## Relative Clauses

*A relative clause is a group of words used to give additional information about a noun. They are introduced using a relative pronoun: that, which, who, whose, where and when.*

The horse, **which Mary was riding**, is very gentle.

That's the woman **who bought my house.**

I live in Birmingham, **which has brilliant shopping.**

## Fronted Adverbials

| Time | Location | Feelings/Manner |
|---|---|---|
| Today, | Over the mountain, | Anxiously, |
| Yesterday, | In the distance, | In a flash, |
| On Monday, | On the shore, | Suddenly, |
| Later, | In the house, | Nervously, |
| Recently, | Down the stairs, | Curiously, |
| In June, | Outside, | Joyfully, |
| After dusk, | Around the corner, | Frantically, |
| Before sunrise, | On the boat, | As fast as she could, |

## Commas to clarify meaning

**Commas are used to separate parts of a sentence when it is important. Without them this sentence could be misleading.**

Let's eat kids!

*Suggests we are going to eat children.*

Let's eat, kids!.

*Suggests we are going to eat something with the children.*

## Parenthesis— shall I use brackets, dashes or commas?

Parenthesis adds extra information to a sentence. Dashes and commas can be used for a slightly different emphasis.

Dashes and commas highlight what is written between them.

Erin  - brave and fearless-  stood her ground in front of the monster.

Erin, brave and fearless, stood her ground in front of the monster.

Brackets are often used to downplay the information (make it seem less important).

We have evidence (obtained from a number of sources) that dinosaurs roamed the earth thousands of years ago.

If the information included via parenthesis was removed, the sentence would still make sense.

## Modal Verbs

Modal verbs provide clarity of instruction allowing us to understand the level of *possibility*.

Look at how these statements differ:

- I **will** go swimming tomorrow.
- I **might** go swimming tomorrow.
- I **could** go swimming tomorrow.

will would should could
may can shall must might

## Transitional phrases—useful for building cohesion across paragraphs

| | | |
|---|---|---|
| First | Initially | In conclusion |
| Second | Soon | In closing |
| In addition | Previously | In summary |
| After | Meanwhile | Consequently |
| Next | During | Therefore |
| Finally | Ultimately | In the end |
| Later | | |

## PUNCTUATION MARKS

| Apostrophes | show **missing letters** (omission) and **possession** | , |
|---|---|---|
| Brackets | **separate extra information** in a sentence | () |
| Commas | used in **lists**, to **join clauses**, to separate **extra information** and after **fronted adverbials** | , |
| Dashes | **separate extra information** in a sentence | — |
| Inverted Commas | show **direct speech** | " " |

## VERB FORMS

| Simple <u>Past</u> | I <u>ate</u>, You <u>ate</u> |
|---|---|
| Simple <u>Present</u> | I <u>eat</u>, You <u>eat</u> |
| <u>Past</u> Perfect | I **had** eaten, You **had** eaten |
| <u>Present</u> Perfect | I **have** eaten, You **have** eaten |

| Adjective | A word that adds more detail about a noun. E.g. The **scary** cat. |
|---|---|
| Adverb | A word that describes a **verb**, an **adjective** or other **adverbs**. |
| Adverbial | A group of words that behave like an **adverb**. |
| Ambiguity | A sentence contains ambiguity if it could be open to more than one meaning. |
| Cohesion | 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. |
| Conjunction | A word or phrase that **joins** two parts of a sentence. **Co-ordinating Conjunctions** – joins two independent (main) clauses. Remember…<u>FANBOYS</u> **For, And, Nor, But, Or, Yet, So** <br><br> **Subordinate Conjunctions** – joins a subordinate clause and a main clause. Remember…<u>WABBITS</u> **While, After, Because, Before, If, Though, Since** |
| Direct Speech | The **actual words** the speaker says. |
| Main Clause | Also known as an independent clause. A clause that **makes sense** on its own. E.g. <u>We play outside</u> when it is not raining. |
| Paragraph | Connected sentences about one idea or theme. |
| Preposition | A word or group of words used before a noun to show the location, direction, time or place of that noun. **E.g. above, beneath, before, after, next to, on top of** |
| Pronoun | A word used to **replace** a **noun**. E.g. **It, we, you, he, she, they.** |
| Relative Pronoun | Pronouns that introduce a **relative clause** into a sentence. E.g. **that, which, who, where, when and whose** |
| Reported Speech | A **description** of someone's speech. Sentences that explain what someone has said. |
| Subordinate Clause | A clause that **doesn't make sense** on its own. E.g. We play outside <u>when it is not raining</u>. |
| Verb | A word used to describe an action. E.g. I **ran** to the shop. |