

# SATs GRAMMAR REVISION PACK

Marks awarded for each subsection of grammar	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
2016	13	3	5	8	15	5	1
2017	13	4	4	5	17	5	2

This is not meant to be an exhaustive revision pack as it would be an overload with too much detail. Where necessary, only the bare minimum needed has been presented. Some content appears more than once as it falls under more than one category. In the table above, it shows how many marks were awarded for each category in the last 2 SATs papers. I did not make this revision pack completely independently, I started with a document I found on TES (by user **seemasirpal85**) All I have done is build on what they originally made, bringing it up to date for the current SATs. Since I last looked at it, Word has decided to move things around a bit so apologies if there is anything out of place. Feel free to edit and improve where necessary.

**\*TT\*** = when you see this, it means a test tip to help you tackle this topic in your grammar test!

## Grammatical terms / word classes (worth 13/50 last year)

### Nouns

Term	Definition
<b>Noun</b>	A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
<b>Proper noun</b>	<p>Proper nouns always begins with a <b>capital letter</b>.</p> <p>This is a noun used to name particular people and places: <b>Jim, Betty, London...</b> – and some 'times': <b>Monday, April, Easter...</b></p> <p>Common examples of proper nouns are: names of people (Sarah), countries (Italy), names of companies (Coca Cola)</p>
<b>Common noun</b>	A common noun is a noun that is used to name everyday things: <b>cars, toothbrushes, trees,...</b> – and kinds of people: <b>man, woman, child ...</b>
<b>Collective noun</b>	This is a noun that describes a group or collection of people or things: <b>army, bunch, team, swarm...</b>
<b>Abstract noun</b>	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <b>sleep, honesty, boredom, freedom, power, happiness, love, hate ...</b>

### Verbs

Term	Definition
<b>Verb</b>	<p>A verb can be either a 'doing' word (walking, running, skipping) or a state of being (am, is, are, be, were)</p> <p>All sentences have a subject and a verb. The subject is the person or thing doing the action: <u>Example</u>: Cats purr (Cats is the subject and purr is the verb)</p>

<b>Auxiliary verb</b>	<p>A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb <b>to be</b> and the verb <b>to have</b>. These 'helping' verbs are called <b>auxiliary verbs</b> and can help us to form tenses.</p> <p>Auxiliary verbs for 'to be' include: am, are, is, was, were,</p> <p>Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have.</p> <p><u>Examples:</u></p> <p>I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb)</p> <p>We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)</p>

<b>Adjectives</b>	
<b>Term</b>	<b>Definition</b>
<b>Adjective</b>	<p>An <b>adjective</b> is a 'describing' word: it is a word used to describe (or tell you more about) a noun.</p> <p><u>Example:</u> The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face. (The words in bold tell us more about the noun that follows)</p> <p><b>*TT*</b> = An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked <b>frightened</b>; the dog was very <b>fierce</b>)</p>
<b>Interrogative ('asking') adjectives</b>	<p>e.g.: What? Which? ... They are used to ask questions about a noun.</p> <p><u>Example:</u> <b>Which</b> hat do you prefer?</p>
	<p>e.g.: my, our, their, his, your ... Possessive adjectives show ownership.</p>

<p><b>Possessive adjectives</b></p>	<p><u>Example</u>: Sue never brushes <b>her</b> hair.</p>
<p><b>Adjectives of number or quantity</b></p>	<p>e.g. much, more, most, little, some, any, enough ... These answer the question: How much?</p> <p><u>Example</u>: She invited <b>five</b> friends for breakfast; she did not have <b>any</b> food left</p>
<p><b>Demonstrative ('pointing-out') adjectives</b></p>	<p>e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which?</p> <p>Example: <b>Those</b> apples and <b>these</b> pears are bad; <b>That</b> man stole <b>this</b> handbag.</p>

