one idea to another, it is good to use linking phrases – **conjunctions**.

You can use 'linking' words and phrases to link one paragraph to another.

Different types of conjunctions can link paragraphs in different ways.

Example

- Conjunctions that show changes in time, e.g. after a while, firstly, previously.
- Conjunctions that explain, e.g. for example, for instance, in other words.
- Conjunctions that compare:
 - To compare similar ideas or add a point, e.g. similarly, in addition, furthermore, moreover.
 - To contrast differing ideas or show opposition, e.g. however, in contrast, nevertheless.

Tip

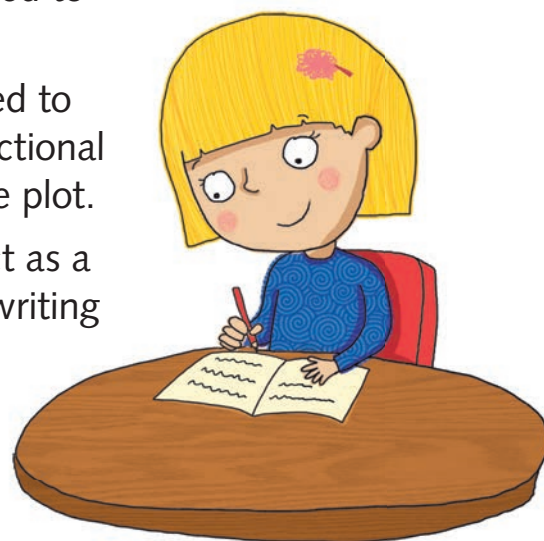
Try to use a range of conjunctions to link ideas together at the start of paragraphs and within them too.

Functions of Paragraphs

An opening paragraph usually acts as an introduction to a piece of writing, for example in a story it might be used to set the scene or to introduce characters.

Paragraphs in the middle of a piece of writing are used to develop ideas in different ways, for example in instructional writing to add explanation or in stories to develop the plot.

Paragraphs at the end of a piece of writing usually act as a conclusion, for example in a piece of argumentative writing the writer might recap and sum up the main ideas.



Quick Test

1. What is a topic sentence?
2. Give an example of a conjunction that shows changes in time.
3. Give an example of a conjunction that suggests similarity.
4. Give an example of a conjunction that explains.

Key Words

- Topic sentence
- Conjunction

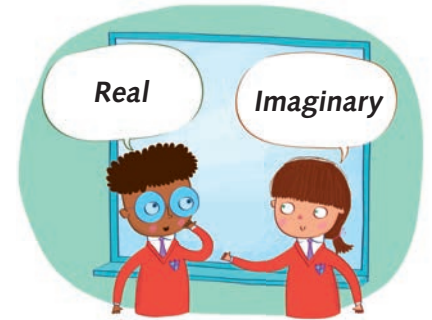
Settings, Character and Plot

- Appreciate the importance of settings, character and plot

Setting and Character

When writing stories, or descriptive writing, you need to consider the **setting** and which **characters** to use.

You could use a 'real world' setting or create your own (or a mix the two). For the characters you could use a real person, create a new one, or mix imagination and reality by making up a character but giving them characteristics of a real person.



Settings

If the setting is a 'real world' one, then many of the facts will already be familiar. How will the setting relate to the ideas that you want to put over in your story or description?

Example

In this extract from Mark Twain's 'Life on the Mississippi', he describes the river.

It is a remarkable river in this: that instead of widening toward its mouth, it grows narrower; grows narrower and deeper. From the junction of the Ohio to a point half way down to the sea, the width averages a mile in high water: thence to the sea the width steadily diminishes, until, at the 'Passes,' above the mouth, it is but little over half a mile. At the junction of the Ohio the Mississippi's depth is eighty-seven feet; the depth increases gradually, reaching one hundred and twenty-nine just above the mouth.

Twain uses lots of numbers and facts because he wants to impress on the reader how big, powerful and impressive the river is.

Tip

Whether using a real or made-up setting, ask yourself what the important features of that place are and how they are going to fit with and reflect the style of the story or description.



If you choose a made-up setting, you have to make it believable. You need to think about what kind of place it is, what people might notice about it, how they would experience it through their senses and how it fits with the story. You need to make the reader picture it in their mind.

Characters

When creating characters, you might use a real person as a model, but change the name and some features to create something completely new. For example, *Robinson Crusoe*, by Daniel Defoe, was based on the story of a man called Alexander Selkirk.

The advantage of basing characters on the features of real people is that they make good style models. Picking details that really exist, helps to make characters more believable.

Plot

When it comes to **plot**, you could break down your writing into sections:

- **Exposition** (opening) – this is the part at the start where you establish the main character, settings and ideas.
- **Rising action** – this is the part where the initial events happen before the most exciting or significant parts of the writing. These parts contribute to suspense.
- **Climax** – this is the most exciting or suspense-filled part in the story.
- **Falling action** – these are the events that happen before the end of the story.
- **Resolution** (ending) – this is the end of the story, where the outcome is revealed – it can be good, bad, both or neither!

Quick Test

1. Why do you have to be careful if using real life characters?
2. What is the most exciting or suspense-filled part of a story called?
3. What is the outcome of a story called?

Key Point

Writers tend to use real people as models quite a lot but change their names, otherwise it would be a biography. Also, the person that they are basing the character on might not like what the writer is doing.

Key Point

Most literary characters are made-up but they are probably based on observations of real people.



Key Words

- Setting
- Character
- Plot
- Exposition
- Rising action
- Climax
- Falling action
- Resolution

Organising and Planning Your Writing

- Understand what style models are
- Understand some ways of planning ideas for writing

Organising and Planning

On pages 54 and 55 you looked at two important issues in organising writing – paragraphs and conjunctions.

Another important issue when organising writing is looking at the overall structure of the writing. How should it be planned? How should it be structured?



Style Models

One way of deciding how to organise a piece of writing is by looking at other examples of similar writing – using them as **style models**. For example, if you were writing a cookery book, then you would look at how other cookery books were set out and organised.

When writing literary texts or descriptive writing, there are many style models to choose from in different **genres**.

Tip

Choose a genre that is close to the style that you wish to achieve.

Planning and Sorting Ideas

There are lots of ways to organise your ideas, which can affect the writing you produce. Here are some examples:

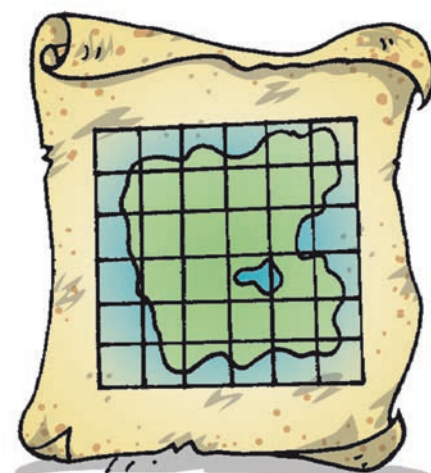
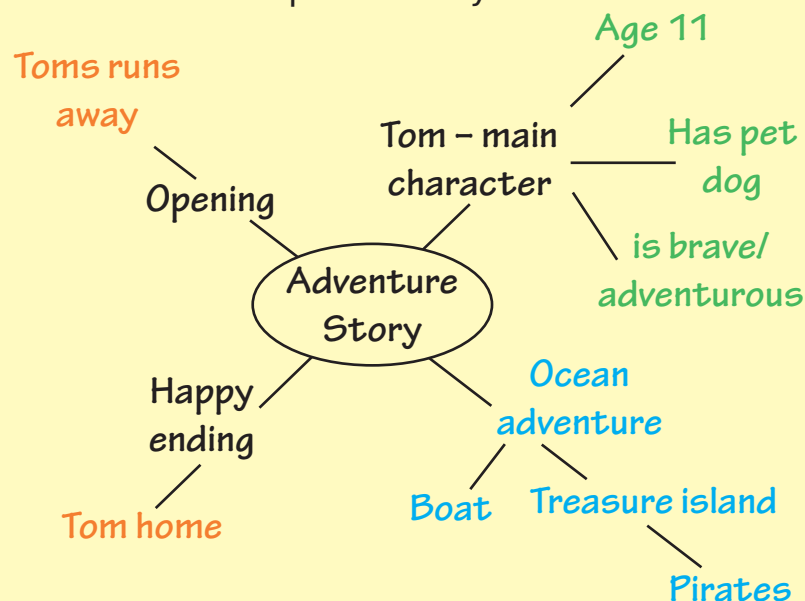
- Number sections or chapters. Put them in the order in which you are going to write them.
- Start at the end and work backwards – know what your ending is going to be and then work out how you are going to build up to that.
- Identify key points in the text and build your writing around them, filling in the gaps in between.
- Write three paragraphs – start, middle and end. Build around them.
- Work out your ideas as you go along. This is good if you have different ideas and you're not sure which works best.



- **Character arcs** or topic arcs – an arc describes what is going to happen to each character or idea in the writing. Work these parts separately and then try to fit them together in a way that makes sense.
- Write a summary of what you are going to write about first – and use it as a guide.
- Create a **spreadsheet** (an organised table of ideas) of what you are going to write, in which order and when. (J.K. Rowling is said to have used this method of planning and organising her ideas when writing the Harry Potter series!)
- Jigsaw method – write short parts of the whole text and then fit them together like a jigsaw. This can work well if writing on a computer as the parts can be cut and pasted.
- Mind maps – explore all the different ideas you want to include and then organise them afterwards. Use colours for different ideas to help sort out similar and different topics.

Example

Here is a mind map for a story idea:



Key Point

There are lots of different ways that you can plan and organise your ideas.

Tip

Try a few different methods and choose ways that suit you. Use different methods for different types of writing, if that helps.

Quick Test

1. Style models might be used to do what?
2. How might a spreadsheet be useful to a writer?

Key Words

- Style model
- Genre
- Character arcs
- Spreadsheet

Précis

- Understand what précis is and how to write one

What is Précis?

Précis is the skill of reducing a longer piece of writing down to a shorter **summary**, without losing too much of the important information included in the original.

Précis is a useful skill when making notes, or explaining detailed information to someone else.

Key Point

Précis involves summary skills.

How to Write a Précis

There are several ways to reduce the number of words in a passage:

1. Generalise – give a less detailed summary of – what has been said.

Example

Look at this longer text:

He fed anyone who came to the village; he would offer them food, clothe them and offer a bed for the night. If they needed a loan, he would provide one.

Now look at this generalised précis:

He was always ready to help other people.



2. Take out unnecessary text.

Example

Look at this longer text:

There were many writers who wrote love sonnets, such as Shakespeare, Donne, Spenser, Petrarch and Elizabeth Barrett Browning.



Now look at this précis:

Many writers, like Shakespeare, wrote love sonnets.

3. Get rid of long-winded descriptions, figures of speech and words which add little to the overall meaning.

Example

Look at this longer text:

It is a delightful and relaxing pleasure to ramble like a lost soul, in the wide open lonely and deserted areas of the countryside where there are no towns, cities or villages.

