

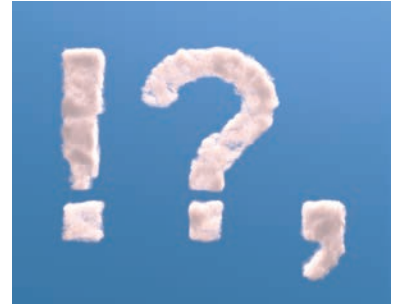
# Punctuation

You must be able to:

- Clearly demarcate sentences
- Accurately use a range of punctuation.

## Ending Sentences

- **Full stops** separate sentences. A common mistake students make is to use **commas** instead of full stops.
- **Question marks** can be used in direct speech or at the end of rhetorical questions:
  - ‘Do you really want to do that?’ she asked.
  - Are we ready to meet the challenge?
- **Exclamation marks** are used to show surprise, shock and other extreme emotions:
  - What a monstrosity!
  - That’s amazing!



## Commas

- Commas are used to separate subordinate clauses from main clauses. Subordinate clauses give extra information but are not necessary for the sentence to make sense:
  - Mina, having run the marathon, was exhausted.
  - After eating two puddings, Ali was full.
- They are used in lists:
  - I ordered fish, chips, mushy peas and a fizzy drink.
- Commas are also used to introduce and to end direct speech:
  - He shouted, ‘Leave me alone!’
  - ‘Nobody move,’ ordered the policeman.

‘having run the marathon’ is the subordinate clause

‘After eating two puddings’ is the subordinate clause

## Colons and Semi-colons

- **Colons** are used before an explanation:
  - It took two hours: it was a difficult job.
- They introduce quotations:
  - Mercutio plays down his injury: ‘Ay, ay, a scratch, a scratch.’
- They introduce lists:
  - The collection was wide and varied: historic manuscripts; suits of armour; ancient bones; and hundreds of old coins.
- Note that **semi-colons** are used to separate the items in the list above. Semi-colons separate items in a list that consist of more than one or two words. The semi-colon helps with clarity.
- Semi-colons are also used to show that two clauses are closely related, when the writer does not want to use a connective or a full stop:
  - The flowers are blooming; the trees are green.

### Key Point

Commas must not be used to link clauses (statements which could stand alone as sentences) unless a connective or relative pronoun is used:

I fed the cat, although it had already eaten.

I fed the cat, which had already eaten.

## Brackets, Dashes and Ellipsis

- Brackets (**parentheses**) go around a bit of extra information:
  - A huge man (he was at least seven feet tall) dashed across the road
- Dashes can be used to show an interruption in the train of thought:
  - I finished the meal – if you could call it that – and quickly left.
- **Ellipsis** (...) indicates the omission of words from a sentence. It can be used to show a thought trailing off or to make the reader wonder what comes next:
  - I realized that I was not alone...



## Inverted Commas

- **Inverted commas** can also be referred to as **speech marks** or **quotation marks**.
- Speech marks surround the actual words spoken:
  - ‘Never again!’ she cried.
- Similarly, when quoting from a text, you put the inverted commas (quotation marks) around any words taken from the original:
  - Tybalt refers to Romeo as ‘that villain’.
- Inverted commas are also used for titles:
  - Shelley’s ‘Ozymandias’ is about power.

## Apostrophes

- **Apostrophes** are used to show **omission** (also called contraction), or **possession**.
- Only use apostrophes for omission when writing informally. In formal writing you should write all words in full. When you do use an apostrophe, put it where the missing letter or letters would have been:
  - You **shouldn’t** have done that.
  - **Malik’s** finished but **Rachel’s** still working.
  - Let’s go home.
- Apostrophes for possession show ownership. If the owner is singular, or a plural that does not end in ‘s’, add an apostrophe and an ‘s’ to the word that indicates the ‘owner’:
  - the cat’s tail
  - the class’s teacher
  - the children’s toys
  - James’s hat.
- The only time you have to do anything different is for a plural ending in ‘s’. In this case, simply add an apostrophe:
  - the cats’ tails
  - the boys’ team.

### Key Point

Punctuation matters because writing does not make sense without it. Incorrect punctuation can change the meaning of your writing or even turn it into nonsense, confusing the reader.

### Key Words

full stop  
 comma  
 question mark  
 exclamation mark  
 colon  
 semi-colon  
 parenthesis  
 ellipsis  
 inverted commas  
 speech marks  
 quotation marks  
 apostrophe  
 omission  
 possession

### Quick Test

Insert the correct punctuation:

1. Wheres my hamster Leo cried
2. He had gone there was no doubt about it
3. Maureen who lived next door searched her bins
4. Maureens son found Hammy in the kitchen

Answer the question on the play you have studied. Write your answer on a separate piece of paper.

- 1 **Romeo and Juliet** – Read the extract specified and answer the question below.  
In this extract, Juliet is waiting for the Nurse to return.