<p style="text-align: center;"><b>Conjunctions</b></p>	
<p><b>Co-ordinating conjunctions</b></p>	<p>Conjunctions join together two main clauses (sentences that can make sense by themselves!). They help us to create compound sentences.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together:</p> <p><u>She went to the shops <b>and</b> bought a box of chocolates.</u></p> <p><b>*TT*</b> = Remember <b>FANBOYS</b> - <b>f</b>or, <b>a</b>nd, <b>n</b>or, <b>b</b>ut, <b>o</b>r, <b>y</b>et, <b>s</b>o</p>
<p><b>Subordinating conjunctions</b></p>	<p>Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: <b>When</b> we got home, we were hungry.</p> <p style="text-align: center;">We were hungry <b>because</b> we hadn't eaten all day.</p> <p>Other subordinating connectives include: <b>if, while, after, when, as, until, before, although, provided that, rather than, even though, since, unless, before, though...</b></p>

	*TT* = Remember to look for the subordinating conjunction when trying to find the subordinate clause.
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<b>Pronouns</b>	
<b>Term</b>	<b>Definition</b>
<b>Pronoun</b>	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a <b>pronoun</b> (which means 'for a noun')</p> <p>We use <b>pronouns</b> so that we do not have to repeat the same nouns over again. <b>A pronoun replaces a noun.</b></p> <p><b>Have a look at the following sentence:</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p><b>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</b> When Barnaby stroked the cat and listened to <b>it</b> purring softly, <b>he</b> felt calm and peaceful.</p>
<b>Personal pronouns</b>	<p>Personal pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, we, they, us, them</i></p>
<b>Possessive pronouns</b>	<p>Possessive pronouns are used to show possession of something:</p> <p>E.g.: <i>ours, yours, theirs, mine, his, hers, its</i></p>
<b>Relative pronouns</b>	<p>Relative pronouns are used at the beginning of relative clauses:</p> <p>E.g.: <b>who, which, where, when, whom, whose, that</b></p> <p>A <b>relative clause</b> adds extra information to a sentence. It is a type of <b>subordinate clause</b>.</p> <p>E.g.: The man, <b>who ran down the road</b>, was chasing the dog.</p> <p>The tractor, <b>which had red wheels</b>, was driving through the field.</p> <p>The person, <b>that phoned me last night</b>, is my brother.</p>

<b>Adverbs</b>
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Term	Definition																																								
<p><b>Adverb</b></p>	<p>An adverb tells you more about the verb (it 'adds' to the verb).</p> <p>It nearly always answers the questions: How? When? Where? or Why?</p> <p>Most adverbs in English end in <b>-ly</b> and come from adjectives:</p> <p><u>E.g.</u> <i>soft – <b>softly</b>; slow – <b>slowly</b>.</i></p> <p>There are two types:</p> <ol style="list-style-type: none"> <li>1. Showing time, place or reason (e.g. <b>then, next, soon, therefore</b>)</li> <li>2. Showing how likely something is (e.g. <b>perhaps, surely</b> )</li> </ol> <p><b>Common adverbs that don't end in ly:</b></p> <table border="1" data-bbox="344 719 1485 1077"> <tr> <td>Afterward</td> <td>Already</td> <td>Almost</td> <td>Back</td> <td>Better</td> <td>Best</td> <td>Even</td> <td>Far</td> </tr> <tr> <td>Fast</td> <td>Hard</td> <td>Here</td> <td>How</td> <td>Late</td> <td>Long</td> <td>Low</td> <td>More</td> </tr> <tr> <td>Near</td> <td>Never</td> <td>Next</td> <td>Now</td> <td>Often</td> <td>Perhaps</td> <td>Quick</td> <td>Rather</td> </tr> <tr> <td>Slow</td> <td>So</td> <td>Soon</td> <td>Still</td> <td>Surely</td> <td>Then</td> <td>Therefore</td> <td>Too</td> </tr> <tr> <td>Very</td> <td>Well</td> <td>Where</td> <td>Yesterday</td> <td>Therefore</td> <td></td> <td></td> <td></td> </tr> </table>	Afterward	Already	Almost	Back	Better	Best	Even	Far	Fast	Hard	Here	How	Late	Long	Low	More	Near	Never	Next	Now	Often	Perhaps	Quick	Rather	Slow	So	Soon	Still	Surely	Then	Therefore	Too	Very	Well	Where	Yesterday	Therefore			
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<p><b>Adverb or Adjective?</b></p>	<p>Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i>.</p> <p>If they answer the questions: How? When? Where? or Why? – they are adverbs.</p> <p>If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples:</u></p> <p><b><i>Life is hard. (adjective)</i>                      <i>Kim works hard. (adverb)</i></b></p> <p><b><i>The train arrived early. (adverb)</i>    <i>I took an early train. (adjective)</i></b></p>																																								
<p><b>Adverbials</b></p>	<p>Similar to an adverb, this is used to add more information to how, where or when the verb is being performed. An adverbial is more than one word (a phrase).</p> <p>e.g. Suddenly... Quickly....Impressed...Stunned...Annoying...Fascinating</p> <p>Along the river...Down the valley....Over the hill....On Saturday....At the cinema....Two minutes later....With a smile on their face...Shaking like a leaf....</p>																																								

