

## SPAG GLOSSARY OF TERMS

GRAMMAR TERM	DEFINITION	EXAMPLE
Abstract Noun	Describes an idea, quality, state or belief. You cannot hear, see, smell, touch or taste them.	love, hate, fear, shock, jealousy, justice, weather
Active Voice	The Subject performs the action/verb	1. The chicken crossed the road. 2. The boy kicked the ball. 3. The granny ate the apple.
Adjective phrase	1. Built around an adjective. 2. A group of words (without a verb) that describes a noun or pronoun.	<ul style="list-style-type: none"> <li>• He has led a <b>very interesting</b> life.</li> <li>• He is <b>really keen</b> on football.</li> <li>• Tom is <b>from Whitstable</b>. (Noun)</li> <li>• He is <b>from Whitstable</b>. (Pronoun)</li> </ul>
Adjectives	Adjectives are describing words; they pick out certain characteristics such as size or colour.	They can be used to modify a noun or complement a verb. An adjective has three forms: <ol style="list-style-type: none"> <li>1. Adjective</li> <li>2. Comparative (-er or more)</li> <li>3. Superlative (-est or most).</li> </ol> e.g. big, bigger, biggest stupid, more stupid, most stupid
Adverbial Clause	Clauses can function as adverbs	He reads <b>after his family has gone to bed</b> . (Answers question - <b>WHEN</b> does he read?)  Tommy scrubbed the bathroom tiles <b>until his arms ached</b> . (Answers question - <b>HOW</b> did he

		scrub?)
Adverbial phrase	<p>1. Built around an adverb.</p> <p>2. Answers the questions WHY, WHEN, HOW, HOW OFTEN, WHERE about a verb.</p>	<ul style="list-style-type: none"> <li>• He walked <b>very slowly</b>. (HOW?)</li> <li>• The carpenter hit the nail <b>with a hammer</b>. (HOW?)</li> <li>• The woman who lives <b>next door</b> is a doctor. (WHERE?)</li> <li>• We must finish our project <b>before the holidays</b>. (WHEN?)</li> <li>• Jodie buys 2 CDs <b>every month</b>. (HOW OFTEN?)</li> <li>• Jack bought the flowers <b>for his mother</b>. (WHY?)</li> </ul>
Adverbs of frequency	Say HOW OFTEN something happens.	<p><b>Adverbs of Frequency</b></p> <p>© www.theenglishstudent.com</p>
Adverbs of manner	Say HOW something happens.	quickly, slowly, shakily,
Adverbs of place	Say WHERE something happens.	She went <b>upstairs</b> . She will come <b>here</b> .
Adverbs of time	Say WHEN something happens.	We went <b>yesterday morning</b> . I'm going <b>tonight</b> .
Apostrophe of omission	To show letters are missing in a Contraction.	<ul style="list-style-type: none"> <li>• They're naughty.</li> <li>• It's quite old.</li> <li>• You're right.</li> </ul>

Apostrophe of possession	To show that something belongs to something or someone.	<ul style="list-style-type: none"> <li>• Lucy's cheese was stale.</li> <li>• Mr Magee's chickens had escaped.</li> </ul>
Aspect	The form of a verb that shows whether the action happens once or repeatedly, is completed or still continuing.	See Table below for <b>Simple Continuous Perfect Perfect Continuous</b> aspects of the 3 Tenses
Auxiliary Verb	Verbs that help the main verb in the sentence. (Unlike Modal verbs, they can also stand alone as the main verb, e.g. I <b>do</b> the washing.)	<b>AUXILIARY in bold. <u>Main verb</u> underlined:</b> <ol style="list-style-type: none"> <li>1. <b>Do</b> you <u>like</u> German food?</li> <li>2. <b>Does</b> your mother <u>speak</u> English?</li> <li>3. <b>Did</b> you <u>come</u> to school yesterday?</li> <li>4. Why <b>are</b> you <u>talking</u>? You should <b>be</b> <u>listening</u> to me!</li> <li>5. I <b>was</b> <u>having</u> a bath when you called!</li> <li>6. How long <b>have</b> you <b>been</b> <u>living</u> in Germany?</li> </ol>
Clause	A group of words containing a <b>verb</b> . May be part of a sentence or the whole sentence.	<ul style="list-style-type: none"> <li>• As we walked outside,</li> <li>• I ran to the door.</li> <li>• which were flying in the night sky.</li> </ul>
Collective Noun	Singular form, but made up of more than one person or thing	herd, flock, group, army, swarm
Colons (1)	To introduce a	The headline read: "Whitstable

