

GRAMMAR REVISION

Let's eat teacher! or Let's eat, teacher!



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PUNCTUATION SAVES LIVES!

**Merryhills
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Nouns

The function (job) of any **noun** is to name a thing, place, person, an animal, or an idea (emotion).

There are four different types of nouns.

Here are some examples:

Common nouns – these are used for naming animals or things, for example:

dog, house, table, field.

Proper nouns – these are used for naming organisations, dates, places or people, for example:

Note: proper nouns always start with a capital letter.

Merryhills School, January, London, Janet.

Collective nouns – these are singular names for plural groups, for example:

team, class, flock, herd.

Abstract nouns – these name an idea or an emotion. For example:

beauty, truth, justice, joy

Note: some common endings used with abstract nouns are:

- **tion** – inform - **information**
- **ness** – **sweetness**
- **ity** – mortal – **mortality**
- **dom** – free – **freedom**
- **ism** – hero – **heroism**
- **tude** – **attitude**
- **age** – marry – **marriage**
- **ance/ence** – depend – **dependence**
- **hood** – adult – **adulthood**
- **ment** – develop – **development**
- **ure** – close – **closure**

(remember, you cannot ‘pick up’ or ‘hold’ an **abstract noun**)

Pronouns

E.g. I, me, he, she, them, us, they, you, we, it

Pronouns stand in place of a noun. **Pronouns** help us avoid repeating ourselves too often.

Personal pronouns

	Subject	Object	Possessive	Reflexive
1 st person	I	me	mine	myself
2 nd person	you	you	yours	yourself
3 rd person (male)	he	him	his	himself
3 rd person (female)	she	her	her	herself
3 rd person	it	it	its	itself
1 st person plural	we	us	ours	ourselves
2 nd person plural	you	you	yours	yourself
3 rd person plural	they	them	theirs	themselves

Relative pronouns (used for relative clauses) or **interrogative pronouns** (used for questions)

Who, which, that, whose, whom, whichever, whoever, whomever

Demonstrative pronouns

	singular	plural
Nearby	This	these
Far away	That	those

Indefinite pronouns – refer to people or things without specifically mentioning who/what they are:

Somebody	someone	something
Anybody	Anyone	anything
Nobody	no one	nothing
everybody	everyone	everything

'I or Me'

'I' and 'me' are pronouns.

Here is an example of when to use the pronoun 'I':

Claire and I are going for coffee.

'I' is used because *Claire* and *I* are the subjects in this sentence. They are the **subject** of the verb – they are going for a coffee.

Rose spent the day with me.

'Me' is used because *me* is the **object** in this sentence. He/she is the object of the verb – he/she is spending the day with the subject who is Rose.

TIP: If you are unsure which pronoun to use then try this:

Remove the additional proper noun in the sentence; now you will be able to see if your sentence make sense.

~~Claire and~~ me are going for coffee.

Me am going for coffee. X

I am going for coffee.

Rose spent the day with ~~Jake and~~ I.

Rose spent the day with I. X

Rose spent the day with me

Adjectives

An adjective is a word that gives us more information about a noun. It describes the noun.

Example:

The dog was **big**.

the **big** dog

Adding a suffix can change many words into adjectives

Some common suffixes used:

- **ful** – beautiful - **ive** – talkative
- **able** – remarkable
- **al** – classical
- **ic** – romantic
- **ish** – childish
- **less** – priceless
- **ous** – anxious

Verbs

Verbs are very important. They are the words that tell you what is happening in a sentence. They show the action.

REMEMBER – without a verb, a clause or sentence is incomplete!

The spelling of verbs will vary depending on which tense you are writing your sentence in. Here are some examples:

These are the **simple** tense.

Present tense: The hairy dog **barks**.

The girl **sits** on the floor.

Past tense: The hairy dog **barked**.

The girl **sat** on the floor.

Future tense: The hairy dog **will bark**.

The girl **will sit** on the floor.

1st/2nd person simple present = the infinitive – to

e.g. to walk I walk/ you walk

3rd person simple present = the infinitive – to + s

e.g. to walk he walks/he walks

Note: **simple past tense** verbs are usually formed by adding **–ed**.

e.g. barked, squeezed, shouted, walked.