**Act 2 Scene 5** *Read lines 1–17, from*

JULIET           The clock struck one when I did send the nurse;  
In half an hour she promised to return.

To

But old folks, many feign as they were dead –  
Unwieldy, slow, heavy, and pale as lead.

How does Shakespeare present Romeo and Juliet's love in this speech? Refer closely to the extract in your answer.

[20]

- 2 **Macbeth** – Read the extract specified and answer the question below.  
In this extract, Macbeth has just been told by the witches that he will be king.

**Act 1 Scene 3** *Read lines 126–141, from*

MACBETH                               Two truths are told  
As happy prologues to the swelling act  
Of the imperial theme.

To

and nothing is

But what is not.

How does Shakespeare present Macbeth's feelings about power and ambition in this speech? Refer closely to the extract in your answer.

[20]

- 3 **The Tempest** – Read the extract specified and answer the question below.  
In this extract, Ariel has just reported to Prospero that he has carried out his orders and caused the shipwreck.

**Act 1 Scene 2** *Read lines 243–260, from*

ARIEL           Is there more toil? Since thou dost give me pains,  
Let me remember thee what thou hast promised  
Which is not yet performed me.

To

PROSPERO   Thou liest, malignant thing. Hast thou forgot  
The foul witch Sycorax, who with age and envy  
Was grown into a hoop? Hast thou forgot her?

Look at how Prospero and Ariel speak and act in this extract. Write about how Shakespeare presents their relationship. Refer closely to the extract in your answer.

[20]

- 4 ***Twelfth Night*** – Read the extract specified and answer the question below.  
In this extract, at Olivia’s house, her servant, Maria, talks to her uncle, Sir Toby Belch, about his behaviour.

**Act 1 Scene 3** *Read lines 1–41, from*

SIR TOBY     What a plague means my niece to take the death of her brother thus?

*To*

SIR TOBY     [...] here comes Sir Andrew Agueface.

Explore how Shakespeare presents Sir Toby and Maria’s relationship in this extract. Refer closely to the extract in your answer.

[20]

- 5 ***Henry V*** – Read the extract specified and answer the question below.  
In this extract, the Dauphin has sent Henry a gift of tennis balls.

**Act 1 Scene 2** *Read lines 259–297, from*

KING           We are glad the Dauphin is so pleasant with us.

*To*

Convey them with safe conduct. Fare you well.

Look at how Henry speaks and behaves here. What do we learn about Henry as a leader? Refer closely to the extract in your answer.

[20]

- 6 ***The Merchant of Venice***  
Explore how Shakespeare presents Shylock’s relationship with Jessica. Refer to the whole of the play.

[20]

- 7 ***Julius Caesar***  
Explore how Shakespeare presents the attitudes of Brutus and Cassius to Caesar. Refer to the whole of the play.

[20]

- 8 ***Much Ado About Nothing***  
To what extent does Shakespeare present Beatrice as an independent woman? Refer to the whole of the play.

[20]

- 9 ***Othello***  
Write about how Shakespeare presents the relationship between Othello and Desdemona at different points in the play. Refer to the whole of the play.

[20]

1 Insert the correctly spelled word in each of the following pairs of sentences.

a) **except/accept**

I did them all \_\_\_\_\_ the last one.

I \_\_\_\_\_ your apology.

b) **affect/effect**

The weather seemed to have a bad \_\_\_\_\_ on everyone's mood.

I don't think the weather will \_\_\_\_\_ the result.

c) **aloud/allowed**

Nobody is \_\_\_\_\_ in here at lunchtime.

Mo really likes reading \_\_\_\_\_ in class.

d) **write/right**

Nobody got the \_\_\_\_\_ answer.

I'll \_\_\_\_\_ a letter and explain.

e) **who's/whose**

He couldn't return it because he didn't know \_\_\_\_\_ coat it was.

Tell me \_\_\_\_\_ going and then I'll decide.

[5]

2 Rewrite the following passage on a separate piece of paper using the correct punctuation.

dont you think we should wait for him asked Eve  
not at all Henry replied he never waits for us  
well that's true Eve replied but he doesn't know the way

[10]

3 Rewrite the following passage on a separate piece of paper, using a variety of simple, compound and complex sentences (and adding words if necessary) to make it more effective.

[10]

Henry and Eve waited for another ten minutes. Joel did not arrive. They left without him. They walked to the bus stop. There was no-one there. This suggested they had just missed the bus. Henry was very annoyed with Joel. Eve told him to calm down. She told him to forget about Joel. The journey was uneventful. They got off the bus by the lake. It looked eerie in the moonlight. They sat down on a grassy bank. They took their sandwiches and drinks out of the bag. Henry felt a hand on his shoulder.

[10]

4 Pick the five sentences in which the correct forms of the verb are used.

a) You was really good tonight.

b) Ms Greenall taught me how to boil an egg.

