

Grammar & Punctuation

Glossary



Every name is called a **noun**,
Like *field and fountain, street and town.*

In place of a noun the **pronoun** stands,
Like *he and she* will clap their hands.

A **verb** is an action, something done,
Like *read or write or jump or run.*

How things are done the **adverb** tells,
Like *quickly, slowly, badly, well.*

An **adjective** describes a thing,
A *small, brown dog, a golden ring.*

A **preposition** shows time or place,
Like *in an hour or on your face.*

Connectives join two parts together
So sentences can go on forever

What you need to know

Grammatical terms and word classes

- Nouns
- Verbs
- Adjectives
- Connectives
- Pronouns
- Adverbs
- Prepositions
- Determiners

Features of sentences

- Statements
- Questions
- Commands

Complex sentences

- Clauses
- Phrases
- Subordinating conjunctions
- coordinating conjunctions

Standard English

- Tense agreement
- Subject-verb agreement
- Double negatives
- Use of 'I' and 'me'

Formal / informal

- Contractions
- Active and Passive Voice
- Impersonal constructions

Vocabulary

- Word meaning
- Vocabulary in context
- Concision and precision in vocabulary
- Synonyms
- Antonyms
- Word groups / families
- Prefixes
- Suffixes
- Singular and plural

Punctuation

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas in lists
- Commas to mark phrases or clauses
- Inverted commas
- Apostrophes
- Brackets
- Ellipses
- Colons
- Semi-colons
- Punctuation for parenthesis

GRAMMATICAL TERMS

1. NOUN

Something that exists - a word that names a person, place, thing, idea, quality, or action
e.g. Charles, Neston, grapefruit, privacy, happiness, arrival.

Type of noun	Function	Example
proper noun	names a person, place, date, business, book, film, etc and begins with a capital letter	Chester, Sarah Palmer, Ryanair, The Hobbit
common noun	a more general naming word and begins in lowercase	city, girl, airline, book
singular noun	one object	Shoe, child, plate
plural noun	more than one object	shoes, children, plates
concrete noun	something you can see, hear or touch	air, soap, music
abstract noun	something that you cannot see, hear or touch	a decision, happiness, truth
possessive noun	shows ownership, shown usually by the addition of 's, a possessive pronoun	Cynthia's mum, her dress, the teachers' staffroom
collective noun	noun refers to individual persons or items as a group	swarm of bees herd of elephants
noun phrase	is a group of words which form a noun	change of fortune

EXPANDED NOUNS

Extra detail about the noun can be added before or after it. Use:

- **Adjectives** e.g. The foolish man was arrested.
- **Prepositional phrases** The man outside the door was arrested.
- **Verbs** e.g. The trembling man was arrested.
- **Embedded clauses** e.g. The man, who came from Neston, was arrested.

2. PRONOUN

A pronoun replaces a noun to avoid repetition and make language more clear and concise. It refers to something or someone. There are many types:

- *I, you, he, she, it, we, they,*
- *me, you, him, her, us, them*
- *my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*
- *myself, yourself, yourselves, himself, herself, themselves, itself, ourselves)*
- *this, that, these, those*
- *Someone, any, anyone, anybody, anything, all, each, every, everybody, everyone, everything, few, both, many, much, no one, nobody, none, one, other, somebody, someone, something.*
- *who, whom, whose, which, what, whoever, whose, what, whatever, whichever, that.*
- *each other, one another.*

3. DETERMINERS including ARTICLES (a, an, the)

A word that works with a noun to show if it is

- specific - the *e.g. I broke the window. This book is yours.*
- One of many - a / an *e.g. Pass me a sweet please. I have some sweets.*

4. ADJECTIVE

- An adjective describes or modifies a noun or pronoun. *e.g. tall man.*
- It can come before a noun *e.g. The delicious meal,* or after *e.g. The meal was delicious.*
- A **comparative adjective** makes a comparison *e.g. fatter, quicker, more beautiful*
- A **superlative adjective** shows the extreme *e.g. fattest, quickest, most beautiful*

5. VERB

A verb describes:

- an action *e.g. work;*
- an occurrence *e.g. exists ;*
- a state of being *e.g. feel.*

Verbs are part of the **verb phrase** of a clause —all the words in a verb phrase are verbs:

Type of verb	Function	Example
main verb	gives meaning	Swim, walk, cook
Auxiliary verbs	help to show the person, tense, mood, voice, or condition of the main verb The most common auxiliary verbs are to have, to be, to do, with, can, may, shall	It <u>will be</u> made, I <u>have</u> finished. She <u>has been</u> working.
modal verb	shows possibility, obligation or intention and adds to the meaning of the verb, using words like: can, may, must, could, will, would, shall, should, might, may	You <u>should</u> go home. <u>May</u> I have some more? It <u>might</u> snow tomorrow.
active voice,	the subject of the verb does the action	Jack <u>broke</u> the window.
passive voice,	the subject of the verb receives the action	The window <u>was broken by</u> Jack.
Imperative verbs	indicate a command or request.	<u>Close</u> the door.
person.	refers to the 'first,' 'second,' or 'third' person, and if the verb is singular or plural	I run" is first person singular; " "They run," is third person plural.
tense	shows us when the action or state happens or happened and has many different forms:	I walked home yesterday. I walk to work. I will walk to the park. I have walked here. I have been walking for hours. I will have walked 10 miles by 1pm. I am walking I would have walked. I walked here while he was walking home

6.

7. ADVERB

An adverb describes or modifies

- a verb *e.g. He ate noisily*
- an adjective *e.g. She is extremely short*
- another adverb *e.g. He sang exceptionally badly*
- a pronoun *e.g. nearly everyone*

ADVERBIAL

An **adverbial** is a word, phrase or clause that does the same job as an adverb: it tells you the time, place or manner in which the verb is done. A conjunction may be used as part of an adverbial clause.

They answer the questions Where? When? Why? How? How often? How long? How much?

e.g.

- *He spoke very quietly.*
- *I've read that book three times.*
- *She's gone to the bank.*
- *We were sleeping peacefully, in our beds, when the earthquake struck.*
- *We have been living here in this house, for over twenty years.*

8. PREPOSITION

Prepositions usually come before a noun, pronoun or adverb to describe a time, place or direction. Some prepositions are also used as conjunctions and adverbs.

e.g. about, above, across, after, along, among, around, as, at, before, behind, below, beneath, beside, between, by, except, for, from, in, in back of, in front of, inside, into, of, off, on, onto, out of, outside, over, past, since, through, to, toward, under, up, upon, with, within, without.

9. CONJUNCTIONS/CONNECTIVES

Conjunctions link ideas within a sentence:

1. **Coordinating conjunctions** join two equally important clauses. *e.g. The car sped round the corner and it crashed into the wall.* Some coordinating conjunctions can also join words or phrases within a clause *e.g. I need a knife and fork.* Use the mnemonic FANBOYS to remember the coordinating conjunctions.
2. **Subordinating conjunctions** begin subordinate clauses to join them to the main clause *e.g. We were hungry because we hadn't eaten all day. Although we'd had plenty to eat, we were still hungry.*

Connecting adverbs connect ideas but the clauses remain separate sentences

e.g. I was angry. However, I didn't say anything.

MAKING CHOICES

or
unless
either ...or
instead of
besides
otherwise
alternatively
if
on the other hand
as long as
if ... then

CAUSE AND EFFECT

because
as
for
since
as a result of
due to the fact that
owing to
so
subsequently
hence
thus
therefore
consequently

LINKING IDEAS & REINFORCING

and
also
moreover
in the same way as
likewise
what is more
similarly
in addition

alongside
additionally
too
as well as
after all
furthermore
like

MAKING COMPARISONS

but
however
although
though
instead
whereas
or
only
yet
on the other hand
while
whilst
rather than
except
nevertheless
nonetheless
in contrast to
in spite of
despite
notwithstanding
alternatively
in comparison
besides
anyway

EXPLAINING

for example
in other words
in order to

ADVERBS OF TIME

then
and then
when
whenever
while
just as
as
before
after
during
until
later than
sooner than
since
in due course
subsequently
simultaneously
meanwhile
afterwards
after a while
in the end
in the beginning
alongside
penultimately
finally
soon
after this
next
first, second, ...
firstly, secondly ...
first of all
presently
subsequently
suddenly
eventually

SENTENCE PARTS

A **SENTENCE** is group of words, which has meaning. There are three types of sentence:

- Statements (gives information)
- Commands (gives instruction)
- Questions (requires an answer)

Sentences begin with a capital letter and end with a full stop, question mark or exclamation mark.

Depending on the combination of phrases and clauses and how these are connected., sentences can be:

- Simple
- Compound
- Complex

SUBJECT

- A noun, noun phrase or pronoun that identifies or describes who or what is doing the action.
- e.g. Darkness came early. The angry old woman shouted at Dave. He ate his breakfast.

