

Contents

How to use this book	4
Introduction	5
How to revise	6
SPELLING	8
<hr/>	
Spelling essentials	8
Spelling: English literature	21
Spelling: Geography	23
Spelling: History	25
Spelling: Religious studies	27
PUNCTUATION	29
<hr/>	
Punctuation essentials	29
Punctuation: English literature	42
Punctuation: Geography	44
Punctuation: History	46
Punctuation: Religious studies	48
GRAMMAR	50
<hr/>	
Grammar essentials	50
Grammar: English literature	64
Grammar: Geography	66
Grammar: History	68
Grammar: Religious studies	70
Exam-style questions: English literature	72
Exam-style questions: Geography	76
Exam-style questions: History	80
Exam-style questions: Religious studies	84
Answers	88

How to use this book

This Practice Book has been produced to help you revise Spelling, Punctuation and Grammar (SPaG) rules and techniques to implement in your 9-1 GCSEs. Written by subject experts, it revises important SPaG content in English literature, geography, history and religious studies.

The best way to retain information is to take an active approach to revision. Don't just read the information you need to remember – do something with it! Transforming information from one form into another and applying your knowledge will ensure that it really sinks in. Throughout this book you'll find lots of features that will make your revision practice an active, successful process.

KNOWIT!

Key advice and information that you need to know to get you exam ready.

WORKIT!

Worked examples to show best practice in SPaG and what you can do to be more effective in your writing.

Callouts: additional explanations of important points.



STRETCHIT!

Content that stretches you further.



SUPPORTIT!

Reminders and tips to help you revise particularly tricky SPaG points.

DOIT!

Questions that enable you to put your skills into action.

CONTEXTUALISEIT!

Content which puts rules and examples into a subject-specific context.

NAILIT!

Tips to help you perform your best in the exam.

Exam-style questions and answers

Student answers and examiner commentary to help you understand how you can improve your writing to make it more effective.

**FREE
REVISION
APP**

- The **free revision app** can be downloaded to your mobile phone (iOS and Android), making **on-the-go revision** easy.
- Use the revision calendar to help map out your revision in the lead-up to the exam.
- Complete multiple-choice questions and create your own **SNAPIT!** revision cards.

www.scholastic.co.uk/gcse

Spellcheckers

① Look carefully at the following signs. All of them contain spelling mistakes that would be missed by a spellchecker. Circle the mistake and write the correct spelling next to the image.

a **Quite please.**
Exams in progress. _____

b *Please don't stand on
the chairs as this will
brake them.* _____

c **Polite Notice.**
Know parking in front of
this drive. _____

d *You're kids will have so much
fun, they won't even know
their learning!* _____

DO IT!

Keep a record of any public spelling mistakes that you spot. Take a photo with your phone and share the funniest mistakes with friends.

Homophones

① Add the correct word to the gaps in these sentences.

there

they're

their

_____ are many different characters in Shakespeare's plays and everyone in the audience will have _____ favourite. The main character in a play is very important as _____ often on stage for more time and develop a closer relationship with _____ audience. Sometimes _____ is a character who shares many of _____ thoughts with the audience.



SUPPORT IT!

Don't forget that capital letters always come at the start of new sentences.

WORK IT!

A student has confused the following homophones in their work. This type of mistake would mean this student is unlikely to be marked above the Threshold performance for their spelling (see page 8).

its

it's

to

too

two

Lady Macbeth feels guilt at the end of the play, but its to late to save herself. There are too witnesses to her sleepwalking confessions: the Doctor and the Gentlewoman. Its obvious that they fear her words and suspect that she to is linked to the evil affecting Scotland. Its interesting that she does not go too her husband with her feelings, instead she is driven too distraction.

Punctuation: Geography

Capital letters and place names

- ① Rewrite these examples to include any capital letters that are missing. (Some might not need any capitals at all.)

frampton on severn

kingston upon hull

river thames

the oil spill impacted on the river and beach of the island.

the river

saudi arabia

african plain

united states of america



STRETCH IT!

Try thinking of three more place names for each of these:

- Place names with prepositions in them.
- Place names with two or three words in them.
- Common noun places.

Points of the compass and place names

- ② Rewrite these examples to include any capital letters that are missing.

a dharavi is found in western mumbai.

b the outer hebrides are north west of the isle of skye.

c peru is the most easterly country in south america.

d south africa is the most southerly country in sub-saharan Africa.

Colons

- ① Which of these sentences introduces a list and which presents a valid conclusion?

- a The UN's response included: sending emergency relief aid, identifying areas worst hit and evacuating the most vulnerable using helicopters.
- b The UN responded immediately: the death toll was low.

Using brackets to enhance detail

- ① Answer these questions using data in brackets to enhance your response. The first one has been done for you.

- a Describe the climate of a rainforest

Rainforests are hot (generally above 25°C in the daytime) and wet (up to 300mm of rain per month).

- b Consider an example of migration that you have studied. Explain the main causes of this migration.
- c What determines the location of primary economic activities?

Conjunctions and linking words

Conjunctions and linking words can be used to give you more control over the structure of your sentences. They are also a useful way to link paragraphs together.

DO IT!

Which of the following conjunctions and linking words do you use regularly in your English literature essays? Look through a sample of your essays and keep a tally next to each word in the table.

If you notice that you are using a few words very regularly, it would be a good idea to think about which other conjunctions and linking words you could use to make your writing more effective.

Sequencing	Comparing	Qualifying
next	equally	however
then	similarly	although
meanwhile	likewise	despite
after	in comparison	except
finally		unless
Contrasting	Cause and effect	Emphasising
whereas	consequently	especially
In contrast	so	notably
alternatively	therefore	significantly
otherwise	because	

NAIL IT!

The linking words that compare and contrast (see table to the right) are invaluable when you are writing a comparative essay, for example, when you must compare two unseen poems. Before you begin your comparative essay, note down a few useful linking words in your essay plan.

Using the correct tense

- ① Which of the following need to be written in the present tense?
Tick your choices.

Sentences about writers who are no longer alive.	
Sentences about writers who are still alive.	
Sentences about the characters and themes in the text.	
Sentences about the historical context of a text.	

There are ten mistakes in this passage. Remember that English literature essays are usually written in the present tense.

- ② Underline the mistakes in the following exam answer and write the corrections in the margins.

Macbeth could of standed up to Lady Macbeth, but he let her controlled him. There is lots of example from the start of the play that show Lady Macbeth dominate her husband. For example, when Macbeth bring the daggers from the murder scene and Lady Macbeth had to take control. Also, in the banquet scene Lady Macbeth tried to manages the situation and controls her husband's behaviour.