	list. Can be used to introduce direct speech or quotation (capital letter to begin quote is optional).	School Gets New Bus!”  They shouted: “Our families are starving!”
Colons (2)	Colons are used between a <u>main clause</u> and <u>another clause, phrase or word</u> when the second part <b>explains</b> or <b>elaborates</b> on the main clause.	<ul style="list-style-type: none"> <li>• It wasn’t easy: to begin with, I had to find the right job.</li> <li>• He got what he worked for: he really earned that promotion.</li> <li>• He got what he worked for: that promotion.</li> <li>• There is one thing that mankind cannot live without: hope.</li> <li>• She was sure of one thing: she wasn’t going to be a housewife.</li> <li>• The situation was clear: he had cheated on his test.</li> <li>• Tom found the house easily: her directions were perfect.</li> </ul>
Common Noun	Names of everyday objects	chair, table, tree, kettle
Compound sentence	Made up of 2 or more main clauses that are valued equally. Linked by a semicolon or coordinating conjunction (FANBOYS).	<ul style="list-style-type: none"> <li>• FOR: She did not cheat on the test, for it was not the right thing to do.</li> <li>• AND: Lucy could cook well, and she loved cooking pizza in particular.</li> <li>• NOR: Jim didn’t like running, nor did he like swimming.</li> <li>• BUT: He was scared, but he managed to ride the</li> </ul>

		<p>rollercoaster.</p> <ul style="list-style-type: none"> <li>• OR: I will buy that coat, or I might buy the red one.</li> <li>• YET: He didn't want to go to the dentist, yet he went anyway.</li> <li>• SO: She was ill, so she couldn't go to the park.</li> </ul> <ul style="list-style-type: none"> <li>■ Joe made the biscuits; Elsie decorated them.</li> <li>■ The sky was clear; the stars were twinkling.</li> <li>■ He loves sport; he is the captain of the football team.</li> </ul>
Compound-Complex sentence	Has at least 2 main clauses and at least 1 subordinate clause.	<ul style="list-style-type: none"> <li>• <u>I stopped believing in Santa Claus, when my mother took me to see him in a department store, and he asked for my autograph.</u></li> </ul>
Complex sentences	<p>Have 1 main clause and at least 1 subordinate clause.</p> <p>Introduced by a subordinating conjunction or a relative pronoun.</p>	<ul style="list-style-type: none"> <li>• <b>Although I like school, I don't like doing homework.</b></li> <li>• I brush my teeth <b>before I have breakfast.</b></li> </ul>
Compound / hyphenated adjectives	Hyphen links 2 or more words to show that it is one adjective to avoid ambiguity.	<ul style="list-style-type: none"> <li>• It was a one-way street.</li> <li>• I love chocolate-covered peanuts.</li> <li>• He was a well-known author.</li> </ul>

		<p>However, when they come after a noun, they are not hyphenated:</p> <ul style="list-style-type: none"> <li>• The peanuts were chocolate covered.</li> <li>• The author was well known.</li> </ul>
Conditional mood	<p>Used to make requests. Refers to situations that are uncertain or depend on something else happening.</p>	<p>I <u>would like</u> some coffee please.</p> <p>If he'd arrived earlier, we <u>would have had</u> time for dinner.</p> <p>We <u>would live</u> in Spain if we had the money.</p>
Conjunctive adverb	<p>Shows the relationship between 2 clauses by adding meaning.</p>	<ul style="list-style-type: none"> <li>• AND: She enjoyed reading novels; <b>additionally</b>, she loved to devour a comic or two.</li> <li>• SO: He loved sport; <b>therefore</b>, he was the captain of the football team.</li> <li>• BUT/YET: He loved yoga; <b>nevertheless</b>, he didn't get time to practise often.</li> </ul>
Contraction	<p>Two or more words put together with an Apostrophe of Omission replacing the missing letters.</p>	<ul style="list-style-type: none"> <li>• can't</li> <li>• won't</li> <li>• shouldn't</li> <li>• I've</li> </ul>

