Purpose: Explain

This section describes the *key characteristics* of "explain" purpose writing.

Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students' progress and achievement in writing. Teachers are asked to make a "best-fit" judgement as to the level at which their student's writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose, Content/Ideas, Structure/Organisation, Language Resources, Grammar, Spelling, and Punctuation.*

Deep Features

Audience Awareness and Purpose:

The explain purpose gives an account of how something is formed or works, along with associated reasons. It involves explaining the processes involved in, and the reasons for, mechanical, natural, technological or socio-cultural phenomena. There are two main types of explanation, with variations in focus. One concerns how something works (How does a pump work? How does Parliament work? How are mountains formed? How do plants grow?). The other involves an explanation of why is something the way it is (Why do some things float? Why do our bodies need food? Why do we have school rules?).

Content/Ideas:

The essential features include an introduction that comprises a general statement to establish the purpose of the text and to position the reader, which may be in the form of a title. This introductory portion identifies the phenomenon to be explained. The body portion is used to elaborate the explanation sequence and an account is given of how and/or why something occurs/works with a focus on giving reasons and making the process understandable. Note that complex explanations may have multiple parts or subsections. Explanations may be part of more complex or substantial texts (e.g., a piece on the tuatara may include an explanation section to detail the reproductive cycle – "How tuatara reproduce").

Structure/Organisation:

This generally involves organisation around a sequence explaining why something is or how it works. The ordering is logical. Links between aspects of the phenomenon (e.g., sequence or parts) and their associated reasons or functions are evident through the use of conjunctions of time, or cause and effect. Organising devices such as paragraphs assist writers to structure related aspects into themed groups, and links between paragraphs help to create cohesion and relevance.

Language Resources:

Precise, descriptive, factual language (i.e., verbs, adverbials, adjectivals and nouns) is employed to give detail to the explanation and causal circumstances. Technical language related to the topic, where appropriate, adds authority to the text and writer. Explanations generally employ declarative or stating mood choices to make statements of fact and offer reasons for and explanations of the phenomena.

Verbs are mainly those that tell of actions and behaviours, depending on the field.

Some existing and relational verbs assist in establishing the explanation.

Verb tenses are commonly "timeless" present tense (e.g., evaporates, grows, eats, orbits). There is some use of passives to define and/or describe actions where agent is obscured or unimportant in the explanation sequence ("Gradually, these rocks are eroded and sand is formed"). Conjunctions of consequence (cause and effect) link aspects and reasons through causal relationships (if-then, so, as a consequence). Conjunctions are used to show linkages in time and place and for relationships in sequencing (e.g., first, then, following, finally).

Surface Features

Grammar:

This dimension of text refers to accepted patterns in language use rather than with grammatical choices made by writers to achieve particular purposes. Here we refer to aspects of grammar such as subject-verb agreement, the use of complete verbs/verb groups, and the appropriate and consistent use of tense-choices for verbs. It is a student's ability to control language patterns at this level of text that is judged here.

Spelling:

Spelling is considered separately and is related to increasing skill and knowledge about high-frequency words (HFW), simple spelling patterns, complex spelling patterns, and the spelling of irregular or technical vocabulary. The judgement of spelling is made in the context of the student's text but evidence to support the judgement needs to be considered carefully.

Punctuation:

This dimension of text refers to the degree of control a writer shows over punctuation. This control ranges from showing an awareness of sentence punctuation to being able to use complex punctuation effectively. Again scorers are required to locate evidence to support their judgements about a student's competence.

