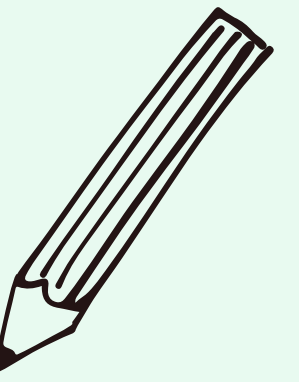


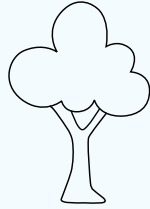
GRAMMAR 10-A-DAY



WORD CLASS 1

Singular nouns

- Refers to one person, place thing or idea.



Abstract nouns

- A feeling or concept you cannot touch or see



Love



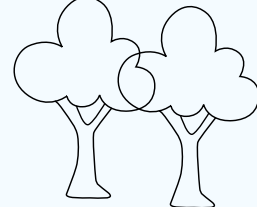
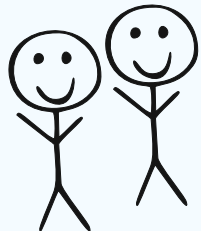
Friendship



Kindness

Plural nouns

- Refers to more than one person, place, thing or idea.



Singular Pronouns

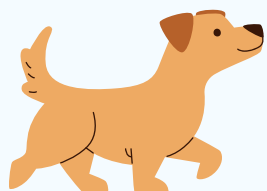
Singular Pronouns- Pronouns to describe one thing or person e.g.it, you, she, he, I, mine, yours, his

SHE / **HER**

HE / **HIM**

Common nouns

- Describes types of objects ('things') or concepts. They are not capitalised and are typically used in combination with articles and other determiners.



Plural Pronouns

Plural Pronoun- Pronouns to describe more than one thing or person e.g. they, we, ours, their

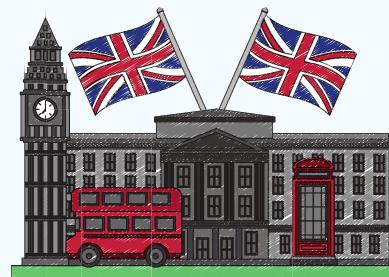
They

we ♥

Their

Proper nouns

- Name of a specific person, place or thing.
- Start with a capital letter.
- Examples:
 - England
 - Sarah
 - Buckingham Palace



Possessive Pronouns

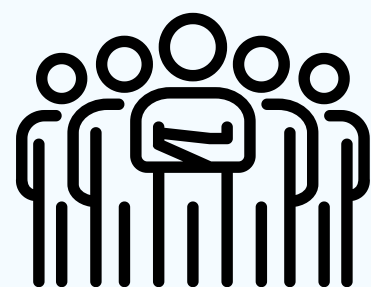
Possessive Pronouns- Pronouns to show possession e.g. his, ours, theirs, mine



Collective nouns

- Describes a group (can be considered plural) .

TEAM

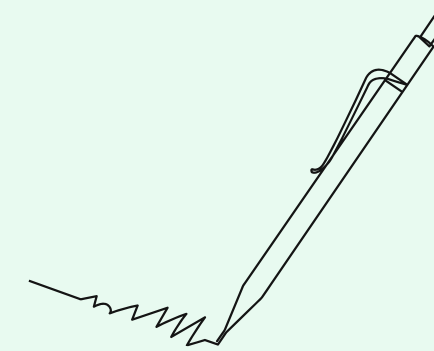


Relative Pronouns

- Goes at the beginning of a relative clause to add extra information
 - There are 7:
 - Who
 - Whom
 - Whose
 - Which
 - Where
 - When
 - That
- E.g The boy, who was very intelligent, loved to read.



GRAMMAR 10-A-DAY



WORD CLASS 2

Verb



- Action word
- Regular = past tense ends in -ed (e.g. skip = skipped).
- Irregular = past tense doesn't end in -ed (e.g. eat = ate)
- Tricky verbs: be, is/was/were, are/am,

Noun Phrase

A phrase (group of words) built around a noun that does not contain a verb. Adjectives are used to provide more detail about the noun.

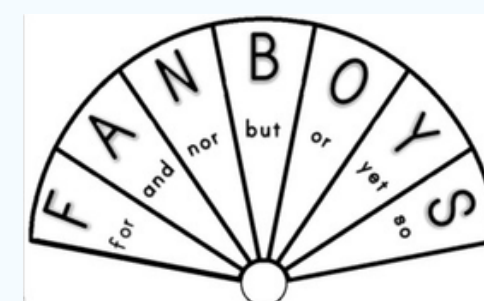
E.g. **The tall girl** walked away.

