

# Loughton School



## Grammar definitions

2016/17

Grammatical Feature:	Definition:	Example:
<b>Active Voice</b>	When the subject of a verb carries out an action.	David Beckham scored the penalty.
<b>Adjective</b>	A word that describes a noun.	e.g. the cat is very <b>happy</b>
<b>Adverbs</b>	A word that describes a verb, an adjective or another adverb. It nearly always answers the questions: How? When? Where? or Why? Most adverbs in English end in <b>-ly</b> and come from adjectives.	The beetle is <b>extremely</b> small. The cat moved <b>stealthily</b> .
<b>Antonyms</b>	Words which mean the opposite to each other.	The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u>
<b>Apostrophe</b>	Punctuation showing possession or missing letters.	<i>Contractions:</i> <i>Is not = isn't          Could not = couldn't</i>  <i>Showing Possession:</i> <i>With nouns (plural and singular) not ending in an s add 's:</i> <i>the girl's jacket, the children's books</i>  <i>With plural nouns ending in an s, add only the apostrophe:</i> <i>the guards' duties, the Jones' house</i>  <i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> <i>the witness's lie or the witness' lie (be consistent)</i>
<b>Articles</b>	the words 'the', 'a' or 'an'	
<b>Brackets</b>	Punctuation Used for additional information or explanation.	<i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.  <i>For asides and comments:</i> The bear was pink (I kid you not).  <i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.
<b>Capital Letters</b>	Uppercase letters.	Capital letters are used:  <b>TO BEGIN SENTENCES</b> <b>TO BEGIN PROPER NOUNS</b> <b>TO BEGIN WORDS IN TITLES</b> <b>TO BEGIN WORDS OF EXCLAMATION</b> <b>TO BEGIN WORDS HE, HIM, HIS WHEN REFERRING TO GOD</b> <b>TO WRITE THE PRONOUN 'I'</b>

<p><b>Clauses</b></p>	<p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> <li>1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress.</li> <li>2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning)</li> </ol>	<p><b>Main clause:</b> My sister is older than me.</p> <p><b>Subordinate:</b> My sister is older than me <b>and she is very annoying.</b></p> <p><b>Relative clause:</b> My sister, <b>who is very annoying</b>, is older than me.</p> <p><b>Relative clauses add information to a sentence using the relative pronouns <i>who, whom, whose, that</i> and <i>which</i>.</b></p>
<p><b>Colon</b></p>	<p>Punctuation which indicates that an example, a list, or more detailed explanation follows.</p>	<p>On School journey you will need to bring: a waterproof coat, Wellies, warm jumpers and any medication.</p> <p>Marvin was stunned: he had never seen a firework display like it!</p>
<p><b>Command</b></p>	<p>A sentence that tells someone to do something.</p>	<p>Do the washing up.</p>
<p><b>Commas</b></p>	<p>Punctuation which shows a pause, separates clauses or separates items in a list.</p>	<p>Jenny's favourite subjects are maths, literacy and art.  Joe, Evan and Mike were chosen to sing at the service.  The giant had a large head, hairy ears and two big, beady eyes.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i>  The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i>  Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i>  If at first you don't succeed, try again.  Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i>  In general, sixty-eight is quite old to run a marathon.  On the whole, snakes only attack when riled.</p> <p><i>Fronted verbs:</i>  Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p><b>Complex sentences</b></p>	<p>A sentence with a main clause and at least one subordinate clause.</p>	<p><i>Although it was late, I wasn't tired.</i></p> <p><i>My Gran (who is as wrinkled as a walnut) is one hundred years old.</i></p>
<p><b>Compound sentences</b></p>	<p>A sentence with two main clauses joined together with a connective like: and, but, or.</p>	<p><i>It was late but I wasn't tired.</i></p>