Now look at this précis:

Walking alone in the countryside is pleasurable.

4. Swap **clauses** or phrases for single words.

Example

Look at this longer text:

This is completely beside the point.

Now look at this précis:

This is completely irrelevant.

Quick Test

1. What does 'generalise' mean?
2. Shorten this sentence by swapping the underlined clause for a single word:
'His ideas were out of this world.'
3. Shorten this sentence by swapping the underlined clause for a single word:
'Her dress was not to be believed.'

Tip

When preparing a précis, a good start is to go through and cross out any unnecessary descriptive words. Then re-organise and shorten what is left.



Key Words

- Précis
- Summary
- Clause

Proof-reading

- Understand what proof-reading is and how to do it well

What is Proof-reading?

Proof-reading is the final stages of checking work, to try to remove errors. You should try to make sure that your work is of a similar quality all the way through, not only in terms of spelling, punctuation and grammar, but also in terms of style, content and organisation. Your writing should also have **cohesion** – the whole piece should link together clearly.

Key Point

Proof-reading is detailed checking.

How to Proof-read Well

- **Don't check your work straight after you've finished.** If you can, leave your writing for a period of time after you've finished it, and then proof-read it with a clear, fresh mind. You are more likely to spot things that you missed, because when you were writing it, you were probably concentrating more on crafting your writing carefully.
- **Look for one type of error or mistake at a time.** Read through your writing several times, concentrating first on spelling, then sentences, then full-stops, etc. By being **systematic**, you are likely to be more focused and spot mistakes more easily.
- Double-check facts, figures and proper names against the original sources. Make sure that you have spelled all names correctly.
- **Check a hard copy.** If you have done your work on a computer, then checking it as a print-out will help you to spot mistakes, because you are seeing the piece in a different format – it will seem like a new, different text.
- **Read your text out loud.** You might hear things that you've missed. Better still, ask someone else to read it out loud. (Sometimes, other readers will put emphasis on words or phrases that you didn't think about. This may lead to re-phrasing some ideas to make them clearer or more effective.)



- **Read your text backwards.** One way to spot spelling errors is to read backwards, from right to left, starting with the last word in the text. Doing this will help you to focus on separate words rather than sentences and will therefore make you check words more closely.
- **Create your own proofreading checklist.** Make a list of the mistakes that you generally make. Every time you check a piece of your work, use your own personal list and check for those types of mistakes.
- **Ask someone else to proof-read your text after you have checked it.** Someone else may be able to spot errors that you have missed.

Tip

Create a system for proof-reading. If you do it in a half-hearted way it won't work as well as it should.

Spell-checkers and Dictionaries

A spell-check, if the work has been done on a computer, is a useful tool, but it can lead to laziness. A computer is not so good at recognising the context in which words have been used and sometimes a correctly spelled word might be used incorrectly. Use a spell-check tool with a dictionary at all times.

Use a dictionary. A spell-checker can tell you only if a word is a word, not if it's the right word. For instance, if you're not sure whether to use 'their' or 'there', then you will need a dictionary.

*I'm so glad
I wrote a
checklist*



Quick Test

1. At which stage of writing should you normally proof-read?
2. Which word in the Key Word list alongside means to do things in a step-by-step manner?
3. Why is it good to check a hard copy?
4. Why is it good to use a dictionary as well as a spell-checker?
5. Why is it a good idea to get someone else to read what you have written?

Key Words

- Proof-reading
- Cohesion
- Systematic
- Hard copy

Practice Questions

Challenge 1

G Grammar **P** Punctuation **S** Spelling

1 Whereabouts in a paragraph might you find the topic sentence?

1 mark

2 Is it possible to have a one-sentence paragraph? _____

1 mark

3 What should you use, within and between paragraphs, to help ideas flow within the whole piece of writing? Tick the correct answer.

1 mark

Précis Conjunctions Topic sentences

Challenge 2

SP 1 Read this passage and correct all the spelling and punctuation mistakes.

16 marks

Once upon a time a prety princess lived in the land of Sneyd-Greenia. Her name was Samantha and she lived in a house on a hill she was so pretty that her parents kept her locked up, away from the world. No-one had seen her in public since the day she turned 18, when a ugly ogre had turned up at the pallace and had tried to take her away to his castle in the neighbouring land.



Locked in her room, Samantha was board and annoyed. She never got to meet other girls of her own age and had to spend her time being looked after by her mother and farther. They were lovely people, but she found it difficult to talk too them sometimes about her hopes and dreams.

One night, Samantha decided that she was going to sea the outside world for the first time in years. She locked her door. And broke the locks on the window and climbed down the drainpipe – even castles have drainpipes – to the garden below. It was wonderful to see the world in the moonlight, so Samantha ventured further, two the edge of the castle gardens. Little did she now that lurking in the woods was the ogre. He'd been waiting patiently four years – ogres have such dull lives – to try and set eyes on the princess, what only he knew through, was that he wasn't really an ogre. He'd been bewitched by an evil sorceress and thee spell could only be lifted if he got a beautiful princess to fall for him. Little did Samantha know wat was about to unfold...

Practice Questions

G Grammar P Punctuation S Spelling

Challenge 3

- PG** 1 Précis this passage on a separate piece of paper to make it shorter. Aim to try to reduce it to fewer than 100 words.


 5 marks

There are many dreary and dingy rows of ugly houses in certain parts of London, but there certainly could not be any row more ugly or dingier than Philibert Place. It stood back in its gloomy, narrow strips of uncared-for, smoky gardens, whose broken iron railings were supposed to protect it from the surging traffic of a road which was always roaring with the rattle of busses, cabs, drays, and vans, and the passing of people who were shabbily dressed and looked as if they were either going to hard work or coming from it. The brick fronts of the houses were blackened with smoke, their windows were nearly all dirty and hung with dingy curtains, or had no curtains at all; the strips of ground, which had once been intended to grow flowers in, had been trodden down into bare earth in which even weeds had forgotten to grow. The insides of the houses were as gloomy as the outside. They were all exactly alike. In each a dark entrance passage led to narrow stairs going up to bedrooms, and to narrow steps going down to a basement kitchen. The back bedroom looked out on small, sooty, flagged yards, where thin cats quarrelled, or sat on the coping of the brick walls hoping that sometime they might feel the sun; the front rooms looked over the noisy road, and through their windows came the roar and rattle of it. It was shabby and cheerless on the brightest days, and on foggy or rainy ones it was the most forlorn place in London.

(From 'The Lost Prince' by Francis Hodgson Burnett)



Review Questions

G Grammar **P** Punctuation **S** Spelling

G 1 Circle the odd one out in each of these lists of words. (All the words are synonyms except one in each list.)

6 marks

- a) boat craft vessel ship vehicle barge
- b) swift rapid robin quick hasty speedy
- c) fib lie fabrication bluff accuracy falsehood
- d) friendly affectionate warm welcoming smug open
- e) unwell happy poorly sick off-colour nauseous
- f) cook grill fry salad bake roast

S 2 Circle the correctly spelled homophone in each sentence.

10 marks

- a) The king's **reign** / **rain** only lasted a few months.
- b) The **rain** / **reign** spoiled the king's visit.
- c) 'Which is the **rite** / **right** / **write** answer?' said the professor.
- d) '**Rite** / **Right** / **Write** down the correct answer,' he continued.
- e) 'Get out of my **site** / **sight**!' yelled the annoyed man.
- f) 'Is this the correct **site** / **sight** for the archaeological dig?' asked Tony.
- g) 'That bus is definitely **stationery** / **stationary**,' said the policeman.
- h) 'Can I buy **stationery** / **stationary** from here?' asked the office worker.
- i) The **weather** / **whether** was terrible in the Rocky Mountains.
- j) No one knew **weather** / **whether** to go on the walk or not.



Review Questions

G Grammar **P** Punctuation **S** Spelling

S 3 Circle the correct spelling in each group of three and then write it out again.

15 marks

- a) Rasspberry / Raspberry / Razberry _____
- b) Februay / Februery / February _____
- c) Necessity / Neccessity / Neccessaty _____
- d) Libary / Librery / Library _____
- e) Naybor / Neighbour / Nieghbour _____
- f) Rumour / Rumer / Roomor _____
- g) Adress / Address / Adress _____
- h) Dissappoint / Disappoint / Disapoint _____
- i) Greatful / Greitful / Grateful _____
- j) Hypocrissy / Hypocrisy / Hypocrassy _____
- k) Biassed / Biased / Biast _____
- l) Definitely / Definatly / Definitley _____
- m) Wensday / Wendsday / Wednesday _____
- n) Conshens / Consience / Conscience _____
- o) Accetible / Acceptable / Acceptible _____



Verbs

- Understand what verbs are
- Understand some facts about tenses
- Recognise active and passive voices

Some Basic Facts about Verbs

A **verb** is a word that describes an action (e.g. bring, read, walk, run, learn), an occurrence (e.g. happen, become), or a state of being (e.g. be, exist, stand). All grammatically correct sentences have to contain at least one verb.

The main form of a verb is called the 'infinitive' – it has 'to' in front of the verb, i.e. to walk, to speak.

Verbs change their spelling depending on who or what is talking (person):

First person – I, we	Second person – you	Third person – He, she, it, they
-------------------------	------------------------	-------------------------------------

Example

The table shows the verb 'to eat' in first, second and third person.

	To eat (Infinitive)
1st person singular	I eat
2nd person singular	you eat
3rd person singular	he/she/it eats
1st person plural	we eat
2nd person plural	you eat
3rd person plural	they eat

Tenses

Verbs have **tenses**: Tenses mean that verbs can refer to events happening at different times:

- Present tense – shows that an action is being done
- Past tense – shows that an action has been done
- Future tense – shows that an action will be done.

There are many forms of the present, past and future tenses.



Key Point

The infinitive is the basic form of the verb.

Key Point

It is important to change the spelling of the verb, according to who is speaking.



Study

Example

Tense	Example (verb: 'to run')
Present simple	I run
Present continuous	I am running
Present perfect	I have run
Past continuous	I was running
Past perfect	I had run
Past perfect continuous	I had been running
Future	I will run
Future continuous	I will be running
Future perfect continuous	I will have been running

The 'continuous' is also known as the 'progressive'.

Tip

Make sure that you use tenses consistently in a piece of writing. If you start in the past tense, stick to the past tense.

There are exceptions to this, for example if you were telling a story that started in the present tense, but then used a flashback to events in the past.

The Subjunctive

The subjunctive is a verb form that is sometimes used in formal speech or writing. It can show a wish or possibility and is often used in a subordinate clause:

Example

If the fire alarm were to go off, it would be a shock.

'were' is the subjunctive form of the verb 'to be'.

Active and Passive

Writing in the **active** voice means that the **subject** of the sentence is doing something and the **object** is being acted on. The **passive** voice means that the subject is unknown.

Example

The boy broke the window.

Active. 'The boy' = subject; 'the window' = object

The window was broken.

