

QuickStudy

LANGUAGE
ARTS

ACADEMIC

ENGLISH Grammar

BASIC GRAMMAR GUIDE TO THE PARTS OF SPEECH: NOUNS, PRONOUNS, ADJECTIVES, VERBS, ADVERBS, PREPOSITIONS, CONJUNCTIONS & INTERJECTIONS, & HOW THEY COMBINE TO FORM CLAUSES, PHRASES & SENTENCES THAT EXPRESS COMPLETE THOUGHTS.

SUBJECTS

WHO OR WHAT A CLAUSE, PHRASE, OR SENTENCE IS ABOUT

NOUNS

• PROPER NOUNS

Name a specific person, place, or object. They begin with an upper case letter.

1. John
2. Mercury
3. California

• COMMON NOUNS

Name a non-specific person, place, or object; they do not begin with an upper case letter.

1. boy
2. planet
3. state

PRONOUNS

Take the position and function of nouns, but do not specifically name.

1. He fed the cat.
2. She fed the cat.
3. It got extremely fat.
4. They wish they had fed it less.

NOMINATIVE ELEMENTS

• VERBAL

1. GERUNDS (-ing form of the verb)
 - a. Reading travel books is my hobby.
 - b. Traveling by train is part of my daily routine.
2. INFINITIVES (to, plus the verb)
 - a. To read a travel book brings me pleasure.
 - b. To travel by train can be fun.

• NOUN CLAUSES

That one needs a clear goal is stressed in college preparatory classes.

GENERAL RULES

1. All inflected forms must be in subjective case.
2. Gender is important with subject pronouns.
 - John is proud of the school he attended.
3. Number is important for agreement of subject and verb.
 - a. The woman was tall.
 - b. The women were tall.
 - c. The man and the woman were tall.

SPECIFIC RULES

1. Some pronouns always take singular verbs.
 - each, someone, either, neither, somebody, nobody, everybody, anyone, nothing
2. Some pronouns always take plural verbs.
 - both, few, several, many
3. Collective nouns thought of as a single unit are singular. Collective nouns with identified parts require a plural verb.
 - a. The group is going to the show.
 - b. The men are going to the show.
4. Generally, subjects appear before the verb and may be separated by modifiers or prepositional phrases. To determine a subject, answer who or what about the construction being analyzed.
 - a. John walks.
 - b. The train runs.
 - c. John, who is late for the train, runs.

VERBS (PREDICATES)

WHAT A SUBJECT IS DOING; WHAT IS BEING DONE TO IT; A STATE OF BEING

THE FIVE PROPERTIES OF VERBS

• PERSON

A verb is in the same person as its subject.

1. First person: I am hoping for rain.
2. Second person: You are hoping for rain.
3. Third person: He is hoping for rain.

VERBS (PREDICATES) continued

• NUMBER

1. A singular verb requires a singular subject. A plural verb requires a plural subject.
 - a. When two singular subjects are joined by and, the verb is plural. Exception - when two singular subjects are connected by and present a single idea, the verb may be singular.
 - b. When two singular subjects are connected by or, either...or or neither...nor, the verb is singular.
 - c. When two plural subjects are connected by or, either...or or neither...nor, the verb is plural.
 - d. The verb agrees with the nearer subject of a compound sentence which has both a singular and a plural word joined by or or nor.
 - e. When the subject and the subjective complement (predicate adjectives, predicate nominatives that follow linking verbs and refer to the subject) are different in number, the verb agrees with the subject.
 - The books that I received were the most appreciated.
2. Every or many before a word or series of words is followed by a singular verb.
 - Every man, woman, and child was asked to donate.
3. When the subject comes after the verb, as in sentences beginning with here is, there is and where is, make sure that the verb agrees with the subject.
 - There are three courses of action we can take.

• VOICE

1. ACTIVE VOICE: Subject is acting.
 - Lightning struck the barn.
2. PASSIVE VOICE: Subject is acted upon.
 - The barn was struck by lightning.
 (The passive form always consists of some form of the verb be plus the past participle.)

• MOOD

1. Indicative: Makes a statement or asks a question.
 - It is 40 miles to Gainesville, but we'll get there in time.
2. Imperative: Expresses a command, request, suggestion, entreaty, etc. where subject (usually the pronoun you) is understood.
 - Stop! Please sign the form before returning it.
3. Subjunctive: Equals the past tense in structure and is used after if and wish when the statement is contrary to reality.
 - a. I wish I were a rich woman.
 - b. If I knew her number, I would call her.

• TENSE

1. Made from the principal parts of verbs.
2. Three forms are:
 - a. Present tense or present infinitive: do, give, ring, throw
 - b. Past tense: did, gave, rang, threw
 - c. Past participle: done, given, rung, thrown

CLASSES & TYPES OF VERBS

1. A transitive verb takes an object.
 - Push this button if you want a light.
2. An intransitive verb does not take an object.
 - The sun shone brightly.
3. A verb can be transitive or intransitive in different sentences.
4. An auxiliary verb is used before main verbs to form the passive voice, produce certain tenses, ask questions, make negative statements, and express shades of meaning.
 - a. They have been studying diligently.
 - b. I do not like the course.
5. A phrasal verb combines a main verb with an auxiliary word (i.e., preposition).
 - We came back later than expected.
 (DON'T CONFUSE phrasal verbs with auxiliary verbs or verbal phrases!)
6. Linking or inactive verbs link the subject with a predicate noun, predicate pronoun, or a predicate adjective and are always intransitive: He looked sad. A linking verb states that one thing is equal to another and thus requires that the subjective case be used: This is he.

MODIFIERS

DEFINITIVE ELEMENTS

ADJECTIVES & ADJECTIVAL ELEMENTS

USED TO MODIFY NOUNS OR PRONOUNS

1. Prepositional phrases, verbal phrases, and adjective dependent clauses change the image made by the noun or nominative element by itself.
2. Proper adjectives are formed from a proper noun.
 - French, Democrat, etc.
3. Demonstrative adjectives answer the question which one?
 - this, that, these, those (also called pronouns)
4. Descriptive adjectives answer the question what kind?
 - big, small, red, etc.
5. Quantitative adjectives answer the question how many?
 - one, three, some, few, several (also called pronouns)
6. Qualitative adjectives answer the question how much?
 - little, much, considerable
7. In comparing the quality of nouns, adjectives change by degrees.
 - a. The positive degree covers one item: big, good
 - b. Comparative degree covers two items: bigger, better
 - c. Superlative degree covers three or more: biggest, best
8. A predicate adjective follows any linking or state of being verb: The men were sick from eating the raw oysters.