Subjunctive verbs 1

Used to set a formal mood. It expresses things that could or should happen and can express wishes, hopes, commands, demands or suggestions. It explores the hypothetical.

Co-ordinating conjunctions

A conjunction that connects words, phrases, and clauses that are equal to each other



Subjunctive verbs 2

- The subjunctive mood uses the 'root' verb.
1. Use of 'be' and 'were' instead of am, is, are, was.
 2. Skips the -s on the verb when using he, she, it.

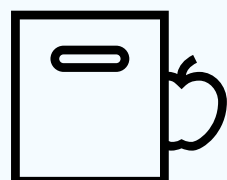
If I **were taller, I would be able to reach.**
I demand that they **be released.**

Subordinating conjunctions

- Conjunctions that show cause and effect.
- They are used to join a main clause and a subordinate clause.
- Creates a complex sentence.
- E.g. since, until, before, when, as, if

Preposition

They indicate the position of something



- E.g. in front, behind, next to, beside, on top.
- Tricky prepositions: with, for, to



Determiners

THE

Words to introduce a noun or noun phrase.

- Article- The most common determiners
- E.g. a, an, the, every, this, those, one, some, many a, an, the

Prepositional phrases

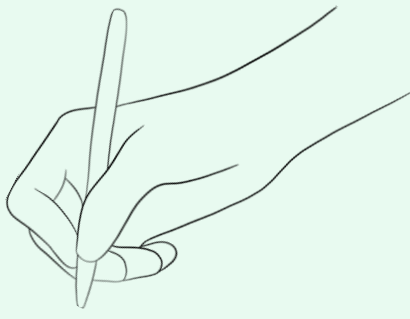
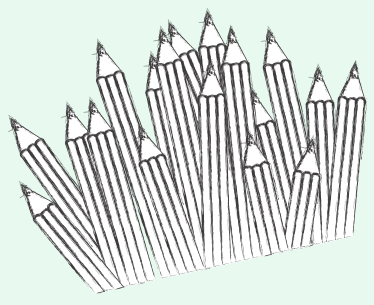
A phrase (group of words) built around a preposition. Prepositional phrases can act both as adjectives and adverbs and is considered a type of adverbial phrase.

The sweet potatoes **in the vegetable** bin are rotten. (acting as an adjective)

Adjectives

Words to describe a noun or pronoun.





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WORD CLASS 3



Adverbs

Single words that modify (change or add to the meaning of) verbs, adjectives and adverbs.

There are 5 different types of adverb: manner, time, place, frequency and degree.

Adverbial Phrases

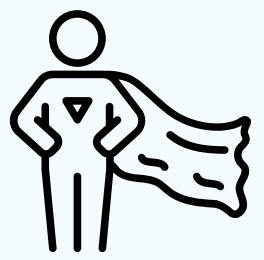
A phrase (group of words) that modifies the meaning of a verb or clause. It explains how, where or when something happens. It DOES NOT contain a verb.

The teacher screamed in front of the mirror.

Adverbs 2

-ly adverbs

Adjectives with the suffix - ly to modify into adverbs.



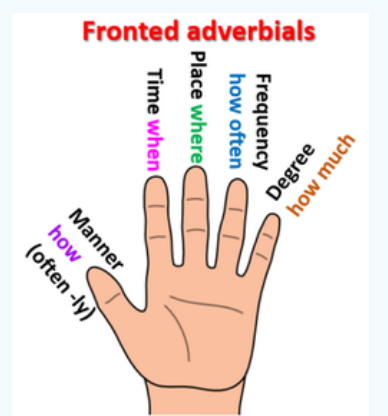
eg. bravely, loudly



Fronted adverbials

Adverbial phrases/adverbs that begin a sentence followed by a comma.

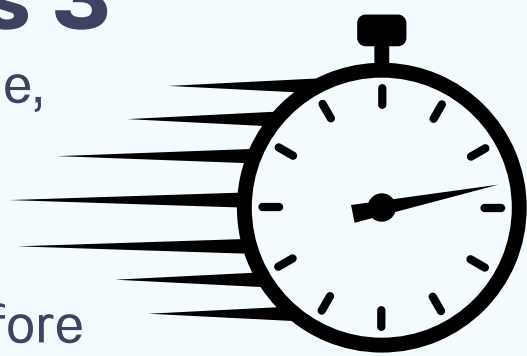
E.g- **Carefully**, the frog jumped.



Adverbs 3

Adverbs that express time, place or cause

E.g then, next, soon, therefore



Fronted adverbial clause

Adverbial clauses that begin a sentence followed by a comma. They contain a verb.

E.g After she had eaten, she brushed her teeth.