Passive. 'The window' = object

Quick Test

1. Write the infinitive form of the verb 'sing'.
2. He/she/it – are they second or third person?
3. What is the present simple tense of the verb 'to run' in the second person?
4. What is the future perfect continuous/progressive version of the verb 'to run' (in the first person singular)?

Key Words

- Verb
- Tense
- Active
- Subject
- Object
- Passive

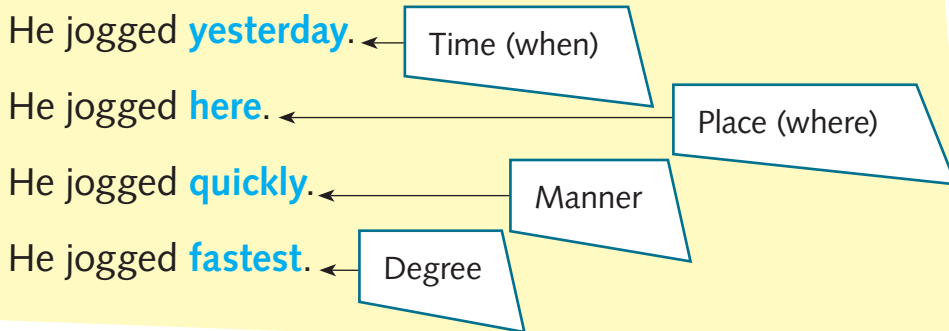
Adverbs and Modal Verbs

- Understand what adverbs are
- Recognise modal verbs

Adverbs

Adverbs are used to modify (change your understanding of) verbs. They can tell you when, where, in what manner, or to what degree an action is performed. For example:

Example



Adverbs are single words. **Adverbials** tend to be groups of words which describe when, where, how, in what manner and to what degree an action is performed.

Example

He jogged **every week**.

Tip

Many – but not all – adverbs end in 'ly'.



'Every week' is an adverbial.

Types of Adverbs

Adverbs can be divided into different types – they modify verbs in four main ways:

- Adverbs of **time** tell us *when* or *how often* something was done, e.g. I tell him daily ('daily' is an adverb of time).
- Adverbs of **place** tell us *where* something was done, e.g. Flowers grow everywhere ('everywhere' is an adverb of place).
- Adverbs of **manner** tell us *how* things were done, e.g. He reached the top of the hill easily ('easily' is an adverb of manner).
- Adverbs of **degree** tell us how much or how well things were done, e.g. That is the longest I have ever jumped ('longest' is an adverb of degree).

Key Point

There are four types of adverbs – time, place, manner and degree.

Modal Verbs

Modal verbs are used to show whether something is certain, probable or possible (or not). Modal verbs are tagged to another verb. Modal verbs include:

might	may
would	could
will	can

Example

- *Could, might and may* suggest that something is possible in the future but not certain at the moment, e.g. The boys **may come** later. They **might come** by bus. They **could be** late.
- *Could have, might have and may have* show that something was possible now or at some time in the past, e.g. They **may have won** the lottery.
- *Can* is used to make general comments about what is possible, e.g. It **can be** warm in March.
- *Must* is used to suggest you are definite about something, e.g. They're late. They **must be** on the bus.
- *Must have* is used for the past tense version of must, e.g. They **must have caught** the bus.



Quick Test

1. What is the adverb in this sentence?
He ran quickly to the bus stop.
2. **He won easily.** Is 'easily' an adverb of time, manner, place or degree?
3. **She exercised weekly.** Is 'weekly' an adverb of time, manner, place or degree?
4. **They walked there.** Is 'there' an adverb of time, manner, place or degree?
5. Which is more definite – '**I can do this**' or '**I could do this**'?

Key Words

- Adverb
- Adverbial
- Time
- Place
- Manner
- Degree
- Modal verb

Commas

- Understand why commas are used
- Know how to use commas

Commas

Commas are used mainly for the following reasons:

- to separate items in lists
- in direct speech
- to separate **clauses**
- to mark off parts of a sentence
- with **conjunctions** that start sentences.



Commas in Lists

Commas separate the different items in a list.

Example

I like beans, black pudding, chips, eggs and sausages.

The comma is used between every item, except before the word 'and'.

In some texts, you *might* see a comma before 'and' – this is known as the 'Oxford comma' or the 'serial comma'.

This is sometimes useful to clear up confusion in lists.

Example

My favourite sandwiches are chicken, turkey and tomato and cheese.

Here, it's not clear whether 'turkey and tomato' or 'tomato and cheese' is the preferred sandwich.

My favourite sandwiches are chicken, turkey, and tomato and cheese.

Here, with the Oxford comma, it is clear that 'tomato and cheese' is the preferred sandwich!

Commas in Direct Speech

Direct speech is speech in speech marks (inverted commas). If the direct speech comes after the information about who is speaking, use a comma to introduce the speech. You also need to use a comma at the end of a piece of direct speech, if the speech comes before the information about who is speaking.

Example

Michael replied, 'No chance.'

'I don't think so,' I replied.

Commas to Separate Clauses

Study

Commas can separate a main clause and **subordinate clause**:

Example

I met her in Leeds, where I had been to a concert.



Commas can also go around **relative clauses**:

Example

Some people, who read the papers, will believe anything.

'who read the papers' is a relative clause; 'who' is a **relative pronoun**.

Commas to Mark off Parts of a Sentence

Sometimes writers put in extra comments or asides. These can be marked off using commas.

Example

Nick's neighbour, Leslie, shares the same surname.

The commas around 'Leslie' show that this word could be removed and the sentence would still make sense.

Commas with Conjunctions

Conjunctions should be followed by a comma when used at the start of a sentence.

Example

Finally, they grabbed an equalising goal.



Tip

When 'however' means 'by contrast' or 'on the other hand', it needs to be followed by a comma. If 'however' means 'in whatever way', it doesn't need a comma.

Quick Test

1. Put the comma in this sentence: 'I think so' he said.
2. Put the comma in this sentence: **Because they worked hard they won the game.**
3. Put the commas in this sentence: **Andy who has a part-time job in an office owns a dog.**
4. Put the comma in this sentence: **Eventually they won.**

Key Words

- Comma
- Clause
- Conjunction
- Subordinate clause
- Relative clause
- Relative pronoun

Hyphens, Dashes and Brackets

- Understand when to use hyphens, dashes and brackets
- Understand ellipsis

Hyphens

Hyphens are used to join words. You should use a hyphen:

- When two or more words are made into an adjective: e.g. *state-of-the-art* design, the *friendly-looking* dog.
- When new words are made up, for example in science fiction or humorous writing: e.g. the astronaut *laser-blasted* his way across the planet.
- When an age is made into a noun, e.g. We have a two-year-old; Two-year-old trees.
- When writing compound numbers from 21 to 99: e.g. twenty-one, ninety-nine.
- When writing double-barrelled names: e.g. Claire Houston-Brown.

Key Point

Hyphens join words together.



Dashes

Dashes should not be confused with hyphens. You should use dashes:

1. When indicating a period between two points in time: e.g. 3.15–4.15, 1919–2014.
2. When words and phrases are dropped into sentences and are not part of the main subject.

Example

Fred – along with his cat, Poppy – was a frequent visitor.

The dashes show that the words between them could be removed and the sentence would still make sense.

3. When adding **emphasis** by replacing commas.

Example

He knew what to do, because he was experienced.

He knew what to do – because he was experienced.

Tip

You can use dashes to add emphasis.

4. To show a change of thought.

Example

He wanted to do the right thing – but what was that?

Brackets

Brackets (parentheses) are used to add in an aside, to add extra information, or to clarify a point. They can be used instead of commas around dropped-in clauses. This creates greater separation between the main message of the sentence and the extra information and makes the extra information seem a bit more important.

Example

David, because of his interest in photography, bought a new camera.

David (because of his interest in photography) bought a new camera.

Tip

If the extra information in brackets goes at the end of the sentence, then the full stop goes after the brackets.

← With commas

← With brackets

Ellipsis

An **ellipsis** (...) is the use of three dots to signify the intentional missing out of a word or idea. It is often used to create tension.



Quick Test

1. Hyphens join words together. True or false?
2. Hyphens can be used instead of commas on some occasions. True or false?
3. Dashes join words together. True or false?
4. Dashes can be used instead of commas on some occasions. True or false?
5. Brackets can be used instead of commas on some occasions. True or false?

Key Words

- Dash
- Emphasis
- Brackets
- Parenthesis
- Ellipsis

Semi-colons and Colons

- Understand when semi-colons and colons are used
- Know how to use semi-colons and colons

Semi-colons

Semi-colons are used for two main reasons:

1. Semi-colons are used between two separate **clauses** that are connected in terms of content.

Example

I can't wait to eat in the restaurants in Italy; spaghetti is one of my favourite foods.

2. A semi-colon can be used to separate items in a list, when the items in the list are more than two or three words, or when one or more of the items contain commas.

Example

For my birthday I would like: the latest action video game; a new black leather jacket; a trip to a theme park; and a small party.

The meeting includes people who have come from Leeds, West, Yorkshire; Congleton, Cheshire; Wem, Shropshire; and other places too.

Tip

Semi-colons separate independent clauses that make sense on their own. Think of taking the conjunction out of a sentence and replacing it with a semi-colon.

The items are more than two words so they need to be separated by semi-colons.

The items contain commas so they need to be separated by semi-colons.

Colons

Colons are used for a number of reasons:

1. Colons are used to introduce a series of items.

Example

I want the following: a camera, memory cards and money.



2. Colons are used to introduce numbered or bullet-point lists.

Example

Here are the essentials for being a good footballer:

- strength
- skill
- power
- luck.



Study

3. A colon can be used to introduce a long **quotation**.

Example

The author of 'Red', Natasha Quick, wrote in the first chapter:

'I am angry again, so I am going to write some songs about it.'

Key Point

Semi-colons separate sentences and complex units in lists. Colons introduce lists.



Quick Test

Put the semi-colons or colons in these sentences.

1. I am going to Yorkshire I love the scenery.
2. I need someone who can do the following type, collect the post and make tea.
3. I like Greece the weather there is very warm.

Key Words

- Semi-colon
- Clause
- Colon
- Quotation

Noun Phrases

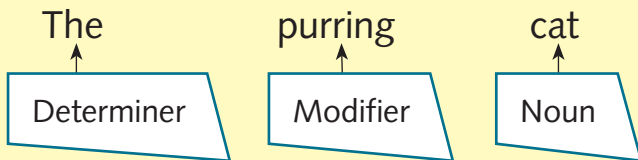
- Recognise noun phrases

What is a Noun Phrase?

A **noun phrase** consists of a **noun** – a person, place, or thing – and the **modifiers** and **determiners** that affect it.

Modifiers are words or phrases which tell us more about the noun. A determiner is a word like 'a' or 'the'. It shows whether a noun is known or unknown. The determiner goes before any modifiers.

Example



Modifiers and Determiners

Modifiers and their determiners can be placed before or after the noun.

Modifiers and determiners that can be placed before the noun might include:

- articles (e.g. a, the)
- possessive nouns (e.g. cat's, Fiona's)
- **possessive pronouns** (e.g. his, your)
- **adjectives**
- participles – a verb used as an adjective.