ADVERBS OR ADVERBIAL ELEMENTS

USED TO MODIFY VERBS, ADJECTIVES, OR OTHER ADVERBS

1. Prepositional phrases, verbal phrases, or adverbial dependent clauses add descriptive elements to a sentence.
2. Adverbs answer one or more of these questions:
 - a. How? (by what manner?) quickly, slowly, fast
 - b. When? (at what time?) now, then, never
 - c. Where? (at what location?) here, there, down, up
 - d. To what extent does a thing have some quality?
 - e. To what extent does the adverb express quantity?
3. Adverbs follow the verb.
 - a. John walked slowly.
 - b. John walked faster than Peter.
4. Adverbs modifying adjectives and adverbs precede the word being modified.
 - John walked surprisingly slowly for someone so tall.
5. One-syllable adverbs are compared by adding -er or -est.
 - a. John walked slower than I did.
 - b. John walked slowest of all.
6. Adverbs of two or more syllables add more or most.
 - a. John walks more slowly than I.
 - b. I am most happy to know that.

OBJECTS

COMPLETING ELEMENTS

• DIRECT OBJECT

Noun, pronoun, or nominative element which receives the action expressed in the verb.

• I have read the book.

• INDIRECT OBJECT

Noun, pronoun, or nominative element for or to whom or to what the action in the verb was done.

• I read the class the entire book.

• OBJECT OF A PREPOSITION

Answers the question whom or what after the preposition.

• John traveled to the country in his car.

• OBJECT OF A VERBAL (GERUND, PARTICIPLE, INFINITIVE)

Is a noun, pronoun, or nominative element.

• Knowing nothing about making noodles, I bought some.

• PRONOUN AS OBJECTS

1. All personal pronouns used as objects must be in the objective case; The call for him and me came at noon.
2. Who is the subject form: Who sent the fax? Whom is the object form: To whom should I send the fax?

WORDS

•BACKGROUND

1. Words are composed of **sounds** or **phonemes** to which meaning is attached.
2. The range of human sounds is codified in the International Phonetic Alphabet.
 - a. Some symbols are similar to the alphabet; some appear to be strange squiggles.
 - b. One can learn the symbols and approximate a given sound, but variances in stress and pause will not yield a fluent rendering of a language.
3. Sounds in predictable patterns become words. Meaning is attached by users and listeners of a particular language.

•SUFFIX AND PREFIX

1. Combinations of sounds which appear at the beginning and/or end of words to alter meanings, indicate functions, and to signal particular use in a construction.
2. Suffix **-s** or **-es** are plural when attached to a noun and singular when attached to a verb.
3. **-ly** signals an adverb or modifier.
4. **-er** signals comparative degree of adjective.
5. **-est** signals superlative degree of adjective.
6. **-ed** frequently signals past tense of a verb.

•MARKER WORDS (ARTICLES)

1. **A, an, or the** are noun markers that precede the noun.
2. Auxiliary verbs **can, may, be, do,** plus a verb, will always mark a verb.
3. Subordinate conjunctions **after, although, as, because, if** mark a dependent clause.

PHRASES

GROUP OF RELATED WORDS

•PREPOSITIONAL PHRASES

1. Made up of a preposition plus its object and any modifiers.
2. Used as modifiers (adjectives or adverbs).
3. **Common Prepositions** - *about, above, according to, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, in place of, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, without*

Example: *For the student, the prepositional phrase can be confusing in a sentence.*

- The prepositional phrase *for the student* modifies the *subject phrase*, and second prepositional phrase in a sentence modifies the verb.

•VERBAL PHRASES

1. Verb forms not used as verbs.
2. Because they are verb forms, verbals retain many of the properties of verbs by taking objects, by having their own subjects and by being modified by adverbs.

•INFINITIVE PHRASE

1. Infinitive (**to + verb**), which can be used as a noun, an adjective, or an adverb.
2. *To read these papers will take a long time.*
 - The infinitive *to read* is the subject of the sentence.
3. *She wanted to read the book.*
 - The infinitive *to read* is the direct object of the verb.
4. *She had money to spend.*
 - The infinitive *to spend* modifies *money*.
5. *I am ready to write the paper now.*
 - The infinitive *to write* modifies the adjective *ready*.
6. The infinitive may have its own subject and object.
7. The infinitive **to be** has special rules.
 - a. The subject of an infinitive is in the objective case.
 - b. Because the linking verb requires the same case both before and after it, the noun or pronoun used as a complement must be in the objective case.

•GERUND PHRASE

1. The gerund (**-ing** form of the verb) is used as a noun.
2. *Walking is a healthy exercise.*
 - The gerund *walking* is the subject of the verb *is*.
3. *Proper shoes are needed for comfortable walking.*
 - The gerund *walking* is the object of the preposition *for*.

•PARTICIPAL PHRASE

1. The participle (**present, past, or perfect participle of the verb**) is used as an adjective.
2. *The girl talking on the phone is Mary.*
 - The participle *talking* modifies *girl*.
3. *The letter signed by John was ready for the mail.*
 - The participle *signed* modifies the noun *letter*.
4. *The report, accurately written, was approved by him.*
 - The participle *written*, plus *accurately*, describes the report.

CLAUSES

GROUP OF RELATED WORDS WHICH CONTAIN A SUBJECT & A VERB

•INDEPENDENT CLAUSES

1. Meet the above qualifications for clauses.
2. May be regarded as sentences since they make sense.
 - *She had not finished the paper* and was sure to get a low grade.

•DEPENDENT CLAUSES

1. Meet the above qualifications for clauses.
2. Do not make sense and are regarded as fragments.
 - *Because she had not finished the paper.*

TYPES OF DEPENDENT CLAUSES

•NOUN CLAUSES

- Noun clauses are dependent clauses used like nouns.*
1. *That she had not finished the paper was the reason for her low grade.*
(The noun clause *that she had not finished the paper* is used as the subject of the sentence.)
 2. *I know what I will do today.*
(The noun clause *what I will do today* is used as the direct object of the verb *know*.)
 3. *She wondered about what she should do next.*
(The noun clause *what she should do next* is the object of the preposition *about*.)
(Note: If we were to take out the preposition, then the sentence becomes: *She wondered what she would do next.* The noun clause thus becomes the object of the verb *wondered* and the sentence takes on a more urgent form.)

•ADJECTIVE CLAUSES

- Adjective clauses are used to point out or describe any noun or pronoun in the sentence.*
1. A relative pronoun (*who, whom, whose, which, that*) always introduces an adjective clause.
 2. Adjective clauses may be **restrictive** or **nonrestrictive**.
 3. *The car which is parked by the curb belongs to me.*
(The adjective clause, *which is parked by the curb*, modifies *car* in a restrictive way.)
 4. *The car, which is parked by the curb, belongs to me.*
(Setting off the adjective clause with commas [,] is non-restrictive and subtly changes the meaning of the sentence since, in the first sentence, we are saying that **only the car which is parked by the curb belongs to me**. In the second sentence, we are saying that **the car belongs to me, and, by the way, it is parked at the curb.**)

•ADVERBIAL CLAUSES

- Adverbial clauses are used as adverbs.*
1. **Adverbial clauses** are introduced by subordinate conjunctions (*after, although, as, as if, because, before, if, since, so that, that, unless, until, when, where, while*).
 2. When the adverb clause begins a sentence, it is set off by a comma.
 3. *Because he was late, she was angry.*
(The adverbial clause *because he was late* modifies the adjective *angry*.)
 4. *She was angry because he was late.*
(This expresses the same idea without requiring the comma, since the subordinate conjunction does not come at the beginning of the sentence.)

