

GPS Revision

Click i button
for each topic.

Sentence
Types



Direct
Speech



Semicolons
and colons



Tenses



Clauses



Brackets,
Dashes and
Hyphens



Subjunctive



Active and
Passive



Word Classes



Apostrophes



Expanded
Noun Phrases





Sentence Types

What actions could we do for each sentence?

Sentence Types

Statement

Is a fact or opinion. Usually ends with a full stop.

The sky is blue.

Command

Uses an imperative verb. Can end with a full stop or an exclamation mark.

Stir the sauce.

Question

Ends in a question mark. Will often start with a question word. *What is the time?*

Exclamation

Always starts with HOW or WHAT, ends with an exclamation mark, and *boots* the verb to the end. *What fun this is! How kind you are!*

Sentence Types

	Command	Statement
You must do your homework.		X
First, stir the ingredients.	X	
Sit down quietly.	X	
It is important that you sit down.		X
Later, go home with Bob.	X	

Look for the imperative verbs!
They don't have a subject, they just boss you about!

Sentence Types

	Exclamation	Question
How wonderful this is!	X	
What a day!	X	
How are you?		X
How difficult was that test?		X
How difficult that test was!		

Exclamations start with how or what and **boot the verb to the end.**
If you are asking something, you will need a **question mark.**



Tenses

Tenses

Rap

Allow us all to blow your senses
With Simple, Perfect and Progressive tenses

There's JUST ONE WORD in the simple present
He **plays**, he **runs**, he **speaks** (how pleasant)
Present perfect uses have or has
He **has run**, he **has spoken**, he **has played** some jazz
Present progressive is 'is' then i-n-g
He **is running**, he **is speaking** he **is playing** happily

Simple past is JUST ONE WORD
He **played**, he **ran**, he **spoke**, he **heard**
Past perfect means it happened before
Uses had: he **had run**, he **had spoken** and more
Past progressive (i-n-g) says the action keeps going
Uses was: he **was running**, he **was playing**, he **was knowing**

So now you all can be impressive,
With simple, perfect and progressive!

Progressive

I say progressive, you say progressing

Progressive (progressing)

Look for the i-n-g!

Perfect

Harry Styles has perfect hair!

Ha ha ha!

Has have had!

Miss Thomas is happy today. She skips around the classroom. She plays the ukulele and speaks in a bright, upbeat voice.

This is written in simple present. There is only **one** verb.

We are going to learn about three types of tense: simple, perfect and progressive.

ONE VERB

Simple

TWO VERBS

Perfect

Progressive

Step 1:
Present or past?

Look at the first verb!

Step 2: ONE VERB
Simple

TWO VERBS
Perfect
Progressive

I played football.
simple past

I have played football.
perfect present

always look at the first verb – the auxiliary verb

Step 1:
Present or past?

Look at the first verb!

Step 2: ONE VERB
Simple

TWO VERBS
Perfect
Progressive

I play football.

simple present

I am playing football.

present progressive

always look at the first verb – the auxiliary verb

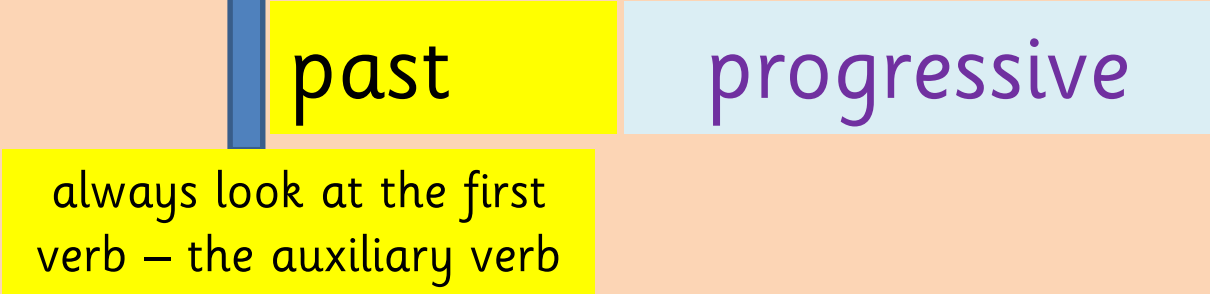
Step 1:
Present or past?

