

**LITERACY BASICS:
GRAMMAR
WORKSHEETS**

STUART SILLARS

**ILLUSTRATED BY
JOHN FULLER**



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INTRODUCTION

- The pack** *Literacy Basics: Grammar Worksheets* provides comprehensive coverage of the more common errors of grammar, syntax and punctuation. The sheets provide work on the basic parts of speech, punctuation marks and ways of building sentences. Each topic covers basic points, highlights common errors, and provides examples and exercises.
- Student suitability** The pack is aimed at KS3 and KS4 students. Because the pack is photocopiable, you can use it flexibly – with individual students, small or large groups, or across a whole year set.
- Many teachers have used this pack for Adult Literacy. For this reason, we have included a cross-reference to the Adult literacy core curriculum at the end of this pack.
- Using the pack** We suggest that you use the sheets as appropriate to make a teaching point, provide practice, or consolidate skills. If you have a query about how best to use the pack, we are happy to help; please write to us at the address below.
- Other linked Chalkface packs** *Literacy Basics: Punctuation Worksheets*, *Literacy Basics: Sentence Worksheets* and *Literacy Basics: Word Worksheets* cover many of the topics in this pack, they use a simpler approach and vocabulary and are suitable for lower ability students. You may also find the following packs useful: *Literacy Basics: Spelling Worksheets 1, 2 and 3*.
- The people involved** Stuart Sillars, the author of this pack, is a writer and freelance lecturer. The pack was illustrated by John Fuller, Susan Quilliam was the series editor, Carole Hewett and Peter Burgess the sub-editors, and Elaine Mitchell the layout artist.
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PARTS OF SPEECH

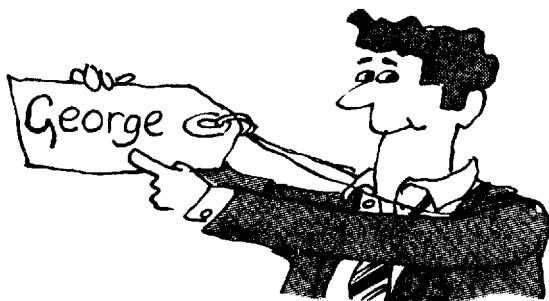
There are many different kinds of words. Each does something different to help get a point across. They're like the parts of a stereo system. Some provide the signal and others make it louder or clearer.

It's useful to know what the main kinds of words are called — and what they do. This helps to show how language works.



These are the main kinds:

Nouns	are the names of people and things	George, wood, dog, Manchester
Pronouns	replace nouns, so you don't keep repeating things	he, she, me, them
Adjectives	tell you more about pronouns and nouns	large, dull, British
Verbs	tell you what's happening – every sentence must have a verb	breathe, eat, is
Adverbs	tell you more about verbs or adjectives	quickly, slowly, fast
Conjunctions	join sentences together	and, but, because



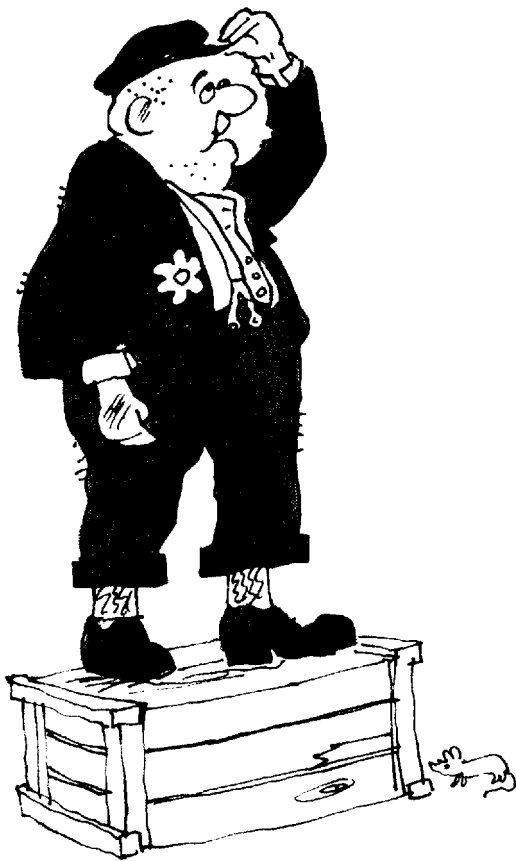
Think about these carefully. Look in a dictionary. Find four examples of each kind of word.

NOUNS

Nouns are names. There are two main kinds: *common nouns* and *proper nouns*.

Common nouns name everyday things you can see and touch. There are lots of the thing they name, not just one.

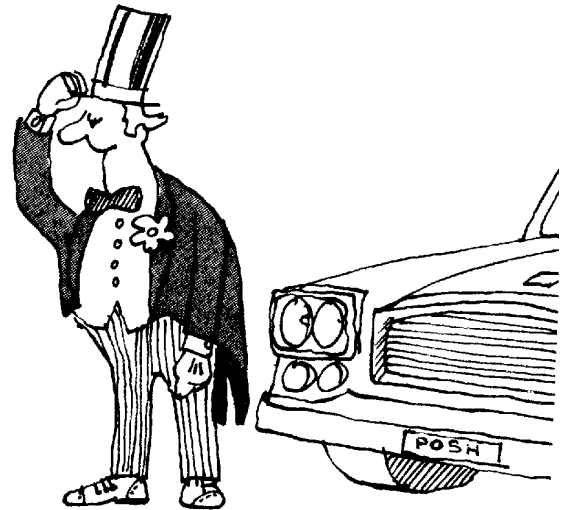
Rook, shoe, cassette, elephant, sea, hospital, company, bicycle, road, cabinet, escalator – all these are common nouns.



Now try this!

Find the nouns in this passage. Underline them. Then put a capital letter at the start of each proper noun.

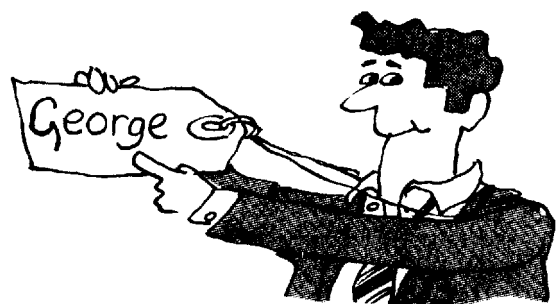
In your fabulous asteroid tomorrow: the truth about the stars. Special reporter arnold dampwally gives the low-down on life at dalston grange, home of britain's latest guru. Does he really float over the houses of parliament? How can he afford five porches? Why didn't I think of it first? It's all in your super asteroid tomorrow.



Proper nouns name one thing, or a special kind of thing. People's names, places, days of the week, brands of cat food, makes of car – all are *proper nouns*.

Here are some: Manchester, George, Saturday, Belgium, Luton Town Football Club, Coronation Street.

Proper nouns start with capital letters. Common nouns don't except when they're part of a proper noun. So you work in a factory, but work in Foster's Fastenings Factory; drive a sports car, but read *Sports Car Weekly*.



And more in your asteroid. Kevin lout, mid-field ace of dalston rovers, tells all about tv megabore elsie snigger. And remember – if we only printed two pages, one of them would be page three.

—ABSTRACT NOUNS—

Abstract nouns name ideas or feelings. Happiness, misery, peace, anger, courage, justice – these are abstract nouns.

Some abstract nouns start with a capital letter. This happens when they are named after a person, or describe one special belief or way of thinking.

Christianity, Islam, Marxism, Conservatism – these are abstract nouns naming particular beliefs.

Use a dictionary to find another four like them.

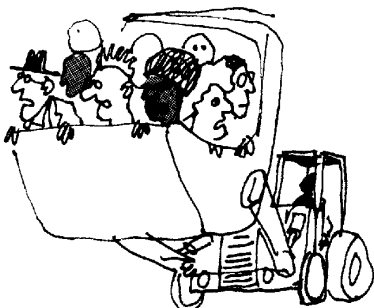


Then there are collective nouns, which name groups of things – audience or committee, for example.

Group, class, society, parliament, organisation, team, squad – all these are collective nouns.

Collective nouns sound as if they are plural, but they are really singular.

You say 'the audience was pleased', not 'the audience were pleased', 'the committee has decided', not 'the committee have decided', and 'the squad was ready for the match', not 'the squad were ready for the match'.



Now try these!

Find the abstract nouns in these sentences, underline them and add capital letters where they are needed.

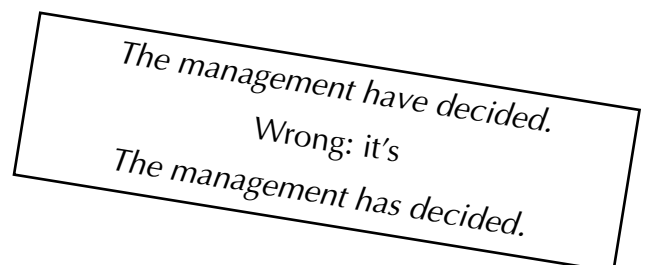
- 1 I can't bear the injustice of it.
- 2 Ancient religions include judaism and hinduism.
- 3 Can faith move mountains?
- 4 He didn't lack bravery, but he still felt insecure.
- 5 Many people believe in socialism, while others favour liberalism.



Now try these!

Choose the right form of verb – singular or plural – in these sentences.

- 1 The jury (is, are) about to return.
- 2 The team (was, were) defeated 11-3.
- 3 A squadron of ships (moves, move) slowly out to sea.
- 4 A committee (has, have) been formed to investigate.
- 5 Two herds of sheep (was, were) grazing outside.



