



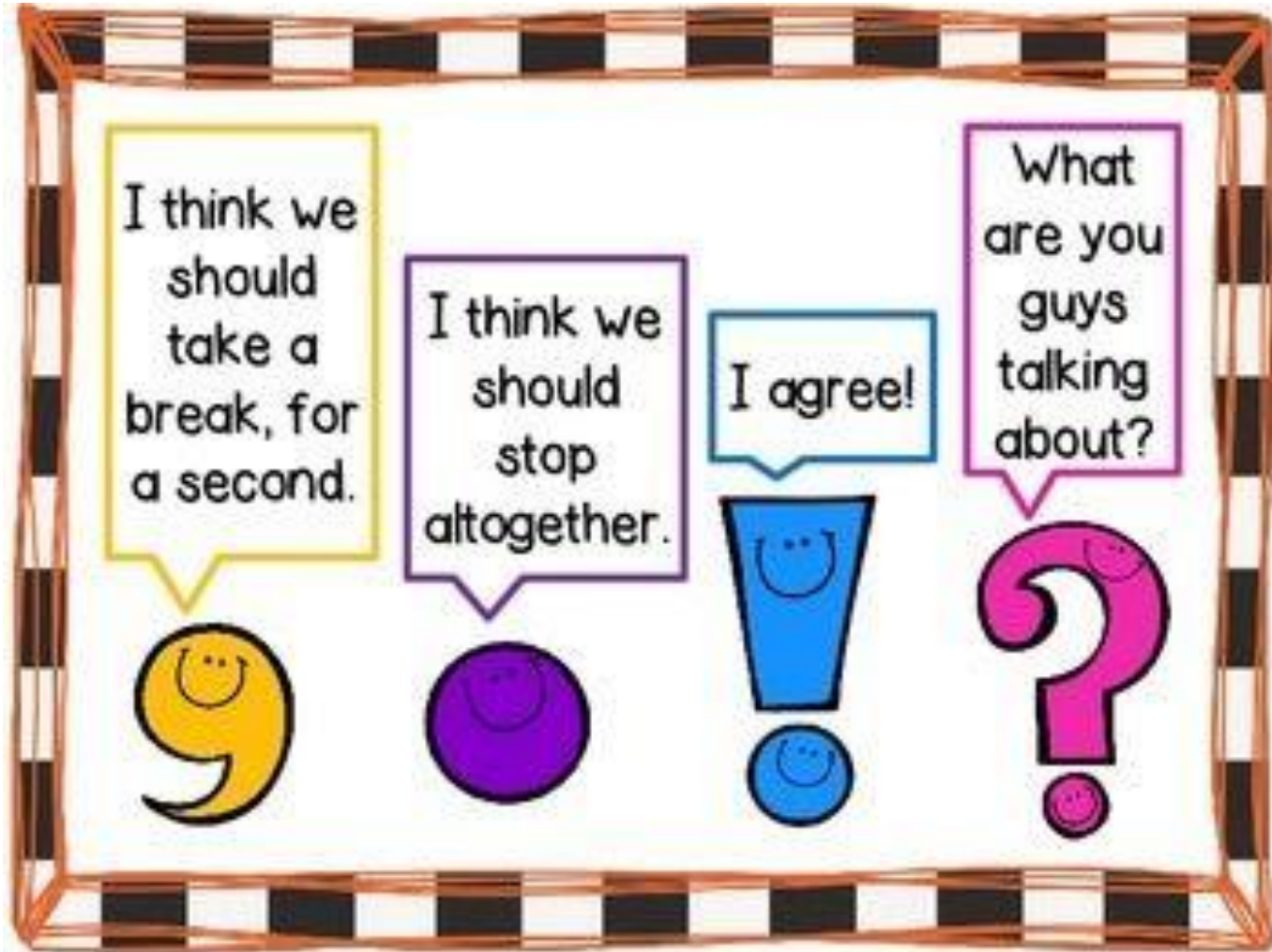
GRAMMAR and PUNCTUATION

2014 New Curriculum



Punctuation

A GUIDE TO GRAMMAR and PUNCTUATION



Colons



A colon has three main uses:

1

The colon is used to introduce a list of items. Do not capitalize the first item after the colon (unless it's a proper noun).
I want the following items: butter, sugar, and flour.

