

	Grammar and Punctuation
Capital letters	<p>Beginning of each sentence.</p> <p>Personal pronoun 'I'.</p> <p>Proper nouns.</p> <p>Emphasis (use sparingly): <i>The house was HUGE!</i></p>
Full stops	<p>1. Shows where a sentence ends. A sentence is a collection of words which make sense.</p> <p>2. Abbreviations. Declining in use as US English doesn't much bother with them.</p> <p><i>E.g. J. K. Rowling, esp., Prof.,</i> Note: km and ml are symbols, not words, therefore they are not abbreviated.</p>
Ellipse	<p>Ends a sentence but shows that there is more to come.</p> <p><i>She opened the door...</i></p>
?	<p>At the end of a question sentence. When you place inside speech marks in dialogue, no extra full stop is needed.</p> <p><i>The little girl asked, "What sort of animal is it?"</i></p>
!	<p>At the end of a sentence. Shows surprise, shock or shouting.</p> <p>Use sparingly.</p> <p>Avoid !!!</p> <p><i>The most amazing sight met their eyes!</i></p>
Dash	<p><i>It went over there—way over there. (very informal writing)</i></p> <p><i>She had a wonderful antique wardrobe in the old house—the one she inherited from Aunt Mabel—which I offered to buy as it would have fitted into our décor much better. (informal writing)</i></p> <p>Rules: Should be used in pairs. Effectively the same as parentheses, but more confusing and so usually used in informal writing. Very informally, one is often used instead of a comma, semi-colon or colon.</p>
Hyphen	<p>Joins two small words together to make one longer word. No fixed rules apply, but there are a lot of style rules. It can change the meaning of a phrase eg.</p> <p><i>Man-eating shark, man eating shark</i></p> <p>Some words are currently used with a hyphen—it indicates that the words are in the slow process of becoming one word.: <i>Ice-cream, double-barrelled,</i></p> <p>Some words are hyphenated if they are novel combinations e.g. '<i>Fresh-firecoal chestnut-falls;</i>' Gerard Manley Hopkins</p>

Slash or stroke	<p>Refers to / and is often used to mean 'or'.</p> <p><i>The form had the option to tick yes/no.</i></p>
& and @ Ampersand and 'at'	<p>Ampersand = and. Most commonly used in phrases where the and is part of a name, eg <i>Marks & Spencer</i></p> <p>'At' symbol primarily for email addresses.</p>
Parentheses (brackets)	<p>Used to add extra information, which helps clarify sentences which would otherwise be confusing.</p> <p><i>I wanted to take the red coat (the one I had tried on earlier) but found it wasn't in my size at the first shop.</i></p> <p>Notes: the word 'brackets' includes other sorts such as square brackets []</p> <p>Parenthesis (singular) parentheses (plural)</p>
Inverted commas/speech marks	<p><i>He said, "I don't sell that."</i></p> <p><i>'I have seen a ghost!' yelled the girl.</i></p> <p>Rules: New line for each new speaker. Comma after 'said' or verb before speech marks. Full stop/?/! within speech marks = no need for another to show end of sentence.</p> <p>May be written as "Oh" or 'Oh' in type. In hand written texts, usually "Oh" is for speech and 'Oh' is for quotations.</p>
Apostrophe	<ol style="list-style-type: none"> Contractions. To signify a letter or string of letters has been left out. <i>Don't = do not can't = can not hasn't = has not we'd = we had I'm = I am</i> Possession. To show that something belongs to someone. <i>Peter's bag The teacher's pens</i> (singular possessor) -add an apostrophe and then an 's' Singular words ending in s, z or x, omit the 's' so <i>Jesus' mother, Dr Seuss' books</i> <i>the six boys' bags the two neighbours' driveway the officers' fund</i> (plural possessors)- for plural nouns ending in s, add an apostrophe For plural nouns not ending in 's' such as children, men, add an apostrophe and then an 's': <i>the children's bags, the women's party, the men's game.</i> <p>Notes: a. <i>It's</i> means <u>it is</u> or <u>it has</u>. There is no such word as <i>its'</i> !</p> <p>b. Don't use apostrophes for dates e.g. 1980's.</p> <p>c. Don't use apostrophes for plurals when you wouldn't use them for singular e.g. <i>Orange's</i> and <i>lemon's</i> (the grocer's apostrophe)</p> <p>d. <i>The family's house</i> was for sale = 1 family, 1 house <i>The families house</i> was for sale. = lots of families called house? are into slavery</p>