<b>Prepositions</b>	
<b>Term</b>	<b>Definition</b>
<b>Prepositions</b>	<p>Prepositions are words which show the relationship of one thing to another (often the position). They can show time, place and reason (e.g. before, after, during in, because of).</p> <p><u>Examples:</u> Tom jumped <b>over</b> the cat.</p> <p style="padding-left: 40px;">The monkey is <b>in</b> the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <b>up, across, into, past, under, below, above, behind, over, through, along...</b></p>
<b>Prepositional Phrases</b>	<p>A prepositional phrase begins with a preposition and shows the position of something: <b>under the blanket, up the tree, in the valley, along the road...</b></p>

<b>Determiners</b>	<p>A determiner is always used with a noun and gives some information about it. There are two you need to know: <b>a</b> and <b>an</b></p> <p>Examples: <b>a</b> table, <b>a</b> tree, <b>a</b> necklace; <b>an</b> elephant, <b>an</b> orange, <b>an</b> ice-cream</p> <p><b>*TT*</b> = There is sometimes confusion about whether to use <b>a</b> or <b>an</b>. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <b>an</b>; if a word begins with a consonant sound, you should use <b>a</b>.</p> <p>Exceptions:    an hour    an honest man    a unicorn</p>
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<b>Subject and Object</b>	<p>The subject of a sentence <b>performs</b> the verb.</p> <p>The object of a sentence has the verb <b>performed upon</b> it/to it.</p> <p>In the sentence below, cat is the subject and ball is the object.</p> <p>The cat chased the ball – the cat is performing the chasing and the ball is having the chasing done to it</p>
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## Functions of sentences (worth 4/50 last year)

Term	Definition
<b>Statement (declarative)</b>	<p>These are sentences which state facts. They tell us a piece of information.</p> <p><u>e.g.</u>: It is hot.                      The butter is in the fridge.                      She is running late today.</p>
<b>Question (interrogative)</b>	<p>Interrogative sentences (questions) are sentences which ask for an answer. They can either ask for a yes or no answer (closed question – is it Monday?) or a variety of answers is possible (open question – what did you have for breakfast?)</p> <p>Always start with a question word – who, what, why, where, when, how etc</p> <p><u>e.g.</u>: Are you hot?</p> <p style="padding-left: 40px;">Where is the butter?</p>
<b>Command (imperative)</b>	<p>These are sentences which give orders or requests – start with bossy/imperative verbs</p> <p><u>e.g.</u>: Play the movie.</p> <p style="padding-left: 40px;">Give me a dinosaur for my birthday.</p>
<b>Exclamation (exclamatory)</b>	<p>Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion – tend to start with what or how in tests (what a lovely day!)</p> <p><u>e.g.</u>: My goodness, it's hot!</p> <p style="padding-left: 40px;">I absolutely love this movie!</p>

## Combining words, phrases and clauses (worth 4/50 last year)

Term	Definition
<b>Clause</b>	<p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> <li>1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress.</li> <li>2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning - they always have <b>subordinating conjunctions!</b>)</li> </ol> <p>E.g: Sue bought a new dress <b><i>when she went shopping.</i></b></p> <p>*'when she went shopping' is the subordinate clause as it would not make sense without the main clause.</p>