However, some past tense words are just different. These are called **irregular**.

e.g. thought, slept, ran, wrote.

Simple future = will + infinitive – to

e.g. to walk I will walk/you will walk

Remember: There is a small but extremely important group of verbs that do not express any action at all (on their own) and are not easy to spot! These are the verbs *to be*. Examples:

It **was** a beautiful day.

The children **are** playing.

The team meeting **is** on Tuesday.

I **am** happy.

We **were** excited about the football.

‘To have’ is also a common verb that trips people up.

I **have** a cold.

He **has** three brothers and one sister.

They **had** a meeting with the headteacher.

Modal Verbs

Here is a list of the modal verbs.

can, could, may, might, will, would, must, shall, should,
ought to

Here are examples of modal verbs used in sentences:

(modal verbs are used with other verbs – these are called
auxillary verbs)

It's snowing, so it **must be** very cold outside.

She **can speak** six languages.

Can I leave early today, please?

Modal verbs tell us the possibility or likelihood of something happening.

The Infinitive Verb

An **infinitive** verb will almost always begin with 'to' followed by the simple form of the **verb**, like this:

to sneeze, to smash, to cry, to shriek, to read, to eat

Important note: you cannot change an infinitive ending. Ever!

Example:

Wherever Melissa goes, she always brings a book
to read in case she has a long wait.

Other forms of verbs

	Perfect form	Perfect Progressive form	Progressive form
Present	Have/has + past participle	Have/has been + present tense (ing)	Correct form of verb 'to be' + present tense (ing)
	I have gone	I have been going	I am going
Past	Had + past participle	Had been + present tense (ing)	Was/were + present tense (ing)
	I had gone	I had been going	I was going
Future	Will have + past participle	Will have been + present tense (ing)	Will be + present tense (ing)
	I will have gone	I will have been gone	I will be going

The **past participle** of a verb is used for all perfect forms and for the passive voice.

Regular - + ed (waited/watched/helped)

Irregular-e.g. sat been become come done put set

Past participle verbs can also be used as adjectives e.g. cut glass; swollen eyes; a laid table; a treated wound

Perfect present tense

Used to show that something started in the past and is still happening

They **have been working on it for hours.**

Used to show that something had been done a number of times in the past and is still done in the present

I **have played the guitar for ten years now.**

Future perfect tense

Used to show something that will have been completed by a certain time in the future.

By this time next year, I will have been promoted.

If you carry on this way, you will have spent all your holiday money in one day.

Present perfect progressive tense

Used to show continuing action that started in the past and is still happening

I have been going to school here since I was 4 years old.

Used to show something that has only very recently finished (often with the use of 'just')

It has just been raining.

Past perfect progressive tense

Used to show a continuous action that finished in the past.

I had been dreaming peacefully but my brother woke me up.

Used in reported speech

She said she had been waiting for ages when the taxi finally arrived!

Future perfect progressive tense

This fixture **will have been played** twice by the end of the season.

Present progressive tense

Used to show something that is happening currently

I **am eating** a sandwich

Used to show something that has been happening and is still continuing

Frank **is writing** a novel.

Past progressive tense

Used to show an action that was ongoing but is now over.

Lola **was being** very badly behaved.

Used to indicate a limited time period.

While Marcus **was running**, he lost his watch.

Future progressive tense

Used to show that a continual action will occur

I **will be flying** to Morocco on Monday morning.

Adverbs

Adverbs gives us more information about, or describes, the verb.

They tell us how, where, when or how often something is done.

Adverbs of manner tell us **how** something is done

They often have an 'ly' suffix

Cautiously, the man moved towards the dog.

The dog moved towards the man **aggressively**.

Adverbs of time tell us **when** something is done.

Yesterday, the dog chased the postman.

The postman chased the dog **today**.

Exhausted, the postman **later** gave up the chase.

Adverbs of place tell us **where** something is done

(these are often also prepositions)

Outside, the class were able to play football.

The lads could not play football **inside**.