Look at the first verb!

Step 2: ONE VERB
Simple

TWO VERBS
Perfect
Progressive

I was playing football.



I had played football.





The Subjunctive

The Subjunctive

The subjunctive is not a tense, but a 'mood'.
In English we only have a few rare occasions
when we need to use it:

1. When we're talking about something hypothetical
(including a wish):

- **If** I were a boy
- **I wish** I were a rock star
- **If** she were to work harder, she would succeed.

TIP: Look out for the words if or wish – then you know you need to use the subjunctive!

The Subjunctive

TIP: You might recognise these verbs as **imperatives** (bossy verbs!)

2. The 'bossy' or mandatory subjunctive:

- **We require that** he return the money.
- **The Prime Minister expects that** each teacher work hard.
- **It is required that** each child sit a SATs paper.
- **I demand that** the cat be returned to its owner.
- **I suggest that** he study.

This is often for formal occasions.

Write two bossy subjunctive sentences!
Underline your verb.

The Subjunctive

3. The formulaic subjunctive (for set phrases):

- Long live the Queen!
- God save the Queen!
- Heaven help us.
- Heaven forbid.
- Be that as it may.
- God bless you.

It conveys the meaning of 'let' or 'may'.



Word Classes

Nouns

Bob, table, Australia, hunger, January, happiness...

A noun is a naming word for a person, place, thing or idea.

(A noun is a thing, noun noun noun)

Proper nouns are names, places or dates:

February, Brazil, Bob, Monday, Queen Elizabeth,
Christianity, Islam...

Common nouns are real things (even if you can't see them):
table, mud, buttons, mountain, hat, teacher, sky, monkeys...

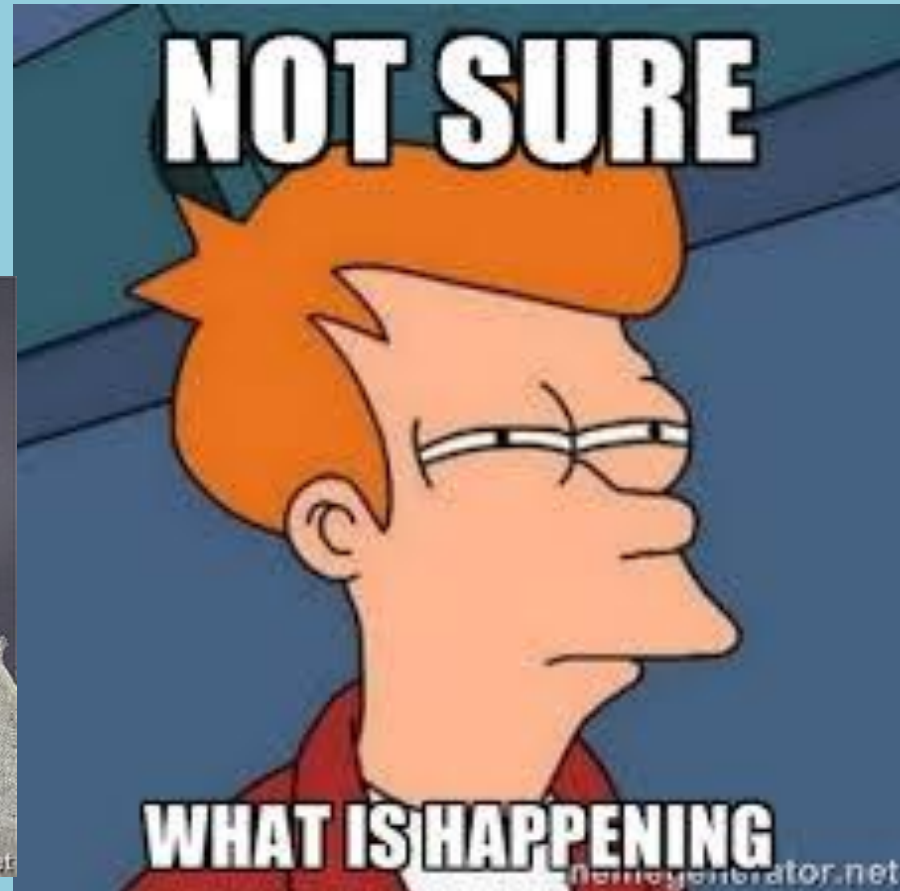
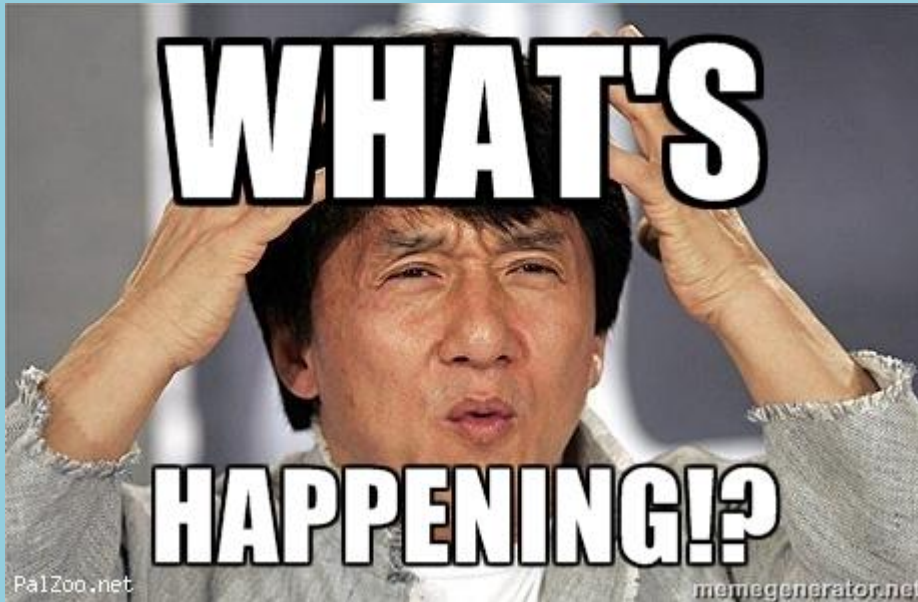
Abstract nouns are ideas or concepts:
education, friendship, happiness, beauty, curiosity...

