

Full Stops

Full stops are used at the end of every sentence, except where there is a question or an exclamation.

Add the missing full stops to this passage, then circle the letter which then needs a capital.

That day they did not sing songs or tell stories at all they had begun to feel that danger was not far away that night they camped under the stars the next morning they forded a river at a wide, shallow place, full of the noise of stones and foam the far bank was steep and slippery when they got to the top of it, leading their ponies, they saw that the great mountains were very near to them it seemed only a day's easy journey to the foot of one of the nearest it looked dark and dreary, although there were patches of sunlight on its brown slopes behind its shoulders, the tips of snow-peaks gleamed

Question marks

Questions often include the words *what, where, why, when* and *how*:

Sometimes a statement can be turned into a question:

*You broke it, **didn't you?*** *You will have to do it again, **won't you?***

Sometimes it may depend on the way the words are spoken.

It's snowing.

It's snowing?

Do not use question marks for indirect questions:

The policeman asked, "Where are you going?" – direct question.

The policeman asked him where he was going. – indirect question.

Identify the direct and indirect questions below, and use question marks where appropriate.

1. I asked her whether she wanted to come. (_____)
2. I asked, "Do you want to come." (_____)
3. The passenger enquired whether there was a later train. (_____)
4. What's the matter with you. (_____)
5. I asked him what the matter was. (_____)
6. How late do the trains run. (_____)

Exclamation marks

Exclamations are words which show someone is surprised or angry, happy or in pain.

Do not use too many exclamation marks and **only use one at a time!**

Some exclamations sound a little like questions - take care!

How heavy it is! (exclamation)

How heavy is it? (question)

Add a question or exclamation mark to each of these sentences.

- | | |
|--------------------------------|-----------------------------------------------------|
| 7 How hot it was yesterday | 8 How hot was it yesterday |
| 9 I love chocolates | 10 What big teeth you have, Grandmother |
| 11 How clever is Miss Smith | 12 How clever of Miss Smith to remember my birthday |
| 13 Leon is an excellent worker | 14 What a careless mistake |
| 15 What a clumsy boy you are | 16 What have you broken now |

Number of errors _____

Apostrophes for omission

Apostrophes for omission are used to show where letters have been missed out (omitted)
eg. can't = can not didn't = did not it's = it is / it has

Find a single word using an apostrophe to replace the ones in brackets.

- 1 (I am) _____ sure (they are) _____ not going to come.
- 2 "(It is) _____ OK for you. (You are) _____ never short of money!" he shouted.
- 3 If we live until (we are) _____ one hundred, (we will) _____ never win the lottery.
- 4 (I am) _____ never allowed out until (I have) _____ finished my homework.
- 5 (I will) _____ make sure he never plays in the team again.
- 6 My guitar teacher says (he is) _____ the best in the country.
- 7 I know (who is) _____ behind the door.
- 8 (Do not) _____ feed the animals. (They will) _____ bite!
- 9 You (can not) _____ do that here!

Underline the words which need apostrophes in this passage.

"Hurry up, son, or youll be late for school."

"I shant," came the reply from the bedroom.

"Whats wrong?" asked his mother.

"I dont like the teachers and I cant stand the kids."

"Ill give you two good reasons why you should go."

"What are they?" inquired her son.

"One: youre thirty five, and two: youve just been made headmaster."

Now write out the shortened and full version of the underlined words below:

You'll – you will _____

Find a shorter way to write the phrases in brackets. Choose words from the box to help.

there	there's	their	theirs	they're
-------	---------	-------	--------	---------

- 1 Make sure (there is) _____ plenty of food in the freezer.
- 2 Even if they shake hands, (they are) _____ never going to be friends.
- 3 I never enjoy going (to that place) _____ .
- 4 We gave them (the property belonging to them) _____.
- 5 It is difficult not to be jealous of (the one they have) _____.
- 6 Your bag is over (in that direction) _____.
- 7 (There has) _____ been no response to the advertisement.
- 8 (The garden owned by them) _____ is beautiful.
- 9 (There is) _____ no doubt about it. They are forged notes.
- 10 Put (money belonging to them) _____ over (in that place) _____.

Number of errors _____

Commas for lists

Commas can be used to separate items in a list:

Her presents included tapes, books, chocolates, perfume and money.

The room was large, empty and cold.

It was a long, hot, sunny day.

Take care not to separate adjective which go together, the first qualifying the meaning of the second:

a pale pink flower, the bright green leaf, the dark brown trunk

Add commas to the following sentences where needed.

1. I need potatoes cheese minced lamb aubergines and tomatoes.
2. She wore a deep purple scarf with her bright red dress.
3. The show was exciting imaginative moving and informative.
4. He felt weary angry frustrated and bored.
5. Shall I wear my pale blue or my bright yellow jacket?
6. He carried a bag full of oranges apples peaches melons and bananas.
7. The official read scrutinised and stamped my passport.

Add commas to the following passage where needed.

8 This pack contains two door panels two side panels one backing sheet one base six shelves 24 shelf brackets and four hinge packs.

Don't forget that proper nouns (names of places) always need capital letters.

Add commas to the following passage where needed, and circle missing capitals.

9 When staying in london be sure to visit st paul's cathedral westminster abbey the houses of parliament whitehall and downing street buckingham palace oxford street for shopping trafalgar square to feed the pigeons the national gallery the national portrait gallery and the tower of london.

Make sure you don't use a comma where there should be a full stop.

Add commas and full stops to the following passage and circle missing capitals.

10 I walked along the street and turned into the first shop I immediately recognised my friends Martin Andy Michael and the twins it took me some time to find what I needed and by the time I arrived at the checkout I had added chicken legs chips tomato sauce marmalade and croissants to my original list the woman in front of me in the queue seemed to know the checkout operator and she spent ages telling her about her operation her grandchildren her cats and the cost of living eventually she left and it was my turn I paid collected my receipt packed my bags and set off for home.

Number of errors_____

Bracketing commas

Commas are used around words and groups of words which are not absolutely necessary to the sentence. They work like brackets.

- * When a subordinate clause comes before a main clause, it is separated off by a comma.

When you are ready, we shall leave.

If you don't understand, ask me for help.

- * Commas are used to separate off a subordinate clause from the rest of the sentence.

My sister Karen, who is a staff nurse, is getting married in the spring.

Add commas where necessary:

- 1 He was riding a bicycle which was remarkable considering his age.
- 2 When you see him give him my love.
- 3 Although I was tired I didn't go to bed.
- 4 My cousin Jason who is a fantastic footballer is coming to stay for a month.
- 5 If she speaks again Mr Evans will punish her.

More bracketing commas

- * Commas are used to separate off phrases in apposition, that is, phrases that give an alternative description of something or someone.

Mrs Carter, my next door neighbour, went on holiday to Tunisia.

- * Commas are usually used to separate off the following words from the rest of the sentence: too, however, nevertheless, though, of course, in fact, no doubt.