<b>conjunctions</b>	A word or phrase that links clauses or sentences.	<p><b>Cause and effect:</b> because, as a result of, then, therefore, accordingly, for</p> <p><b>Choices:</b> or, on the other hand, either or, another, otherwise, alternatively</p> <p><b>Compare and contrast:</b> but, or, however, likewise, otherwise, similarly, yet, on the other hand, not withstanding, the opposing view</p> <p><b>Conclusions:</b> the findings are, in summary, hence, thus, on the whole, in the main, in conclusion</p> <p><b>Linking:</b> moreover, besides, in the same way, likewise, what is more, additionally, as well as</p> <p><b>Order:</b> finally, after this, next, then, firstly, secondly, presently, subsequently, eventually, then</p>
<b>Consonant</b>	All letters except: a, e, i, o, u.	
<b>Contraction</b>	A word that is shortened by missing out some letters.	don't wouldn't
<b>Dash</b>	Punctuation which indicates a stronger pause than a comma. Can be used like a comma or bracket to add parenthesis.	<p>I stood – waiting – waiting – waiting.</p> <p>The woman – only 25 years old – was the first to win a gold medal for Britain.</p>
<b>Dialogue</b>	A conversation between two or more people.	<p>"Who's there?" asked Marvin. "Doctor", replied the mysterious man behind the door. "Doctor Who?" Marvin enquired. "Exactly..." came the ominous response.</p>
<b>Direct speech</b>	When you write down the actual words that are spoken and use speech marks.	"Who's there?" asked Marvin.
<b>Ellipsis</b>	Punctuation used to show a pause in someone's speech or thoughts, and to build tension or show that a sentence is not finished.	<p><i>A pause in speech:</i> "The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<b>Exclamation</b>	A sentence which shows someone feels strongly about something.	What a triumph!
<b>Exclamation mark</b>	Punctuation which shows something is being exclaimed or said with feeling or surprise.	<p>What a triumph! I've just about had enough! Wonderful!</p>
<b>First person</b>	When the writer speaks about himself or herself. Only 'I/we/me/us' are used as pronouns when writing in the first person.	My family all went to the park. We all loved it, me especially. I always love the slide.

<b>Formal language</b>	Language which follows the traditional rules, without using casual or colloquial vocabulary	
<b>Full stop</b>	Punctuation which shows the end of a sentence or an abbreviation.	Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.
<b>Future tense</b>	Writing about what will happen.  We usually place will in front of verbs when writing in the future tense.	Next week, Marvin will be going to Secondary school. He will have to wear a blazer and tie!
<b>Homophones</b>	Words which sound the same but are spelt differently and have different meanings.	Their, there, they're I, eye Our, are To, too, two
<b>Hyphen</b>	Punctuation which joins one or more words or adds a prefix to a word.	Happy-go-lucky
<b>Idiom</b>	Phrases in a language which do not mean exactly what they say.	'I'm feeling blue' – I'm feeling sad 'a piece of cake' – easy 'raise the roof' – make a lot of noise/celebrate
<b>Informal language</b>	Language which does not follow the traditional rules. It can be a use of colloquial word or expressions.	Init Wah gwan
<b>Metaphor</b>	Compares different things by saying one thing is another.	Marvin became a lion – frightened of nothing. The teacher's shouting was a tornado of abuse.
<b>Modal Verb</b>	<p><b>Possibility</b> Modal verbs can be used when we want to show how likely something is to happen.</p> <p><b>Ability</b> Modal verbs can be used when we want to show a skill or someone's ability to do something.</p> <p><b>Obligation and advice</b> Modal verbs can be used to state when something is necessary/compulsory, to give an instruction or to give advice.</p> <p><b>Permission</b> Modal verbs are used to give or ask for permission for an activity.</p>	<p>It might rain tomorrow. "I shall go to the ball!" said Cinderella. We will have fish and chips for tea.</p> <p>Jack can sing. We could walk.</p> <p>You must tidy your room. She ought to help with the shopping. James should cook the dinner tonight.</p> <p>You may have another biscuit. You can get down from the table now. Could I go to the toilet, please?</p>

