

# St Martins English Vocabulary and Grammar Explained.

## Step 1 &2

<b>Capital letter</b> <b>A letter used at the beginning of a sentence and for proper nouns.</b>	<b>Singular</b> <b>Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.</b>	<b>Plural</b> More than one. Using plurals can affect the nouns and verbs in a sentence.	
<b>First person</b> If a sentence is written in the first person if it is written from the point of view of the subject, using the pronouns 'I' or 'we'.	<b>Full stop</b> <b>A punctuation mark used to demarcate the end of a statement or command.</b>	<b>Question mark</b> A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.	<b>Exclamation mark</b> A punctuation mark used at the end of a sentence to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
<b>Noun</b> A naming word for objects, animals, people, places and feelings.	<b>Verb</b> A word used to describe an action, occurrence or state. An essential part of a sentence.	<b>Adjective</b> A word which describes a <b>noun</b>	<b>Conjunction</b> A co-ordinating conjunction is a word that joins two main clauses. E.g. and, so, but, or.
<b>Subject</b> The subject of a sentence is the thing or person carrying out the main verb. E.g. 'The cow ate the grass'.	<b>Prefix</b> Letters that go in front of a root word and change its meaning. E.g. 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)	<b>Suffix</b> A string of letters that go at the end of a root word, changing or adding to its meaning.	<b>Common exception word</b> A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way.
<b>Digraph</b> A sound represented by two letters – for example 'ee' or 'th'.	<b>First person</b> A sentence written from the point of view of the subject using the pronouns 'I' or 'we'.	<b>Grapheme</b> A letter or string of letters that represents a spoken sound.	<b>Imperative verb</b> A verb that tells someone what to do. E.g. run, sit, do.
<b>Phoneme</b> A sound which makes up all or part of a word. E.g. the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.	<b>Simple sentence</b> Has a subject and one verb.	<b>Split digraph</b> A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e' (cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).	<b>Trigraph</b> A string of three letters which make a single sound, for example 'igh'.
<b>Simile</b> A simile describes something by comparing it to something else, using like or as. E.g. 'It was as slippery as an eel.'	<b>Rhyming couplet</b> A rhyming couplet is a pair of successive lines in a poem, where the final words of each line rhyme with one another.	<b>Consonant</b> Any letter of the alphabet other than the vowels (a, e, i, o, u).	<b>Vowel</b> The letters a, e, i, o and u.

## Step 2&3

<b>Conjunction</b> A subordinating conjunction is one that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.	<b>Comma</b> A punctuation mark used in a sentence to separate items in a list and to demarcate clauses.	<b>Third person</b> A sentence is written in the third person if it is written from the point of view of person being spoken about using the pronouns 'he', 'she', 'it' or 'they'.	
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<p><b>Possessive apostrophe (singular)</b> A punctuation mark used to show possession of one thing or person belonging to something or someone. E.g. The boy's shoes.</p>	<p><b>Statement</b> A sentence that conveys a simple piece of information. E.g. 'It is a sunny day today'.</p>	<p><b>Clause</b> Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.</p> <p><b>Main clause</b> - The leading clause in a sentence which indicates the main subject and verb of the sentence. It stands alone without any additional clauses and makes sense. E.g., 'Even though the weather is bad, <u>I will still go for a walk</u>'.</p> <p><b>Subordinate clause</b> A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought and if read on its own it requires additional information. E.g. 'I take my dog to the park every day <u>although sometimes it is raining</u>'. Subordinate clauses contain a subject noun and a verb.</p>	<p><b>Compound sentence</b> Formed by joining two main clauses with a conjunction The two clauses can stand on their own as sentences. E.g. 'I like dogs but my friend likes cats'.</p>
<p><b>Command</b> A type of sentence which instructs or orders an action to take place. It contains an imperative verb at the beginning of the main clause. E.g. '<u>Eat</u> your dinner.' 'Next, <u>add</u> the eggs to the mixture.'</p>	<p><b>Exclamation</b> A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb. E.g. 'What big eyes you have, Grandma!' or 'How cold it is today!'</p>	<p><b>Exclamation mark</b> A punctuation mark used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'</p>	<p><b>Adverb</b> A word which describes when, where or how a verb is being carried out.</p>
<p><b>Question</b> A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement. E.g. 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?' It always ends with a question mark.</p>	<p><b>Noun phrase</b> A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it. E.g. 'the spotty, black dog with a short tail'.</p>	<p><b>Syllable</b> A syllable is a single, unbroken sound within a spoken word. They typically contain a vowel and perhaps one or more accompanying consonants. Syllables are sometimes referred to as the 'beats' of a word, and breaking a word into syllables can help with phonetic spelling.</p>	<p><b>Word class</b> Every word belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction.</p>

