



# CHESSWOOD MIDDLE SCHOOL

## Grammar and punctuation glossary



Terminology	Definition	Example
<b>Adjective</b>	<p>E.g. <i>big, extensive, vertical</i></p> <p>Adjectives are sometimes called ‘describing words’ because they pick out single characteristics such as size or colour, but this can be confusing, because verbs, nouns and adverbs can do the same.</p> <p>Instead, it is better to identify adjectives by their uses:</p> <ul style="list-style-type: none"> <li>• either before a noun (e.g. <i>big box</i>) to modify the noun</li> <li>• or after the verb <i>be</i> (e.g. <i>is big</i>) as its complement.</li> </ul>	<p>The centre has <u>extensive</u> grounds in which a nature trail has been designed. [The grounds are extensive.]</p> <p>(Compare: The lamp <u>glowed</u>. [verb] It was such a bright <u>red</u>! [noun] He walked <u>clumsily</u>. [adverb])</p>
<b>Adverb</b>	<p>Adds meaning to a verb, an adjective, another adverb or a whole sentence.</p> <p>There are 4 types of adverb. They describe how</p> <p>E.g. <i>quickly, soon, very</i></p> <p>Adverbs are often said to describe manner or time, but prepositions, nouns and subordinate clauses can also do this.</p> <p>Instead, it is better to identify adverbs by their uses: they modify the meaning of a verb (or any other word-class except nouns).</p>	<p><b>Adverb + verb:</b> thoroughly enjoyed <b>Adverb + adjective:</b> quietly confident <b>Adverb + adverb:</b> extremely slowly <b>Adverb + sentence:</b> Really, he should know better!</p> <p><b>How:</b> slowly, happily <b>Where:</b> outside, upstairs <b>When:</b> yesterday <b>How often:</b> regularly</p> <p>Usha went <u>upstairs</u> to play on her computer.</p> <p>(Compare: Usha went <u>up</u> the stairs. [preposition] She arrived this <u>evening</u>. [noun] She arrived <u>when we expected her</u>. [subordinate clause])</p>
<b>Adverbials/ adverbial phrase</b>	<p>A group of words that function in the same way as a single adverb.</p> <p>An adverbial is part of a clause that behaves like an adverb in modifying the verb, and which may itself be an adverb, but may instead be a preposition or a subordinate clause.</p>	<p>It was raining <b>a few days ago</b>.</p> <p>She looked at me <b>in a strange way</b>.</p>
<b>Active voice</b>	<p>A verb in the active voice has its usual pattern of subject and</p>	<p>During the afternoon, the children will <u>follow</u> the nature trail</p>



## CHESSWOOD MIDDLE SCHOOL Grammar and punctuation glossary



	object – contrast passive voice.	and <u>learn</u> about the trees, flowers and wildlife in this interesting habitat.
<b>Apostrophe</b>	An apostrophe shows <ul style="list-style-type: none"> <li>• either the place of omitted letters (e.g. <i>I'm</i> for <i>I am</i>)</li> <li>• or possession (e.g. <i>Usha's mother</i>).</li> </ul>	<i>I'm</i> going out, Usha, and I <u>won't</u> be long. <u>Usha's</u> mother went out and she was in charge. -Be careful of it's (it is) and its (possessive).
<b>Article</b>	<b>Indefinite article</b> An <b>indefinite</b> article indicates that its noun is not a particular one (or ones) identifiable to the listener. <b>Definite article:</b> A <b>definite</b> article indicates that its noun is a particular one. <b>Partitive article:</b> A <b>partitive</b> article is a type of indefinite article used with a <u>mass noun</u> such as <i>water</i> , to indicate a non-specific quantity of it. <b>Negative article:</b> A <b>negative</b> article specifies <i>none</i> of its noun, and can thus be regarded as neither definite nor indefinite.	A, an  The  Some  None. no
<b>Clause (+subordinate and main)</b>	A clause is a group of words that expressed and event or a situation. It contains a noun (subject) and a verb.  A clause is <ul style="list-style-type: none"> <li>• either a complete sentence,</li> <li>• or part of a sentence that could be used, with small changes, as a complete sentence.</li> </ul> <p>In traditional grammar a clause had to have a finite verb, but modern grammarians generally recognise non-finite clauses as well.</p>	NB: A clause differs from a phrase: Phrase: a big dog Clause: a big dog chased me
<b>Cohesion</b>	A text has cohesion if its meaning is coherent – i.e. if it is clear how the meanings of its parts fit together. It may contain repeated references to the same person or thing, as shown by the different underlined styles in the example; and the logical relations (e.g. time and cause) between the parts are clear.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. The centre has extensive grounds in which a nature trail has been designed. During the afternoon, the children will follow the nature trail.
<b>Cohesive device</b>	Cohesive devices are words that make clear how a text's parts are related to one another. Some words such as determiners and pronouns are especially important for building cohesion because they refer back to earlier words. Other words such as prepositions, conjunctions and adverbs (connectives) make relations clear.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. ... The centre has extensive grounds in which a nature trail has been designed. During the afternoon, the children will follow the nature trail.