	<p>The position of the subordinate clause can be at the front of the sentence or at the end.</p> <p>Sue bought a new dress <b>when she went shopping</b>.</p> <p><b>When she went shopping</b>, Sue bought a new dress.</p> <p><b>*TT* = When looking for a subordinate clause, always search for the subordinating conjunction!</b></p>
<b>Phrase</b>	<p>A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain</p>
<b>Relative clause</b>	<p>A relative clause is a type of subordinate clause. It adds extra information about a noun. Relative pronouns are used at the beginning of relative clauses:</p> <p>E.g.: <b>who, which, where, when, whom, whose, that</b></p> <p>A <b>relative clause</b> adds extra information to a sentence. It is a type of <b>subordinate clause</b>.</p> <p>E.g.: The man, <b>who ran down the road</b>, was chasing the dog.</p> <p>The tractor, <b>which had red wheels</b>, was driving through the field.</p> <p>The house, <b>that Jack built</b>, sat on the hill.</p>
<b>Noun phrases</b>	<p>A group of words includes a determiner, adjective or adjectives and a noun.</p> <p><u>The red car</u> drove to the beach.</p> <p><u>The bone-crunching monster</u> ate the boy.</p> <p>The ball was kicked by <u>an annoying, young man</u>.</p> <p><b>*TT* = A noun phrase finishes with the noun!</b></p>
<b>Co-ordinating conjunctions</b>	<p>Co-ordinating conjunctions <b>MUST</b> join together two main clauses (sentences that can make sense by themselves!). They help us to create compound sentences.</p> <p>E.g.: <u>She went to the shops</u>. <u>She bought a box of chocolates</u>.</p> <p>We can use a conjunction to join these sentences together:</p> <p><u>She went to the shops</u> <b>and</b> <u>she bought a box of chocolates</u>.</p> <p><u>She went to the shops</u> <b>so</b> <u>she bought a box of chocolates</u>.</p>

	<p><b>*TT*</b> = Remember <b>FANBOYS - for, and, nor, but, or, yet, so</b></p> <p><b>*TT*</b> = You may get asked to place the co-ordinating conjunctions into empty gaps – remember to try each one in each gap to see which one fits best!</p>
<b>Subordinating conjunctions and subordinate clauses</b>	<p>Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: <b>When</b> we got home, we were hungry.</p> <p>We were hungry <b>because</b> we hadn't eaten all day.</p> <p>The boy, <b>who</b> hated skiing, was going on holiday.</p> <p>Other subordinating connectives include: <b>if, while, after, when, as, until, before, although, provided that, rather than, even though, since, unless, before, though, who, which, that...</b></p> <p><b>*TT*</b> = Remember to look for the subordinating conjunction when trying to find the subordinate clause.</p>

## Verb forms, tense and consistency (worth 5/50 last year)

### REMEMBER – tense is always shown by the verb!

<b>Simple past and simple present tense</b>	<p><b>Simple past</b> = actions that have already happened</p> <p>I played football.                      I went swimming.                      I shouted at the TV on Sunday.</p> <p><b>Simple present</b> = actions that happen regularly</p> <p>I play football.                      I go swimming.                      I shout at the TV on Sunday.</p> <p><b>*TT*</b> = most simple past tense verbs add ed to the end – BUT NOT ALWAYS!</p>
<b>Verbs in the perfect form</b>	<p>Verbs in the perfect form are used to show time and cause</p> <p>I have watched TV today.</p> <p>We had played tennis earlier.</p> <p><b>*TT*</b> = the perfect form always uses 'have' or 'had' followed by the past tense (check the examples above!)</p>
<b>Modal verbs</b>	<p>Modal verbs are used to show how likely something is to happen (can, could, should, would, will, may, might)</p> <p>It could maybe happen = might, may</p> <p>Showing you have the ability to do something = can, could</p>