You, however, have never made that mistake.

He was, in fact, a shy person.

Add commas to the following sentences:

- 6 Nevertheless they all agreed to do it.
- 7 The homework a very difficult exercise was not done correctly by anyone.
- 8 She did her best no doubt but it was not enough.
- 9 However he did tell me off the next morning.
- 10 Sian the youngest in the class had the highest mark.
- 11 The book had been signed by Roald Dahl the well-known children's author.
- 12 The engine once stopped was difficult to start again.
- 13 Robert the youngest in the family went off to London.
- 14 You must of course ask your parents' permission before you come on the trip.
- 15 This as you can see is the last one.

Number of errors _____

Apostrophes for possession

Apostrophes are used to show that one thing belongs to another:

Henry's wives the **king's** wives the **kings'** wives the **children's** father.

A possessive apostrophe indicates ownership. You decide where the apostrophe goes by asking the question "Who does it belong to?" Then you put the apostrophe immediately after the owner, eg: the **girl's** books the **girls'** books the **men's** shoes

Underline words which need apostrophes, then add them in the correct place.

1. The teachers assistant helped to display the childrens work.
2. The mens voices were raised in anger.
3. The cat hissed and arched its back.
4. Its long legs worked like pistons.

Apostrophes - mixed

In the bracket write whether the apostrophe is for omission (O) or possession (P)

Hi, my name's () Sian and I'm () learning to play the cello. The cello is a large, stringed instrument. It looks like a big violin. Every cello's () slightly different. My cello's () got a rich, deep tone.

My teacher's () name is Miss Price. She's () a wonderful teacher. Miss Price's () playing is beautiful. Sometimes it makes me feel all tingly. I don't () think I will ever be as good as her.

The main problem I've () got at the moment is keeping my bow straight. It's() also hard to keep the bow below the fingerboard, where it should be. I'm () supposed to practice every day, but some days it just isn't () possible.

Two of my best friends also play instruments. John's () favourite instrument is the clarinet, whilst Dave's () is the guitar.

I love music. You don't () have to be brilliant to enjoy music; you've () just got to open your mind to all the sounds.

Add apostrophes where necessary in the sentences below:

- 1 I wont be able to come today, but Ill definitely make it tomorrow.
- 2 I cant give a date yet, but Id be free round the end of July.
- 3 Id love to go ice-skating again as weve done before.
- 4 My parents are keen to see you and theyd love to have you to stay.
- 5 My sisters new boyfriend lives next door.
- 6 Its the first day off Ive had for six weeks.
- 7 The jury didnt believe the witnesss story.
- 8 You cant borrow my bike because its tyres are flat.
- 9 Doesnt your mother know where you are?
- 10 You couldnt punch a hole in a paper bag!

Number of errors_____

Colons

A colon is used to **introduce** something.

It may be a **list**:

The following were nominated for the award: Higgins, Hopkins and Healey.

It might be an example or an **explanation**:

The results of the Government's decisions were disastrous: the miners were on strike and the country was paralysed.

It might be a **quotation**:

This was all he said: "I did my best."

Add colons to the following sentences:

1. To scramble eggs you need the following eggs, butter, milk, salt, pepper.
2. There are five continents Asia, Africa, the Americas, Europe and Australasia.
3. His words rang out to the people "Get rid of this tyrant!"
4. These were the words of Martin Luther King "I have a dream."
5. Charles Dickens wrote a number of memorable novels "David Copperfield", "Great Expectations", "Oliver Twist" and "Bleak House".

Semi-colons

These are used instead of a full stop to **separate two sentences which are so closely related** that a full stop would be too complete a break:

In Britain, the national sports are football and cricket; in Australia, they are cricket and rugby.

They can also be used in a list where the items are phrases rather than single words:

As we set off for the picnic, Dad carried the rugs; Mum had the food; Lesley was struggling with two chairs; and I carried everything else!

Add semi-colons to the following sentences:

6. My favourite colour is blue hers is red.
7. In America, baseball reigns supreme in this country, it is football.
8. They love pasta I can't stand it.
9. I like the cinema she prefers the theatre.
10. Our friends love to cook for themselves we prefer to eat out.

Impress your teacher! Use some advanced punctuation (correctly!)

Add colons and semicolons where necessary:

11. Firstly, you should listen carefully then you should write down what you hear.
12. The traffic light rules are very simple if the light is red, you stop if green, you go if amber, you wait.
13. Put all the books in the stockroom the novels, the plays and the poetry.
14. The house was derelict it had stood empty for years.
15. Solving this mystery is easy find the woman.

Number of errors_____

Hyphens

Compound words are created when two words are brought together to form a new one.

e.g. *class + room* forms the compound noun *classroom*

hand + made forms the compound adjective *hand-made*

The hyphen is used mainly in compound adjectives

panic-stricken semi-detached half-hearted seven-a-side twenty-one-year-old

Look at the difference a hyphen makes:

MAN-EATING LION ESCAPES FROM ZOO

MAN EATING LION ESCAPES FROM ZOO

They are also sometimes used when a prefix is added to the beginning of a word:

non-stick pre-school co-author co-star ex-United ex-husband

They are also used if a word cannot be completed at the end of a line and must be **finish-ed** on the next. Make sure you break the word at an appropriate place .

Add hyphens where necessary to the following phrases:

a blue eyed boy

snow covered ground

a candle lit table

a three hundred mile journey

a fourteenth century castle

a well dressed young woman

a long haired youth

a twenty minute walk

an old fashioned bookcase

end of term disco

a twentieth century novelist

the mid season cricket match

a five minute phone call

an under 18s club

five three year old children

Newcastle upon Tyne

Add hyphens where necessary to the following sentences:

- 1 The ex captain of the Under 15 seven a side soccer team made an end of season speech.
- 2 My brother in law manages the after sales division of the firm.
- 3 The play was rather far fetched and really more suitable for the under 5s than the over 14s.
- 4 They came in from their walk, red nosed from the cold.
- 5 Book lovers are welcome in the school library.
- 6 The moonlight shone softly on the moss covered walls of the old ruin.
- 7 The five man team made the award winning film in the North East.
- 8 We bought plenty of pre packed food to take with us on the hike.
- 9 The holiday brochure said the all inclusive holidays were suitable for people aged 18 70.
- 10 John's end of term report commended his participation in out of school activities.

Number of errors ____

Paragraphs

- 1 Begin the first word of a new paragraph about 2 cm from the margin.
- 2 Don't leave a line between paragraphs.
- 3 When you change topic, begin a new paragraph.

Change of person

When a new **person** is introduced, a new paragraph is required.

Put two lines (//) in the following where there should be a new paragraph.

Phileas Fogg was a man of mystery. Apart from a few simple facts, no one knew anything about him. He had no family and lived in a large house in London. He was rich, but had only one servant to look after him. His servant, Jean Passepartout, a Frenchman, had had many jobs: he had been a fire-fighter in Paris and a singer and an acrobat in a circus. After wandering from job to job, all Passepartout wanted now was to settle down and lead a quiet life. Phileas Fogg seemed to be the master he needed - he couldn't have been more wrong!