- c) They've gotten two more kittens.
- d) I knew the song because we had sung it in class.
- e) I rung the bell twice but nobody come.
- f) She lay on the sofa until she felt better.
- g) I done my homework at break.
- h) He says he won't come because he's already seen it.
- i) I have done what you asked.
- j) I'm going to lay down here for a while.

[5]

**5** Put the following nouns into their plural forms.

- |             |       |               |       |
|-------------|-------|---------------|-------|
| a) pizza    | _____ | f) stadium    | _____ |
| b) latch    | _____ | g) quality    | _____ |
| c) mosquito | _____ | h) church     | _____ |
| d) sheep    | _____ | i) woman      | _____ |
| e) donkey   | _____ | j) hypothesis | _____ |

[5]

**6** Rearrange the following paragraphs so that the whole letter makes sense.

- a) The next thing I knew two young girls were leaning over me. I'm sorry to say I thought the worst when I saw the rings through their noses. But they asked me if I was all right and very gently helped me to stand up. One of them stayed with me while the other went into the shop and fetched a chair. Then I noticed there were two boys carefully collecting all my shopping and bagging it up.
- b) When it was all collected in, they called a taxi to take me home. I'm sorry to say I didn't ask their names, so I'd like to give them a big thank you through your newspaper. Whoever you are, you're a real credit to Bilberry and to your generation!
- c) I was in town on Wednesday to do my usual shop in the supermarket. I got a little more than usual so my bags were rather heavy. As I came out of the shop I lost my balance and keeled over, spilling all my shopping.
- d) I wasn't badly hurt but it was quite a shock. I just sat there on the pavement, stunned and not knowing what to do.
- e) I am writing to express my thanks to a group of young people I met last week. It isn't often we hear good things about teenagers. We read so much about crime and vandalism, drinking and bad manners that we can easily end up thinking the worst of all teenagers.

- a)     b)     c)     d)     e)

[5]

# Mixed Exam-Style Questions

6 Think about the whole text.

What impression do you get of the people who work on the trams and who use them?

- Write about your own impressions of the people.
- Evaluate how the writer has created these impressions.
- Support your opinions with quotations from the text.

Write your answer on a separate piece of paper.

[20 marks]

7 Either

Write a description suggested by this picture.



Or

Write a story that begins 'The minute I got off the train, I knew my life had changed for ever.'

[24 marks for content and organization and 16 marks for technical accuracy; total 40 marks]

The following exam-style questions will help you to revise for:

- AQA Paper 2: Writers' Viewpoints and Perspectives
- Edexcel Paper 2: Non-fiction and Transactional Writing
- OCR Paper 1: Communicating Information and Ideas
- WJEC Eduqas Component 2: 19th and 20th Century Non-fiction Reading and Transactional/Persuasive Writing

Read the sources below and answer questions 8–11 that follow.

### Source A

**In the extract below, taken from *Pictures from Italy*, Charles Dickens describes his visit to Florence in the 1840s.**

But, how much beauty of another kind is here, when, on a fair clear morning, we look, from the summit of a hill, on Florence! See where it lies before us in a sun-lighted valley, bright with the winding Arno, and shut in by swelling hills; its domes, and towers, and palaces, rising from the rich country in a glittering heap, and shining in the sun like gold!

Magnificently stern and sombre are the streets of beautiful Florence; and the strong old piles of building make such heaps of shadow, on the ground and in the river, that there is another and a different city of rich forms and fancies, always lying at our feet. Prodigious palaces, constructed for defence, with small distrustful windows heavily barred, and walls of great thickness formed of huge masses of rough stone, frown, in their old sulky state, on every street. In the midst of the city – in the Piazza of the Grand Duke, adorned with beautiful statues and the Fountain of Neptune – rises the Palazzo Vecchio, with its enormous overhanging battlements, and the Great Tower that watches over the whole town. In its courtyard – worthy of the Castle of Otranto<sup>1</sup> in its ponderous gloom – is a massive staircase that the heaviest waggon and the stoutest team of horses might be driven up. Within it, is a Great Saloon, faded and tarnished in its stately decorations, and mouldering by grains, but recording yet, in pictures on its walls, the triumphs of the Medici and the wars of the old Florentine people. The prison is hard by, in an adjacent court-yard of the building – a foul and dismal place, where some men are shut up close, in small cells like ovens; and where others look through bars and beg; where some are playing draughts, and some are talking to their friends, who smoke, the while, to purify the air; and some are buying wine and fruit of women-vendors; and all are squalid, dirty, and vile to look at. 'They are merry enough, Signore,' says the jailer. 'They are all blood-stained here,' he adds, indicating, with his hand, three-fourths of the whole building. Before the hour is out, an old man, eighty years of age, quarrelling over a bargain with a young girl of seventeen, stabs her dead, in the market-place full of bright flowers; and is brought in prisoner, to swell the number.

<sup>1</sup> *Castle of Otranto* – the setting of a popular Gothic horror story of the same name