Adverbs 4

Indicate degrees of possibility

E.g perhaps, surely

perhaps
maybe
possibly
probably
surely
definitely
certainly

Simile

A figure of speech that compares two things by using the words 'like' or 'as'.



E.g White **as** a ghost.
Swims **like** a fish.



Adverbs 5

Linking across paragraphs Using adverbs of time, place and number

E.g later, nearby, secondly

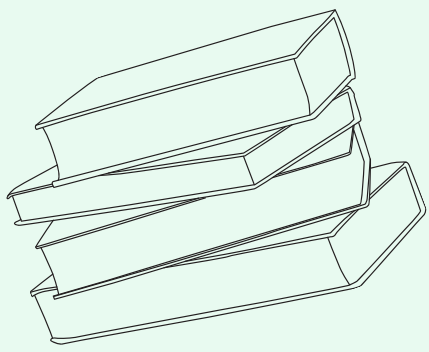


Metaphor

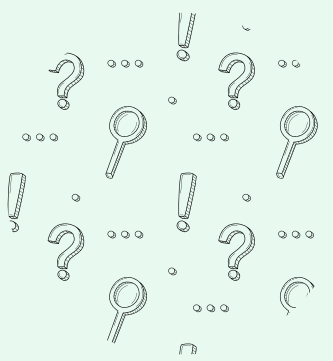


A figure of speech that describes a place, subject or object as something unlikely and not literal.

E.g. The world is a stage.



GRAMMAR 10-A-DAY



PUNCTUATION 1

Capital Letter

Aa

Used to begin a sentence, important words in titles, proper nouns and acronyms.

E.g Monday, I, Sarah, R.S.P.C.A.

Commas

Used: to separate items in a list after a fronted adverbial (see fronted adverbial)



I would like cheese, lettuce and tomato.

Full Stops

Used at the end of a sentence and abbreviations. If an abbreviation ends a sentence a second full stop is not required.

Dec. = December



Commas

Used: after a fronted adverbial (see fronted adverbial)



Apostrophe



Used: to show contraction
E.g. can't, she's, I'll

Question Mark

Used at the end of a sentence to show a direct or rhetorical question.



E.g. Will you go with me?

Apostrophe 2

To show singular possession Belongs to a singular noun. Add an apostrophe and - s

**Liam = Liam's hat.
Pupils' = The pupils' coats.
Jess = Jess's hat.**



Exclamation Mark

Used to show emotion, emphasis or surprise. Can be used at the end of a statement, command or exclamation.

E.g. That is amazing! (statement)



Apostrophe 3

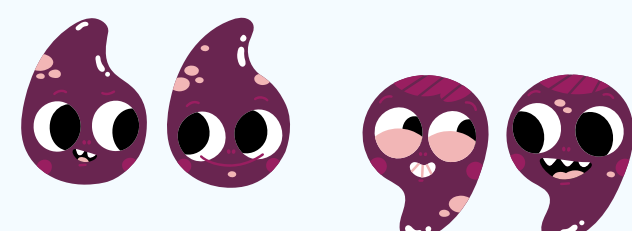
To show plural possession Belongs to a plural noun. Add just an apostrophe if it ends in -s (add an apostrophe and -s if the plural noun does not end in -s)

**Actresses = The two actresses' roles.
Children = The children's slide.**



Inverted Commas

Used to mark the beginning and end of a quote or to show speech used in a sentence





GRAMMAR 10-A-DAY

PUNCTUATION 2

Ellipsis

Used when missing a word or phrase and to express hesitation, changes of mood, suspense, or thoughts trailing off.

E.g. Before I knew it, I was surrounded...



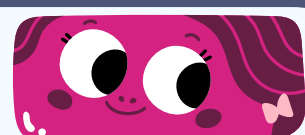
Brackets

Can be used to show parenthesis.

E.g. The boat (a wooden canoe) won the competition.



Hyphen



Used to join two or more words together to avoid ambiguity.

E.g. man eating shark man-eating shark.

recover re-cover

They are used in any number from 21-99

E.g. twenty-one

Semi-Colon 1



Used: to mark the boundary between independent clauses the clauses should be related and of equal importance.

A lowercase letter should be used after the semicolon unless it is a proper noun.

E.g. Call me tomorrow; you can give me an answer then.



Dash

Used: to show parenthesis or to mark the boundary between independent clauses.

E.g. Her latest song - Wild Thoughts - was number one.

She might come to the party - you never know.



Semi-Colon 2

Used: in descriptive lists Note: a semi-colon is needed before 'and'

E.g. At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight-year-old acrobat.

Colon

Used: to introduce an item or list

E.g. Ingredients:



Used between independent clauses when the second sentence explains or expands on the first sentence. The second sentence must be more significant than the first.

E.g. He got what he worked for: he really earned that promotion.