Adverbs of frequency tell us **how often** something is done.

Often, we walk home.

We **rarely** walk home.

We walk home **sometimes**.

A group of words that work together as an adverb (to describe the verb) and tell us *when, where, how or how often* is called an **adverbial phrase**. It is followed by a comma if it is used at the beginning of a sentence; used within parentheses if in the middle of the sentence and unpunctuated at the end.

e.g.

In the morning,

In an angry manner,

Every afternoon,

Co-ordinating Conjunctions

for, and, nor, because, or, yet, so

Conjunctions link two main clauses **within** a sentence. They create compound sentences.

A co-ordinating conjunction **cannot** start a sentence.

Example:

I love bananas **yet** I don't like grapes.

James ran quickly **but** Zoe won the race.

I want to be good at football **so** I practice every day.

Subordinating Connectives

If, when, until, due to, however, etc

Subordinating Connectives are needed when using a subordinating clause.

They went home early **because** it was snowing.

Due to the amount of rainfall, many people's homes were flooded.

During the winter, **when** it is colder, some animals hibernate.

Prepositions

These are words that show the relationship of one thing to another. They often tell you the position of something.

Example:

The keys are **on** the hook.
Mark ran **into** the room excitedly.
Charlie jogged **under** the path.

Other prepositions tell us the place in time .e.g. **since**, **during** **before**.

The keys have been lost **since** yesterday.
Mark slept **during** the storm.
You need to sift the flour **before** adding the eggs.

Prepositions can also be used as conjunctions. If it is in a phrase (containing a noun or a verb) it is a preposition; if it is in a clause (containing both a noun and a verb) it is a conjunction.

I went there **before Mary** – phrase = preposition
I went there **before Joe arrived** – clause = subordinating conjunction

Determiners

Determiners are used before verbs to tell us something about them. There might be other words in the noun phrase (a group of words about a thing) such as adjectives but a **determiner** will always come before the noun as it modifies or qualifies it.

Articles

The is the **definite article**- it specifies a certain noun.

e.g. **The** dog. **The** blue dog.

The other articles are **a** and **an**:

a (used when the next word starts with a consonant sound) **indefinite article**

e.g. **A** car. **A** horrible taste

an (used when the next word starts with a vowel sound) **indefinite article**

e.g. **An** orange. **An** awful noise.

Note- **An** hour (it sounds like a vowel opener)

Possessive determiners - they tell us to whom the noun belongs:

My, your, their, his, her, its, our, whose, Chloe's, girls'

Demonstratives - they tell us which specific noun(s) is being mentioned:

this, that, these, those

Quantifiers - these answer the questions 'How much?' or 'How many?'

e.g. one, many, some, few, six, both, much, any, a little, more, enough,

remember-

much is used for **mass** nouns e.g. money, chocolate, time.

many is used for nouns you can **count**, for nouns such as: friends, coins and stars.

Interrogatives – used for asking questions

Which e.g. **Which** coat is yours?

What e.g. **What** time is it?

Whose e.g. **Whose** team is winning?

Determiners vs Pronouns

Possessive determiners (come before a noun)	Possessive pronouns (replace the noun)
My	Mine
Your	Yours
His	His
Her	Hers
Its	Its
Our	Ours
Their	Theirs

It is **my** dog. (introduces the noun= determiner)

It is **mine**. (replaces the noun= pronoun)

Demonstratives can also be used as pronouns

This place is amazing! (introduces the noun= determiner)

This is amazing! (replaces the noun= pronoun)

Full stops

A full stop is used at the end of the sentence unless you use an exclamation or question mark. Please do not forget the capital letter to begin the sentence! Remember, the sentence must be complete (including a subject noun and verb at least).

The dog was howling.

Question marks

A question mark is used at the end of an interrogative sentence.

This might also come after a question tag e.g.

It is lovely. Isn't it?

They are sweet. Aren't they?

Why was the dog howling?

Exclamation marks

This is not just for shouting!

An exclamation mark is used at the end of a sentence which may be an exclamation, an imperative (command), a declarative or an interjection to show strong emotion.

