

**Modal verbs:** Modal verbs are auxiliary verbs. After a modal verb, the root form of a verb is generally used.

**Examples:** *can, could, may, might, will, would, shall, should, must.. dare, ought to, had better, and need not* also behave like modal auxiliaries

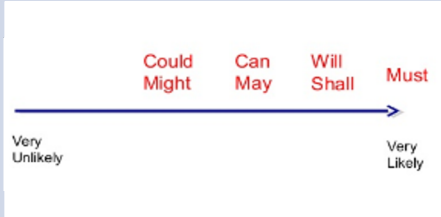
**Ability - can, could** David **can** play the drums.

**Permission - can, could, may** **May** I borrow your dictionary?

**Advice - should** You **should** eat fruit for a snack.

**Obligation- must** I **must** practise my times tables.

**Possibility- could, might, can, may, will, shall, must**



**Relative clauses:** **Examples of relative pronouns:**

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.

**Who, whom, whose, that, which, where, when**

I like the person. **The person** was nice to me.

I like the person **who** was nice to me.

**Embedded clause:** **Example:**

An embedded clause is a clause that is within a main clause, usually marked by commas.

**The witch, who had green eyes, is very spooky.**

Main clause: **The witch is very spooky.**  
 Embedded clause: **,who had green eyes,**

**Parenthesis:** Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information.

**Example:** A parenthesis is usually offset with **parentheses** (i.e., round brackets), commas, or dashes.

1. **commas** - most commonly used

I miss seeing John, **my best friend from school**, every day.

2. **brackets** - tends to be used in formal writing although no set rule.

George Washington (**born in 1732**) was the first president of America.

3. **dashes** - tend to be used in informal writing although no set rule

The train - **which was late** - was heading to Paris.

**Building cohesion within and across a paragraph:** Transitional phrases and adverbials of time allows us to show relationships between ideas, logically connect sentences and paragraphs.

**Time:** **Recently, In the blink of an eye, later**

**Location:** **On the shore, around the corner, nearby**

**Feelings/manner:** **In a flash, anxiously, as fast as she could**

**Number/sequence:** **Secondly, in conclusion**

**Tense choices:** He **had** seen her before.

**Commas to clarify meaning and avoid ambiguity.** **Example**

**Let's eat kids** - this suggests we are going to eat the children.

**Let's eat, kids** - the comma and the pause suggests we are going to eat something with the children.

**Clause:** a group of words in a sentence that contains a subject and verb.

**Phrase:** 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,

<b>Word class: Nouns</b>		<b>Word class:</b>	
<b>Proper noun</b> - name, place, month- always starts with a capital letter	e.g. John, South Woodford, March <u>James</u> went to the supermarket.	<b>Adjective</b> - describes a noun	e.g. blue, small, gentle 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 In my bag I have many things including an <u>apple</u> .	<b>Verb</b> - an action, state or occurrence	e.g. run, was, work 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 I feel <u>hope</u> for the future.	<b>Adverb</b> - modifies the meaning of an adjective, verb or other adverb.	e.g. slowly, regularly, soon I liked the cuddly rabbit <u>best</u> .
<b>Pronoun</b> - replaces a proper noun or common noun	e.g. he, she, they, it John had a bookmark; <u>he</u> used it in his book.	Expresses manner, place, time or degree	
<b>Collective noun</b> - a noun that refers to a group of individuals	e.g. herd, class, pack 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 <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	e.g. after, in, with He moved here <u>after</u> the end of the war.
<b>Quantifier</b> - indicates quantity	e.g. few, many, some <u>Lots</u> of fun was had at the party.	<b>Co-ordinating conjunction</b> - a conjunction placed between words, phrases, clauses, or sentences of equal importance (main clause)	e.g. for, and, nor, but, or, yet, so I like chocolate <u>but</u> I don't like sweets.
<b>Possessives</b> - indicates who it belongs to	e.g. my, its, his That is <u>her</u> coat.	<b>Subordinating conjunction</b> - a conjunction that introduces a subordinating clause	e.g. while, since, although 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 <u>These</u> computers are for sale.		
<b>Numbers</b> - tells us how many	e.g. one, two, three <u>Seven</u> dwarves accompanied Snow White.		

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.  <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 place <u>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: 1) An action has recently finished using 'just', 2) An action that has started in the past and is still going. 3) The time period has not finished. 4) When the time period is not important or known. 5) The action is repeated in a period between the past and now.  <b>The past tense of 'to have' + past participle of verb.</b>	I <b>have just walked</b> in the monster's cave.  I <b>have worked</b> in the bank for five years.  I <b>have not seen</b> her today.  I <b>have studied</b> French, Russian and German.  I <b>have eaten</b> at that restaurant several times.
<b>Past progressive</b> - used for a continuous action in the past.  <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.  He/She <b>was</b> ...  You/We/They <b>were</b> ...		
<b>Present progressive</b> - used for an action that is happening at the moment of speaking.  <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.  He/She <b>is</b> ...  You/We/They <b>are</b> ...		
<b>Future progressive</b> - used for an action that is will be continuing in the future.  <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.  He/She <b>will be</b> ...  You/We/They <b>will be</b> ...		