## CHESSWOOD MIDDLE SCHOOL Grammar and punctuation glossary



<b>Comma</b>	A punctuation mark used to help the reader by separating parts of a sentence.	Although it was cold, no-one was wearing a coat.
<b>Complex sentence</b>	A complex sentence is a sentence with a main clause and a t least one subordinate clause.	When I sae what you had done, (subordinate clause) I was sad. (main clause)
<b>Compound word</b>	A word made up of two other words.	Rainbow, football, sometimes.
<b>Compound sentence</b>	<p>A compound sentence is composed of at least two independent clauses. It does not require a dependent clause. The clauses are joined by:</p> <ul style="list-style-type: none"> <li>• a coordinating conjunction (with or without a comma),</li> <li>• a correlative conjunction (with or without a comma),</li> <li>• a semicolon that functions as a conjunction, or a conjunctive adverb preceded by a semicolon.</li> <li>• A conjunction can be used to make a compound sentence.</li> </ul> <p>The use of a comma to separate two independent clauses without the addition of an appropriate conjunction is called a comma splice and is generally considered an error</p>	<p>My friend invited me to a birthday party and I accepted the invite.</p> <p>Do you want to stay here or would you like to go shopping with me?</p>
<b>Conditional Conjunction</b>	<p>E.g. <i>and, or, although, if</i>            A conjunction links a following word or phrase to some other part of the sentence</p> <p><input type="checkbox"/> either in coordination (e.g. ... <i>and</i> ....) <b>Co-ordinating conjunction</b></p> <p><input type="checkbox"/> or as a subordinate clause (e.g. ... <i>although</i> ...). <b>Subordinating conjunction</b></p>	<p>could/ would</p> <p>She got herself two biscuits and a cake that she had bought yesterday.            She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.</p>
<b>Connective</b>	A word or phrase that joins ideas in different parts of a text: clauses, sentence or paragraphs.	<p>Simple connective: and            Reason: because            Additions: also, furthermore            Time indications: meanwhile, later            Opposition: but, however, on the other hand            Reinforcing: beside, after all            Indicating result: so that, therefore, consequently            Explaining: for example, in other words.</p>
<b>Content word</b>	Subject specific word	Toga, evaporation, multiplication etc



## CHESSWOOD MIDDLE SCHOOL

### Grammar and punctuation glossary



<b>Continuous</b>	The continuous (also known as the 'progressive') form of a verb generally expresses action in progress at a specific time. It is formed by taking the <i>-ing</i> form of the verb (e.g. <i>doing, singing, reading</i> ) and adding the verb <i>be</i> before it (e.g. <i>he was reading</i> ). It can also be combined with the perfect (e.g. <i>he has been reading</i> ). The past continuous form (e.g. <i>he was playing</i> ) is sometimes called the 'imperfect'.	James is studying, so I won't disturb him. She was playing basketball at lunchtime. Usha had been preparing for her play for two hours when her mother called.
<b>Coordination</b>	If words or phrases are coordinated, they are linked as equals by means of a conjunction such as <i>and</i> . (Contrast subordination.)	Susan and Amra met in a cafe. They talked and laughed for an hour. When they went home, Susan got a bus but Amra walked.
<b>Determiner</b>	E.g. <i>the, a, this, any, my</i> A determiner stands before a noun and any other words that modify the noun. A singular noun such as <i>boy</i> or <i>number</i> (but not <i>coffee</i> or <i>beauty</i> ) requires a determiner, so we can say <i>with the boy</i> but not: <i>with boy</i> . (See also: possessive.)	This is an overnight visit. Your child will be travelling by coach and will be accompanied by Mrs Talib, the class teacher, and her teaching assistant, Mrs Medway.
<b>Elision</b>	Elision (or ellipsis) is the omission of a word or phrase which is expected and predictable.	She waved to her mother and [she] watched her as she disappeared in the fog at the bottom of the street. She did it because she wanted to [do it].
<b>Etymology</b>	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word <i>school</i> was borrowed from a Greek word <i>σχολή</i> ( <i>skhole</i> ) meaning 'leisure'.
<b>Expanded noun phrase</b>	A group of words that function in a sentence like a noun. They expand a single noun giving more information economically.	The demon-like teacher with blood shot eyes. The mysterious woman in black.
<b>Finite verb</b>	A finite verb is limited ('finite') in terms of both its tense and its subject. Finite verbs are important because a written sentence normally needs at least one clause that contains a finite verb, and a finite verb must have an explicit subject.	Mum said she wasn't going to be long. The centre has extensive grounds in which a nature trail has been designed.
<b>Fronted</b>	A word that would normally follow the verb may be 'fronted' to the start of the clause; for instance, a fronted adverbial is an adverbial which has been put at the front of the clause.	During the afternoon, the children will follow the nature trail.
<b>Future tense</b>	English has no 'future tense' comparable with its present and past tenses. Reference to future time can be marked in a number of different ways, all of which include a present-tense verb.	It will leave tomorrow. It leaves tomorrow. It may leave tomorrow. It is going to leave tomorrow.
<b>Grammatical function</b>	The syntactic relationship between words- the job that each word does in a sentence/ phrase/ clause.	He (pronoun) gave (verb) the dog (noun) a massive (adjective) bone (noun) this morning (adverbial phrase)
<b>Homophone</b>	Words which sound the same but are spelt differently and have	Four/ flower