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<p><b>Contraction</b> One word made by combing two words together and replacing omitted letters with an apostrophe. E.g., 'did not' is contracted to 'didn't'.</p>	<p><b>Tense</b> Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened, the present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that are yet to happen and often uses the modal auxiliary verb 'will'. E.g. 'Tomorrow I will do the shopping'.</p> <p><b>Progressive tense</b> - The progressive (also known as the 'continuous') form of a verb generally describes events in progress or that were in progress. It is formed by combining the verb's participle (e.g. singing) with a form of the verb be. E.g. He was singing. Progressive tense can usually spotted by the use of ing to the verb.</p>	<p><b>Noun</b> Proper nouns name a particular person, place or thing. E.g. 'John', 'London', 'France', 'Monday', 'December'. Proper nouns always begin with a capital letter.</p>	<p><b>Bullet point</b> A way of setting information out in a list of points, which may be phrases, words or short sentences.</p>
<p><b>Homophone</b> Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same. E.g. 'there/their/they're'.</p> <p>Some are spelt the same but have different meanings. E.g. 'fair' - "Let's go to the fair!"/"That's not fair".</p>	<p><b>Phrase</b> A small group of words that does not contain a verb.</p>	<p><b>Root word</b> A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.</p>	

## Step 3 & 4

<p><b>Fronted adverb/adverbials</b> Words or phrases used at the beginning of a sentence to describe the verb that follows. E.g. 'With a happy smile, she skipped into the room'.</p>	<p><b>Superlative</b> A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. E.g. 'Mia ran fastest on Sports Day'. 'The mountain was the biggest of them all.'</p>	<p><b>Determiner</b> A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the)*, a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).</p>	<p><b>Metaphor</b> A word or phrase used to describe something as if it were something else. E.g. 'A wave of terror washed over him.'</p>
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		*Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.	
<p><b>Direct speech</b> A sentence where the exact words spoken are represented, and shown using inverted commas. E.g. "Tidy your room, please," said Mum.</p>	<p><b>Reported speech</b> A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. E.g. 'Mum told us to tidy our rooms'.</p>	<p><b>Personification</b> Personification is a type of language which gives an animal, plant or object human characteristics. It is used in fiction to emphasise certain descriptions. E.g. 'The lightning danced across the sky.'</p>	<p><b>Adverbial</b> A word which describes when, where or how a verb is being carried out. It can also describe another adverb or adjective. E.g. It was really hot.</p>
<p><b>Pronoun</b> Any word which can be used to replace a noun.</p> <p>Personal pronouns replace a person, place or thing. E.g. 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.</p> <p>Possessive pronouns are used to show ownership. Some can be used on their own 'mine', 'yours', 'his', 'hers', 'ours', 'theirs'.</p>	<p><b>Preposition</b> A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p>	<p><b>Inverted comma</b> Punctuation marks used to demarcate direct speech in a sentence.</p>	<p><b>Second person</b> A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'. E.g. 'Surely you would agree that this is the best invention ever?'</p>
<p><b>Noun</b> A common noun describes a class of objects (e.g. dog, man, day) which do not have a capital letter.</p>	<p><b>Possessive apostrophe (plural)</b> A punctuation mark used to show possession of several things or people. Place the possessive apostrophe accurately in words with regular plurals after the s e.g. girls', boys' and in words with irregular plurals before the s (as if it were a singular word) e.g. children's.</p>	<p><b>Complex sentence</b> Formed by joining a main clause with a subordinate clause using a subordinating conjunction. E.g. 'I burned dinner when I was on the phone'.</p>	<p><b>Formal language</b> Formal language is used for more official and serious purposes. The correct grammar and standard English should always be used (this includes not using contractions). This may be used to write letters of complaint or a newspaper report.</p>
<p><b>Informal language</b> Informal language is used for more casual and less serious purposes. Slang words, chatty language, colloquialisms and idioms can be used as well as contractions. This may be used in speech or when writing to friends.</p>	<p><b>Paragraph</b> Paragraphs are a collection of one or more sentences used in writing to introduce new sections of a story, characters or pieces of information. Paragraphs guide readers through the text because they break it up into easy-to-read sections. Paragraphs are</p>	<p><b>Prepositional phrase</b> A phrase which contains a preposition. E.g. 'under the carpet', 'behind the door', 'after school'.</p>	<p><b>Tense</b> Tense in the perfect form is used to describe actions that were completed by a certain time in the past, present or future. E.g. 'Yesterday I was late because I <u>had</u> walked to school'. The perfect tense can be identified by the use of the auxiliary verb had, has or have.</p>

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	indicated by starting a new line or indenting the start of the first sentence.		
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## Step 5 & 6