<p><b>Noun</b></p>	<p>A part of speech which names a thing or person. Nouns can be classified into four different types: common nouns, proper nouns, collective nouns, abstract nouns.</p>	<p>Common noun: everyday things: <b><i>cars, toothbrushes, trees,...</i></b> – and kinds of people: <b><i>man, woman, child ...</i></b></p> <p>Proper noun: particular people and places: <b><i>Jim, Betty, London...</i></b> – and some ‘times’: <b><i>Monday, April, Easter...</i></b> It always begins with a capital letter.</p> <p>Collective noun: A group or collection of people or things: <b><i>army, bunch, team, swarm...</i></b></p> <p>Abstract noun: Cannot actually be seen, heard, smelt, felt or tasted: <b><i>sleep, honesty, boredom, freedom, power ...</i></b></p>
<p><b>Object</b></p>	<p>The person or thing that the action or verb is done to.</p>	
<p><b>Paragraph</b></p>	<p>‘Chunks’ of related thoughts or ideas. They make reading easier to understand. A new paragraph usually means a change of topic, idea, time, place or argument.</p>	
<p><b>Passive voice</b></p>	<p>When a subject or verb has an action done to them. Often, the subject is not even mentioned.</p>	<p>A window was smashed.</p>

<b>Past tense</b>	Tells you about what happened in the past. Regular past tense verbs end in 'ed'.	Yesterday, Marvin <b>bought</b> a new PSP. Juliana <b>walked</b> down the road.
<b>Personification</b>	Giving human qualities to animals or objects.	The Sun smiled on the World. The birds sung their beautiful song.
<b>Phrase</b>	Part of a sentence which does not contain a verb and does not make sense on its own.	<p>In an <b>adjective phrase</b>, one or more words work together to give more information about an <b>adjective</b>.</p> <ul style="list-style-type: none"> <li>• so very <b>sweet</b></li> <li>• <b>earnest</b> in her desire</li> <li>• very <b>happy</b> with his work</li> </ul> <p>In an <b>adverb phrase</b>, one or more words work together to give more information about an <b>adverb</b>.</p> <ul style="list-style-type: none"> <li>• especially <b>softly</b></li> <li>• <b>formerly</b> of the city of Perth</li> <li>• much too <b>quickly</b> to see clearly</li> </ul> <p>In a <b>noun phrase</b>, one or more words work together to give more information about a noun.</p> <ul style="list-style-type: none"> <li>• all my dear <b>children</b></li> <li>• the information <b>age</b></li> <li>• seventeen hungry <b>lions</b> in the rocks</li> </ul>
<b>Plurals</b>	More than one person, place or thing.	<p><i>Most nouns are made into plurals by adding –s:</i> Three bike<u>s</u></p> <p><i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i> Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then –y, just add –s:</i> Eight turk<u>ey</u>s</p> <p><i>For words ending in a consonant and then –y, change -y to -i and add –es:</i> Five fl<u>ies</u></p> <p><i>Most nouns ending in -f or-fe change to -ves in the plural:</i> Six halv<u>es</u></p>
<b>Prefix</b>	A letter, or group of letters, added to the beginning of a word to change its meaning.	Adding 'un' to happy – <b>un</b> happy Adding 'dis' to appear – <b>dis</b> appear Adding 're' to try – <b>re</b> try
<b>Present tense</b>	Tells you about what is happening now. Verbs often ends with ing in present tense.	I am <b>writing</b> a SPAG Glossary!

