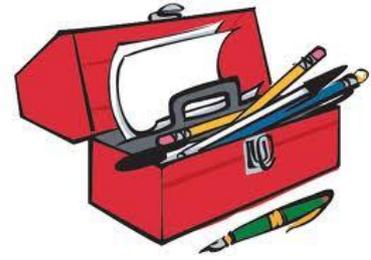


Grammar Toolkit



Full stop .	Used to mark the end of a sentence.
Exclamation mark !	Used to indicate a sudden order, intensity of emotion (such as surprise) or volume. <i>e.g. Get out! You're late!</i>
Question mark ?	Used to end a sentence or statement which poses a question. <i>e.g. Why does it have to rain?</i>
Comma ,	<p>Used for the following:</p> <ul style="list-style-type: none">• lists <i>We had coffee, cheese and crackers.</i> <i>He is a strong, healthy boy.</i>• direct speech <i>"Stop," he said.</i> <i>He said, "Stop."</i> <i>"Why," I asked, "didn't you stop?"</i>• to separate clauses (when the subordinate/dependent clause is at the start of the sentence or embedded within the main clause) <i>After he walked all the way home, he shut the door.</i> <p>Comma splicing is when a comma has been used incorrectly to join two independent clauses.</p> <p><i>e.g. He walked all the way home, he shut the door. X INCORRECT!!!</i></p> <p>Only use a comma to separate a subordinate/dependent clause (that does not make sense on its own) from a main/independent clause (that does make sense on its own).</p>
Semi-colon ;	Used in between two equal main clauses which are closely related but could stand alone. These must be separate sentences that make sense on their own but link closely through their content. <i>e.g. Although it was raining, the sun was shining; a beautiful rainbow arched across the sky.</i>

<p>Colon :</p>	<p>Used to introduce further information about something mentioned earlier in the sentence. They are only ever used after a main clause.</p> <p><i>e.g. His success is attributed to one thing: determination.</i> <i>In this world, there are only two tragedies: one is not getting what one wants, and the other is getting it. (Oscar Wilde)</i></p> <p>A colon is also used to introduce a list. Do not capitalise after the colon unless it's a proper noun.</p> <p><i>e.g. I want the following items: butter, sugar, and flour.</i></p>
<p>Brackets ()</p>	<p>Separate off extra information in a sentence which could be left out.</p> <p><i>e.g. He gave me a good bonus (£500).</i> <i>Mr Tommy Millar (36) was jailed for robbing his father's grocery store.</i> <i>He finally answered (after taking five minutes to think) that he did not understand the question.</i></p>
<p>Dash -</p>	<p>Dashes introduce afterthoughts at the end of a sentence.</p> <p><i>e.g. Things have changed a lot in the last year - mainly for the better.</i></p> <p>They are also sometimes used for parentheses.</p> <p><i>e.g. Thousands of children - like the girl in this photograph - have been left homeless.</i></p>
<p>Ellipses ...</p>	<p>Three dots in a row signifying that words or phrases are missing. This shows either: an omission of a word or words, an unfinished thought, a trail off into silence, a pause for effect.</p> <p><i>If only she had . . . Oh, it doesn't matter now. (unfinished thought)</i> <i>The brochure states: "The atmosphere is tranquil ... and you cannot hear the trains." (omitted text)</i></p>
<p>Hyphen</p>	<p>Used to join words or parts of words.</p> <p><i>e.g. quick-thinking, fair-haired</i></p>
<p>Articles</p>	<p>the, a, an</p>
<p>Parentheses</p>	<p>A parenthesis is additional information added into a sentence as an explanation or an afterthought. When a parenthesis is completely removed, the sentence is still grammatically correct. A parenthesis can be shown using two brackets, two commas</p>

