

JARGON BUSTER



| Term | Definition |
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| active voice | In a sentence with an active verb, the subject of the verb is doing the action. This is called the active voice. For example: Hilda <u>strode</u> into the goal area. |
| adjective | An adjective gives more information about a noun. It often goes before the noun or after the verb 'to be': <i>is, am, are, was, were, have been, etc.</i> For example: The <u>little, green</u> bird pecked the <u>juicy</u> apple. The apple was <u>delicious</u> . |
| adverb | An adverb gives more information about a verb, an adjective, another adverb or a clause. An adverb tells you how, when, where or how often something happens. For example: <u>Later</u> , a cat crept up the tree as the little green bird <u>eagerly</u> pecked the juicy apple <u>twice</u> and ate it <u>noisily</u> . Some adverbs make a comment or link ideas. For example: <u>Fortunately</u> , we won. <u>However</u> , the other team played well. Some adverbs are used to say how likely or possible something is. For example: We'll <u>definitely</u> come to the party. Some adverbs are used for emphasis. For example: The bag was <u>terribly</u> heavy. He worked <u>very</u> quickly. |
| adverbial | A word or phrase that gives more information about a verb or clause. An adverbial can be an adverb, a phrase or a subordinate clause. For example: The bird ate the apple <u>noisily</u> . The cat sleeps <u>all day</u> . We'll play <u>when we get home</u> . |
| ambiguity | Ambiguity is when something has more than one possible meaning. For example: 'I hate annoying people.' This could mean 'I do not like to annoy people' or 'I do not like people who are annoying'. Another example: 'It is a large furniture shop.' This could mean 'It is a shop which sells large furniture' or 'It is a large shop which sells furniture'. |
| antonym | Antonyms are words that mean the opposite of each other, such as <u>wet</u> and <u>dry</u> , <u>full</u> and <u>empty</u> , <u>open</u> and <u>closed</u> . |

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| apostrophe , | <p>An apostrophe can be used to show when a word has been made shorter by dropping one or more letters. This is called a contraction. You usually use contractions in informal writing or when writing direct speech.</p> <p>For example:</p> <p>I am = I'm did not = didn't could not = couldn't we are = we're you have = you've she will/she shall = she'll</p> <p>An apostrophe can also show ownership or possession.</p> <p>This is called a possessive apostrophe. Possessive apostrophes show that something belongs to, or is for, someone or something. Often, a possessive apostrophe is used with a possessive s.</p> <p>If a singular word doesn't end in -s, add 's: For example: the boy's pen</p> <p>If a singular word ends in -s, add either 's or just ': For example: James's hat; Nicholas' hat</p> <p>If a singular word ends in -ss, still add 's: For example: the princess's crown</p> <p>If a plural ends in -s, just add ': For example: the girls' bags; the visitors' car park; the calves' horns</p> <p>If a plural doesn't end in -s, add 's: For example: men's coats</p> |
| article | The words <i>the</i> , <i>an</i> and <i>a</i> are called articles. They are a type of determiner. |
| definite article | The determiner <i>the</i> is the definite article. For example: <u>The</u> book is on the table. |
| indefinite article | The determiner <i>a/an</i> is the indefinite article. For example: Bring me <u>a</u> book. |
| brackets () | Brackets can be used to separate a word or phrase that has been added to a sentence as an explanation or afterthought. If you take out the word or phrase between the brackets, the sentence should still make sense. For example: My birthday cake was chocolate (which is my absolute favourite) with chocolate icing and chocolate buttons on top as well. |
| bullet points | Bullet points are used to organise a list of points in order to make it clear. The text introducing the list of bullet points should end with a colon. For example: We gave the following reasons for wanting to have a party: It was our last year in primary school. We wanted to say goodbye to our teachers. We had worked hard all year. |