Collective nouns are for groups:
flock, herd, pack, team, swarm, crowd...

Verbs

Verbs tell us what's happening.

They are doing or being words.



Helping verbs before a main verb are called auxiliary verbs.

Modal auxiliary verbs (**will, can, could, would, should**)
tell us how **possible** the verb is.

I will play chess later.

“To have” or “to be” verbs can make the perfect or
progressive tenses.

**Bob is building a rocket;
Betty had built one earlier.**

Modal Verbs

Modal verbs are auxiliary (helping) verbs that tell us how likely the main verb is to happen.

I will work hard

I might read

I should sleep

Remember,
Oh, you lucky
duck spelling

O – U – L – D

Could

Would

Should

Modal March

Can and could and will and would

Must may might and shall and should

Modal verbs can help you see

Degrees of possibility

Adjectives

Gargantuan, imposing, quiet, red, interesting...

An adjective describes a noun.

(An adjective adds to a noun)

Adverbs

HOW: Slowly, hesitantly, confidently, well,

WHEN: Soon, Later, Next

An adverbial adds to a **verb**, telling you how, when or where the verb happens.

An adverb means one word.

A fronted adverbial is at the start of a sentence.

Prepositions

Prepositions tell you how nouns are related to each other.

They might tell you where things are or when things happen.

Prepositions position nouns in time and place.

Preposition Hokey Cokey

Your preposition's **in**

Your preposition's **out**

after before on under, behind, inside and out

They tell us **when and where things are**

Position things

and that's what it's all about!

Conjunctions

Conjunctions are words or phrases which link words or clauses together.

Coordinating: Yet, And, But, Or, So (YABOS) connect independent (main) clauses. We do not start sentences with them.

Subordinating: (I SAW A WABUB) If, since, as, when, although, whilst, after, before, unless/until, because (connect subordinate clauses that do not make sense by themselves).

