Queen Eleanor's CofE Junior School

Reading and Writing at Home
A Glossary For Parents

Queen Eleanor's Junior School

Term	Definition
Active voice	Most verbs in any text are expressed in the active voice. It is easily recognised since the <u>subject</u> and 'do-er' or 'be-er' of the action are the same, e.g. *<u>The girl</u> closed the door.* *<u>The kitten</u> unravelled the ball of wool.* *<u>Tom</u> has smashed the pane of glass.*
Adjective	An adjective can describe or modify a <u>noun</u> or <u>pronoun</u>. As some other word classes can also perform these functions, it is helpful to identify adjectives by the way in which they can be used, e.g. Before a noun – *the <u>beautiful</u> ballerina; what a <u>heroic</u> act; the <u>stormy, restless</u> sea.* After a <u>verb</u> to complete the meaning of a <u>clause</u> – *this is <u>important</u>; the cat looked <u>grumpy</u>; it seemed very <u>strange</u>.* Many adjectives also have a comparative and superlative form, e.g. *I am <u>taller</u> than my sister; I am the <u>tallest</u> in my family; these shoes are <u>more comfortable</u>; these are the <u>most comfortable</u> shoes.*
Adverb	An adverb can describe or modify the meaning of words other than <u>nouns</u>. Many adverbs are related to adjectives and in standard English consist of the adjective with -ly added. It commonly indicates: manner (how something happens), e.g. *she waited <u>patiently</u>; <u>slowly</u>, they emerged; he performed <u>well</u> in the match* time (when something happens), e.g. *<u>yesterday</u>, it rained; he has <u>already</u> left; the bus arrived <u>early</u>* frequency (how often something happens), e.g. *<u>occasionally</u>, I make mistakes; he is <u>usually</u> at home* place (where something happens), e.g. *how will you travel <u>there</u>?; we are going <u>abroad</u>; they hid <u>upstairs</u>* degree (to what extent something happens), e.g. *it was <u>entirely</u> her fault; we <u>hardly</u> noticed; they were <u>very</u> polite* causation (why something happens), e.g. *<u>so</u> we stayed at home; <u>nevertheless</u>, we had a good time*
Adverbial	An adverbial is any word, <u>phrase</u> or <u>clause</u> that functions like an <u>adverb</u>. An adverbial may contain an adverb but it does not have to; it may be a <u>preposition phrase</u> or a subordinate clause, e.g. *We should look in <u>here</u>.* (adverb) *They fell asleep <u>during the film</u>.* (preposition phrase) *He woke <u>as the sun began to rise</u>.* (subordinate clause) An adverbial can be placed at the beginning, middle or end of a clause,

	e.g.
	At the railway station, *I waited for my train to Manchester.* *I waited at the railway station for my train to Manchester.* *I waited for my train to Manchester at the railway station.*
	Since an adverbial's usual position is at the end of a sentence, it is described as 'fronted' when at the front and 'embedded' when it is in the middle.
Alliteration	A phrase where adjacent or closely connected words begin with the same phoneme (sound/letter) eg several silent, slithering snakes
Antonym	Two words are antonyms if their meanings are opposites.
Apostrophe	A punctuation mark indicating: Contraction: two words shortened into one eg do not = don't, can not= can't Possession: Applied to all possessives marked by s, except its. Eg the girl's frock (belonging to the girl)
Article	English has two articles: *the* is the definite article. It is used to indicate that the person, place or thing can be identified by the hearer or reader, e.g. *Put it on the wooden table.* *The blue parrot flew overhead.* *We listened to the orchestra.* *a* (or *an* before a vowel sound and sometimes before an 'h') is the indefinite article. It indicates that the person, place or thing cannot be identified by the hearer or reader, e.g. *Put it on a wooden table.* *A blue parrot flew overhead.* *We listened to an orchestra.*
Audience	The people addressed by the text. The term refers to listeners, readers of books and film/TV audiences
Autobiography	life story of an individual written by the person.
Auxiliary Verb	See Verb
Ballad A poem or story which tells a story.	Ballad A poem or story which tells a story.