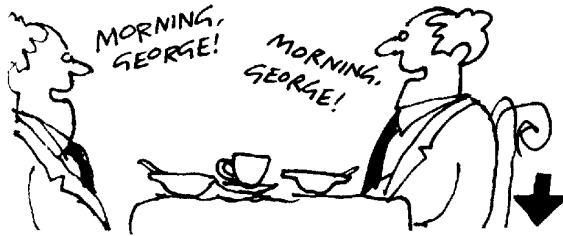
PRONOUNS 1

You use pronouns instead of nouns. They stop you using the same words again. You wouldn't say 'when George got up George had breakfast'. You'd say 'when George got up he had breakfast'. Common pronouns are *I, you, he, she, it, we, they*.

Now try these!

Replace nouns by pronouns in these sentences.

- 1 Celia said that Celia was not going to put up with the trouble any longer.
- 2 The dog opened one eye, and then the dog yawned.
- 3 Before the coach fell over the cliff, the coach skidded.
- 4 Mr and Mrs Pronklefink were there too.
- 5 Mr Smith saw the books on the table where Mr Smith had left them.

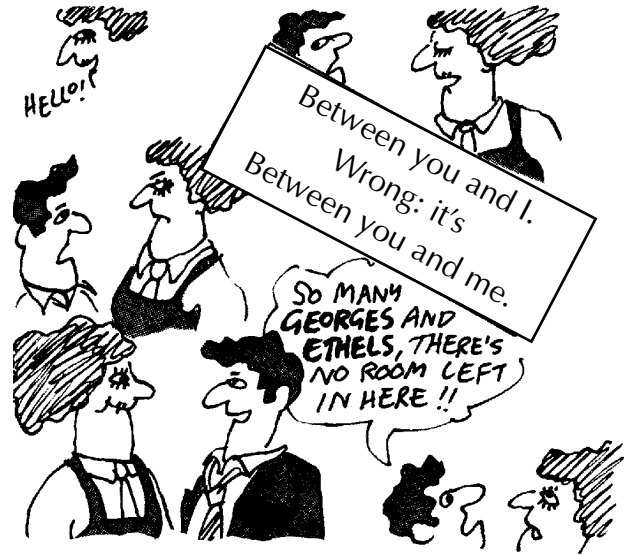


These pronouns replace the *subject* of the sentence. This is the person or thing doing what you're writing about.

Replace the person or thing the action is *done to*:

me, him, her, us, them. It and you stay the same.

So you wouldn't say 'he sold the car to Mrs Jones'. You'd say 'he sold it to her'. Or, if you're Mrs Jones, 'he sold it to me'.



Now try this!

Rewrite this passage using pronouns wherever you can. Make sure that the meaning is still clear. If there's any doubt, keep the nouns.

George loves Ethel, but George cannot tell Ethel so. But Ethel has a dog, and so George offers to take the dog for a walk for Ethel. George and the dog have to wait at a level crossing, and George sees Ethel on horseback on the other side of the crossing. A train frightens the horse and the horse shies, throwing Ethel to the ground. George ties the dog to the barrier, jumps over the barrier and runs to help Ethel up. As George does this Ethel gazes adoringly into George's eyes. Then Ethel screams. The barrier has risen with the dog still tied to the barrier and the dog is hanging from the barrier fourteen feet in the air. Well done George!

PRONOUNS 2

Sometimes you need to show exactly who did something, in phrases like 'I did it myself' or 'Sharon was there herself'.

The words for this are:

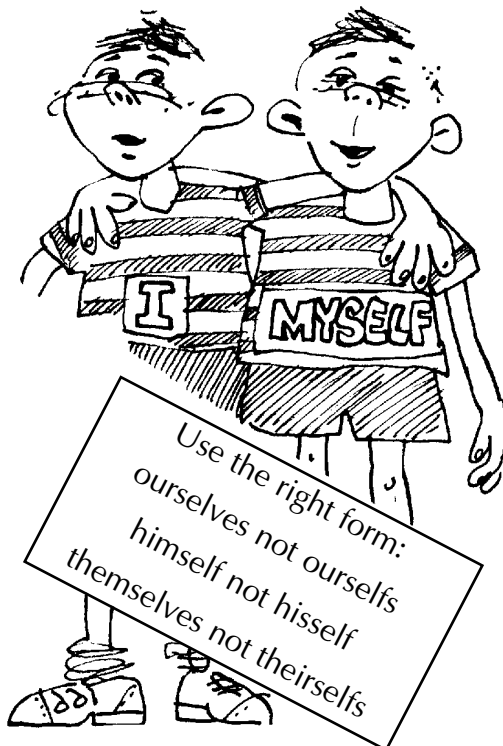
myself himself herself
yourself yourselves
ourselves themselves

When do you use these pronouns? The rule is easy. Only when you've said who is doing the action do you use one: 'he can do it himself' or 'they can go themselves'.

This isn't true for yourself and yourselves though: you don't need to use 'you' before them. For example, you can write 'ask him yourself' or 'help yourselves'.

Itself is another useful word. You use it in the same way as the others, but about a thing, not a person, like this:

The surrounding buildings were destroyed, but the church itself was unscathed.



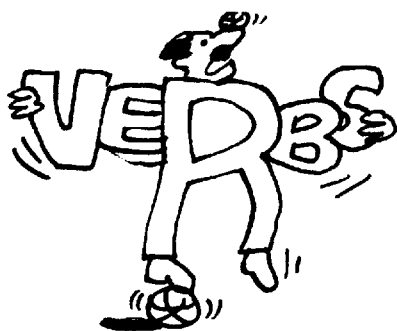
Now try these!

Fill the gaps in these sentences with the right pronouns.

- 1 I was there _____: you can check in the records for _____.
- 2 We _____ were not to blame, as the government _____ admitted.
- 3 She was not _____ responsible for such matters and told us to write to the tax office _____.
- 4 The proposal _____ is flawed, as its supporters _____ agree.

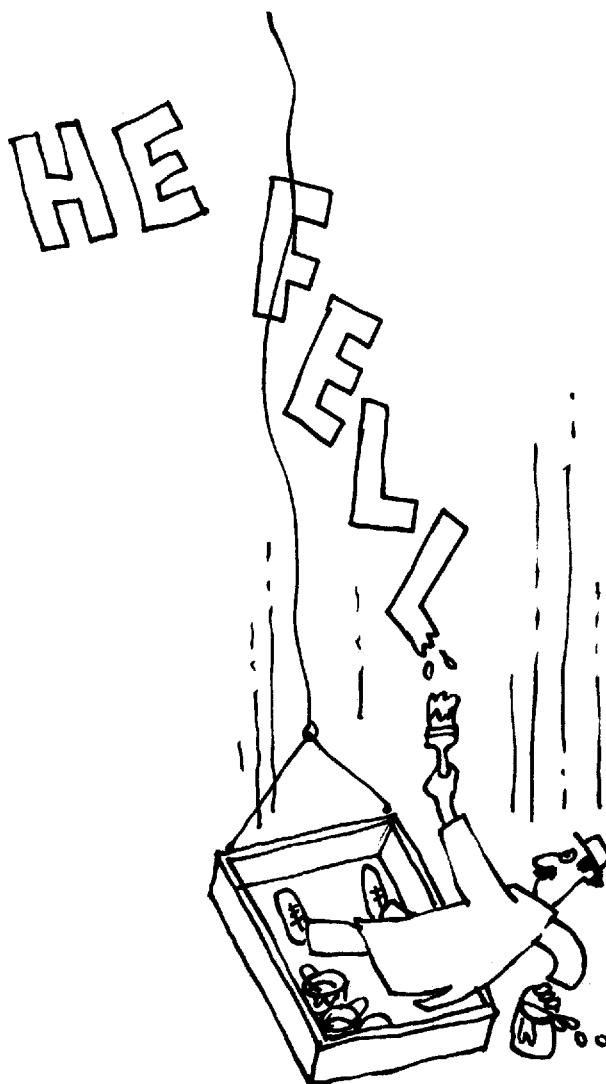
VERBS 1

Verbs are the words which tell you what's going on. They're about actions and the people who are making things happen. They are the heart of every sentence.



The simplest form of a verb is called the infinitive. This is the one with to in front of it – for example, to go, to stay, to decide. All verbs have an infinitive form. You use it in phrases like 'I want to go home', 'I don't want to get up', or 'I don't wish to know that'.

Most of the time, though, verbs are used in what's called a finite form. They show who is doing the action and when. These verbs are the ones that do the real work: 'I like your hat!', 'she cried all day', 'they would love to go'.



Now try these!

Add verbs to these groups of words to make them into sentences. Then try adding different verbs to make them into different sentences.

- 1 They _____ a fuss about _____ to _____ to work.
- 2 Machines _____ not _____ unless you _____.
- 3 If you _____ to _____, you _____ to _____ someone.
- 4 Although I _____ to _____, I _____ afraid to _____ the form.
- 5 He _____ he _____ to _____.

VERBS 2

If you're writing about something which happened in the past, you need to use a form of the verb called the past tense.

The simplest way of doing this is to add *ed* to the end of the verb. Walk changes to walked, point to pointed, weld to welded, join to joined. (If there's already an *e* at the end of the word, just add a *d*.)

If the verb ends in a *y*, you usually replace the *y* with an *i* before adding *ed*. So try becomes tried, fry fried, rely relied, deny denied.

This doesn't work if there's a vowel before the *y*, though. Play becomes played, spray sprayed, and relay changes to relayed.

Now try these!

Put the verbs in these sentences into the past tense.

- 1 He (deny) that he had (try) to steal the car.
- 2 She (leap) up to him and (lick) his ear. 'Good dog', he (laugh).
- 3 As he (solder) the joint he (hope) and (pray) that it would not come apart.
- 4 When he (chance) to mention that he'd (attempt) the test, she felt betrayed.
- 5 He had (promise) he wouldn't.



Some verbs form their past tenses in other ways. Catch becomes caught, for example, and teach taught. Be careful, though – preach changes to preached.