Now underline the person of each paragraph. Circle words which link the two paragraphs.

Change of place

When you begin to write about a different **place**, you begin a new paragraph.

Put two lines (//) in the following where there should be a new paragraph.

When he got home, Phileas Fogg called out to Passepartout to pack a small bag. They were leaving for Dover in ten minutes' time to begin a journey round the world! Passepartout was astonished but rushed around the house packing all the things they would need, and by eight o'clock they were ready. At the station, as Fogg booked two tickets to Paris, his friends from the Reform Club were waiting to see him off. Fogg assured them that on the evening of Saturday, December the 21st, in eighty days' time, he would meet them again, having circumnavigated the globe.

Now underline the place of each paragraph.

Passing of time

When you begin talking about things which happened at a different time to the previous events (e.g. later), you need to use a new paragraph.

Put two lines (//) in the following where there should be a new paragraph.

Fogg and Aouda waited in Hong Kong town for Passepartout to return. When he did not come, they hurried to the docks. Passepartout was not there either. Fogg had the town searched for his servant, but in vain, for when the ship was ready to sail, Fogg and Aouda sadly had to leave without their faithful servant. On the second day at sea, they ran into bad weather; a typhoon blew up. Soon great waves were crashing over the ship. Lashed by the typhoon, the ship creaked and rolled.

Now underline the words in the second paragraph which tells you that time has passed.

Exercise continued on the next page.

Change of speaker

When **someone begins to speak** in a story, a new paragraph is needed . You also need to begin a new paragraph when the writer goes back to telling the story.

Put two lines (//) in the following where there should be a new paragraph.

Five days before he was due in London, Phileas Fogg was still in mid-Atlantic. The ship's engineer brought him bad news. "The coal's almost gone sir!" he gasped. "We must slow down." "Not now," replied Fogg. "Full steam ahead!" Then he ordered the captain to be brought to the bridge. The captain raged like an unchained tiger. "Pirate!" he stormed. "You have stolen my ship!" "Stolen?" said Fogg. "I want to buy your ship." "I won't sell!" roared the captain. "But I must burn her!" Fogg went on. "Burn her?" gasped the captain. "She's worth fifty thousand dollars!" "I'll give you sixty thousand," Fogg said. It was a bargain the captain could not refuse. He accepted, and joined in the fight to keep the little ship scudding along.

Put two lines (//) in the following where there should be a new paragraph.

"What we need," said Larry, "is sunshine...a country where we can grow." "Yes, dear, that would be nice," agreed Mother, not really listening. "I had a letter from George this morning. He says Corfu's wonderful. Why don't we pack up and go to Greece?" "Very well, dear, if you like," said Mother unguardedly. Where Larry was concerned, she was generally very careful not to commit herself. "When?" asked Larry, rather surprised at this co-operation. Mother, perceiving that she had made a tactical error, cautiously lowered her book. "Well, I think it would be a sensible idea if you were to go on ahead, dear, and arrange things. Then you can write and tell me if it's nice, and we can all follow," she said cleverly. Larry gave her a withering look. "You said that when I suggested going to Spain," he reminded her, "and I sat for two interminable months in Seville, waiting for you to come out. No, if we're going to Greece, let's all go together." "I can't go just like that. I have to arrange something about this house." "Arrange what, for heaven's sake? Just sell it!" "I can't do that, dear," said Mother, shocked. "I've only just bought it. It's quite out of the question. It would be madness." So we sold the house and fled from the gloom of the English summer, like a flock of migrating swallows.

(from *My Family and Other Animals* by Gerald Durrell)

Explain briefly why you began each new paragraph. Write the topic of each briefly below.

- 1 Larry is speaking to his mother
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____

Number of errors _____

SPELLING RULES OK

Forming Plurals

We normally add s: fire - fires, door - doors, toe - toes.

Hissing sounds take -es:

foxes, taxes, dishes, wishes, arches, torches,
churches, pitches, buzzes, classes, addresses.

Nouns ending in -o add -s:

pianos, solos, studios, twos, kangaroos, cockatoos.

Except: echoes, heroes, potatoes, tomatoes, cargoes, volcanoes, dominoes, mosquitoes

Write the plural form of the following words alongside and learn their spelling.

tomato		solo		dish	
class		echo		volcano	
potato		hero		address	
branch		box		watch	

Nouns ending in -y,

If there is a vowel before the -y **add -s:** days, keys, boys, guys, monkeys.

Other words ending in -y, **change y > i + es:** ladies, babies, puppies, memories.

Write the plural form of the following words

lady		try		memory	
holiday		valley		country	
cry		journey		activity	
essay		baby		sky	

Nouns ending in -f, -fe

Most nouns ending with -f or -fe, drop the -f or -fe and add -ves.

e.g. wolf/wolves; leaf/leaves; half/halves.

Except chief/chiefs proof/proofs roof/roofs belief/beliefs

Write the plural form of the following words:

knife		shelf		cliff	
thief		wolf		roof	
belief		wife		scarf	
loaf		life		chief	

Number of errors _____

Latin plurals:

-us > -i:	radius > radii	cactus > cacti
-a > -ae:	antenna > antennae;	formula > formulae
-um > -a:	pendulum > pendula	medium > media
-is > -es:	oasis > oases	axis > axes

Some words change their vowels:

man > men, woman > women, mouse > mice, louse > lice,
goose > geese, foot > feet, tooth > teeth

Some words don't change at all:

aircraft, deer, coal, scissors, sheep, salmon.

Plurals of compound words:

are formed by making only the first part plural:

brother-in-law > brothers-in-law mother-in-law > mothers-in-law
son-in-law > sons-in-law man-of-war > men-of-war

Write the plural form of the following words:

man		mouse		house	
deer		tooth		oasis	
grouse		goose		tool	
axis		sheep		woman	

Using the apostrophe correctly

Simple plurals do not require an apostrophe. It is a mistake to add an apostrophe before an s when you mean the word to be a simple plural:

ten spiders ten spider's

Underline the correct forms in this passage:

Two weeks/week's ago, I bought three new computer games/game's with the money I saved from doing odd jobs/job's. I'm a bit of a computer freak, actually. I've lots of games/game's and I'm brilliant at them. This causes me problems/problem's, though, because none of my friends/friend's will play them with me. They don't like the jokes/joke's I make when I beat them. Now they make excuses/excuse's like, "I've got to walk my grans/gran's dogs/dog's" or "My girlfriends/girlfriend's coming round." Mums/Mum's a bit worried because she thinks/think's its/it's bad if I don't have tons/ton's of friends, but I don't care. As long as I've got my games/game's, I'm happy!

Number of errors _____

Prefixes

These are groups of letters added to the beginning of words to change their meaning.