Scoring Rubric, Purpose: EXPLAIN

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Audience Awareness and Purpose	Writer writes primarily for self	Writer **recognises** they are writing for an audience other than self.	Writer shows **some awareness** of purpose and audience through choice of content, language, and writing style.	Writer **shows awareness** of purpose and audience through choice of content, language, and writing style.	Writer shows awareness of purpose and **targets** the audience through **deliberate** choice of content, language, and writing style.	Writer **directs** explanation to the audience and develops a rationale for the explanation appropriate to the intended audience.
		Some attempt to explain.				
	Attempts to explain a simple idea or phenomenon	**Explains** a simple idea or phenomenon				
	Assumes shared knowledge of context with the audience	**Assumes** shared knowledge of context with the audience.	Explanation **may rely on context** and require some audience inference in order to be understood.	**Clear explanation** stands alone.	**Consistently** meets needs of intended audience.	**Sustains** acknowledgment of audience throughout and in the conclusion.
Content/Ideas	Writer offers a simple idea, from a personal perspective, as an explanation.	Writer **identifies** the phenomenon or process and gives one or more simple reasons for its occurrence.	Writer **clearly** identifies the phenomenon or process and gives reasons for its occurrence.	Writer clearly identifies the phenomenon or process clearly, **and** may also include **contextualising** information.	Writer **presents** clear, adequately detailed content, relevant to topic sentences/paragraphs.	Writer presents clear, comprehensive content relevant to the topic.
	Includes some statements that are unrelated to purpose, e.g. "I like rocks", "I saw a tuatara at the zoo in Auckland".	Includes **some** statements that are unrelated to the purpose, e.g., "I like rocks", "I saw a tuatara at the zoo in Auckland".	Includes information that is **mostly** relevant.	Includes **only** relevant content.	**Provides** relevant, accurate details **at** each stage.	Acknowledges and explains multiple causes or aspects of a phenomenon.
			Body of text contains a sequenced account of straightforward aspects or processes, and includes some associated reasons for why/how these occur.	Body of text contains **further elaboration** and includes associated reasons for why/how aspects or processes occur.	Body of text contains **detailed** elaboration and gives associated reasons for why/how aspects or processes occur.	Selects specific, relevant, accurate details and targets these to support explanation.
Structure	Some semblance of organisation, usually around a single idea, may be evident at sentence level.	Uses **simple,** factual statements.	**Attempts** to structure content. e.g., an introduction, body, conclusion.	Uses **straightforward conventional** structure e.g., an introduction, body, conclusion.	Uses appropriate text structure to achieve **some sense of coherence and wholeness.**	Uses appropriate text structure to achieve **a sense of coherence and wholeness.**

		Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Structure (continued)		Uses simple connectives and/or sequence language to connect ideas.	Uses **simple** connectives and/or sequence language to connect ideas within and across sentences.	**Uses** connectives and/or sequence language to connect ideas within and across sentences.	Sustains **appropriate and varied** connectives and/or sequence language.	Makes **sustained effective use** of appropriate, varied connectives and/or sequence language.	
				Attempts sectioning or paragraphing.	**Uses** sectioning or paragraphing linking main ideas to supporting details.	Uses paragraphs with main ideas and supporting details. Links sentences **thematically** to the topic of the paragraph or the section.	Uses **logically arranged** reasoned ideas in well-crafted paragraphs with strong topic sentences, to guide the reader's understanding of the explanation.
Language Resources		Uses some topic-specific language to convey thoughts and ideas. Uses mainly high-frequency words.	Uses some **topic-related** vocabulary.	Uses **topic-related** vocabulary to contribute to audience's understanding of parts of phenomenon being explained.	**Attempts** technical and/or specialised language (jargon)	**Accurately** uses technical and/or specialised language (jargon)	**Sustains** appropriate formality through strategic use of selected language features. These will including:
		Uses simple, usually factual and descriptive language. Begins to use linking verbs, e.g., "is", "have".	Uses factual and descriptive language. **T**ells how it is or happens, e.g., with verbs in the present tense.	**Uses** task-appropriate language to tell how it is or happens, e.g., verbs in mainly the present tense. Some adjectivals and adverbials to give detail and precision.	**Consistently** uses of precise, descriptive, factual language and verbs in the timeless present tense e.g., "evaporates", "rises", with occasional use of the passive voice for effect.	Makes **deliberate** use of precise, descriptive, factual language, the timeless present tense, e.g., "evaporates", "rises" with occasional use of the passive voice for effect.	- Technical and/or specialised language - Linking and/or sequence language - Precise descriptive factual language - timeless present tense - passive voice
		May attempt to show cause-and-effect relationships by using links within sentences, e.g., "because", "so".	**Attempts** to show cause-and-effect relationships by using links within sentences, e.g., "because", "so".	**Shows** cause and effect relationships by using links within and across sentences.	**Expresses** causal relationships through links within sentences and between paragraphs.	Uses **clear**, sequential structures and transitions within and between paragraphs.	**Consistently** selects, places, and orders relevant material in paragraphs and throughout the text.
		Shows some understanding of pronoun use.	Shows **some** understanding of pronoun use.	Largely **controls** pronoun use.			