2

Between independent clauses when the second explains or illustrates the first
I have very little time to learn the language: my new job starts in five weeks.
When using the colon in this way, both sentences must make sense on their own.

3

Emphasis The colon can be used to emphasize a phrase or single word at the end of a sentence.
After three weeks of deliberation, the jury finally reached a verdict: guilty.
Five continents, three dozen countries, over a hundred cities: this was the trip of a lifetime.

[Click here for more information!](#)

Dashes



Dash – creates a break in the sentence, halfway between , and . Usually used in more informal writing.

Shows a sharp break between two main clauses.

The film was very informative – I learned a great deal.

Marks out extra information embedded in the sentence.

Playing in grandma's garden – which is huge – is always good fun.

One thing's for sure - he doesn't want to go!

I would like some cake - on second thoughts, maybe not.

Hyphens

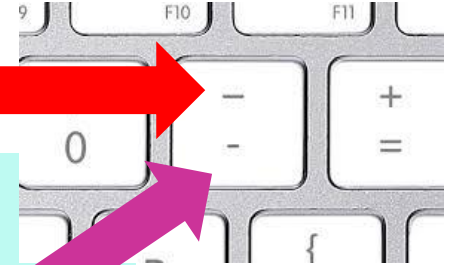


Hyphen – links words or parts of words. Different from a dash because you do not leave a space between a hyphen and the words in the sentence and it is half as long as a dash.

Used to show that a word continues on the next line.

Gemma walked slowly towards the lion.

Used to link separate words into one new word
Mother-in-law



(Brackets)

For Parenthesis.

Brackets are used to separate off information that isn't essential to the meaning of the rest of the sentence.

Mount Everest (8,828m) is the highest mountain in the world.

POSSESSIVE apostrophes



Singular Possessive
Noun

Dog's



The **dog's** bone is in his mouth.

This time the apostrophe is showing that something belongs to a person, place or thing.

Be careful though...

Plural Possessive
Noun

Dogs'



The **dogs'** bone is in the middle.

Singular noun = + 's

Plural noun = just + '

Parentheses

A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it.

To show parenthesis in your writing you can use brackets, dashes, or commas.



The human mind is, as Luther said, a factory busy with making idols.

The human mind is (as Luther said) a factory busy with making idols.

The human mind is – as Luther said – a factory busy with making idols.



Word Types

Noun

A person,
place, or
thing

boy



scooter

Verb

An action
word or
something you
can DO!



jump

Adjective

A word that
describes.

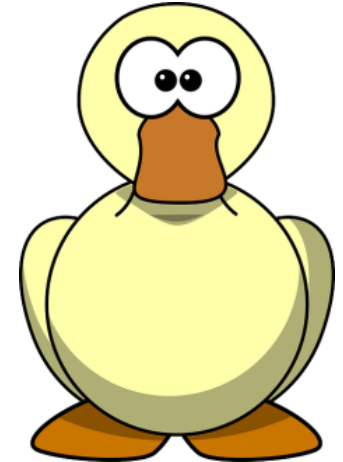
delicious

sweet





Pronoun



He is a duck!

I didn't take the sweets, it was him!



Example: he, she,
him, her, it, you,
A pronoun is used
instead of using a
person/place/object.

Possessive Pronoun

PERSON	SUBJECT PERSONAL PRONOUNS	OBJECT PERSONAL PRONOUNS	POSSESSIVE PRONOUNS	POSSESSIVE ADJECTIVES
1ST SINGULAR	I	ME	MINE	MY
2ND SINGULAR	YOU	YOU	YOURS	YOUR
3RD SINGULAR (MALE)	HE	HIM	HIS	HIS
3RD SINGULAR (FEMALE)	SHE	HER	HERS	HER
3RD SINGULAR (THING)	IT	IT	ITS	ITS
1ST PLURAL	WE	US	OURS	OUR
2ND PLURAL	YOU	YOU	YOURS	YOUR
3RD PLURAL	THEY	THEM	THEIRS	THEIR

Is that John's car? No, it's my car > No, it's *mine*.

Whose coat is this? Is it your coat? > Is it *yours*?

Her coat is grey, my coat is brown. Her coat is grey, *mine* is brown.

