

Year 11

GCSE

SPaG Revision

Booklet



Spelling

Spelling Rules

A lot of spelling is regular, meaning that it follows rules and patterns. Here are some of the most useful rules – but there are (unhelpfully) exceptions to nearly all of them.

i before **e** except after **c**

- achieve
- receive
- believe

Changing **y** to **ie**

- Change the **y** to **ie** when adding **s** to a word ending in **y**
 - berry – berries
 - pity – pities

but only if there is a consonant before the **y**. If there is a vowel (a e i o u) before the **y**, you just add **s**.

- boy – boys
- say – says

Follow the same rule when you add **ed**

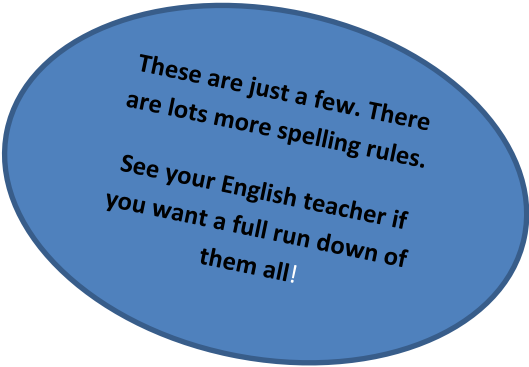
- pity – pitied
- play – played

The suffix **ful** only ever has one **l**.

- hopeful
- shameful

The suffix **less** always has two **ss**.

- thoughtless
- hopeless



These are just a few. There are lots more spelling rules. See your English teacher if you want a full run down of them all!


Homophones

Revise these common homophones.

Write a sentence that uses each word correctly

buy	by	The old lady went to buy a hat from the shop by the cinema.
four	for	
hear	here	
hole	whole	
know	no	
one	won	
peace	piece	
right	write	
to	too	
there	their	
wear	where	

Spelling Strategies

Way to spell	Explanation	Example
Sound it out	Carefully say the word out loud and make sure you write down each phoneme (sound).	m-e-t-a- ph -or
Break it down and sound it out	Break the word into syllables . Say each syllable, and write down each one.	Sole - dad
Find the stem word	Some long words are just short words with bits stuck on.	Thoughtlessness Stem word 'thought' Suffix less and ness
Memory tricks	Invent memory games to help you remember hard words. Add pictures to help even further.	onomatopoeia Onomato (that bit's easy) p oor o ld e lephants i n a frica 
Look, say, cover, write, check	Look carefully at the word, say it, cover it up, write it down, check if you were right. Repeat until you get it right.	Try tricky words that you get wrong like this: beginning Steinbeck Shakespeare
Say it like it is	Some words have silent letters. When you say these words, say their silent letters too.	Wed-n ^s -day

The Dirty Thirty

Lots of people spell these ones wrong – make sure it's not you.

accommodation	embarrass	queue
beautiful	extremely	queueing
because	friend	quiet
beginning	immediately	quite
believe	minute	receive
business	necessary	separate
ceiling	neighbour	sincerely
decided	nervous	surprised
disappear	opportunity	until
disappointed	persuade	a lot

Revision Summary Questions

Now that you've gobbled up all of the information from this section, I'm going to test what you've learnt. Don't worry, it won't hurt... too much. If you find any of these questions too tricky, check back in the section for some helpful guidance. When you're done, you can take a look at the answers at the back of the book.

- 1) Turn these words into plurals by adding '-s' or '-es':
a) house b) fox c) glass d) church e) carrot
- 2) Make these words plural:
a) berry b) day c) boy d) baby e) party
- 3) Write down the plurals of:
a) radio b) photo c) tomato d) hero e) rhino
- 4) Change these 'f' and 'fe' ending words into their plural forms:
a) loaf b) belief c) wife d) thief e) knife
- 5) Make these words plural:
a) sheep b) child c) woman d) goose e) tooth
- 6) Add the prefixes in brackets to each of the words below:
a) (im) perfect b) (ir) relevant c) (re) use d) (il) literate e) (un) necessary
- 7) Add the suffixes in brackets to each of the following words:
a) cheer (ful) b) value (able) c) care (ful) d) sense (ible) e) common (ly)
- 8) Turn these adjectives into adverbs by adding '-ly'.
a) happy b) soft c) gentle d) funny e) normal
- 9) Add the suffixes in brackets to each of the following words:
a) envy (ous) b) mercy (ful) c) delay (ed) d) funny (er) e) try (ing)
- 10) Add the suffixes in brackets to each of the words below. Watch out for double letters.
a) thin (er) b) dump (ed) c) talk (ing) d) challenge (er) e) chat (ing)
- 11) Rewrite these sentences so that the underlined comparatives and superlatives are correct:
a) My dog is the baddest dog at puppy training. Hopefully he'll behave gooder one day.
b) Sayid is more tall than Herbert, but he eats least than him.
- 12) Circle the correct spelling of each of the words below:
a) scissors / sissors c) gost / ghost e) anser / answer
b) knowledge / nowledge d) whistle / whisle f) bom / bomb
- 13) Circle the correct spelling of each of the words below:
a) doctur / docter c) frightoned / frightened e) governmant / government
b) private / privite d) animul / animal f) biscit / biscuit
- 14) Circle the correct spelling of each of the words below:
a) sity / city b) circle / sirole c) muscle / mussle d) scentury / century
- 15) Rewrite the passage below with the correct spellings:
Our TV broke, so we took it back to the shop with the reciept. We got a new one (big enough to reach the cieling), but the next day a theif broke in and stole it. I can't beleive our luck!
- 16) Find the 8 spelling errors in this passage and correct them:
Mike, my best freind, is great, but he's also really wierd and he's begining to get on my nerves. He loves celebritys and talks about them all the time at scool, espesially when we're in sience — it's very distracttng.