Run changes to ran and win to won. Drink alters to drank – not drunk – spring becomes sprang and sing sang.

Two to watch are buy and bring. The first changes to bought and the second to brought – that *r* makes a lot of difference.

All these are called irregular verbs, because they don't do what you'd expect. Use a dictionary to find another five like them.

Now try this!

Put the verbs in this passage into the correct past tenses. Use a dictionary if you need to.

I (catch) him red-handed, Chief. He (tell) me he'd (buy) it, but I (know) he (is) lying. I (feel) it in my bones, Chief. He (begin) to run, but he (don't) get far. 'All right, guv,' he (whisper), 'I'll come quietly, but I (don't) do it.' Then, when I (relax), he (spring) at my throat, but I (grab) him and (bring) him down here. You're for the high jump, chummy: you shouldn't have (cross) when the red man (light) up.

–COULD SHOULD WOULD–

Could, would and should are all verbs. They are different ways of showing what might happen.

Could is the simplest. It suggests something that's possible, like this:

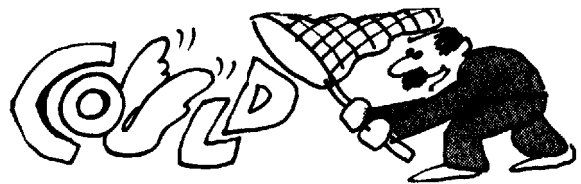
I could stay in bed tomorrow.

Would suggests you want to do something – you'd like to if possible. It's used when you can't do what you'd like:

I would stay in bed tomorrow, only I have to go to work.

Would can also give advice:

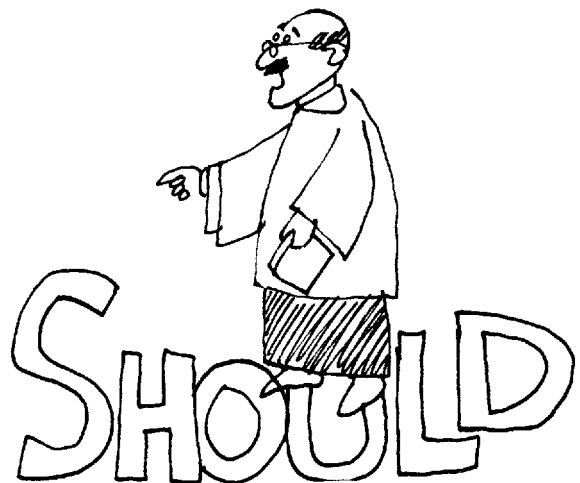
I would stay in bed tomorrow, if I were you.



Should shows you have a duty to do something:

You should always take precautions against fire.

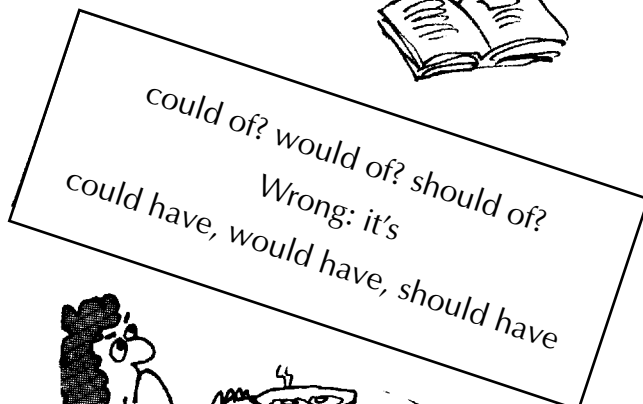
You should go to work tomorrow, not stay in bed.



Now try these!

How many different meanings can you give these sentences by using could, would or should?

- 1 If you _____ come back tomorrow, you _____ be able to see the doctor.
- 2 _____ you please remember that things _____ be much worse.
- 3 I _____ ask him what he _____ do, if you like.
- 4 'How _____ I know?' she snapped. 'He _____ be anywhere.'
- 5 In his place, I _____ do all I _____ to get things moving.



ADVERBS

Adverbs describe the way in which an action is carried out – they tell you more about a verb.

Many are formed by adding *ly* to an adjective. For example: quickly, rashly, dishonestly, fluently, slowly. Words which end in *l*, like careful and thoughtful, form adverbs in the same way, to give carefully and thoughtfully.

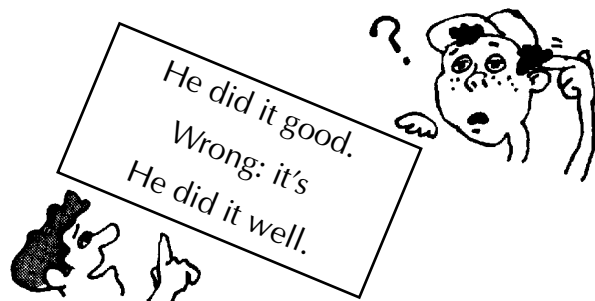
Some are made by adding *ally*: scientifically and automatically, for example. Be careful, though: public becomes publicly.

Others lose the last e before the *ly*: true becomes truly, and due duly.

Quick

Some adverbs don't end in *ly*. Hard, fast, late, high, straight, low – all these are adverbs.

Others have to do with time. Often and never, for example, are adverbs which don't end in *ly*. And you don't do something goodly, either; you do it well.



Hardly isn't the adverb from hard.
It means only just.
Lately isn't the adverb of late.
It means recently.

Now try these!

Find the right form of adverb for these sentences. Use your dictionary if you need to.

- 1 He hinted (dark) that the business had been handled (dishonest).
- 2 His case came up (immediate) and he was (due) sentenced.
- 3 They followed him (relentless) and he expressed his distress (public).
- 4 (Automatic) he slammed on the brakes and the car skidded (crazy).
- 5 The receipts were (specific) linked to (illegal) obtained goods.



Now try this!

Change the words in brackets to adverbs to complete this passage.

When I say I want it done (good), I mean (perfect). I don't mean (probable), I mean (absolute). (Sure) you can understand that, you (miserable) minded hooligans? You come in here (late) and (cool) demand (ridiculous) high wages and then behave (incredible) (stupid). It's (real) not good enough: you're not in the holiday camp to enjoy yourselves!

ADJECTIVES

Adjectives describe nouns and pronouns. Big, round, grey, old, decrepit, windy – all are adjectives. They tell us more about the noun or pronoun.



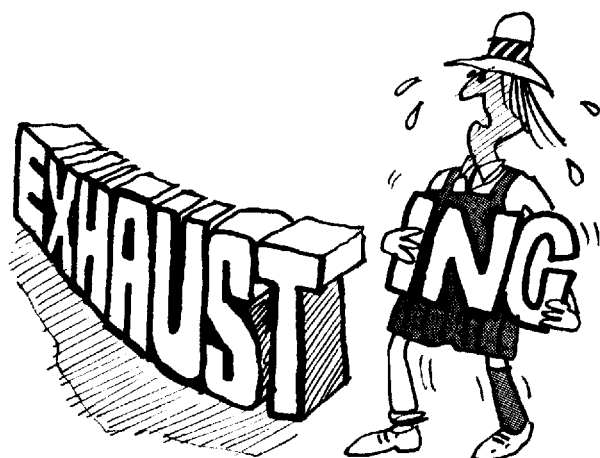
Some adjectives are formed by adding *able* or *ible* to a noun. Terror forms the adjective terrible; horror gives horrible. If something makes you pity it, then it's pitiable. If you can't deny something, it's undeniable. Laugh gives the adjective laughable, break gives breakable and change becomes changeable.

Others add *ing* to a verb. Howl becomes howling, fill becomes filling and sleep changes to sleeping.

Some words, though, lose an e. Drive changes to driving and reassure to reassuring.

Others double their last letter. Cut becomes cutting and split splitting.

Proper nouns, can be changed into adjectives. They start with capital letters. Examples are English, French, Muslim, Jewish and Victorian.



+Silly



Now try these!

Find the adjectives in these sentences. Then underline them and use them in sentences you've made up yourself.

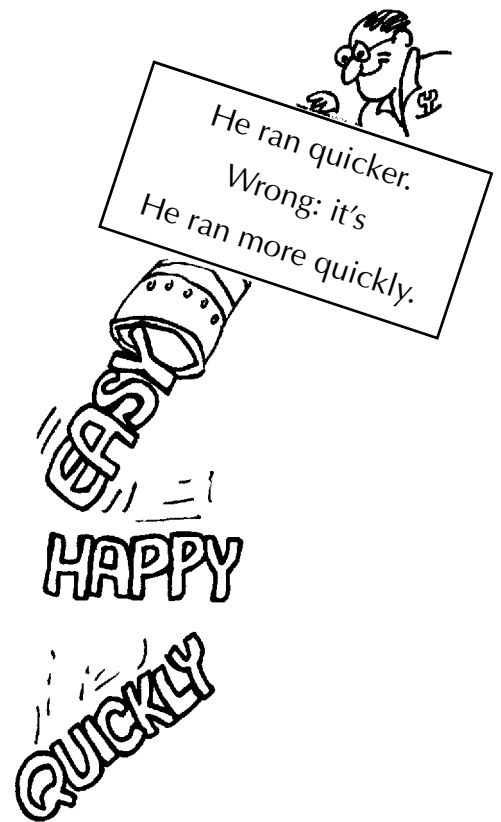
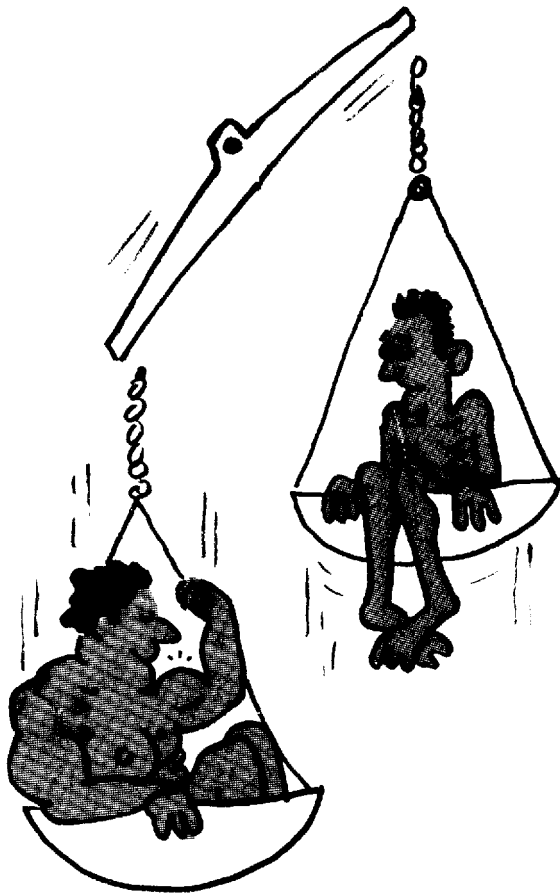
- 1 It was a cold, grey and depressingly dismal night.
- 2 The cruel blow hit him hard in the chest and he fell lifeless to the floor.
- 3 The fields looked green, rich and young – everything I'm not, he mused sadly.
- 4 The truth is never pure and rarely simple.
- 5 Despite the warmth of the fire, I felt wretched and frozen.