Exclamation: What a terrible noise that is!

Imperative (command) : Stop it!

Declarative (statement) : It's a wolf!

Interjection: Oh no!

Commas

use a comma to:

- separate single word items in a list

The parrot liked to eat apples, peaches, bananas and chocolate.

- to give additional information using parenthetical commas (replaces a bracket)

The parrot, who was very clever, practised his handwriting.

- after a subordinate clause that starts a sentence

Although he was cold, he refused to wear a hat.

- after opening phrases such as adverbials and prepositionals

Later that day, the parrot wrote his diary.
Surprisingly, he knew where to use a comma!

- before opening speech marks

He squawked, “Where are the peanuts?”

- at the end of speech or within the speech marks (inverted commas) if there is more to say;

“I have been working on my punctuation,” boasted the parrot, “and now I’m going for a rest.”

Apostrophes

Use an apostrophe:

- to show that letters have been left out –
this is an **apostrophe of omission**
(the word formed is called a **contraction**)

He couldn't and shouldn't dance but he didn't.

He could have and should have danced but he did not.

The **apostrophe** MUST be placed where the missing letter (s) would be.

- To show that something belongs to someone or something - this is an **apostrophe of possession**.

Ben's hair turned bright green

We use an **apostrophe** + s for the possessive form

My mother's car is red.

Joe and Fiona's house is next to the park.

James' birthday is next Friday.

A week's holiday is not long enough!

Note: If the noun ends with an 's' then no additional 's' is needed.
However, it is still correct to write:

James' birthday is next Friday.

Brackets (parentheses)

A **parenthesis** is a word or phrase inserted into a sentence to add an explanation; add detail or add information. The brackets go around the part that when removed from the sentence, it will still make sense.

Brackets can be replaced by commas and dashes.

Sam and Emma (his oldest children) are coming to visit him next weekend.

Dash

A **dash** is used in the same way as brackets to separate the words from the rest of the sentence - use one if it is at the end.

After queuing for tickets all day — he was desperate to see the match — he finally got to the front of the queue.

I want to be successful – extremely successful.

...ellipsis

An ellipsis is the term used for three dots (...) which shows that something has been omitted or is incomplete.

Marge laughed and said, “Bart, with \$10,000 we’d be millionaires! We could buy all kinds of useful things like ... love!”

The door creaked open and there stood ...

Semi-colon

Semi-colons are used to separate items in a list if these items consist of phrases rather than single words.

I need large juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta and a jar of black olives.

A **semi-colon** can also be used to separate two main clauses in a sentence. However, the two clauses have to be closely related in meaning and equal in importance.

I was late; I had missed the bus.

Colon

A **colon** is used to introduce a bullet pointed list. It **must** follow a complete sentence.

To build a model train tunnel you will need a number of items:

*a shoe box

*sandpaper

* paint

* glue.

The **colon** can also go between two main clauses to introduce an explanation or a summary of the first clause.

We soon found the culprit: he was hiding behind the fish tank.

She grinned and hugged everyone: she was over the moon with joy.

Use a **capital letter**:

- for the start of a sentence –

Please remember every sentence starts with a capital letter.

- for contractions with ‘I’ in them

I’ve and I’ll

- for the personal pronoun ‘I’

If you do not, I will scream!

- for days of the week, months, holidays

May Bank Holiday is on a Monday.

- for proper nouns

Lionel Messi visited the British Prime Minister before playing at Wembley.

Simple Sentences

A simple sentence has a **subject noun** and a **verb**; it contains just one clause. This is called a main clause.

Example:

The dog barked.
The baby woke up.

Phrases can be added to these (e.g. adverbials/prepositionals) but it will still be a **simple sentence** as there is only one subject and one verb.

Example:

In the morning, **I was tired.**
I had a lovely dinner in my favourite restaurant.

Compound Sentences

Compound sentences are sentences that are joined together with a conjunction (**and, or, but, yet, so**).

REMEMBER

A compound sentence is made up of two main clauses; they **are both as important as one another**. These can only be joined by conjunctions.

Example:

The dog barked **and** the baby woke up.

