

SPAG TEST PREP

Word Classes:

Nouns – there are 5 types:

Common nouns – everyday common things: table, chair, boy, lorry, etc.

Proper nouns – names of places, people or organisations: Liverpool, Mr Gould, Sky Sports, etc.

Abstract nouns – emotions/feelings: sadness, happiness, joy, anger, despair, etc.

Collective nouns – a **flock** of sheep, a **gaggle** of geese, a **swarm** of bees, etc.

Pronouns – words which replace nouns – I, he, she, they, ours, theirs, his, hers, we, etc.

Possessive pronouns – pronouns which show possession: mine, yours, his, hers, its, ours, theirs

Relative pronouns – introduce relative clauses: which, who, when, whose, that

Adjectives – give you more info about a noun – the **blue** chair, the **happy** boy, the **ridiculous** man, etc.

Verbs – can be action words, but not always – the verbs **to have** and **to be** are not action words

- Often end in –ing or –ed, **but not all words that end in –ed or –ing are verbs!**

REMEMBER THAT YOU MAY BE ASKED TO SPOT VERBS – don't forget to spot the **helper (auxiliary verbs)**, e.g. He **might** have, they **could** have, we **had** reached, we **were** playing, etc.

Adverbs – describe verbs and often end in –ly, **BUT THEY DON'T ALWAYS! There are 4 types:**

Adverbs of Manner: He ran **fast**, she jumped **high**, they thought **intelligently**, etc.

Adverbs of Time: We need to go **now**

First, we must jump

Finally, he shouted

Adverbs of Frequency: We go **often**

They **never** play

We **occasionally** swim

Adverbs of Place: We play **there**

The man came **here**

He annoys **everywhere**

THEY DON'T ALL END IN -ly and the examiner will be testing you understand this!

ADVERBIALS: A phrase or a clause that gives us more information about a VERB. It can tell us HOW, WHEN, WHERE or WHEN an action is done. An adverb is classed as an adverbial but an adverbial can also be a longer phrase.

Prepositions – describe the relationship between a noun and a noun, a noun and a pronoun, or a pronoun and a pronoun. (**Just in case you are not confused enough already, these words can also be adverbs!**)
Prepositions give information about a time or place.

Examples:

He walked **across** the playground.

I went **into** the hotel.

They went **through** the tunnel.

Prepositions of time: after, at, before, by, for, to, until

Prepositions of place: at, above, by, between, beside, from, into, onto, next, to, though

Other common prepositions: of, for, off

Conjunctions (commonly known as connectives) join 2 clauses together or link paragraphs and sentences together.

Coordinating conjunctions: FANBOYS – make compound sentences – 2 main clauses.

Subordinating conjunctions: - any others, for example: because, as, so, if, although, despite, unless, when, after, before, while, since, during. **Subordinating conjunctions** can also be **relative pronouns** like: who, which, where, when and that – **just if you weren't confused enough already!**

Determiners: a word that shows you are referring to a noun in general or in particular. It usually comes at the beginning of a noun phrase.

- -a determiners: a, an, any
- -th determiners: the, that, this, these, those
- quantity determiners: all, some, any, much, more, many

Sentences, Clauses and Phrases

Phrases

A **phrase** is a group of words that do not contain a verb and do not make a complete sentence:

The blue sky

The happy girl

Happily and quickly,

Kind and intelligent,

A noun phrase: a phrase that includes any nouns or any adjectives that give more information about it.

The very small creature in the box

The oak tree at the end of the garden

Clauses

A **clause** is a group of words that contains a verb – a clause can be **subordinate** or **main**

A **main clause** makes sense on its own and could complete a sentence in its own right – The boy walked through the forest

A **subordinate clause** gives you more info about the main and **wouldn't make a sentence on its own**.

Example: The boy walked through the forest, **picking up sweets on the way to the house**.

Relative clauses: give extra information about a noun or a noun phrase. It contains a verb. It begins with a relative clause (who, which, when, where or that)

The boy, **who lives in Canada**, is a Liverpool fan

The ocean, **where I love to swim**, is the most relaxing place on Earth.

Sentences:

Great writers use a variety of sentences where they will put the subordinate clauses in different parts of a sentence:

At the start: **Picking up sweets on the way to the house**, the boy walked through the forest.