Biography A life story of an individual written by another author.	Biography A life story of an individual written by another author.
Character An individual in a story or play or poem whose personality can be	Character An individual in a story or play or poem whose personality can be
Clause	A clause is a group of words built around a <u>verb</u>. <u>Sentences </u>are made up of one or more clauses. A **main clause** contains a finite verb. It can form a sentence on its own and therefore is sometimes referred to as an independent clause, e.g. *He put on his coat.* A **subordinate clause** is dependent for its meaning on the main clause and is therefore sometimes referred to as a dependent clause. It cannot stand alone as, without the main clause, its meaning is unclear, e.g. *He put on his coat <u>because it was cold</u>.* Subordinate clauses can be classified as: <u>relative clauses</u>, e.g. *the book <u>that I was reading</u>.* adverb clauses, e.g. *He put on his coat <u>because it was cold</u>.* noun clauses, e.g. *I know <u>that it's raining</u>.* Clauses can be <u>finite </u>or <u>non-finite </u>depending on the verb form used, e.g. *They went to the beach <u>when it stopped </u>raining.* (clause using a finite verb) <u>*Looking out of the window*</u>*, he waved to the postman.* (clause using a non-finite verb) *She had to work hard <u>to achieve her goal</u>.* (clause using a non-finite verb) <u>*Reassured by his coach*</u>*, he resumed his training programme*. (clause using a non-finite verb) Most subordinate clauses can be fronted (placed at the front of the main clause in a sentence), embedded (placed in the middle of the main clause in a sentence) or placed at the end of the main clause in a sentence.
Cohesive device	A cohesive device is a word or grammatical structure that signals a link between ideas within and across *<u>clauses</u>*, *<u>sentences </u>*and paragraphs. *<u>Connectives</u>*, *<u>pronouns</u>*, vocabulary choices and punctuation can all

	support textual cohesion.
	I always save my pocket money <u>whereas </u>my brother spends his straightaway. *<u>John </u>enjoys school; <u>he </u>is particularly good at art.* *We had good <u>weather </u>on <u>holiday last week</u>. It was <u>sunny for three days </u>although it was slightly <u>cooler on </u><u>Thursday</u>. <u>However</u>, it <u>warmed </u>up again towards the end of <u>our stay</u>.* In longer pieces of text, cohesion is aided by backward and forward references, typically through the use of pronouns, deliberate repetition and <u>synonyms</u>. This is sometimes called a <u>reference chain</u>.
Colon	A punctuation mark used to introduce: a list, a quotation or a second clause which expands or illustrates the first: he was very cold: the temperature was below zero.
Comma	Punctuation mark marking the relationship between parts of a sentence, or used to separate items in a list.
Complex verb phrase	A complex <u>verb </u>phrase consists of a <u>lexical verb </u>and one or more <u>auxiliary verbs</u>, e.g. *He <u>was running</u>.* *He <u>has been running</u>.* *He <u>should have been running</u>.*
Compound Word	A word made up of two other words: football, headrest.
Comprehension	The level of understanding a text.
Connective or conjunction	A connective is a general term for words that link ideas together, e.g. *although, but, on the other hand*. Connectives often act as <u>cohesive devices </u>to support text <u>coherence</u>. There are different types of connectives that perform different functions, e.g. **Coordinating connectives** join words, phrases or clauses that are equal. The main coordinating connectives are *and*, *or*, *but*. **Subordinating connectives** introduce a subordinate clause, e.g. *because, although, unless.* **Temporal connectives** signal time or chronology, e.g. *next, first, later, meanwhile.* **Causal connectives** signal cause and effect, e.g. *because, therefore, consequently, so.*
Contraction	A contraction is a shortened or simplified form of a word attached to the preceding word. <u>Verbs </u>in their contracted form use an apostrophe in place of any omitted letters. This is often referred to as an *apostrophe for*

	omission and is more typically found in informal writing, e.g. *I'm so excited.* (I am) *They've decided to go by train.* (They have) *He'd love to come too.* (He would) *We're off to the beach.* (We are) *It's a fabulous day.* (It is) *Who's got the picnic?* (Who has) *I would've come but I have to cook dinner.* (would have) *She'll catch you up later.* (She will) *Sam'll catch the ball.* (Sam will)
Demarcation	Some forms of punctuation are used to indicate (or demarcate) *sentence* boundaries. These are: full stops question marks exclamation marks ellipses A **capital letter** is always used to indicate the start of a sentence. A comma should never be used to demarcate a sentence boundary; when it is used in this way it is often referred to as a **comma splice** and is considered an error, e.g. *I told him to go, he didn't listen.* (incorrect) *I told him to go. He didn't listen.* (correct)
Dialogue	A conversation between two parties, may be spoken or written.
Discussion Text	A text which represents all sides of an issue.
Draft	Preliminary written form of a document.
Edit.	To modify/change either own or another's work.
Ellipsis . . .	This signifies a place where something has been omitted, or there is a pause or interruption. The dots which mark this are called ellipsis.
Empathy	Identifying with another, the ability to see situations from the
Exclamation Mark	Punctuation mark used at the end of a sentence to indicate great
Explanation Text	Text written to explain a process or answer a question.
Fable	short story which is devised and written to convey a useful moral issue. Animals are often used as characters.
Fiction	Text which is invented by a writer of speaker.
Finite and non-finite	The **finite** inflections of a *verb* express a choice of tense and person, e.g. *She walks to school every day.* *They ran down the road.* *The clowns tumbled and juggled and the crowd roared with laughter.*