Punctuation

Full Stops and Capital Letters

Use a capital letter:

- At the start of a sentence
- Some words always begin with a capital letter
 - The first person singular **I**.
 - People's names – **R**omeo loved **J**uliet. **S**teinbeck wrote about **G**eorge and **L**ennie.
 - Titles of books and plays: '**A**n **I**nspector **C**alls', '**O**f **M**ice and **M**en', '**T**he **F**armer's **B**ride.'
 - Towns and places: **I**pswich, **S**oledad, **W**eed
 - Names of days and months: **S**aturday, **N**ovember

Use a full stop:

At the end of every sentence – remember to keep sentences short and to the point.

Use an exclamation mark:

At the end of a sentence that shows strong feeling. You can use an exclamation mark:

- If the sentence is a command – ***Bring me your homework!***
- For someone shouting – ***Stop! Now!***
- To show a strong emotion – ***It was amazing!***

Quotes

When quoting from the text you must use the exact words, put those exact words in quotation marks and introduce the quote with a colon (:) ...we know this because Steinbeck writes: "I seen too many guys with land in their head. They never get none under their hand." Any punctuation from the quote should come within the quotation marks.

However, it is more sophisticated to embed your quotes into the sentences you are writing. For example: Lennie and George are going to "live of the fatta the lan'."

Apostrophes

Apostrophes are used to show omission (something is missing) or possession (belonging to something).

Only use apostrophes for omission when writing informally. In formal writing you should write words in full. When you do use an apostrophe, put it where the missing letter or letters would have been:

- You **shouldn't** have done that.
- **Ethan's** finished but **Rachel's** still working.
- **Let's** go home.

Apostrophes for possession show ownership. If the owner is singular, or a plural and does not end in **s**, add an apostrophe and an **s** to the word that indicates the 'owner':

- the **cat's** tail
- the **class's** teacher
- the **children's** toys
- **James's** hat.

The only time you have to do anything different is for a plural ending in **s**. In this case, simply add an apostrophe:

- the **cats'** tail
- the **boys'** team

It's and Its

It's means **it is** or **it has**.

If you write **it's** with an apostrophe, you must always use it to mean **it is** or **it has**. The apostrophe shows that letters have been missed out.

It is raining today → **It's** raining today

It has been a great year for ostriches. → **It's** been a great year for ostriches.

Its shows that something belongs to it

If there's no apostrophe then **its** shows something belongs to it (whatever it is).

The whale flipped **its** tail.

The chipmunk opened **its** pack of nuts.

Colons and Semi-Colons

Colons are used before an explanation:

- *It took two hours: it was a difficult job.*

They introduce quotations:

- *Macbeth is going mad: "Is this a dagger I see before me?"*

They introduce lists:

- *The collection was wide and varied: historic manuscripts; suits of armour; ancient bones; and hundreds of gold coins.*

Semi-colons

Semi-colons are used to separate the items in a list that consist of more than one word (as in the example above). The semi colon helps with clarity.

Semi-colons are also used to show that two clauses are closely related, when the writer does not want to use a connective or a full stop:

- The flowers are blooming; the trees are green.

An extra word – you get good marks for using a range of punctuation. That means any of the punctuation below – as long as you use them correctly. Ask your English teacher if you're not sure what some of them are for.

