**AO6 Base Therapy Set 1**

**Sentences and Punctuation**

Understanding sentences enables you to understand where to add punctuation.

Let’s begin with some revision of **simple sentences**. Remember, a simple sentence has a subject and a verb, and the thought is complete.

*In the following sentences, identify the subject and the verb. Label them S or V:*

* The duck paddled across the pond.
* The man turned around.
* I screamed.
* The happy monkey leapt from tree to tree.

*Which of the following are two simple sentences separated by a full stop? Select* ***one*** *from the list.*

* Ahmed loves football. Because it is his favourite sport.
* The girl didn’t look back. Running away from the dog.
* The sofa was very old. It had been in the room for years.

You can write a **compound sentence** by putting two main clauses together with a coordinating conjunction. Four of the coordinating conjunctions can be remembered by using ‘**ASBO**’:

**A**nd

**S**o

**B**ut

**O**r

An example compound sentence is written below. The **ASBO** has been written in bold.

She climbed into the bath **and** she began to relax.

Notice that there is a simple sentence on both sides of the ASBO.

*In the table below, add a second main clause to form a compound sentence.*

|  |  |  |
| --- | --- | --- |
| **Compound Sentence** | | |
| **Main Clause One** | **ASBO** | **Main Clause Two** |
| The robbers climbed through the window | and |  |
| I was very cross with him | so |  |
| It was a silly thing to do | but |  |
| We could go to the cinema | or |  |

**Sentence ends** include **full stops**, **exclamation marks** and **question marks.**

*Separate the text below into three sentences by adding three* ***full stops****. You should also add* ***capital letters*** *to show the start of each sentence.*

The boy was very angry someone had stolen his pencil case and he could not do his work he decided to go straight to the head teacher

**Question marks** are used at the end of questions.

*Which of the following sentences* ***does not*** *need its* ***question mark****?*

* Don’t you like it?
* It’s good, isn’t it?
* Is this acceptable?
* I was unsure of the answer?

**Exclamation marks** can be used to show emphasis or interjections.

*Which of the following sentences is punctuated correctly for formal writing?*

* This is a shocking state of affairs!!!!!!
* This is a shocking state of affairs!
* This is a shocking state of affairs!!

**Subordinate clauses** start with **subordinating conjunctions**. In the chart below, there is a list of subordinating conjunctions.

* *Read the list and try to remember as many of them as you can.*
* *Next, cover the list and write out as many of them as you can.*
* *Do this twice and see if you can remember more of them the second time.*

|  |  |  |
| --- | --- | --- |
| **Subordinating Conjunctions** | **First Attempt** | **Second Attempt** |
| Before |  |  |
| After |  |  |
| While |  |  |
| Although |  |  |
| Because |  |  |
| As |  |  |
| If |  |  |
| Since |  |  |
| When |  |  |
| Until |  |  |

*Turn each of the following* ***main clauses*** *into subordinate clauses by adding a subordinating conjunction to the start of them.*

......................... Linda got to work.

.......................... he had never even heard of the idea.

.......................... I’d spilt red wine all over the white carpet.

*In the following sentences, underline the subordinate clause.*

* 1. The mug had three chips in it because it had been dropped so many times.
  2. While I was in Spain, I managed to get a rather good suntan.
  3. Although I wouldn’t have chosen it myself, I did really enjoy the book.

*Look at the clauses in the table. Label each one as either a main clause or a subordinate clause.*

Don’t forget that a main clause makes sense on its own and includes a subject and a (finite) verb. A subordinate clause is dependent on the main clause to make sense and usually begins with a subordinating conjunction.

|  |  |
| --- | --- |
| **Example Clause** | **Main or Subordinate** |
| Because he didn’t do his homework |  |
| He was given a detention |  |
| After his mum got the phone call |  |
| The teacher raised his voice |  |
| He was very angry |  |
| Although it was just an accident |  |
| Even though he knew he was wrong |  |

When you add a **subordinate clause** to a main clause to form a complex sentence, you sometimes need a comma. There are two rules you need to follow:

* If you add the subordinate clause **after** the main clause, you **do not** need a comma
* If you add the subordinate clause **before** the main clause, you **do** need a comma between them

*Following these two rules, decide which of the following complex sentences needs a comma and add it between the subordinate and the main clause:*

* Before the bell rang the teacher asked the children to pack away their things.
* As he looked through the window the prisoner imagined how it would feel to walk out as a free man.
* It was dark in the house because there was no money to pay the electricity bill.

**Punctuation for Parenthesis (Commas, Brackets, Dashes)**

A pair of commas, brackets or dashes can be used to separate extra information added as an aside that clarifies or adds to the meaning of sentences. The paired punctuation goes around what you have added in.

e.g. The boy saved his dad’s life by calling an ambulance.

The boy, aged seven, saved his dad’s life by calling an ambulance.

There are two commas, one before the added information and one after it. Notice that the added information goes between the subject and the verb.

*In the sentences below, insert a pair of commas to show where the extra information has been added.*

The monkey who lived in a tremendously tall tree was afraid of heights.

The camel because he had been in the desert for ten whole days was very thirsty.

The book based on a true story was absolutely brilliant.

The teacher because I was late gave me a break time detention.

The cake mix after the chocolate chips had been added was finally ready.

**Commissioned by The PiXL Club Ltd.**

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school. All opinions and contributions are those of the authors. The contents of this resource are not connected with, nor endorsed by, any other company, organisation or institution. PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.