

# QUICK GRAMMAR Reference Guide



## MASTERY CHART “MODEL”: Parts of Speech

Part of Speech	Definition; “what it does”/ its job!	Examples
<b>noun</b> (Proper Nouns!)	<u>names</u> a person, a place, a thing, or an ideal (name a specific person, place, or thing)	pencil, child, (John) rodeo, paper, (America) freedom, love (English)
<b>adjective</b> (adds to the noun)	<u>describes</u> a noun or pronoun; colors and numbers are adjective too! Tells what kind, which one, how many, or how much.	cold, four, green, smelly, 32, gigantic, twenty-two, Large, young, old
<b>pronoun</b> (antecedent)	<u>takes the place</u> a noun; <u>refers to a noun</u> after it is named and must match in gender and number  ( <b>Indefinite Pronouns</b> -no antecedent:: anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something)	I, me, my, mine, myself, we, our, us, ours  you, your, yours  he, him, his, she, her, hers, it, its, they, them, their, theirs ( <b>adding “self or selves” still makes a pronoun</b> )
<b>verb</b> “it’s what the Subject does!”	<u>names an action</u> or state of being;  it can be “ <u>helping/linking</u> ” the verb (Tells what the subject is, has, does, or feels)	swim, jump, feels, fried, run, sneeze, believes, seems, read, scraped [is, am, was, were, be, being, been, do, does, did, have, has, had, would, should, could]
<b>adverb</b> “ADDS to the verb!”	<u>describes a verb, adverb, or adjective</u> telling how, where, when, to what degree <b>99.9% it ends in -ly</b>	easily, very, angrily, happily, sadly, extremely, fast,
<b>preposition</b>	<u>shows a relationship</u> between a noun and some other idea/noun in the sentence  (often shows location, adds details for clarity)	above, on, against, to, of, from, under, between, at, along, behind, inside, next to, around, within
<b>interjection</b> “interrupt”	<u>shows surprise</u> or strong feeling; many use an exclamation mark as punctuation (99.9%) or a comma for an interrupter	Hey! Wow! Ouch! Stop! OMG!  (Yes, No, Uh, Er, Huh,)
<b>conjunction</b> ↓ connects	<u>connects</u> two words, phrases, or clauses in a sentence  ( <b>Coordinating Conjunctions:</b> FANBOYS) ( <b>Subordinating Conjunctions:</b> after, if, etc.)	For, and, nor, but, or, yet, so (FANBOYS); both/and, whether/or, not only/but also, either/or, neither/nor; because, after, since, although, if

# Compound Complex Sentence

## “Reference Guide”

1. A **compound sentence** combines two independent clauses (sentences that could stand on their own) with a comma and a coordinating conjunction (for, and, nor, but, or, yet, so). *You may also substitute a Semicolon for a FANBOYS and comma*

**Coordinating Conjunctions:** **FANBOYS**: **FOR, AND, NOR, BT, OR, YET, SO.**

- a. What I really like about English class is that I never know what is going to happen next, but I do not like all the writing we have to do.
- b. I want to grow up and be a professional athlete, and I understand that I will have to work very hard to accomplish my goal.

2. A **complex sentence** is a combination of a subordinate/dependent clause with an independent clause. A complex sentence must have a subordinating conjunction in it. ***If the sentence begins with a subordinating conjunction, there is a comma before the independent clause. However, there is no comma when the subordinating conjunction comes in the middle of the sentence.***

- a. When I get home from school, I always do my homework.
- b. I always do my homework when I get home from school.

↓ (comma)

↑ (no comma)

### Subordinating Conjunctions:

- **After, although, as, as far as, as if, as long as, as soon as, as though**
- **Because, before, besides**
- **Even though, even if, ever since**
- **If, in order that**
- **Since, so that**
- **Than, that, though**
- **Unless, upon, until**
- **When, whenever, where, wherever, whether, while**

NOTE: There are also the “**Relative Pronouns**” that can be used as subordinating conjunctions. They are the “**Who, Whom, Whose, That, and Which**”) and are usually set off by commas within a sentence.