CONNECTORS

JOINING ELEMENTS

•CONJUNCTIONS

Joining words that link parts of sentences.

1. **Coordinating conjunctions** join like parts of words, phrases, and clauses.
 - a. *Joe and Mary went to the show.*
 - b. *You will find it in the cupboard or under the counter.*
 - c. *Jim shut the door, but he did not lock it.*
2. **Correlative conjunctions** join like parts and come in pairs.
 - a. *Not Tom but his brother won the tournament.*
 - b. *Neither Mary nor Jane was impressed by this.*
3. **Subordinate conjunctions** are used to introduce **adverbial clauses** and link them to the main clause.
 - *Not only Tom but his brother won the tournament, because they practiced hard.*

•CONJUNCTIVE ADVERBS

Used to join main clauses.

1. **Conjunctive adverbs** are **always preceded by a semicolon [;]** and are **always followed by a comma [,]**.
2. Examples: **Accordingly, consequently, furthermore, however, nevertheless, etc.**
 - a. *She knew her lack of studying would be a detriment; nevertheless, she took the test.*
 - b. *She was sick and tired of all this nagging about studying; however, she did find this chart useful.*

SENTENCES

GROUP OF RELATED WORDS HAVING A SUBJECT (PRESENT OR UNDERSTOOD) & A VERB, AND EXPRESSING A COMPLETE THOUGHT

KINDS OF SENTENCES

- DECLARATIVE SENTENCE**
 1. Makes a statement.
 2. *Today is the day before the long holiday.*
- IMPERATIVE SENTENCE**
 1. Gives a command.
 2. *Please close the door on your way out.*
- INTERROGATIVE SENTENCE**
 1. Asks a question.
 2. *Who was that woman?*
- EXCLAMATORY SENTENCE**
 1. Expresses strong feeling.
 2. Ends with an exclamation point.
 3. *What a beautiful morning!*

SENTENCE PATTERNS

- PATTERN 1 (S + V) [subject] + [verb]**
 1. The subject may be compound.
 2. The verb may be compound.
 3. *John ran.* (*John* is the subject and *ran* is the verb.)
 4. *John and Peter ran and fell down.*
- PATTERN 2 (S + V + D.O.) [subject + verb + direct object]**
 1. Any of the elements may be compound.
 2. The verb represents direct or indirect action, active or passive voice.
 3. *John ran the race.* (*John* is the subject, *ran* is the verb, and *race* is the direct object.)
 4. *The race was run by John.*
- PATTERN 3 (S + V + I.O. + D.O.) [subject + verb + indirect object + direct object]**
 1. Any of the elements may be compound.
 2. *Dad paid the clerk the sales tax.* (*Dad* is the subject, *paid* is the verb, *clerk* is the indirect object and *sales tax* is the direct object.)
- PATTERN 4 (S + V + S.C.) [subject + verb + subjective complement]**
 1. Any of the elements may be compound.
 2. The verb must be linking—have no action.
 3. *Jane is my attorney.* (*Jane* is the subject, *is* [linking verb] is the verb, and *attorney* is a predicate nominative.)
 4. *The water is blue.* (*Water* is the subject, *is* [linking verb] is the verb, and *blue* is a predicate adjective.)

SENTENCE FORMS

- SIMPLE SENTENCE (an independent clause)**
Contains a subject and a verb and expresses only one complete thought.

Either the subject or the verb may be compound:

1. *John slept.*
2. *John and Bobbie slept.*

•COMPOUND SENTENCE

Contains two or more independent clauses and can express more than one complete thought.

1. Compound sentences are **joined by coordinating conjunctions** (*and, or, nor, for, so, yet, but*) or a **semicolon [;]** when no coordinating conjunction is present.
 - a. *Bobbie likes watching TV, but she prefers going to the movies.*
 - b. *Bobbie likes watching TV, she enjoys exercising on the treadmill, and she adores the smell of puppy breath.*
2. **Note:** Using **only** a comma [,] between the two or more independent clauses of a compound sentence will result in a **comma splice error**.
Error — Bobbie likes John, she loves vacations.
3. Placing no punctuation between independent clauses which do not have a coordinating conjunction will result in an error called **"run-on"** or **"fused."**
Error — Bobbie likes movies John likes vacations.

•COMPLEX SENTENCE

Contains an independent and a dependent clause.

- **Adverbial clauses** appearing at the beginning of a complex sentence are set off by a comma.
If you are going to walk, be sure to stay on the path.

•COMPOUND/COMPLEX SENTENCE

Contains at least two independent clauses and at least one dependent clause.

- *If you are going to walk, be sure to stay on the path; you won't get lost.*

PUNCTUATION: COMMAS, SEMICOLONS, COLONS, APOSTROPHES, QUOTATION MARKS, PERIODS & OTHER MARKS

A BASIC GUIDE TO THE FUNCTION OF THE ELEMENTS OF PUNCTUATION IN SIMPLE, COMPOUND & COMPLEX SENTENCES

CONTINUED ON BACK

COMMAS

SEPARATE & ENCLOSE PHRASES & CLAUSES

WITH COORDINATE CONJUNCTIONS AND, BUT, OR, NOR, FOR, SO, YET

•SEPARATE MAIN CLAUSES WITHIN A SENTENCE.

1. Mary counsels students, **and** she volunteers at the local hospital.
2. John planned to invest his tax return, **but** he bought a computer instead.
3. Doug will play the game, **or** he will mow the lawn.
4. I don't smoke, **nor** do I eat near people who smoke.
5. Sandra won't be going with us, **for** she returned her application too late.
6. The bank lowered its interest rates, **so** we decided to refinance our mortgage.
7. I haven't seen the new house, **yet** I know how to get there.

•DO NOT USE COMMAS BEFORE CONJUNCTIONS THAT LINK PHRASES OTHER THAN COMPLETE SENTENCES.

1. Mary counsels students and delivers meals to shut-ins.
2. Two inches of snow and a glazing of ice covered the streets.

WITH INTRODUCTORY ELEMENTS

•COMMAS SEPARATE ELEMENTS THAT INTRODUCE AND MODIFY SENTENCES.

