

# Year 5

## Auxiliary Verbs

Auxiliary verbs:

be	have	do
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*They are winning the match.* [*be* used in the progressive]

*Have you finished your picture?* [*have* used to make a question, and the perfect]

*No, I don't know him.* [*do* used to make a negative; no other auxiliary is present]

*Will you come with me or not?* [modal verb *will* used to make a question about the other person's willingness]

## Modal Verbs

Modal verbs are used to change the meaning of other [verbs](#).

They can express meanings such as certainty, ability, or obligation.

*I can do this maths work by myself.*

*This ride may be too scary for you!*

*You should help your little brother.*

*Is it going to rain? Yes, it might.*

present	past	no tense
will	would	must
shall	should	
can	could	
may	might	

## Relative clause and pronouns

A relative clause is a special type of [subordinate clause](#) that modifies a [noun](#). It often does this by using a relative [pronoun](#) such as *who* or *that* to refer back to that noun, though the relative pronoun *that* is often omitted.

In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold

*That's the **boy** who lives near school.* [*who* refers back to *boy*]

*The **prize** that I won was a book.* [*that* refers back to *prize*]

***Tom broke the game**, which annoyed Ali.* [*which* refers back to the whole clause]

## Relative Pronouns:

Who, whose, that, which, when, where, whom

## Cohesive device

Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create [cohesion](#).

Some examples of cohesive devices are:

- [determiners](#) and [pronouns](#), which can refer back to earlier words
- [conjunctions](#) and [adverbs](#), which can make relations between words clear
- [ellipsis](#) of expected words.

*Julia's dad bought her a football.*

*The football was expensive!* [determiner; refers us back to a particular football]

*Joe was given a bike for Christmas. He liked it very much.* [the pronouns refer back to Joe and the bike]

*We'll be going shopping before we go to the park.* [[conjunction](#); makes a relationship of time clear]

*I'm afraid we're going to have to wait for the next train. Meanwhile, we could have a cup of tea.* [[adverb](#); refers back to the time of waiting]

*Where are you going? [  ] To school!* [ellipsis of the expected words *I'm going*; links the answer back to the question]

## Parenthesis:

Parenthesis is added information that is not needed for the sentence to make sense.

The parenthesis can be shown by using a pair of:

- Commas,
- Dashes,
- Brackets

The register of the prose is affected by the choice of the punctuation:

- Commas are most commonly used.
- Brackets tend to be used in formal writing.
- Dashes tend to be used in informal writing.

**Commas are most commonly used.**

Comma Example:

*"A handwritten note, scribbled in green ink, was taped firmly across the letterbox."*

The sentence would make sense without the parentheses: "A handwritten note was taped firmly across the letterbox"

**Brackets tend to be used in formal writing..**

Brackets Example:

*"The court should know that Michael Smith (the defendant) has up until now always been thought of as one of Lightwater High School's best students."*

Brackets are used as the sentence is formal.

**Dashes tend to be used in informal writing.**

Dashes Example:

*"Well, it was like this: the lads who had come off the trip – some of them as young as thirteen - had just got a bit bored with waiting..."*

Dashes have been used as the sentence is conversational and informal.

## Commas to avoid ambiguity

Commas are important because they **separate parts** of a sentence. They may help make the **meaning clear** and prevent ambiguity or confusion.

e.g.

*Watching the monster Jack began to tremble.*

This is confusion – it is not clear if the monster is called Jack or if Jack is the one who is beginning to tremble. When a comma is added, the meaning becomes clear.

*Watching the monster, Jack began to tremble.*