COMPARATIVES

Comparatives are forms of adjective and adverb which tell you that something is better or bigger.

You form comparative adverbs just by putting *more* in front of them – more quickly, more carefully, more thoroughly. Lots of comparative adjectives are formed like this too – more reliable, more pleasant, more responsible.

Some adjectives form their comparatives by adding *er* on the end, though. Generally, these are the shorter words: smaller, quieter, younger and older, for example. Some adverbs do the same: earlier and further, for instance. And some words – like harder, faster, lighter and lower – can be either adverbs or adjectives.



Now try these!

Change the adverbs and adjectives to comparatives in these sentences.

- 1 He got there early to buy a cheap ticket.
- 2 They ran fast until they were far away from the city.
- 3 He worked carefully to produce a reliable alarm clock.
- 4 She acted responsibly and made a mature decision.

SUPERLATIVES

Superlative adjectives and adverbs – words for the best – are often formed by adding most. Most carefully, most roughly and most particularly are examples of adverbs; most confusing, most beautiful, most brutal are adjectives.

Some words of each kind, usually the shorter words, take *est* at the end – adverbs like hardest, longest and furthest, and adjectives like smallest, biggest and silliest.

SMALL



There are some unusual ones:

much	more	most
little	less	least
bad	worse	worst



Now try this!

Change the words in brackets to superlatives to complete this passage. Use your dictionary if you need to.

Humphrey rose (unsteady), trying his (hard) to look sober. 'On this (beautiful) day, when we are all at our (amiable),' he began, 'I should like to propose a toast: to the (bad), (miserable), (ugly), (despicable)...'. He got no further, instead (delicate) executing a stall turn and dropping (ridiculous) into the (enormous) lemon sorbet, making (intriguing) noises as he tried to continue with his speech.

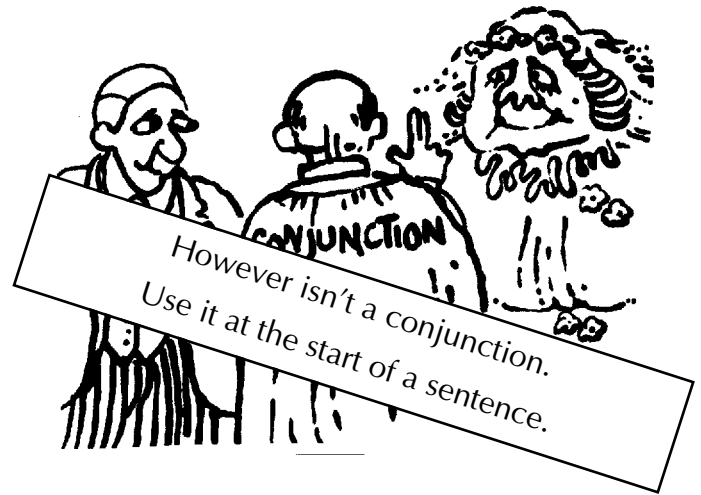


TIGHTTEST

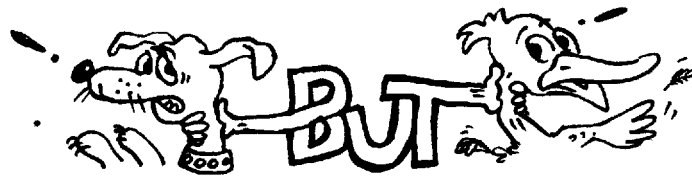
CONJUNCTIONS 1

Conjunctions are joining words. They join together two sentences and help your writing flow more smoothly.

Other conjunctions point out a difference of some kind between the two sentences they join. They're useful in showing more complicated relationships between two ideas.



And	simply adds one to another	He got up and turned off the radio.
Because	the second sentence gives the reason for the first	I did not go to work because I was unwell.
Or	shows there are two alternatives – one or the other	I'll come myself, or send someone in my place.
But	shows the second part is different in some way from the first	It was still raining, but the wind had dropped.
Although	introduces a second part which lessens the meaning of the first.	I shall come tomorrow, although I won't stay long.
Whereas	points out a difference between two ideas	Railway signals have two colours, whereas traffic lights have three.



Now try these!

Join these sentences using conjunctions.

- 1 It must have been later than she thought. The clock said half-past four.
- 2 She stayed indoors. She watched television.
- 3 I've made my decision. I shall stick to it.
- 4 I arrived in time. A traffic jam delayed me for forty minutes.
- 5 He liked to argue violently. She preferred to discuss things calmly.
- 6 Will you call the police? Shall I do it myself?
- 7 They got there first. It was by a very narrow margin.

— CONJUNCTIONS 2 —

One way of joining sentences is by using pronouns. Which, who and whom are the most useful.

For example, instead of writing:

I enjoyed the book. It was about ancient drainage systems.

you could write:

I enjoyed the book which was about ancient drainage systems.



If you're writing about the people who are doing an action, use who, as in:

Outside, there was a man. He was reading a paper.

which changes to:

Outside, there was a man who was reading a paper.



Now try these!

Join these sentences by using who, whom and which, and leaving words out when you need to.

- 1 He grabbed at the life raft. It was just within his reach.
- 2 They studied each other with long looks. The looks said it all.
- 3 He glanced down at his dog. It was lying happily at his feet.



If you're writing about people having things done to them, use whom:

Outside, there was a man. I had seen him before.

Outside, there was a man whom I had seen before.

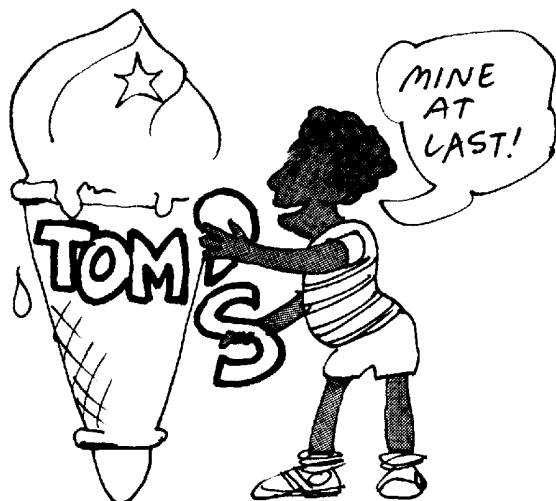


- 4 I'm sure that's the man. It's the man I saw last week.
- 5 As she entered the room, she saw an old man. He looked somehow familiar.
- 6 They were the same guards. They had been on duty last night.
- 7 He spoke to the girl. She was the girl he fancied.
- 8 We played with the children. The

APOSTROPHES 1

When an apostrophe comes just before an s at the end of a word, it shows that something belongs to that word.

So you write the car's windscreen, Sue's bike and The King's Head.



What about plurals which have things belonging to them? For these, you put the apostrophe after the last s, but you don't add another s.

Cats' cradles, rabbits' feet and divers' suits are examples.

If the plural word doesn't end in an s, just add one after the apostrophe. You write women's movement, children's comics and men's club, for example.

This is the only reason why you should write an apostrophe before an s at the end of the word. Ordinary plurals – words for more than one of something – never have an apostrophe before the last s.



It's means it is –
not something belonging to it.
To say that, you use its.

Now try these!

Put in apostrophes where they are needed in these sentences.

- 1 The athletes shirt was put on the umpires assistants chair.
- 2 My fathers friends aunts live in the councils flats.
- 3 The bus stations roof could be seen from the college laboratorys window.
- 4 Mallards sausage skins are made from real sheeps intestines: there are more guts in a Mallard.



Now try these!

Put in apostrophes where necessary in these sentences.

- 1 The fishermens cottages roofs shone in the searchlights harsh beams.
- 2 Assistants in mens outfitting sang carols in the childrens wards concerts.
- 3 The books jackets lay on the libraries counters during the librarians holidays.
- 4 Both classes teachers wives went to their husbands schools plays.



Don't use apostrophes for these words:
his yours theirs hers ours
– they're complete in their own right.

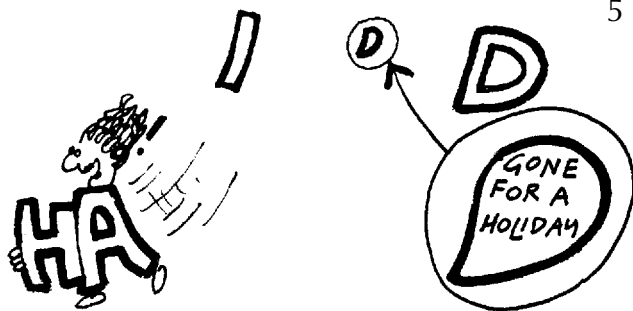
APOSTROPHES 2

Apostrophes often show that letters have been left out of words.