	The **non-finite** inflections of a verb do not express these choices. There are three non-finite forms: The **present participle** (-ing), e.g. _breathing heavily, we ran up the stairs; scowling fiercely, she opened the window and shouted._ The **past participle** (-ed), e.g. _exhausted by the climb, the hikers decided to rest; terrified, the children hid behind the curtain._ The **infinitive** (to -), e.g. _we wanted to arrive early; to function properly, the power must be switched on._
Fronted adverbial	See adverbial
Genre	Refers to different types of writing.
Grapheme	Written representation of a sound, may consists of one or more letters.
Homograph	Word with same spelling as another, but different meaning eg a lead pencil/the dog's lead.
Homophone	Words which sound the same but have different meaning or spelling eg right/write/rite.
Hyphen	A punctuation mark which links two words or parts of words.
_I_ and _me_	According to standard English: **I** is used on its own or with a noun when either is the subject of the verb: _I went for a walk._ _Jane and I went for a walk._ **Me** is used on its own or with a noun when either is the object of the verb: _The teacher blamed me._ _The teacher blamed Jane and me._ **Me** is also used when the pronoun is the object of a preposition: _Jane came cycling with me._
Imperative	An imperative is a verb form that expresses a directive or a command. The verb is used in its base form, typically without a subject, e.g. _Sit down; Come here; Put the glass in the basin._
Impersonal construction	An impersonal construction is one without an agent or where the agent has been replaced with the impersonal 'dummy' _pronoun_ 'it': _Politeness is expected at school._ (without an agent) _Visiting museums will expand children's knowledge._ (without an agent) _It may be wise to take an umbrella._ (impersonal dummy pronoun it) An impersonal style often uses impersonal constructions, as well as, for example, _nominalisation_ and the _passive voice_ to achieve a more formal

	register.
Inflection	An inflection is an adaptation of a <u>verb</u> or <u>noun</u>, typically used to form a correct grammatical relationship within a <u>sentence</u> – it is used to indicate <u>tense</u>, mood, number, person, gender, e.g. *have/had, taking/taken, do/did, speak/spoke* (tense) *woman/women, horse/horses* (number)
Internal sentence punctuation	A range of punctuation can be used within sentences to clarify meaning, e.g. • colons to introduce a list • commas to separate items in a list and to mark phrases or clauses • semi-colons to mark heavier boundaries between main clauses, or to separate words or phrases in a complex list • apostrophes to indicate contracted forms or possession • inverted commas to indicate direct speech • ellipsis to indicate omitted words or for dramatic or rhetorical effect • brackets, dashes or commas to indicate parenthesis
Lexical verb	See <u>verb</u>.
Metaphor	Where the writer writes about something as if it were really something else.
Modal verb	See <u>verb</u>.
Modelling	Refers to demonstration of an aspect of reading or writing a teacher or adult support.
Myth	An ancient traditional story of gods or heroes which address a problem or concern human existence.
Narrative Text	Text which re-tells events.
Nominalisation	Nominalisation is the process of turning words from other <u>word classes</u> into <u>nouns</u> e.g. *the charity <u>walk</u>* The verb '*to walk*' has been nominalised to the noun '*walk*'. A word that can function as both a noun and a verb (in its present participle form) is also sometimes known as a gerund, e.g. *painting, barking.* Nominalisation is often used in more formal writing, which calls for an impersonal, academic style.
Non-chronological	Organised without reference to time sequence.
Non-standard English	Non-standard English is a variety of English that incorporates the linguistic features of a specific local dialect. It is not generally used in