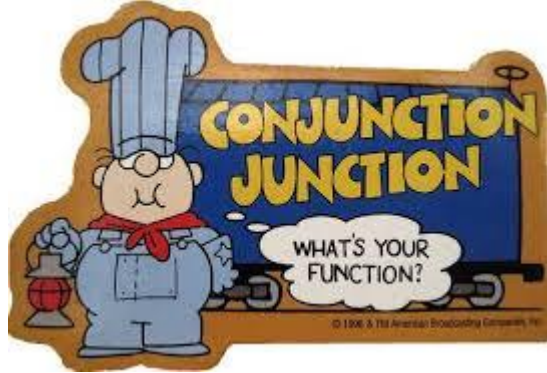
Subject/Object



Subject is the main focus of the sentence.

'The *hawk* soars' 'My *daughter* is a wrestler'





CONJUNCTIONS

A word used to connect clauses or sentences or to coordinate words in the same clause.

Coordinating Conjunctions

These join equals to one another: words to words, phrases to phrases, clauses to clauses.

Fish, **and** chips.

I had a terrible cold last week, **but** I still went to work.

You can sit at the front, **or** you can stand at the back. I don't mind.

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

Subordinating Conjunctions

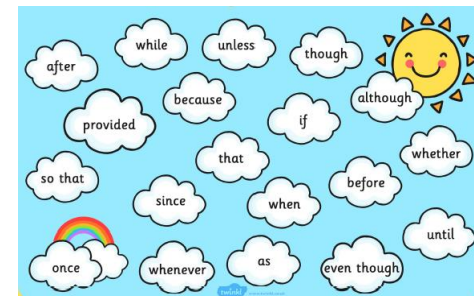
These join a main clause to a subordinate clause.

If, when,
because, since,
even though
etc...

I am not going, **because** it's raining.

I'm going out, **when** the weather improves.

Before the football, I'm going out.



Determiners

These are words that introduce a noun and provide some information about it **BUT DO NOT DESCRIBE IT.**

Example: *The* balls, *his* son, *five* cats, *more* cars.

Articles are among the most common of the determiners.

A, *an*, and *the* all express the definiteness and specificity of a noun.

Types of Determiner

Articles	Demonstrative	Possessive Adjectives
the an A	this that these those	my, your his, her its, our your, their
Quantifiers	Numbers	Ordinals
some, any few, little more, much any, every	one, two three, four twenty, hundred	First, Second Third, Last next

ARTICLES

'Is a kind of adjective that is only ever used with a noun'

I have **a** book. 'a' is an indefinite article because it could refer to any book.

I have **the** book. 'the' is a definite article because it refers to a specific book.

See also Determiners:

Articles (a, an, the) will still be included in the test. However, articles now fall under the umbrella term 'determiners' and pupils will need to learn the full range!

Auxiliary Verbs

A main or *base verb* tells you the type of action or condition, and *auxiliary* or *helping verbs* convey the other specifics that writers want to share.



English2share.blogspot.com

I **did** not **eat** your leftover pizza!

Sarah **is** always **dripping** something.

We **did** **prepare** our homework for Miss. Waight.

Selena **has** **bought** a catfish to help keep the tank clean.

The muffins **are** **cooling** by the window.

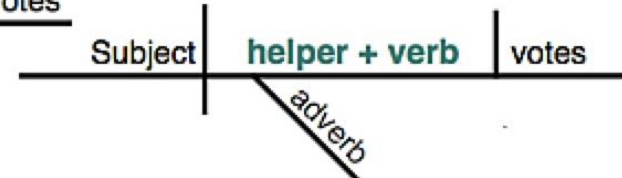
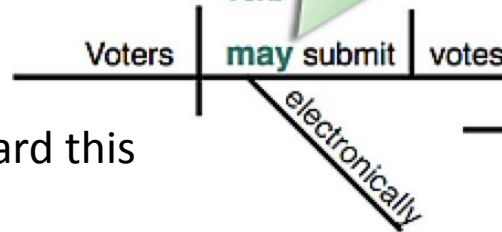
Naomi **was** **hoping** for an iPad.

I **will be** **growing** broccoli in the backyard this spring.

Action Verbs & Linking Verbs
Are Main Verbs



Auxiliary Verb



Modal Verbs (a.k.a. auxiliary verb):

Modal verbs are auxiliary verbs which cannot usually work alone.