Example

- Articles: **a** cat, **the** cat.
- Possessive nouns: **Fiona's** cat, the **neighbour's** cat, the **teacher's** cat.
- Possessive pronouns: **our** cat, **her** cat, **their** cat.
- Adjectives: **that** cat, the **big** cat, the **grey** cat.
- Participles: the **slobbering** cat, the **purring** cat.



Key Point

Modifiers can be placed before or after a noun, to make a noun phrase.

Practice Questions

Challenge 1

G Grammar **P** Punctuation **S** Spelling

- 6** 1 Underline the verbs in these sentences:
- The athlete ran to the line.
 - Despite the rain, the event happened.
 - Throughout the concert, people cheered.



3 marks

- 6** 2 In these examples, underline the choice of verb, in each case, which makes the most sense.
- Paul **ran** / **scoffed** / **ate** to the shops to get there before they closed.
 - Phil didn't **fry** / **torment** / **realise** how much money he'd made.
 - Eating** / **squinting** / **locating** jelly was not an option due to her special diet.
 - Jessica started to **tweak** / **shake** / **scribble** with fear.
 - Barney did not **cough** / **speak** / **loan** to his friends all night.
 - 'Don't **dribble** / **squeak** / **eat** peas with a spoon!' said Nooria.
 - Lucie **frowned** / **gargled** / **smiled** with happiness.
 - The light **exploded** / **lit** / **smothered** when the fuse box broke.
 - Joanne **smoked** / **waited** / **shouted** loudly across the room.

9 marks

Challenge 2

- 6** 1 Tick the column to show which sentences have the correct or incorrect form of verb and subject agreement.

4 marks

Sentence	Correct Verb-Subject Agreement	Not Correct Form of Verb-Subject Agreement
a) The boys are playing football tonight.		
b) Hermione and her friends is going out.		
c) Emma is changing her job.		
d) Nobody knew what Lisa were doing.		

Practice Questions

Challenge 3

G Grammar P Punctuation S Spelling

PG 1 Put the commas in the correct places in these sentences:

15 marks

- a) Emma bought beans cabbages and potatoes for dinner.
- b) Despite being very clever Agnes got low marks on the test.
- c) Biffa Joe and the others emptied the car for their mum.
- d) All people have talents but some have more useful talents than others.
- e) Rachel was a great runner despite getting blisters easily.
- f) Unfortunately Joe didn't revise properly.
- g) Nadia bought shoes shoes and more shoes in the sale.
- h) Fred despite his youth did extremely well in the competition.
- i) Betty although she came last enjoyed the marathon run.
- j) Whenever she pressed the bell she got a slight electric shock.
- k) Although she was very young she won the race.
- l) To her surprise she won tickets to the concert.
- m) Luckily she had brought her umbrella along.
- n) Samantha despite being Fred's neighbour had never met him.
- o) Craig had a new phone but Katherine didn't.



2 Rewrite the following sentences using the first person. Keep the verb tense the same.

2 marks

- a) He is having a party.

- b) You were going on the bus.

Review Questions

G Grammar **P** Punctuation **S** Spelling

1 For each of these text types, say whether a writer would usually write in a **formal** or an **informal** manner.

3 marks

- a) A business letter. _____
- b) A text message to a friend. _____
- c) A school report. _____

PG 2 Re-write this passage in fewer than 30 words. It is from 'A Child's History of England' by Charles Dickens.

3 marks

If you look at a Map of the World, you will see, in the left-hand upper corner of the Eastern Hemisphere, two Islands lying in the sea. They are England and Scotland, and Ireland. England and Scotland form the greater part of these Islands. Ireland is the next in size. The little neighbouring islands, which are so small upon the Map as to be mere dots, are chiefly little bits of Scotland,—broken off, I dare say, in the course of a great length of time, by the power of the restless water.

G 3 a) This passage should be split into five paragraphs. Mark with '/' where you think each paragraph should start.

5 marks

The first reason for why I love folk music is that it is really easy to make with very few instruments. In the past, people had to make music with whatever they had to hand, so bones, sticks and stones were early percussion instruments. The next reason why I like folk music is that it's usually easy to play. Because it was played by ordinary working people, for their entertainment, it was often not complicated, consisting of perhaps only two or three easy to play chords. That means that anyone who had

Review Questions

G Grammar **P** Punctuation **S** Spelling

a little knowledge of an instrument could be a folk musician. Thirdly, the stories that are told in folk music are fascinating – and many of the songs are really just stories with a tune; classic stories with timeless storylines, of knights, battles, common folk and rich. Even if you didn't like the music of some of the songs, the stories would fascinate you. A different reason why I like folk music is that it is unfashionable at this moment in time. Who wants to follow the crowd and be the same as everyone else, mindlessly taking in what the radio and television says we are supposed to like? Not me, that's for sure. In contrast to this, I feel that folk music offers tremendous opportunities to find out about our past. Many songs have been passed down over hundreds of years and some of the 'same' songs exist in slightly different versions all over the country and indeed, all over the world.



- b) Each paragraph in the above passage contains a different reason as to why the author likes folk music. Rearrange the paragraph descriptions to match with the correct paragraph numbers, in the table below.

5 marks

Paragraph Number	Paragraph Descriptions
	This paragraph talks about why unfashionable folk music is good.
	This paragraph talks about how folk music doesn't need expensive equipment.
	This paragraph explains why having easy songs is important.
	This paragraph talks about how folk music connects us to the past.
	This paragraph talks about stories in folk music.

Review Questions

G Grammar **P** Punctuation **S** Spelling

G 1 Underline the verbs in these sentences:

3 marks

- a) The swimmer won the race.
- b) Instead of chips, they ate curry.
- c) During the meal they talked constantly.



PS 2 In these sentences, there is an adjective in brackets. Change it into an adverb for the sentence to make sense.

10 marks

Example – The singer sang the song (quiet). quietly

- a) The athlete ran (quick) to the finish line. _____
- b) Robbie (clever) released 50 songs on his new album. _____
- c) Tara smiled (reluctant) before eating the carrots. _____
- d) Josh ambled (lazy) to the shed. _____
- e) (Amazing), Jennifer had done her homework. _____
- f) (Lucky), Danny had put the chicken in the oven on time. _____
- g) Kristina had (fortunate) won the lottery. _____
- h) Faiz had (intelligent) found a way to solve the puzzle. _____
- i) (Crazy), the June snow forced the game to be cancelled. _____
- j) Katrina walked (cautious) to the shops. _____

G 3 Not all words that end in 'ly' are adverbs. Read these sentences and decide whether the word ending in 'ly' is an adverb or an adjective. Tick the correct boxes.

10 marks

Sentence	Adverb	Adjective
The holy man spoke well.	<input type="checkbox"/>	<input type="checkbox"/>
Ray nervously ate the food.	<input type="checkbox"/>	<input type="checkbox"/>

Review Questions

G Grammar **P** Punctuation **S** Spelling

Sentence	Adverb	Adjective
Ugly creatures are scary.		
Smelly streets need cleaning.		
Carefully , Sam packed her bags.		
Caesar triumphantly entered Rome.		
The teacher's kindly ways made him popular.		
Emma disliked walking in the chilly weather.		
Fred's surlly looks scared people off.		
Rita walked rather anxiously into the exam room.		

- GP** 4 Look at the sentences in this table and indicate whether the commas are in the correct places.

4 marks

Sentence	Correctly Used Commas	Incorrectly Used Commas
a) Eventually, James got the answer.		
b) Mia ate the biscuits but, she left the bread.		
c) Nikhil, ate the bread but left the biscuits.		
d) Hannah, despite being inexperienced, won the match for the girls.		

- GP** 5 Add the commas in the correct places in these sentences.

5 marks

- Cara didn't like her present despite it being expensive.
- Alan ate cabbage sprouts and mushrooms.
- Isaac's shoes were black red and gold.
- Liam and Tom formed a band although they couldn't play any instruments.
- Ali wanted to go to bed but it was only six o'clock.

Mixed Questions

G Grammar P Punctuation S Spelling

- G** 1 a) Add a prefix to the underlined word in this sentence, so it makes sense. 1 mark
 Everyone liked the teacher because he was cruel and set lots of homework every night.
- b) Add a suffix to the underlined word in this sentence, so it makes sense. 1 mark
 The injury was caused by an accident collision with a bicycle.
- G** 2 Underline the root word below: 1 mark
Establishment
- G** 3 a) Complete the sentence below by filling in the gap with the past progressive/continuous form of the verb 'to run': 1 mark
 I _____ to the shop.
- b) Complete the sentence below by filling in the gap with the present continuous/progressive tense of the verb 'to play': 1 mark
 I _____ with my friends.
- G** 4 a) Read these statements. Tick the one which is definite. 1 mark
 A I should go to town.
 B I might go to town.
 C I will go to town.
- b) Read these statements. Tick the one which is definite. 1 mark
 A I could eat a sandwich.
 B I shall eat a sandwich.
 C I may eat a sandwich.
- P** 5 a) Place the comma correctly in the sentence below: 1 mark
After going to the match we decided to go home.
- b) Place the commas correctly around the relative clause in the sentence below: 1 mark
Mr Smith who is an expert on photography will be giving a talk tonight.



Mixed Questions

G Grammar **P** Punctuation **S** Spelling

G 6 Underline the subordinate clause in the sentences below: 2 marks

- a) Even though the beans were covered in cheese, he didn't eat them.
- b) Josh passed the test, despite the noise distracting him.

P 7 Read the sentences below. Tick the one which uses dashes correctly. 1 mark

- A Roger – even though he was lazy – came first in the race.
- B Roger – even though – he was lazy, came first in the race.
- C Roger even though he was lazy – came first – in the race.

P 8 Place a semi-colon correctly in the sentence below: 1 mark

I like travelling to Greece the weather there is very warm.

P 9 Place a colon correctly in the writing below: 1 mark

We have several alternatives

- eat at home
- order a takeaway
- visit a restaurant.

GP 10 Explain how the comma changes the meaning in the two sentences below: 2 marks

- A Are you going to see, Adam?
- B Are you going to see Adam?

G 11 Rewrite the sentence below so that it begins with the adverbial phrase. 1 mark

We went to the shops before we departed.

G 12 Underline the determiner in the noun phrase below: 1 mark

That intelligent, tall man

Mixed Questions

G Grammar **P** Punctuation **S** Spelling

13 Which option correctly introduces the subordinate clause in the sentence below? Tick the correct answers.

1 mark

Olivia wanted to go on holiday _____ she wasn't feeling too healthy.

- a) in addition b) even though
 c) furthermore d) otherwise

14 Use the conjunctions below to complete the sentence underneath them:

3 marks



You can have margarine _____ toast, _____ porridge for your breakfast, _____ we don't have any butter.

P **15** Place brackets correctly in the sentence below:

1 mark

He eventually responded after taking five minutes to think that he did not understand the task.