	<p>Suggesting it should happen = should, would</p> <p>Showing it will definitely happen = will</p> <p><b>*TT*</b> = remember, will is the most certain thing to happen – look at the sentences below to check which one you think is most likely to happen!</p> <p>I <b>will</b> go to the cinema tomorrow.</p> <p>I <b>should</b> go to the cinema tomorrow.</p> <p>I <b>can</b> go to the cinema tomorrow.</p> <p>I <b>might</b> go the cinema tomorrow.</p>
<b>Present and past progressive</b>	<p>These are used to show something is happening or was in the process of happening</p> <p><b>Past progressive</b> = I <u>was playing</u> football.                      We <u>were jumping</u> on the trampoline</p> <p><b>Present progressive</b> = I <u>am singing</u> to my friends.                      They <u>are relaxing</u> in the sun.</p> <p><b>*TT*</b> = The present form of the verb is always used for both types (ing verbs!)</p> <p>Past is always was or were followed by the ing verb</p> <p>Present is always am, is or are followed by the ing verb</p>
<b>Tense consistency</b>	<p>Tense consistency means keeping all the verbs in the same clause in the same tense.</p> <p>e.g. He <b>finished</b> his homework, <b>ate</b> his dinner and <b>went</b> out for training.</p> <p>In the sentence above, all the verbs are in the past tense. If it was written with one in the present tense, it wouldn't make sense.</p>
<b>Subjunctive verb forms</b>	<p>The subjunctive is very formal and you do not hear it often!</p> <p>It is most commonly used to give advice – If I were you, I wouldn't do that.</p> <p><b>*TT*</b> = you will most likely be asked to change a sentence into the subjunctive or to identify a subjective sentence.</p> <p><b>Were</b> is the common way to make it subjunctive – always look for the sentence which sounds like it doesn't make sense – or something the Queen might say!</p>
<b>Passive and active</b>	<p>The active voice follows this order = Subject Verb Object (<b>the boy kicked the ball</b>)</p> <p>The passive voice swaps around this order = Object Verb Subject (<b>the ball was kicked by the boy</b>)</p> <p><b>*TT*</b> = Remember, the subject performs the verb on the object</p>

## Punctuation (worth 17/50 last year)

<b>Capital letters</b>	<p>For the test, you need to remember that capital letters are used to:</p> <ul style="list-style-type: none"><li>• After a full stop and at the start sentences</li><li>• Names of people (Mr Harrison, Jennifer, Justin Bieber)</li><li>• Places (London, Europe, England, Brazil)</li><li>• The start of direct speech ("Hello?")</li><li>• Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)</li><li>• The personal pronoun – I</li></ul>
<b>Full stops</b>	<p>Placed at the end of a sentence (except for questions).</p> <p>It is used to show the point is over and that you are going to start a new point or build on your point.</p> <p>JK Rowling's new book is out.</p> <p>I like Wednesdays.</p> <p>She hates the weather, but I like it.</p>
<b>Question marks</b>	<p>Used at the end of a question</p> <p>What is for lunch today?                      How did she manage to do that?</p> <p>They normally start with a question word: what, why, how</p> <p>They can also have question tags</p> <p>They aren't going to leave, are they?</p>
<b>Exclamation marks</b>	<p>Used at the end of an exclamation</p> <p>How amazing!                      Wow!                      Excellent work Christopher!</p>
<b>Commas in lists</b>	<p>This could be adjectives, nouns, verbs – pretty much anything!</p> <p>The hair was sticky, long and ruined.</p> <p>There was James, Samantha and Theo in the car.</p> <p>I was running, coughing and sweating on the way to school.</p> <p>*TT* = They may throw in a fronted adverbial at the start of the sentence to try and trick you as it will also need a comma - like this example</p> <p>e.g. On Saturday, John, Joe and Sarah went to the cinema.</p> <p>Remember you only need one comma if the list only includes three things!</p>
<b>Commas to clarify meaning</b>	<p>Commas can be used to make things clearer for the reader</p> <p>Let's eat Grandpa! (this makes it sound like they want to eat Grandpa!)</p> <p>Let's eat, Grandpa! (this sentence is showing them saying to their grandpa, let's go and eat!)</p>