They are used with a main verb.

might

will

should

may

would

can

could

must

shall

ought to

advice or obligation

Pupils **must** wear a uniform.

You **should** not smoke.

permission

May I leave a few minutes early?

Could we go to the post box on the way?

Please **can** we have an ice cream?

habits

I **will** often have cereal for my breakfast.

We **shall** always enjoy a walk in the park.

ability



I **can** drive a tractor.

My grandfather **could** draw very well.

Show possibilities

For example:

1. He's very late. He **could have missed** the train.
2. It's snowing so it **must be** very cold outside.
3. They **will lock** the windows when they go out.

Contracted Form or Contractions

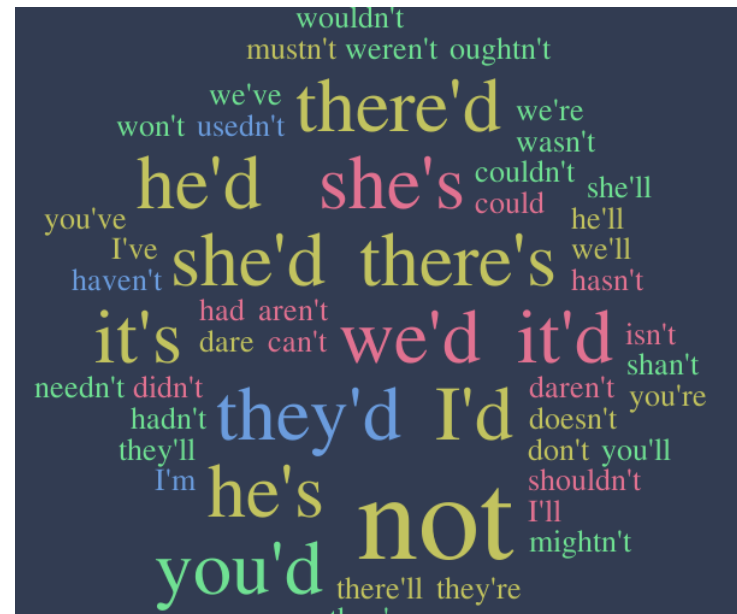
This is where two (or more) words have been made into one, using an apostrophe to show the omission of letters.

Examples:

It is - it's

We will - we'll

Have not - haven't





Sentence Construction

Are you using a range of sentence formations in your writing?

SENTENCE PATTERNS

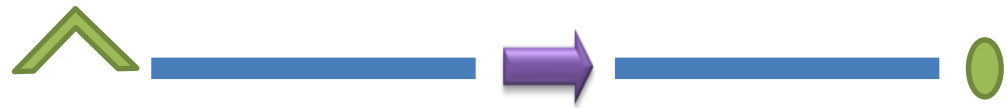
① Independent clause.

SIMPLE



② Independent clause; independent clause.

COMPOUND

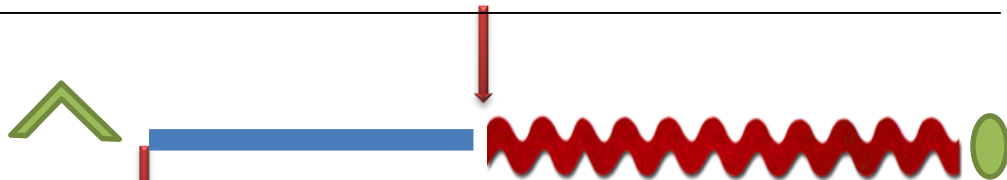


③ Independent clause, **but** [and, so, nor, yet, for, or] independent clause.

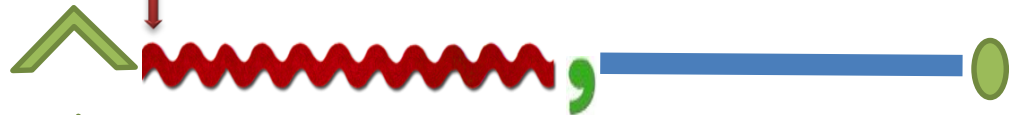


④ Independent clause dependent clause.

COMPLEX



⑤ Dependent clause, independent clause.



4 Main Types of Sentence Structures

Simple sentence

- I found a dollar on the street!
- She loves to eat chocolate ice cream.
- The teacher had a conversation with the student's parents.

