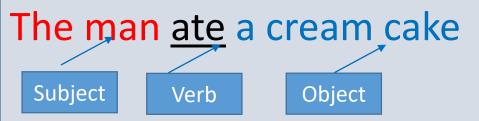
English Grammar Y6



Passive and Active sentences.

In the majority of cases a sentence requires three elements: subject, verb and an object.



<u>Subject</u> is normally the *person or thing that is carrying out the action* e.g. *the man* is doing the action

Object is normally the thing having the action done to it, e.g. a cream cake is being eaten.

Important note: In this area *the object can be a person*. An **ACTIVE** sentence has the pattern: **subject, verb, object**

A **PASSIVE** sentence is more formal and also good for suspense! **A PASSIVE** sentence has the pattern: **object, verb, subject**

A cream cake was eaten by the man

Note that a passive sentence requires an auxiliary verb, i.e.: was, is, will, are. Also note how the verb has changed

Subjunctive Voice

The subjunctive is specific verb form used to express when something is wished rather than an actual situation.

It is often used to express a desirable situation.

If I were you, I wouldn't climb that tree.

Auxiliary verb 'were' is used in the subjunctive, it is often confused with 'was'.

Determiners

Determiners give us information about a noun; they can be found before a noun (or an adjective)

There are 4 types of determiner:

Possessives-mine, hers, ours, his, theirs etc

Quantifier-any number, many, lots, some, more etc.

Demonstrative-this, that, those and

these

Article- a, an, the

Helpful Passive tip:

If you can add 'by zombies' after the verb and it still makes sense, it's probably a passive sentence

A cream cake was eaten by zombies

Vocabulary

Adjective	A word that adds more information			
Aujective	about a noun.			
	A word that adds more information			
Adverb	about verbs, adjectives or other			
	adverbs			
Adverbial	A group of words that can function			
	as an adverb			
Antonym	A word that has the exact opposite			
	meaning of another word			
Bullet	Organisation device used to list			
points	short phrases or items.			
Ellipsis	Punctuation () that shows where			
	words are left all or to create a			
	cliff-hanger.			
	Names of things that we can touch			
Noun	(concrete) and abstract (ideas,			
	emotions).			
	a word that means the same thing as			
Synonym	another word.			
Verb	A verb is the part of speech that			
	indicates what something does, or			
VEID	what it is			
	WILLIA			

It signals how the reader should process the information and makes			are longer than one word.	
writing more readable and engaging. Fronted adverbials can create cohesion when changing paragraph.		dverbials can create	CV Raman was an Indian scientist whose achievements included: becoming the	Semi Colons (;), colons (:) can be used to separate the boundary between two clauses.
Transitional phrases			first non-white winner of the Noble prize for physics; understanding the way acoustics work in instruments and the way light scatters (known as the Raman	Bats are excellent hunters: they track small insects using echolocation.
1A. Time and sequence	1B. Time and sequence	2. Conclusion Consequently		The first section describes the subject and the second adds extre
After Next	Meanwhile During	Therefore In the end	Effect). Using hyphens	A semi colon can be used in place of a conjunction where we wa the writing to flow where the clauses are closely related.
Finally	Ultimately		Hyphens are used to avoid confusion being caused by certain words or phrases::	We lost the ball too many times and we lost the game Becomes:
3. Illustration As an illustration Such as Including	4. Change of direction Although But Instead	5. EmphasisNotablyMoreoverMost important	Man eating shark Man-eating shark	We lost the ball too many times; we lost the game. Parenthesis adds extra information to your sentence. You can choose from: A comma (formal) A dash (formal and sometimes informal) Brackets (more informal)
End of year expectations				I did not enjoy my meal, it tasted strange, so I made a complaint
 Use of the passive to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Layout devices, such as headings, subheadings, columns, bullets, or table. Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists. How hyphens can be used to avoid ambiguity. 				I did not enjoy my meal- it tasted strange- so I made a complaint I did not enjoy my meal (it tasted strange) so I made a complaint

Building cohesion within and across a paragraph

relationships between ideas, logically connect sentences and paragraphs.

Transitional phrases and fronted adverbials allows us to show

Colons and semi-colons within lists.

If you want to list items in a list when the items

are longer than one word.

Year 6 Punctuation