Commas	<p>1. Commas in lists.</p> <p>2. Commas to insert a clause which adds detail:</p> <p style="padding-left: 40px;"><i>I saw the dog in the park again.</i></p> <p style="padding-left: 40px;"><i>I saw the dog, the lost one, in the park again.</i></p> <p>Rule: the sentence must be complete, and an additional piece of information is added.</p> <p>3. Commas in dialogue—see above.</p> <p>4. Commas before a subordinate clause: Rule: use before a subordinating conjunction</p> <p style="padding-left: 40px;"><i>My mum said I could have an ipod, provided that my grades go up.</i></p> <p>Style rule: Avoid comma splice (linking two unrelated sentences together with a comma) e.g. <i>I went up on the roof, the birds were nesting there.</i> You can get away with that sentence if you use a semi-colon instead.</p> <p>5. Use commas to separate main and subordinate clauses: <i>So she was considering, in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, ...</i></p> <p>Commas go after each 'thought' or clause, to help separate them so the reader can follow them. Commas and full stops are usually needed whenever there is more than one 'and' in a sentence.</p>
Colons	<p>1. Introduce a list of things</p> <p style="padding-left: 40px;"><i>Lots of birds visit my garden: sparrows, blue tits, robins, finches and doves.</i></p> <p>2. Link a cause and an effect or consequence</p> <p style="padding-left: 40px;"><i>She was a kind woman: all the neighbourhood children loved her.</i></p>
Semi-colons	<p>1. Use instead of a comma (see comma splicing) or full stop.</p> <p>2. Use to link two clauses together which otherwise would need to be made into two separate sentences.</p> <p>Rule: When joining two unrelated clauses use a ; and not commas. Using commas this way is called a comma splice.</p>
Clause and phrase	<p>Clause = subject and verb. Main clause can stand as a sentence by itself. Subordinate clause needs a main clause to stand.</p> <p>Phrase = group of words together which are missing either the subject or verb or both. Strictly speaking a verb phrase is just the verb, plus words which go with it to give tense, like 'to', auxiliary verbs like 'be' and modal verbs like 'may': <u>on the box</u> (prepositional phrase)</p> <p><u>big noisy machine</u> (noun phrase)</p> <p><u>up and away</u> (adverbial phrase)</p>

Subordinate clause	<p>Doesn't make sense on its own. Joined to a main clause by either a subordinate conjunction or a relative pronoun:</p> <p>Subordinate Conjunctions: After once provided that rather than since so that than that though unless although as because before even if even though if in order that until when whenever where whereas wherever whether while why</p> <p><i>I will go with you, <u>whenever you want and wherever you want.</u></i></p> <p>Relative Pronouns: that which whichever who whoever whom whose whoseever whomever</p> <p><i>I knew a boy at school <u>who was always late.</u></i></p>
Compound sentence	<p>Two simple sentences (a simple sentence contains at least a subject, a verb, and a single thought or action) joined together to make a longer sentence by a co-ordinating conjunction such as <i>and, so, but, or</i></p> <p><i>The boy got bored <u>so</u> he went out in the garden to play.</i></p>
Connectives	<p>1. Connective (adverbs): used to help sentences flow on one after the other, making sense. A lot have to do with time. They answer questions such as when, how, in what order. E.g.</p> <p><i>The boy waited. <u>Hours later</u>, he saw the sign.</i></p> <p><i>We crawled up the hill. <u>Eventually</u> we got to the top.</i></p> <p>Other connective adverbs: <i>also, furthermore, however, nevertheless, on the other hand, besides, anyway, after all, for example, in other words, firstly, later on, first, finally, therefore, consequently, as a result, just then, meanwhile, later.</i></p> <p>2. Conjunctions: glue two clauses or more together to make one sentence</p> <p>Co-ordinating conjunctions: <i>and but or so</i></p> <p>Subordinating conjunctions: see list under Subordinating clauses.</p> <p>*Confused? A connective may also be a subordinating conjunction depending on how and where it is used.</p>
Simple and Complex sentences	<p>Simple = one main clause. A simple sentence contains a subject, a verb and a single thought. It may contain an object.</p> <p>Complex = main clause + subordinating clause(s)</p> <p>If the subordinate clause goes <u>first</u>, always use a comma to separate the clauses.</p> <p><i><u>Although I was going to be late for school</u>, I stopped and picked up a card for my mum.</i></p> <p>If the subordinate clause goes <u>last</u>, think about whether a comma would help understanding.</p>