16 Read the short passage below and then answer the questions which relate to it. This section relates to the story of Arthur and what happened to him when he went to the shops one day.

A man came up to Arthur and gave him a £10 voucher, even though Arthur didn't know him! Arthur's brother saw it take place, but had no idea why it happened.

Arthur was taken by surprise: the outstretched hand; the pleasant smile from the man; his brother's stunned reaction.

a) Explain why the first sentence has an exclamation mark.

1 mark

b) Circle the conjunction in the second sentence.

1 mark

c) Circle all the adjectives in the last sentence.

1 mark

Mixed Questions

G Grammar P Punctuation S Spelling

- 6 17 The story continues. Read the passage below and answer the questions that follow.

'Why did he do that?' Arthur cried. At that point, Arthur didn't mind if anyone heard him: he just wanted answers.

Fortunately, his brother had been paying more attention to the man. He was wearing a badge that said 'Shopping Centre Giveaway'.

- a) In the sentence below, what type of word is the underlined word? Tick the correct answer.

Fortunately, his brother had been paying more attention to the man.

- i) Adjective ii) Determiner
 iii) Adverb iv) Noun

- b) Why are the words 'Shopping Centre Giveaway' in inverted commas?

- 6 18 The story continues. Read the passage below and answer the questions that follow.

Arthur courageously shouted to the man, hoping to make him come back to explain. He waved at him, but got no response.

Then there was a reaction as the man turned around. He came back and gave another £10 voucher to Arthur's brother...

- a) Which word in the first sentence is an adverb? Tick the correct answer.

- i) Shouted ii) Courageously
 iii) Hoping iv) Explain

- b) Underline the nouns in the third sentence.

- c) Underline the verbs in the last sentence.

Mixed Questions

19 Read the passage and answer the questions that follow.

The Story of Ancient Rome

Rome, as a place, first seems to have developed in the 9th century BC, when an Iron Age settlement was established on what is now known as the Palatine Hill. It didn't have a name until 753 BC, however, when the brothers Romulus and Remus – who, legend would have it – were raised by wolves – fought, and Romulus won. As a result, Romulus gave the newly formed city its name. Today, this legend is still in evidence all over the city.

Rome, at first, had kings and not emperors. Tarquinius Priscus was one of the first and his family ruled for over a century until 509 BC when they were deposed and the people of the area created a republic.

Over the next few centuries, Rome grew, but also suffered many attacks from various European tribes. In 390 BC it was captured by the Gauls from what we now call France. Shortly after this, a huge wall was built around the city to try and protect it from attack. This didn't stop many forces trying to attack though, as they would do for many centuries afterwards.

The next centuries were unsettled – in 73 BC there was a slave revolt headed by a man named Spartacus, whose story was made into a fictitious film, nearly 2000 years later! In the years between 65 and 60 BC, a man appeared whose name has come to be associated with the growth of the Roman Empire – Julius Caesar. He won many important battles and held many important posts in the Roman system of government. At first, he jointly ruled Rome with Crassus and Pompey, but after a successful invasion and colonisation of Gaul (France) he returned and crossed the Rubicon River and started a civil war with Pompey which Julius Caesar finally won.

His victory did not last, however, and in 44 BC Julius Caesar was assassinated. Once again, Rome had a period where it had many different leaders – Antony, Octavian, Augustus, Caligula, Claudius and Nero all achieved different reputations, not all of them good, especially in the case of Caligula and Nero. The phrase "fiddle while Rome burns" meaning someone who stands by and watches when something bad is happening without doing anything about it – was supposed to have been based on the behaviour of the Emperor Nero after a huge city-wide fire in 64 AD.



Mixed Questions

It wasn't until 69 AD and the Emperor Vespasian, that order returned to the city of Rome. Vespasian built the famous Colosseum which still stands today. Trajan became Emperor in 98 AD and ruled over one of the most stable times in Roman history up until this point. He was followed by Hadrian – famous for giving his name to the wall that divides England and Scotland, but he did far more than this and he expanded the Roman Empire, increasing its wealth and power. Members of the Roman Army no longer came from just Rome – archaeological evidence shows that soldiers serving Rome came from all over Europe and North Africa. Quite what men originally from warmer Mediterranean countries thought of having to serve in the cold south of Scotland is not fully known, but from what little evidence we have, it seems as though it wasn't the most popular posting for a Roman soldier!

For the next couple of hundred years, Rome's power and lands grew, but its golden age was probably over. In 306, Constantine became the Empire's first Christian Emperor. He also moved the centre of the Empire away from Rome, to a city then called Byzantium, now known as Istanbul. Rome's empire was becoming too large and very difficult to control, however and it was difficult for the Emperor and his system of government to keep control over lands that were so far away. In 410, the Roman Empire suffered a huge blow, when the city of Rome was captured by a tribe called the Visigoths. This was the first time that the city had been captured by foreign forces in over 800 years and it was a clear sign that Rome was no longer the power that it once had been. Over the next 100 years, the city was attacked again and its population fell to around 30,000, where it had been a city of over a million in its heyday. After this time, the story of Rome changes from one of rival Emperors and tribes to one of rival families, countries and beliefs. The Rome that lives long in our imagination, however has survived remarkably well into the modern age. Anyone who visits Rome today will still see many features of ancient times, some untouched, some changed and some still being uncovered.

The Pantheon, which is a massive dome-like building which later became a church, gives us some idea of the scale of the buildings in ancient times. Compared to what existed in most of Western Europe at that time, buildings like the Pantheon must surely have amazed ancient visitors. The Colosseum, which is the size of a modern sports stadium – and the model for most stadiums in the world today – has had a great deal of its stone taken away, but still stands as a Roman icon. Next door to the Colosseum is the Roman Forum, where the main buildings like the Senate, important temples and the homes of some of the Emperors could be found. In the 17th and 18th centuries, it was believed to be essential, as part of the education of a wealthy young man, to travel Europe and do a trip called "The Grand Tour" in order to see these wonders of the ancient world. Even after nearly one and half thousand years, people were still in awe of the achievements of the ancient Romans.

Mixed Questions

As you walk around modern day Rome, it is still easy to see parts of the ancient city all around you – a part of a wall here, a broken statue there – all merged into the modern day Roman world. As new buildings are created, more digging takes place and even more secrets of the ancient world are being revealed. Such is the care that has to be taken when building in Rome, not to disturb and destroy the past, that new developments take place quite slowly. When time and care is taken, however, the stories that are revealed to us bring to life the past in many fascinating ways.

Although ancient Rome’s golden age was over by the 4th century AD, it is still affecting the lives of modern day Romans and millions of tourists every year. Who knows what still lies beneath the streets and who knows what we will learn about the ancient past, at some time in the future?

a) In which century did Rome seem to develop?

1 mark

b) In which year did Rome get a name?

1 mark

c) Look at paragraph 3, which begins with ‘Over the next few centuries...’. Give one reason why Rome was a dangerous place to live.

1 mark

d) Use the following sentence to answer this question.

The next centuries were unsettled – in 73 BC there was a slave revolt headed by a man named Spartacus, whose story was made into a fictitious film, nearly 2000 years later!

What does the word ‘fictitious’ mean in this sentence?

Tick the correct answer.

1 mark

- A Made-up
- B True
- C Realistic
- D Exciting

Mixed Questions

h) 'The Rome that lives long in our imagination, however has survived remarkably well into the modern age.' Which of the statements below is the best replacement for this sentence? Tick the correct answer.

1 mark

- i) Rome is an imaginative place.
- ii) Rome has not survived.
- iii) You can still find examples of the place that people imagine Ancient Rome to be.
- iv) Rome is a good place to visit.

i) When describing Rome, the writer has deliberately chosen language that will have an effect on the reader. Some of the words in the table below are in bold and underlined. Explain the effect of these in each sentence.

3 marks

Language Used	Explanation of the Effect of the Language
The Pantheon, which is a <u>massive</u> dome-like building which later became a church, gives us some idea of the scale of the buildings in ancient times.	<hr/> <hr/> <hr/>
Buildings like the Pantheon must surely have <u>amazed</u> ancient visitors.	<hr/> <hr/> <hr/>
Although ancient Rome's <u>golden age</u> was over by the 4th century AD, it is still affecting the lives of modern day Romans and millions of tourists every year.	<hr/> <hr/> <hr/>

Mixed Questions

G Grammar P Punctuation S Spelling

- GPS** 20 Write a letter to your local council to persuade them to spend more money on facilities for young people.



Plan your ideas in the space provided below, before writing your letter.

Now write your letter on a separate piece of paper.

Aim to write about a side of A4.

Word List

This page provides the words from the Key Stage 2 Years 5 and 6 word list. You should know how to pronounce and how to spell these words.

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience	language	sufficient
conscious	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

A	
Abbreviation	a shortened version of a word, phrase or title.
Active	in an active sentence, the subject performs the action of the verb.
Adjective	a word used to describe or modify a noun.
Adverb	a word used to describe or modify a verb.
Adverbial	an adverbial is a word or a group of words that tells the reader something about the verb or sentence.
Alliteration	words close together in a text starting with the same letter or sound.
Ambiguity	uncertainty – a lack of clarity.
Analysing	examining something methodically and in detail, usually in order to explain and interpret it.
Antonym	two words are antonyms if their meanings are opposites.
Apostrophe	a punctuation mark used to either show missed out letters, or to show possession.
Audience	who a writer aims the writing at.
Autobiography	a life story written by the subject of the story.
B	
Base word/Root word	a word in its own right that can have parts added to it, to form new words.
Bias/Biased	prejudice/prejudiced.
Biography	a life story written by someone other than the subject of the story.
Brackets	punctuation marks used to enclose words or figures so as to separate them from the main context.
C	
Character	the combined features which form the individual nature of a person or thing.
Character arc	a phrase used to describe the way a character develops in a story.
Clause	a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.
Cliffhanger	an ending where certain facts are not stated or resolved, to leave the reader in suspense.
Climax	this is the most exciting or suspense-filled part in a story.
Cohesion	the ability to make a writer's ideas link together well.
Colon	a punctuation mark, often used to introduce ideas.
Comma	a punctuation mark which separates parts of sentences.
Conjunction	a word or phrase whose function is to link other units of writing.
Consonant	a speech sound or letter that is not a vowel.
Content	the things that are included in something.
Context	the circumstances that form the setting for an event, statement, or idea, so that it can be fully understood.
Convention	the way in which something is usually done.
Couplet/Rhyming couplet	a (rhyming) couplet consists of two lines of similar length that rhyme and complete one idea.
D	
Dash	a punctuation mark used to mark a pause or break or to separate ideas.
Definition	a statement of the meaning or significance of a word or phrase
Degree	the amount or extent to which something happens.
Determiner	a modifying word that determines the kind of reference a noun or noun group has, for example a, the, every.