<p>Co-ordinating conjunctions</p>	<p>A conjunction (joining word) placed between words, phrases or clauses of equal rank.</p>	<p>THE COORDINATING CONJUNCTIONS</p> 
<p>Dash to mark extra information</p>	<p>Instead of commas or brackets, a pair of dashes can be used for extra information. It puts more emphasis on the extra information than a pair of commas. Use instead of a colon to emphasise the end of your sentence. It is less formal than a colon.</p>	<ul style="list-style-type: none"> <li>• As she ate her biscuit (her third of the day), she thought of home.</li> <li>• As she ate her biscuit, her third of the day, she thought of home.</li> <li>• As she ate her biscuit—her third of the day—she thought of home.</li> <li>• The white sand, the warm water, the sparkling sun—this is what brought them to Hawaii.</li> <li>• London looked like the moon's capital--shallow, cratered, extinct.</li> </ul>
<p>Definite article</p>	<p>The</p>	<p>I want <u>the</u> pen.</p> <p>It is specific, <u>definite</u> that you want that particular pen</p>
<p>Determiner</p>	<p>Determiners are always followed by a noun. Tell reader if we are referring to a</p>	<p><i>See table at end for list of determiners.</i></p>

	specific or general thing. Sometimes tell how much or how many of thing.	
Determiner (Specific)	Specific determiners are used when we know exactly what thing or person you are talking about.	<ul style="list-style-type: none"> <li>▪ I like <u>this</u> film.</li> <li>▪ He wants <u>his</u> shoes.</li> <li>▪ <u>Those</u> books are new.</li> <li>▪ <u>Which</u> hat is yours?</li> <li>▪ <u>Our</u> house is very big.</li> <li>▪ <u>Their</u> car has broken down.</li> <li>▪ I love <u>my</u> new bracelet.</li> </ul>
Determiner (General)	General determiners talk about how much or how many things you are talking about. Not specific.	<ul style="list-style-type: none"> <li>▪ I need <u>six</u> volunteers.</li> <li>▪ I want <u>some</u> chocolate.</li> <li>▪ He wants <u>another</u> book.</li> <li>▪ <u>What</u> film do you want to see?</li> <li>▪ I love <u>a</u> good chat.</li> <li>▪ I don't have <u>much</u> money.</li> </ul>
Fronted Adverbials	An adverb phrase that opens a sentence. Comma separates it from rest of sentence.	<ul style="list-style-type: none"> <li>• <b>Before the sun came up</b>, he ate his breakfast. (WHEN?)</li> <li>• <b>All night long</b>, she danced. (WHEN?)</li> <li>• <b>As fast as he could</b>, the rabbit hopped. (HOW?)</li> </ul>
Imperative Mood	Used to express commands or requests.	<u>Sit</u> down! <u>Let</u> me go to bed. <u>Keep</u> reading! <u>Stop</u> talking!
Indefinite article	A / An	I want <u>a</u> pen. I want <u>an</u> apple.  It is non-specific = could be any pen/apple

Indicative Mood	Used to make factual statements or express opinions as if they were facts.	The sky <u>is</u> clear tonight. She <u>stopped</u> after the third lap. Aliens <u>will be</u> unable to breathe our air.
Interrogative mood	Used to ask questions.	Are you <u>coming</u> out tonight? When is she <u>leaving</u> ? Where <u>have</u> they <u>gone</u> ? Did you <u>make</u> a profit?
Main/ Independent Clause	Every sentence contains one main/ independent clause that makes grammatical sense on its own.	<ul style="list-style-type: none"> <li>• <b>He ran quickly home.</b></li> <li>• Although he was late, <b>she still arrived on time.</b></li> <li>• <b>He saw the woman</b> although he was hidden from her view.</li> <li>• <b>Ben's mother</b>, who was called Jean, <b>was very tall.</b></li> </ul>
Modal Verb	Shows necessity or possibility.  Modal verbs are auxiliary verbs. They cannot stand alone as the main verb in a sentence.	<p><b>Could</b> I leave early? I <b>must</b> do my homework. He <b>might</b> have missed the train. <b>May</b> I leave? I <b>can</b> swim. I <b>should</b> have rung. I <b>would</b> like to go. We <b>ought to</b> employ a cleaner. I <b>shall</b> return. I <b>will</b> be back.</p>
Mood	Conveys the writer's attitude towards a topic and the manner in which it is expressed.	Five moods: 1. Indicative 2. Imperative 3. Subjunctive 4. Conditional 5. Interrogative
Noun phrase	A phrase built around a single	<ul style="list-style-type: none"> <li>• A <b>vase</b> of roses</li> <li>• A <b>book</b> about the freedom of</li> </ul>