	formal speech and writing, except in informal dialogue. It may be linked to a region, but can be spoken with any accent.
Noun	A noun is often defined as the name given to a person, place or thing. Typically, these are physical entities that can be seen, touched, smelt, tasted or heard.
	There are different groups of nouns, e.g.
	A **proper noun** is the name of a specific person, place or thing, e.g. *Snow White, France, Wednesday*. It always begins with a capital letter no matter where it occurs in a sentence. A **common noun** identifies a person, place or thing more generically, e.g. *children, restaurant, apple*.
	Nouns may also be classified as concrete, abstract or collective:
	A **concrete noun** refers to objects that exist physically, e.g. *clock, pens, dog*. An **abstract noun** names a thing such as a feeling, quality or concept that has no physical form, e.g. *sorrow, courage, freedom.* A **collective noun** refers to a group
Noun phrase	A noun phrase typically consists of a <u>noun </u>that is modified by other words such as <u>articles</u>, <u>adjectives</u>, additional nouns or <u>preposition phrases</u>, e.g.
	The <u>shed</u> *The blue <u>shed</u>* *The blue garden <u>shed</u>* *The blue garden <u>shed </u>behind the rose bushes*
Object	The object is a <u>noun </u>that refers to a person or thing, other than the <u>subject</u>, which is involved in or affected by the action of a <u>verb</u>. The verb's object normally follows it, e.g.
	He ate the <u>tomato</u>. *<u>We liked her</u>.*
Onomatopaeia	Words which echo sounds associated with meaning eg clang, hiss, and crash.
Pargraph	A section or piece of writing.
Passive voice	Verbs expressed in the passive voice (unlike the more common <u>active voice </u>alternative) transform the active <u>object </u>into the subject.
	The <u>subject </u>is the recipient (rather than the agent) of the action, e.g.
	<u>The door </u>was closed by the girl. *<u>The ball of wool </u>was unravelled by the kitten.* *<u>The pane of glass </u>has been smashed by Lisa.*

	The verb 'to be' is followed by the past participle (see <u>verb</u>) form of the verb, e.g. *The door <u>was closed </u>by the girl.* *The ball of wool <u>was unravelled </u>by the kitten.* *The pane of glass <u>has been smashed </u>by Lisa.* The 'by' phrase indicates the active subject. Its use is optional (omission is sometimes desirable if the intention is to hide the person responsible for the action), e.g. *The door was closed.* *The ball of wool was unravelled.* *The pane of glass has been smashed.*
Personification	A form or metaphor in which language relating to human action eg the weather is smiling on us today.
Phoneme	The smallest unit of sound in a word.
Phrase	A phrase is a group of words that are grammatically connected. Phrases are classified according to the word they expand, e.g. **noun phrase** – *the blue garden shed* **preposition phrase** – *through the window* **complex verb phrase** – *has been working*
Plural	See Singular and Plural
Prefix	A prefix is a letter or string of letters which is added to the beginning of a <u>root word </u>in order to modify or change its meaning, e.g. *appear / <u>dis</u>appear* *take / <u>re</u>take / <u>under</u>take*
Preposition	A preposition indicates a relationship, often in time or space, between <u>nouns </u>or <u>noun phrases </u>and other parts of the <u>clause</u>, e.g. *across, in, at, under, with, of.* A preposition typically introduces a preposition phrase, e.g. *The woman <u>in the red dress </u>was playing the piano.* *The blue garden shed <u>behind the rose bushes </u>was empty.* Preposition phrases usually modify verbs (as <u>adverbials</u>) or nouns, e.g. *The bowl of fruit stood <u>on the table</u>.* (adverbial) *Collect the parcel <u>from the house over the road</u>.* (adverbial) *Collect the parcel from the house <u>over the road</u>.* (noun modifier) *<u>Since auditioning for the play</u>, she has grown in confidence.* (adverbial, introducing a non-finite clause) *He put down his pen <u>after </u>the teacher* told him to stop writing.