**ABE IS TUW (Pronounced as ABE IS TWO)**

**\*\*\* (See page 58 in the Writing Packet) \*\*\***

# CAPITALIZATION AND PUNCTUATION GUIDE

## **CAPITALIZE:**

- the first word of every sentence
- the first word in a direct quotation
- all proper nouns and proper adjectives
- the first word in the greeting and closing of a letter
- names of people and also the initials or abbreviations that stand for those names
- titles used with names of persons and abbreviations standing for those titles
- geographical names and sections of the country or world
- names of languages, races, nationalities, religions, and proper adjectives formed from them
- names of days of the week, months of the year, and special holidays
- names of historical events, documents, and periods of time
- names of organizations, associations, teams, and their members
- abbreviations of titles and organizations
- names of businesses and official names of their products
- the first letter of the first, last, and other important words in a title
- words such as *mother*, *father*, *aunt*, and *uncle* when these words are used as names

## **Punctuate with a PERIOD:**

- to end a declarative sentence
- to end an imperative sentence that is not an exclamation
- after an initial
- after each part of an abbreviation, unless the abbreviation is an acronym (When an abbreviation is the last word in the sentence, use only one period.)
- after numbers and letters in outlines
- as a decimal point and to separate dollars and cents

## **Punctuate with an ELLIPSIS (three spaced periods . . . are called an ellipsis):**

- for a pause in dialogue (*Taylor hesitated, “. . . did you really mean that?”*)
- to show that one or more words are left out of a quotation (“. . . *who makes much of miracles?*”)
- when the final words are left out of a sentence (Ellipsis is placed after the period.)

## **Punctuate with a COMMA:**

- to separate words, phrases, or clauses in a series (at least three items)
- in a quotation, to set off the exact words of a speaker from the rest of the sentence
- after the greeting and closing in an informal letter
- to separate the month and day from the year in a date
- to separate the names of a city and state in an address
- to separate a noun of direct address from the rest of the sentence
- to separate an interjection or weak exclamation from the rest of the sentence
- to separate two or more adjectives which modify the same noun
- to set off a word, phrase, or clause that interrupts the main thought of a sentence
- to separate an appositive or other explanatory phrase from the rest of the sentence
- to enclose a title, name, or initials which follow a person's last name
- between two independent clauses joined by such words as: *but, or, for, so, yet*
- to separate a long modifying phrase from the independent clause which follows it
- to punctuate nonrestrictive phrases (a nonrestrictive phrase or clause is not necessary to the basic meaning of the sentence)
- to separate digits in a number to set apart places of hundreds, thousands, millions, etc.
- whenever necessary to make meaning clear

## **Punctuate with a SEMICOLON:**

- to separate groups of words or phrases which already contain commas (*We visited beaches in Miami, Florida; Malibu, California; Maui, Hawaii; and Bandon, Oregon.*)
- to connect two independent clauses which are not connected with a coordinating conjunction (*I shared my lunch with a crab; it wasn't a good idea.*)
- to connect two independent clauses when the second clause begins with a conjunctive adverb such as: *also, as a result, for example, however, therefore* (*The weather was terrible; therefore, we canceled our sailing trip.*)

## **Punctuate with a COLON:**

- after the greeting of a formal letter (Dear Sirs: )
- between the parts of a number which indicate time (12:15)
- to introduce a sentence, question, or quotation (*This is what she shouted: "Save the whales!"*)
- to introduce a list (*He carried these things to the beach: an umbrella, two towels, a camera, a chair, and a radio.*)

## **Punctuate with a DASH:**

- to indicate a sudden break or change in the sentence (*"How dreary—to be—Somebody!"*)
- to emphasize a word, series of words, phrase, or clause (*How public—like a frog*)
- to indicate a parenthetical or explanatory phrase or clause
- to use between numbers in a page reference (Smith 1-2)