- After looking at several cars, Michael decided on a sporty model.
- COMMAS CAN BE OMITTED AFTER SHORT INTRODUCTORY ELEMENTS IF THERE IS NO RISK OF MISREADING.
- After I moved I lost contact with my high school pals.

WITH OTHER ELEMENTS

•DATES

1. On December 7, 1941, Japanese war planes bombed Pearl Harbor.
2. On 7 December 1941, Japanese warplanes bombed Pearl Harbor.
(Notice that military dating does not require commas.)
3. On Wednesday, December 28, 1994, I will celebrate my 30th birthday.

•ADDRESSES AND PLACE NAMES

- The President of the United States lives at 1600 Pennsylvania Ave., Washington, D.C.

•NUMBERS

1. The city marina cost \$8,479,000 to construct.
2. Jill's dress has over 2,500 hand-sewn beads.
(With four-digit numbers, commas are optional.)
3. Martin planted 1500 marigold plants.

•QUOTATIONS

Commas ordinarily separate a quotation from its source, such as *he said* or *she said*.

1. John F. Kennedy said, "Ask not what your country can do for you; ask what you can do for your country."
2. "Sometimes love is stronger than a man's convictions," wrote Isaac Bashevis Singer.
3. "I never forget a face," said Groucho Marx, "but in your case, I'll make an exception."

•PARENTHETICAL EXPRESSIONS

John's new car, in my opinion, is a lemon.

•NOUNS OF DIRECT ADDRESS

- Adam, do you want to plant the palms this afternoon?

•INTERJECTIONS

- Well, that about does it for today.

•DO NOT USE A COMMA WITH IDENTIFYING WORDS THAT INTERRUPT MAIN CLAUSES IN A QUOTATION.

COMMAS continued

- "Don't speak to me," she sighed. "Your words are meaningless."

WITH ADJECTIVES

•COORDINATE ADJECTIVES MODIFY NOUNS SEPARATELY.

1. We felt the salty, humid air near the beach.
2. Martha created a three-tiered, white, flower-covered wedding cake for Jason and Renee.

•COORDINATE ADJECTIVES

Can be joined with *and* (salty *and* humid; three-tiered *and* white *and* flower-covered), and their positions can be changed without altering the meaning of the sentence.

•CUMULATIVE ADJECTIVES DO NOT REQUIRE A COMMA.

1. Adam bought two tall palms.
2. I found a shard from an ancient Greek urn.
3. Marissa planned an amazingly detailed, truly exotic Halloween costume.

(There are two sets of cumulative adjectives in this sentence that function separately to modify "costume.")

•ADDING COMMAS TO A STRING OF CUMULATIVE ADJECTIVES OR CHANGING THEIR ORDER RESULTS IN AN AWKWARD CONSTRUCTION.

1. Adam bought two, tall palms.
2. Adam bought tall, two palms.

WITH PARALLEL WORDS, PHRASES & APPOSITIVES

•NONRESTRICTIVE ELEMENTS CAN BE OMITTED WITHOUT CHANGING MEANING.

1. Frank's new aquarium, a marine tank, hosts brilliant coral and brightly colored fish.
2. Awakened by a strange noise, Alan wondered if he remembered to lock the door when he went to bed.
(*"Marine tank"* and *"Awakened by a strange noise"* are not absolutely necessary to the meaning of the sentences.)

•DO NOT USE COMMAS TO SET OFF RESTRICTIVE ELEMENTS.

1. The first house on the left is for sale.
(The phrase "on the left" is essential to the meaning of the sentence.)
2. Those people who have already purchased tickets may enter the theater now.
(*"Who have already purchased tickets"* is essential to the meaning of the sentence.)

WITH PARALLEL WORDS, PHRASES & LISTS/SERIES

1. The department store offered a suit, a shirt, and a tie for one low price.
2. The kitten stalked the ball of yarn behind the curtain, over the television, and under the table.
3. Marie offered her students a treat if they would complete their assignment, if they would clean their desks, and if they would stack their books neatly.

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COMMA MISUSES

MISREADINGS & OMISSIONS

•USE COMMAS TO PREVENT MISREADINGS AND TO CLARIFY MEANING IN A SENTENCE.

1. To Susan, Jason's choice of costume was unacceptable.
2. As soon as we left, Marilyn closed the store.

•COMMAS CAN INDICATE AN OMISSION.

- Helen bought a new television; Mark, a laser printer; and Sarah, a stereo system.

UNNECESSARY COMMAS

•UNNECESSARY COMMAS CAN BE AS CONFUSING AS LEAVING OUT REQUIRED COMMAS.

(For instance, if you separate a subject and verb or an adjective and the word it modifies with a comma, your reader will have to spend time figuring out which ideas go together.)

- NOT Billy and Marcia, built a log home.
BUT Billy and Marcia built a log home.

•DO NOT PLACE A COMMA BEFORE A COORDINATING CONJUNCTION AND A PHRASE (see "With Coordinate Conjunctions").

- NOT After school Samuel likes to finish his homework, and watch TV for a few hours.

- BUT After school Samuel likes to finish his homework and watch TV for a few hours.

- OR After school Samuel likes to finish his homework, and then he spends a few hours watching TV.

(Notice that in the first example, the comma separates a compound verb rather than two independent clauses.)

SEMICOLONS

•JOIN RELATED MAIN CLAUSES WHEN A COORDINATING CONJUNCTION IS NOT USED.

1. I will not paint the house; you can't make me.
2. Sally built a tree house; she painted it blue.
(Main clauses joined with a comma constitute a comma splice. Use a semicolon or separate the clauses into two complete sentences.)

•WORK WITH CONJUNCTIVE ADVERBS TO JOIN MAIN CLAUSES.

1. I would like to go to the museum with you; however, I must visit my dentist instead.
2. Jim had given much thought to his future; therefore, it came as no surprise when he returned to school.
3. The audience was sparse; in fact, there were only five people.
4. I want to travel this summer; accordingly, I will have to save money this winter.
5. Six people saw the bandit leaving the store; moreover, one customer even got his tag number.

•SEPARATE ITEMS IN SERIES THAT CONTAIN COMMAS.

- I packed my suitcase with old, comfortable jeans; rugged, warm sweaters; and new, freshly starched shirts.

•DO NOT USE SEMICOLONS TO SEPARATE NONPARALLEL ITEMS.

- NOT Before starting the engine; Bill cleaned the windshield.

- BUT Before starting the engine, Bill cleaned the windshield.

This sentence is made up of a *dependent clause* and an *independent clause*; therefore, the sentence does not require a semicolon to separate the clauses. One comma will do.