Punctuation			
'	Apostrophe	.	Full Stop
()	Brackets	-	Hyphen
:	Colon	?	Question Mark
,	Comma	;	Semi-colon
!	Exclamation Mark	" "	Speech Mark

Revision Summary Questions

After all that you should know lots about punctuation — what it looks like, how it's used and where to use it. The best way to check whether you've learnt everything you need to is to have a go at these questions. You can flip back through this section for help if you need it.

- 1) Add capital letters to this sentence so that it's punctuated correctly:
on monday, i met a spanish man named javier at the beach.
- 2) Add capital letters, full stops and question marks to correctly punctuate these sentences:
a) i went to the zoo on friday b) could i borrow some milk c) the dog licked tim
- 3) Add commas to these sentences so that they are punctuated correctly:
a) Yesterday I saw pigs cows sheep and a giant turnip.
b) I bought a washing line three potatoes a calculator and twenty napkins.
- 4) Add commas to these sentences so that they are punctuated correctly:
a) Georgia enjoyed the film but Beth thought it was boring.
b) The dog needed a walk so Jill took her out on the fields.
- 5) Use commas to separate the extra information in these sentences:
a) Ian and Lesley our neighbours like to go on holiday to Greece.
b) Carol who loves movies has just made her own action film.
- 6) Divide up this passage using semicolons:
At the weekend Franz went skiing, swimming and horse riding he bought a hovercraft, a bouncy castle and a banjo and he prepared a three-course meal of soup, pasta and jelly.
- 7) Add a colon or a semicolon to these sentences so that they make sense:
a) The police need new helmets sandwiches no longer fit under their old ones.
b) Some people like a quiet life others are big risk-takers.
- 8) Use brackets to separate the extra information in these sentences:
a) Sadie's favourite meal is a roast dinner specifically roast beef.
b) The C.S.A.S. Coffee Shop Appreciation Society is a great place for coffee fans.
- 9) Put dashes into these sentences so that they are punctuated correctly:
a) I played squash every day until I broke my arm. b) The winners Lee and Mark stood up.
- 10) Add hyphens to these sentences so that they are punctuated correctly:
a) The fire breathing dragon's father in law had just turned sixty six.
b) Luisa was the editor of a pro American magazine.
- 11) Replace the underlined words in these sentences with their shortened forms.
a) I am going out. b) She will not like it. c) They are too big. d) We have arrived.
- 12) Circle the correct 'lets' or 'let's' in these sentences:
a) Joanne never lets / let's me win. b) Lets / Let's have spaghetti tonight.
- 13) Circle the correct underlined word in these sentences:
a) The mayors / mayor's wife was not impressed.
b) The church's / churchs steeple is wonky.
c) Jacob watched as the mens / men's bus drove off.
d) The pupil's / pupils noses all turned blue.
- 14) Circle the correct 'its' or 'it's' in these sentences:
a) Its / It's time to go home. b) Its / It's three o'clock. c) The cat chased its / it's tail.
- 15) Correctly punctuate these sentences:
a) Brian asked what happens if I press this button b) the world will end replied Nadeen

Text Structure and Organisation

Paragraphs

Paragraphs are important for making sure that your writing is presented well and easy to read.

Make the beginning and the end clear.

- Lay out paragraphs correctly
- Leave a gap before you write the first word of each paragraph.
- At the end of each paragraph put a full stop and then leave the rest of that line blank.

Use a double strike to show new paragraphs.

If you forget to start a new paragraph, you can use a double strike to (//) to show the reader where the new paragraph should have started.

TiPToP Paragraphs

Start a new paragraph each time you introduce or discuss a new
Time Place Topic or Person.

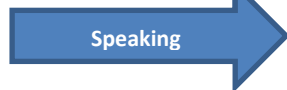
Start a new paragraph for each new point...

This is a **new point**,
so it needs a **new**
paragraph.



For centuries the inhabitants of Lemonville have produced some of the finest sherbet lemons in the world. This year they hope to win the Confectionery Championships for a record twentieth time.

Another town hoping for sweet success will be Limecastle, whose legendary chocolate limes have recently been given a radical makeover.



Aiden was bored. The television was broken, the Internet was down and even the cat had disappeared.

After a while, the phone rang and Aiden ran into the kitchen to answer it. It was Hannah.

“Hi Aiden! Are you busy?” she asked. “Something incredible is happening outside – you should come round and have a look,” she said, clearly very excited.

“What’s happening, Hannah?” Chris was bored but he didn’t want to go out in the rain unless it was something really worth seeing. Hannah had already put the phone down, so Aiden had to take a chance and go and see for himself.

When he got to Hannah’s house, he couldn’t believe his eyes – the whole front garden was covered in frogs.