### **Punctuate with a HYPHEN:**

- to join parts of compound words (son-in-law, great-grandmother, twelve-year-olds)
- to join the words in compound numbers from twenty-one to ninety-nine
- to divide a word when you run out of room at the end of a line (divide only between syllables)
- to form new words beginning with the prefixes *self*, *ex*, *all*, and *great* (self-employed)

### **Punctuate with PARENTHESES:**

- around words which are included in a sentence to add information or help make an idea clearer
- to enclose a question mark after a date or statement to show doubt
- to enclose an author's insertion or comment

### **Punctuate with a QUESTION MARK:**

- at the end of a direct question (an interrogative sentence)
- inside parentheses after a date or statement to show doubt

### **Punctuate with an EXCLAMATION POINT:**

- at the end of an exclamatory sentence
- after a word or phrase to express strong feeling

### **Punctuate with QUOTATION MARKS:**

- before and after direct quotations, placed around exact words quoted
- to punctuate titles of songs, poems, short stories, lectures, courses, episodes of radio or television programs, chapters of books, and articles found in magazines, newspapers, or encyclopedias

### **Punctuate with UNDERLINING or ITALICS:**

- to emphasize words and phrases
- to indicate titles of magazines, newspapers, pamphlets, books, plays, films, radio and TV programs, book-length poems, music albums, names of ships and aircraft, etc.
- to indicate scientific names, foreign words, and any other word, number, or letter being used in a special way

### **Punctuate with an APOSTROPHE:**

- to form the possessive of a noun (Julie's shoes, Xavier's work, Mr. Jones' house)
- to form the plural of a letter, number, symbol, or a word discussed as a word (A's, 20's)
- to show that one or more letters have been left out of a word to form a contraction

# Grammar and Usage Guide: Sentences

## TYPES OF SENTENCES

A sentence is made up of one or more words which express a complete thought.

A declarative sentence makes a statement. It tells something about a person, place, thing, or idea. (*Mr. Victor is an awesome teacher.*)

An interrogative sentence asks a question. (*Are you going to do your assignment?*)

An imperative sentence makes a command or a request and often ends in a period (often contains understood subject: you.)—*Follow the instructions carefully.*

An exclamatory sentence communicates strong emotion or surprise.

A simple sentence has only one independent clause. It expresses a complete thought. (*Sharks bite.*)

A compound sentence is made up of two or more simple sentences. (*Sharks bite, so they should be avoided.*)

A complex sentence is made up of one independent clause and one or more dependent clauses. (*Sharks may bite when they are provoked.*)

A compound-complex sentence is made up of two or more independent clauses and one or more dependent clauses. (*Divers search shipwrecks and snorkelers explore the reef whenever the water is calm.*)

## SENTENCE PARTS

**modifier**—a word or group of words which changes or adds to the meaning of another word (*frightful octopus*)

**subject**—the part of a sentence which is doing something or about which something is said (*The experienced lifeguard races into the water.*)

**simple subject**—the subject without the words which describe or modify it (*lifeguard*)

**complete subject**—the simple subject and all the words which modify it (*the experienced lifeguard*)

**compound subject**—made up of two or more simple subjects (*Ice cream and hot dogs taste great at the beach.*)

**predicate**—the part of the sentence which says something about the subject (*Fierce storms blow wildly across the water.*)

**simple predicate**—the predicate (verb) without the words which describe or modify it (*blow*)

**complete predicate**—the simple predicate and all the words which modify or explain it (*blow wildly across the water*)

**compound predicate**—composed of two or more simple predicates (*Fierce storms blow wildly and whip the water into waves.*)

**phrase**—a group of related words which lacks either a subject or a predicate (or both) (*swim three miles, with a bad sunburn, watching the sun set, terribly hungry*)

**clause**—a group of related words which has both a subject and a predicate

**independent clause**—presents a complete thought and can stand as a sentence (*A killer whale can do tricks when it has been well trained.*)

**dependent clause**—does not present a complete thought and cannot stand as a sentence (*A killer whale can do tricks when it has been well trained.*)

# Spelling Handbook

## Applying Spelling Rules

### Choosing Between *ie* and *ei*

When a word has a long *e* sound, use *ie*. When a word has a long *a* sound, use *ei*. When a word has a long *e* sound preceded by the letter *c*, use *ei*.