•SEPARATE COORDINATE CLAUSES WHEN THEY ARE JOINED BY TRANSITIONAL WORDS AND PHRASES, SUCH AS:

| | | |
|-------------|--------------|--------------|
| accordingly | afterwards | again |
| besides | consequently | doubtless |
| eventually | evidently | furthermore |
| however | moreover | nevertheless |
| otherwise | perhaps | therefore |
| for example | for instance | in addition |

COLONS

END MAIN CLAUSES & INTRODUCE ADDITIONS & MODIFICATIONS

- **BASIC EXAMPLES**
- 1. Frank introduced four kinds of fish into his new aquarium: three angels, six tetras, a pair of Bala sharks, and a spotted catfish.
- 2. After a few months, Frank encountered a problem with his new aquarium set-up: Algae growth.
- 3. Tamara suggested a solution: "I keep quite a few snails in my aquarium. They eat the excess algae."
- **DO NOT FUNCTION INSIDE A MAIN CLAUSE:**
NOT *Frank's favorite fish is: the angel fish.*
BUT *Frank's favorite fish is the angel fish.*
- **LINK INDEPENDENT CLAUSES WHEN THE SECOND MODIFIES THE FIRST.**
- Frank learned a serious lesson about aquarium maintenance: Do not overfeed fish, as this causes the water to cloud.

(The reader wants an explanation of the "important lesson," which is provided in the second clause.)

- **OTHER USES**
- 1. Business letter salutation – Dear Mr. Brown:
- 2. Title and subtitle – Dudes: My Story
- 3. Biblical citation – Genesis 1:1
- 4. Bibliographic entries – Boston: Houghton Mifflin Co.

APOSTROPHES

SHOW POSSESSION

- **ADD "S" TO FORM THE POSSESSIVE of singular and plural nouns, and indefinite pronouns that do not end in [s] or with an s or a z sound.**
- 1. My mother's purse held many treasures. *(the purse owned by my mother)*
- 2. Can anyone's dog enter the Kennel show? *(dog is owned by anyone)*
- 3. The Women's League is very active. *(the possessive form of women, a plural, takes an 's)*
- **ADD "S" TO FORM THE POSSESSIVE of singular nouns ending in [s] or with an s or z sound.**
- 1. We listened to the stereo in Chris's new car.
- 2. Liz's dress was the sensation of the party *(add only an apostrophe if the extra [s] creates an awkward pronunciation).*
- 3. The Bible speaks admiringly of Moses' wisdom.
- **ADD ONLY AN APOSTROPHE to form the possessive of plural nouns ending in [s] or with an s or z sound.**
- 1. The cats' toys were spread around the room.
- 2. The latest car designs were engineered for drivers' comfort.
- **TO FORM THE POSSESSIVE OF COMPOUND NOUNS, add ['s] to only the last word.**
- 1. My mother-in-law's furniture was imported from Havana.
- 2. Webster's brother-in-law's office was vandalized.
- **MAKE ONLY THE LAST NOUN POSSESSIVE to show joint possession.**
- James and Susan's dog chased our cat. *(the dog belongs to both James and Susan)*
- **MAKE BOTH NOUNS POSSESSIVE to show individual ownership.**
- James' and Susan's cars were both vandalized.
- **USE AN APOSTROPHE to form certain plurals:**
- 1. Phillip's report card had 3 A's and 2 B's.
- **USE AN APOSTROPHE to indicate contractions.**
- 1. I'm ok'd to enter the restricted zone.
- 2. The '92 hurricane left a wide swath of damage through the Miami area.
- 3. Strangely enough, we never had the opportunity to try fish 'n' chips while we were in London.
- **DO NOT USE AN APOSTROPHE WITH POSSESSIVE PRONOUNS.**
- Ours is the bright red Mustang. (Not "Our's".)

QUOTATION MARKS

DIRECT & INDIRECT

- **ENCLOSE A DIRECT QUOTATION.**
- 1. Martha whispered quietly, "I'm scared of the dark."
- 2. "When," she breathed, "do we get out of here?"
- 3. "What if we get stuck in this place?" she asked.
- 4. "I knew I should have taken up spelunking."
- **CAPITALIZE THE FIRST WORD OF A DIRECT QUOTATION.**
- **DO NOT CAPITALIZE THE FIRST WORD in the second part of an interrupted quotation unless the second part begins a new sentence.**
- **INDIRECT QUOTATIONS DO NOT REQUIRE QUOTATION MARKS.**
- Father said that we should be frugal with our money.

ENCLOSE OTHER FORMS OF QUOTED MATERIAL

- **ARTICLE, ESSAY TITLES & SHORT STORIES**
- The current edition of *Vanity Fair* contains an article entitled, "Raider of the Lost Art."
(Do not put quotation marks around titles of your own compositions.)
- **CHAPTER TITLES**
- Susan quoted from Chapter Three of Carole Jackson's *Color Me Beautiful*, "The Seasonal Palettes."
- **SONG TITLES**
- The Commodores' "Three Times a Lady" was the number one hit when I graduated from high school.
- **MOST POEM TITLES**
- T.S. Eliot's "The Love Song of J. Alfred Prufrock" remains a landmark poem of the 20th century. (Longer poems, such as Eliot's Waste Land, are underlined or italicized.)
- **TELEVISION AND RADIO EPISODE TITLES**
- More people saw "Going Home," the final episode of *M.A.S.H.*, than any other television show to date.
- **SPECIAL PHRASES, WORDS, OR SENTENCES**
- 1. The phrase "rule of thumb" has a violent history.
- 2. Marci pronounced "accept" as "except."
- 3. The infamous declaration "Let them eat cake" represents the arrogance of the French Aristocracy.

INDENTED QUOTES

- **DIRECT QUOTATIONS LONGER THAN FOUR TYPED LINES** are set off as block quotations by indenting 10 spaces from the left margin and double-spacing.

Example: There are many reasons why a pond eco-system fails. For instance, industrial pollution might disrupt the "natural bio-diversity of the system." Another problem, due in part to industrial pollution, is acid rain, which acidifies the pond system.

(Indented passages do not require quotation marks unless they appear within the text.)

WITH OTHER PUNCTUATION

- **THE PERIOD AND COMMA** are always placed inside the ending quotation marks.
- He said, "Let's go to the beach today."
- **THE QUESTION MARK AND EXCLAMATION POINT** are placed within the quotation marks only when they refer to the quoted material.
- Frank asked, "When can I add fish to the tank?"

END PUNCTUATION

- **PERIODS END MOST SENTENCES IN ENGLISH.**
- Mary asked us about selling her house.
- **POLITE REQUESTS** that do not require a "yes" or "no" answer should use a period.
- Would you please clean your room.
- **USE A PERIOD WITH MOST ABBREVIATIONS.**
- Jan.=January (acronyms, such as IRS and CARE, do not require periods).
- **QUESTION MARKS END DIRECT QUESTIONS.**
- Is Mary going to sell her house?
- **EXCLAMATION POINTS END EMPHATIC STATEMENTS.**
- No cigars! Put that out now!