I ate all my dinner **but** I was still extremely hungry.

You cannot rearrange the sentence without changing the meaning.

Complex sentences

A **complex** sentence has one main clause (which can stand on its own and make sense) and one or more **subordinate clauses** (which do not make sense on their own and is reliant on the main clause for meaning)

Example:

Whenever the dog barked, the baby woke up.

The baby woke up whenever the dog barked.

As you can see the sentence order can be changed.

Remember

If the subordinate clause is at the end of the sentence you do not need to insert a comma to separate the main clause from the subordinate clause.

Note

A clause must have a noun **AND** a verb.

A phrase must have a noun **OR** a verb.

“Speech”

Speech marks are also known by the ‘silly SATS people’ as **inverted commas**.

Speech marks are used to show the actual words spoken. This is called **DIRECT SPEECH**.

Example:

Anna looked up and said: “It’s true. The dog ate the key.”

“It’s true!” Anna said, “My dog ate the key.”

The punctuation to be used before speech is : or ,
The punctuation for what is being said must go within the speech marks.

CHALLENGE: Can you change this into direct speech?

Tom asked his brother if he had seen his keys.

Reported Speech

Reported speech often uses **that**.

Reported speech tells us what has been said but not exactly quoted. The tense and person will change. For example:

Anna told me **that** her dog had swallowed the key.

Types of sentences

Is it a **QUESTION, COMMAND, EXCLAMATION OR STATEMENT?**

(The posh names for these are: Interrogative, Imperative, Exclamative and Declarative – in the same order as above)

Sentences can have different purposes:

Questions (interrogatives) are sentences that require an answer and always end with a question mark (?).

Do you want some help?

Remember- these may also be statement with an added question tag. (N.B. positive statements need negative question tags and negative statements need positive ones).

You want to go, don't you?
We don't like that, do we?

Commands (imperatives) are sentences that give orders or requests and often end with an exclamation mark (!).

Stop right there!

Statements (declaratives) are sentences that state a fact.

I am going to take the dog for a walk.

Exclamations (exclamatives) are sentences that start with ‘what’ or ‘how’ and end in an exclamation but are not questions. They must be full sentences (including subject noun and verb).

What a good friend you are!

How dreadful that child’s
behaviour is!

Subject Verb Agreement

Always make sure that the subject matches the verb. It depends on whether the subject is singular or plural as to which verb to use.

He **is** here.

John and Tom **are** here.

Everyone **is** here.

Note: The verb needs to agree with the subject. Care needs to be taken. In the following sentence the ‘opinion’ is the subject.

The **opinion** of Laura, Selma and John **is** most popular.

Be careful: if the subject is a collective noun, it is a single noun that represents a group so use the singular verb.

The **band is** playing on Tuesday night.

Plurals

For most nouns, just add -s to the end of the word, for example:

- dog dogs
- lock locks

Exceptions

If the word ends in:	do this:	and add:	For example:
-ch -s -sh -x -z	nothing	-es	church - churches mass - masses brush - brushes fax - faxes box - boxes chintz - chintzes
-f -fe	remove the -f or -fe	-ves	wife - wives calf - calves except: beliefs, cliffs, chiefs, dwarfs, griefs, gulfs, proofs, roofs
consonant + -y	remove the -y	-ies	spy - spies baby – babies lady- ladies family- families city-cities

Note: words that end in -o normally just add s e.g. radios, pianos

Some exemptions:

echo > echoes
hero > heroes
potato > potatoes
tomato > tomatoes
tornado > tornadoes
volcano > volcanoes

Plurals continued

Words that do not change;

aircraft	moose	species
deer	offspring	salmon
fish	sheep	trout

Words that do not follow plural spelling rules;

child → children	louse → lice	person → people
die → dice	man → men	tooth → teeth
foot → feet	mouse → mice	woman → women
goose → geese	ox → oxen	

Root Words, Prefixes and Suffixes

A **root** word stands on its own as a word. e.g. **happy**

If you add a **prefix** (at the beginning) you make a new word. e.g. **unhappy**

If you add a **suffix** (at the end) you make a new word. e.g. **happiness**

(The addition often changes the spelling.)