Long <i>e</i> Sound	Long <i>a</i> Sound	Long <i>e</i> Sound Preceded by <i>c</i>
believe	freight	deceive
grief	reign	receive

*Exceptions:* either, neither, seize, weird

### Choosing the Ending *-cede*, *-ceed*, or *-sede*

There are ten words that end with this sound. You will need to memorize their spellings.

<i>-cede</i> Words	<i>-ceed</i> Words	<i>-sede</i> Words
accede	exceed	supersede
concede	proceed	
intercede	succeed	
precede		
recede		
secede		

### Adding Prefixes

A *prefix* is one or more syllables added at the beginning of a word to form a new word. Adding a prefix to a word does not usually change the spelling of the original word.

*re-* + place = replace  
*un-* + fair = unfair  
*mis-* + spell = misspell  
*dis-* + appear = disappear  
*il-* + legal = illegal

### Adding Suffixes

A *suffix* is one or more syllables added at the end of a word to form a new word. Adding a suffix often involves a spelling change in the original word.

### Adding Suffixes That Begin With a Consonant

When adding a suffix that begins with a consonant—such as *-ly*, *-ness*, *-less*, *-ment*, and

*-ful*—you usually do not change the spelling of the original word.

calm + *ly* = calmly  
open + *-ness* = openness  
time + *-less* = timeless  
employ + *-ment* = employment  
help + *-ful* = helpful

Except for *truly*, *argument*, *judgment*, *daily*

*Exceptions:* If a word ends in *y* preceded by a consonant, change the *y* to *i* before adding these suffixes:

ready + *-ly* = readily  
busy + *-ness* = business

Except for *changeable*, *agreeable*, *useable*

### Adding Suffixes to Words That End in

**Silent *e*** If a word ends in a silent *e*, drop the *e* before adding a suffix that begins with a vowel.

love + *-able* = lovable

Except for *changeable*, *agreeable*, *useable*

### Adding Suffixes That Begin With a Vowel to Words

**That End in *y*** When adding a suffix that begins with a vowel to a word that ends in *y* preceded by a consonant, change the *y* to *i* before adding the suffix.

greedy + *-er* = greedier  
worry + *-ed* = worried

*Exceptions:* Do not change the *y* to *i* if the suffix begins with *i*—*carrying*, *babyish*

When adding a suffix that begins with a vowel to a word that ends in *y* preceded by a vowel, keep the *y* before adding the suffix.

portray + *-al* = portrayal  
obey + *-ed* = obeyed

*Exceptions:* paid (not *payed*), said (not *sayed*), laid (not *layed*), gaiety (not *gayety*)



## Doubling the Final Consonant Before

**Adding a Suffix** If a one-syllable word ends in a single consonant preceded by a single vowel, double the final consonant before adding a suffix that begins with a vowel.

stop + *-ed* = stopped  
dim + *-ing* = dimming

*Exceptions:* Words that end in *x*, *y*, or *w* (*mixer*, *prayed*, *flowing*)

If a word of more than one syllable ends in a single consonant preceded by a single vowel and the accent is on the final syllable, double the final consonant before adding a suffix that begins with a vowel.

omit + *-ed* = omitted  
occur + *-ence* = occurrence

*Exceptions:* Words in which the accent shifts when the suffix is added (*prefer*—*preference*)

Do not double the final consonant if the accent is not on the last syllable.

travel + *-ing* = traveling  
endanger + *-ed* = endangered

## Forming the Plurals of Nouns

**Forming Regular Plurals:** The rules below apply to most nouns whose plurals are formed in regular ways.

Noun Ending	Rule	Examples
s, ss, x, z, zz, sh, ch	Add <i>-es</i>	circus, circuses lass, lasses fox, foxes waltz, waltzes buzz, buzzes bush, bushes church, churches
o preceded by a consonant	Add <i>-es</i>	potato, potatoes hero, heroes