	<p>or two dashes.</p> <p>Brackets: <i>While on holiday in London, Simon Schmidt (a fireman from New York) rescued a cat from a tree.</i></p> <p>Commas: <i>While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree.</i></p> <p>Dashes: <i>While on holiday in London, Simon Schmidt - a fireman from New York - rescued a cat from a tree.</i></p>
<p>Apostrophes ,</p>	<p>Used in two main ways:</p> <ul style="list-style-type: none"> to show possession (belonging to) e.g. <i>a child's classroom, the children's classroom</i> <i>one dog's kennel, two dog's kennel, Fergus' kennel</i> <p>Use the apostrophe at the end of the word to show possession when the word ends in an 's'.</p> <ul style="list-style-type: none"> to show omission (missing letters) e.g. <i>can't, isn't, don't, couldn't, wouldn't, should've, haven't</i> <p>Apostrophes are NOT used to show plurals. Only use an apostrophe for 'its' when it represents the contraction 'it is'= it's but not for possession.</p>
<p>Inverted commas " "</p>	<p>Used to indicate direct speech or quotation.</p> <p><i>"Stop," he said.</i> <i>He said, "Stop."</i> <i>"Why," I asked, "didn't you stop?"</i></p>
<p>Nouns</p>	<p>An object, a person or a place.</p> <p>Most nouns are 'common nouns'.</p> <p>A 'proper noun' is the name of a person, place or organisation and should have a capital letter.</p>
<p>Verbs</p>	<p>A word used to describe an action – a doing word.</p> <p>Infinitive verb: The basic form of the verb, as it is found in the dictionary (nothing has been added or taken away). e.g. <i>to drink / to sleep</i></p> <p>Modal verbs: Associated with possibility or necessity. e.g. <i>can/could, may/might, must, will/would, and shall/should</i></p> <p>Imperative verbs: Create an imperative sentence which is one that gives an order/command. They can be described as 'bossy verbs'. We put imperative verbs at</p>

	<p>the beginning of a sentence which automatically changes them into commands. e.g. <i>Run, Walk, Stop, Listen, Stir.</i></p>
Adjectives	<p>A word that describes/modifies a noun.</p> <p>They can be before a noun. e.g. <i>A <u>colourful</u> rainbow.</i></p> <p>They can be after a noun. e.g. <i>The weather is <u>cool and dry</u>.</i></p>
Noun phrases	<p>A noun phrase is a phrase that plays the role of a noun – it is normally a noun and an adjective. e.g. <i>I know the <u>back streets</u>.</i> <i>A <u>colourful</u> rainbow.</i></p> <p>An expanded noun phrase is more substantial than a noun and an adjective. e.g. <i>a <u>calm, relaxing family trip</u></i> <i>The weather is <u>cool and dry</u>.</i> <i>I like <u>singing in the bath</u>.</i></p>
Adverbs	<p>A word that describes/modifies a verb, adjective or another adverb.</p> <p>Modifying a verb: <i>The sun shone <u>brightly</u>.</i></p> <p>Modifying an adjective: <i>Snowflakes were <u>exceptionally</u> cold.</i></p> <p>Modifying another adverb: <i>The rain fell <u>extremely</u> quickly.</i></p>
Adverbial phrases	<p>A group of words which play the role of an adverb. It answers the questions: how, where, when.</p> <p>When: <i>I'll do it <u>in a minute</u>.</i></p> <p>Where: <i>Opera is when a guy gets stabbed <u>in the back</u> and, instead of bleeding, he sings. (Ed Gardner)</i></p> <p>How: <i>People who say they sleep <u>like a baby</u> usually don't have one. (Leo J. Burke)</i></p>
Prepositions	<p>A preposition is a word (usually a short word) that shows the relationship between two other two nearby words.</p> <p>e.g. <i>above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, since, to, toward, through, under, until, up, upon, with and within.</i></p>
Prepositional phrases	<p>A prepositional phrase is made up of a preposition and the object of the preposition (including any modifiers). Prepositional phrases are very common. They function as</p>