When adding prefixes, don't lose or add any letters.

dis + solve = dissolve

dis + satisfied = dissatisfied

un + necessary = unnecessary

un + natural = unnatural

Exceptions: all and well:

all + together = altogether

well + come = welcome

Fill in the spaces in this table. Use a dictionary to help you.

<u>prefix</u>	<u>meaning</u>	<u>example</u>	<u>word meaning</u>
ante-	_____	antenatal	_____
anti-	against	antiseptic	_____
_____	good, well	benefactor	_____
circum-	_____	_____	sail or fly all around (the world)
con-	_____	congregate	_____
dia-	through, across	_____	line through centre of circle
ex-	_____	_____	to breathe out
fore-	_____	_____	an estimate in advance (e.g. weather)
hyper-	above, greater	_____	exaggeration
_____	below, lesser	hypodermic	_____
_____	between	international	_____
mal-	bad	_____	full of evil thoughts
_____	many	multi-storey	_____
post-	_____	post-mortem	_____
pre-	_____	prefabricate	_____
_____	in favour, in front	protrude	_____
_____	again, back	retrace	_____
sub-	_____	submarine	_____
super-	over, beyond	_____	higher in position, rank or quality
tele-	far away	_____	pictures from far away
mono-	_____	monologue	_____
bi-	_____	_____	divide into two
_____	three	tricycle	_____

Number of errors _____

Prefixes for opposite meanings

Prefixes are often added to give the opposite meaning. They are called negative prefixes:

de- dis- in- il- im- mis- non- un- ir-

Again, you do not change the spelling of a word when adding a prefix to it:

dis + solve = dissolve mis + spell = misspell

Make these words opposite in meaning by adding a negative prefix. Use those from the box below. You may need to use a dictionary to check.

de- dis- in- il- im- mis- non- un- ir-

___employment	___fortune	___respectful
___pleasant	___appear	___patient
___responsible	___advantage	___legible
___understand	___happy	___interested
___satisfied	___agree	___important
___believable	___equality	___human
___sense	___logical	___ability

Add the right prefixes to the words below.

dis- or de-

___part
___agreement
___lay
___obedient
___qualify
___able

dis- or mis-

___take
___understanding
___please
___satisfied
___judge
___behave

ante- or anti-

___natal
___septic
___climax
___chamber
___perspirant
___freeze

im- or il-

___legal
___moral
___logical
___possible
___patient
___legible

un- or in-

___discreet
___reliable
___expensive
___important
___official
___active

pre- or pro-

___ceed
___pare
___caution
___vide
___view
___cede

Number of errors_____

Suffixes

A suffix is a group of letters which you add to the end of a word to change the way you use it.

They can change it from one part of speech to another:

we can make the noun **danger** into an adjective by using the suffix **-ous** = dangerous;

beauty (noun) beautify (verb) beautiful (adjective) beautifully (adverb)

dream (noun) dreaming (verb) dreamy (adjective) dreamily (adverb)

or they can alter its meaning:

careful / careless hopeful / hopeless

Add the suffix -able to these words to change them into adjectives:

Original word	New adjective
crush	crushable
reason	
comfort	
suit	
credit	
favour	
remark	
fashion	

Does the spelling of the original root word change when you added the suffix?

Write the root word of each of these adjective. (The spelling of the root word might change.)

Adjective	Root word + suffix
famous	fame + ous
dangerous	
mountainous	
perilous	
poisonous	
reliable	
victorious	
miserable	
envious	
impulsive	
childish	
studious	
energetic	
volcanic	

What are the five different adjective suffix endings in the boxes above?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

1 Jim was a good athlete; he was very _____ .

2 Tom knew how to express himself. His writing was very _____ .

3 Ben liked to study. He was very _____ .

4 The fox continued to elude the hunters. It was very _____ .

Number of errors _____

Suffixes - spelling

The spelling of a suffix never changes,

but the spelling of the word to which it is added sometimes does:

beauty + ful = beautiful hope + ing = hoping possible + ly = possibly

When adding to words ending in -y, y > i

happy + ness = happiness beauty + ful = beautiful heavy = ly = heavily

When adding -full to another word, it is spelt with only one l : ful

care + full = careful tear + full = tearful faith + full = faithful

NB also *skill + full = skilful full + fill = fulfil*

When adding the adverb suffix -ly, there is no change:

suddenly, really, lovely, sincerely, faithfully, rarely, hopefully, immediately

Exceptions: When adding -ly to words ending in -le, the -le disappears

possible + ly = possibly probable + ly = probably

Add **suffixes** to these words:

care + full		full + fill	
peace + full		hope + full	
wonder + full		beauty + full	
skill + full		real + ly	
sudden + ly		definite + ly	
sincere + ly		love + ly	
possible + ly		probable + ly	
misery + able		impulse + ive	
rely + able		athlete + ic	
envy + ous		volcano + ic	
victory + ous		fame + ous	
magic + al		coast + al	
accident + al		season + al	
person + al		mechanic + al	
comic + al		universe + al	

What other rule do you notice? Complete this sentence:

When adding a suffix which begins with a vowel to a word which ends in a vowel, you usually

_____.

Number of errors _____

Words ending in -e

lose the **e** when **-y** or a suffix beginning with a vowel (-ed, -er, -ing) is added:

stone + y = stony come + ing = coming care + ed = cared
write + er = writer make + ing = making dine + ing = dining

Except when there is a vowel + **e**: seeing, canoeing, eyeing, hoeing, agreeing.

keep the **e** when a suffix beginning with a consonant is added:

amuse + ment = amusement love + ly = lovely price + less = priceless

Except: There was an awful argument.

Use these words in the sentences below:

coming caring making writing arguing
aching lovely awful argument advertisement

- 1 My arm was _____ because I had been _____ for so long.
- 2 There was an _____ over who had caused the accident.
- 3 She had been _____ some _____ presents to give at Christmas.
- 4 They had been _____ about who should write the _____.
- 5 She won't be _____ to the party as she is _____ for her mother.

Complete these sentences:

When you add a suffix beginning with a vowel (e.g. -ed, -er) to the end of a single-syllable word which ends in an -e, you usually _____.

When you add a suffix beginning with a consonant (e.g. -ment, -ly) to the end of a single-syllable word which ends in an -e, you usually _____.

Words ending in a single vowel + single consonant

double the final letter before a suffix which begins with a vowel:

star - starring - starred tap - tapping - tapped hop - hopping - hopped

Notice the difference between starring + staring, hopped + hoped, tapped + taped

Except w, x and y: box - boxing play - playing row - rowing

Add -ing to the words in brackets:

- 1 The boy was (hope) _____ he would be picked for the team.
- 2 She was (read) _____ a book and (tap) _____ her foot to the music.
- 3 Gerald was (hop) _____ on one leg and (stare) _____ at the floor.
- 4 Tom Hanks is (star) _____ in the film which I'm (tape) _____ tonight.
- 5 I love (write) _____ poetry.