*Exceptions:* musical terms—solo, solos, piano, pianos

Noun Ending	Rule	Examples
o preceded by a vowel	Add <i>-s</i>	radio, radios patio, patios
y preceded by a consonant	Change y to i and add <i>-es</i>	party, parties enemy, enemies
y preceded by a vowel	Add <i>-s</i>	key, keys convoy, convoys
ff	Add <i>-s</i>	staff, staffs sheriff, sheriffs
fe	Change f to life, lives v and add <i>-es</i>	knife, knives
f	Add <i>-s</i>	chief, chiefs roof, roofs

OR

Change f to v and add *-es* leaf, leaves  
shelf, shelves

**Forming Irregular Plurals:** The plurals of some nouns are formed in irregular ways. You will need to memorize these:

goose, geese	foot, feet
man, men	woman, women
ox, oxen	child, children
tooth, teeth	mouse, mice
deer, deer	sheep, sheep

**Forming Plurals of Compound Nouns:** Most one-word compound nouns have regular plural forms. If one part of a compound word is irregular, the plural form will also be irregular.

flashlight, flashlights (regular)  
handful, handfuls (regular)  
stepchild, stepchildren (irregular)

The plurals of most compound nouns written with hyphens or as separate words are formed by making the modified word—the word be described—plural.

mother-in-law, mothers-in-law  
Web site, Web sites

**Forming Plurals of Proper Nouns** To form the plurals of proper nouns, follow the same rules as with common nouns. In most cases, simply add *-s* to the proper noun. Add *-es* if the name ends in *s*, *ss*, *x*, *z*, *sh*, or *ch*.

There are two Anns in our class.  
All of the Coxes arrived in one car.

For proper nouns ending in *y*, just add *-s*. Do not change the *y* to *i* and add *-es*.

The Kennedys live in the house on the corner.  
There are two Kansas Citys; one in Missouri and one in Kansas.

**Forming Plurals of Signs and Symbols** Use an apostrophe and an *-s* to write the plurals of numbers, symbols, letters, and words used to name themselves.

Business names often include *&*'s.  
All of the 6's were written as 9's.  
She received only A's and B's.  
You used too many *and*'s in this sentence.

## Writing Numbers

**Spelling Out Numbers** If a number begins a sentence, spell it out.

*Twenty-two* players are on the field during a football game.

Within a sentence, spell out numbers that can be written in one or two words.

There are *fifty-two* weeks in a year.

Spell out numbers used to indicate place or order.

Shelley came in *second* in the race.  
This is the *fifth* day in a row that it has rained.

**Using Numerals** Use numerals for longer numbers that come within a sentence.

Approximately 875 people attended the game.

If you include both small and large numbers in the same sentence, write them in the same way. It is best to use numerals.

During a 12-hour period, we counted 680 cars crossing the intersection.

## Suggestions for Improving Your Spelling

### Start a Personal Spelling List

Select the words that you have difficulty spelling, enter them in a special area in your notebook, and study them regularly. Add new words to your list, and cross out words you have mastered. You may find many of the words on your list among the Commonly Misspelled Words on the next page of the textbook.

### Sound Out Difficult Words

Say the words aloud. Then, sound them out syllable by syllable as you study how to spell them.

### Devise Memory Aids

Underline the part of a word that gives you the most trouble. Then, develop a memory device to help you remember the correct spelling.

Word	Memory Aid
dessert	My <u>dessert</u> is <u>messy</u> .
library	<u>library</u> <u>branch</u>
necessary	Only one <u>c</u> is necessary.

### Look for Roots and Derivatives

Many words have common *roots*. Look for the root inside a word to help you focus on its spelling. Then, use the root to help you spell related words.

benefit, beneficial, benefactor  
preferred, referred, inferred  
decide, incident, accident  
transmit, transmission, admit, admission

A *derivative* is a word that is formed from another word. Once you know how to spell a base word—the word from which the others are formed—you can more easily learn to spell its derivatives.

decide, decision, decisive  
caution, cautious, precaution  
regular, regulation, regulate  
strong, strength, strengthen