	<p>either adjectives or adverbs.</p> <p>e.g. <i>It is a message <u>from Mark</u>.</i> <i>Mark is trapped <u>on the island</u>.</i></p>
Paragraphs	<p>Paragraphs are a collection of sentences. They are used in writing to introduce new sections of a story, characters or pieces of information.</p> <p>They indicate a change of time, place, topic or person.</p> <p>Paragraphs help readers to enjoy what has been written because they break text up in to easy-to-read sections.</p>
Simple sentence	<p>A group of words which contains a verb and makes complete sense, with one main/independent clause.</p> <p>e.g. <i>You're only as good as your last haircut. (Fran Lebowitz)</i></p>
Compound sentence	<p>Two or more main/independent clauses that are usually joined by a conjunction.</p> <p>e.g. <i><u>I used to jog</u> but <u>the ice cubes kept falling out of my glass</u>. (David Lee Roth)</i></p>
Complex sentence	<p>A main/independent clause joined to one or more subordinate/dependent clauses.</p> <p>e.g. <i>I am not tidying the dishes unless Peter helps.</i> <i>Unless Peter helps, I am not tidying the dishes.</i> <i>Looking at the dishes Peter had left out, I decided I would not tidy them.</i> <i>The car, which your wife sold me last week, has broken down.</i></p>
Main/Independent clause	<p>A group of words that contains a subject and a verb which can stand on its own.</p> <p><i><u>I am not tidying the dishes</u> unless Peter helps.</i> <i>Unless Peter helps, <u>I am not tidying the dishes</u>.</i> <i>Looking at the dishes Peter had left out, <u>I decided I would not tidy them</u>.</i> <i>The car, which your wife sold me last week, <u>has broken down</u>.</i></p>
Subordinate/ Dependent clause	<p>A secondary clause which depends on a main clause for meaning.</p> <p><i>I am not tidying the dishes <u>unless Peter helps</u>.</i> <i><u>Unless Peter helps</u>, I am not tidying the dishes.</i> <i><u>Looking at the dishes Peter had left out</u>, I decided I would not tidy them.</i> <i>The car, <u>which your wife sold me last week</u>, has broken down.</i></p>
Relative clause	<p>A subordinate/dependent clause that starts with a relative pronoun e.g. who, which, whom, whose, that.</p>

	<p>They are generally punctuated with commas within the main clause but only if they are 'non-essential' to the sentence (where the information is not essential to the meaning of the sentence).</p> <p><i>e.g. Matthew and Sam, who skateboard in the street, are particularly noisy in the evening.</i></p> <p>'Essential' clauses (where you need the information it requires) do not require commas e.g. <i>The children who skateboard in the street are particularly noisy in the evening.</i></p>
<p>Embedded clause</p>	<p>When a subordinate clause is included inside a main clause.</p> <p>Relative clause: <i>The car, <u>which your wife sold me last week</u>, has broken down.</i> -ing clause: <i>The tornado, <u>sweeping across the city</u>, destroyed the houses.</i> -ed clause: <i>Poor Tim, <u>exhausted by so much effort</u>, ran home.</i></p>
<p>Conjunctions</p>	<p>Joins two or more words, phrases or independent/main clauses (that make sense on their own).</p> <p>Co-ordinating conjunctions are FANBOYS (<i>For, And, Nor, But, Or, Yet, So</i>). They join together sentence elements that are the same:</p> <ul style="list-style-type: none"> • Two words: <i>pie <u>or</u> cake</i> • Two phrases: <i>in the car <u>or</u> on the bike</i> • Two independent clauses: <i>You must study <u>or</u> you won't learn grammar.</i> <p>Subordinating conjunctions join together an independent/main clause with a subordinate clause.</p> <p><i>e.g. <u>When</u> the sun is shining, everyone is happy.</i></p> <p>Common subordinating conjunctions: <i>after, although, as, because, before, even if, even though, if, provided, rather than, since, so that, than, unless, until, whether, while</i></p>
<p>Statement / Question / Command</p>	<p>Statement: <i>You should finish your homework by tomorrow.</i> Question: <i>Is your homework going to be finished by tomorrow?</i> Command (starts with an imperative verb): <i>Finish your homework by tomorrow.</i></p>
<p>Openers</p>	<p>Time: <i>Yesterday, Next, Finally</i> Adverb: <i>Quickly, Carefully, Nervously</i> Adverbial phrase (fronted adverbial): <i>Before break, Walking down the road, Quickly and quietly, A few days ago,</i> Preposition: <i>Beside, Above, Below, Beneath, Under, Next to</i></p>