## CHESSWOOD MIDDLE SCHOOL Grammar and punctuation glossary



	different meanings.	There/ their/ they're <i>left</i> (past tense of leave) and <i>left</i> (opposite of right).
<b>Homonym</b>	Words which sound the same and are spelt the same however have different meanings.	
<b>Inflected words</b>	A change to the endings of a word to indicate tense, number or other grammatical features.	Play: playing, plays, played Lovely: lonelier, loneliest
<b>Lexical words</b>	Words that carry information. They are also known as content words or information words.	Animal specific names Mammal carnivore
<b>Modal verb</b>	The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i> . A modal verb only has finite forms and has no suffix -s in the present tense even when its subject is singular. They are important for expressing degrees of certainty, or ability and obligation.	Your child will be travelling by coach. not: Your child wills be ... nor: Your child is pleased to will be travelling You will/must/might be happy. You will/must/could work harder.
<b>Modify</b>	If one word modifies another, the modifying word stands as near as possible to the modified word and makes the latter's meaning more specific.	In <i>class teacher</i> , <i>teacher</i> is modified by <i>class</i> so it means 'class teacher' (a kind of teacher).
<b>Morpheme (+suffix, prefix)</b>	The smallest unit of meaning. A word may contain one or more morphemes. Suffixes and prefixes are morphemes NB a <i>free</i> morpheme stands alone while a <i>bound</i> morpheme needs the rest of the word.	House Housekeeper (house and keep are free morphemes: the suffix 'er' is bound morpheme)
<b>Morphology</b>	A word's morphology is its internal make-up defined in terms of a root word, with changes such as the addition of prefixes or suffixes.	<i>dogs</i> has the morphological make-up: <i>dog</i> + <i>s</i> .
<b>Noun</b>	<b>Common noun:</b> A word that denotes something that you can hear, feel, smell, taste or see. <b>Proper nouns</b> are the names of people, places or things. <b>A collective noun</b> refers to a group. <b>Abstract noun:</b> Your five senses cannot detect this group of nouns. You cannot see them, hear them, smell them, taste them, or feel them.	Bravery, excitement, happiness, injustice
<b>Object</b>	A verb's object is normally a noun or pronoun which is found immediately after the verb, and which we expect to find there.	They designed a nature trail.
<b>Passive voice</b>	A passive verb (a verb 'in the passive voice' – contrast 'active voice') normally has a suffix <i>ed</i> , follows the verb <i>be</i> , and has its normal ('active') object and subject reversed so that the active	A visit was arranged by the school. A visit was arranged. (Compare the active: The school arranged a visit.)