Prepositions position things/nouns

	Preposition	Subordinating Conjunction
<u>Before</u> lunch, I wash my hands.	X	
<u>Before</u> I eat, I wash my hands.		X
<u>After</u> three o'clock, I read a story.	X	
<u>After</u> I read, I go home.		X
I read <u>until</u> home time.	X	

Look for the nouns and verbs!

Prepositions position things so there won't be a verb
Subordinating conjunctions create clauses so there will be a verb

Pronouns

A pronoun replaces a noun to stop you repeating the noun over and over again.

Bob said Bob would bring the doughnuts but Bob forgot the doughnuts. Bob was unhappy about the situation.

Bob said he would bring the doughnuts but he forgot them. He was unhappy about it.

Pronouns

Relative pronouns still replace a noun but introduce a relative clause

I have a book which is my favourite
'which' replaces 'book'

Miss Thomas, who was walking carefully,
grinned.

'who' replaces 'Miss Thomas'

Determiners

Determiners are words which **introduce** a noun.

They tell us which noun we're talking about.

Which **book**?

the book/this book/that book/his book/its book/your
book/one book/no book

Types of determiners

1. Articles
2. Demonstratives
3. Possessives
4. Quantifiers

1. Articles

- There are two kinds of articles: the definite article (the) and the indefinite article (a or an)
- Nouns can be found with or without articles.

Dogs need to be walked every day. (no determiner)

The dogs need to be walked every day.

A dog needs to be walked every day.

2. Demonstratives

- There are four demonstratives: this, that, these and those.
- For these words to act as determiners, they must be **in front of a noun**.
- If the word is **in front of a verb**, it's a pronoun.

That porridge was delicious. (That is a determiner)

That was delicious. (That is a pronoun)

Those people were so rude! (Those is a determiner)

Those were awful. (Those is a pronoun)

3. Possessive determiners

- My, your, his, her, its, our and their, **before a noun**, will be possessive determiners.
- Mine, yours, his, hers, its, ours and theirs, **on their own**, are possessive pronouns not determiners.

My writing is neater than yours.

The dog ate its food quickly.

His class are so lazy.

Her singing was more tuneful than his.

Their team beat ours.

It's not their fault her coat got lost.

4. Quantifier determiners – how many or how much of something.

- Numbers or amounts before a noun are quantifier determiners.

I ate six biscuits.

The flat's on the sixth floor.

I saw two-thousand ants.

There were no apples left.

There were several pears.



Expanded Noun Phrases

rain

Noun

The rain


Noun Phrase
Determiner + Noun

The angry rain

Expanded Noun Phrase
Determiner + Adjective + Noun

Adjectives

Choose a noun, add a determiner and add two adjectives to describe it.

The relentless, angry rain  Is this a sentence? (no)

Expanded noun phrase – a phrase with a noun and at least one adjective.

An easy way to write a **strong** noun phrase is do the noun phrase march:

(determiner adjective adjective noun prepositional phrase)

an adjective adjective noun with adjective adjective noun

an ominous abandoned building with decaying Victorian bricks

a bespectacled elderly man with an old-fashioned battered suitcase

an idyllic German village with an imposing, mysterious clocktower



Direct Speech

It is UK Parliament Week

we have a workshop later

Fantastic!

“it is UK Parliament Week”. Announced Miss Thomas brightly, “we have a workshop later” “fantastic” Said the class.

“**I**t is UK Parliament Week,” **a**nnounced Miss Thomas brightly, “**W**e have a workshop later.”

“**F**antastic!” **s**aid the class.

Direct Speech Checklist

1. *Inverted commas around the speech.*
2. *Capital letter at the start of speech.*
3. *Punctuation (, ! or ?) before the 99”*
4. *Reporting clause (replied his child excitedly)*
5. **66 and 99, New Speaker, New Line!**



Clauses

Clauses have verbs.

Phrases do not.

Phrase or Clause?

1. The doctor's practice was a long way from her house. phrase (adverbial)
2. Slowly, the enormous turnip grew and grew. clause Verb = grew
3. For months and months the students studied hard. phrase (adverbial)
4. The sheep were led to the field. clause Verbs = were led
5. There is a gigantic spider under that chair! clause Verb = is
6. Under the sea live all kinds of animals. clause Verb = live
7. Over the weekend I went shopping. phrase (adverbial)
8. I always have a biscuit and cup of tea at five o'clock. phrase (adverbial)
9. Next year, we're going on an adventure. clause Verb = are ('re) going

Find the
verbs!