You don't usually say 'I am': you normally run the words together and say 'I'm'. When you write this word, the apostrophe shows that the a has been left out.

The same is true for other verbs. She is and he is become she's and he's, it is becomes it's, that is becomes that's. You can shorten have and will and are, too. We have becomes we've; you will changes to you'll; they are turns to they're.

Had and would simply change to 'd, as in I'd, she'd and they'd.



Notice how, in all of them, you write the two words as one and put the apostrophe just above the place where the letters have been left out.

Now try these!

Shorten the verbs in these sentences by using apostrophes.

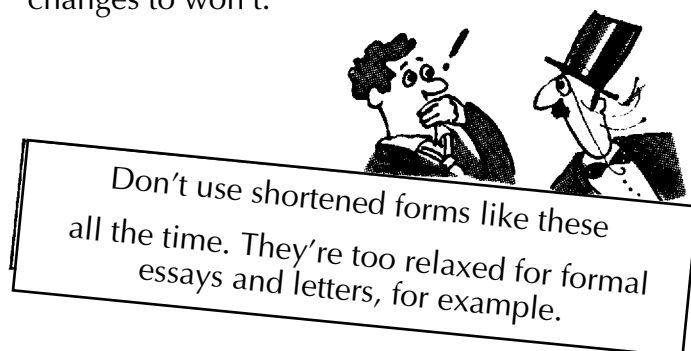
- 1 He is one of the best welders we have got.
- 2 They will have to hurry if they are to catch the train.
- 3 If you have anything valuable with you, I would leave it in the safe.
- 4 I am satisfied that it is a computer error.
- 5 That is one of the best things you have ever done.



You can also use apostrophes in shortened forms of verbs with not. Take out the o, put in an apostrophe and join in the whole lot together.

So is not becomes isn't; do not changes to don't; does not becomes doesn't. Then there are shouldn't, couldn't and wouldn't. Cannot – spelt as one word, remember – can be shortened to can't.

Some words are a little more complicated. This is because they leave out more letters. Shall not becomes shan't, and will not changes to won't.



Now try these!

Shorten the verbs in these sentences by using apostrophes.

- 1 He does not like people who say 'It is not fair' then do not do anything about it.
- 2 I did not say I could not do it: I said I would not.
- 3 I shall not be there on Tuesday, as I will not have anything to do with it.
- 4 The shop will not be open, so you cannot buy it there.



COMMAS 2

People often use a comma instead of a full stop. This can make things very confusing for the reader. You use a comma to show a pause in a sentence but a full stop shows that a sentence has finished.

How do you know if you're at the end of a sentence? Ask yourself if what you've written is a complete idea in itself and has a working verb. If the answer to both questions is yes, then it's a sentence and you need to put a full stop.

Look at this example:

Yesterday I bought a new video, it was great.

This is wrong, because the comma is between two sentences. Each phrase is a sentence because it is a complete idea and has a working verb. So the comma should be a full stop, like this:

Yesterday I bought a new video. It was great.



Instead of putting in a full stop between two short sentences, you could use a conjunction to join them together. This would give you a single, smooth sentence, like this:

Yesterday I bought a new video and it was great.

Another approach is to use a pronoun as a joining word. You usually need to leave out a word or two, but you end up with a much smoother sentence, like this:

Yesterday I bought a new video, which was great.

Normally, you'd use which to join sentences about things and who or whom to join sentences about people.



Now try these!

Put in full stops where they are needed in these sentences.

- 1 The men want more money, they say they're badly underpaid.
- 2 The new agreement hasn't made things better, it's made them worse.
- 3 Please return cups to the counter, do not leave them on the tables.
- 4 There's no point in talking about it, all we'll do is argue.
- 5 Working in the theatre isn't all fun, a lot of it is hard work.



Now try these!

Replace the comma with a full stop, or add a conjunction or a pronoun to these sentences. Find at least two ways of dealing with each sentence.

- 1 I saw that dog again last night, he was standing under a lamp-post.
- 2 I'm sure he was the same dog, the one I told you about yesterday.
- 3 He followed me all the way home, he waited outside in the rain.
- 4 D'you think I should tell the police, he might go away if I did?
- 5 On second thoughts I don't think I will, I quite like him really.

COMMAS 1

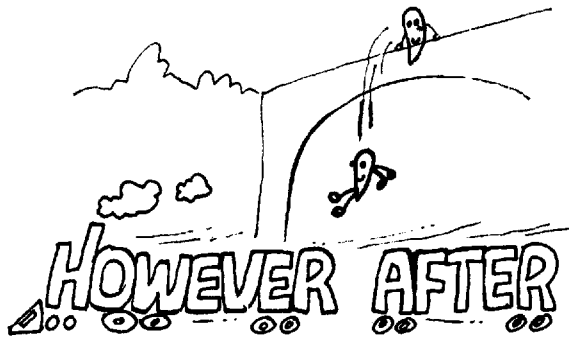
People use commas much too often. There are, however, some situations where commas are necessary if you're going to write clearly.

The first main use is to show a pause between parts of a sentence, which makes the meaning clearer. For example:

After I had cashed my giro, I went to the shops and bought some food.

or:

Because of the derailment, all the trains were running late.



Another use of the comma is on either side of a word or phrase which could be left out of a sentence:

My sister, who works in the greengrocer's, said she saw her with him last night.

or:

You will need, amongst other things, three bricks and a length of rope.

Some words are often used between commas, like this:

He, too, was embarrassed.

Tomorrow, however, snow is expected.

You also use commas between items in a list, like this:

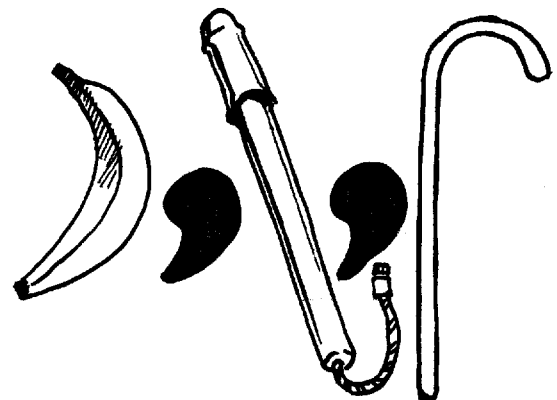
He bought three apples, a banana, a bicycle pump and a walking stick.



Now try these!

Put commas in these sentences to make them easier to understand.

- 1 Although I had been up all night I did not feel at all tired but I was very hungry.
- 2 Since my operation I haven't looked back although this may be because I can't move my neck.
- 3 As I had missed the train I decided to catch the next one which went in an hour's time.
- 4 Despite years of effort Cedric had never really understood his brother which made him sad.



Now try this!

Rewrite this passage inserting commas where they are needed.

I Arnold 'Goldfinger' Dampwally of 73 Acacia Gardens declare that on the night of 13 December I was walking or rather running down Netherbourne Road. Suddenly I saw my brother-in-law who works as a filing clerk in a handcuff factory on the other side of the road. He was carrying a ladder a jemmy a hammer and some pieces of lead. I did not however think this suspicious. He often locks himself out and on such occasions he takes the opportunity of mending the roof for the local vicar as he is a good lad at heart. He was also carrying a bag which had 'Swag' written on it over his shoulder but this did not surprise me as he is an Australian.

; AND :



People often get confused about colons and semi-colons, but there's no need



Semi-colons replace a conjunction – a joining word – when you're comparing two things. Instead of 'yesterday it rained, but today it is fine', you could say 'yesterday it rained; today it is fine'.

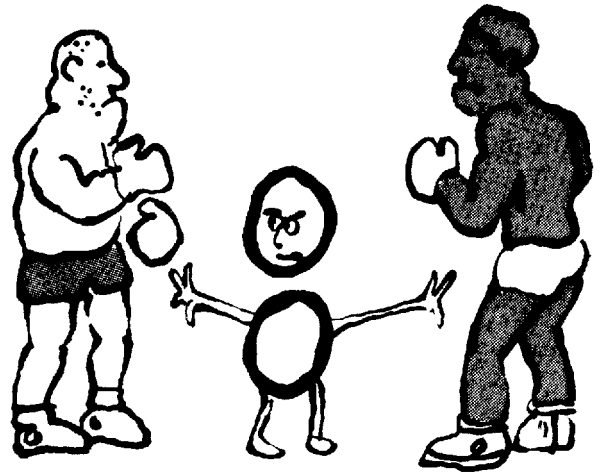
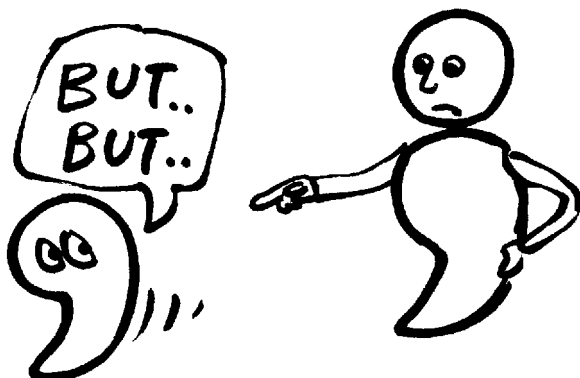
You can also use semi-colons between complicated items in a list, like this:

The accused's trousers contained a large tube of printers' ink; four brass plates; a patent pocket printing-press; a list of banks

Now try these!

Put semi-colons where necessary in these sentences to replace conjunctions or to link items on a list.