	(subordinating connective)
Pronoun	A pronoun is a word that can act as a substitute for a <u>noun</u> or <u>noun phrase</u>. Pronouns can be used in a text to avoid repetition and as points of reference to strengthen <u>cohesion</u>. Unlike a noun, it is difficult to modify a pronoun, e.g. *'A sparkling river'* cannot become *'A sparkling <u>it</u>'.* *'The boy next door'* cannot become *'The <u>he</u> next door'.* For the level 6 test, children need to be aware that there are different types of pronoun, e.g. **Personal pronouns** indicate person, number and gender, e.g. *I, me, you, she, her, he, him, it, we, us, they, them.* **Relative pronouns** introduce a relative <u>clause</u>, e.g. *who, whom, whose, which, that.* *I enjoy my swimming, <u>which</u> keeps me fit.* *The girl <u>who</u> won the race was very fit.* **Possessive pronouns** express ownership, e.g. *mine, yours, his, hers, its, ours, yours, theirs, one's.* These can be used on their own, e.g. *<u>Mine</u> is the red and white one.* *The blue one might be <u>theirs</u>.* There are also possessive determiners (sometimes confused with **possessive pronouns**), which are easily identifiable since they must be followed by the noun to which are they linked, e.g. Look in <u>her</u> book. <u>Our</u> favourite meal is pasta. **Interrogative pronouns** introduce questions, *e.g. who, when, how.* *<u>Who</u> did it?* *<u>What</u> are you doing?*
Question Mark	Punctuation mark used at the end of a sentence to denote a question.
Recount Text	A text written to retell.
Report Text	A non chronological text written to describe or classify.
Relative Clause	A **relative clause** is a type of subordinate clause that makes the meaning of the <u>noun</u> more specific. It is introduced by a relative <u>pronoun</u> (*who, whom, whose, which, that*).

	There are two types of relative clause: **non-defining** (or **non-restrictive**) **clauses** and **defining** (or **restrictive**) **clauses**. *My brother, <u>who lives in France</u>, drives a blue van*. (Non-defining – the fact that my brother lives in France is simply additional information.) *My brother <u>who lives in France</u> drives a blue van*. (Defining – relating specifically
Rhetorical Device	A rhetorical device is associated with language intended to persuade or impress, typically in order to create a particular effect on the reader or audience. A commonly used rhetorical device is a rhetorical question, which is posed for deliberate effect and does not require an answer. • Why do I bother? • Will you ever remember to hang up your coat? • Who needs to know about that?
Roots of words of Derivations	A root word is the part of the word that contains its original meaning. Derivation is the process by which new words are formed from a root word to give related words different meanings and/or to show that they belong to different <u>word classes</u>. It is achieved by changing the shape of the root word or base, e.g. *song* from *sing*, or by adding a prefix or suffix, e.g. *dis*cover*y*, *un*cover, *re*cover from cover. Many words are derived from Greek or Latin roots, e.g. *bio* for *life* in *biography, biology, autobiography*.
Semi-colon	A punctuation mark used to separate phrases or clauses in a sentence.
Sentence	A sentence consists of a group of words that work together to create meaning, and that are grammatically separate from neighbouring sentences. A sentence typically consists of <u>clauses</u>, including at least one main clause. It is <u>demarcated</u> by a capital letter at the start and by some form of end punctuation, e.g. full stop, question mark, exclamation mark or ellipsis. There are different types of sentences: A **statement** gives information and normally has the <u>subject</u> before the <u>verb</u>, e.g. *It rained heavily on Wednesday night*. A **question** normally asks for information and is signalled grammatically by: its subject following an auxiliary verb, e.g. *Are <u>you</u> ready?* an interrogative pronoun, e.g. <u>What</u> *happened?*

	A **command** is a sentence that directs someone or something to do something. It uses the _imperative_ form of the verb, e.g. _Turn that radio off now._ Sentences can have different grammatical structures: A **single-clause** sentence consists of a single main clause, e.g. _The dog barked._ _Jake won the egg and spoon race._ _The teacher with the shiny red sports car drove slowly out of the school car park on the last day of term._ A **multi-clause** sentence consists of at least one main clause and any number of subordinate clauses, e.g. _While we were playing tennis, I tripped and sprained my ankle._ _Ron cycled down the hill; he didn't see the pothole in the road._
Simile	The writer creates an image in readers minds by comparing a subject to something else eg as strong as an ox.
Singular and Plural	Most _nouns_ have a singular and a plural form, signalling the difference between 'one' or 'more than one' person, thing etc. Many nouns can be changed to their plural form by adding an -s ending, e.g. _bird / birds_ _lily / lilies_ Some nouns have an irregular plural form: _foot / feet_ _louse / lice_ _leaf / leaves_ Some nouns have the same form whether singular or plural: _one sheep / several sheep_ _one species / several species_
Standard English	This is the variety of the English language that is generally used for formal purposes in speech and writing. It is not the English of any particular region and it can be spoken with any accent.
Subject	The subject is the _noun_, _pronoun_ or _noun phrase_ that stands before a verb, and which is involved in _subject-verb agreement_. It normally expresses the 'do-er' or 'be-er' of the verb, e.g. _We_ were going shopping. _Zak_ is tired.

