

**Verb** = a doing or being word.

### Types

- Main = part of a main clause and have meaning on their own, e.g. He **plays** outside.
- Auxiliary = help give meaning to a main verb, e.g. Dad **is looking** around the garage.
- Modal = verbs used to indicate likelihood, e.g. **could, will**.

### Moods

- Indicative = state fact or reality, e.g. John **plays** football.
- Imperative = state of command, e.g. **Shut** the door.
- Subjunctive = something wanted or imagined, e.g. If I **were** a giraffe.
- Infinitive = a verb with the word 'to' in front of it, e.g. I went **to sleep**.

### Voice

- Active = the doer (subject) comes before the action, e.g. **John kicked the ball**.
- Passive = the doer (subject) is at the end and can be hidden, e.g. **The ball was kicked by John**.

### Tenses

- Past simple tense = **It snowed**.
- Past progressive tense = **It was snowing**.
- Perfect tense = **It has snowed**.
- Past perfect tense = **It had snowed**.
- Present simple tense = **It snows**.
- Present progressive tense = **It is snowing**.
- Future tense = **It will snow**.

**Adjectives** = used to describe nouns

- Comparative = an adjective used to compare two nouns, e.g. Tom is **faster** than Joe.
- Superlative = an adjective used to compare one person or thing to every other member of the group, e.g. He is the **tallest** in the class. That's the **best** book I've ever read.

**Adverbs** = tell more information about a verb.

### Types

- Adverb of time = It rained **yesterday**.
- Adverb of manner = I ran **quickly**.
- Adverb of place = I played **outside**.

**Adverbials** = an adverb consisting of more than one word, e.g. He ran **like the wind**. Keep going **until I tell you to stop**.

**Fronted adverbials** = A sentence that begins with an adverbial, e.g. **Before the sun came up**, he ate his breakfast.

**Noun** = names of people, objects and places.

- Common noun = a general word that refers to a person, place or thing, e.g. **boy** or **car**.
- Proper noun = the name of a specific place, thing or person. They need capital letters, e.g. **Ferrari, Tom, England, Monmouth Drive**.
- Concrete noun = things we can see, hear, touch, taste or smell.

- Abstract noun = things we can't identify with our senses. They are emotions or ideas, e.g. **hope, love, calm, anger.**
- Collective noun = word used to define a group/collection of people, animals or things, e.g. **herd** of elephants or **panel** of judges.

**Pronouns** = used to replace nouns or noun phrases.

- Possessive pronoun = used to indicate possession, e.g. **mine, yours, his.**
- Relative pronoun = introduces a relative clause (**who, whom, whose, which, that**)
- Personal pronoun = describes the person speaking or being spoken about, e.g. **I, you.**

**Determiner** = used before a noun to show what is being referred to, e.g. **a, an, the, one, some, my.**

**Preposition** = used to describe exactly when, where or why.

- Preposition = e.g. **at** the store, **before** dinner, **under** the bridge.
- Prepositional phrase = begins with a preposition and ends with a noun, e.g. **during the lesson, behind the tree.**

## **Sentences**

### **Types**

- Statements = sentences which tell you something, e.g. I like school.
- Questions = sentences which ask something, e.g. What are you doing?
- Commands = sentences which tell you what to do, e.g. Come over here.
- Exclamations = sentences to express emotion or for effect, e.g. How wonderful!

### **Form**

- Clauses = contain a noun and a verb.
  - Main clause = makes sense on its own, e.g. Amy walked the dog.
  - Subordinate clause = adds information but doesn't make sense on its own, e.g. The guitar was broken **before I borrowed it.**
  - Relative clause = adds information and begins with a relative pronoun, e.g. Nan had some stamps **which were very valuable.**
- Phrases = contain a noun or verb but not both and must be more than one word.
  - Noun phrases = includes a noun and other words linked to it, e.g. **The police officer's dog** caught the thief.
  - Prepositional phrases = series of words made up of a preposition and its object, e.g. The present **inside the big box** is mine.