Main Clauses

The rain **hammered** **the pavement** .

subject verb object

The sun **shone** **brightly** .

subject verb

They are independent clauses
which make sense on their own.





I can join my two **main/independent clauses** together with a **coordinating conjunction**.
If I took away my coordinating conjunction, these main clauses would still make sense on their own.

Two verbs, two clauses.

Co-ordinating Conjunctions

YABOS

Combine **main clauses**.
You can use a semicolon instead.

yet

I like apples **and** I like pears.

and

I like apples; I like pears.

but

I like apples **but** the green ones are best.

or

I like apples; the green ones are best.

so

Subordinate clauses

As the busy traffic surged through the city,

whilst the sea lapped the sides of my boat.

Do they make sense on their own? (No)

What do they start with? (A subordinating conjunction)

Subordinating Conjunctions

I

SAW

A

WABUB



Subordinating Conjunctions

I

SAW

A

WABUB

If

Since, As, Whilst

Although

When, After, Before,
Unless/Until, Because

(There are many more)

As the busy traffic surged through the city,

the rain hammered the pavement .

The sun shone brightly

whilst the sea lapped the sides of my boat .

A subordinate clause adds to a main clause.

What are these?

The bag was on the boy's back .

Miss Thomas used Microsoft Teams .

Main Clauses

How do you know?

They make sense by themselves and they contain a verb.

What are these?

which was soaked from the rain

who taught Maple class

relative clauses



Do they make sense on their own?

(no, so they are **subordinate** clauses)

What do they start with?

(a **relative pronoun** – **who, which**)

Relative clauses
can be separated using commas.

The bag , which was soaked from the rain ,

was on the boy's back .

Miss Thomas , who taught Maple class ,

used Microsoft Teams .

Relative clauses
can be **embedded**

Miss Thomas , who taught Maple class ,
used Microsoft Teams .

or **after** a main clause.

Miss Thomas used Microsoft Teams ,
which was a challenge .

Clauses



main clause

the rain hammered the pavement



subordinate clause

as the sun rose



relative clause

which was in Gotham



Active and Passive



Vs.

What are these?

The bag was on the boy's back .

Main clauses

Miss Thomas used Microsoft Teams .

How do you know?

They make sense on their own

The subject does the verb!

The teacher **helped** **the children** .

Subject

Verb

Object

The zombies **chased** **the children** .

Subject

Verb

Object

The object is affected by the verb.

Active sentences focus on **who**:

Active:

Miss Thomas cooked the meal.

Miss Thomas is doing the cooking!
It's active.

Passive sentences focus on **what**:

We swap it round.

Passive:

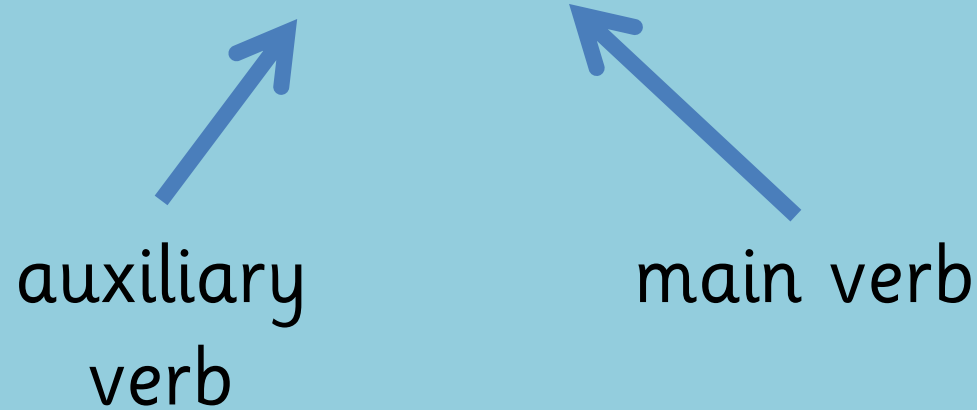
The meal was cooked by Miss Thomas.