	<p>Prepositional phrase: <i>Under the warm blanket, With my free hand, Behind the tree,</i> Subordinating conjunction: <i>When the clock struck midnight, As the car approached,</i> An -ed word: <i>Frightened, Startled, Exhausted,</i> Expanded -ed clause: <i>Encouraged by the bright weather, Terrified by the dragon,</i> Expanded -ing clause: <i>Rising out of the ground, Glancing nervously behind him,</i></p> <p>Openers are separated from the main/independent clause using a comma. e.g. <i>Gradually, the rain stopped.</i> <i>Terrified by the dragon, he ran for safety.</i></p>
Pronouns	<p>A word that takes the place of a noun.</p> <p>e.g. <i>he, she, him, her, I, they, his, your, we, who, which, this, they, you</i></p>
Tenses	<p>Present: <i>Jack walks to school. OR Jack is walking to school.</i> Past: <i>Jack walked to school.</i> Future: <i>Jack is going to walk to school.</i></p>
Passive and Active voice	<p>A verb is said to be in the <u>active voice</u> when the subject performs the verb. Most sentences are written using the active voice.</p> <p>A verb is said to be in the <u>passive voice</u> when its subject does not perform the action of the verb. In fact, the action is performed on the subject.</p> <p>Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i></p> <p>The passive voice is mainly used in non-fiction.</p> <p>e.g. <i>Antelopes are normally chased by leopards across vast plains.</i></p>
Figurative language	<p>Figurative language is the use of words in an unusual or imaginative manner.</p> <p>Similes: A simile likens one thing to another (usually achieved by the use of the word like or as). e.g. <i>He swims like a torpedo.</i> <i>Ghost-like eyes</i></p> <p>Alliteration: The repetition of the same initial letter in successive words for effect. e.g. <i>Those purple pigs are preposterous.</i></p> <p>Onomatopoeia: The use of a word which sounds like the thing it represents. e.g. <i>whooshed, sizzling, clattered</i></p> <p>Metaphors: Describing one thing as though it is something else. e.g. <i>Her eyes were darting torches.</i></p>

	<p><i>An icy stare</i></p> <p>Personification: A type of metaphor – when non-human objects are given human characteristics. e.g. <i>The leaves danced in the wind.</i> <i>Autumn's icy touch</i></p>
Synonyms	<p>A synonym is a word or phrase that can be substituted for another word or phrase in a particular context.</p> <p>e.g. <i>happy/glad, excellent student/strong student</i></p>
Antonyms	<p>Two words are antonyms if their meanings are opposites.</p> <p>e.g. <i>good/bad, coward/hero</i></p> <p>Most words have more than one antonym.</p>
Abstract Nouns	<p>An abstract noun is a word which names something that you cannot see, hear, touch, smell or taste.</p> <p><i>Anger, Anxiety, Beauty, Beliefs, Bravery, Brilliance, Chaos, Charity, Childhood, Comfort, Communication, Compassion, Courage, Culture, Curiosity, Deceit, Dedication, Democracy, Determination, Energy, Failure, Faith, Fear, Freedom, Friendship, Generosity, Gossip, Happiness, Hate, Honesty, Hope, Imagination, Information, Integrity, Intelligence, Joy, Justice, Kindness, Knowledge, Liberty, Life, Love, Loyalty, Luxury, Misery, Motivation, Opportunity, Pain, Patience, Peace, Perseverance, Pleasure, Pride, Relaxation, Sacrifice, Satisfaction, Skill, Strength, Success, Sympathy, Talent, Thought, Trust, Truth, Warmth, Wisdom</i></p>
Collective Nouns	<p>Collective nouns name groups of people, animals or things.</p> <p>e.g. <i>army, audience, class, team, family, galaxy, pride, choir, flock, pack, swarm, litter, hive, troupe, fleet, forest, bunch, bouquet, range, committee, band, board, gang, school, herd</i></p> <p>Be careful not to confuse them with plural nouns. You can always check by seeing whether you can say 'collective noun of...'</p> <p>e.g. <i>army of soldiers, class of children, pride of lions, galaxy of stars, crowd of people, choir of singers.</i></p>
Auxiliary Verbs	<p>Auxiliary verbs are 'helping' verbs.</p> <p>The three most common are: <i>be (am/is/are), do/does/did, have (has/had).</i></p> <p>Others are: <i>can, could, may, might, must, ought, should, would</i></p>

Determiner

A determiner always precedes a noun. The function of a determiner is to modify a noun to indicate quantity, possession, specificity or definiteness.

Examples of Determiners Indicating Quantity:

He has four dogs.

He has many dogs.

He has no dogs.

Examples of Determiners Indicating Possession:

Beware of his dogs.

Beware of our dogs.

Examples of Determiners Indicating Specificity:

I love this dog.

I love those dogs.

Examples of Determiners Indicating Definiteness:

I need a dog.

I need the dog.