Glossary

E	
Ellipsis	a punctuation mark, often used to imply suspense, made of three dots.
Emphasis	the amount of special importance given to something.
Evaluating	making a judgement about the value of something.
Exposition	the start of the story where the writer establishes the main character, settings and ideas.
F	
Fact	a thing that is known or proved to be true.
Falling action	these are the events that happen before the end of the story.
Form	a convention, way of doing things – similar to the idea of the ‘format’ of something.
G	
Genre	style or category.
Grammar	the whole system and structure of a language.
Greek	relating to the country of Greece.
H	
Hard copy	a printed version on paper of data held in a computer.
Homonym	two or more words having the same spelling or pronunciation but different meanings.
Homophone	two or more words having the same pronunciation but different meanings.
Hyphen	a punctuation mark used to link words together to make new compound words or ideas.
I	
Infer	work out (something) from evidence and reasoning rather than from obvious statements.
Infinitive	the basic form of a verb.
Inverted commas	punctuation marks used in pairs to show direct speech, a quotation, or a phrase.
Irregular	not fitting in with the normal rules.
L	
Language/Language features	techniques used by writers that create certain effects.
Latin	the language of ancient Rome.
M	
Major	important.
Manner	the way of doing something.
Metaphor	a direct comparison where one thing is said to be another, or have the qualities of another.
Minor	of lesser importance.
Modal verb	an auxiliary verb that expresses degrees of certainty.
Modifier	a word, especially an adjective or noun, that modifies the sense of a noun (e.g. ‘good’ and ‘family’ in: ‘a good family house’).
N	
Narrative	a spoken or written account of linked events; a story.
Noun	the part of speech that is used to name a person, place, thing, quality, or action.
Noun phrase	a word or group of words containing a noun and acting in a sentence as the subject, or some type of object.
Novel	fictitious prose narrative writing of book length.

O

Object	something that is acted upon by the subject in a sentence.
Omission	leaving some things, such as a letter, out.
One-off	unique.
Opinion	a view or judgement formed about something, not necessarily based on fact or knowledge.
Organisation	the way in which the elements of a whole text are arranged.

P

Parenthesis	brackets, or other punctuation such as commas or dashes used to highlight or mark separate thoughts, comments or ideas.
Participle	a word formed from a verb (e.g. going, gone, being, been) and used as an adjective (e.g. running man) or a noun (e.g. good breeding).
Passive	passive voice is used when the focus in a sentence is on the action. It is not known, however, who or what is performing the action.
Personification	the giving of a personal quality or human characteristics to something non-human, or the creation of an abstract quality in human form.
Place	a particular position, point, or area.
Plot	the storyline of a piece of writing
Possession/Possessive	having, owning, or controlling something.
Précis	a summary of a text or speech.
Prefix	a group of letters placed at the beginning of a word to modify its meaning.
Preposition	words that are used before nouns and pronouns to form and modify phrases
Pronoun	a word that takes the place of a noun: I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.
Pronunciation	the way that words are sounded.
Proof-reading	reading and spotting/marking errors.
Prose	written or spoken language in its ordinary form.
Purpose	the reason for which something is done or created or for which something exists.

Q

Quatrain	a poetic group of four lines.
Quotation	a group of words taken from a text or speech and then used by someone who is not the original writer or speaker.

R

Relative clause	gives extra information about something without starting another sentence.
Relative pronoun	used to connect a clause or phrase to a noun or pronoun. The most common relative pronouns are: who, whom, which, whoever, whomever, whichever, and that.
Repetition	repeating something.
Resolution	the end of the story, where the outcome is revealed
Rhyme	matching of sound or sounds between words or the endings of words.
Rhyme scheme	the pattern of rhymes at the ends of the lines of a poem.
Rhythm	a pattern of movement or sound in writing.
Rising action	the part of the story where the initial events happen before the most exciting or significant part.
Root word/Base word	a word in its own right that can have parts added to it, to form new words.

Glossary

S	
Sarcastic	someone who is sarcastic says the opposite of what they really mean in order to mock or insult someone.
Semi-colon	a punctuation mark indicating a pause, often between two main clauses.
Setting	the surroundings, environment or background of something.
Silent letter	a letter that is written down in a word, but is not sounded when the word is spoken.
Spell-speak	a way of remembering spellings that involves pronouncing syllables and phonemes in an exaggerated way to highlight how the word is spelled.
Spreadsheet	an organised table of information.
Structure	the arrangement of – and relationship between – the parts of a text.
Style model	a text used as an example to follow or imitate.
Subject	the subject of a sentence is a person, place, thing, or idea that is doing or being something.
Subordinate clause	a group of words which cannot stand alone as a complete sentence because they do not express a complete thought.
Suffix	a letter or group of letters added at the end of a word to modify its meaning.
Summary/Summarising	a short statement or account of the main points of something.
Syllables	units of pronunciation consisting of one vowel sound.
Synonym	a word or phrase that means exactly or nearly the same as another word or phrase.
Systematic	a step-by-step approach.
T	
Tense	the form that a verb takes to indicate when the action is taking place.
Theme	an idea that recurs throughout a text.
Thesaurus	a book that lists words in groups of similar meanings and ideas.
Time	when or how often something happens.
Topic sentence	a sentence that expresses the main idea of the paragraph which it belongs to.
V	
Verb	a word used to describe an action, state, or happening.
Vowel	the letters a, e, i, o or u.
W	
Word family	a group of words with a similar meaning or source.

Page 5 Quick Test

- 1 A root word is the most basic form of a word.
- 2 Prefixes and suffixes.
- 3 Greek, Latin.
- 4 To break/disturb.

Page 7 Quick Test

- 1 Letters you can add to the beginning of a base or root word to turn it into another word.
- 2 A root word contains the core meaning of a longer version of the same word. It can stand alone.
- 3 A hyphen is a punctuation mark which joins two words together.
- 4 'un' gives the opposite meaning to the word it is added to.
- 5 're' means that the word it has been added to has been done again.

Page 9 Quick Test

- 1 The end of a word.
- 2 -ly
- 3 ology = study

Page 10 Practice Questions

Challenge 1

- 1 The start.
- 2 The end.
- 3 Latin and Greek.

Challenge 2

- 1 a) Jonathan was an international trader, who was re-elected to the board of directors for his company. He uncovered the fact that he had made millions of pounds from his business and had given money to charity. This pleased many people, because he was being extra-helpful to those less fortunate than himself. As a result he won a 'Superman of the Year' award.

b)	Word	Meaning
1	International	Between nations
2	Re-elected	Elected again
3	Uncovered	Revealed
4	Extra-helpful	Very helpful
5	Superman	Someone who goes above what a normal man can do.

Challenge 3

1	Word	Opposite
	Necessary	Unnecessary
	Mature	Immature
	Regular	Irregular
	Happy	Unhappy
	Moral	Immoral

2 a)	Sentence	Correct Suffix	Incorrect Suffix
	The <u>information</u> on the topic was inadequate.	✓	
	The <u>dismissation</u> of the player was expected because of his bad foul.		✓
	The <u>removation</u> of the offending spider from the room cheered up the children.		✓

b)	Prefix + Root Word	Root Word
	Untidy	tidy
	Unreasonable	reason
	Immature	mature
	Misleading	lead

Page 13 Quick Test

- 1 To shock or surprise the reader.
- 2 To add descriptive detail or to build up tension.
- 3 It is used to get the attention of the reader, or make clear what the purpose of the writing is.
- 4 It is the last chance for a writer to make an impression on the reader.
- 5 It makes the meaning of the writing clear.

Answers

Page 15 Quick Test

- 1 In alphabetical order.
- 2 Pronunciation.
- 3 A word which has a similar meaning.
- 4 A word which has an opposing meaning.
- 5 Examples include 'small' and 'little'.

Page 17 Quick Test

- 1 Examples: Literature, newspaper, magazine, article/report, encyclopaedia, broadcasting text, history text, philosophy text, law text, letter.
- 2 False.
- 3 A novella is shorter than a novel.
- 4 An autobiography is a life story written by the subject of the story. A biography is a life story written by someone else.
- 5 News reports, articles, advertisements and letters.

Page 19 Quick Test

- 1 Examples: space, relationships, adventure, conflict, betrayal, friendship, power and control.
- 2 It will have a happy ending.
- 3 It is set at night, or in a spooky location.
- 4 It will have good and evil characters.

Page 21 Quick Test

- 1 Summarising.
- 2 Inverted commas.
- 3 Evaluating

Page 23 Quick Test

- 1 Four lines in a poem.
- 2 Two consecutive lines of a poem that rhyme.
- 3 Love.

Page 25 Quick Test

- 1 Work out (something) from evidence and deduction rather than from clear statements of fact. ('Read between the lines'.)
- 2 Point-Evidence-Explain.
- 3 Suggests/implies/puts a picture in the reader's mind that.... (Other answers possible.)

Page 27 Quick Test

- 1 Using reason, doing experiments, personal experience, or argued from a position of authority.
- 2 They might not speak to everyone involved in an incident. They might describe an incident using exaggerated language.
- 3 By adding adjectives

- 4 Opinion.
- 5 Fact

Page 29 Quick Test

- 1 What kinds of texts are they? Are they prose, poetry or drama? If they are both poems, are they the same type of poem? For example, is one a sonnet and one a limerick? Why has each writer chosen to write in this particular format?
- 2 How are the texts laid out? Are the paragraphs, sentences, rhythm or rhyme (if the texts are poems, for example) similar or different? Why?
- 3 Examples: Alliteration, emotional language, adjectives
- 4 What has each writer chosen to write about? How is this similar or different? Why?
- 5 What is the background to each piece of writing? How might this have affected each writer? When were they written, who were they written by, what was happening to the writer around the time they were writing? What was going on in the world – did this affect the ways in which they wrote?

Pages 30–31 Practice Questions

Challenge 1

1	Awful	6
	Amazing	2
	Awestruck	5
	Amazed	1
	Antipathy	4
	Animal	3

Challenge 2

1	Prose Genre	Definition
	Novel	A lengthy narrative piece of writing.
	Short story	A short, self-contained narrative.
	Autobiography	Someone's life story written by themselves.
	Biography	Someone's life story written by someone other than themselves.

Newspaper	Usually a daily collection of news and events.
Magazine	A periodically published text, often based on a particular topic.
Letter	A prose text usually sent through the post.
E-mail	An electronic form of communication.
Encyclopaedia	A general reference book.
Cookery book	An example of a reference/instruction book.

Challenge 3

- 1 a) Deviation.
 b) They took part in a national TV talent competition (and achieved a following).
 c) Possible quotations/explanations:
 'that was won by a singing dog in an apron' – it wasn't a high-class competition, so it was easy for them to appear better than a novelty act.
 'especially among the ladies' – implies that their success was based on looks rather than talent. 1 mark for quotation, 1 for valid explanation.
 d) Possible quotations/explanations: 'despite the boys' inexperience at song-writing' – implies they didn't know what they were doing.
 'their inability to play any instruments' – implies they are untalented.
 '...because of the boys' looks...'
 – implies they are lucky and untalented.
 'upon hearing their music....career option...'
 – implies that they would be better off not performing. 1 mark for quotation, 1 for valid explanation.