You can often add a number of affixes (either prefixes or suffixes) together.

Adding a **prefix** will **change a meaning** and adding a **suffix** usually **changes the word class**.

Examples of prefixes

un [not]	de [make opposite]	dis [not]	re [again]	pre [before]
unwell	demist	dislike	rebuild	predict
unhappy	decode	disagree	refill	precaution
untidy	deflate	dishonest	repay	previous
unlucky	deform	disappear	replay	preview

Examples of suffixes

able/ible can be done (adjective)	ed past tense verbs	ful full of (adjective)	less without (adjective)	ly characteristic (adverbs)
comfortable	feared	beautiful	fearless	calmly
drinkable	hoped	cheerful	hopeless	loudly
collectible	shouted	thoughtful	noiseless	quickly
visible	walked	wonderful	worthless	soundly

Synonym

A synonym is a word that is very similar in meaning to another word. It is used to avoid repeating the same word throughout the piece of writing.

Example:

You could replace the words:

‘enormous’ with ‘colossal’ ‘cried’ with ‘wept’

Remember to make sure that the word you are replacing is the same word class e.g noun or verb and that you stay in the same tense, example:

walked with strolled

walk with stroll

kind with benevolent

Antonym

An **antonym** is a word that is opposite in meaning to another word.

Example:

Hot Courageous	Cold Cowardly
-------------------	------------------

Homophone

Homophones are words that sound the same but are spelt differently and have different meanings.

e.g.

Hear (I can hear a sound)	Here (come over here)
There (in or at a place or time)	Their (belonging to them)
Night (not day time)	Knight (a man awarded the title of Sir)

These are often put in spelling tests to trick people!

Homonym

Homonym – words that are spelt the same and sound the same as another but have more than one meaning.

e.g.

Watch (that tells the time)	Watch (to look at)
Pupil (a child at school)	Pupil (part of the eye)
Train (transport on rails)	Train (to learn something)

Active or Passive?

Here are some examples of active and passive sentences:

Active:

Toby smashed the window.

Toby is the *subject*, *he* is causing the action.

Most sentences are written in the active voice.

Passive:

The window was smashed by Toby.

The window is the *subject* – it is being smashed by Toby (the *object*)

Useful Tip

A passive sentence usually contains the word 'by'.

Passive sentences are usually used when the subject of the sentence has an action done to them rather than by them or to conceal blame.

The subjunctive form

This is used for advice, opinions and situations that may or may not be real. It is most often used within a subordinate clause.

Use of 'if' and 'were'

If I **were** you, I would not go to that event.

If you **were** in trouble, I would help you.

If I **were to be** in charge, things would be different around here!

They would be champions if they **were to win** this game.

If a verb follows 'were', the infinitive is used (**to+ simple form**).

The subjunctive is also found **after** these specific verbs or expressions

to advise (that)
to ask (that)
to command (that)
to demand (that)
to desire (that)
to insist (that)
to propose (that)
to recommend (that)
to request (that)
to suggest (that)
to urge (that)

It is best (that)
It is crucial (that)
It is desirable (that)
It is essential (that)
It is imperative (that)
It is important (that)
It is recommended (that)
It is urgent (that)
It is vital (that)
It is a good idea (that)
It is a bad idea (that)

The **next verb** is used in its most simple form (**the infinitive without the 'to'**) e.g. to go → go

I **advise that** you **study** for your test.

He **suggested** I **follow** his advice.

My teacher **insists that** we **be** on time.

It is **essential** we **listen** to the instructions.

We were told **it is crucial that** we **shut** the door when we leave.

It is important that I **see** a doctor today; I am very ill.

Used to show that something happened over time but is now over

She had wanted a pony for so long.

Used to show that something happened up to a given time/event.

Toni had finished her homework well before **Jamie even started.**

Used for conditionals

I would have helped him if he had asked.

Conditionals

Conditionals are subordinate clauses that suggest relativity. These often include if/then

If you do your homework, then you can go outside.

Given that it is sunny, we can go to the park.