

Simple Past	Simple Present	Simple Future	Expanded Noun Phrase	Possessive pronouns	Colons :	Semi-colons ;
<i>was, were</i> -ed: <i>liked, hopped</i> Irregular examples: <i>knew, took, gave, made, wrote, won</i>	<i>is, am, are</i> I or they <i>like</i> , he or she <i>likes</i>	<i>will be, will read</i> <i>will see. will like,</i> <i>will learn, will tell</i>	<i>the bright blue</i> <i>bicycle</i> <i>with the</i> <i>flat tyre</i>	<i>his, hers, mine,</i> <i>ours, theirs</i>	<i>Colons can be used</i> <i>in lots of ways: to</i> <i>introduce a list,</i> <i>introduce an</i> <i>explanation or for</i> <i>extra information.</i>	<i>They love football;</i> <i>it's their favourite</i> <i>sport.</i>
Past Progressive <i>was/were ____ing</i>	Present Progressive <i>am/is/are ____ing</i>	Future Progressive <i>will be ____ing</i> <i>is going to be ____ing</i>	Relative Clause	Relative Pronouns <i>used at the beginning of a relative clause</i>	Hyphens <i>used to avoid ambiguity</i>	Dashes
<i>I/ she/ he/ it was</i> <i>writing</i> <i>we/ they were</i> <i>eating</i>	<i>I am losing</i> <i>he/she/ it is</i> <i>running</i> <i>we/ they are</i> <i>talking</i>	<i>will be taking</i> <i>is going to be</i> <i>swimming</i>	<i>Jemima, who was</i> <i>a ballerina, could</i> <i>pirouette all day</i> <i>long.</i>	<i>who, which, that,</i> <i>whom, whose,</i> <i>where, when</i>	<i>man eating tiger</i> <i>man-eating tiger</i>	<i>It was a long wait-</i> <i>perhaps the</i> <i>longest of his life.</i>
Past Perfect <i>had</i>	Present Perfect <i>have/ has</i>	Future Perfect <i>will have</i>	Subordinating Conjunctions <i>used at the beginning of a subordinate clause</i>	Modal Verbs <i>possibility</i>	Parenthesis <i>used to add extra information into a sentence</i>	Commas <i>used to clarify meaning</i>
<i>had been,</i> <i>had owned,</i> <i>had gone</i>	<i>I/we/they have</i> <i>taken</i> <i>he/she/it has given</i>	<i>will have known,</i> <i>will have seen, will</i> <i>have noticed</i>	<i>if, since, as, while,</i> <i>although, when,</i> <i>after, before, until,</i> <i>because</i>	<i>can, could, may,</i> <i>might, should, will,</i> <i>would, must, shall,</i> <i>ought</i>	<i>Brackets ()</i> <i>Dashes in pairs - -</i> <i>Commas in pairs</i> <i>,</i> <i>,</i>	<i>Let's eat kids!</i> <i>Let's eat, kids!</i>
Active Voice	Passive Voice <i>you do not have to include who did the action.</i>	Subjunctive <i>used to show wishful thinking, recommendations (formal tone)</i>	Coordinating Conjunctions <i>used to join two main clauses together</i>	Adverbs	Omission <i>apostrophe used to form a contraction (informal tone)</i>	Possession <i>apostrophe used to show belonging</i>
<i>Tom ate the banana.</i> <i>Aleena kicks the ball</i>	<i>The banana was</i> <i>eaten (by Tom).</i> <i>The ball is kicked (by</i> <i>Aleena).</i>	If I were 10 again, I would learn to play the violin. He suggested that the class be quiet.	<i>for, and, nor, but, or</i> <i>yet, so</i>	<i>never, always, often,</i> <i>rarely, best, quickly,</i> <i>too, maybe, perhaps,</i> <i>probably</i>	<i>can't (cannot)</i> <i>shan't (shall not)</i> <i>won't (will not)</i> <i>I'm (I am)</i>	<i>Isla's pen</i> <i>the boys' toilets</i>