

**HOW WELL DO YOU KNOW YOUR GRAMMAR?  
HERE ARE SOME GRAMMAR TIPS**

<b>adjective</b>	Adjectives give us more information about nouns. <b>For example:</b> The <u>beautiful</u> vase came from China.
<b>adverb</b>	Most adverbs tell us more about verbs. <b>For example:</b> The players played <u>energetically</u> . Most adverbs end in the suffix -ly. But not all <b>For example:</b> The man in the shop was <u>slow</u> .
<b>apostrophe</b>	Apostrophes have two uses: • to show a missing letter or letters in a shortened word (a contraction) This is for <b>omission</b> . For example: didn't (did not); we'd (we would). • to show what someone or something owns it. This is <b>possession</b> . For example: the teacher's book (the book belonging to the teacher.) Where the noun is plural, the commas comes after the s to show there is more than one. <b>For example:</b> The footballers' shirts
<b>article</b>	An article is one of the following words used before a noun: <i>a, an, the</i> .
<b>active and passive</b>	Many verbs can be active or passive. For example, <i>bite</i> : <i>The boy broke the window. (active)</i> <i>The window was broken by the boy. (passive)</i>  In the active sentence, the subject ( <i>the boy</i> ) performs the action. In the passive sentence, the subject ( <i>window</i> ) is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the boy did; the second is about what happened to the window.
<b>adverbials/ adverbial phrases</b>	A group of words that function in the same way as a single adverb e.g. He shouted <u>in excitement</u> . (how) The girl was <u>on the bench</u> . (where) The parcel arrived <u>a few days ago</u> . (when) <u>Every Saturday</u> we went for shopping. (how often) The show was cancelled <u>because of the snow</u> . (why)  An <b>adverbial phrase</b> is a group of words that functions in the same way as a single adverb. For example: <i>by car, to school, last week, three times a day, first of all, of course</i> : <i>They left yesterday.</i> (adverb) <i>She looked at me strangely.</i> (adverb) <i>They left a few days ago.</i> (adverbial phrase)  Similarly, an <b>adverbial clause</b> functions in the same way as an adverb. For example: <i>It was raining yesterday.</i> (adverb) <i>It was raining when we went out.</i> (adverbial clause).
<b>antonyms - just means opposites</b>	These are pairs of words which have opposite meanings to one another. E.g. a) loud....quiet b) hard....soft c) dark....light d) summer....winter

<b>brackets</b> ( )	<p>You use brackets to separate a word or phrase from the main text, and you always use them in pairs. The brackets contain information that could be left out, and the sentence would still make sense.</p> <p><b>For example:</b> His car (which was always very reliable) suddenly would not start in the morning.</p>
<b>clause</b>	<p>A clause is a group of words that has its own verb. Sentences are made up of clauses. There are several different types of clauses.</p>
<b>main clause</b>	<p>A main clause is a group of words that makes sense on its own and can be used as a complete sentence.</p> <p><b>For example:</b> The baby woke up. (woke is the verb )</p>
<b>subordinate clause</b>	<p>A subordinate clause adds more meaning to the main clause, but is not a complete sentence. It does not make sense on its own. They tend to start with a conjunction or a verb.</p> <p><b>For example:</b> <u>When the phone rang, the baby woke up.</u>  'When the phone rang' needs the main clause (the baby woke up) to make sense.  <b>For example:</b> <u>The boy cried, since the test was so hard.</u></p>
<b>relative clause</b>	<p>A relative clause is introduced using <i>that, which, who, whom, whose</i>.</p> <p><b>For example:</b> <u>The girl, who was wearing a blue coat, ran after her dog.</u></p>
<b>colon</b> :	<p>A colon is used to introduce an example or explanation. Colons can also introduce a list.</p> <p><b>For example:</b> <u>These are my favourite sandwich fillings: ham, cheese, tuna and jam.</u></p>
<b>comma</b> ,	<p>Commas can be used:</p> <ul style="list-style-type: none"> <li>• to separate things in a list. <b>For example:</b> <u>I've packed a swimming costume, flippers, snorkel and a periscope.</u></li> <li>• to show a pause in a sentence. <b>For example:</b> <u>When it stopped raining, we went outside.</u></li> <li>• in pairs before and after a word or phrase that gives extra information. <b>For example:</b> <u>The trainers, a present from my mum, were filthy.</u></li> </ul>
<b>conditional sentence</b>	<p>A sentence in which one thing depends on another. They often contain the conjunction <i>if</i>.</p> <p>e.g.  I'll help you <b>if</b> I can  <b>If</b> the weather is good, we will go to the beach  What would you do <b>if</b> you were in my position?</p>
<b>conjunction</b>	<p>Conjunctions are used to join words or groups of words in a sentence, e.g. and, but, for, or, although, because, if, until, unless, when, where, while, when, as, whilst, although.</p>