- 1 Last year's enrolments were very low, but this year's are more encouraging.
- 2 Engines with single carburettors are easily tuned, whereas those with twin carburettors are much harder to service.
- 3 The men were each issued with a compass a false beard three packets of chewing gum and a senior citizen railcard.
- 4 The single street contained only a hypermarket a second-hand timber yard an all-night taxidermist's and a hot-chestnut stall.



Colons make a much longer pause than semi-colons. They make clear a very big contrast in meaning between two parts of a sentence. 'I had hoped he would be happy: instead, he was suicidal!'.

The other use of colons is to introduce an example or a list:

The reasons for his failure were: he arrived late for the exam; he bit the invigilator; he wrote on both sides of the paper at once.

Don't use too many colons. They break the flow of your writing and may confuse readers.

Now try these

Put colons or semi-colons in the right places in these sentences, replacing conjunctions where necessary.

- 1 The reasons included lack of time limited finances poor storage area and inadequate staffing.
- 2 Earlier I had felt happy now I was thoroughly miserable.
- 3 There was little I could do about it they would have to look after themselves.
- 4 For example Mr Smith works very well but Mr Jones has little interest in his work.

? AND !

A question mark shows that a question has been asked.

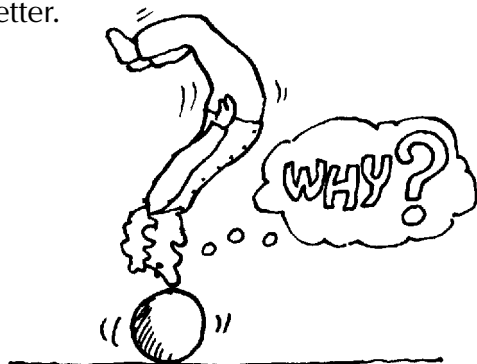
That isn't quite as simple as it sounds, though. Question marks are used only for direct questions – the kind you actually ask people.

What's the time? That's a direct question.

He asked me what the time was. That's an indirect question.

If you can't decide if a question is direct or indirect, ask yourself whether, if you said it aloud, it would need an answer. If it would, then it's a direct question – and so it needs a question mark. If it wouldn't, then it's indirect and doesn't need one.

Question marks act as full stops. So do exclamation marks. They should both be followed by a new sentence, starting with a capital letter.

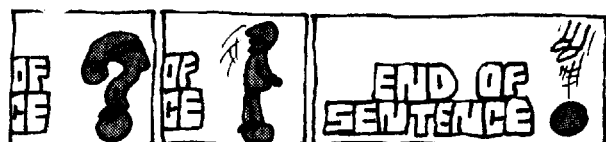


Exclamation marks are like stage directions; they tell you how something is said. You use them mainly in dialogue, to show that something was said in an excited, angry or joking way:

'I'd like to wring your neck!' he snarled.

'You'd get the wrong number!' she snapped.

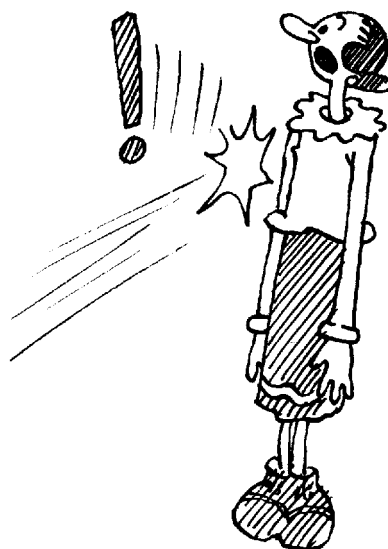
Never use more than one exclamation mark. Use them rarely, otherwise they'll lose their effectiveness.



Now try these!

Put question marks in these sentences where they are needed.

- 1 He asked me if I'd like to go. I said, 'What do you think.'
- 2 'What's the point' I asked myself. 'Why should I care.'
- 3 Would you let me know whether or not you agree.
- 4 Did she ask how far it was to Brighton or not.
- 5 I wonder what the result would be if I asked why the giros are always late.



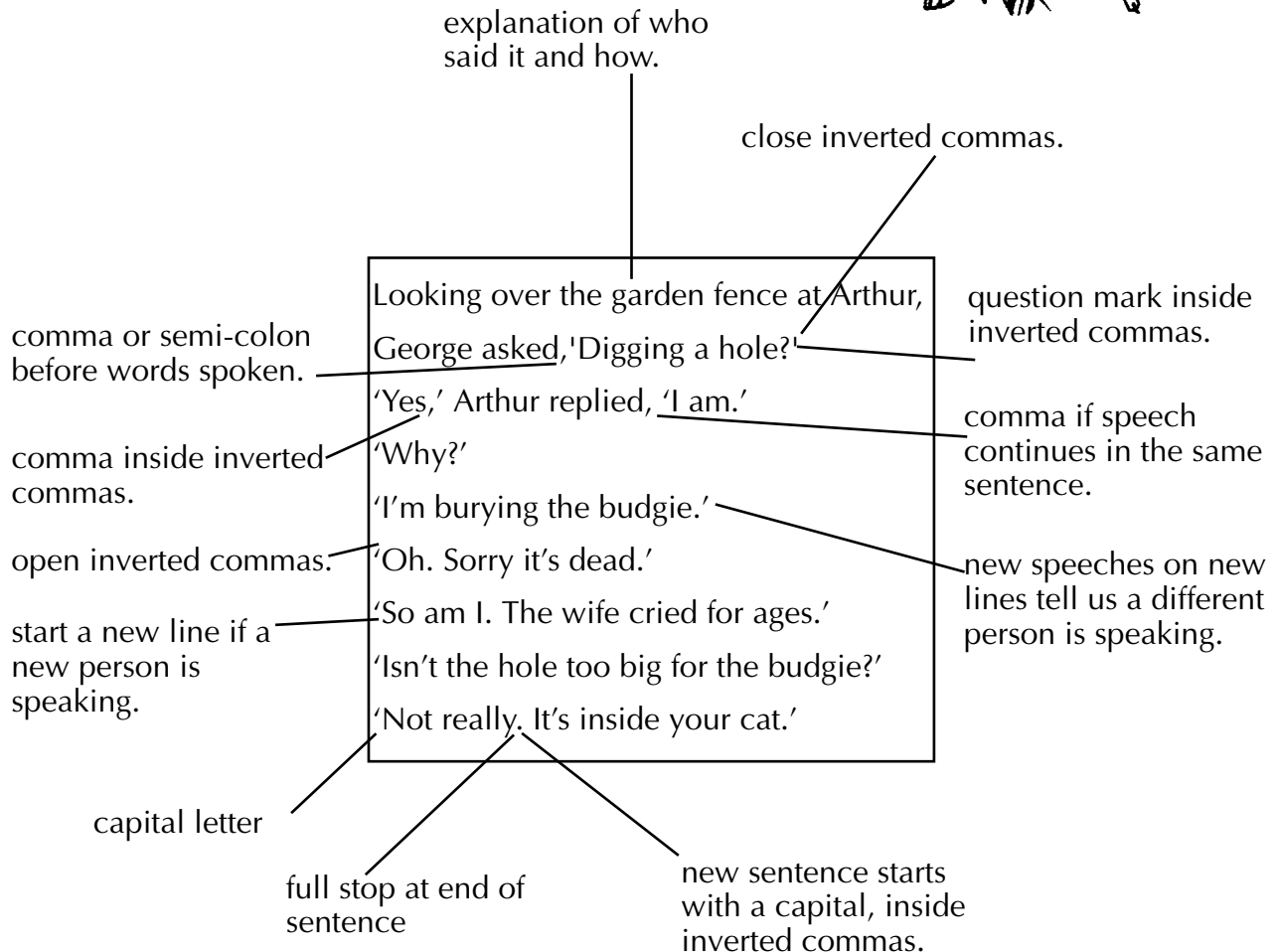
Now try these!

Put in exclamation marks where you think they're necessary.

- 1 'Look out Lady Fitzmaurice there's a tarantula in your hairpiece.'
- 2 'It's all nonsense' she cried. 'I've never seen him before.'
- 3 'Tell that to the marines' said the sergeant and went back to painting his nails.
- 4 'Sorry old son nothing doing' simpered Miss Trimbody.
- 5 He shouted, 'Watch out they're right behind you' but the warning was too late.

— WRITING DIALOGUE —

You may think writing dialogue – recording the actual words people use – is difficult. It's quite straightforward really. Look at the diagram and then try the exercise



Now try this!

Rewrite this passage as dialogue. You won't need to alter any of the words, but make sure you use the correct punctuation and layout as shown in the example.

name asked the doctor Blenkinsop replied the patient pardon I said Blenkinsop oh that's strange said the doctor after a short pause why well it's my name too it's not suprising really continued the patient after all we have been married for sixteen years.

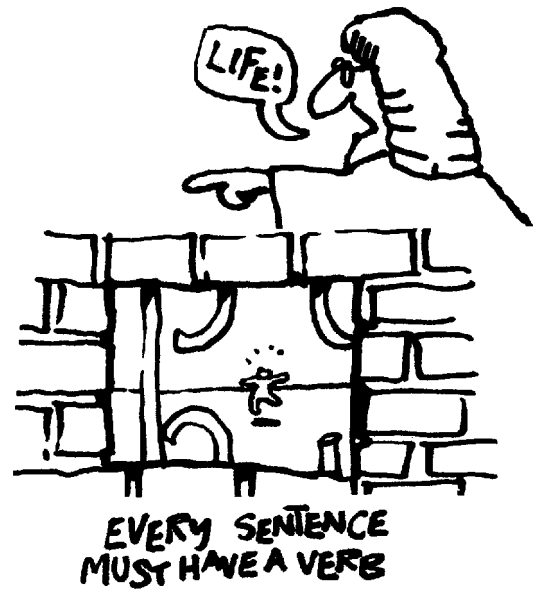
—BUILDING SENTENCES 1—

Sentences are the basic units of writing. Every sentence is an idea, or group of ideas, which is complete in itself. As sentences are so important, it's worthwhile sorting out exactly what makes a sentence and the different kinds there can be.