OTHER PUNCTUATION

- **BRACKETS:** enclose editorial comments inserted within quoted material.
- Machiavelli, the political pragmatist, argues that "princes for anyone in a position of power] have accomplished most who paid little heed to keeping their promises."
- **PARENTHESES:** enclose supplemental information that is not necessary to the meaning of the sentence.
- 1. There are three sections to a thoughtfully composed essay: (1) the introduction, (2) the body, and (3) the conclusion.
- 2. *Hamlet and the Law of Desire* (1987) suggests that Shakespeare's famous tragedy is about the traditional rite of passage all boys go through as they mature into men.
- **DASHES:** (typed as two hyphens with no space before, between, or after) emphasize certain material within a sentence.
- 1. I would suggest—or should I say, argue—that all aspects of the present economy must be changed.
- 2. Three members of the Board of Regents—even the newly appointed member—voted to reduce the education budget.
- 3. Adam's mother—a woman of high energy, intelligence, and wit—always hosts the best parties.
- **HYPHENS:** join words together and indicate a line break.
- 1. The ill-fated ship sank quickly.
- 2. The editor-in-chief checked the final draft.
- 3. The player-king delivered his lines expertly.
- 4. Anti-smoking lobbyists roamed the halls of the government building. *(Line-end hyphens break according to syllables.)*
- **SLASHES:** indicate options and unindented lines of poetry.
- 1. Please use your book and/or a calculator.
- 2. Good professors are true teacher/scholars.
- 3. Many children recognize these famous lines: "Twas the night before Christmas, when all through the house/Not a creature was stirring, not even a mouse. . ."
- **ELLIPSIS points:** indicate an omission from a direct quotation.
- "Another problem . . . is acid rain . . ."
(Three spaced periods indicate an omission within a quotation. Four spaced periods indicate an omission at the end of a direct quotation.)
- **ITALICS:** indicate titles of books, magazines, newspapers, long plays, poems, etc.
- 1. My sister can recite passages from *Walden*.
- 2. *Newsweek* is my favorite news magazine.
- 3. Daniel bought a copy of the *L.A. Times*.
- 4. Professor Briggs can read *Paradise Lost* in Italian (alternately, you can underline titles).
- *Newsweek* is my favorite news magazine.

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What Is
Grammar?Grammar is a **set of rules** on how to put **words, phrases, and clauses** together to **express ideas** clearly. It describes the various kinds of words and their uses in a sentence.

PARTS OF SPEECH

Words are classified into the following **parts of speech**: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Many words can belong to more than one part of speech, depending on how they are used. For example, the word "back" can be used as a noun, an adjective, and a verb.

EX: My back is aching! (noun)
He entered through the back door. (adjective)
Both candidates said they would back the bill. (verb)

Abbreviations

| | | | |
|-----------|------|--------------|---------|
| noun | n. | preposition | prep. |
| pronoun | p. | conjunction | conj. |
| adjective | adj. | interjection | interj. |
| verb | v. | singular | sing. |
| adverb | adv. | plural | pl. |

NOUNS

FUNCTION: name people, places, things, or ideas.

TYPES:

PROPER nouns name **specific** people, places, or things, and always begin with a capital letter.

COMMON nouns name **non-specific** people, places, or things and are not capitalized unless they begin a sentence.

EX: **PROPER nouns** **COMMON nouns**
J.R.R. Tolkien author
Philadelphia city
Statue of Liberty monument

ABSTRACT nouns refer to states, concepts, feelings, or qualities, and **CONCRETE nouns** refer to tangible things that can be perceived through the senses.

EX: **ABSTRACT nouns** **CONCRETE nouns**
loneliness star
equality flag
joy ice cream
beauty song

COUNT nouns, also known as **MASS nouns**, name things that can be expressed in plural form, usually with an **-s**, such as "dog/dogs," "hat/hats," "plate/plates," and "teacher/teachers." **NON-COUNT nouns** refer to things that usually cannot be counted, such as "flour," "weather," "milk," and "thunder." Non-count nouns are always considered singular and take a singular verb.

n. sing. v. sing.
EX: The lightning lights up the night sky.

COLLECTIVE nouns refer to groups of people or things, such as "team," "audience," "class," "committee," and "jury." They are usually singular unless it is clear that the members within the group are acting as individuals, as indicated in the second example.

n. sing. v. sing.
EX: A colony of bees lives in my garden.
n. pl. v. pl.
The jury disagree on the guilt of the accused.

PLURAL nouns indicate more than one, and most form the plural by adding **-s**.

EX: boy → boys
town → towns
table → tables

Nouns ending in **s**, **sh**, **ch**, or **x** form the plural by adding **-es**.

EX: bus → buses
bush → bushes
church → churches
box → boxes

Most nouns ending in **f** drop the **f** and add **-ves**.

EX: loaf → loaves
wharf → wharves

Nouns ending in a **consonant + y** drop the **y** and add **-ies**.

EX: baby → babies
sky → skies

Nouns ending in an **o** preceded by a vowel add **-s**.

EX: video → videos
stereo → stereos

Nouns ending in an **o** preceded by a consonant add **-es**.

EX: hero → heroes
potato → potatoes

HYPHENATED COMPOUNDS add **-s** to the main word.

EX: brother-in-law → brothers-in-law
maid-of-honor → maids-of-honor

Several nouns have **irregular plural forms**.

These can be found in a dictionary.
EX: child → children
woman → women
mouse → mice
goose → geese

Some nouns keep their **Latin** or **Greek form** in the plural. These can also be found in a dictionary.

EX: nucleus → nuclei
fungus → fungi
crisis → crises
criterion → criteria

Nouns can have different **functions** in a sentence: **subject**, **direct object**, **indirect object**, **object of a preposition**.

EX: John is my best friend. (subject)
I saw that movie. (direct object)
We bought Eva an ice cream.
(indirect object)
My friends went to the mall.
(object of preposition)

POSSESSIVE nouns express **ownership** of a noun previously mentioned, known as an **antecedent**. Most possessive nouns are formed by adding **'s**.

EX: That jacket? It's John's.
(The jacket belongs to John.)
Those toys? They're the children's.
(The toys belong to the children.)
This pen? It's James's.
(The pen belongs to James.)

PLURAL nouns that end in **s** just add an apostrophe to become possessive.

EX: Whose soccer ball? It's the boys'.
(The soccer ball belongs to the boys.)
Whose books? They're the students'.
(The books belong to the students.)

POSSESSIVE nouns can also be used as adjectives and are formed in the same way, by adding **'s** or simply an apostrophe, depending on whether the noun is singular or plural.

EX: It's Harry's car.
(The car belongs to Harry.)
The singers' voices are highly trained.
(The voices belong to the singers.)

APPPOSITIVES are noun phrases that can come before or after other nouns or pronouns to explain or describe them.