PHRASE

A group of words, which represents only part of a sentence and does not make sense alone.

e.g. *spectacular sunrise, the old woman, in the boat, to the horizon, extending for miles, hanging at an angle, in place of, break away, in the interval, flapping in the breeze*

CLAUSE

A group of words that contains both a subject and a verb and can stand alone as a complete sentence:

1. Main Clause (independent clause)

A clause that conveys meaning completely on its own.

e.g. *I run every morning. He gave her a gift.*

2. Subordinate Clause (Dependent Clause)

A clause, which adds onto a main clause, to form a **complex sentence**, with the help of a subordinating conjunction.

e.g. *I went to bed because I was tired. Whenever I am tired, I go to bed.*

3. Coordinate Clause

A main clause, which is joined, with a coordinating conjunction, to another main clause, to form a **compound sentence**.

e.g. *I like apples but I don't like oranges. I went to the park and I played on the swings.*

4. Relative Clause

A subordinate clause, which is embedded (sandwiched) in the main clause, to modify the subject. Commas are used to mark the points it has been embedded.

e.g. *All cars, which are parked in the prohibited area in front of the school, will be towed away.*

The hostess, who was a tall blonde woman with green eyes, led us to the dining room.

SIMPLE SENTENCE

A main clause working on its own

e.g. *The thief was arrested.*

OTHER GRAMMATICAL WORDS

ANTONYM

A word that has the exact opposite meaning of another.
e.g. Poor is an antonym of excellent. Huge is an antonym of tiny.

CONTRACTION

Two words combine to make one new shortened one and an apostrophe shows where letter(s) are missed out.

DOUBLE NEGATIVE

The use of two negatives in a clause or sentence, which results from combining:

- the negative form of verb *e.g. can't, won't, d*
 - *islike,*
 - a negative pronoun *e.g. nobody, nothing or nobody.*
 - a negative adverb *e.g. never, hardly, rarely*
 - a negative conjunction (*e.g., neither, nor*), or "not"
e.g. I didn't see nobody. She is not unattractive. It wasn't uninteresting. It's not impossible.
- This is avoided in formal language.

HOMOPHONE

Two or more words that have exactly the same sound but different meanings. The two words may or may not be spelled differently.

e.g. Pear/pair/pare; their/there/they're; wear/where/were; to/too/two

METAPHOR

A figure of speech in which a word or phrase, which ordinarily means one thing is used to describe another (to which it does not literally apply), in order to suggest a similarity between them.

e.g. Fred was a tower of strength in the meeting. Her life is a bed of roses. The moon was a silver coin upon the surface of the lake.

PERSONIFICATION

A way of describing a non-human entity as though it were a human or animal, taking on its typical personality or behaviour.

e.g. The sun kissed the flowers. The wind whistled. Opportunity knocked. The leaves danced in the wind.

SIMILE

One thing is likened to another in one aspect by the use of the words "like" or "as" This is a more artistic likening than that of an analogy, for effect.

e.g. It was as pretty as a picture. He ran like a cheetah across the track.

Similes can also be used to compare an idea to something to exaggerate or emphasise the point.

e.g. He was happier than a pig in mud.

SYNONYM

A word that has the same or similar meaning as another word. These words usually have shades of meaning

e.g. microscopic, miniature, tiny, small, ...

Let's see it all in a sentence:

Snow fell.

This is a simple sentence, made up of one main clause. It makes sense as there is a subject (snow) and a verb (fell) but it is not very detailed.

The sentence below has been expanded using lots of the language features in this glossary.

During the night, a blanket of pure-white snow, which was as soft as cotton wool, fell delicately on the wintry ground, covering every inch of it with millions of tiny, shimmering ice-crystals that sparkled extraordinarily brightly in the dazzling morning sun, so bright they would have blinded me if I looked directly at them.

Which parts of sentences described in this glossary can you find in the sentence?

Did you find:

- Prepositional phrase tells us when the snow fell
- Metaphor helps us to imagine the snow
- Hyphenated word acts as an adjective to expand the noun snow
- Embedded clause expands the noun snow
- Simile helps us to imagine how soft the snow is
- Adverbs tells us how the snow fell and how I looked
- Prepositional phrase tells us where the snow fell
- Adjective expands the noun ground
- Added action - the -ing form of the verb covering replaces and covered
- Exaggeration helps emphasis the amount of snow.
- Pronoun avoids the need to repeat the noun ground
- Embedded clause expands the noun ice-crystals
- Powerful verbs adds impact (sparkled, blinded, shimmering, dazzling)
- Qualifying adverb tells us how brightly
- Modal verb tells me there was a possibility of being blinded but this didn't happen
- Conditional word offers an alternative consequence that may have happened
- Determiners - (a) tells us the blanket is not specific and (the) tells us the ground is specific