<p><b>Commas after fronted adverbials</b></p>	<p>A fronted adverbial acts as a subordinate clause so it needs a comma to separate it from the rest of the sentence.</p> <p>Walking slowly, I went to the fridge.</p> <p>On Saturday afternoon, he ran to the shops.</p> <p>With a smile on his face, he licked his lips.</p> <p><b>*TT*</b> = think about which part doesn't make sense by itself!</p>
<p><b>Inverted commas (speech marks)</b></p>	<p><b>Direct speech</b> = quoting exactly what someone has said</p> <p>She said to me, "I'll be home before dinner".</p> <p>Direct speech <b>always needs</b> inverted commas.</p> <p>Remember, when using direct speech, punctuation goes inside the inverted commas.</p> <p>"Running is really tiring," mumbled Jimmy.</p>
<p><b>Apostrophes</b></p>	<p>We use apostrophes to mark singular possession in nouns where we put an apostrophe and then an s</p> <ul style="list-style-type: none"> <li>• The woman's hat                      The tree's branch                      Mr Harrison's house</li> </ul> <p>Remember, if the name ends in an s, it only needs an apostrophe</p> <ul style="list-style-type: none"> <li>• Ross' pen</li> </ul> <p>We also use apostrophes to mark plural possession, this only needs an apostrophe</p> <ul style="list-style-type: none"> <li>• The ladies' toilet                      the two actresses' roles</li> </ul> <p>Apostrophes are also used to mark contractions – this is where one or two letters is replaced by an apostrophe</p> <p><u>Contractions:</u></p> <p><i>Is not = isn't                      Could not = couldn't</i></p> <p><b>Will not = won't                      Cannot = can't</b></p> <p><i>Should not = shouldn't                      would not = wouldn't</i></p> <p><b>Shall not = shan't</b></p> <p>Remember, contractions are an example of <b>informal language</b>.</p> <p>Informal = Jenny didn't like chocolate.</p> <p>Formal = Jenny did not like chocolate.</p>
<p><b>Punctuation for parenthesis</b></p>	<p>Parenthesis is used to add more information about something. If it is taken out of the sentence, the sentence would still make sense.</p> <p>It can be done using either brackets () commas ,, or dashes - -</p> <p>e.g.</p> <p>The witch went forwards while flying her broom.</p> <p>The witch went forwards (very quickly) while flying her broom.</p>

	<p>The sea glistened in the morning. The sea glistened – beautifully – in the morning.</p> <p>Jay’s dog played in the sun. Jay’s dog, which is a spaniel, played in the sun.</p> <p><b>*TT*</b> = Remember, parenthesis is the effect, not the name of the punctuation!</p>
<b>Colons</b>	<p>Colons can be used in two different ways.</p> <ol style="list-style-type: none"> <li>1. It can be used to introduce lists <ul style="list-style-type: none"> <li>• The shopping list had several items: chocolate, cereal, melon, ice-cream and soap.</li> <li>• Things needed for Sam’s PE kit: shoes, shorts, socks and a t-shirt.</li> </ul> </li> <li>2. It can be used to separate two main clauses (two sentences that make sense by themselves) <ul style="list-style-type: none"> <li>• The villa was hot: the sun was outside.</li> <li>• James played along the river: he wanted to see some fish.</li> </ul> </li> </ol> <p><b>*TT*</b> = You <b>do not</b> need a capital letter after a colon <b>UNLESS</b> it is a proper noun.</p> <p>If you get asked to put a colon in, find the two sentences that make sense by themselves first!</p>
<b>Semi-colons</b>	<p>Semi-colons can be used in two different ways.</p> <ol style="list-style-type: none"> <li>1. It can be used to separate two main clauses (two sentences that make sense by themselves) <ul style="list-style-type: none"> <li>• Some people like summer; others prefer autumn.</li> <li>• The children played against each other; only one team could win.</li> </ul> </li> <li>2. They can be used to separate items in a list of longer items (longer than one word) <ul style="list-style-type: none"> <li>• At the circus, we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire-eater with flashing eyes; and an eight year old acrobat.</li> <li>• On the tree was a brown owl; a cheeky-looking monkey; two awkward pigeons; and a baboon.</li> </ul> </li> </ol> <p>Don’t forget to put a semi-colon before the and if using it in a list!</p> <p><b>*TT*</b> = You <b>do not</b> need a capital letter after a semi-colon <b>UNLESS</b> it is a proper noun.</p> <p>If you get asked to put a semi-colon in, find the two sentences that make sense by themselves first!</p>
<b>Single dashes</b>	<p>Just like a colon and semi-colon, a dash can separate main clauses (clauses that make sense by themselves).</p> <p>e.g. The boy was frightened – he had never been into the forest before.</p> <p>Suddenly, the river raged through the village – houses were being torn apart.</p> <p><b>*TT*</b> = Find where the full stop would go and put a dash there!</p>