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| clause | A clause is a phrase which has a verb as its head, or key word. The other words add meaning to the verb. |
| main clause | <p>A main clause is a clause that can be used on its own as a sentence. For example: <u>The bird pecked the apple. It flew away.</u></p> <p>Main clauses can be joined with coordinating conjunctions such as <i>and</i>, <i>but</i> and <i>or</i>. For example: <u>The bird pecked the apple and it flew away.</u></p> |
| subordinate clause | <p>A subordinate clause helps to give more meaning to the main clause. It cannot exist on its own as it is not a complete sentence. A subordinate clause often starts with a subordinating conjunction such as <i>although</i>, <i>because</i>, <i>before</i>, <i>if</i>, <i>since</i> or <i>when</i>. For example: <u>The bird pecked the apple <u>before it flew away.</u></u></p> |
| relative clause | <p>A relative clause is a type of subordinate clause. It is connected to the main clause by a relative pronoun such as <i>that</i>, <i>which</i>, <i>who</i>, <i>whom</i> or <i>whose</i>. For example: <u>I enjoyed the film <u>that we saw last night.</u></u></p> |
| cohesion | <p>Cohesion refers to the ways in which the writer makes the different parts of a text link together, for example by:</p> <ul style="list-style-type: none"> grouping sentences together in paragraphs using particular words and phrases to link ideas linking different paragraphs together |
| cohesive device | <p>A cohesive device is a word or phrase which shows how the different parts of a text link together.</p> <p>Use determiners and pronouns to link back to other words: For example: <u>Mr Smith came in with his dog. <u>The dog</u> and <u>he</u> were both old.</u></p> <p>Use a conjunction to link words or groups of words within a sentence. For example: <u>Mr Smith <u>and</u> his dog were both old.</u></p> <p>Use adverbs and adverbials to link between sentences. For example: <u>I saw a robin in the garden. <u>Later</u>, I saw a green bird.</u></p> <p>Use ellipsis when a word or phrase has already been used and does not need to be repeated again. For example: 'What do you want to eat?' 'A biscuit.' ('I want to eat' has been missed out.)</p> |
| colon : | <p>A colon can be used to introduce a list. For example: <u>I love the following foods: <u>apples, seeds, grapes and nuts.</u></u></p> <p>A colon can be used to introduce examples or explanations. The words after the colon give more information about what comes before it. For example: <u>The bird eats lots of snacks: <u>he needs lots of energy for flying.</u></u></p> <p>You do not need to use a capital letter for the word that comes after a colon, unless it is a proper noun or the word <i>I</i>.</p> |

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| <p>comma</p> <p>,</p> | <p>A comma can be used to separate items in a list. For example: I like peas, carrots, beans and pizza.</p> <p>Some texts use the serial, or Oxford, comma after the penultimate item in a list. For example: I ate an orange, an apple, and raspberries.</p> <p>A comma can be used to change the meaning of a sentence. For example: I told him, honestly. I told him honestly.</p> <p>A comma can be used to avoid ambiguity. For example: I'd like some jelly and ice cream for my sister. I'd like some jelly, and ice cream for my sister.</p> <p>A comma can be used before a clause starting with <i>or</i>, <i>and</i> or <i>but</i>. For example: Did you paint this picture yourself, or did someone help you?</p> <p>A comma is used after a subordinate clause at the start of a sentence. For example: If we're really quiet, we won't disturb Grandad.</p> <p>A comma is also usually used after a fronted adverbial. For example: With a shake, the dog dried itself off.</p> <p>A comma is used to separate the name of the person being spoken to from the rest of the sentence. For example: Kids, dinner's ready!</p> |
| <p>command</p> | <p>A command is a sentence which gives an order or instruction. For example: Take this food away!</p> <p>A sentence that is a command or instruction is usually in the imperative, with the verb first.</p> <p>An exclamation mark can also come at the end of a command.</p> |
| <p>compound</p> | <p>A compound word is made up of two words joined together. <i>Bedroom</i> and <i>football</i> are compound words.</p> |
| <p>conjunction</p> | <p>A conjunction links words or groups of words within a sentence. For example: Later, a cat crept up the tree <u>as</u> the bird pecked the apple <u>and</u> ate it noisily.</p> |
| <p>coordinating conjunction</p> | <p>A coordinating conjunction joins groups of words which are of the same importance in the sentence. For example: bread <u>and</u> cheese; Jack <u>and</u> Jill</p> <p>Main clauses can be joined with coordinating conjunctions such as <i>and</i>, <i>but</i> and <i>or</i>.</p> |
| <p>subordinating conjunction</p> | <p>A subordinating conjunction introduces a subordinate clause, such as: <i>after</i>, <i>although</i>, <i>as</i>, <i>because</i>, <i>before</i>, <i>if</i>, <i>since</i>, <i>when</i>, <i>while</i> For example: The cat watched the bird quietly <u>because</u> he didn't want to scare it away.</p> |
| <p>consonant</p> | <p>Vowels are sounds represented by the letters <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i> and sometimes <i>y</i>. All other sounds are called consonants and are represented by the other letters in the alphabet, which are called consonant letters.</p> |