## CHESSWOOD MIDDLE SCHOOL Grammar and punctuation glossary



	object is used as the passive subject, and the active subject appears as an optional <i>by</i> phrase. A verb is not 'passive' just because it has a 'passive' meaning – it must be the passive version of an active verb.	
<b>Paragraph</b>	A section of a piece of writing. Marks a change of focus, time, place or speaker. Helps writers organise thoughts, readers to follow the story-line.	
<b>Participle</b>	The two types of participle in English are traditionally called the <b>present participle</b> (forms such as <i>writing, singing</i> and <i>raising</i> ), and the <b>past participle</b> (forms such as <i>written, sung</i> and <i>raised</i> ; regular participles such as the last also serve as the finite past tense). (see <b>Perfect</b> )	Compare simple past: I <b>ate</b> all the food (this is simple past, it's finished)  By the time Dad got home, we had <b>eaten</b> all the food.
<b>Past tense</b>	A past-tense verb ('a verb in the past tense') normally has a suffix <i>ed</i> , names an event or state in the past and is a finite verb. Some verbs have irregular morphology (e.g. <i>was, came</i> )	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. I knew that today was Sunday. If he understood you, he would trust you.
<b>Perfect</b>	The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by taking the past participle of the verb (e.g. <i>shown, taken, helped</i> ) and adding the verb <i>have</i> before it (e.g. <i>she has helped</i> ). It can also be combined with the continuous (e.g. <i>he has been reading</i> ).	She has recorded some popular songs for us to listen to. I had eaten lunch by the time you came to visit yesterday. Tariq will have been doing his homework all day by the time he finishes!
<b>Phrase</b>	A phrase is a group of words containing one word which all the other words help to modify. (One possible notation double-underlines the modified word and single-underlines the rest of the phrase.) A phrase whose modified word is a verb is a clause or sentence.	She waved to her mother. She waved to her mother. She waved to her mother.
<b>Plural</b>	A plural noun normally has a suffix <i>s</i> and means more than one example of the noun's basic meaning. There are a few nouns with irregular morphology (e.g. <i>mice, formulae</i> ) or irregular meanings.	The children will follow the nature trail and learn about the trees, flowers and wildlife. The centre has extensive grounds. (but not: ... a ground)
<b>Prefix</b>	A prefix is a morpheme which is added to the start of a root word.	Mis- wrong/ badly Sub- under Pre- before in time, in front of, superior
<b>Preposition</b>	E.g. <i>in, of, at, with, by, between</i> A preposition links a following noun or pronoun to some other word in the sentence. Unlike conjunctions, they can't link clauses.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.
<b>Present tense</b>	A present-tense verb ('a verb in the present tense') normally	The centre has extensive grounds. He can swim. When he



## CHESSWOOD MIDDLE SCHOOL Grammar and punctuation glossary



	names a situation that is true now. It normally has either no suffix or –s (depending on the subject), and is a finite verb.	arrives, he will unpack his bag. Your father tells me that you're not happy.
<b>Possessive</b>	A possessive is normally either a noun followed by an apostrophe and –s, or a possessive pronoun, and names the owner ('possessor') of the noun that it modifies.	Tariq's book (the book of Tariq, i.e. that Tariq owns) somebody else's book (the book of somebody else)
<b>Pronoun</b>	Can replace a noun or noun phrase to make sentences less repetitive.  <b>Personal pronoun:</b> specific person <b>Possessive pronoun:</b> ownership <b>Interrogative pronoun:</b> questions <b>Relative pronoun:</b> links phrases and clauses <b>Indefinite pronoun:</b> refers to unspecified person <b>Reflexive pronoun:</b> subject of sentence	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. This is an overnight visit. The centre has extensive grounds in which a nature trail has been designed.  I , me, you Mine, yours Who, whom Which, whoever Another, anyone Myself, himself
<b>Root word</b>	A root word is a word which does not contain any smaller root words or prefixes or suffixes.	<i>play, compute</i> , as in: So she played on the computer.
<b>Relative clause</b>	A relative clause is a subordinate clause that modifies a noun by including it in the clause; for instance, <i>cake that he had left yesterday</i> means 'cake like this: she had left it yesterday'.	The centre has extensive grounds in which a nature trail has been designed. She got herself a cake that she had bought yesterday.
<b>Sentence</b>	All the words in a sentence are held together by purely grammatical links, rather than merely by links of cohesion. A sentence is defined by its grammar, but signalled by its punctuation.	Correct punctuation: A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. Incorrect punctuation: She loved her computer, she got it for Christmas.
<b>Subject</b>	A verb's subject is normally the noun or pronoun which names the 'do-er' or 'be- er'. Unlike the verb's object and complement, the subject normally stands just before it and decides whether or not a present-tense verb takes a suffix s. In a question, the subject follows the verb.	The children will follow the nature trail. Usha's mother went out. Will the children follow? Whether it's going to rain is uncertain. A visit has [not: have] been arranged.
<b>Subjunctive</b>	The subjunctive form of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. Its inflection is complicated, because it does not always differ from non-subjunctive forms. It has a	I insist that he come to visit every week. (He doesn't actually come to visit, but I would like him to.)  (Compare: I insist that he comes to visit every week. [I am