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Language Resources (continued)	May write explanation from a personal perspective.	Uses **some** language appropriate to purpose and audience.	Uses language that is **generally** appropriate to purpose and audience.	Uses language **appropriate** to purpose and audience.		
	Uses mainly simple sentences, with some variation in beginnings. May attempt compound and complex sentences.	**Uses** simple and compound sentences, with some variation in beginnings. May attempt complex sentences.	Uses a **variety** of sentence structures, beginnings and lengths.	Uses a variety of sentence structures, beginnings, and lengths for **effect**.	Uses a variety of sentence structures, beginnings, and lengths for **effect and impact**.	Uses complex, appropriate, varied sentence construction.
Grammar	Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense	Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns correct use of prepositions).	Uses most grammatical conventions correctly when writing simple, compound, and **some** complex sentences.	Uses most grammatical conventions correctly when writing simple, compound, and complex sentences.	Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.	Sustained control of sentence grammar evident throughout piece. Control enhances communication.
	Errors may interfere with meaning.		Errors **no longer** interfere with meaning		Uses the conventions of grammar with few intrusive errors.	
Punctuation	Shows some simple sentence indication, e.g. capital letters, full stops.	Uses most simple sentence indication i.e., caps, full stops, question marks.	Uses simple **correct** sentence indication i.e., caps, full stops, question marks.	**Uses consistent** correct sentence indication i.e., caps, full stops, question mark, exclamation.	Uses the conventions of punctuation with few intrusive errors.	
	Errors may interfere with comprehension.			Errors do not interfere with comprehension.		
		Attempts some other **basic punctuation** e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.	Uses some other **basic punctuation correctly** e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction	**Mostly uses accurate complex punctuation** e.g., commas, colons, hyphen, ellipsis, apostrophe of possession, and the punctuation for dialogue	**Uses complex punctuation accurately** e.g., apostrophes, colons, hyphens. Some success with using commas, semicolons for embedded, parenthetical, and conditional phrases or clauses.	

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Spelling	Spells some high frequency words (Lists 1-3) correctly	Spells most high frequency words (Lists 1-4) correctly.	Spells most high frequency words (Lists 1-6) correctly.	Few errors within high frequency words (Lists 1-7).		
	Begins to use come common spelling patterns, e.g., "and", "band", "hand"	Understands frequently used spelling patterns (e.g., changing y to ies, double consonant when adding ing).	Understands **most** spelling patterns including **some** complex patterns (e.g., plurals using ch,sh,x,o).	Understands most spelling patterns including **most** complex patterns e.g., soft 'g' or 'c', keep the 'e' manageable.	Demonstrates a good understanding of spelling patterns with few intrusive errors.	
	Attempts to spell words by recording dominant sounds in order.	Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds.	Has some success with multi-syllabic (hygienic), irregular (yacht), or technical words.	Uses complex multi-syllabic irregular or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.

Annotated Examples for Explain Purpose

START WRITING HERE

"Why Do People Keep Pets"

People keep different kinds of pets for a huge variety of reasons. Having an animal in your life can provide a lifelong friend that will always be loyal to you. Many people have a very close bond with their pets, and some animals are said to relieve stress because people can talk to them and stroke them. People go through experiences with their pet that they would never go through with a human.

Some people keep pets that do work for them. Farm dogs can be a massive help on the paddocks, from rounding up sheep to keeping intruders out. Some people keep pedigree animals to breed and make money from as well as entering their beautiful beloved pets in shows and competitions. There many different competitions for your pet, from horse racing to falconry, from sheep dog trials to snail races!

Some people keep pets that help others. For example there are dogs for the blind and deaf. Hunting dogs seek out shot birds and small animals, while hunting attack catch wolves and other prey.

There are many different reasons why people keep pets but the most common reason probably is that caring for an animal can enrich peoples lives enormously.

Audience Awareness and Purpose 4P
This text is a clear and standalone explanation of the reasons behind pet ownership. Text is structured in paragraphs, making it easy to follow. Points are elaborated and developed. Examples are given to make the points clear. Addresses the reader at points ("having an animal in your life").
To score higher than 4P This writer would need to demonstrate more skill at guiding readers through paragraphs by linking ideas across the whole text. The effect on the reader is… (intensity).

Content/Ideas 4P
Good introduction identifies phenomenon. Body of text "unpacks" the reasons for pet ownership. Only relevant content is included. Many reasons are elaborated.
To score higher than 4P In the text some points could have been elaborated further (e.g., "How do pets resolve stress").