<p><b>Relative pronoun</b> A relative pronoun is a word which is used to refer back to nouns which have already been mentioned in the sentence. Relative pronouns can describe people, things (including animals), places and abstract ideas and are the following: who, that, where, when, whose or which</p>	<p><b>Modal verbs</b> A type of auxiliary verb which affects the other verbs in the sentence by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').</p>	<p><b>Figurative language</b> Figurative language is a language that is used non-literally to create a special meaning. It often has different meaning or intentions beyond the ways in which the word or phrase is typically used. Examples include similes, metaphors and personification.</p>	<p><b>Emotive language</b> Emotive language is the term used when certain word choices are made to evoke an emotional response. It often aims to persuade the reader or listener to share the writer's point of view, using language to stimulate an emotional reaction.</p>
<p><b>Relative clauses</b> A relative clause is a type of subordinate clause that adapts, describes or modifies a noun, A relative clause starts with a relative pronoun (who, that, where, when, whose or which) E.g. 'He ate too many cakes which made him feel ill'.</p>	<p><b>Commas for ambiguity</b> Commas can be used in pairs to demarcate clauses within sentences to make the meaning clearer and to avoid ambiguity. E.g. Mangoes, which are grown in hot countries, taste delicious. Mangoes which are grown in hot countries taste delicious.</p>	<p><b>Subjunctive form</b> The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions using a formal tone. E.g. 'If I were you, I'd go home now.' 'It is vital that she attend the meeting.'</p>	<p><b>Semi colon</b> A punctuation mark used in a sentence to separate two main clauses which are closely related. For example, 'My car is red; my friend's car is blue'.</p>
<p><b>Parenthesis</b> Parenthesis is a word, phrase or sentence that is put in writing as extra information or an afterthought. This extra information is identified in the sentence by using a pair of brackets, dashes or commas which show it is parenthesis. If the parenthesis is taken away, the passage would still be complete without it.</p>	<p><b>Cohesion</b> A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun. Cohesion also means that adverbials and conjunctions are used within and between paragraphs in order to link ideas together.</p>	<p><b>Ellipsis</b> Three dots which are used to show a word or words have been intentionally removed from a quote but where the meaning can still be understood. E.g. 'The policeman said it was a real tragedy...the village would take months to recover from this.'  Ellipsis can create suspense by adding a pause before the end of the sentence or paragraph or to signal a change in the narrative e.g. a flashback. E.g. 'It was the sound of the soft piano notes which took him back...'  Ellipsis can also be used to show the trailing off of a thought. E.g. 'She knew she had seen her keys somewhere...'</p>	<p><b>Colon</b> A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.  Colons can also be used to separate main clauses where they are both directly related to each other. The second part adds extra information to the first part. E.g. I'm feeling really ill today: I have a headache.</p>

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<p><b>Bracket</b> A punctuation mark used to set a non-essential section of a sentence apart. Also known as a type of parenthesis. E.g. 'My friend Chloe (who is three months older than me) is coming to my house tonight'.</p>	<p><b>Dash</b> Used in a similar way to brackets to set information apart in a sentence through parenthesis. E.g. 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.</p> <p>Dashes can also work on their own when they add further information or thought to the previous clause where the information does not make sense on its own. E.g. 'He chose the strawberry ice-cream – his favourite.'</p> <p>A dash can be used when writing dialogue, for example to show that someone speaking has been interrupted. "Mum, can I have some more choc-" "No! You'll ruin your dinner!" Mum replied.</p>	<p><b>Ambiguity</b> A sentence contains ambiguity if it could be open to more than one meaning. E.g. one hundred year old trees. Hyphens or commas are used to make sure ambiguity is avoided.</p>	<p><b>Active and Passive verbs</b> A <b>sentence</b> written in the active voice has the <b>subject</b> of the sentence carrying out the main action. E.g. The <u>snow</u> fell softly to the ground.</p> <p>A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.</p>
<p><b>Synonym</b> A word which has exactly or nearly the same meaning as another word.</p>	<p><b>Object</b> The object of a sentence comes after the verb; it is involved in the action but does not carry it out. E.g. 'I dropped my <u>cup</u> on the floor'.</p>	<p><b>Antonym</b> A word with the opposite meaning to another, E.g. good/bad, wise/foolish, long/ short.</p>	<p><b>Noun</b> A collective noun refers to a group of people, animals or things. E.g. 'a class of children', 'a herd of elephants', 'a pride of lions'.</p> <p>An abstract noun is a feeling or concept which cannot be touched, such as love, happiness, education.</p>
<p><b>Auxiliary verb</b> A verb which forms the tense, mood and voice of other verbs. They are also known as 'helping verbs'. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs. For example, 'be' is used in the progressive tense verbs such as 'I am running', 'He was eating'.</p>	<p><b>Hyphen</b> A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: E.g. twenty-seven, brother-in-law, man-eating, long-legged.</p>	<p><b>Colloquial language</b> Colloquialism is the linguistic style to describe casual, informal communication and is most commonly used in speech. E.g. 'wanna', 'feeling blue', 'bamboozled'.</p>	<p><b>Idiom</b> Idioms are word combinations with a fixed meaning that are different to the literal definition of each word or phrase. E.g. It's raining cats and dogs.' 'It was a piece of cake,'</p>