<b>Hyphens</b>	<p>Hyphens must be used to avoid ambiguity (to stop the sentence from being confusing) – we use them to join two or more words before a noun to help us describe it.</p> <p>Avoid ambiguity – to re-sign a petition (rather than resign from a job)</p> <p>To make a compound word (two words joined together before a noun) - sugar-free lollies</p> <p><b>*TT*</b> = If you are asked to put a hyphen into a sentence, look for the noun first!</p>
<b>Bullet points</b>	<p>Bullet points are quite simple to use.</p> <p>They are used in lists. You must punctuate them consistently. Start each item with a capital letter, followed by a comma and then end the list with a full stop like the example below.</p> <p>Shopping list:</p> <ul style="list-style-type: none"> <li>• Bacon,</li> <li>• Cheese,</li> <li>• Milk,</li> <li>• Bread.</li> </ul>

### Vocabulary (worth 5/50 last year)

<b>Synonyms and antonyms</b>	<p>Synonyms and antonyms are all based around meaning.</p> <p>Synonyms are words with similar meanings – Antonyms are opposite in meaning.</p> <p>e.g. synonyms – similar meanings</p> <p>hot = scorching, warm, blazing cold = freezing, icy, chilly</p> <p>e.g. antonyms – opposite meanings</p> <p>cute = scary, frightening, terrifying small = huge, big, colossal, massive</p>
<b>Prefixes and suffixes</b>	<p><b>Prefixes</b> - (e.g. <i>super-</i>, <i>anti-</i>, <i>auto-</i>, <i>un-</i>, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p> <p><b>Suffixes</b> –<i>ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i>, <i>-ness</i>, <i>-er</i> <i>-ful</i>, <i>-less</i>, <i>-ate</i>, <i>-ise</i>, <i>-ify</i> and regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog</i>, <i>dogs</i>; <i>wish</i>, <i>wishes</i>),</p> <p>Prefixes can change words so that they mean different things. Use your spelling list to help you with this.</p> <p>e.g. ‘un’ can mean the opposite – unhappy, unfair, unofficial</p>

	<b>*TT*</b> = these questions normally ask you to draw a line from the correct the prefix or suffix to the correct word – remember to use elimination and eliminate the ones that don't sound right!
<b>Word families</b>	Think about the words the test provides you with and what they actually mean.  e.g.      photograph    paragraph    graphics  graph means writing or drawing  century    percent    centipede  cent means one hundred

<b>Standard English and formality (worth 2/50 last year)</b>	
<b>Standard English</b>	standard verb forms (e.g. <i>I did / I done, We were / was, He was / were, isn't / ain't</i> ) pronouns ( <i>them / those, that / what</i> ) adverbs using <i>-ly</i> ( <i>run quickly / quick and anything / nothing</i> )  Standard English means correct English. Slang is not standard English.  <b>*TT*</b> = Read out all the options and think about which one sounds the most correct.
<b>Formal and informal vocabulary</b>	the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing, e.g. <i>ask for / request</i> Remember – contractions are informal (didn't, couldn't, I'm, won't, wouldn't)  Remember, formal is language you would write, informal is language you would say!
<b>The subjunctive</b>	The subjunctive isn't used often and is mostly used to give advice or to tell someone to do something.  If I were you, I would listen carefully.  The teacher demands that you listen in silence.  <b>*TT*</b> = Always look for the one that sounds like how the Queen speaks and for the word 'were'!