Complete this sentence:

When you add a suffix to the end of a single-syllable word which has a single vowel before the final consonant, you _____.

Number of errors _____

Suffixes: -tion and -sion

Two common suffixes are -sion and -tion. They normally sound slightly different:

vision (-sion sounds like -zhun)

attention (-tion sounds like -shun)

However there are exceptions! E.g. conversion, ascension

Add -sion or -tion to these words. Use a dictionary if necessary.

na	confu	invita
revi	opera	educa
sta	divi	deci

Write the correct noun made from the verb in brackets:

1. My dad told me to turn off the (to televise) _____.
2. There was much (to confuse) _____ after the bomb.
3. The soil had been worn away by (to erode) _____.
4. He heard the enormous (to explode) _____ several miles away.
5. She had not done much (to revise) _____ for the exam.
6. His (to decide) _____ to leave the team was regrettable.

Copy and complete the chart:

Verb	Noun	Changes in spelling
to operate	an operation	Drop the final e. Add -ion
to invent		
to create		
to celebrate		
to introduce		

Hard and soft c and g

These letters can both be pronounced hard or soft, depending on the vowel following:

cat = hard (sounds like K) ceiling = soft (sounds like S)

go = hard (sounds like G) giant = soft (sounds like J)

Put the following words into the right boxes and work out the general rule:

circle cat cell cold cull
 citizen copper certain curtain cycle
 guitar tongue general gold genius
 gesture gigantic gum gash gypsy

Hard c or g	Soft c or g
Following vowels:	Following vowels:

Number of errors _____

Suffixes: -ible and -able

Two common suffixes are -ible and -able.

It is often possible to see the whole root word when -able is added:

comfort + able = comfortable fashion + able = fashionable

It is often not possible to see the whole root word when -ible is added:

terror + ible = terrible divide + ible = divisible

Divide the original word into syllables and write the root word

Original word	Syllables	Root word
1. reasonable	rea/son/a/ble	reason
2. fashionable		
3. remarkable		
4. favourable		
5. obtainable		
6. considerable		
7. laughable		
8. punishable		
9. excitable		
10. valuable		
11. believable		
12. copiable		
13. reliable		
14. manageable		
15. knowledgeable		
16. changeable		
17. noticeable		
18. replaceable		
19. serviceable		

What do you notice about the spelling of the last ten words? Write the rules for the following:

9-11: When adding -able to words ending with _____

12-13: When adding -able to words ending with _____

14-19: When adding -able to words ending with _____

Complete these words, adding -able or -ible. Use a dictionary if necessary.

poss	agree	understand
horr	sens	cap
flex	invis	aud
suit	incred	divis

Could you see the root word in the -able endings? _____

Were there any exceptions? _____

Number of errors _____

Confused words

Learn the difference between:

Two = the number

Too = too big, too small, two o's; (and "also" = He came along too)

To = any other meaning (to go to school)

Underline the correct form:

- 1 I'm going (to / too / two) watch United on Saturday.
- 2 I want (to / too / two) see that match; may I come (to / too / two) ?
- 3 Yes, if you want (to / too / two). I'll get (to / too / two) tickets.
- 4 They won their last (to / too / two) games by (to / too / two) clear goals.
- 5 Newcastle is a good team (to / too / two) but they will have (to / too / two) improve a good deal if they hope (to / too / two) beat United.

The only time you use a pronoun with an apostrophe is if you have missed out some letters. If you are wondering whether to use a pronoun with an apostrophe or not, think what the full version would mean:

its = belonging to it *it's* = it is

The cat licked it's tail. = *The cat licked it is tail.* Incorrect

The cat licked its tail. Correct

your = belonging to you

you're = you are

their = belonging to them

they're = they are

there = the place

- 6 (It's / Its) a shame that the team has lost (its / it's) form.
- 7 (It's / Its) manager is to blame for (its / it's) low position.
- 8 (It's / Its) new strip hasn't helped (its / it's) image, either.
- 9 Now that (its / it's) goalie has left, (its / it's) likely that the team will lose more matches.
- 10 (It's / Its) certain that the team will face relegation after only (its / it's) second year in the Premier.
- 11 My friend told me to put (your / you're) sweater (their / they're / there).
- 12 (Your / You're) other friends have all left (their / they're / there) homes.
- 13 (Your / You're) going home because (their / they're / there) isn't enough room.
- 14 My parents are going on holiday because (their / they're / there) ready for a change.
- 15 Bob and Simon have got (their / they're / there) accommodation sorted out.
- 16 Put (your / you're) new shoes over (their / they're / there) as (your / you're) going out soon.
- 17 (Their / They're / There) leaving tonight as (their / they're / there) is no room for (their / they're / there) bags.
- 18 (Their / They're / There) departure was welcomed as (their / they're / there) manners were appalling.
- 19 (Their / They're / There) isn't enough room for (your / you're) luggage over (their / they're / there) so (your / you're) leaving.
- 20 (Their / They're / There) is no room in (their / they're / there) either.

Number of errors_____

Punctuation revision: Describing places

Add the missing full stops to the following paragraphs, circling any letters which should be capitals.

a cool breeze sighed across the meadow, rippling the tall grasses, and causing the beads of morning dew to fall onto the dry earth trees in the hedgerows rustled softly in the field, small, red poppies stood out against the ripe corn, like droplets of blood on a golden quilt, whilst the sweet perfume of wild roses and meadow honeysuckle drifted from the hedgerows

bright rays of light penetrated the mist and swept down onto the vast beach, making the pebbles glow and sparkle like jewels great limestone cliffs towered above the golden sands the turquoise sea glistened and shimmered in the early morning sunlight, and tiny waves rolled in from the clear sea, forming ripples and silver darts

as I pushed my way through emerald vines and creepers, the sun glared through the dense vegetation, causing mirages of transparent golden light I could hear my feet crunching on brittle twigs and squelching through mud brambles snatched and clung to my clothes and gashed my bare arms with their dagger-like thorns, whilst crystal droplets of dew slid from weeping ferns onto the twisting path

Using Imagery

Imagery is the use of comparisons or word pictures to compare one thing with another. Using imagery can make your writing more interesting and effective, by helping the reader to visualise the scene, creating an atmosphere and suggesting a response to what is being described.

(a) It was autumn and the hillside was **covered with reddish-brown bracken**.

(b) It was autumn and the hillside was **afame with bracken**.

In (b), the picture of the reddish-brown bracken being like flames sweeping across the hillside is more vivid. (a) gives you only the colour of the bracken; (b) gives you not only the colour but also a sense of movement and energy. "Aflame" is much more lively than "reddy-brown".

Simile: when something is said to be like something else:

poppies stood out against the ripe corn like droplets of blood on a golden quilt

Metaphor: when something is described as if it is something else:

beads of morning dew

Personification: when something is described as if it is a person:

the sun glared

How many images can you find in the passages above? Underline and label them S, M or P.