<b>connective</b>	Connectives are used to link ideas in a piece of writing. They often come at the start of a sentence and connect it with an earlier sentence or paragraph, e.g. moreover, nevertheless, finally, furthermore, thus. <b>For example:</b> <u>Finally</u> , the train arrived at the station.
<b>ellipsis</b> ...	An ellipsis is used to show that one or more words have been missed out or that a sentence is not finished. <b>For example:</b> "No! Don't tell Dad about the ..."
<b>exclamation mark</b> !	You use an exclamation mark at the end of an exclamation – a sentence that shows something is urgent, surprising, exciting etc. <b>For example:</b> She must hurry! Soon the spell would wear off! You also use an exclamation mark at the end of a <b>command</b> – a sentence that gives an order or instruction. <b>For example:</b> Stop! Don't drink!
<b>Expanded noun phrase</b>	A group of words in a sentence that function like a noun. They expand the noun and give the information in a more economical way e.g. The <u>small black cat</u> with the <u>yellow eyes</u> The <u>athletic footballer</u> in the <u>blue strip</u> A <u>soaring, impressive tree</u> spread its <u>massive limbs</u> into the sky
<b>full stop</b> .	A full stop shows where a sentence ends, when the sentence is a <b>statement</b> (rather than a question or exclamation). <b>For example:</b> The children loved listening to stories.
<b>homograph</b>	Words which have the same spelling as another, but different meaning: <i>the <u>calf</u> was eating/my <u>calf</u> was aching; the North <u>Pole</u>/totem <u>pole</u>/he is a <u>Pole</u></i> . Pronunciation may be different: a <u>lead</u> pencil/the dog's <u>lead</u> ; furniture <u>polish</u> / <u>Polish</u> people. A <u>homonym</u> .
<b>homophone</b>	Words that sound the same but are spelled differently and have different meanings. <b>For example:</b> <i>no and know</i> .
<b>imperative</b>	The imperative expresses a command. <b>For example:</b> Come here!
<b>inverted commas</b> ' ' " "	Inverted commas are also known as speech marks, quotation marks, or (informally) quotes. Pairs of inverted commas can be single ('...') or double ("..."), but are never mixed. The punctuation at the end of the spoken words always comes inside the last set of inverted commas. <b>For example:</b> 'Look!' said a voice behind me. 'Look at the sky!'
<b>noun</b>	Nouns are used to name people, places or things. There are different types.
<b>common noun</b>	Common nouns name people or things in general. Common nouns only begin with a capital letter when they start a sentence. <b>For example:</b> dancer, lizard, sandwich, television.