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| dash – | <p>A dash can introduce further information and can be used instead of a colon, a comma or, occasionally, brackets. After the dash, there may be a list or a main or subordinate clause.</p> <p>For example: The fire spread quickly – I was scared. We catch the bus – the blue one – at 3.15p.m. at the station.</p> |
| determiner | <p>A determiner goes in front of a noun and its adjectives to help to tell you which person or thing the sentence is about, or how much or how many of them there are.</p> <p>For example: <u>The</u> little green bird pecked <u>one</u> juicy apple and ate it as he sat on <u>a</u> branch.</p> |
| direct speech | <p>When people’s exact words are written down in inverted commas, this is called direct speech.</p> <p>For example: “<u>I’m beginning to understand,</u>” he said.</p> |
| ellipsis | <p>Ellipsis is when one or more words are missed out because it is obvious what is meant.</p> <p>For example: We’re off to the park. I can post your letter. In the example above, ‘on the way to the park’ has been left out.</p> <p>Ellipsis also refers to three dots meaning that a word has been missed out or a sentence has not been finished, for example to suggest tension.</p> <p>For example: The door handle turned, a cough was heard, and ...</p> |
| exclamation | <p>An exclamation is something you say or shout that shows you are very happy, angry, or surprised. In writing you use an exclamation mark after an exclamation.</p> <p>For example: Oh dear!</p> |
| exclamation mark ! | <p>An exclamation mark comes at the end of an exclamation.</p> <p>It shows that something is being exclaimed, or said with a lot of feeling.</p> <p>For example: I’m so late! Hurrah! It’s a goal! No!</p> <p>An exclamation mark can also come at the end of a command.</p> <p>For example: No! Run! Stop it!</p> |
| full stop . | <p>A full stop comes at the end of a sentence. It shows that a sentence is complete and finished.</p> <p>For example: It is a full sentence. I am the tallest in my class.</p> |

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| future | <p>There are several different ways to talk about the future in English:</p> <p>The verb ‘will’ followed by the infinitive of the verb. For example: I <u>will leave</u> next week.</p> <p>The verb ‘will’ followed by ‘be’ and the present participle. For example: I <u>will be leaving</u> next week.</p> <p>The present progressive of the verb ‘go’ followed by ‘to’ and the verb. For example: I <u>am going to leave</u> next week.</p> <p>The present progressive of the verb. For example: I <u>am leaving</u> next week.</p> <p>The present tense of the verb. For example: I <u>leave</u> next week.</p> |
| homophone | <p>Homophones are words that have the same pronunciation but different meanings, origins or spelling. For example: <u>new and knew; threw and through; waste and waist</u></p> |
| hyphen - | <p>A hyphen is used to join two or more words that should be read as a single unit. A hyphen is shorter than a dash. For example: <u>great-aunt; fair-haired</u></p> <p>A hyphen is also used to help avoid ambiguity. For example: <u>a man eating fish; a man-eating fish</u></p> <p>A hyphen is sometimes used between a prefix and a root word, especially if the hyphen makes the word easier to read. For example: <u>co-own; re-educate</u></p> |
| inflection | <p>An inflection is a change to the ending or spelling of a word, which changes its meaning slightly. For example: <u>walks, walked; house, houses; mouse, mice</u></p> <p>Sometimes the whole word changes. For example: <u>went</u> is an inflection of <u>go</u>.</p> |
| inverted commas , “ ” | <p>Inverted commas, or speech marks, show when people are actually speaking. For example: “I’m beginning to understand,” he said.</p> <p>The punctuation at the end of the spoken words always comes inside the final set of inverted commas. For example: “I can’t hold on any longer!” Alex cried.</p> <p>You may see single (‘ ’) or double (“ ”) inverted commas, depending on what you are reading. It is important to use the same style across work for consistency.</p> |

