

|   |  |  |   |
|---|--|--|---|
| <b>Modal verbs:</b> Modal verbs are auxiliary verbs. After a modal verb, the root form of a verb is generally used.                                 | <b>Examples:</b> <i>can, could, may, might, will, would, shall, should, must.. dare, ought to, had better, and need not</i> also behave like modal auxiliaries | <b>Parenthesis:</b> Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. | <b>Example:</b> A parenthesis is usually offset with <b>parentheses</b> (i.e., round brackets), commas, or dashes.                            |
| <b>Ability - can, could</b>   | David <b>can</b> play the drums.   | 1. <b>commas</b> - most commonly used  | I miss seeing John, <b>my best friend from school</b> , every day.  |
| <b>Permission - can, could, may</b>   | <b>May</b> I borrow your dictionary?   | 2. <b>brackets</b> - tends to be used in formal writing although no set rule.  | George Washington ( <b>born in 1732</b> ) was the first president of America.   |
| <b>Advice - should</b>  | You <b>should</b> eat fruit for a snack.   | 3. <b>dashes</b> - tend to be used in informal writing although no set rule  | The train - <b>which was late</b> - was heading to Paris.   |
| <b>Obligation- must</b>   | I <b>must</b> practise my times tables.  | <b>Building cohesion within and across a paragraph:</b>  | <b>Transitional phrases and adverbials of time</b> allows us to show relationships between ideas, logically connect sentences and paragraphs. |
| <b>Possibility- could, might, can, may, will, shall, must</b>   |  | <b>Time:</b>   | <b>Recently, In the blink of an eye, later</b>  |
| <b>Relative clauses:</b>  | <b>Examples of relative pronouns:</b>  | <b>Location:</b>   | <b>On the shore, around the corner, nearby</b>  |
| A relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. It is always with a main clause. | <b>Who, whom, whose, that, which, where, when</b>  | <b>Feelings/manner:</b>  | <b>In a flash, anxiously, as fast as she could</b>  |
| I like the person. <b>The person</b> was nice to me.  | I like the person <b>who</b> was nice to me.   | <b>Number/sequence:</b>  | <b>Secondly, in conclusion</b>  |
| <b>Embedded clause:</b>   | <b>Example:</b>  | <b>Tense choices:</b>  | He <b>had</b> seen her before.  |
| An embedded clause is a clause that is within a main clause, usually marked by commas.  | <b>The witch, who had green eyes, is very spooky.</b><br><br>Main clause: <b>The witch is very spooky.</b><br>Embedded clause: <b>,who had green eyes,</b>     | <b>Commas to clarify meaning and avoid ambiguity.</b>  | <b>Example</b>  |
|   |  | <b>Let's eat kids</b> - this suggests we are going to eat the children.  | <b>Let's eat, kids</b> - the comma and the pause suggests we are going to eat something with the children.                                    |
|   |  | <b>Clause:</b> a group of words in a sentence that contains a subject and verb.  | <b>Phrase:</b> a group of words in a sentence that does not contain a subject and verb.   |
|   |  | The boy is playing.  | On the wall, in the distance,   |