Number of errors_____

Nouns and adjectives

Nouns (naming words e.g. *cat*) can be made more interesting by adding adjectives (describing words e.g. *timid*). Which of the following is more vivid and interesting?

(a) *The wind blew across the beach.*

(b) *The **cool, fresh, inshore** wind blew across the **deserted** beach.*

Wind is a noun. It is described by the adjectives **cool, fresh** and **inshore**.

The **beach** is described as **deserted**.

Underline the adjectives and circle the nouns they describe.

As I pushed my way through emerald vines and creepers, the sun glared through the dense vegetation, causing mirages of transparent golden light. I could hear my feet crunching on brittle twigs and squelching through mud. Brambles snatched and clung to my clothes and gashed my bare arms with their dagger-like thorns, whilst crystal droplets of dew slid from weeping ferns onto the twisting path.

Verbs and adverbs

Verbs are "doing" or "being" words:

spoke, write, is, seemed, became, has.

Adverbs tell us more about the action (**add** to the **verb**).

They tell us where, how, when or why something happens.

Ben returned **home** (where) **quickly** (how) **yesterday** (when).

Adverbs often (but not always) end in -ly.

Underline the adverbs in the following sentences and circle the verbs they describe.

1. The bored boy yawned lazily.
2. The train rumbled noisily through the station.
3. The teacher shouted angrily at the lazy pupil.
4. The old man snored loudly in his seat.
5. The water level in the river rose steadily.

Another way of making your writing interesting is to use strong verbs, avoiding overused and uninteresting words like **said, got** and **went**.

Write five strong verbs which could be used instead of the underlined ones in these sentences. Use a thesaurus if you run out of ideas.

She said, "Do you know the answer?"

--	--	--	--	--

She went out of the room.

--	--	--	--	--

Sentence variety: simple sentences

Simple sentences must contain a subject and a verb, eg *The cat sat on the mat.*

The cat is the subject (what the sentence is about);

sat is the verb (what the subject is doing).

Sometimes they contain an object: *The girl kicked the ball to me.*

The girl is the subject (who the sentence is about);

kicked is the verb (what the subject is doing);

the ball is the object (to whom or to what the action is done: i.e. kicked what?)

to me is the indirect object

Underline the subject in each of these sentences.

- 1 Our form teacher is absent today.
- 2 Luckily the blind man was guided by his dog.
- 3 Even in December, Ginnie does not wear a coat to school.
- 4 At first, he couldn't find the answer.
- 5 Peter and his grandfather went to see United play last night.

Underline the verb in each of these sentences.

- 6 They all enjoyed the game very much.
- 7 I wrote my essay last night.
- 8 He told me himself.
- 9 Yesterday Dave scored a try in the rugby match
- 10 The ancient Romans were very civilised.

Making the subject and verb agree

Past tense: **singular** (one) I was; you were; he/she/it was

plural (more than one) we were; you were; they were

You must use the correct combination of subject and verb:

We was very excited. X

We were very excited. (more than one subject)

Tim and I was going to town. X

Tim and I were going to town. (more than one)

The class were going on a field trip. X

The class was going on a field trip. (one class)

Fill in the blank spaces with was (singular) or were (plural)

All of us _____ going to the fair. I _____ excited. We _____ all given some money. I _____ given £10. Mum said we _____ to meet her at 4.30 p.m., but I _____ so excited that I didn't hear what she said.

The fairground _____ enormous. There _____ so many rides I couldn't decide what to try first. I asked where Stuart and Cassie _____ going. They said they _____ going on the ghost train. I _____ not impressed by it, neither _____ Stuart and Cassie.

The dodgem cars _____ much more fun. The car I _____ in seemed to have a mind of its own. We _____ all flung about. Stuart _____ almost sick. It _____ so exciting that we forgot the time. We _____ late.

Mum _____ furious. She said we _____ never going to be allowed out again but we could tell that she _____ pleased to see us.

Number of errors _____

Making tenses consistent

When you are writing stories, it is important to make sure that the events are described as happening either in the **past**: He stumbled and fell headlong over the edge.

or in the **present**: He stumbles and falls headlong over the edge.

Don't muddle the two up: He stumbled and falls headlong over the edge.

We also use the **future** tense to talk about things which have not yet happened.

We will be going to stay with our grandparents at Easter.

Identify the tenses in these sentences (past, present or future).

1. My mother prepared some delicious food for the party. (_____)
2. The baby birds are preparing to leave the nest.(_____)
3. I'm sure you will be thrilled when you open your present.(_____)
4. Julie will pass all of her exams.(_____)
5. As we walked along the dusty road, we caught sight of the white cottage.(_____)
6. The excited children rush to the park to play on the swings. (_____)
7. The young boy walked nervously along the dark street. (_____)
8. I am reading a great book at the moment. (_____)
9. The clear blue sky was a welcome sight to the holidaymakers. (_____)

The usual and most natural tense for telling stories is the past. This passage uses verbs in both past and present tenses. Change some of the underlined verbs so that the story reads only in the past tense. Write your answers above the words you need to change.

In Victorian England, children are employed in all kinds of jobs - in mines, in factories and on farms. One job which children continued to do, right up to the 1870's, was sweeping chimneys. It is illegal to employ very young children as sweeps, but the law was easily broken. It was particularly easy to break if a child is an orphan or comes from a poor family with no one to look after him.

Child chimney sweeps are needed because many old-fashioned chimneys were very wide with lots of ledges. These are difficult to clean by machine so children are forced to climb them instead.

Nobody cares very much about sweeps. Often the fires below had not long been put out, so the chimneys were still hot and full of smoke. If the sweep seemed reluctant to climb a chimney, his master might stick pins in the sweep's feet or scorch them with fire to force him up. Masters are cruel in other ways as well. Most sweeps live in bad conditions: sleeping in cellars, they eat poor quality food. Chimney sweeps had a hard life. They earn little money and the soot and smoke in the chimneys cause breathing problems and cancer. Falls are also common and cause many deaths.

Number of errors_____

Sentence variety: compound sentences

If everything was written in simple sentences, books would be very boring. Longer sentences are more interesting and help writers say more complicated things.

Compound sentences are formed when simple sentences are joined by **and** and **but**.

The car turned the corner. The children crossed the road. could become:

*The car turned the corner **and** the children crossed the road.*

Link the following sentences with "and" and "but".

- 1 I like cream cakes _____ they are very bad for my waistline.
- 2 John paid for the new jeans _____ he left the shop.
- 3 I turned off the lights _____ I went up to bed.
- 4 I do my homework in the afternoon _____ Mary works in the evening.
- 5 I like mainly French food _____ my sister prefers British cuisine.

Complex sentences

However, using **and** and **but** too often can also spoil your style. Use one of the following words instead of **and** and **but**:

*when as although before after since whilst if which as because until
that though unless whereas while whilst yet till*

The car turned the corner as the children crossed the road.