Structure/Organisation 5B
The text is structured by the grouping of ideas into paragraphs. There is an introduction and conclusion.
To score higher The writer would need to link ideas across the paragraphs and give a sense of "wholeness" (e.g., by linking paragraphs with conjunctions or conjunctive phrases such as "in addition", "further"). Sequence of introduction could match sequence in body text.

This writer has good control of complex sentences and uses a number of ways to join information through independent clauses, e.g.:

<u>Having an animal in you life</u> can provide a lifelong friend

dependent clause

Some people have pets <u>that</u> <u>work for</u> them.

relative pronoun   dependent clause.

Tense is consistent and appropriate.
Subject verb agreement is always correct.

Language Resources 5B
Language use is appropriate – many technical words ("pedigree", "falconry"). Reference links clear (there are no unclear "subjects" or "objects" in sentences).
Verbs, adverbs and adjectives enhance the clarity of explanation (huge variety, seek, round, relieve).
To score higher More examples of conjunctions and conjunctive phrases would enhance the sequencing of the text for the reader.

Spelling 5P
No spelling errors. Evidence of control over common, more complex, and multisyllabic, irregular and technical words (companionship, pedigree, falcony, wolves, relieve, intruders).

Punctuation 4P
All sentence punctuation is correct. All basic punctuation is correct (!). Comma use is correct.
To score higher than 4P Would need to provide more examples of complex punctuation use (frequency). Even though everything is correct, more evidence is needed to score higher.

START WRITING HERE

I'm going to write about a pets and why people keep them as a pet. People keep dogs because they are a good pet they are a guard dog at night time and day time So no one comes over. You take dogs for walks for exicise and your body fit. And running in the park. You can take the dog to work if you are a Securety and you are looking for Something they can help. A cat can be a pet because they are fluffy When you pat them on their backs and on their stumic. They are also playful and they are somtimes kind to other people. I had a cat when I was little and it was a boy cat So they don't have babys over and over again. Socks was fun and fluffy. I had a dog and it was a pitty cross with a bully dog cross with a Staffy. It was a kind dog only at night time it would bea mad dog because he thinks You're Steeling. It likes people taking him for a walk and Seeing other people. I liked any kind of pet that my mum and dad buys me and Jane and Kate. I want a ginypig.

The Civil Defence

The Civil Defence is New Zealands first line of Defence against Natural disasters. It provides aid to affected communities, and above all saves lives. But what do you really know about this "life saving" organisation?
Read on to find out...

The Civil Defence is an organisation designed to provide aid to people who have been effected by some sort of disaster, the disasters may range from hail storms and floods to Tsunamis, earthquakes and volcanic eruptions. Damage causing storms, that can tear the roofs off houses like the lid off a can of sardines, and Floods that can submerge thousands of Hectares of land. Tsunamis, giant tidal waves as high as a multi storey building. Earthquakes that can flatten entire cities in a matter of seconds, and Volcanic eruptions that can burn towns to the ground with hundreds of tonnes of molten rock or bury them under metres of volcanic ash. Many of these disasters cannot be prevented. However, if a disaster does happen the civil defence will be there.

When a disaster happens the men and women of the civil defence will be there to "help people who may have lost their homes or have been hurt. The care and aid the civil defence provides can be: Shelter if someone has lost their home, Food if a person is essential in times of disaster. The civil defence will rescue people if they are lost, evacuate them if they are in the path of a disaster, give food and shelter if the person has none, and they will even work after the disaster has passed to rebuild peoples homes and salvage what they can.

The Civil Defence is an essential part of New Zealand, without them many people may die needlessly because they were unable to get help when they needed it the most. Today the civil defence continues to save and rebuild lives that have been affected and most recently have provided aid to the people of south Taranaki and the wanganui region who have been troubled by floods.
I says read the yellow pages in case of an emergency.

To achieve Level 6 The writer would need to control the summary written in paragraph 2. Relate the material to a more targeted audience Review the form of complex sentences.

Audience Awareness and Purpose 5B
Addressed to an audience (*you*) specifically only the once. Detached presentation of a good range of information of a generalised nature. Only marginally directed to a younger audience.

Content/Ideas 5P
General description is supported by further explanation of the general description. Some specific illustrations are given to support the explanation. The material is related to the New Zealand situation, using local examples.

Structure/Organisation 5B
Well-organised sequence of introduction, general points and more developed explanation, with a reasonable summary and an exhortation as the ending

Language Resources 5P
Complex sentences attempt to handle the complexity of the description and explanation. Technical language is kept to a minimum but appropriately included. Detached presentation maintained by the formality of the language selected.