In the middle: The boy, **who picked up sweets on the way to the house**, walked through the forest.

At the end: The boy walked through the forest, **picking up sweets on the way to the house**.

A simple sentence only contains 1 clause – the examiners will try to catch you out with this! For example:
The boy, happy and intelligent, walked through the school. **This is a simple sentence because the part in the middle is only a phrase (it doesn't have a verb)**

A complex sentence contains more than one clause. For example: The boy, who **was** happy and intelligent, waked through the school.

In this second example, the addition of the helper verb, '**was**' makes the middle part of the sentence a subordinate clause and makes it no longer a phrase!

Punctuation:

Remember to write **direct speech** using **inverted commas**.

Correct ways of setting it out:

The boy shouted, "That is my poster." **NOTICE THE COMMA BEFORE THE SPEECH**

"That is my poster!" shouted the boy. **NOTICE THE EXCLAMATION MARK GOES INSIDE THE INVERTED COMMAS**

Remember that speech starts with a capital letter and follow the examples above.

Reported speech is where it is reported what somebody has said. For example: The boy shouted that it was his poster

You may be asked to distinguish between **reported** and **direct speech**. **You may also be asked to convert between them.**

Semi colons separate 2 main clauses that are related:

I love Liverpool; they play very attractive football.

Statements, commands, exclamations and questions

You might be asked to tell the difference between a **statement**, a **question**, an **exclamation** and a **command**:

Statement: The robber was arrested at 8:30pm.

Question: Why was the robber arrested?

Command: Arrest the robber

Exclamation: What a beautiful day!

Remember that we use **commas** to separate clauses and phrases and main clauses and from subordinate clauses.

As well as complex and simple sentences, you may be asked to state whether a sentence is a **compound sentence**.

Remember that a **compound sentence has 2 main clauses of equal weighting**. For example:

The boy walked home but his feet hurt.

The boy walked home is a **main clause**.

'His feet hurt' is a **related main clause as it also makes sense on its own**.

Compound sentences are joined by a **conjunction**. You can remember these **conjunctions** as **FANBOYS** conjunctions.

FOR AND NOR BUT/BECAUSE OR YET SO

Remember that proper nouns need a capital letter!

Apostrophes

Apostrophes can be used to show possession and contraction:

Possession shows that somebody or something possesses something. For example: The boy's jumper.

If there was more than one boy and jumper, the apostrophe would move. For example: The boys' jumpers.

Contraction/omission means that 2 words have been put together and letters have been removed. The apostrophe goes where the missing letters would have been. For example: was not becomes wasn't

Synonyms are words with similar meanings, e.g. hot and boiling.

Antonyms are words with opposite meanings, e.g. hot and cold.

Progressive and perfect tenses

Progressive forms: these refer to action that are continuous: I am reading the book at the moment. They have the verb to be and a verb ending in -ing:

Present progressive: I am running/ He is playing

Past progressive: I was reading/ You were thinking

Perfect forms: these have 2 parts – the present perfect and the past perfect

The present perfect refers to an action that begins in the past and carries on into the present: I have lived her for five years.

The past perfect shows an action which has happened before another and both actions are in past: I had seen you before you married me.

Subjunctive form: a formal way of writing that suggests or recommends:

- I suggest that.....
- He recommends that.....
- She advises that.....
- We insist that.....
- If I were you.....

- I wish I were.....

ACTIVE and PASSIVE VOICE

ACTIVE and PASSIVE VOICE: Most sentences are written in the active voice: George broke the window (Subject/verb/object)

Sometimes a different word order is used: **object/verb/subject: The window was broken by George** or: **The window was broken.** This is the **PASSIVE VOICE.**

The Passive voice is used when:

- **The writer wants to focus on the object (the window)**
- **The writer doesn't want to tell you who did the action (George)**
- **The person is unknown (The vase was broken mysteriously)**

Subjunctive Form

Recommending or suggesting something to someone – usually found in formal or persuasive writing

If I were you.....

I recommend that.....

I wish that.....

We suggest that.....

Prepositions – they will try to catch you out by throwing in a conjunction in a group of sentences
– make sure you recognise which one is the conjunction