EX: A miniature black poodle, Tony's dog is very cuddly.
Margie, my sister, is on the varsity basketball team.

PRONOUNS

FUNCTION: take the place of nouns.

TYPES:

PERSONAL pronouns refer to specific persons or things. Pronouns often refer back to their noun antecedent. Therefore, it is important to use them correctly so that your meaning is clear.

EX: When my friends got the news, they called me.
As each student arrives, she will take a seat.

The plural antecedent (friends) in the first sentence takes a plural pronoun (they). The singular antecedent (student) in the second sentence takes singular pronouns (he/she). The personal pronouns in both sentences above are called **SUBJECT pronouns** and function as the subject of the main verb.

| Subject Pronouns | |
|------------------|--------|
| Singular | Plural |
| I | we |
| you | you |
| he/she/it | they |

Object Pronouns

| Singular | Plural |
|------------|--------|
| me | us |
| you | you |
| him/her/it | them |

OBJECT pronouns are personal pronouns used as the object of a verb, preposition, or infinitive phrase, as in the examples below. Note how the object pronouns respectively refer back to their antecedent.

EX: The eagle? Did Meg really see it?
The children are bored; please give the toys to them.
Do you know Marsha? I was hoping to call her today.

POSSESSIVE pronouns are used to indicate ownership, as in, "Is the hat mine or yours?" Possessive pronouns can also be used as **adjectives** that modify nouns or noun phrases, as in, "The Lord of the Rings is his favorite movie." Possessive pronouns and adjectives can refer back to a noun and must agree with it in gender and number as in the following examples, respectively.

| Possessive Pronouns/Adjectives | |
|--------------------------------|--------------|
| mine/my | ours/our |
| yours/your | yours/your |
| his, hers, its / his, her, its | theirs/their |

EX: The twins decided not to wear theirs today.
Each student must turn in her report by Monday.

DEMONSTRATIVE pronouns point to or identify nouns. **This** and **these** refer to things that are nearby or close in time. **That** and **those** refer to things that are farther away or more distant in time. Demonstrative pronouns often function as **adjectives**.

EX: I have many hats, but this is my favorite.
That hat is exquisite!
These books are my all-time favorites.
That pile of books? Those aren't very good at all!

| Demonstrative Pronouns/Adjectives | |
|-----------------------------------|--------|
| Singular | Plural |
| this | these |
| that | those |

REFLEXIVE pronouns refer back to the subject of a sentence or a clause and are used when the subject and the object of a verb or preposition are the same, and to emphasize the subject, as demonstrated in the following sentences, respectively.

EX: Dottie cut herself on the sharp knife.
They bought bagels for themselves.
I will do it myself.

| Reflexive Pronouns | |
|--------------------|------------|
| Singular | Plural |
| myself | ourselves |
| yourself | yourselves |
| herself | themselves |
| himself | themselves |
| itself | themselves |

INTERROGATIVE pronouns are used to ask questions. **Who** acts as the subject of a verb and **whom** as the object of a verb or a preposition.

EX: Who is knocking at the door?
To whom shall I give the flowers?

| Interrogative Pronouns | |
|------------------------|------|
| who | whom |
| which | what |

RELATIVE pronouns introduce **subordinate clauses** that function as adjectives and refer back to the noun or pronoun that the clause modifies. Like the interrogative pronoun, the relative pronoun **who** functions as the subject of a clause or sentence, and **whom** functions as the object of a verb or preposition.

EX: The girl who won the tennis match is my cousin.
These are the people for whom we are fighting.

| Relative Pronouns | |
|-------------------|-------|
| who | that |
| whom | which |

INDEFINITE pronouns refer to **non-specific** persons or things. Most are always singular and take a singular verb. Some are always plural and take a plural verb. Some can also function as adjectives.

| Indefinite Pronouns | | | |
|---------------------|-----------|------------|----------|
| all | anything | everything | one |
| another | both | many | several |
| any | each | nobody | some |
| anybody | everybody | none | somebody |
| anyone | everyone | no one | someone |

EX: Does everyone have paper and a pencil?
Many have the means to get through difficult times.
All books must be returned to the library by Saturday.
Each member of the team will receive a trophy.

RECIPROCAL pronouns indicate a **mutual action** in which two or more people participate equally. When two people are involved, use **each other**. When more than two people are involved, use **one another**.

EX: The girls talk to each other every day after school.
The members of the team gave one another a high-five after winning the game.

RECIPROCAL pronouns can also be used as **possessive adjectives**.

EX: Sue and Mary borrowed each other's dresses.
The students read one another's reports.

quick tip! Don't confuse possessive adjectives with contractions!

| POSSESSIVE ADJECTIVE | CONTRACTION |
|-----------------------------------|--------------------------------|
| its (belonging to <u>it</u>) | it's (short for "it is") |
| your (belonging to <u>you</u>) | you're (short for "you are") |
| their (belonging to <u>them</u>) | they're (short for "they are") |
| whose (belonging to <u>whom</u>) | who's (short for "who is") |

ADJECTIVES

FUNCTION: describe people or things in a sentence.

TYPES:

DESCRIPTIVE adjectives always come before the noun or noun phrase they modify and answer one of these questions: "Which one?", "What kind?", "How many?"

EX: The black hat is mine. (Which one?)
Long-stemmed roses are elegant.
 (What kind?)
 There were 10 candles on the cake.
 (How many?)

PREDICATE adjectives follow linking verbs and describe the subject.

EX: Keisha is happy.
 The books seem interesting.
 Mark's help has been invaluable.

COMPARATIVE adjectives are used to **compare two** things. The suffix **-er** is used to form most comparatives. When a two-syllable adjective ends in **y**, **-ier** is used. Adjectives with three or more syllables are preceded by the word **more**.

EX: The Ohio River is longer than the Mississippi River.
 Susan is happier than Paul.
 Mark is more intelligent than Tim.

SUPERLATIVE adjectives are used to **compare three or more** things. The suffix **-est** is used to form most superlatives. When a two-syllable adjective ends in **y**, **-iest** is used. Adjectives with three or more syllables are preceded by the word **most**.

EX: The Missouri River is the longest river in the United States.
 Debra is the happiest of all my friends.
 Yuko is the most intelligent student of all.

Irregular Forms

| Base | Comparative | Superlative |
|--------|-----------------|-------------------|
| good | better | best |
| bad | worse | worst |
| little | less | least |
| much | more | most |
| far | farther/further | farthest/furthest |

Some adjectives have **irregular comparative and superlative** forms. These need to be memorized.

PROPER adjectives come from **proper names** and are always capitalized.

EX: **F**rench bread
 a **S**panish omelet
 the **E**nglish countryside

VERBS

FUNCTION: express action or a state of being, and tell something about the subject.