<b>Preposition</b>	Words which show the relationship between two things. They often tell you where one thing is as opposed to another.	About, above, across, after, against, along, amid, amidst, among, amongst, before, behind, below, beneath, beside, between, betwixt, beyond, by, down, during, except, for, from, in, into, near, of, off, on, over, round, since, though, till, to, towards, under, underneath, until, unto, up, upon, with, within, without.  <u>Examples:</u> Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.
<b>Present perfect form</b>	The present perfect is used to describe;  An action or situation that started in the past and continues in the present  An action performed during a period that has not yet finished	<b><i>I have lived in Bristol since 1984 (and I still do.)</i></b>  <b><i>She has been to the cinema twice this week (= and the week isn't over yet.)</i></b>
<b>Pronoun</b>	Words used to avoid repeating a noun.	<b><i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></b> <b><i>we, they, us, them, ours, yours, theirs</i></b>  <b>Relative pronouns are; <i>who, whom, whose, that</i> and <i>which</i></b>
<b>Question</b>	A sentence that asks something.	Who else will be there?
<b>Question mark</b>	Indicates a question/disbelief.	Who else will be there? Is this really little Thomas?
<b>Reported speech</b>	When you write what people say, thing or believe without using speech marks.  Be careful: you often have to change the tense or some words.	"I feel sick" said Ben to Bill.  would change to this:  Ben told Bill that he felt sick.
<b>Root word</b>	The simplest form of a word that prefixes or suffixes can be added to .	<u>help</u> is a root word  It can grow into:  helps helpful helped helping helpless unhelpful
<b>Second person</b>	When the writer speaks to the reader.  The word 'you' is often placed before verbs.	You are reading a SPAG Glossary and I hope you are finding it useful.
<b>Semi colon</b>	Punctuation used in place of a connective. It separates two complete sentences which are closely related and can be	<i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.  <i>In a list:</i>

	used in lists of phrases.	Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.
<b>Sentence</b>	<p>A sentence contains at least a subject and a verb.</p> <p>A sentence may convey a statement, question, command or exclamation.</p>	<p>Short example: <i>Walker walks</i>. A subject is the <b>noun</b> that is doing the main verb. The main verb is the <b>verb</b> that the subject is doing.</p> <p>In <b>English</b> and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a full stop or full point</p>
<b>Simile</b>	Compares two or more things, usually using the words 'like' or 'as'.	<p>The water was as hot as lava.</p> <p>He was as scared as a mouse.</p>
<b>Simple sentence</b>	A one clause sentence.	He walked to the park.

<b>Speech marks (inverted commas)</b>	<p>Punctuation marks used in pairs ( “ ” ) to indicate:</p> <ul style="list-style-type: none"> <li>• quotes (evidence).</li> <li>• direct speech</li> <li>• words that are defined, that follow certain phrases or that have special meaning.</li> </ul>	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was “shocked to hear the news”.</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>
<b>Standard English</b>	The form of English which follows formal rules of speech and writing.	
<b>Statement</b>	A statement is a sentence which gives information.	Paper is made from trees.
<b>Subordinate clause</b>	A clause which does not make sense on its own, but gives extra information to the main clause.	Sue bought a new dress <b>when she went shopping</b> . *‘when she went shopping’ is the subordinate clause as it would not make sense without the main clause.
<b>Subject</b>	The person or thing that carries out the action or verb.	
<b>Suffix</b>	A letter, or group of letters, added to the end of the word to change its meaning.	<p>Adding ‘ish’ to child – <b>childish</b></p> <p>Adding ‘able’ to like – <b>likeable</b></p> <p>Adding ‘ion’ to act – <b>action</b></p>
<b>Synonym</b>	Words which have the same, or nearly the same meaning as each other.	<p>Synonyms for:</p> <p>Bad - awful, terrible, horrible</p> <p>Happy - content, joyful, pleased</p> <p>Look - watch, stare, glaze</p> <p>Walk - stroll, crawl, tread</p>
<b>Third person</b>	<p>When the writer speaks about someone or something else.</p> <p>The pronouns ‘he/she/it/they/him/her/it/them’ are used when writing in the third person</p>	He walked to the shops because he wanted to taste the new chocolate bar.
<b>Vowel</b>	The letters: a, e, i, o, u.	
<b>Verbs</b>	A ‘doing’ word.	<p>The boy was <b>playing</b> football.</p> <p>The crowd <b>clapped</b> as One Direction <b>took</b> the stage.</p>
<b>Word family</b>	The group of words that can be built from the same root word	Builds, building, builder, built, rebuild, rebuilt