Topic Sentences

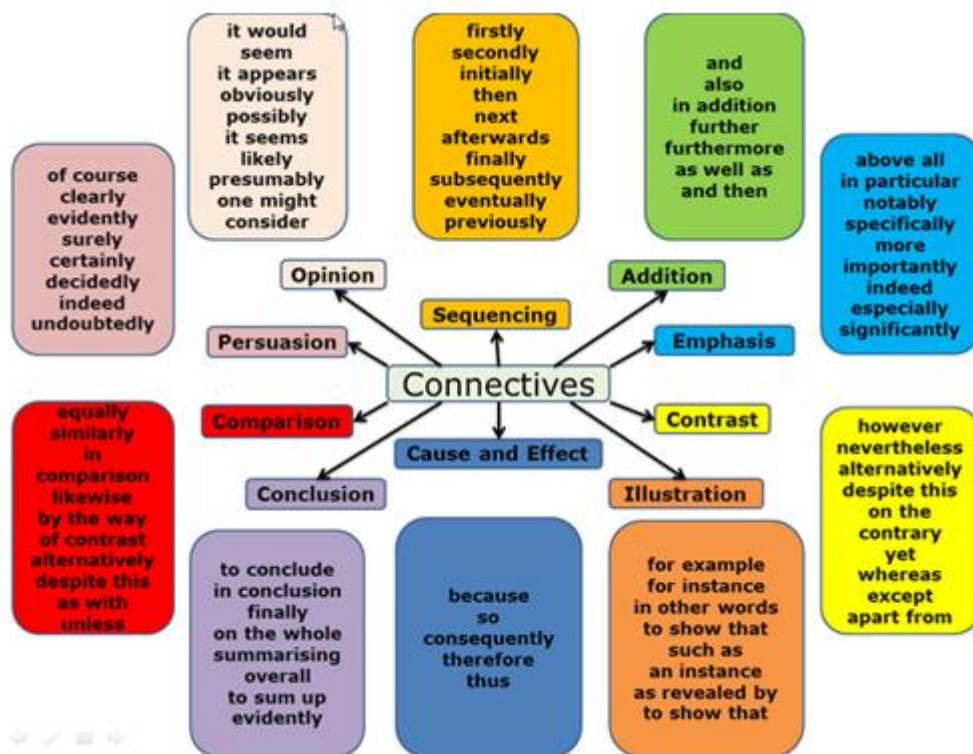
Topic sentences are a neat way to start your paragraphs to show that you have planned your writing and know what the content of the paragraph is going to be. They don't need to be long but they are effective:

- *Steinbeck uses imagery throughout 'Of Mice and Men'...*
- *'Lord of the Flies' uses symbolism throughout...*
- *'An Inspector Calls' is a play about social attitudes...*
- *Both poems use alliteration for effect...*

Connectives

Discourse markers connect sentences and paragraphs. They guide readers through the text, showing how one sentence relates to another and how one paragraph relates to another.

They can be single word **connectives**, such as **however**, or phrases such as **in addition to this**. Not all connectives have to be used at the beginning of a sentence. They can be just as effective a little way in.



Quick Test

Identify the connective in the following sentence and explain their purpose:

- First, I will consider Bobby's proposal.
- Noah's idea, on the other hand, is ridiculous.
- Before the bus shelter was built, there was no vandalism.
- I suggest, therefore, that we demolish the bus shelter.

Other Important Things to Remember

Standard English

Standard English is posh writing. Standard English and non-standard English are different.

1. Standard English follows spelling, punctuation and grammar rules.
 2. Non-Standard English doesn't follow formal rules. It's a more informal type of English.
- Non-Standard English is found in speech.
 - People sometimes use non-Standard English with they speak. You need to use Standard English in your writing.
 - Using Standard English makes your writing clear and easy to understand. It's good for most types of writing and is essential for essays in exams.
 - Non-Standard English can make your writing sound friendly and chatty. Using non-Standard English might also make people think you can't use SPaG correctly, so it's best to stick to Standard English for most work.

Modal Verbs

It's easy to get **have** and **of** muddled up, so it will help learn the verbs that use **have**.

The verbs in the sentences below often use **have** but never use **of**.

may → We may have been upset.

must → It must have broken.

would → He would have won.

could → Sophia could have gone.

These are all examples of modal verbs. Modal verbs suggest how likely it is that something will happen.

shall → I shall have read it by tonight.

should → Ceri should have been there.

might → I might have been awake.

Proof Reading

Spending time reading your work over at the end of ANY exam is ESSENTIAL. To do this effectively, make sure you:

- leave enough time – a minimum of five minutes
- do it really carefully – pay attention to every word and piece of punctuation.
- check for all areas of SPaG.
- put your fingers in your ears and whisper-read.