Punctuation Mark	What it is	What it does	Example
.	Full stop	Marks the end of a sentence	<i>A sentence is made up of clauses and phrases.</i>
,	Comma	<ol style="list-style-type: none"> 1. Creates a small interruption within a sentence to help clarify meaning, add expression or emphasise a point 2. Separates items in lists made up of items with 1 or 2 words 3. Used when sentences begin with: <ul style="list-style-type: none"> • a subordinating connective • a connective that links to the previous sentence • an adverb • a phrase • an -ing word 4. Sets apart extra information inserted into a sentence, in embedded clauses using who, which, whose or where 5. Used in "added action" sentences where an -ing word replaces "and" 6. Separates spoken words from narrative before a speech mark 7. Separates the person being addressed from the sentence 8. Balances two things that are compared 9. Introduces a question after a statement 10. Emphasises a point 	<ol style="list-style-type: none"> 1. <i>Mary screamed, afraid that she would fall off.</i> 2. <i>I found a bag containing a red purse, mobile phone, some tissues and car keys.</i> 3. <ul style="list-style-type: none"> • <i>Because she was tired, Sarah went to bed.</i> • <i>She arrived eventually. However, she missed the game.</i> • <i>Silently, he tiptoed up the stairs.</i> • <i>Later that day, he went in search of the truth.</i> • <i>Staring into the distance, he could just make it out.</i> 4. <i>The dog, which was a tiny puppy, cowered in the corner.</i> 5. <i>The hungry girl gobbled up the spaghetti, slurping every strand greedily.</i> 6. <i>"I'm going home," stated the girl.</i> 7. <i>It seemed like a good idea at the time, officer.</i> 8. <i>The taller they are, the easier it is to reach the shelf.</i> 9. <i>You are giving me this back, aren't you?</i> 10. <i>I started fighting because i felt like it, that's why.</i>

Punctuation Mark	What it is	What it does	Example
?	Question mark	Replaces a full stop to show a question, where an answer is required.	<i>How am I expected to do that?</i> Questions start with words like: <i>Who, What, Where, When, Why, How, Is, Are, Am, Have, Has, Was, Were, Did, Do, Shall, Can, Will, etc</i>
!	Exclamation mark	Replaces a full stop to suggest an extreme emotion e.g. surprise, shock, fear or anger	<i>"I can't believe you did that!" exclaimed Janet.</i>
" "	Quotation marks Speech marks Inverted commas	<ol style="list-style-type: none"> Used to show spoken words (other punctuation is placed inside the second speech mark). Used to show sarcasm Used around titles when italics are unavailable 	<ol style="list-style-type: none"> <i>"Go on then," she urged.</i> <i>The so-called "expert" was not as clever as he thought.</i> <i>I went to see "Swan Lake" at the theatre last night.</i>
:	Colon	<ol style="list-style-type: none"> Introduces a list or quotation Replaces "because" to give an explanation 	<ol style="list-style-type: none"> <i>I took my friends with me: Sarah, Jessica and Rachel.</i> <i>I went to bed early: I was so tired.</i>
;	Semi-colon	<ol style="list-style-type: none"> Replaces a full stop or "and" between two clauses that are closely related Used to separate items in lists made up of items with 3 or more words 	<ol style="list-style-type: none"> <i>Mandy screamed in fright; she hid behind the door, shaking.</i> <i>At the circus, we saw clowns juggling with balloons; a fire-eater doing death-defying tricks; animals performing amazing acts and a trapeze artist leaping through the air.</i>

Punctuation Mark	What it is	What it does	Example
()	Brackets Parentheses	Show an inserted comment, explanation or additional information within a sentence	Michael (my best friend) stayed to help me till the end.
—	Dashes	Show a less important comment, explanation or additional information within a sentence (in pairs) or at the end of a sentence (individual)	He ran - fairly quickly - towards the finish line.
-	Hyphen	<ol style="list-style-type: none"> Shows a word is incomplete at the end of a line Used between some compound words 	<ol style="list-style-type: none"> The two children wandered from one place to the next, wondering if they would ever find the answer. No-one knew that the blond-haired boy was so football-mad.
'	Apostrophe	<ol style="list-style-type: none"> Shows possession, Shows a missing letter when two words are combined, 	<ol style="list-style-type: none"> Susan's book was very old. <i>The ladies' changing room.</i> I am = I'm can not = can't He is = He's We are = We're
...	Ellipsis	<ol style="list-style-type: none"> Shows unimportant words are missing from quotations Shows interrupted dialogue Shows anxiety Indicates a dramatic pause, to build tension 	<ol style="list-style-type: none"> "I loved the first activity when ... he fell over his own foot" "Oh no! What are you doing that f..." she began. "P...p...p...please," stammered Jack. The door creaked open. Silence... She peered inside.