<b>proper noun</b>	Proper nouns give the name of a specific person, place or thing. Proper nouns always begin with a capital letter. <b>For example:</b> Max, Antarctica, Friday.
<b>collective noun</b>	Collective nouns name groups of people or things. <b>For example:</b> a team of athletes, a herd of sheep, a swarm of bees.
<b>abstract noun</b>	An abstract noun is a thing that cannot be seen or touched, such as an idea, a quality or a feeling. <b>For example:</b> happiness, truth, friendship.
<b>personification</b>	The give an inanimate object human attributes e.g. the sun <b>stretched its arms out</b> towards the people below.
<b>phrase</b>	A phrase is a group of words that makes sense but is not a whole sentence and does not contain a verb. <b>For example:</b> scary book; near the sea; bright blue sky
<b>preposition</b>	Prepositions show how words in a sentence or clause relate to each other. They can show the <b>position</b> or <b>direction</b> of a person or thing. <b>For example:</b> The spider scurried <u>along</u> the wall, <u>Under</u> the piles of leaves, a spider scurried for cover. Prepositions can also show the time when something happens or the way in which something is done.
<b>prefix</b>	A morpheme added to the start of a root word to change its meaning. e.g. unhelpful; disappear submarine; misunderstand
<b>pronoun</b>	Pronouns are used to replace a noun in a sentence or clause, and help to avoid having to repeat words. <b>For example:</b> Sam went down the slide. <u>He</u> got very dirty. <u>His</u> new coat was ruined!
<b>punctuation</b>	Punctuation is the use of special marks, such as a full stop or a comma, to make a piece of writing easier to read and understand.
<b>question mark</b> ?	You use a question mark at the end of a sentence which is asking a question. <b>For example:</b> Are there wild animals in this wood?

<b>semicolon</b> ;	<p>You use a semicolon to show a break in a sentence. Tends to separate 2 main clauses and can replace a conjunction.</p> <p><b>For example:</b> <i>The castle was deserted; no one had lived there for hundreds of years.</i></p> <p>Semicolons can also be used to separate longer phrases in a list that has been introduced by a colon.</p> <p><b>For example:</b> <i>There were three clues: there was mud on the carpet; the door had been forced; and the air in the room smelled of fish.</i></p>
<b>sentence</b>	<p>A sentence is a group of words that contains a verb. It should make sense on its own. In writing, a sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.</p> <p>It can contain just one clause, or several clauses joined by conjunctions or punctuation.</p>
<b>simple sentence</b>	<p>A simple sentence consists of one main clause.</p> <p><b>For example:</b> <i>The cat is sleeping.</i></p>
<b>compound sentence</b>	<p>A compound sentence consists of two or more main clauses joined by conjunctions such as <i>and</i> or <i>but</i>.</p> <p><b>For example:</b> <i>The cat is sleeping but the dog is awake.</i></p>
<b>complex sentence</b>	<p>A complex sentence contains a main clause and at least one other clause. The two clauses are joined by conjunctions such as <i>although</i> and <i>because</i>.</p> <p><b>For example:</b> <i>Although it was wet, the boys still went outside to play.</i></p>
<b>suffix</b>	<p>A morpheme which is added to the end of a root word to change the tense... e.g. walk → walking    talk → talked</p> <p>grammatical status of the word... e.g. habit → habitable    work → worker</p> <p>singular to plural... e.g. bus → buses    sock → socks</p>
<b>synonym</b>	<p>Words which have the same meaning as another word, or very similar: <i>wet/damp</i>. Avoids overuse of any word; adds variety</p>
<b>tense</b>	<p>The tense of a <b>verb</b> shows when the action takes place.</p>
<b>present tense</b>	<p>The present tense describes something that is happening now.</p> <p><b>For example:</b> <i>I walk to the cinema.</i></p>
<b>past tense</b>	<p>The past tense describes something that happened earlier.</p> <p><b>For example:</b> <i>I walked to the cinema.</i></p>
<b>future</b>	<p>To show that something will happen in the future, we use words such as <i>will</i>, <i>might</i> and <i>could</i>.</p> <p><b>For example:</b> <i>I will walk to the cinema.</i></p>
<b>verb</b>	<p>A verb names an action or state of being. It can show what a person or thing does, or what happens, or a change.</p> <p><b>For example:</b> <i>dive, chew, hit, worry, know, melt, become.</i></p>