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| **Term:**  | **Example/ Explanation:** | **Own Example:** |
| Semantic Field | A group of words related by meaning. For example in the field of war we have **battle**, **onslaught**, **bombardment**.... |  |
| Connotation | Words with a strong association-The adjective 'red' has connotations of danger and passion within this passage, from *Of Mice and Men*,"Her finger nails were **red**...She wore **red** mules on the insteps of which ...were **red** ostrich feathers". |  |
| Syntax | The study of the formation of the sentence-considering sentence types, clauses and phrases- see below\*  |  |
| Low/ High register | High register=More formal vocabulary/lexisLow register= More informal vocabulary/lexis |  |
| Low /high frequency lexis | High frequency= commonly used vocabulary.Low frequency= less commonly used vocabulary. |  |
| Subject specific lexis | Vocabulary connected to a particular topic- consider the vocabulary of medics- **terminal illness**, **prognosis**, **diagnosis**... |  |
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| **Sentence Types\*:** |  |  |
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| Declarative | Make statements- **I have read all of Shakespeare's tragedies.** |  |
| Imperative | Give instructions- **Read Shakespeare's Hamlet by next week.** |  |
| Interrogative | Ask Questions- **Have you read any of Shakespeare's Tragedies?** |  |
| Exclamatory  | Emphatic sentence ending in an exclamation mark- **I've got to read Hamlet by next week!** |  |
| Minor | A sentence without a verb - (**Hello. Thanks.**), interjections - (**Ah!**) or shortened exclamations- (**What a day!**) |  |
| Simple | Only **one** clause - **He closed the gate.** |  |
| Compound | Two or more simple sentences joined together with conjunctions (Usually but, and, or, so). Each **clause (subject and verb)** makes sense on its own and are of equal importance. E.g. **Joe lived in Glasgow and his sister lived in London.** |  |
| Complex | Has a main clause and one or more lesser clauses (Subordinate clauses). **A subordinate clause cannot make sense alone.** E.g. She left **because it was too late.** |  |
| **Nouns:** |  |  |
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| Common Noun | car, dog, flower chair |  |
| Proper Noun | Names of people, places, books, films - Have a capital letter- **England, Robin Hood.** |  |
| Concrete noun | Things that can be observed and measured- E.g. **guitar, table, clothes.** |  |
| Abstract Noun | Ideas, processes, qualities, times -E.g. **happiness, week, democracy**. |  |
| Collective noun | Group name - a **herd** of cattle / the **committee**. |  |
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| **Pronouns:** |  |  |
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| Personal Pronouns | Ist person singular- **I**1st person plural- **we**2nd person singular -**you**2nd person singular -**you**3rd person singular-**he/she/it**3rd person plural-**they** |  |
| Reflexive pronouns | Pronouns that end in self /selves- I completed that **myself**. |  |
| Demonstrative pronoun | Did you eat **that**? |  |
| Possessive pronoun | Ist person singular- **mine**1st person plural- **ours**2nd person singular -**yours**2nd person singular -**yours**3rd person singular-**his**/ **hers**3rd person plural-**theirs** |  |
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| **Adjectives:** |  |  |
| Premodifying adjectives | The **big** car |  |
| Postmodifying adjectives | The car was **big.** |  |
| Comparative adjectives | Hott**er**, bigg**er**, **more** expensive. |  |
| Superlative adjectives | Hott**est**, bigg**est**, **most** expensive. |  |
| Descriptive adjectives | A **tall** boy |  |
| Emotive adjectives | Intended to provoke an emotional reaction from the audience: the **skeletal** boy |  |
| Evaluative adjectives | provides a judgement about the noun (this can be negative or positive): the **annoying** boy |  |
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| **Verbs:** |  |  |
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| Stative verb | States of being/ processes- no obvious action- to **know**, to **believe**, **seems**, **is.** |  |
| Dynamic verb | Expresses an action E.g. physical - **to jump**, perceptual- **to see** |  |
| Auxiliary verb | Comes before the main verb - I **have** seen the horses. |  |
| Modal verb | Type of auxiliary very that expresses probability **- Can, could, may, might,**  |  |
| Transitive verb | Doing something to an object- the object follows the verb- I **carried** the baby. |  |
| Intransitive verb | Do not need to be followed by an object- The children **laughed**. |  |
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| **Subject:** | The ‘actor’ in the sentence-usually comes **before** the verb- The **dog** ate the bone**.** |  |
| **Object:** | The **thing affected** by the verb- usually comes **after** the verb- The dog ate the **bone.** |  |
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| **Adverbs:** |  |  |
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| Manner | The cat was fighting **furiously.** |  |
| Degree | It is **very** good to see you. |  |
| Time | You must go to school **now.** |  |
| Place | The coats are **upstairs**. |  |
| Frequency | I **always** visit my grandmother on Sundays. |  |
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| **Prepositions:** | Convey relationships: |  |
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|  | Of place - **at**, **on**, **by**, **opposite** |  |
|  | Of direction-**towards**, **past**, **out** **of**, **to**, **through** |  |
|  | Of time - **at**, **before**, **in**, **on**. |  |
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| **Determiners:** |  |  |
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| Possessive: | Show who owns the noun - **my**, **your**, **his**,  |  |
| Definite article | **the** dog. |  |
| Indefinite article | **a** dog |  |
| Demonstratives | **This/ these** - **close** to the speaker- I would like **this** book.**That /Those** - **distant** from the speaker – Who are **those** people? |  |
| Quantifiers | Two, four, third, several, many... |  |
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| **Phrases\*:** |  |  |
| Noun phrase: | A noun and its modifiers - **That sandy beach.** |  |
| Verb phrase: | Main verb (including helping verbs) and its object and modifiers: I **may see him today**. |  |
| Adverbial: | Where a group of words functions as an adverb, e.g. I went to school **in a foul temper / shuffling my feet slowly**. (the first bold example is also a prepositional phrase) |  |
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| **Coordinating conjunctions:** | Join equally weighted clauses in compound sentences: **and** , **or** , **but**  |  |
| **Subordinating clauses:** | Join subordinate clauses to the main clause- **when**, **until**, **because**... |  |
| **Parallelism:** | A parallel structure of similar phrases used within one or more sentences for effect...'With this faith we will be able **to work** together, **to pray** together, **to struggle** together, **to go** to jail together, **to stand up** for freedom together' |  |
| **Syndetic listing:** | listing uses connectives- screams **and** shouts **and** cries  |  |
| **Asyndetic listing:** | asyndetic listing (no connectives)- **screams, shouts , cries**  |  |
| **Anaphora:** | Repetition of a word or phrase, for undeniable stress at the start of a clause: '**Tears**, idle tears, I know not what they mean, **Tears** from the depth of some divine despair.'  |  |
| **Epistrophe:** | Repetition of the same word/words at the end of successive clauses for effect. 'Don't you ever talk about **my friends**! You don't know any of **my friends**. You don't look at any of **my friends**. And you certainly wouldn't condescend to speak to any of **my friends..'** |  |
| **Rhetorical question:** |  |  |
| **Hypophora:** |  |  |
| **Triadic structure / tricolon:** |  |  |
| **Antithesis:** |  |  |
| **Active sentence:** |  |  |
| **Passive sentence:** |  |  |