

<p>Relative clauses</p> <p>A relative clause is a special type of subordinate clause. It adds information to sentences by using a relative pronoun such as <u>who</u>, <u>that</u> or <u>which</u>.</p> <p>It must be related to the noun.</p> <p>She lives in Worcester, <u>which is a cathedral city</u>.</p> <p>That's the girl <u>who lives near school</u>.</p> <p>I don't like the clown <u>that has a bright, red nose</u>.</p> <p>If it is in the middle of the sentence, surrounded by commas, it is an embedded clause.</p> <p>My gran, <u>who is 82</u>, goes swimming every day.</p> <p>Jamie, <u>who scored the winning goal</u>, celebrated with his team.</p> <p>Carrots, <u>which are vegetables</u>, are very healthy.</p>	<p>Changing nouns or adjectives into verbs using verb suffixes (-ise, -en, -ate, -ify)</p> <p>magnet → magnet<u>ise</u>, light → lighten, captive → captivat<u>e</u>, solid → solid<u>ify</u></p> <p>You might need to change or remove the last letter of the root word!</p>		
	<p>Verb prefixes</p> <p><u>dis-</u> (not), <u>de-</u> (turns into the opposite), <u>mis-</u> (wrong), <u>over-</u> (excessive, too much), <u>re-</u> (again)</p> <p>disagree, dislike, defrost, dethrone, misunderstand, misbehave, overpaid, overdone, rewrite, replay</p>		
	<p>Cohesion</p> <p>Cohesion is where the writing 'joins together' and clauses, sentences and paragraphs are linked in order for it to make sense. We can use time openers and fronted adverbials to help us.</p> <p>First, Second, Next, Later, Finally, Consequently, Therefore, In June, Downstairs, Suddenly, In the house</p> <p>Pronouns (he, she, it, they etc.) help us avoid repetition – we use them when we know who they refer to.</p>	<p>Avoiding ambiguity</p> <p>Ambiguity is where something can have two meanings.</p> <p>Let's eat children! ✗</p> <p><i>Let's eat, children!</i> ✓</p> <p>Julie loves cooking her family and watching TV. ✗</p> <p><i>Julie loves cooking, her family and watching TV.</i> ✓</p> <p>"If you're not careful, you'll trip over Lee!" ✗</p> <p><i>"If you're not careful, you'll trip over, Lee!"</i> ✓</p> <p>man eating shark → <i>man-eating shark</i></p> <p>small business advisor → <i>small-business advisor</i></p>	
<p>Degrees of possibility</p> <p>A modal verb is a special type of verb that shows the level of possibility, ability, obligation or permission.</p> <p>will, would, should, could, may, can, shall, ought to, must, might</p> <p>In addition to modal verbs, some adverbs can be used to describe how likely it is that something will happen. These are called adverbs of possibility.</p> <p>certainly, clearly, definitely, obviously, possibly, maybe, perhaps, probably</p>	<p>Brackets for parenthesis</p> <p>Brackets always come in pairs and are placed around extra information that has been added to a sentence (parenthesis).</p> <p>Brackets allow you to start writing about something, then to break off for a moment to add in some extra information related to what you're saying, and then to go back to finish what you had started to write.</p> <p>Blue whales (like human beings) are warm-blooded mammals.</p>	<p>Dashes for parenthesis</p> <p>Use dashes when you want your writing to sound more chatty and informal.</p> <p>Make sure you tune the strings – something you should do daily – before you play guitar.</p>	<p>Commas for parenthesis</p> <p>Use commas when your writing is more formal and you haven't already used lots of commas in your sentence - adding a parenthesis with even more commas could make your sentence look messy!</p> <p>Ben Nevis, which is a very tall mountain, is in Scotland.</p>
	<p>Semi-colons</p> <p>These are used to separate two main clauses that are closely linked and could make sense by themselves.</p> <p>I have a big test tomorrow; I can't go out!</p> <p>Sam likes to swim; Joseph likes to skate.</p>	<p>Colons</p> <p>These are used at the end of a clause to show that an answer, elaboration or explanation follows.</p> <p>I need the following: milk, cheese and butter.</p> <p>The invitations were sent out: there were 200 replies!</p> <p>John opened the drawer: it was empty.</p>	

	past	present	future
simple	<p>Describes an action which is now complete.</p> <p>I played tennis.</p>	<p>Describes a repeated action.</p> <p>I play tennis.</p>	<p>Describes an action which is planned to take place in the future.</p> <p>I will play tennis.</p>
continuous (also called progressive)	<p>Describes an action which happened in the past over a length of time.</p> <p>I was playing tennis.</p>	<p>Describes an action that is happening now.</p> <p>I am playing tennis.</p>	<p>Describes an action that will be happening for a length of time.</p> <p>I will be playing tennis.</p>
perfect	<p>Describes an action that had happened before another action took place.</p> <p>I had played tennis.</p>	<p>Describes an action that has happened.</p> <p>I have played tennis.</p>	<p>Describes an action which will be finished before another action takes place.</p> <p>I will have played tennis.</p>
perfect continuous (also called progressive)	<p>Describes an action that had been happening before another action.</p> <p>I had been playing tennis.</p>	<p>Describes an action that has started in the past and is continuing.</p> <p>I have been playing tennis.</p>	<p>Describes an action which happens over time before another future action takes place.</p> <p>I will have been playing tennis.</p>