Compound sentence

- I found a dollar on the street, so I went to the candy store.
- She loves to eat chocolate ice cream, but it makes her tummy hurt.

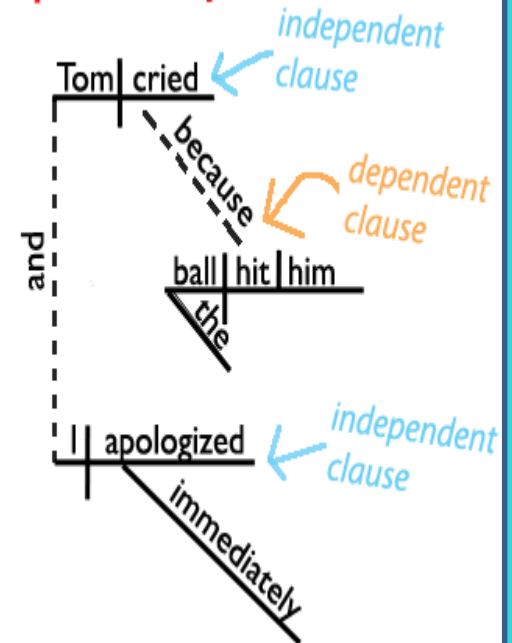
Complex sentence

- Because I found a dollar on the street, I went to the candy store.
- Even though she loves to eat chocolate ice cream, it makes her tummy hurt.

Compound-complex

- Because I found a dollar on the street, I went to the candy store, and I bought a lollipop.
- As much as he loves cats, he hates dogs!

Compound-Complex Sentence



A compound sentence that includes a drop in clause.



The
Question
Queen

QUESTION

$W \rightarrow W \curvearrowright W.$ = Question

?

Sid's
Statements



STATEMENT

$W \rightarrow W \rightarrow W.$ = Statement

.

THE
COMMANDER



COMMAND

$W \rightarrow W \curvearrowleft W.$ = Command

.

Noun Phrase

A phrase where a noun (subject) has been described or specified.

e.g. *the blue butterfly*



It's a

ball.

It's a

ball.

It's a

ball.

big

bouncy

multi-coloured

Main clause and Subordinate clause

A clause is a group of words that includes a subject and a verb. The **main clause** makes sense on its own because it is a complete thought.

For example:

I went to town.

It was red.

A **subordinate clause** supports the main clause. The opening words of subordinate clauses show that they are dependent on the main clause.

It does not make sense on its own.

For example:

after the storm cleared

because he didn't like chocolate

A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.

For example, a **fronted adverbial** can be a type of subordinate clause:

You might want to use one at the **end** of the sentence

She went out into the garden, despite the wind and rain.

Prepositional Phrase

A phrase which describes the position of the noun but also adds in an adjective or adverb.

Prepositional phrases are REALLY useful for writing descriptions of places or events.

- The following phrases describe 'The Snatch'.

Read them and finish the sentences...

Under the blanket...

There at the window...

Snaking in through the window...

Reaching out across the room...

- **Independent:**

Describe being carried into the giant's cave, looking up at the bottles of dreams.

Start each sentence with a prepositional phrase.

E.g. *Through the itchy blanket...*



Prepositional phrases use prepositions but often add an adjective or adverb.

E.g. ...In the silvery moonlight...

Preposition Adjective

E.g. ...Further and further down the street...

Preposition adverb

Fronted Adverbials

An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb. (An easy way to remember what an adverb is: it adds to the verb.)

Fronted adverbials give information on:

- When (time)
- Where (place)
- How (manner)

A comma is normally used after an adverbial (but there are plenty of exceptions to this rule).

Fronted adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb.

1. *Walking down the street*, I fell over my shoelace.
2. *Before break*, I had eaten three packets of crisps.
3. *Quickly and quietly*, I crept out of the door.



Click on the link to learn more!

Santa Clause's Niece!
A relative of Mr Clause!



Relative Clause



A relative clause is a *type of subordinate clause* that makes the meaning of the noun more specific. It is introduced by a relative pronoun (who, whom, whose, which, that)

EXAMPLE:

My brother, who lives in France, drives a blue van.



Writing Voice and Tense

Which PERSON?

First Person

I, we
 me, us
 my/mine,
 our/ours



Second Person

You
 Your/yours



Third Person

he / his / him
 Her / hers /
 she
 she it
 him
 it its/its



Direct speech!