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Subject-Verb agreement	If the <u>verb</u> is in the present tense, it agrees (in standard English) with the subject, e.g. *she plays* (not she play) *they play* (not they plays) In the past tense, subject-verb agreement is only found in the verb 'to be', e.g. *She was playing / they are playing* *I laughed / the girls laughed*
Suffix	A suffix is a letter or string of letters that is added to the end of a <u>root word</u> in order to modify or change its meaning. Suffixes are used in inflections (e.g. walk<u>ed</u>, bird<u>s</u>) and also in deriving new words, often with a change of word class, e.g. *teach / teacher* (changes verb into noun) *terror / terrorise* (changes noun into verb) *beauty / beautiful* (changes noun into adjective)
Synonym	Two words are synonyms if they have the same meaning or similar meanings, e.g. *pointed* may be synonymous with *sharp, tapered, jagged* or with *cutting, biting, caustic*, depending on context.
Syntax	The grammatical rules that determine the arrangement of words in phrases, clauses and sentences are known as syntax.
Tense	Tense indicates the relationship between the form of a <u>verb</u> and the time reference of the action, event or process it expresses, e.g. <u>*They ran*</u> *down the road.* (past tense) <u>*She walks*</u> *to school most days.* (present tense)
Tense Agreement	Tense agreement means consistency of tense, e.g. • They ran down the road and bought an ice cream. • She walks to school most days but catches the bus every Friday.
Verb	A verb is a word that can be inflected for tense and expresses an action, an event, a process, a sensation or a state of being, e.g. *They* <u>*crossed*</u> *the river.* *The bell* <u>*rang*</u> *loudly.* *The staff* <u>*made*</u> *a decision.* *He* <u>*worried*</u> *about his homework.* *I* <u>*am*</u> *very good at mathematics.* There are three main types of verb: **Lexical verbs** are sometimes referred to as 'main', 'full' or 'content' verbs. They are not dependent for their meaning on

	other verbs, e.g. *speak, accept, discover.* **Auxiliary verbs** (*be, do, have*) are sometimes referred to as 'helping' verbs because they can assist, modify or refine another verb. **Modal verbs** are a type of auxiliary verb that expresses degrees of possibility, probability and certainty. The core modal verbs are*: can, could, may, might, shall, should, will, would, must*.
Verb Inflection	Most <u>verbs</u> can occur in different inflections: The **infinitive** has no tense and is often preceded by *to*, e.g. *to appear, to sign.* The **present plural** looks like the infinitive except in the verb 'to be', *e.g. they <u>are</u>, they <u>sign</u>.* The **present singular** is normally formed by adding -s to the base form, e.g. *Claire <u>grabs</u> the ball and <u>shoots</u> at the goal* (but: *Ali <u>is</u> tall and <u>has</u> brown eyes*)*.* The **past tense** is normally formed by adding -ed to the base form (e.g. *We <u>played</u> hockey*) but many common verbs have irregular forms (e.g. *I <u>caught</u> several fish and I <u>was</u> happy*). The **past participle** (see <u>finite and non-finite</u>) normally has the same form as the past tense (e.g. *I have <u>finished</u>; the form was <u>signed</u> by the headteacher*); but in many common irregular verbs it is different (e.g. *We have <u>been</u> away, and our milk was <u>stolen</u>*). The **present participle** is always formed by adding -ing to the base form, e.g. *He was <u>being</u> naughty. He was caught <u>stealing</u>. Anyone <u>making</u> a noise will be punished.*
Word Class	The term 'word class' refers to a group of words that can perform a similar function, e.g. <u>nouns</u>, <u>pronouns</u>, <u>adjectives</u>, <u>verbs</u>, <u>adverbs</u>, <u>prepositions</u>. Some words can belong to more than one class, depending on the context in which they are used, e.g. *I hope to <u>sail</u> round the world next year.* (verb) *My boat has a blue <u>sail</u>.* (noun)
Word Families	Word families consist of groups of words that share a common root, e.g. act, action, react, reaction, activate.