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| modal verb | <p>Modal verbs are a type of auxiliary verb.</p> <p>Modal verbs are: <i>can, could, will, would, may, might, shall, should, must</i> and <i>ought to</i>.</p> <p>Modal verbs are used for expressing:</p> <p>possibility, ability or likelihood – <i>can, could, may, might, should</i></p> <p>necessity – <i>must, ought to, should</i></p> <p>the future – <i>shall, will, would</i></p> |
| morphology | <p>A morpheme is a unit of meaning that cannot be divided further.</p> <p>Morphemes are the bits that make up words, such as <i>read</i> and <i>ing</i> in <i>reading</i> or <i>read</i> and <i>s</i> in <i>reads</i>. A word consists of one or more morphemes.</p> <p>Some morphemes are words in their own right; others, such as many prefixes and suffixes, are not.</p> |
| noun | <p>A noun names a person, place or thing. For example: <i>apple, dog, team, chair, happiness, beauty</i>.</p> <p>Test whether something is a noun by seeing whether a determiner in front of it makes sense. For example: <i>the apple, my dog, their team, her chair, that beauty</i> could all make sense in a sentence but not <i>the reads, those cuddly, her went</i>.</p> |
| common noun | <p>A common noun is a noun that refers to people or things in general. For example: <i>dog, tree, bridge, chair, beauty, excitement, advice, bread</i></p> |
| proper noun | <p>A proper noun is a noun that identifies a particular person, place or thing.</p> <p>Proper nouns begin with capital letters. For example: <i>James, Africa, Friday, December</i></p> |
| noun phrase | <p>A noun phrase is a phrase with a noun as its head, or key word. For example: <i>The ball was lost</i>.</p> <p>A noun phrase can be expanded by adding words before or after it. For example: <i>The ball by the fence was lost</i>. <i>The red cricket ball by the fence was lost</i>.</p> |
| object | <p>The object of a verb is who or what is acted upon by the verb. In a statement, the object is usually the noun (or noun phrase or pronoun) just after the verb. For example: <i>The bird pecked the apple</i>. <i>The bird pecked it</i>.</p> |
| paragraph | <p>A paragraph is a group of linked sentences that are usually about the same thing. A new paragraph starts when you are writing about a new idea, person, place or event.</p> |

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| parenthesis | <p>Brackets () commas , and dashes – can all be used to separate a word or phrase that has been added to a sentence as an explanation or afterthought.</p> <p>The word or phrase inside the brackets, commas or dashes is called a parenthesis.</p> <p>For example: I looked up, squinting because of the sun, and saw the birds flying across the sky.</p> |
| passive voice | <p>In a passive sentence, the subject of the verb is the one that has something done to it, so the do-er disappears or is mentioned after ‘by’.</p> <p>For example: The ball <u>was caught</u>.</p> <p>The ball <u>was caught</u> by the little girl.</p> <p>You can tell that a sentence is passive because:</p> <ul style="list-style-type: none"> the subject of the verb has the action done to it there is part of the verb ‘to be’ (such as ‘was’ or ‘is’) or a verb like ‘get’, followed by a past participle the person or thing carrying out the action is introduced by the word ‘by’, or not at all. |
| phrase | <p>A phrase is a group of words that can be understood as a unit.</p> <p>For example: <i>her table</i> is a noun phrase.</p> |
| plural | <p>The plural of a noun is used when there is more than one. It is usually formed by adding –s.</p> <p>For example: <i>cat</i> becomes <i>cats</i>; <i>cake</i> becomes <i>cakes</i></p> <p>Some nouns have irregular plural endings or no plural ending at all.</p> <p>For example: <i>bush</i> becomes <i>bushes</i>; <i>sheep</i> stays as <i>sheep</i>; <i>mouse</i> becomes <i>mice</i></p> |
| prefix | <p>A prefix is a morpheme that can be added to the beginning of a root word.</p> <p>Different prefixes have different meanings so, when you add a prefix to a word, you change its meaning and make a new word.</p> <p>For example:</p> <p><u>dis</u> + appear = <u>dis</u>appear</p> <p><u>im</u> + possible = <u>im</u>possible</p> <p><u>un</u> + well = <u>un</u>well</p> <p><u>sub</u> + marine = <u>sub</u>marine</p> |
| preposition | <p>A preposition usually comes before a noun or pronoun. It often shows place or direction.</p> <p>For example: Later, a cat crept <u>up</u> the tree. Suddenly, the cat tried to pounce <u>on</u> the little green bird, but crashed <u>into</u> the tree.</p> <p>Some prepositions show time or cause.</p> <p>For example: <u>After</u> this, the cat was furious <u>with</u> the bird.</p> <p>More prepositions:</p> <p>above, against, behind, below, beside, between, in, inside, near, on, off, onto, outside, over, through, under</p> |

