

GRAMMAR PASSPORT

A quick guide to some key points in supporting the teaching of grammar in the classroom

SENTENCES

A sentence can be:

- **A statement**
eg. *This is the first page of a booklet.*
- **A question**
eg. *Is this the best you can do?*
- **An exclamation**
eg. *Good heavens!*
- **A command**
eg. *Read this booklet immediately.*

MAIN WORD CLASSES

Noun – names a person, place or thing
eg. *cat, Taunton, happiness*

Pronoun – takes the place of a noun
eg. *he, us, it, who, ourselves*

Adjective – describes a noun or pronoun
eg. *happy, yellow, biggest*

Verb – doing or being word
eg. *sit, ran, am, was, seemed*

Adverb – describes verbs (how, where, when)
eg. *quickly, everywhere, yesterday*

Conjunction (or connective) – joining word
eg. *and, but, because, although*



COMMAS

In lists

eg. *We saw apes, fish, birds and snakes.*

To mark off extra information or asides
eg. *The forest, a scary place, is best avoided.*

To separate clauses in a sentence
eg. *Although it was dark, we weren't afraid.*

To separate dialogue from the rest of the sentence
eg. *Alice said, "I'm going home."*

After starting a sentence with a connective
eg. *Anyway, in the end I decided not to go.*

To address people
eg. *Adam, I want you to go first.*



GRAMMAR PASSPORT

A quick guide to some key points in supporting the teaching of grammar in the classroom

SENTENCES

A sentence can be:

- **A statement**
eg. *This is the first page of a booklet.*
- **A question**
eg. *Is this the best you can do?*
- **An exclamation**
eg. *Good heavens!*
- **A command**
eg. *Read this booklet immediately.*

MAIN WORD CLASSES

Noun – names a person, place or thing
eg. *cat, Taunton, happiness*

Pronoun – takes the place of a noun
eg. *he, us, it, who, ourselves*

Adjective – describes a noun or pronoun
eg. *happy, yellow, biggest*

Verb – doing or being word
eg. *sit, ran, am, was, seemed*

Adverb – describes verbs (how, where, when)
eg. *quickly, everywhere, yesterday*

Conjunction (or connective) – joining word
eg. *and, but, because, although*



COMMAS

In lists

eg. *We saw apes, fish, birds and snakes.*

To mark off extra information or asides
eg. *The forest, a scary place, is best avoided.*

To separate clauses in a sentence
eg. *Although it was dark, we weren't afraid.*

To separate dialogue from the rest of the sentence
eg. *Alice said, "I'm going home."*

After starting a sentence with a connective
eg. *Anyway, in the end I decided not to go.*

To address people
eg. *Adam, I want you to go first.*



MORE SENTENCES

Simple sentence (one clause)

eg. Miss Smith is an excellent teacher.

Compound sentence (two or more independent clauses joined by **and**, **but**, **or**)

eg. Miss Smith is a kind person and always does her best to help everyone.

Complex sentence (a main clause with one or more subordinate clauses)

eg. As well as playing the violin, Miss Smith often performs on the trombone.

eg. Miss Smith, who simply loves football, supports Manchester United.

eg. Raising the trombone to her lips, Miss Smith played a rather jazzy tune.

Connectives that may begin a subordinate clause include: although, because, while, since, unless.

MORE SENTENCES

Simple sentence (one clause)

eg. Miss Smith is an excellent teacher.

Compound sentence (two or more independent clauses joined by **and**, **but**, **or**)

eg. Miss Smith is a kind person and always does her best to help everyone.

Complex sentence (a main clause with one or more subordinate clauses)

eg. As well as playing the violin, Miss Smith often performs on the trombone.

eg. Miss Smith, who simply loves football, supports Manchester United.

eg. Raising the trombone to her lips, Miss Smith played a rather jazzy tune.

Connectives that may begin a subordinate clause include: although, because, while, since, unless.

PUNCTUATING DIALOGUE

Note the use and positioning of capital letters, speech marks and general punctuation in these examples:

"Stop talking and do your work," said the teacher.

The teacher said, "Stop talking and do your work."

"Stop talking," said the teacher, "and do your work."

"Can I go now?" she asked.

"Watch out!" she shouted. "Are you trying to kill us?"

When another character is about to speak, begin a new paragraph.

Speech marks are not used for indirect (reported) speech

eg. He said that he knew how to ski.



PUNCTUATING DIALOGUE

Note the use and positioning of capital letters, speech marks and general punctuation in these examples:

"Stop talking and do your work," said the teacher.

The teacher said, "Stop talking and do your work."

"Stop talking," said the teacher, "and do your work."

"Can I go now?" she asked.

"Watch out!" she shouted. "Are you trying to kill us?"

When another character is about to speak, begin a new paragraph.

Speech marks are not used for indirect (reported) speech

eg. He said that he knew how to ski.



APOSTROPHES

Missing letters in contractions

eg. do not – don't we had – we'd

Showing ownership or possession

eg. Mary's book... the elephant's trunk...

Note for plural nouns:

The Wilkinsons' house... the children's bags...

It's & its

It's is short for **it is**. eg. It's hot today.

Its is used for **possession**. eg. It shut its eyes.

Its, like **hers**, **yours**, **ours** and **theirs**, is a possessive pronoun. No apostrophe!

NEVER use apostrophes to form plurals

eg. We opened our books. (NOT book's)

We bought some CDs. (NOT CD's)

Back in the 1980s... (NOT 1980's)

APOSTROPHES

Missing letters in contractions

eg. do not – don't we had – we'd

Showing ownership or possession

eg. Mary's book... the elephant's trunk...

Note for plural nouns:

The Wilkinsons' house... the children's bags...

It's & its

It's is short for **it is**. eg. It's hot today.

Its is used for **possession**. eg. It shut its eyes.

Its, like **hers**, **yours**, **ours** and **theirs**, is a possessive pronoun. No apostrophe!

NEVER use apostrophes to form plurals

eg. We opened our books. (NOT book's)

We bought some CDs. (NOT CD's)

Back in the 1980s... (NOT 1980's)