Pronouns	<p>Pronouns classification is massively complicated!</p> <p>Super Simplified: pronouns: replace a noun.</p> <p><i>I, you, he, she, it, they, we, him, her, mine, yours, his, hers, its, theirs, ours, this, that, these, those, us, them</i></p> <p>Note: don't include <i>my</i> or <i>our</i>, which are adjectives.</p> <p>In detail: personal= I/we/it relative= who/whom/that/which (join 2 clauses together) Possessive=mine/yours/theirs</p>
Nouns	<p>Simplified: a noun is the name of a person, place or thing</p> <p>1.Common noun:</p> <p>The name of a thing. Not capitalised. May be concrete or abstract.</p> <p><i>Dog, cat, table, idea, purpose</i></p> <p>2.Proper noun:</p> <p>The name of a person, place or important item. Capitalised.</p> <p><i>Lucy, Egypt, Narnia, the Nile, the European Union, God, Anubis, the Bible</i></p> <p>Includes titles: <i>Mr, Mrs, Ms, Miss, Rev., Dr, Archbishop, Her Majesty</i></p> <p>3.Collective noun:</p> <p>The word for a lot of things; <i>a flock of birds, a charm of finches, a bunch of keys</i></p>
Adjectives	<p>Simplified: an adjective is a describing word.</p> <p>Describes a noun:</p> <p><i>Brilliant, poor, ugly, excellent, fortunate</i></p>
Verbs	<p>Simplified: a doing or action word</p> <p>1. Regular verbs: follow the usual pattern of suffixes to change tense</p> <p><i>I chopped I chop I am chopping I will chop</i></p> <p>2. Irregular verbs: unfortunately includes most common verbs; do not follow the pattern. Includes the verb 'be' which includes 'am' and 'are'.</p> <p><i>I went I go I am going I will go</i></p> <p><i>I slept I sleep I am sleeping I will sleep</i></p>
Adverbs	<p>Simplified: describes or alters a verb. In reality it can alter nouns and adverbs too. These can be single words or phrases. They can cause confusion. Some end in -ly, but by no means all. They answer questions such as How? In what way? When? Where? How many?</p> <p><i>Suddenly, quickly, fast, sideways, only, often, together, quite loudly, very slowly</i></p> <p>Fronted adverbial = <i>Quickly, the woman sprinted for the bus.</i></p>