### **Levels**

- Simple sentence = only has one main clause.
- Compound sentence = a sentence with two or more clauses joined by a conjunction.
- Complex sentence = a sentence with at least one main and subordinate clause.

**Conjunction** = word used to connect clauses or sentences.

- Coordinating conjunctions = placed between words, phrases or sentences of equal rank, e.g. **and, but, so.**

- Subordinating conjunctions = connecting word used to introduce a subordinating clause, e.g. **although, because, unless.**

### **Punctuation**

All sentences must end with a full stop, question mark, exclamation mark or ellipsis.

#### **Capital letter**

- Must be used to begin a sentence, e.g. **Pick that up please.**
- Used for proper nouns, e.g. **England, Joe, St John Bosco.**

**Full stop** = marks the end of a sentence, e.g. **I had chips for tea.**

**Question mark** = used to show that something has been asked, e.g. **What is the time?**

**Exclamation mark** = used to show strong emotion or surprise, e.g. **Ouch! That really hurt! What a goal! How wonderful!**

**Ellipsis** = used at the end of a sentence to show suspense, e.g. **Tom took a deep breath and stepped forward...**

#### **Colon**

- Used to separate two main clauses where the second clause explains more about the first, e.g. **Marvin was stunned: he had never seen a firework display like it!**
- Can be used to introduce a list, e.g. **In my bag I have a number of items: three pens, two books, a pair of trainers, my diary and some money.**

#### **Semi colon**

- Used to separate two independent clauses that are closely related, e.g. **The children came home today; they had been away for a week.**
- Can be used to separate items in a more detailed, complicated list, e.g. **Attending the meeting today will be Tom Smith, St John Bosco; John Mills, St Mary's; Mary Thomas, St Mark's and Jane Hill, Holy Name.**

#### **Comma**

- Separates items in a list, e.g. **I have two pens, three pencils, one ruler and a rubber.**
- Used for a pause, e.g. **Walking slowly, I headed to school.**
- Separates two main clauses where a conjunction is used to begin the sentence, e.g. **Although I like rugby, football is better.**
- A pair of commas can be used to enclose extra information, e.g. **Tom, who loves being outside, played on the park.**

#### **Apostrophe**

- Contractions = to join two words together. The apostrophe takes the place of a missing letter, e.g. do not = **don't**, could not = **couldn't**.
- Possession = apostrophes are used to show ownership.
  - Singular ownership = apostrophe before the s = It is **Liam's** bag.
  - Plural ownership = apostrophe after the s = The **boys'** cloakroom.
 An exception to this rule is the possessive of plural nouns that do not end in "s." In this case an apostrophe and an "s" is added to the noun, e.g. The **women's** dressing room.

**Inverted commas** = used to indicate when someone is speaking.

Key rules:

1. The words that are actually spoken should be enclosed in inverted commas, e.g. **"He's very clever, you know."**
2. Every time a new speaker says something, you should start a new line.

3. There should be a comma, full stop, question mark or exclamation mark at the end of every piece of speech. This should be placed inside the closing inverted commas, e.g. "Go away!" she bellowed.
4. If the speaker is included before the speech then a comma should be used before the first inverted comma, e.g. Steve said, "No problem."
5. If the direct speech is broken up with information about the speaker (split speech) then a comma is used to end the first piece of speech and another comma is needed before the second piece of speech, e.g. "Thinking back," he said, "he didn't really expect to win."

Brackets = used to enclose extra information, e.g. Tom (who is twelve years old) played on the swings.

#### Dashes

- Used in pairs to enclose extra information, e.g. Thousands of children - like the girl in this photograph - have been left homeless.
- Used singularly to add extra information for effect, e.g. The comedian told thousands of jokes - none of them were funny.

Hyphens = used to link words or parts of words, e.g. The dart went straight into the bull's-eye.