The meal isn't doing any of the cooking!
It's passive.

Passive sentences use an auxiliary (helping verb) before the main verb.

The meal was cooked by Miss Thomas.

auxiliary
verb



main verb

Bob liked **Betty** . Active

Betty was liked by **Bob** . Passive

The bluchers surrounded **the building** . Active

The building was surrounded by **the bluchers** .
Passive

Bob passed **the shops** . Active

The shops were passed by **Bob** . Passive

The Zombie Check

Sometimes you can test if a verb is passive by adding “by zombies” after the verb.

The boy was stopped [by zombies].

This makes sense, so this is a passive sentence.

The boy stopped [by zombies].

This does not make sense, so this an active sentence.



Inspired
by Zombies



Apostrophes

Apostrophes **GOLDEN RULE:**

Apostrophes only have TWO jobs:

1. to show **omission**
2. to show **possession**

Apostrophes never make plural!

Job 1: Omission

When an apostrophe replaces missing letters.

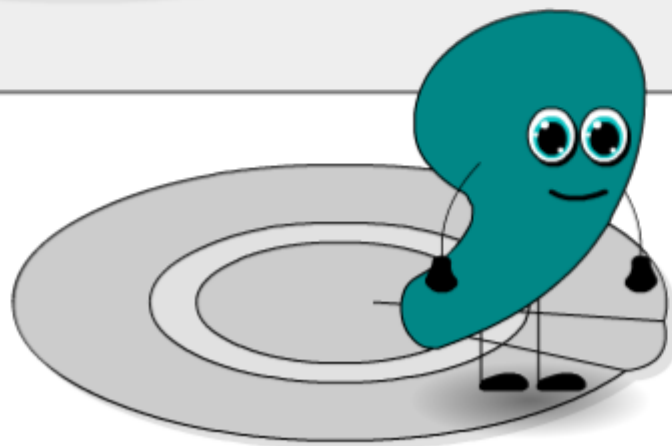
These are most common in contractions:

I + am → I'm (replaces the a)

Contractions are informal.



Do not go outside



← back

next →



Don't go outside

← back

next →

Contractions

Remember: do not join where an apostrophe takes the place of a letter: don't

aren't

can't

couldn't

didn't

doesn't

don't

she'll

hasn't

he'll

he's

I'd

I'm

It's

I've

mightn't

mustn't

she's

that's

there's

they'll

they're

we'd

we've

weren't

what's

where's

we'll

who's

who've

wouldn't

you'd

you're

you've

Job 2: Possession

When an apostrophe shows ownership.

E.g. Ben's car

The apostrophe s shows Ben owns the car.

The boy's work

Whose work is it? The boy's.

Remember,
our rule is
“word first, then
apostrophe”



Top Tip: Write the **word first**, then think about if you need an apostrophe.



The **cat**

toy

“word first, then apostrophe”

The **cat**'s toy

Look at the **word first** (cat – only one of them!)
's to show possession

“word first, then
apostrophe”



The cats



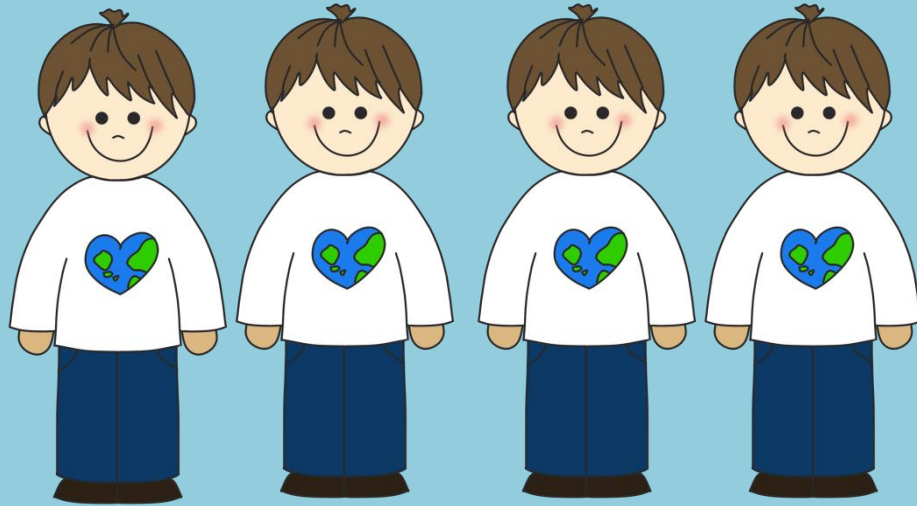
toy

“word first, then
apostrophe”