	noun.	slaves.
Passive Voice	The Subject has the action/verb done to it	<ol style="list-style-type: none"> <li>1. The road was crossed by the chicken.</li> <li>2. The ball was kicked by the boy.</li> <li>3. The apple was eaten by the granny.</li> </ol>
Phrase	A group of related words that form a meaningful unit within a clause. DO NOT CONTAIN A VERB!	<ul style="list-style-type: none"> <li>• A little blue car</li> <li>• My brand new TV</li> <li>• Very nice</li> <li>• A big blue jumper</li> </ul>
Proper Noun (Capitals)	Specific people, places, organisations, titles, festivals	Christmas, Doctor Watson, London, United Nations
Relative / Adjective Clause	Contains subject and verb. Follows the word it describes. Functions as an adjective, answering the questions <i>What kind? How many? Which one?</i> Normally introduced by relative pronouns: <b>who, whose, whom, which, or that</b>	<ul style="list-style-type: none"> <li>• There is the house <b>that I'd like to buy</b>. (Describes the house)</li> <li>• The woman, <b>who lives next door</b>, is a registered nurse. (Describes the woman)</li> <li>• The girl, <b>whom you teach</b>, is my sister. (Describes girl)</li> <li>• The book, <b>which I had not read</b>, was on sale. (Describes book)</li> <li>• The boys, <b>whose dog had escaped</b>, were very upset. (Describes boys)</li> </ul>
Relative Pronouns	Who, whom, that, which, whose	<ul style="list-style-type: none"> <li>• You need to tick the box <b>which</b> says "yes".</li> <li>• I need to prepare for my</li> </ul>

		<p>meeting, <b>which</b> is this afternoon.</p> <ul style="list-style-type: none"> <li>• I saw the man with <b>whom</b> I had the conversation.</li> <li>• I saw the man <b>who</b> screamed at me yesterday.</li> </ul>
Semicolons in compound sentences	Join two main clauses in a compound sentence	<p>Lucy loved cheese; Ben loved wine.</p> <p>Bring any two items; however, cheese and wine would be helpful!</p>
Semicolons in lists	<p>If more complex information is included, you can use semicolons in a list for clarity.</p> <p>Put a semicolon before final “and” in the list.</p>	<p>Lucy needed several items from the shop: a bowl, to make the cake in; a whisk, preferably made of stainless steel; cake cases, red and blue; and an apron to protect her daughter’s new party dress.</p>
Subjunctive mood	<p>Expresses a condition which is doubtful or not factual.</p> <p>Most often found in a clause beginning with the word “if” or following a verb that expresses a doubt, wish, regret, request, demand or proposal.</p>	<p><i>Incorrect:</i> <u>If</u> I was you, I would run.</p> <p><i>Correct:</i> <u>If</u> I were you, I would run.</p> <p><i>Incorrect:</i> I <u>wish</u> he was able to sing.</p> <p><i>Correct:</i> I <u>wish</u> he were able to sing.</p> <p><i>Incorrect:</i> He <u>recommended</u> that each driver reports his tips.</p> <p><i>Correct:</i> He <u>recommended</u> that each driver report his tips.</p> <p><i>Incorrect:</i> Donna <u>requested</u> that Frank <b>comes</b> to the party.</p> <p><i>Correct:</i> Donna <u>requested</u> that Frank <b>come</b> to the party.</p>