Grammar 4A
Sentence construction fails with incomplete sentences, or sentences where the punctuation is inadequate to handle the continuing growth of the sentence. Significant confusion with sentence construction in the second paragraph.

Punctuation 4P
Poor use of commas to divide sentence fragments. Random use of capital letters – *Civil Defence* and *civil defence* without pattern. One apostrophe missing.

Spelling 5P
Generally accurate for a straightforward set of words, and copied correctly for the few technical terms used – *tsunami.*

Air pollution is a growing concern among many people, and with good reason. The fumes formed by car exhausts, factories and the burning of rubbish and farmland contain many hazardous chemicals such as sulphur dioxide, carbon dioxide, many forms of hydrocarbons and many others. The presence of these chemicals in the atmosphere leads to many dangerous side effects like acid rains, respiratory ailments and even global warming.

Many of the chemicals we give out are major factors in a lot of the world's environmental damage. Acid rains not only corrode stone and various metals, but can seriously inhibit an ecosystem. Acid rains are formed when the sulphur dioxide, given out by factories and car exhaust fumes, containing nitrogen oxides, react with the water in the atmosphere, forming sulphuric and nitric acid. This then builds up in clouds and rains as corrosive substances on the world. The acids damage many plants and seep into the soil making it too acidic and damaging the plants' roots while essential minerals are washed out. Not only that, but it aids the release of poisonous minerals from the soil which can then flow into lakes and rivers already partly poisoned by the acid rains itself, and then rubs into the oceans, damaging fish stocks and changing the delicate balance of many ecosystems.

Acid rains are not the only chemically caused environmental damage however, leaves are also damaged and killed by ozone which also causes asthma in people and actually eats into other substances such as rubber and various kinds of textiles. And the sulphur dioxide that can cause acid rain is also corrosive in itself, eating into metal and stonework, damaging the various cities which are probably the cause of the pollution in the first place. But not only do we have to worry about chemicals we create in the proximity of us, we have to worry about those others create as well.

Air currents carry many chemicals long distances as many of those we create that are tangible are not only those we pump into oceans, polluting and despoiling the world, but are gases, invisible to the eye but just as damaging. The lead given out by car exhausts can cause brain damage in children and if you have been watching the news, you will see that there has been quite an increase in the amount of respiratory diseases and ailments. And air currents also allow (with the aid of the sun) another of the great dangers of our modern world to exist - global warming. The melting of the icecaps and raising of sea levels, and changing currents are now a tangible threat all because of our misuse of technology.

All the environmental damage, the damage we are causing ourselves and the earth is not due to pollution, but most of it is. We must work to reduce these dangers and levels before we make barren the only place we are able to survive, Earth.

Audience Awareness and Purpose 6P	Inclusive approach by the plural first-person narration. Some direct address but not focused. Examples and discussion do not specifically focus on an audience.
Content/Ideas 6A	Builds on the provided diagram, but extends and uses appropriate examples (*asthma*). Explains and links the causes and effects of air pollution.
Structure/Organisation 6P	Introduction presents an overview and initiates discussion of specific aspects. Paragraphing used to organise – but each paragraph is somewhat extended beyond the topic sentence. Conclusion is not precisely worded.
Language Resources 6A	Good technical language used in complex sentences that acknowledge both the details and the generalisations of air pollution. Emotive connotations are introduced to allow judgements through the explanation.
Grammar 6B	Generally accurate and fluent, several inelegancies break the flow.
Punctuation 5B	Well-handled, apart from the missing commas and occasional sentence division.
Spelling 6A	Good.

Selected glossary of terms for the 'to explain' purpose

Purpose:
- to give an account of **how** something is formed, or works, with reasons and **why**, i.e., make a reader understand the causes or reasons for phenomenon.