The **cats**' toy

Look at the **word first** (cats– more than one of them!)
' to show possession

“word first, then
apostrophe”



The children



toy

“word first,
then
apostrophe”

The **children**'s toy

Look at the **word first** (children)
's to show possession

“word first, then
apostrophe”

Apostrophes only have **two jobs**:

1. Omission

have + not → haven't

“I'm off t'shops!”

Letters are missing
(taking the place of t[o the] shops)

“Yer a wizard, ‘arry,” said
Hagrid.

Letters are missing
(taking the place of [H] in Harry)

Is this showing omission (missing out letters)?
Is this showing possession (ownership)?

I put **tomatoe's** in my salad.

I bought some **DVD's**.

I will try hard in my **SAT's**.

NO so there should NOT be an apostrophe.

Tomatoes

DVDs

SATs

Apostrophes NEVER
make plural!

it's and its

contraction determiner

A diagram illustrating the difference between 'it's' and 'its'. The words 'it's' and 'its' are written in black. Below 'it's' is the word 'contraction' in red, with a red arrow pointing from 'contraction' to 'it's'. Below 'its' is the word 'determiner' in red, with a red arrow pointing from 'determiner' to 'its'.

We only use an apostrophe for
it is or it has (contraction).

I watch television because it's great (it is)

The dog chased its tail (possessive
determiner)

you're and your
contraction determiner

We only use an apostrophe for
you are (contraction).

Every day you're working hard (you are)
Every day you do your work (possessive
determiner)

who's and whose
contraction determiner

We only use an apostrophe for who is or who has (contraction).

I see Bob who's a teacher. (who is)

Bob whose class it is (determiner)

Whose book is this? (determiner)

Word first, then
apostrophe

Task

Use apostrophes to correctly show possession.



Word first, then
apostrophe

Task

Use apostrophes to correctly show possession.



The **boy's**
ball

It belongs
to the boy



The **girl's**
computer

It belongs
to the girl



The
boys'
ball

It belongs to
the boys



The
girls'
computer

It belongs to
the girls



Semicolons and Colons

Semicolons (between two main clauses)

Semicolons can be used instead of full stops.

They separate parts of a sentence that could make sense by themselves but are linked together.

I like pizza. The tomato sauce is delicious.

I like pizza; the tomato sauce is delicious.

These are two independent (main) clauses that are relevant to each other.

Think of your semicolon like a knife; you are chopping your sentence in half.

Semicolons

If items in a list are long items, we might also use a semicolon instead of a comma to avoid confusion.

Our school is known for the quality of the teaching, especially in English; the healthy and appealing food; the intelligence and helpfulness of the students; and its beautiful field.

Colons (after a main clause)

They are the “ta daaah!” of punctuation.

They are just about to show you something!

Colons can be used to introduce lists.

These are the things I bought: apples, pears and bananas.

Colons should only be used if the clause before it makes sense on its own.

E.g. You will need apples , pears and bananas.

This is one **main, independent** clause so don't interrupt it with a colon.

I like some fruit: apples, pears and bananas.

‘I like some fruit’ is a **main/independent** clause which makes sense on its own.

Colons (after a main clause)

A colon can also be used to introduce an explanation, definition or quote.

I'll tell you what I'm going to do: I'm going to quit.

Elephant: a large grey mammal.

In Scene 5, Romeo confesses his love: "Juliet I love you."

Remember, they are the "ta daaah!" of punctuation. They are just about to show you something!

Colons (after a main clause)

The first clause must make sense on its own and the second clause must add information about the first clause.

I'll tell you what I'm going to do: I'm going to quit.

Michael had a problem: he did not know how to sit on the chair.

Colons vs. Semicolons

How does the punctuation change the meaning?