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| progressive | <p>The progressive (or ‘continuous’) form is created by the verb ‘to be’ followed by the present participle of the verb. It describes an ongoing event. For example: The bird <u>is pecking</u> at the apples. The cat <u>was looking</u> at the bird.</p> <p>The past progressive, formed with the past tense of the verb ‘to be’ can show that something was in the process of happening when something else happened. For example: I <u>was going</u> to the shops when I lost my glove.</p> |
| pronoun | <p>A pronoun can be used instead of a noun. Using a pronoun avoids repeating the noun again and again. For example: The bird pecked the apple and ate <u>it</u> as <u>he</u> sat on a branch.</p> |
| personal pronoun | <p>Personal pronouns replace the name of a person or thing. The subject personal pronouns are <i>I, you, he/she/it, we</i> and <i>they</i>. The object personal pronouns are <i>me, you, him/her/it, us</i> and <i>them</i>.</p> |
| possessive pronoun | <p>Possessive pronouns tell you who something belongs to. For example: This apple is <u>mine</u>!</p> |
| relative pronoun | <p>Relative pronouns introduce more information about the noun. For example: The bird <u>that</u> sat on the branch was eating an apple.</p> <p>The words <i>where</i> and <i>when</i> are also sometimes used as relative pronouns. For example: This is the house <u>where</u> I grew up.</p> |
| punctuation | <p>Punctuation marks are used in sentences to make the meaning clear. Sentences can mean very different things if they don’t have punctuation. For example: Let’s eat Granny! Let’s eat, Granny!</p> |
| question | <p>A question is a sentence that is used to find out information. You can tell that a sentence is a question because:</p> <ul style="list-style-type: none"> • it ends with a question mark • it asks something • if there is a modal verb, it usually comes before the subject • it might start with how, when, what, why or where. |
| question mark ? | <p>A question mark comes at the end of a sentence which is asking a question. For example: Where are you? What is your favourite colour?</p> |
| root word | <p>A root word can stand on its own without suffixes or prefixes. For example: <i>teach</i> is the root word of <i>teaching</i> and <i>teacher</i>.</p> <p>Compounds contain two root words. For example: rain + bow = rainbow; white + board = whiteboard</p> |

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| semicolon ; | <p>A semicolon can be used between two related main clauses. For example: The film was brilliant; I had a great time.</p> <p>A semicolon can separate longer phrases in a list that has been introduced by a colon, or which is more complicated than a simple list of words. For example: The children need to bring with them: a hot-water bottle or an extra blanket if the weather is cold; a cup, a plate and a bowl; a knife, a fork and a spoon.</p> <p>Do not use a comma to join sentences or main clauses. If you want to join sentences using punctuation, choose a semicolon, a colon or, if you are writing informally, a dash.</p> |
| sentence | <p>A sentence tells you something, asks you something, asks you to do something or exclaims about something.</p> <p>In writing, all sentences start with a capital letter and end with a full stop, question mark or exclamation mark.</p> <p>Sentences consist of one or more clauses.</p> <p>All sentences have a verb and, in most sentences, the verb has a subject.</p> |
| single-clause sentence | <p>A single-clause sentence consists of one main clause. For example: The bird ate the apple.</p> |
| multi-clause sentence | <p>A multi-clause sentence consists of more than one clause. For example: <u>The bird felt hungry and it ate the apple.</u> [two main clauses] <u>Although it had already eaten, the bird ate another apple.</u> [a subordinate clause followed by a main clause]</p> |
| singular | <p>The singular of a noun is used when there is only one.</p> |
| statement | <p>A statement is a sentence that tells you something. For example: I love fruit.</p> |
| subject | <p>The subject of a verb is often who or what does or is something (the do-er or be-er). In a statement, the subject is usually the noun, noun phrase or pronoun just before the verb. For example: The <u>bird</u> pecked the apple.</p> |
| subject-verb agreement | <p>In a sentence, the subject and the verb agree. For example: The apples <u>is</u> on the tree. ☒ The apples <u>are</u> on the tree. ☑ The bird <u>eat</u> the apple. ☒ The bird <u>eats</u> the apple. ☑</p> |
| subjunctive | <p>Subjunctive forms can be used in formal language to show that something must or should happen. They can also show that something is unlikely or uncertain. For example: If I <u>were</u> able to take up a position with you, I would be diligent and punctual. I note your requirement that applicants <u>be</u> experienced.</p> |