At the heart of every sentence is a verb. Verbs are 'living' words. Verbs tell you about the action as it happens – what it is and who's doing it. You don't even have to do anything: even if you just are, that's still a verb.

Walk, eat, run, drive, borrow, steal – all these are verbs. But as single words, they don't tell you a lot. You don't know who is walking, or eating, or whatever the action is. You have to make verbs work before you can give that information.

A working verb tells you who is doing something. He walked; I eat; she runs; they drive – all these tell you what's going on and who's doing it. Every sentence must have a verb of this kind – a working verb.



Simple, short sentences don't have a lot more than a verb in them. Here are some:

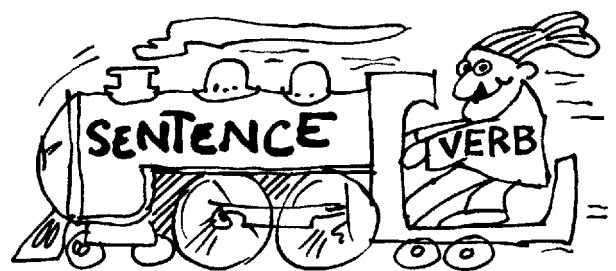
Sharon went away. Mrs Gladbucket sneezed. George woke up.

These sentences tell you what was done and who did it. But they don't tell you anything else. If you add information, you get a longer and more useful sentence:

Sharon walked into the Post Office.

Mrs Gladbucket shrugged her shoulders nervously.

George ate his breakfast with chopsticks.



Now try these!

Add words to these sentences so that they give more information. Make at least two new sentences for each verb.

Suzie walked. Wayne drove. Deirdre swam. George thought. Sophie wondered. The cat leaped. Mr Grimes spoke.

—BUILDING SENTENCES 2—

Sometimes, you can't describe how something was done just by using a single adverb. You need to use a short phrase to get the meaning across. Here are some examples:

He tried as hard as possible.

She walked with slow, painful movements.

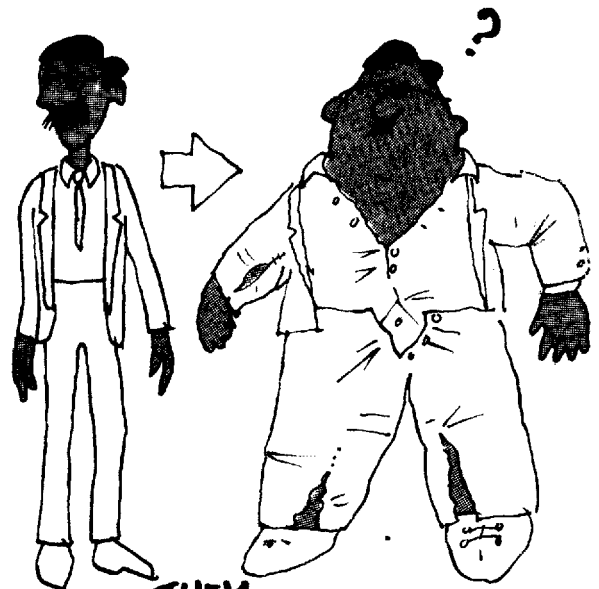
I gave her the book with a look full of sadness.

All these are phrases which do exactly the same job as an adverb – they describe the action and tell us how it was carried out.

Now try these!

Add phrases to describe how things are done in these sentences.

- 1 I pulled the lever.
- 2 The horse leaped over the fence.
- 3 The car with a punctured tyre skidded.
- 4 The cat grabbed at the mouse.
- 5 They walked to the departure lounge.



**...THEY
EXPAND THE
CHARACTER OF
THE ADVERB...**



**...THEY TELL YOU
MORE ABOUT A
VERB...**

As well as phrases which work as adverbs, you can use clauses – groups of words which have a working verb, like these:

I felt happier when I had cashed my giro.

She stayed in bed that morning because she felt tired and miserable.

They waited a long time so that they could be sure he was not coming.

All these are clauses telling you more about how or why an action was done and so they are useful ways of building up the information given by a sentence.

Now try these!

Add a clause to describe how things are done in each of the sentences given earlier on this page. Remember to include a working verb in each clause.

—BUILDING SENTENCES 3—

Sometimes, a single adjective isn't enough to describe a noun fully. In these cases, you can add the meaning you need in a short phrase which does the work of an adjective.

Here are some examples:

The man standing at the edge of the pavement is the one I'm worried about.

The bike with the bent front fork lay abandoned in the ditch.

You can get across a lot more in a phrase than in a single adjective, so try using phrases like these when you're describing things.

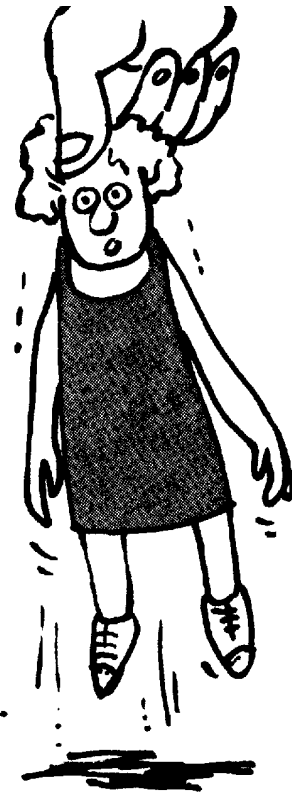
Now try these!

Add phrases giving more information to these sentences.

- 1 The car was parked outside the garage.
- 2 I gave it to the dog.
- 3 The hairdresser is the best in Bootle.
- 4 Trains are a very slow form of transport.
- 5 Library books are borrowed very frequently.



REPLACES
AN
ADJECTIVE...



As well as phrases which work as adjectives, you can use clauses – groups of words which have a working verb, like these:

He bought the jeans which he had wanted for a long time.

The dog was the one he had seen the day before.

These are useful for giving slightly more complicated information.

Don't use commas before or after expressions like these – there's no need for them.

Now try these!

Add clauses to these sentences so that they give more information about the nouns.

- 1 She ordered a steak.
- 2 He gave them the money.
- 3 The cassette was lying on the table.
- 4 Second-hand scramble bikes are sold cheaply.
- 5 Bread and cakes are the shop's main stock.

— BUILDING SENTENCES 4 —

Often a noun on its own tells very little about the person or thing that it names. True, you can give more information by using an adjective or two, but even that won't convey a lot in many cases.



One way of revealing more about a noun is to add a short phrase after it – like a caption to a picture. Here are some examples:

My brother, an apprentice plumber, is very keen on moto-cross.

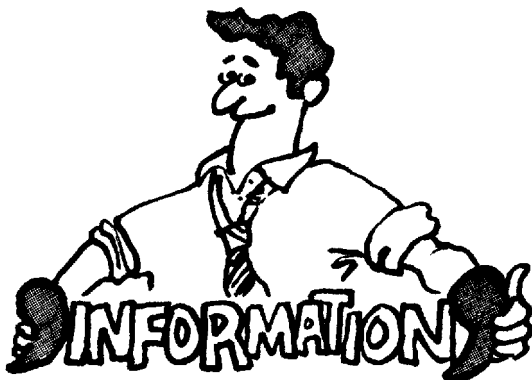
I rang up the DA, an old friend of mine.

The cat, a mangy animal with one ear, is not a good mouser.



Phrases like this are a good way of giving lots of information quickly – try using them when you're writing reports or descriptions of all kinds.

Always use phrases like these between commas – it helps the reader realize why they're there.



Now try these!

Add phrases to give more information about the nouns in these sentences.

- 1 My sister is not a great dancer.
- 2 The bike was missing on one cylinder.
- 3 Mr Johnson is an unreliable man.
- 4 I had to visit Miss Trimbody.
- 5 The bar was in the worst part of town.

—BUILDING SENTENCES 5—

Phrases which use the present participle of a verb – the form which ends in ing – are called participle phrases. These are examples:

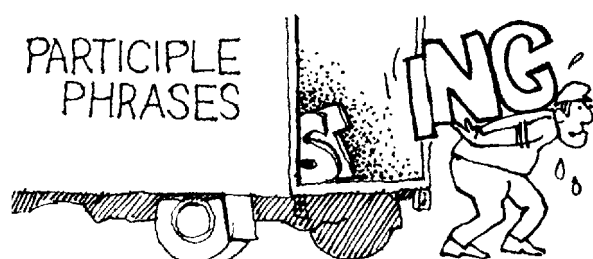
thinking about something else

looking at it from your viewpoint

Adding participle phrases to a sentence is a good way of broadening its meaning. The two examples given above can fit into longer sentences like this:

Thinking about something else, I suddenly realised where I had left my bicycle.

I am prepared to accept that, looking at it from your viewpoint, you see many objections to the plan.



Participle phrases have to be used with care. You need to make it absolutely clear who is doing the thinking, looking or other action described.

‘Turning now to the football results, Chelsea went down again.’ That’s misleading, because it doesn’t say who is doing the turning. To correct it, you’d have to write ‘turning now to the football results, we see that Chelsea went down again.’ Always make sure that you include a working verb to make the meaning quite clear.

Another problem is that it’s easy to suggest that the participle belongs to the wrong noun.

‘Walking along the High Street, a supermarket came into view.’ This suggests that the supermarket is doing the walking. To make things clear, you’d need to change it to ‘walking along the High Street, I saw a supermarket.’

Remember: always make clear who is doing the _____ing!

Now try these!

Add participle phrases to these sentences.

- 1 She thought about her parents.
- 2 He walked back into the town.
- 3 He drove off fiercely.
- 4 They decided against the plan.
- 5 They allowed me to sit on a bench.