The mouse was playing; the cat was asleep.

The semicolon means they are **separate statements**.

The mouse was playing and the cat was asleep.

The mouse was playing: the cat was asleep.

The colon means that they are connected.

The mouse was playing because the cat was asleep.

Colons vs. Semicolons

How does the punctuation here change the meaning?

I was irritated; I dropped my dinner.

I was irritated: I dropped my dinner.
because

The dog was on the sofa; its owners were out.

The dog was on the sofa: its owners were out.
because

The dog was happy; it found a bone.

The dog was happy: it found a bone.
because



Brackets, Dashes and Hyphens

Brackets

Brackets separate **extra information** in a sentence.

If you were to take the brackets away, the sentence would make sense.

They're always used in **pairs**.

Marco **(a farmer)** had lost all of his sheep except one.

The farmer cried all the way home **(he'd lost his sheep)**.

The sheep had escaped from the field **(there was a gap in the fence)**.

This full stop refers to the sentence not the information inside the bracket, so goes outside of the bracket.

Write the sentence which uses brackets correctly:

(Graham my uncle) loves smoked salmon.

Graham my uncle (loves smoked) salmon.

Graham (my uncle loves) smoked salmon.

Graham (my uncle) loves smoked salmon.

Extra information you can take out is called **parenthesis**.

Dashes

Dashes can do the same job as brackets (parenthesis):

The dogs – Tess and Bob – loved playing fetch.

The dogs (Tess and Bob) loved playing fetch.

It can also separate two main clauses with a long pause:

Bob looked over the bridge – there was a huge drop.

Dashes

Dashes can also show interruption:

"The girl is my-"

"Sister," interrupted Miles. "She looks just like you."

Dashes

Dashes are not the same as hyphens.

Hyphens are little (forty-six, re-read, up-to-date, co-operate) and stick words together.

Dashes are longer (I needed to join my handwriting – all Year Sixes were practising!) and separate words and clauses.

Hyphens

Remember: Little hyphen, BIG DASH

Hyphens make compound words.

twenty-four brightly-coloured partially-hidden brightly-lit pitch-black cherry-red emerald-coloured plant-eating	ten-minute hair-raising mind-blowing highly-recommended full-scale densely-packed world-famous	world-renowned record-breaking adrenaline-pumping high-energy all-inclusive long-suppressed
---	--	--

Parenthesis

When we use dashes, brackets or commas to separate something that we have inserted/put in a sentence.

If we took it out, the sentence would still make sense.

- When we get there - if we get there - I'll have something to say to him about his confounded map.
- When we get there (if we get there) I'll have something to say to him about his confounded map.
- When we get there, if we get there, I'll have something to say to him about his confounded map.

33

Insert a pair of **brackets** in the correct place in the sentence below.

Lisa who had been playing the piano since she was nine had achieved Grade 7.

29

Tick one box to show where a **dash** should go in the sentence below.

African elephants are the largest animals in the world they can weigh up

to 10 tonnes.

28

Which sentence is punctuated correctly?

Tick **one**.

The wind was blowing howling, actually, so we headed – for home.

The wind was blowing – howling, actually – so we headed for home.

The wind was blowing, howling – actually – so we headed for home.

The wind was blowing howling actually – so we headed for home.

36

Which sentence uses the **hyphen** correctly?

Tick **one**.

There are thirty seven year-olds in Class 2.

There are thirty seven-year-olds in Class 2.

There are thirty-seven year olds in Class 2.

There are thirty-seven-year-olds in Class 2.

Just for fun: Punctuation Power

Dear John:

I want a man who knows what love
is all about.

You are generous, kind, thoughtful.

People who are not like you admit to
being useless and inferior.

You have ruined me for other men.

I yearn for you.

I have no feelings whatsoever when
we're apart.

I can be forever happy.

Will you let me be yours?

Gloria

Dear John:

I want a man who knows what love
is.

All about you are generous, kind,
thoughtful people, who are not
like you.

Admit to being useless and inferior.

You have ruined me.

For other men, I yearn.

For you, I have no feelings
whatsoever.

When we're apart, I can be forever
happy.

Will you let me be?

Yours,

Gloria