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| <p>suffix</p> | <p>A suffix is a morpheme that can be added to the end of a root word.</p> <p>Different suffixes have different meanings so, when you add a suffix to a word, you change its meaning and make a new word.</p> <p>For example:</p> <p>fast + <u>er</u> = faster</p> <p>sad + <u>ness</u> = sadness</p> <p>joy + <u>ful</u> = joyful</p> <p>hope + <u>less</u> = hopeless</p> <p>apple + <u>s</u> = apples</p> <p>advert + <u>ise</u> = advertise</p> |
| <p>syllable</p> | <p>A word or part of a word that contains one vowel sound when you say it.</p> <p>For example: <i>vow-el</i>, <i>con-nec-tive</i></p> <p>A syllable sounds like a beat in the word: <i>vow-el</i> has two syllables; <i>con-nec-tive</i> has three.</p> |
| <p>synonym</p> | <p>Synonyms are words that mean the same – or nearly the same – as each other, such as <i>big</i> and <i>huge</i>, or <i>horrible</i> and <i>nasty</i>.</p> <p>For example:</p> <p>They lived in a <u>big</u> house.</p> <p>They lived in an <u>enormous</u> house.</p> |
| <p>tense</p> | <p>The verb in a sentence shows the tense. It shows when something happens.</p> |
| <p>present tense</p> | <p>The present tense shows that something is happening now or is true now.</p> <p>For example: The bird <u>likes</u> apples and often <u>pecks</u> them to see if they <u>are</u> good.</p> <p>The present tense is also used to show something is going to happen (or about to happen) in the future.</p> <p>For example: I <u>start</u> school next year.</p> <p>See also the entry for ‘progressive’.</p> |
| <p>past tense</p> | <p>The past tense is used to describe something that has happened. The past tense is normally shown by adding <i>-ed</i> but some verbs change completely.</p> <p>For example: The bird <u>pecked</u> the apple.</p> <p>I <u>went</u> to the cinema.</p> <p>The past tense is also used to talk about a situation that is imagined or wished for.</p> <p>For example: If we <u>left</u> now, we’d be able to watch the match on TV.</p> <p>I wish I <u>had</u> a dog.</p> |

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| verb | A verb often names an action but it can also describe feelings or states. For example: The bird <u>pecks</u> the apple and <u>eats</u> it. The bird <u>is</u> happy. The most basic form of a verb is called the infinitive. Tenses are formed by inflecting the infinitive. |
| regular verb | Regular verbs change their endings in predictable ways. In the present tense most verbs add an -s in their third person form. For example: I run, she <u>runs</u> . The suffix -ed is added to form the past tense. For example: I shout, we <u>shouted</u> . -ing is added to form participles. For example: I listen, she <u>is listening</u> , we <u>were listening</u> , they <u>will be listening</u> . |
| irregular verb | Irregular verbs have varied forms, especially in the past tense. For example: we swim, we <u>swam</u> , we have <u>swum</u> ; you take, you <u>took</u> , you <u>have taken</u> . |
| vowel | A vowel is a sound represented by the following letters: <i>a, e, i, o, u</i> and sometimes <i>y</i> . |
| word family | Word families are words related to each other by spelling, grammar and/or meaning. For example: noise, noisy, noiseless |

For further support, visit www.oxfordowl.co.uk or explore the *Oxford School Spelling, Punctuation and Grammar Dictionary* and *Oxford Primary Grammar, Punctuation and Spelling Dictionary*.