Pages 32–33 Review Questions

- 1 Many answers possible. Suggestion:
 – 'international' – The international footballer was famous. 1 mark for word, 1 for sentence.
 2 Many answers possible. Suggestion:
 Breaking – The waves were breaking on the shore. 1 mark for word, 1 for sentence.

- 3 Many answers possible. Suggestion:
 Unrelated – The identical girls were unrelated. 1 mark for word, 1 for sentence.
 4 special
 city
 usual
 mobile
 accurate
 5 a) The disappointing of the result affected the team. ✗
 b) The inspiral for the painting was a similar piece by a famous artist. ✗
 c) The assemblation of the different parts was more difficult than expected. ✗
 d) The renovation of the house was incredibly successful. ✓
 e) The facinatedness of the children increased as they toured through the zoo. ✗
 f) No one knew why the extinction of the Dodo really occurred. ✓
 6 The American singer Natasha Quick was unimpressed that photographers had been outside her New York apartment for several hours as it meant that she felt unable to leave. Since her international success across the world with her smash hit 'Hug Story', her popularity had increased. This meant that her private life was now of interest to everyone, which for her was very annoying. She couldn't go out to buy a pint of milk for fear of harassment.

Despite this unwanted attention, Natasha interacted well with her fans on social networking sites – she often commented on their pictures and joined in with their online conversations.

Page 35 Quick Test

- 1 You're really annoying me.
 2 It's my birthday.
 3 You two can come along.
 4 They can come too.
 5 Their exam results were really good.

Page 37 Quick Test

- 1 I have a lot of faith in my teacher.
 2 I will definitely get this answer right.
 3 I borrow several books from the library every week.
 4 Possession is nine-tenths of the law.
 5 I have a separate garage for my motor-bike.

Answers

Page 39 Quick Test

- 1 Correct.
- 2 Incorrect.
- 3 Incorrect.
- 4 Correct.
- 5 Correct.

Page 41 Quick Test

- 1 There was no doubt about the result.
- 2 Some answers are wrong.
- 3 Write the correct address.
- 4 Can I have a receipt?
- 5 The article was laid out in columns.

Page 43 Quick Test

- 1 Said.
- 2 People.
- 3 Again.
- 4 Knee.
- 5 Trough.

Page 45 Quick Test

- 1 A word of a similar meaning.
- 2 A word of opposite meaning.
- 3 Outraged

Pages 46–47 Practice Questions

Challenge 1

- 1 a) Where were **their** parents when that happened?
- b) **There** is the ball we were looking for!
- c) Over **there** is the entrance to the park.
- d) **Their** friends were on holiday.
- e) **They're** not here today.
- f) I hope **they're** happy now.

Challenge 2

- 1 a) The student excepted the award.
- b) The child was adapted by his foster parents.
- c) The magician performed an allusion that amazed everyone.
- d) Always to the festival were blocked, because of an accident on the motorway.
- e) The bare in the zoo looked rather fed up.
- f) The landlord got rid of his new border because he wasn't paying his rent.
- g) The race coarse was flooded, so the meeting couldn't go ahead.
- h) Rachel saw a dear in the wood.
- i) I wanted to where my new dress.
- j) The morale of the story was that you shouldn't cheat and look at the answers!

- 2 a) accepted
- b) adopted
- c) illusion
- d) all ways
- e) bear
- f) boarder
- g) course
- h) deer
- i) wear
- j) moral

Challenge 3

- 1 a) No one could **accept** the **referee's** decision.
- b) Everyone **except** the **teacher's** assistant knew what was going on.
- c) The **children's** friends were not **allowed** to go shopping.
- d) The two **girls'** friends were heard to complain **aloud** when they could not go shopping.
- e) 'Time to get on **board!**' cried **Ava's** dad when he saw the boat.
- f) 'I'm **bored,**' said the sulky **pupil's** friend.
- g) The **prisoner's** room-mate was out on **bail**.
- h) The **cricketer's** delivery knocked off the **bale**.
- i) 'Don't break **that** vase!' shouted **Alice's** mother.
- j) 'Don't use the **brake** like that on the motorway!' cried the **instructor's** wife.

Pages 48–49 Review Questions

1	Tremendous	4
	Trembling	3
	Traditional	2
	Trading	1
	Trite	5

- 2 novel; short stories; autobiography; biography; newspapers; magazines; letters; e-mail; encyclopaedia; cookery book;
- 3 a) It was an old ship./Her build was rather short and high./She sailed well./She had the tallest masts and squarest canvas of any of England's gun-ships.
- b) Various answers possible. Suggestions. 'Twice, the carpenter, seeing the danger, went on board to ask the officer on duty to order the ship to be righted.' The officer should have given orders sooner. 'a vessel came on the low side of the ship to unship a cargo of rum' The loading could have taken place at another time to

stop tipping the ship over. **1 mark for each appropriate quotation, 1 mark for each appropriate explanation.**

- c) Various answers possible. Suggestions – ‘the Royal George sank to the bottom, before one signal of distress could be given’ – the accident happened so quickly, there was no time for anyone to get help. ‘There were many visitors, women and little children on board at the time of the accident.’ Many innocent people were killed including sailors. **1 mark for each appropriate quotation, 1 mark for each appropriate explanation.**

Page 51 Quick Test

- 1 A technique used to give things which are not alive, human, or living qualities.
- 2 Repeating something.
- 3 Words close together starting with the same letter or sound.

Page 53 Quick Test

- 1 Examples: To entertain, to shock, to make people laugh, to make money, or just to work out their own thoughts and feelings, to inform, to describe, etc.
- 2 Examples: Friends, parents, children.
- 3 Purpose: To instruct/inform how to cook something.
Audience: People who like/want to cook.

Page 55 Quick Test

- 1 A topic sentence signals the main idea in a paragraph.
- 2 Examples: after a while, firstly, previously.
- 3 Examples: similarly, in addition, furthermore, moreover.
- 4 Examples: for example, for instance, in other words.

Page 57 Quick Test

- 1 They might not like what you are doing/saying about them.
- 2 Climax.
- 3 Resolution.

Page 59 Quick Test

- 1 Use them to get ideas from.
- 2 It is a way of planning - an organised table of ideas.

Page 61 Quick Test

- 1 Make a less detailed summary.
- 2 Example: outstanding.

- 3 Example: unbelievable.

Page 63 Quick Test

- 1 In the final stages.
- 2 Systematic.
- 3 Checking it in a different format will help you to spot mistakes, because you are seeing the piece in a different format.
- 4 Computers cannot recognise the context of a word, so a correctly spelled word might be used in the wrong context.
- 5 Other readers will put emphasis on words or phrases that you didn't think about.

Pages 64–65 Practice Questions

Challenge 1

- 1 Near the start of the paragraph. It is often the first sentence.
- 2 Yes.
- 3 Conjunctions.

Challenge 2

- 1 Once upon a time a pretty princess lived in the land of Sneyd-Greenia. Her name was Samantha and she lived in a house on a hill. She was so pretty that her parents kept her locked up, away from the world. No one had seen her in public since the day she turned 18, when an ugly ogre had turned up at the palace and had tried to take her away to his castle in the neighbouring land.

Locked in her room, Samantha was bored and annoyed. She never got to meet other girls of her own age and had to spend her time being looked after by her mother and father. They were lovely people, but she found it difficult to talk to them sometimes about her hopes and dreams.

One night, Samantha decided that she was going to see the outside world for the first time in years. She locked her door and broke the locks on the window and climbed down the drainpipe – even castles have drainpipes – to the garden below. It was wonderful to see the world in the moonlight, so Samantha ventured further, to the edge of the castle gardens. Little did she know that lurking in the woods was the ogre. He'd been waiting patiently for years – ogres have such dull lives – to try and set eyes on the princess. What only he knew though, was that he wasn't really an ogre. He'd been bewitched by an evil sorceress and the spell could only

Answers

be lifted if he got a beautiful princess to fall for him. Little did Samantha know what was about to unfold...

Challenge 3

1 Many alternatives possible. All answers should include the following basic ideas:

London contains many ugly areas. Philibert Place is one of the worst. The people and the surroundings of Philibert Place are equally dull and ugly. The insides of the houses are just as bad. The houses were similar. It was the worst place in London.

Mark as follows:

220–263 words = 0 marks

180–219 words = 1 mark

150–179 words = 2 marks

120–149 words = 3 marks

101–119 words = 4 marks

100 words or fewer = 5 marks

Pages 66–67 Review Questions

- 1 a) vehicle – all the others are specifically related to water travel.
b) robin – all the others are linked to describing speed.
c) accuracy – all the others are words for untruths.
d) smug – all the others are words for friendliness.
e) happy – all the others are words for being ill.
f) salad – all the others are words for cooking.
- 2 a) The king's **reign** only lasted a few months.
b) The **rain** spoiled the king's visit.
c) 'Which is the **right** answer?' said the professor.
d) '**Write** down the correct answer,' he continued.
e) 'Get out of my **sight!**' yelled the annoyed man.
f) 'Is this the correct **site** for the archaeological dig?' asked Tony.
g) 'That bus is definitely **stationary**,' said the policeman.
h) 'Can I buy **stationery** from here?' asked the office worker.
i) The **weather** was terrible in the Rocky Mountains.
j) No one knew **whether** to go on the walk or not.

- 3 a) Raspberry
b) February
c) Necessity
d) Library
e) Neighbour
f) Rumour
g) Address
h) Disappoint
i) Grateful
j) Hypocrisy
k) Biased
l) Definitely
m) Wednesday
n) Conscience
o) Acceptable

Page 69 Quick Test

- 1 To sing.
- 2 Third person.
- 3 You run.
- 4 I will be running.

Page 71 Quick Test

- 1 Quickly. 4 Place.
- 2 Manner. 5 I can do this.
- 3 Time.

Page 73 Quick Test

- 1 'I think so,' he said.
- 2 Because they worked hard, they won the game.
- 3 Andy, who has a part-time job in an office, owns a dog.
- 4 Eventually, they won.

Page 75 Quick Test

- 1 True.
- 2 False.
- 3 False.
- 4 True.
- 5 True.

Pages 77 Quick Test

- 1 I am going to Yorkshire; I love the scenery.
- 2 I need someone who can do the following: type, collect the post and make tea.
- 3 I like Greece; the weather there is very warm.

Pages 79 Quick Test

- 1 Before.
- 2 After.
- 3 Before.
- 4 After.
- 5 After.

Pages 80–81 Practice Questions

Challenge 1

- 1 a) Ran.
b) Happened.
c) Cheered.
- 2 a) Paul ran to the shops to get there before they closed.

- b) Phil didn't realise how much money he'd made.
- c) Eating jelly was not an option due to her special diet.
- d) Jessica started to shake with fear.
- e) Barney did not speak to his friends all night.
- f) 'Don't eat peas with a spoon!' said Nooria.
- g) Lucie smiled with happiness.
- h) The light exploded when the fuse box broke.
- i) Joanne shouted loudly across the room.
- l) To her surprise, she won tickets to the concert.
- m) Luckily, she had brought her umbrella along.
- n) Samantha, despite being Fred's neighbour, had never met him.
- o) Craig had a new phone, but Katherine didn't.