| Simple tenses   |  | Example  | Perfect tense  | Example   |  |
|---|--|--|--|---|--|
| <b>Past</b> - when an action took place at a specific time and is <u>now finished</u> .   |  | I <u>walked</u> into the monster's cave.   | <b>Past perfect</b> - is used to say when an action was completed in the past.<br><br><b>The past tense of 'to have' + past participle of verb.</b>  | I <b>had walked</b> in the monster's cave.  |  |
| <b>Present</b> - when an action is taking <u>place now</u> .  |  | I <u>walk</u> into the monster's cave.   |  |   |  |
| <b>Future</b> - when an action will take place <u>in the future</u> .   |  | I <u>will walk</u> into the monster's cave.  |  |   |  |
| Progressive tenses  |  | Example  | <b>Present perfect</b> - is used to say when:<br>1) An action has recently finished using 'just',<br>2) An action that has started in the past and is still going.<br>3) The time period has not finished.<br>4) When the time period is not important or known.<br>5) The action is repeated in a period between the past and now.<br><br><b>The past tense of 'to have' + past participle of verb.</b> | I <b>have just walked</b> in the monster's cave.<br><br>I <b>have worked</b> in the bank for five years.<br><br>I <b>have not seen</b> her today.<br><br>I <b>have studied</b> French, Russian and German.<br><br>I <b>have eaten</b> at that restaurant several times. |  |
| <b>Past progressive</b> - used for a continuous action in the past.<br><br><b>The past tense of 'to be' + present participle of the verb (verb ends in -ing).</b>                             |  | I <b>was walking</b> in the monster's cave.<br><br>He/She <b>was</b> ...<br><br>You/We/They <b>were</b> ...              |  |   |  |
| <b>Present progressive</b> - used for an action that is happening at the moment of speaking.<br><br><b>The present tense of 'to be' + present participle of the verb (verb ends in -ing).</b> |  | I <b>am walking</b> in the monster's cave.<br><br>He/She <b>is</b> ...<br><br>You/We/They <b>are</b> ...                 |  |   |  |
| <b>Future progressive</b> - used for an action that is will be continuing in the future.<br><br><b>The present tense of 'to be' + present participle of the verb (verb ends in -ing).</b>     |  | I <b>will be walking</b> into the monster's cave.<br><br>He/She <b>will be</b> ...<br><br>You/We/They <b>will be</b> ... |  |   |  |
|   |  |  |  |   | <b>Future perfect</b> - is used to say when an action will have been completed in the future.<br><br><b>The future tense of 'to have' + past participle of verb.</b> |
|   |  |  |  |   |  |

| Word class: Nouns  |  | Word class:  |  |
|--|--|--|--|
| <b>Proper noun</b> - name, place, month- always starts with a capital letter | e.g. John, South Woodford, March<br><u>James</u> went to the supermarket.                        | <b>Adjective</b> - describes a noun<br><br><b>Verb</b> - an action, state or occurrence<br><br><b>Adverb</b> - modifies the meaning of an adjective, verb or other adverb.<br><br>Expresses manner, place, time or degree  | e.g. blue, small, gentle<br>The <u>white</u> snow blanketed the floor.                   |
| <b>Concrete nouns</b> - things you experience through your five senses       | e.g. table, pencil, chocolate, music<br>In my bag I have many things including an <u>apple</u> . |  | e.g. run, was, work<br>The sun <u>is</u> hot so I <u>play</u> in the garden.             |
| <b>Abstract nouns</b> - ideas and concepts; you can't touch them             | e.g. truth, justice, anger<br>I feel <u>hope</u> for the future.                                 |  | e.g. slowly, regularly, soon<br>I liked the cuddly rabbit <u>best</u> .                  |
| <b>Pronoun</b> - replaces a proper noun or common noun                       | e.g. he, she, they, it<br>John had a bookmark; <u>he</u> used it in his book.                    |  |  |
| <b>Collective noun</b> - a noun that refers to a group of individuals        | e.g. herd, class, pack<br>A <u>gaggle</u> of geese were at the pond.                             |  |  |
| <b>Word class: Determiner</b>  | A modifying word that determines the kind of reference a noun or noun group has                  | <b>Word class:</b>   |  |
| <b>Article</b> - tells us the definite or indefinite                         | e.g. a/an, the<br><u>The</u> tree is beautiful in autumn.  | <b>Prepositions</b> - show the relationship between the noun or pronoun and other words in a sentence. They describe, for example, the position of something, the time when something happens, or the way in which something is done<br><br><b>Co-ordinating conjunction</b> - a conjunction placed between words, phrases, clauses, or sentences of equal importance (main clause)<br><br><b>Subordinating conjunction</b> - a conjunction that introduces a subordinating clause | e.g. after, in, with<br>He moved here <u>after</u> the end of the war.                   |
| <b>Quantifier</b> - indicates quantity                                       | e.g. few, many, some<br><u>Lots</u> of fun was had at the party.                                 |  | e.g. for, and, nor, but, or, yet, so<br>I like chocolate <u>but</u> I don't like sweets. |
| <b>Possessives</b> - indicates who it belongs to                             | e.g. my, its, his<br>That is <u>her</u> coat.  |  | e.g. while, since, although<br>I went to the cinema <u>after</u> I had eaten my dinner.  |
| <b>Demonstratives</b> - points to something specific                         | e.g. this, that, those<br><u>These</u> computers are for sale.                                   |  |  |
| <b>Numbers</b> - tells us how many   | e.g. one, two, three<br><u>Seven</u> dwarves accompanied Snow White.                             |  |  |
|  |  |  |  |