

# Create a Grammar Booklet

## Task

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Create a grammar booklet for **Year 6 primary pupils** to explain the meaning of the principle **word classes**:

- nouns
- adjectives
- verbs
- adverbs
- pronouns
- conjunctions
- prepositions
- determiners

Your booklet should provide a **definition** and **examples** for each of the word classes and try to explain the different **types** of each of the word classes.

## Ideas and planning

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Any text should be produced with careful consideration of its **purpose** and **audience**. Remember to make your booklet **appealing** and **easy to understand** for young children.

You might want to give your booklet a theme e.g. a zoo theme or use well-known characters e.g. the Lisa Simpson Guide to Grammar. You could also use pictures, pop-ups and an interesting layout. Previous years have used rhyme and popups, famous characters and pictures to engage interest. Make sure your definitions are clear and accurate.

Use the headings below to jot down some ideas for your booklet.

**Theme(s) and character(s):**

**How will you organise the information?**

**Size, layout and images:**

## Language and sentence structure:

If you need to remind yourself about any of the word classes, then use the following information to help you, but remember you have to adapt it to be suitable for an audience of 11 year olds (and you must come up with your own examples):

Word classes - helpful to identify patterns of language use.

Open word classes - groups that we can keep adding to

Closed word classes - function words that we don't add any new words to.

### Nouns

Nouns are naming words - they are THINGS.

Common nouns - words which describe a type or generic example of thing. These can be split into:

Concrete nouns: nouns which describe things that you can touch, *table, cat, concrete*

Abstract nouns - nouns which describe ideas or thoughts, *Beauty, truth, consideration, sadness*

**These can all have an article - a/an or the put in front of them.**

Proper nouns- words which name a specific person, place or thing. These all start with capital letter.

*London, Julie, Tuesday, McDonalds*

Collective nouns- words used to describe a collective or group of things: *school, flock, herd, pride*

### Verbs: Verbs are doing or being words.

We can have dynamic (action) verbs - *to run, to play, to skip*  
and stative (being) verbs - *to be, to want, to own*

### We show tense through our verbs in English:

The simple present: *I run, I walk, I buy*

The simple past: *I ran, I walked, I bought*. Many simple past participles are created by adding 'ed', but, as shown in the examples, there are also many irregular verbs.

The progressive past: *I was running, I was walking, I was buying*. This is created by combining the past tense form of the verb 'to be' (*I was, we were, you were, he was*) with the present tense participle of the main verb (...ing ones - *running, skipping, crying*)

The progressive present: *I am running, I am walking*. Same set up as progressive past, but with the present tense form of the verb 'to be' (*I am, you are, he is*)

The perfect past: *I had run, I had bought, I had walked*. This is created by using the past tense form of the verb 'to have' with the past participle form of the main verb.

The perfect present: *I have run, I have bought, I have walked*: same as perfect past, but with present tense form of the verb 'to have'.

These create subtle but important differences in the implication of the action being done - is it a continuous process, something finished and in the past, or something just started?

We don't have a 'future' tense as such in English - we often just use the modal 'will' with the primary auxiliary 'be' along with our main verb to create the future tense. I will be going on holiday next week.

### Auxiliary verbs

These are 'helping' verbs that often provide a grammatical, rather than semantic function in a sentence. They are actually a closed word class; we do not create any new ones.

Auxiliary verbs can be split into two groups: Primary auxiliaries and modal auxiliaries.

### Primary Auxiliaries:

These are three verbs that can be used to 'help' a main verb, or they can be used as a main verb itself.

They are *to be, to do, to have*

*To do* is used as a 'dummy auxiliary' to create a negative:

I like mushrooms

I do not like mushrooms.

### Modal Auxiliaries

These are 'helping' verbs that CANNOT be used without a main verb. There are nine, although 'ought to' is sometimes added onto the list too.

*may should could will*

*must shall can would*

*might*

These can be seen as on a scale of possibility and necessity (may - must)

Their use can also be categorised into two functions:

Epistemic modality, concerned with the theoretical possibility of propositions being true or not true (including likelihood and certainty)

and

deontic modality, concerned with possibility and necessity in terms of freedom to act (including permission and duty)

E.g. You **MUST** be hungry. (epistemic - likelihood of the fact)

You **MUST** come with me. (deontic - duty/requirement)

### Adjectives

Adjectives are describing words - they modify nouns.

Adjectives can be categorised as

Descriptive: neutral words that are as lacking in judgment as possible. Simple colour descriptions fit this. *Red, blue tall, thin, cold*

Evaluative: These adjectives are ones that give an opinion or a biased judgement. Many adjectives have an element of this, but some are stronger than others. *Skinny, lanky, squat, bitter*

Emotive: these are adjectives that inspire a specific emotion or feeling. *Gaunt, horrific, deadly,*

Adjectives can also be categorised into degree:

Normal adjectives: today is *cold*

Comparative adjective - comparing two things: today is *colder* than yesterday

Superlative adjective - comparing three or more things: today is the *coldest* day of the year so far.

Comparative adjectives often use the suffix 'er' and superlative uses 'est', although there are many irregular forms that use more and most or less and least in front of the original adjective instead of the suffix - *beautiful* is one example.

### Adverbs

Adverbs add to a verb (hence the name) but also to other adverbs and to adjectives.

He ran *quickly*.

He ran *quite quickly*.

The *fairly* short boy ran *quite quickly*.

They often end in 'ly' and can be split into adverbs of manner, time, frequency, degree, and level of certainty.

Nicely

yesterday

often

quickly

Possibly

We can also use adverbial phrases to do the same job as a single word adverb.

### Determiners

Used to determine *what* type of noun is being talked about. The two main types are the definite and indefinite article.

#### Definite article

*The*. Used to indicate a specific or precise noun

#### Indefinite article

*A/An* used to indicate a general or non-specific noun.

Other determiners include *this, that, his, her, my, one*

All these must be used in front of the noun and NOT to replace it, otherwise they become a pronoun.

### Prepositions

Prepositions give the position in time or space of a noun.

E.g. I was under the bed

I went down to the river.

It was near to my house

I went home before

### Pronouns

These are used to replace nouns in a sentence to avoid clumsy repetition.

The girl went home and the girl put on the girl's tea.

The girl went home and **she** put on **her** tea.

### Conjunctions

These are used to link sentences and clauses together.

#### Co-ordinating conjunctions

These link two main clauses together - *and but so*

#### Subordinating conjunctions

These link a subordinate clause to a main clause. They can be single words or phrases.

*However, unless, on the other hand*