Preposition	<p>A word which tells you where or when something is <u>in relation to other things</u>.</p> <p><i>After dinner we played <u>outside</u>.</i></p> <p><i>Thomas hid <u>underneath</u> the table <u>before</u> teatime.</i></p> <p>Note:</p> <p>'Outside' is a <u>preposition</u> if it is <i>outside the house</i>.</p> <p>'Outside' is an <u>adverb</u> if it is <i>you need to go outside</i>.</p>
Articles	<p>A word which means a noun is the particular one. In the simplest terms there are just these:</p> <p>1. Definite: <u>The</u></p> <p>2. Indefinite: <u>a</u> <u>an</u> (<u>some</u>, but only as in 'There is some person in the entrance'.)</p> <p>3. Negative: <u>no</u> 'There is no person there'</p>
Tense:	<p>There are lots of tenses. In summary these can be divided into past, present and future.</p> <p>Past: <i>I went yesterday. I was walking there.</i></p> <p>Present: <i>I wash up. I am washing up.</i></p> <p>Future: <i>I will hold it tight. I will be holding it tightly.</i></p> <p>Note: 1. Infinitive tense= <u>to ...</u> e.g. I went <i>to walk</i> in the garden. The children need a big garden <i>to play</i> in.</p> <p>2. Modal verbs change tense and meaning dependent on how they are used. They include <i>would/will, should/shall, could/can, might, ought, dare to, need to, like to</i>. Don't get caught up in the complexities of 'He must have been given it before today.'</p>
Types of sentences:	<p>Types of sentence, some of which may be just fragment sentences.</p> <p><i>Command = Imperative. Go there! Do that!</i></p> <p><i>Statement = a fact. There are three. She went.</i></p> <p><i>Exclamation = Stop! Help! Save me! Oh!</i></p> <p><i>Question = How many were there?</i></p> <p>Use a variety of sentence types to increase interest.</p>
Singular/Plural and Verb/Noun Agreement	<p>Singular/plural involves adding spelling changes to nouns. For some verbs there must be 'agreement' between the <u>verb</u> and the <u>noun</u>:</p> <p><i>was/were</i> causes most confusion, i.e.</p> <p><i>She was happy. We were happy. Not We was happy.</i></p> <p><i>She lives. We live.</i> Usually only a problem for EAL.</p>

<p>Suffix/Prefix/Root word</p>	<p>Suffix: letter or group of letters on the end of a root word which changes the meaning or tense.</p> <p>Root word: <i>watch</i> Tense: <i>watch<u>es</u>, watch<u>ed</u></i>, Changed Meaning: <i>watch<u>er</u></i></p> <p>Prefix: letter or group of letters at the beginning of a root word which changes the meaning, often making it the opposite with dis-, un-, im-, or numbering with uni-, bi/by-, tri- etc, or going back to Latin/Greek words such as sub- (under) for submarine, subway, and re- (again) in repeat, retell, recall</p> <p>Root word: <i>moral</i> Changed Meaning: <i><u>a</u>moral, <u>i</u>mmoral.</i></p> <p>Some assumed 'root words' never existed e.g. there was never a 'grunted'.</p>
<p>1st/2nd/3rd person</p>	<p>This identifies the subject of the sentence.</p> <p>1st Person = me/I/we</p> <p>2nd Person = you</p> <p>3rd Person = he/she/it/they</p> <p>There must be agreement between the pronouns, i.e. <u>They</u> went to fetch it <u>themselves</u>.</p>
<p>Homonyms Homophones Synonyms Antonyms</p>	<p>Homonyms = different meaning, same word</p> <p><i>Fluke; lucky chance, worm, a whale fin</i></p> <p><i>Bank; side of river, place to keep money</i></p> <p><i>Bark; dog bark, tree bark</i></p> <p>Homophones = different spelling, same sound, different meaning</p> <p><i>Two/too their/they're/there</i></p> <p>Synonyms = same meaning, different words</p> <p><i>Sofa/settee big/large quick/fast buy/purchase</i></p> <p>Antonyms = opposite meaning</p> <p><i>Big/small in/out up/down</i></p>
<p>Subject/object</p>	<p>The <i>subject</i> of a sentence is the 'doer'.</p> <p>The <i>object</i> of the sentence is 'being done to' - they receive the action.</p> <p>Both are usually nouns.</p> <p>The girl (subject) threw the book (object).</p> <p>The butterfly (s) alighted on the flower head (o).</p> <p>A sentence should usually contain a subject, which is normally a noun, and a verb. The object is optional.</p>