Straight from the horse's mouth using full speech punctuation.



Indirect speech!

Telling a tale: Reporting what someone has said (*not* their exact words).

Tilly said, "I'll do it later."	Mandy said that she had been up all night.
Vera shouted, "Come here now!"	Chris told Gwen to pick the pencil up.
Sally said, "Please pass me the sauce."	The postman said that he had been very busy.
"Take this to your room," said Hussain's mum.	Grandma said that she was going to town.

Past Progressive Tense

Past Continuous

The past progressive tense is used to describe something that has already happened that took a period of time to occur.

EXAMPLE:

We *were* walking.

I *was riding* my bike all day yesterday.

It can also be used to describe something that happened whilst another action was going on.

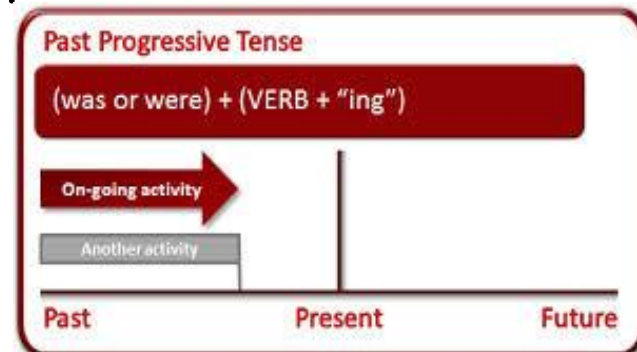
EXAMPLE:

Carlos *lost* his watch while he *was running*.

KEY WORDS -

WAS

WERE



In **active sentences**, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

In **passive sentences**, the thing receiving the action is the subject of the sentence.



ACTIVE

PASSIVE

The hunter killed the lion.	>>	The lion was killed by the hunter.
Someone has cleaned the windows.	>>	The windows have been cleaned .
I gave him a book for his birthday.	>>	He was given a book for his birthday.
Someone sent her a cheque for a thousand euros.	>>	She was sent a cheque for a thousand euros.

Tom painted the entire house. (**active**)

The entire house was painted by Tom. (**passive**)

The director will give you instructions. (**active**)

Instructions will be given to you by the director. (**passive**)

Present Perfect Tense



We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important.

You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc.

We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc

EXAMPLES:

I have seen that movie twenty times.

I think I have met him once before.

There have been many earthquakes in California.

People have travelled to the Moon.

Have you read the book yet?

<https://www.youtube.com/watch?v=5vJOJrVlgek>



Click on the link to learn more!

The

Subjunctive

Mood

These include statements about one's state of mind, such as opinion, belief, purpose, intention, doubt or desire.

If I **were** Lee, I would play the guitar.

If I **were** in your position, I would do the same.

If + were

We don't use the subjunctive very much in contemporary English unless we wish to sound very formal.

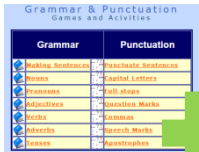
She suggests that Mark **work** full time from Saturday

It is essential that she **break** the record.

The doctor recommended he **give** up smoking.

Non-subjunctive Form	Non-subjunctive Example	Subjunctive Form	Subjunctive Example
is	He is allowed.	be	It is essential he be allowed.
was	I was ordered.	were	If I were ordered, I'd go.
present verbs in the third person singular (i.e., ending s)	He cooks .	remove the s	I wish that he cook .

Links and Resources



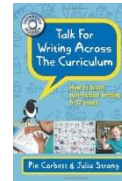
<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>



Book in school.



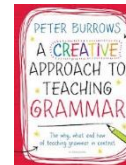
<http://www.sheppardsoftware.com/grammar/punctuation.htm>



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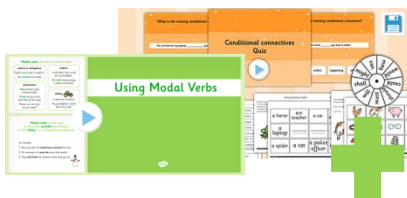
<http://www.topmarks.co.uk/english-games/7-11-years/punctuation>



Book in school.



<http://www.sentenceplay.co.uk/SentenceDoctor.html>



<http://www.twinkl.co.uk/>