Subordinate Clause	A clause that is dependent on a main clause. Cannot stand alone as a sentence as it does not provide a complete thought.	<ul style="list-style-type: none"> <li>• <b>After Lucy arrived at the house</b>, I rang my brother.</li> <li>• <b>Even though she was nice</b>, he still teased her.</li> <li>• Ben washed up <b>while Lucy sang</b>.</li> </ul>								
Subordinating Conjunctions / Connectives	A conjunction that introduces a subordinate clause. Always followed by a clause.	<table border="1"> <tr> <td data-bbox="868 622 1034 981"> <u>ADDITION</u>            further            furthermore            moreover            in addition            additionally            then            also            too            besides            again            equally important            first, second            finally, last         </td> <td data-bbox="1034 622 1200 981"> <u>COMPARISON</u>            similarly            comparable            in the same way            likewise            as with            equally            just as ... so too            a similar x            another x like         </td> <td data-bbox="1200 622 1366 981"> <u>CONTRAST</u>            however            nevertheless            on the other hand            on the contrary            even so            notwithstanding            alternatively            at the same time            though            otherwise            instead            nonetheless            conversely         </td> <td data-bbox="1366 622 1532 981"> <u>TIME</u>            meanwhile            presently            at last            finally            immediately            thereafter            at that time            subsequently            eventually            currently            in the meantime            in the past         </td> </tr> <tr> <td data-bbox="868 981 1034 1361"> <u>RESULT</u>            hence            therefore            accordingly            consequently            thus            thereupon            as a result            in consequence            so            then         </td> <td data-bbox="1034 981 1200 1361"> <u>SUMMARY</u>            in short            on the whole            in other words            to be sure            clearly            anyway            on the whole            in sum            after all            in general            it seems            in brief         </td> <td data-bbox="1200 981 1366 1361"> <u>EXAMPLE</u>            for example            for instance            that is            such as            as revealed by            illustrated by            specifically            in particular            for one thing            this can be seen            in            an instance of            this         </td> <td data-bbox="1366 981 1532 1361"> <u>PLACE</u>            there            here            beyond            nearby            next to            at that point            opposite to            adjacent to            on the other side            in the front            in the back         </td> </tr> </table>	<u>ADDITION</u> further furthermore moreover in addition additionally then also too besides again equally important first, second finally, last	<u>COMPARISON</u> similarly comparable in the same way likewise as with equally just as ... so too a similar x another x like	<u>CONTRAST</u> however nevertheless on the other hand on the contrary even so notwithstanding alternatively at the same time though otherwise instead nonetheless conversely	<u>TIME</u> meanwhile presently at last finally immediately thereafter at that time subsequently eventually currently in the meantime in the past	<u>RESULT</u> hence therefore accordingly consequently thus thereupon as a result in consequence so then	<u>SUMMARY</u> in short on the whole in other words to be sure clearly anyway on the whole in sum after all in general it seems in brief	<u>EXAMPLE</u> for example for instance that is such as as revealed by illustrated by specifically in particular for one thing this can be seen in an instance of this	<u>PLACE</u> there here beyond nearby next to at that point opposite to adjacent to on the other side in the front in the back
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Tense	Tells you when something happened.	PAST: I <u>went</u> to school. PRESENT: I <u>see</u> a bird. FUTURE: I <u>will go</u> out.								
Verb phrase	The verbal part of a clause.	<ul style="list-style-type: none"> <li>• He <b>had been living</b> in Italy.</li> </ul>								
Voice	Shows the relationship between the subject and the verb	Two Voices 1. Active 2. Passive								

List of determiners

<i>(a) few, fewer, fewest</i>	<i>every</i>	<i>most</i>	<i>that</i>
<i>(a) little</i>	<i>half</i>	<i>much</i>	<i>the</i>
<i>(an) other</i>	<i>her</i>	<i>my</i>	<i>their</i>
<i>a/an</i>	<i>his</i>	<i>neither</i>	<i>these</i>
<i>all</i>	<i>its</i>	<i>no</i>	<i>this</i>
<i>any</i>	<i>Jim's, Anna's, etc.</i>	<i>one, two, three, etc.</i>	<i>those</i>
<i>both</i>	<i>least</i>	<i>our</i>	<i>what</i>
<i>each</i>	<i>less</i>	<i>several</i>	<i>which</i>
<i>either</i>	<i>many</i>	<i>some</i>	<i>whose</i>
<i>enough</i>	<i>more</i>	<i>such</i>	<i>your</i>