Link the following sentences with one of the words from the box above:

- 6 _____ they are very bad for my waistline, I like cream cakes.
- 7 John paid for the new jeans _____ he left the shop.
- 8 _____ I went up to bed, I turned off the lights.
- 9 I do my homework in the afternoon _____ Mary works in the evening.
- 10 I like mainly French food _____ my sister prefers British cuisine.

Underline the connectives (joining words) in the following sentences:

11 The film was a huge box-office hit, although the critics had not liked it, which did not surprise the makers of the film. Because they had set out to make a very popular movie, the producers knew that it was hardly likely to win praise from reviewers who were looking for something more than entertainment value.

Look at some of your own writing. How often do you use **and** and **but**? Try to find different ways of linking your sentences.

Identify the types of sentences in the following opening to a story (simple, compound, complex).

12 It was late-night shopping in the centre of Cardiff.(_____) Because it was so close to Christmas, the city was even more crowded than usual at this time of night. (_____) She stood alone in the middle of the bustling crowds and looked around her. (_____) Although she had made the decision to come to Cardiff, she was wondering at that moment why she had done so. (_____) She was full of an awful sense of loneliness. (_____)

Number of errors_____

Story writing - revision

- Choose one short incident and describe in detail.
- Set the scene, using comparisons (metaphors, personification, etc.) and the senses.
- Create a character: appearance, clothes, what they do and how they feel and react.
- Use dialogue to reveal character and move the story along: this will vary the pace.
- Try to use a word or idea which links the beginning and the end.
- Punctuate, paragraph and spell correctly and use a wide and exact vocabulary.

The sun glared down at us with a fury that burned our bare arms and faces. All the windows were open, but the breeze was too hot and sand, flicked up by the tyres, stung our mouths and eyes. Then disaster struck. There was a loud bang which echoed in the silence of the desert. We stopped. As we turned to look at the bonnet of the vehicle, we choked on thick clouds of grey smoke which encircled us, as heavy as dust. The trusty old Landrover had finally expired. I didn't blame it. I think we all felt like collapsing and letting the vultures pick at our bones.

"We're going to have to go and find help," said Dad apologetically, slamming the bonnet shut and wiping his oily hands on his khaki T-shirt. "Just stay here and we'll come and find you," he reassured us.

So there we were, Laura and I, sitting on the burning sand, watching Mum and Dad shrinking to tiny specks as they trekked off into the distance. Gradually, the luke-warm liquid in our water bottles diminished, too, as Laura and I lay on the baking sand in the shade of the Landrover. It was midday now, the hottest time.

Suddenly Laura jumped. Quickly I looked round. Laura was hugging her knees to her chin and burbling incoherently with fear, utterly fixated on a large black creature which was approaching menacingly. With shining armour and a mace swinging angrily above its head was a scorpion. It snapped its tiny pincers in a rhythm, as its tail inched higher and higher. In a sudden flurry of golden sand, Laura and I were away, running for our lives.

"Please can we find Mum!" I gasped.

Laura nodded, wiping strands of her damp auburn hair out of her red face.

We were now three-quarters of the way through our water bottle and could see nothing but miles and miles of empty desert. We passed rocks where tiny lizards basked in the sun, but quickly flitted under them as we approached. We saw strange insects which at one moment were close enough to touch, but gone in the next. Still the heat beat down, slapping our backs, whipping our faces, draining us of water. And still we endured the anger of the vampire sun. I was sure the desert was going to engulf us. The huge sandy plain was hungry and had no shame in taking two young lives. Its mouth was open; all it had to do was wait for us to fall in.

Mocked by apparitions and tripped up by mirages, Laura and I stumbled on. The two ghostly shapes who had visited before again appeared. We felt drugged by the heat. The shadowy shapes grew in size. The last drop of water was greedily soaked up by the sand. The shadows were carrying something. The vampire sun bared its fangs. Could the figures be bringing some implement of torture? Hadn't we suffered enough? The desert smiled. They were very close now. The desert's grimy hands rose to strangle us.

"Mum! Dad!" we croaked as the figures came into focus. The desert gave a groan, as did all its demons. We could hear the anger of the scorpions, the wrath of the snakes and the fury of the vultures. Life had triumphed again and the death plain had to go hungry.

* **Underline word choices which you think are particularly effective.**

* **Highlight metaphors and personification (see page 19) and identify with M or P.**

* **Draw a wavy line under words which tell you about th4 three characters.**

Find a link between the beginning and the end and indicate with "L".

Send a Cow is a channel for change

Where poverty, hunger and malnutrition are common in parts of East Africa, you might think nothing will change. But it can. And it does.

In Africa, producing the family's food is mainly the women's work. The addition of an animal to the small agricultural shamba (small holding) plays a vital part in providing valuable protein from milk or meat. Any produce that is surplus to the needs of the family – milk, meat, vegetables, etc. – is sold for cash. Even the animal waste has several uses: it may be converted to cooking fuel; it serves to enrich the soil so that better crops can be grown; and may be used in the production of pesticides.

In places like Uganda, Kenya and Ethiopia, there are no state benefits or national health service and schooling is seldom free, so if you have no income, your poverty is absolute.

Livestock development leads to people development

Send a Cow responds to need by providing:

- * **Livestock:** an animal to a family and the breeding programmes that ensure that numbers multiply
- * **Training:** an enormous range, from building a shelter for the animal right through to hygiene and nutrition for the family
- * **Development of people's skills:** in planning together, recording and reporting progress, organisation of "passing on the gift", gaining leadership skills and becoming self-reliant.

Passing on the gift

Fundamental to Send a Cow's aim to bring about change, is the understanding at the outset that each person who receives an animal will also give one of its offspring to a needy neighbour.

To be able to give help where once you could only receive it restores dignity, a sense of self worth and a fundamental change in your perspective on life itself.

Education on Development

In what we call the "developed world" we have so much choice set out before us in an ever-growing supermarket of goods ranging from food to computers, that we hardly imagine what it is like to have no choice.

If you are poor, you have no choice.

If you are poor, your future looks bleak.

If you are poor, you may lose hope.

The practical help a cow brings to the poor is the gift of an animal, the giving of which focuses on their needs, bringing choice and, above all, hope.

A channel for change

An animal for life

A gift that grows

How you can be part of the change

"What difference can I make? – I am just one person." That's how we all feel, but it takes just one person to believe that something can be done to bring change to a suffering world.

You can "pass on the gift" too, sharing this information with others, giving them this leaflet and making a donation so that Send a Cow's work continues.

Please fill in the Send a Cow form (attached) and send it to us with your donation. Whether a large or small amount, our money will be put to good use.

We have education material for schools and churches, posters and other literature that we can send out on request.

