**Grammar Tips**

Grammar is a set of rules about the correct use of words in sentences. These are the **parts of speech** or classes of words used in sentences.

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| **Nouns** | are the names of people, places, things or feelings. **Common nouns** are the names for **general** people, places, things or feelings eg *boy, house, car, anger*. They make sense when the words “a”, “an” or “the” are placed in front of them.  **Proper nouns** are the names of **specific** people, places or things and are always written with a capital letter e.g. *Taylor, Benjamin Way, Belconnen.* |
| **Pronouns** | take the place of nouns e.g. I gave Jessica the apple and *she* ate *it*. |
| **Adjectives** | add extra meaning to nouns.  **Descriptive adjectives**  My house is *white*. The *white* house is mine. **Demonstrative adjectives** point out particular nouns. *That* house is mine. **Numerative adjectives** indicate how much or how many. Jordan has *two* sisters. There were a *few* drops of rain. |
| **Verbs** | are “being”, “having” or “doing” words e.g. I *am* human and I *have* feelings, so please *run* away. Note that the verb can change based on the tense (refer to tense). |
| **Adverbs** | add extra meaning to verbs e.g. He ate *slowly.* I will eat *much later.* |
| **Prepositions** | show position (*below, up, over, under, into, down*) e.g. Justin went *up* the hill. |
| **Conjunctions** | are joining or connecting words. **Coordinating conjunctions** (*and, but, or*) connect words or phrases that are of similar importance e.g. The dog ate the bone *and* some meat. **Subordinating conjunctions** (*because, if, though, that, when, where, while*) start clauses that are dependent on the rest of the sentence for their meaning and do not make sense on their own e.g. Jade auditioned for the school play *because* she loves acting. |
| **Interjections** | are exclamations e.g. *Ouch! Hey! Stop!* |
| **Articles** | are really adjectives, but deserve a separate explanation because we use them all the time. ***The*** is the **definite** article e.g. *The* dog ate my lunch. ***A/an*** is the **indefinite** article e.g. *A* dog ate my lunch. |
| **Tense** | Refer to the capacity of verbs to express time. We often work with 3 forms of tense – past, present and future Past – I jumped, I did jump, I was jumping Present – I jump, I do jump, I am jumping  Future – I will jump, I will be jumping |
| **Subject-Verb Agreement** | The verb form can change depending on whether the subject is singular or plural. e.g. The **car park** (*singular subject*) **was** (*verb*) full. The **car parks** (*plural subject*) **were** (*verb*) full.  In these sentences each of the verbs agrees with its subject. The correct verb form has been used. The verb must always agree with its subject. Single subject = single, verb, plural subject = plural verb. |

**Punctuation Tips**

Punctuation refers to the marks used to separate words so that a writer’s meaning is clear.

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| **Capital letters** | Capital letters are used:  **to start a sentence to begin speech** Kim said, “Are we there yet?” **for the first letter of proper nouns** James lives in Baldwin Drive, Kaleen. **to indicate the word “I’ for titles** of books, movies, songs, magazines etc. *Tomorrow When the War Began* |
| **Full stops** | Full stops are used:  **at the end of a sentence when numbers are used to show the time** *The lesson starts at 9.00am.* to end **abbreviations** (shortened versions of words that don’t end with the same letter as the original word) *ed. (editor)* \* Abbreviations like *Mr* and *St* (*Saint*) don’t need full stops because they end with the same letter as the original word. |
| **Commas** | **separate items in a list instead of using “and”**  *I ate bread, lettuce, tomato, cheese and carrot.*  **separate figures**  *The winner received $5,000,000.*  **separate names from the rest of the sentence**  *Jake, I’d like you to meet my sister, Emily.*  **tag direct speech**  *Sarah said, “This is my house.”*  **avoid confusion**  *Have you eaten, Jessica?*  **are used before some conjunctions**  *I would like to go for a walk, but it is raining.*  **separate words that give additional information**  *Sir Donald Bradman, the famous cricketer, was Australian.* |
| **Apostrophes** | **show that letters have been left out**  *don’t (do not) 6 o’clock (6 of the clock) must’ve (must have) G’day*  (good day) it’s (it is)  **indicate possession or ownership**  *Lisa’s pen* |
| **Question marks** | **are used at the end of a sentence that asks a question.**  *What time is it?* |
| **Exclamation marks** | **indicate intense emotion**  *Ouch! Shh! Help!* |
| **Colons** | **introduce lists, series or quotations**  *Luke plays the following sports: tennis, cricket, basketball and volleyball.* |

**LANGUAGE DEVICES**

**Rhetorical devices**

These are used to position and affect the reader.  
Rhetorical questions: the type of question where no answer is expected and is a good device to be used in persuasive text.

• E.g. *“Will any good come of this?”*

**Emotive language:** Emotive language in writing is used to convey emotions that can be felt as one reads. It is used to create emotional impact on the reader.

• E.g. *He was given a heartfelt good bye.***Hyperbole:** Using exaggeration to have an effect on the reader.

• E.g. *The whole word is being affected by the severe effects of climate change.* **Superlatives:** Are adjectives that express a very high degree of quality.

• E.g. *The best option is to introduce a carbon tax.*

**Alliteration:** the use of the same letter or sound at the beginning of words in a sentence, to give a poetic effect. (It is commonly used in poetry).

• E.g. ***C****areless* ***c****ars* ***c****utting* ***c****orners* ***c****reates* ***c****rashes.*

**Metaphors:** a word or phrase that means one thing and is used for referring to another thing in order to emphasize their similar qualities.

• E.g. *Don't be such an* ***airhead !!***• *A mind is made up of thoughts, which have weight. Heavy thoughts are solid and*

*deep, light thoughts are vacuous and lofty.*

**Simile:** a phrase that describes something by comparing it to something else using the word ‘like’ or ‘as’.

• E.g. *‘*He eats ***like*** a pig*’.*

**Personification:** figure of speech where human attributes are given to animals or inanimate objects.

• Eg *The pencil flew out of my hand.*

**Onomatopoeia:** formation of a name or word by imitating sound associated with that word, derived from the Greek ‘onoma’ meaning name. Names of birds such as the Peewee and Mopoke are believed to have originated in onomatopoeia, used by cartoonists

• E.g. *bloop, crash, buzz, ping*.

**MODALITY**

This is the way writers express their attitude towards the topic and reveal/show how definite they are. The writer takes a stance which can range from complete agreement to definite disagreement.  
It also shows the writer’s belief in the likelihood of an event occurring.  
This is particularly helpful when writing a persuasive text.

E.g. Strong modality- Drivers must not drink and drive. Tentative modality- “it might rain tomorrow,” stated mum.

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| **Tentative** | **Moderate** | **Strong** |
| • May • Could • Possibly • Perhaps • Might • Conceivable • Sometimes • Occasionally • Seldomly • Maybe • Minority | * Would/wouldn’t * Should/shouldn’t * Probably * Often * Ought to(think about...) * Frequently * Tends to * Usually * Likely * Regularly * Generally * Majority | * Must/mustn’t * Ought to (do this   now...)   * Have to * Certainly * Necessary * Definitely * Undoubtedly * Always * Never * Clearly * Cannot * Simply impossible |
| Conceivably ... It is possible that... It may be the case That... Occasionally... | It appears probable... It is usually the case that... In the majority of cases... The results suggest that it is likely that... | It is certain that... It seems clear that... X is definitely... It is simply impossible for that... |