- 2 a) I am having a party.
- b) I was going on the bus.

Challenge 2

1	The boys are playing football tonight	✓	
	Hermione and her friends is going out.		✓
	Emma is changing her job.	✓	
	Nobody knew what Lisa were doing.		✓

Challenge 3

- 1 a) Emma bought beans, cabbages and potatoes for dinner.
- b) Despite being very clever, Agnes got low marks on the test.
- c) Biffa, Joe and the others emptied the car for their mum.
- d) All people have talents, but some have more useful talents than others.
- e) Rachel was a great runner, despite getting blisters easily.
- f) Unfortunately, Joe didn't revise properly.
- g) Nadia bought shoes, shoes and more shoes in the sale.
- h) Fred, despite his youth, did extremely well in the competition.
- i) Betty, although she came last, enjoyed the marathon run.
- j) Whenever she pressed the bell, she got a slight electric shock.
- k) Although she was very young, she won the race.

Pages 82–83 Review Questions

- 1 a) Formal b) Informal c) Formal
- 2 Many different answers possible.
3 marks for under 30 words
2 marks for 30–40 words
1 mark for 40–50 words
0 marks for more than 50 words
- 3 a) // The first reason for why I love folk music.
// The next reason why I like folk music...
// Thirdly, the stories that are told in folk music are fascinating...
// A different reason why I like folk music...
// In contrast to this...

Paragraph Number	Paragraph Descriptions
4	This paragraph talks about why unfashionable folk music is good.
1	This paragraph talks about how folk music doesn't need expensive equipment.
2	This paragraph explains why having easy songs is important.
5	This paragraph talks about how folk music connects us to the past.
3	This paragraph talks about stories in folk music.

Pages 84–85 Review Questions

- 1 a) won b) ate c) talked
- 2 a) quickly d) lazily
b) cleverly e) Amazingly
c) reluctantly f) Luckily

Answers

- g) fortunately
h) intelligently

- i) Crazyly
j) cautiously

3

Sentence	Adverb	Adjective
The holy man spoke well.		✓
Ray nervously ate the food.	✓	
Ugly creatures are scary.		✓
Smelly streets need cleaning.		✓
Carefully , Sam packed her bags.	✓	
Caesar triumphantly entered Rome.	✓	
The teacher's kindly ways made him popular.		✓
Emma disliked walking in the chilly weather.		✓
Fred's surly looks scared people off.		✓
Rita walked rather anxiously into the exam room.	✓	

4

Sentence	Correctly Used Commas	Incorrectly Used Commas
a) Eventually, James got the answer.	✓	
b) Mia ate the biscuits but, she left the bread.		✓
c) Nikhil, ate the bread but left the biscuits.		✓
d) Hannah, despite being inexperienced, won the match for the girls.	✓	

- 5 a) Cara didn't like her present, despite it being expensive.
b) Alan ate cabbage, sprouts and mushrooms.
c) Isaac's shoes were black, red and gold.
d) Liam and Tom formed a band, although they couldn't play any instruments.
e) Ali wanted to go to bed, but it was only six o'clock.

Pages 86–95 Mixed Questions

- 1 a) disliked.
b) accidental.
- 2 Establishment.
- 3 a) I was running to the shop.
b) I am playing with my friends.
- 4 a) C
b) B
- 5 a) After going to the match, we decided to go home.
b) Mr Smith, who is an expert on photography, will be giving a talk tonight.
- 6 a) Even though the beans were covered in cheese, he didn't eat them.
b) Josh passed the test, despite the noise distracting him.
- 7 A
- 8 I like travelling to Greece; the weather there is very warm.
- 9 We have several alternatives:
- eat at home
 - order a takeaway
 - visit a restaurant.
- 10 A = the comma means that Adam is being asked if he is going to see something.
B = someone else is being asked if they are going to see Adam.
- 11 Before we departed, we went to the shops.
- 12 That intelligent, tall man.
- 13 b)
- 14 You can have margarine and toast, or porridge for your breakfast, but we don't have any butter.
- 15 He eventually responded (after taking five minutes to think) that he did not understand the task.
- 16 a) To show shock/surprise at what has happened.
b) Arthur's brother saw it take place, but had no idea why it happened.

c) Arthur was taken by surprise: the outstretched hand; the pleasant smile from the man; his brother's stunned reaction.

17 a) ii)
b) Because they refer to a title quoted from the man's badge.

18 a) ii)
b) Then there was a reaction as the man turned round.

c) He came back and gave another £10 voucher to Arthur's brother...

19 a) 9th century BC.

b) 753 BC.

c) Possible answers – It suffered many attacks. It was captured by the Gauls. It had to have a wall built round it, so it must have been vulnerable. Forces kept attacking for many centuries.

d) A

e) Various answers possible. 1 mark for an appropriate quotation. 1 mark (up to a maximum of 2) for each explanation of the quotation. Possible quotations/ explanations – "suffered many attacks"/ constant fear & living on edge. "there was a slave revolt"/ people were obviously unhappy with how things were and wanted change. "Julius Caesar was assassinated"/ leaders getting killed led to uncertainty over what was going on in the city and empire.

f)	Fact	Opinion
In 44 BC Julius Caesar was assassinated	✓	
The famous Colosseum		✓
Constantine became the Empire's first Christian Emperor	✓	

g) It means that people are hugely impressed by it.

h) iii)

i) Various answers possible. Suggested responses below.

Language Used	Explanation of the Effect of the Language
The Pantheon, which is a massive dome-like building which later became a church, gives us some idea of the scale of the buildings in ancient times.	This suggests that the building was very big indeed.
Buildings like the Pantheon must surely have amazed ancient visitors	This suggests that ancient visitors found these places to be extremely impressive.
Although ancient Rome's golden age was over by the 4th century AD, it is still affecting the lives of modern day Romans and millions of tourists every year	This suggests the most important and successful time in Rome's history.

20 How the writing task should be marked:

Ask a parent, carer or teacher to help you mark your answer.

Award three sets of marks for the writing task, to get a total out of 30:

- 8 Marks for Section A – Sentence structure and punctuation.
- 8 marks for Section B – Text structure and organisation.
- 14 marks for Section C – Composition and effect.

The bands for writing give descriptions of the main features to look out for in your writing.

Different bands have different amounts of marks in them.

For bands with three different marks, check the following:

- If your writing fits everything in that band, but shows no evidence of the bands above or below, give yourself the middle mark.

Answers

- If your writing fits everything in that band, but shows 1 piece of evidence of lower bands, give yourself the lower mark in the band.
- If your writing fits everything in that band, but shows 1 piece of evidence of higher bands, give yourself the higher mark in the band.

For bands with one mark, you need to do everything in that band to get that mark.

Section A: Sentence structure and punctuation

Band A1

- Sentences and phrases are mostly linked with joining words like 'and', 'but' and 'when'.
- Sentences are simple and may contain lots of repeated words and phrases.
- Full-stops, capital letters and exclamation marks are used to punctuate sentences, mostly accurately. **0 marks**

Band A2

- Sentences are varied and more complex joining words like 'who' and 'which' are used.
- Words like 'if' and 'because' are used to help give reasons and for emphasising ideas.
- Commas are used quite accurately within sentences. **1 – 2 marks**

Band A3

- Simple and more complex sentences are used – long sentences and short sentences are used successfully.
- Suggestions are given, by using words like 'can' or 'would'.
- A variety of punctuation is used with accuracy.
- Different types of sentences, e.g. commands, questions or exclamations are used in order to create more interesting effects. **3 – 4 marks**

Band A4

- The writer begins sentences more skilfully, with words like 'usually', 'hopefully', etc. or by being impersonal, e.g. 'Some people believe that...'
- A range of punctuation is used and this is sometimes done for deliberate effect, e.g. brackets are used to put in asides and thoughts. **5 – 6 marks**

Band A5

- Sentences are varied depending on the effect that the writer wishes to create.
- Simple sentences might be used, but to create effects, e.g. shock or surprise.
- Punctuation is used skilfully in order to make the reader speed up and slow down and to make the meaning of the writing perfectly clear. **7 marks**

Band A6

- A wide range of sentence types is used with skill, accuracy and thought to control the writing.
- There might be some non-standard sentences, but used for deliberate effect.
- There is a very wide range of different types of punctuation used, in order to create a number of different effects. **8 marks**

Section B: Text structure and organisation

- This section focuses on how overall meaning and effect is put across through the way that the writing is organised and planned.

Band B1

- Ideas are mainly linked because they happen to be on the same topic.
- Points might be put in a list, but not necessarily in any sort of order of importance.
- Paragraphs might be used to show some of the obvious different topics in the writing. **0 marks**

Band B2

- Paragraphs usually start with the main topic in the first sentence.
- The paragraphs will contain examples.
- The letter has some brief opening and closing comments, but they will be fairly brief and undeveloped. **1 – 2 marks**

Band B3

- Paragraphs are written in a logical order.
- The introduction and conclusion are clear.
- Paragraphs of different lengths are used, e.g. short paragraphs might take the form of a persuasive question. **3 – 4 marks**

Band B4

- Detailed content is well handled within and between paragraphs.
- Some phrases like 'On the other hand' or 'In addition to this', etc. are used to link the paragraphs.
- The introduction and conclusion to the letter are developed and help to make it more persuasive.

5 – 6 marks

Band B5

- Paragraphs are varied in length to suit the different ideas being discussed.
- The paragraphs are linked with a variety of words and phrases.
- Paragraphs are ordered in such a way that the writer might have used them to highlight contrasts, or to be ironic.

7 marks

Band B6

- The whole piece of writing is organised, shaped and controlled to achieve a range of effects, or to get the reader thinking in a certain way.
- Within paragraphs, the writer has used a wide range of links, that are precisely and carefully chosen.

8 marks

Section C: Composition and effect

- This section focuses on the overall impact on the writing and the effect it has on the reader.

Band C1

- The writing shows some awareness of the reader.
- There is some relevant content.

0 marks

Band C2

- The writing is generally lively and attempts to interest the reader.

- The content of the writing shows that the writer recognises its purpose.
- Some reasons are given for the ideas and opinions, but perhaps not that many.

1 – 3 marks

Band C3

- The writing is detailed and gives clear reasons for the opinions and viewpoints expressed.
- The writing engages the reader's interest.
- The writing gives a range of relevant ideas and the writer's viewpoint is clear.

4 – 6 marks

Band C4

- The piece is well-written because it uses a range of techniques such as repetition, humour and a consideration of the reader's needs in order to persuade.
- The writer's view is consistent.

7 – 9 marks

Band C5

- The tone and content of the writing are appropriate and well-judged.
- The writing deliberately interacts with the reader.
- Content is relevant throughout and is used to support the ideas.

10 – 12 marks

Band C6

- The writing has been done skilfully and the writer is totally in control of the writing type.
- The view point of the writer has been maintained throughout.
- There is a strong individual style, created by a range of methods.

13 – 14 marks

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