WHO IS DOING THE-ING?

Now try these!

Alter these sentences so that their meanings are quite clear.

- 1 Listening to the records, there’s no difference between them.
- 2 Coming back to the problem of missing persons, there’s no easy solution.
- 3 Leaving the town, a row of pine trees lined the road.
- 4 Sleeping heavily, the alarm clock did not wake him.
- 5 ‘Thinking about it,’ he said, ‘what’s wrong with it as it is?’

— BUILDING SENTENCES 6 —

You often need to make clear that one thing happened before or after something else that's related to it. To do this, you can start off a sentence with a clause beginning with when, before or after.

Here are some examples:

When he had eaten his breakfast, Syd went off to work.

Before they left the flat, they made sure all the windows were closed.

After I've read the paper I'll take the dog for a walk.
Other clauses which work in the same way are those which begin with if or unless.



These both refer to things which might happen in the future, like these examples:

If I don't feel better in the morning, I'll go and see the doctor.

Unless your account is settled within the week, I shall have to begin legal proceedings.

You can also add clauses of all these kinds to the end of a sentence. Try reversing the order of all the examples on this page and you'll see that they work just as well the other way round. Either way, they're useful in building up sentences so that they give more information.

Now try these!

Add clauses beginning with when, before or after to these sentences.

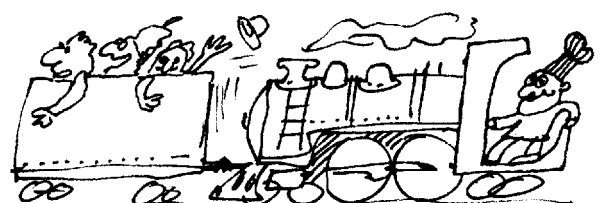
- 1 He made his way slowly to the departure lounge.
- 2 She sold all her belongings and entered a convent.
- 3 They decided exactly how much money they could afford.
- 4 The dog took it into the garden and buried it.
- 5 I thought carefully about whether to go or stay.



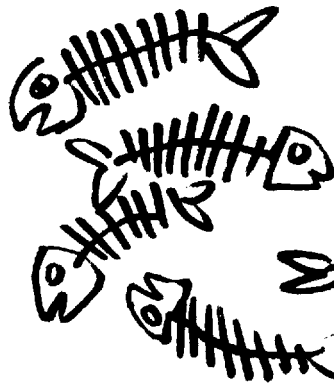
Now try these!

Add clauses with when, before, after, if or unless to these sentences. Try thinking of several different clauses to add. First add them at the start, and then at the end of each sentence.

- 1 You will have a serious accident.
- 2 I shall go and visit my cousin tomorrow.
- 3 They will have to introduce water rationing.
- 4 She had taken her savings out of the bank.
- 5 He will never want to come back here.



—BUILDING SENTENCES 7—



Short, simple sentences can be very useful; but for more complicated ideas you need to use longer ones. There are many ways in which you can build up a sentence so that it gets across all the necessary details.

Look at these two sentences:

George sold the lead to Fingers O'Rourke.
He could then go to Benidorm.

These sentences give the bones of the story, but don't contain any details. By adding phrases and clauses, though, we can build them up so that the whole truth emerges.

First, we can add a clause at the start to show when George sold the lead:

When he knew the police were after him,
George sold the lead to Fingers O'Rourke.

We can add a phrase telling us about George:

George, a part-time builder and thief, sold
the lead to Fingers O'Rourke.

Now we know about George, but not about the lead. An extra clause will put this right:

George sold the lead, which he had taken
from the church roof, to Fingers O'Rourke.

And what about Fingers O'Rourke? No problem:

George sold the lead to Fingers O'Rourke,
the local fence.

How much did he get for it? Another phrase will tell us:

George sold the lead to Fingers O'Rourke
for a very low price.

Finally, why did he do it? We can answer this by putting in a conjunction between the two sentences, slightly altering the second one, to give this:

George sold the lead to Fingers O'Rourke
so that he could go to Benidorm.

If we put all these together, we have this:

When he knew the police were after him,
George, a part-time builder and thief, sold
the lead which he had taken from the
church roof to Fingers O'Rourke, the local
fence, for a very low price, so that he could
go to Benidorm



Now try these!

Make interesting stories from these sentences by adding phrases and clauses.

- 1 Annie walked away from him.
- 2 Mrs Gladbucket threw down her mop.
- 3 Jean had only known him for three weeks. Now she wished she hadn't.
- 4 The bus was late. He decided to walk instead



Adult literacy core curriculum: The progression between capabilities

Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
<p>Speaking and listening At this level, adults can listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions on familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions</p> <p>speak to communicate information, feelings and opinions on familiar topics</p> <p>engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone</p> <p>speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone</p> <p>engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p>speak to communicate information, ideas and opinions adapting speech and content to take account of the listener(s) and medium</p> <p>engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation</p> <p>engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p>
<p>Reading At this level, adults can read and understand short texts with repeated language patterns on familiar topics</p> <p>read and obtain information from common signs and symbols</p>	<p>Reading At this level, adults can read and understand short, straightforward texts on familiar topics</p> <p>read and obtain information from short documents, familiar sources and signs and symbols</p>	<p>Reading At this level, adults can read and understand short, straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information from everyday sources</p>	<p>Reading At this level, adults can read and understand straightforward texts of varying length on a variety of topics accurately and independently</p> <p>read and obtain information from different sources</p>	<p>Reading At this level, adults can read and understand a range of texts of varying complexity accurately and independently</p> <p>read and obtain information of varying length and detail from different sources</p>
<p>Writing At this level, adults can write to communicate information to an intended audience</p>	<p>Writing At this level, adults can write to communicate information with some awareness of the intended audience</p>	<p>Writing At this level, adults can write to communicate information and opinions with some adaptation to the intended audience</p>	<p>Writing At this level, adults can write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p>	<p>Writing At this level, adults can write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience</p>

Adult literacy core curriculum cross-reference

1 PARTS OF SPEECH	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning. Vocabulary, word recognition and phonics: Rw/E3.1 Recognise and understand relevant specialist key words; Rw/E3.2 Read and understand words and phrases commonly used on forms; Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words
2 NOUNS 1	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning. Vocabulary, word recognition and phonics: Rw/E3.1 Recognise and understand relevant specialist key words; Rw/E3.2 Read and understand words and phrases commonly used on forms; Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words
3 NOUNS 2	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning. Vocabulary, word recognition and phonics: Rw/E3.1 Recognise and understand relevant specialist key words; Rw/E3.2 Read and understand words and phrases commonly used on forms; Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words
4 PRONOUNS 1	Grammar and punctuation: Rs/L2.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text; Rs/L2.2 Use punctuation to help interpret the meaning and purpose of texts; Ws/L2.1 Construct complex sentences; Ws/L2.2 Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense); Ws/L2.3 Use pronouns so that their meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
5 PRONOUNS 2	Grammar and punctuation: Rs/L2.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text; Rs/L2.2 Use punctuation to help interpret the meaning and purpose of texts; Ws/L2.1 Construct complex sentences; Ws/L2.2 Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense); Ws/L2.3 Use pronouns so that their meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
6 VERBS 1	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement)
7 VERBS 2	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement)
8 VERBS 3	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L2.1 Construct complex sentences; Ws/L2.2 Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense)

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9 ADVERBS	Grammar and punctuation: Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement)
10 ADJECTIVES	Grammar and punctuation: Ws/E2.2 Use adjectives; Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement)
11 COMPARATIVES	Grammar and punctuation: Ws/E2.2 Use adjectives; Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement)
12 SUPERLATIVES	Grammar and punctuation: Ws/E2.2 Use adjectives; Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person); Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement)
13 CONJUNCTIONS 1	Grammar and punctuation: Ws/E2.1 Construct simple and compound sentences, using common conjunctions to connect two clauses (e.g. as, and, but); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
14 CONJUNCTIONS 2	Grammar and punctuation: Ws/E2.1 Construct simple and compound sentences, using common conjunctions to connect two clauses (e.g. as, and, but); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
15 APOSTROPHES 1	Grammar and punctuation: Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas); Rs/L1.1 Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense
16 APOSTROPHES 2	Grammar and punctuation: Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas); Rs/L1.1 Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense
17 COMMAS 1	Grammar and punctuation: Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas); Rs/L1.1 Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense
18 COMMAS 2	Grammar and punctuation: Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas); Rs/L1.1 Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense

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- 19 ; AND : **Grammar and punctuation:** Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas); Rs/L1.1 Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense
- 20 ? AND ! **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear
- 21 WRITING DIALOGUE **Grammar and punctuation:** Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
- 22 BUILDING SENTENCES 1 **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear
- 23 BUILDING SENTENCES 2 **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.1 Construct complex sentences
- 24 BUILDING SENTENCES 3 **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.1 Construct complex sentences
- 25 BUILDING SENTENCES 4 **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/E3.3 Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks); Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.1 Construct complex sentences
- 26 BUILDING SENTENCES 5 **Grammar and punctuation:** Rs/L1.1 Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense; Rs/L1.2 Use punctuation to help their understanding; Ws/L1.1 Write in complete sentences; Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear
- 27 BUILDING SENTENCES 6 **Grammar and punctuation:** Rs/L2.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text; Rs/L2.2 Use punctuation to help interpret the meaning and purpose of texts; Ws/L2.1 Construct complex sentences; Ws/L2.2 Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense); Ws/L2.3 Use pronouns so that their meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
- 28 BUILDING SENTENCES 7 **Grammar and punctuation:** Rs/L2.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text; Rs/L2.2 Use punctuation to help interpret the meaning and purpose of texts; Ws/L2.1 Construct complex sentences; Ws/L2.2 Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense); Ws/L2.3 Use pronouns so that their meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)