Terms	Explanation	General example
Factual/ Declarative statements	The function of the statements is to convey information, make remarks and assertions.	*The red-hot magma is called lava.* *A telephone works like a human ear.*
Topic related vocabulary	Words that relate particularly to the topic.	*volcano, eruptions, lava, rock, magma, embalming, mummification, internal organs*
Technical/ specialised language	This choice of language adds authority to the text, particularly in the description of objects or concepts, in scientific or technical explanations.	*The earth <u>orbits</u> the sun.* *The <u>nutrients</u> are necessary…* *… is the main function of the small intestine.*
Verbs/ Action verbs	Verbs express and refer to an action or a state of being. **Action verbs**: tell of actions and behaviours. They are generally more physical actions that can be observed.	Some types of verbs are: **Action:** *make, explode, melts, forces, find, hold, roll, fly, play, drive, rub, eat, work, get*
	Relational verbs: show the connections between two pieces of information.	**Relational verbs:** *became, having, is, results in, are, turns into*
Causal relationships	Where one process verb is linked to another process or verb in such a way that a sequence is produced.	*When the fuel <u>burns</u> it <u>expands</u> with great force.*
**Active/Passive voice:** Verbs can be active or passive. **Active:** When the verb is active, the subject performs the action. The sentence is written in the active voice, e.g., *The water flooded the temples at Abu Simbel.* **Passive:** When the verb is passive, the subject has the action done to it by an agent who may or may not be named, e.g., *The temples at Abu Simbel were going to be flooded.*	
Adverbs/ Adverbials (to add detail and weight to a statement)	Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence. Adding -ly to an adjective forms many adverbs, but there are also many that do not end in *-ly*.	In many cases, adverbs tell us: **How** (manner): *slowly, happily, carefully* **Where** (place): *here, there, away, outside* **When** (time): *now,* tomorrow, *later, soon* **How often** (frequency): *often, sometimes* **Why** *(cause): therefore, thus, hence*
	An **adverbial phrase** is a group of words that functions in the same way as a single adverb.	**How** (manner): *in comparison* **Where** (place)*: in the garden* **When** (time)*: in the evening, as the...* **How often** (frequency): *every day* **Why** (cause)*: for that reason, because of bad …*
Pronouns	Pronouns are used often (but not always), to 'replace' a noun or noun phrase and help the writer to avoid repetition. They can be confusing to a reader if the pronoun references are not clearly made.	Some types of pronouns are: **Demonstrative:** *this, that, these, those* **Indefinite:** *anyone, everything, nobody, someone* **Interrogative:** *who, whom, whose**, which* *Relative: which, that, whose*
Adjectives/ Adjectivals	An adjective is a word that describes somebody or something. They build information around the noun. Adjectives either come before a noun, or after verbs. An **adjectival:** is a group of words that are used to give more information about the noun. They answer the question which, whose, how many, what like or what type?	Some types of adjectives are: **Numeral/Number***: five, sixth* **Descriptive:** *old, white, busy, careful, horrible, friendly* **Distributive:** *each, every, either* **Interrogative:** *which, what, whose* **Indefinite:** *some, few, many, most* Rats, <u>*introduced by settlers,*</u> killed the native birds. (adjectival phrase)
Conjunctions	Conjunctions join two clauses together and only operate within a sentence. They can show the relationship between the ideas within and between sentences.	They show four main types of relationship: **adding information***: and, but, or* **cause and effect***: as, because, if, since* **time**: *after, as, since, until* **contrasting ideas:** *unless, but, although*
	Co-ordinating conjunctions join clauses into compound sentences.	**Co-ordinating conjunctions**: *and, but, for, nor, or, so*
	Subordinating conjunctions join clauses into complex sentences.	**Subordinating conjunctions:** *after, although, as, if, because, before, since, unless, until, when, where,*

Terms	Explanation	General example
Connectives/ linkages	Connectives are words or phrases that form links between sentences. They can be used at various places within a sentence and help contribute to the cohesion of the text.	Connectives have the following functions: **addition:** *also, furthermore, moreover* **opposition**: *however, nevertheless, on the other hand* **reinforcing:** *besides, anyway, after all* **explaining**: *for example, in other words, that is to say* **listing**: *firstly, first of all, finally* **indicating result**: *therefore, consequently, as a result* **indicating time**: *just then, meanwhile, later*
Simple sentences	Simple sentences have a single clause. They have one main idea expressed as subject, verb and object.	*A nest is a bird's house.* *This is what happens when we sleep.*
Compound sentences	Compound sentences have two or more clauses joined together by conjunctions such as *'and'* and *'but'*. The clauses are of equal weight; that is, they are main clauses.	*You sit on your bike and you push the pedal to make it go,*
Complex sentences	Complex sentences contain at least one clause that does not make sense without the other clause(s), i.e., the rest of the sentence.	*It works by acting like a heater to warm the egg in order to make it faster to hatch.* *If the cliff erodes the landscape will be changed forever.*