## CHESSWOOD MIDDLE SCHOOL

### Grammar and punctuation glossary



	<p>distinguishable form in the following cases:</p> <ul style="list-style-type: none"> <li>the third person singular of any verb in the present tense does not have its usual –s ending</li> <li>the verb <i>be</i> in the present tense is always “be” (not “am”, “are” or “is”)</li> <li>the verb <i>be</i> in the past tense is always “were” (not “was”)</li> <li>the negatives of verbs in the present are formed differently</li> <li>some modal verbs have a different form.</li> </ul>	<p>insisting that it’s actually the case that he does visit, not simply that I would like him to.])</p> <p>The school requires that all pupils be honest. (It’s possible for pupils not to be honest, but the school would like them to be.)</p> <p>If she were the President, things would be much better. (But she isn’t the President.)</p> <p>Father demanded that we not go to the forest. I wish you would stop! (not “will stop”)</p>
<b>Subordinating connective</b>	<p>A connecting word introducing a subordinate clause in a sentence. It determines the relationship of meaning between the subordinate and main clause.</p>	<p>although, that, because, until, before, whereas</p>
<b>Subordination</b>	<p>The use of main and subordinate clauses within a sentence.</p> <p>Most words in a sentence are linked in the unequal relation of subordination (rather than the equality of coordination). For example, a modifier is subordinate to the word it modifies, and a verb’s subject, object and complement are all subordinate to the verb. In each case, the subordinate word makes the other word’s meaning more precise. See also subordinate clause.</p>	<p>Use of ‘unless’ or ‘if’.</p> <p>Unless you pack your case, you won’t be able to go on the holiday.</p> <p>You may have an accident if you do not take care when you cross the road.</p> <p>A big car swept past. (<i>big</i> is subordinate to <i>car</i>; <i>car</i> and <i>past</i> are subordinate to <i>swept</i>)</p>
<b>Subordinate clause</b>	<p>A subordinate clause is subordinate to some word outside itself: It may modify this word (e.g. as a relative clause or as an adverbial), or it may be used as a verb’s subject or object. How a subordinate clause fits into the larger sentence is normally marked grammatically, either by a special introductory word such as a conjunction, or by special non-finite forms of the verb.</p> <p>However:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some subordinate clauses have no marking.</li> <li><input type="checkbox"/> clauses that are directly quoted as ‘direct speech’ are not</li> </ul>	<p>The centre has extensive grounds in which a nature trail has been designed.</p> <p>He watched her as she disappeared in the fog at the bottom of the street.</p> <p>A visit has been arranged for the Year 6 class, leaving school at 9.30am.</p>





## CHESSWOOD MIDDLE SCHOOL

### Grammar and punctuation glossary



	subordinate clauses.	
<b>Suffix</b>	A suffix is an 'ending', something added at the end of one word to turn it into another word. (Contrast prefix.)	<i>Walk<b>ing</b></i> , <i>help<b>ful</b></i> , <i>comfort<b>able</b></i>
<b>Syntax</b>	A study of sentence structure: how words interrelate to form sentences and clauses. It is the understanding of how nouns, verbs etc work together.	
<b>Tense</b>	The choice between present and past. (English has no future tense.)	He likes it. He liked it.
<b>Verb</b>	E.g. <i>be, take, arrive, imagine</i> Verbs are sometimes called 'doing words' because they often name an action that someone does; but this can be confusing, because they also name events (where things simply happen) or states (where nothing changes). Moreover, actions can also be named by nouns. Instead, it is better to identify verbs by their ability to have a tense – either present or past (see also future tense).	He looked out of the window. A nature trail has been designed. Your child will be travelling by coach. Yusuf is tired. It rained all day. (Compare: The journey will take an hour. [noun] His tiredness was easy to understand. [noun])
<b>Word</b>	A word is a unit of grammar that can be selected and moved around relatively independently of other such units. In punctuation, words are normally separated by word spaces. But there are challenging complexities: □ When word-divisions are unclear we may be able to show this uncertainty by using hyphens. □ apostrophes for omitted letters show where two words are treated as one.	headteacher or head teacher (can be written with or without a space) primary-school teacher (normally written with a hyphen) English teacher (written with a space) I'm going out... ...at 9.30am. The time was 8.10pm.
<b>Word family</b>	The words in a word family are normally related to each other by a combination of form, grammar and meaning.	teacher – teach extensive – extend – extent