We wait for your call – Tel: 01225 447041

Fax: 01255 317627

Please send your gift with the attached form to:

Lyn Hodges

SEND A COW

Unit 4, Priston Mill, Priston, Bath BA2 9EQ

Please turn over >

Persuasive writing

Find and number / letter examples of the following techniques in the leaflet on page 28:

Features of language

- 1 command/imperative
- 2 short emphatic sentence
- 3 question
- 4 personal pronoun (you)
- 5 negatives
- 6 positive language
- 7 alliteration
- 8 emotive / powerful language
- 9 contrast
- 10 tripling (rule of three)
- 11 list
- 12 plea

Features of layout and presentation

- a short paragraph
- b bold print
- c bullets
- d box
- e signpost (heading)
- f logo
- g address and phone number

Uniform

The true story

The black and blue army swarms off the buses to attack the school. Left, right, left, right... The army marches: one unit together; no individuals.

Do **you** like our uniform? I can't think of any sane-minded person in the whole school who likes it - apart from the teachers! I might be wrong, but I certainly don't like it. If those who are supposed to show us the way don't have uniform, why should we?

Our uniform is uncomfortable. The collar and tie are tight and restrict head and neck movement. This just makes it harder to move and to concentrate on our work. Also the tie can be dangerous when using machines in the technology department: you could get it caught in the drill and your tie would be pulled tighter and tighter until you choked. I propose that we exchange collar and tie for something more practical and comfortable like a polo shirt.

Our uniform is also unsuitable: in winter it is so cold and in summer it is so hot. For instance, the girls are forced to wear a knee-length skirt in the winter which is so thin that it doesn't keep them warm. The boys' trousers are too hot in the summer, making life unbearable and concentration impossible. Being subjected to heat like this makes it even harder to complete our work in an efficient way.

Picture of boy and girl pupils in uniform looking hot and uncomfortable.

Caption?

Do we really need a uniform anyway? Aren't we always being told to be original and not to follow the crowd? Don't forget the teachers' famous expression: "If he told you to jump in a fire, would you?" Our uniform just makes us look like an army regiment: all the same; no individuals.

I'm not proposing that anybody can wear anything to school. However, I am proposing that the uniform is scrapped and a dress code is introduced in its place.

Magazine article

a This writer has used a range of punctuation to make meaning clear. How many different ones can you find? Explain why they have been used.

b The writer has also used various persuasive devices to make the piece more interesting. Underline an example of each of the following:

- a metaphor (M)
- rhetorical question (RQ)
- emotive language (E)
- an illustration of a point (E.G.)
- a pair forming a contrast (C)

c Underline the topic sentence of each paragraph in a different colour.

d Suggest a caption for the picture.

e What other points could the writer have used to support his argument?

f What arguments would someone put forward who held the opposite point of view?

Making a speech

- First decide whether it is to be formal (as in a debate) or informal (as on radio).
- Decide on the points you want to make and think of examples to illustrate them. Try to make your examples either funny or powerful.
- Use stylistic techniques such as repetition, rhetorical questions, contrasting pairs, emotive language, three's, etc.

Ladies, gentlemen and fellow members of Year 8, draw, blow, weed, puff, hash, ganja, marijuana – call it what you like – but I am here today to tell you the terrible truth about cannabis and its fatal effects. Pop and rock stars today have glamorised cannabis, and being stoned is considered “cool”. However, don't be misled by these people. How many of you know what being stoned is like? It is very much like being drunk: when you are stoned, you are not in full control of yourself. Do you want to be in control?

Some people argue that cannabis is a harmless drug. I'm sure my colleague will make the point that cannabis does not harm you at all; in fact many people believe that the drug can help relieve pain for people who suffer from certain conditions, such as MS. This is entirely untrue. Scientists who have carried out over 40 different studies have poured cold water on the idea that it is a neglected wonder drug. They have come to the conclusion that it is no better than codeine at controlling pain, and its adverse effects outweigh any benefits.

So if it is not useful as a medicinal drug, what about its recreational properties? My colleague may suggest that this drug makes users relaxed and heightens their senses. However, prolonged use can leave people feeling tired and lacking in energy. It can make them paranoid and anxious. Don't be fooled! Cannabis is a mind-altering drug. It is known to damage the ability to concentrate, to affect short-term memory and to cause lack of co-ordination. All these are vitally important in teenage years. It can also create blurred vision, palpitations and psychosis. There is also scientific proof that cannabis is both psychologically and physically addictive. Do you want to be in control? Then think before you smoke!

Another problem of smoking cannabis is that, when smoked, it is rolled in with tobacco, thus producing all the fatal effects of cigarette smoking, such as cancer and heart disease. In fact, in many cases it is worse, because, unlike cigarettes, cannabis is smoked without a filter.

A further problem of cannabis is that it is a gateway drug. When addicts fail to get the high they have come to expect, sooner or later they will want a bigger buzz which can be obtained only from harder, even more lethal drugs, such as cocaine, acid and heroin.

The effects don't stop with the smoker, either. If cannabis is smoked casually in the streets as tobacco is today, it will result in dangerous behaviour. Many of the effects of being drunk are experienced when you are stoned, including violent behaviour which could affect innocent passers-by who are not addicted to this potentially lethal drug. And has anyone considered the dangers of passive cannabis smoking?

How many people do you see every day sitting in their cars, dragging on a cigarette to combat the stress of daily life as they drive to work? Think about the effect of drivers under the influence of cannabis! It impairs driving skills, so never get in a car with someone who is stoned. Combining cannabis and alcohol substantially increases the chances of being involved in a car accident. The laws in this country try to protect the individual by banning drunk drivers – but what about stoned drivers? How will the police be able to tell if the driver is smoking a cigarette or a joint? Many accidents will be caused by people who are in an unfit state to drive.

In conclusion, I want to repeat that, despite its reputation, cannabis is an extremely dangerous drug. Its effects could lead to fatalities, either for the smoker or, even worse, for innocent victims. It should not be legalised.

**Underline the topic sentences of each paragraph.
Identify the stylistic techniques used by the writer.**

Tips for revising English

Action plan

List two ways in which you are going to develop and improve your comprehension answers.

* _____

* _____

List two ways in which you are going to develop and improve your story/non-fiction writing.

* _____

* _____

Revision

- When possible, do your revision in the morning: your brain works better before lunch! You'll also feel good for the rest of the day!

Read through your Skills booklet to revise

- punctuation,
- spelling rules,
- grammar and
- revision guide (at the back).

Read through your English book, making sure you

- note any advice given by your teacher.
- check that you have corrected spellings and listed them in your log at the back.
- find ways of remembering correct spellings (e.g. fri-end, separate has a rat in it).
- get someone to test your spellings on more than one occasion.
- learn the names of the literary and persuasive techniques and the effects they generally have - these will depend upon the way they are used.

Think about

- Word level (adjectives, pronouns, personification)
- Sentence level (questions, short sentences, contrasts)
- Text level (the structure - the way the ideas are arranged and linked, connectives)

Remember to:

- Check your work carefully at the end of the test.