Semi- colon 3

Used within lists when commas are used within the items of the list.



E.g. You should choose ham, chicken, or char-grilled vegetable sandwiches; cups of tea, Bovril, or coffee; or lemonade.



Apostrophe 3

To show plural possession Belongs to a plural noun. Add just an apostrophe if it ends in -s (add an apostrophe and -s if the plural noun does not end in -s)

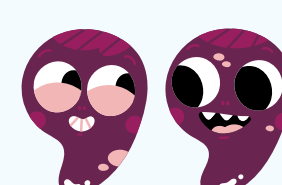
Actresses = The two actresses' roles.

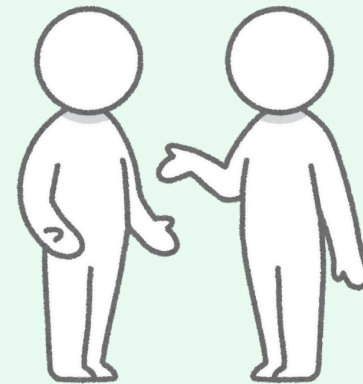
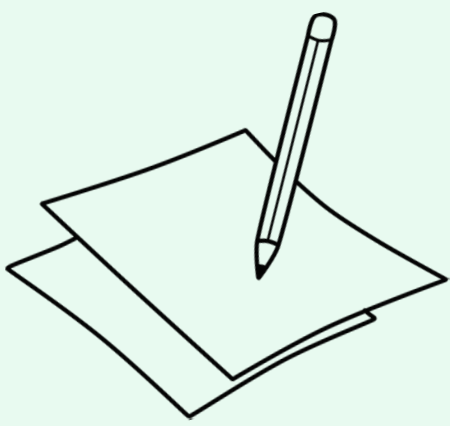
Children = The children's slide.



Inverted Commas

Used to mark the beginning and end of a quote or to show speech used in a sentence



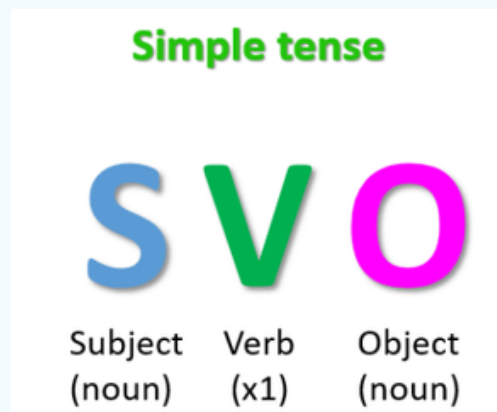


GRAMMAR 10-A-DAY

TENSES AND VOICES

Simple Tense

A verb is used in its present or past form without any other verbs modifying it. Contains a subject and verb. Can also contain an object but doesn't have to.



Progressive Tense

Used to describe actions happening over a period of time. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'to be' verb.



E.g. am, are, is + verb-ing (present)
was, were + verb-ing (past)

Perfect Tense

Used to describe actions that are/have been completed. The verb (always in its past tense) is accompanied by a 'have' verb.



E.g. have, has + past verb (present)
had + past verb (past)

Perfect Progressive Tense

A combination of both the progressive and perfect tenses. Used to describe actions happening over a period of time and are/have been completed. The verb (always in its present tense with a suffix of -ing) is accompanied by a 'have' verb and the 'to be' verb - been.

Past tense

The past tense is a form of a verb that shows that something happened in the past or that a condition existed in the past.

E.g. He baked a cake.



Future tense

The future tense is a verb tense used for a future activity or a future state of being.



E.g. I will jump in the lake.

Active Voice

A sentence in which the subject actively performs the verb.

Subject + verb + object

- ✓ Dad washed the car
- ✓ Milly is baking a cake.

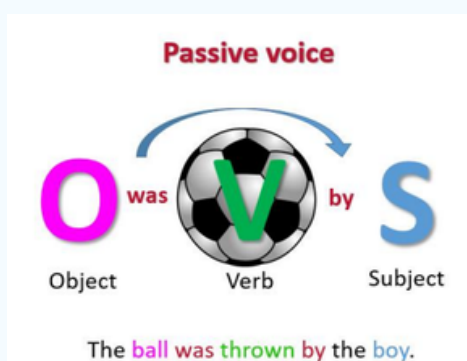
Subject

The who or what in a clause that is performing the verb.

E.g. The girl ran home.
The apple was pecked by it.

Passive Voice

A sentence in which the subject is performing the verb, but it is passively having something done to it. i.e. The object is having something done to it by the subject.



Object

The who or what in a clause that is acted upon by a verb.

E.g. The girl ran home.
It was pecked by a bird.