TYPES:

MAIN, or **FINITE**, **verbs** change to match the form (number and person) of the subject or the tense of the verb (present, past, future, etc.). There are two types of main verbs: **ACTION verbs** and **LINKING verbs**.

ACTION verbs express action that the subject carries out.

EX: Dan drove to his friend's house.

The horse jumped over the fence.

LINKING verbs express a state of being and connect subjects to predicates, describing or renaming the subjects. Linking verbs include the "sense" verbs (to feel, to look, to taste, to smell). However, the most common linking verb is "to be."

EX: Carl and his brother are painters.

Mercedes seems happy today.

AUXILIARY verbs, also known as **HELPING verbs**, accompany main verbs to indicate tense, voice, mood, and number. Together, these verbs create **verb phrases**. In the following sentences, the auxiliary verbs are underlined and the main verbs are **bold**.

EX: I will **help** you wash the car today.
Has Mary **called** you yet about the report?
 Arthur does **want** to go to the movies with you.

CHARACTERISTICS:

All finite verbs share five main characteristics: **NUMBER**, **PERSON**, **VOICE**, **MOOD** and **TENSE**. Finite verbs can also be **TRANSITIVE** or **INTRANSITIVE**.

NUMBER indicates how many things a verb refers to (singular—one; plural—more than one), and **PERSON** tells who or what does the action (first person—includes the self; second person—the person(s) spoken to; third person—the person(s) or thing(s) spoken about).

EX: I sit in silence listening to the birds. (first person singular)
You all have your books, correct? (second person plural)
 Josh writes beautifully. (third person singular)

| | |
|------|--------|
| be | remain |
| feel | seem |
| grow | smell |
| look | taste |

| |
|-------|
| be |
| have |
| do |
| can |
| may |
| will |
| shall |
| must |

Active VOICE indicates that the subject of the sentence performs the action of the verb. **Passive VOICE** indicates that the subject receives the verb's action. Passive voice is easily recognized when the preposition "by" introduces the doer of the action.

EX: Mary wrote the book. (active)
 The book was written by Mary. (passive)

MOOD indicates the manner in which an action or condition is expressed. The **indicative** mood expresses a statement, exclamation, or question. Verbs in the **subjunctive** mood express wishes, doubts, or statements that are contrary to fact. Verbs in the **imperative** mood make a demand or a request.

EX: What time is it? (question) *indicative*
 I wish you were here to see the show. (wish) *subjunctive*
 If he had been in charge, that would not have happened. (contrary to fact) *subjunctive*
 Please pass the salt. (request) *imperative*

TENSE indicates the time of an action or condition. The basic verb tenses are **present**, **past**, and **future**.

The **perfect tenses** indicate that an action was completed at some time in the past, or will be completed at a specific time in the future.

| TENSES | TIME | EXAMPLE |
|-----------------------------|---|---|
| Present | present action/condition | He <u>writes</u> every day. We <u>are</u> happy today. |
| Past | completed action | I <u>watched</u> television last night. |
| Future | future action | I <u>will go</u> to the beach next summer. |
| PROGRESSIVE | | |
| Present progressive | ongoing action | She <u>is eating</u> lunch right now. |
| Past progressive | past ongoing action interrupted by another action | I <u>was studying</u> when you called. |
| Future progressive | future ongoing action | I <u>will be sitting</u> in the park for the afternoon. |
| PERFECT | | |
| Present perfect | action begun in the past and leading up to and including present | They <u>have seen</u> this movie twice. |
| Past perfect | action begun and completed in the past before another action occurred | Missy <u>had</u> already left the gym by the time I arrived. |
| Future perfect | action to be completed by or before a specific future time | By next week, my parents <u>will have sold</u> their house. |
| PERFECT / PROGRESSIVE | | |
| Present perfect progressive | ongoing action begins in the past, continues in the present, and may continue into the future | I <u>have been cleaning</u> my room since Tuesday and I still haven't finished! |
| Past perfect progressive | ongoing past action completed before another action occurred | She <u>had been shopping</u> for two hours by the time we met for lunch. |
| Future perfect progressive | ongoing action begins in the past and continues to a specific future time | I <u>will have been writing</u> my paper for hours when the clock strikes 12! |

VERBS (continued)

The progressive tenses indicate ongoing action in the present, past, or future.

TRANSITIVE verbs take a **direct object**. Asking "whom" or "what" after a verb will let you know whether or not a verb is transitive.

EX: She made a cake. (made what? a cake)
 Anna saw them last week at the movies. (saw whom? them)

VERB FORMS (VERBALS):
INFINITIVES (base word + "to") can be used as a **noun** or an **adjective**.

EX: To love is important. (noun, subject of the verb "is")
 Jen wants to sing. (noun, object of the verb "wants")
 Lori has stories to tell. (adjective, modifies "stories")

PARTICIPLES (base verb + suffix) can be used as **adjectives** to modify nouns or pronouns. Like infinitives and gerunds, participles are based on verbs and express action or a state of being. Present participles end in **-ing**. Past participles end in **-ed, -en, -d, -t, or -n**.

INTRANSITIVE verbs have **no direct object**. The verb may express action, but the action is not done to anyone or anything.

EX: We slept late on Saturday. (slept whom or what?)
 They stood in line for an hour. (stood whom or what?)

EX: The singing canary flew out the window. (present)
Exhausted, she went to bed to take a nap. (past)
 The frozen man sat by the fire to warm up. (past)

GERUNDS are **present participles** that are used in sentences as **nouns** and can be used in any way that a noun can—as a subject, object, or object of a preposition.

EX: Driving without a seatbelt can be dangerous. (subject)
 I always like reading a good book at the beach. (object)
 Max wrote an essay about the benefits of eating well. (object of preposition)

ADVERBS

FUNCTION: modify verbs, adjectives, or other adverbs.

TYPES:
 When adverbs **modify verbs**, they answer questions such as "How?", "When?", "Where?", or "How often?". Many adverbs are easily recognized because they end with the suffix **-ly**.

EX: Jane spoke softly. (how)
 Li went to the library yesterday. (when)
 Paula left her bookbag here. (where)
 It rains frequently in the country. (how often)

EX: The baby cried quite loudly because she was hungry.
 We stared rather intently at the painting.

CONJUNCTIVE adverbs are used to join two clauses together. A conjunctive adverb is often preceded by a semicolon and followed by a comma.

EX: I should have gone to bed; instead, I watched a movie.
 It is raining; otherwise, I would have gone to the beach.

When adverbs **modify adjectives**, they always come before the adjectives they modify.

EX: That statement is entirely true.
 It was a wonderfully quiet afternoon.

Adverbs that **modify other adverbs** are also known as **INTENSIFIERS** and always come before the adverb they modify.

Conjunctive Adverbs

| | |
|--------------|--------------|
| also | meanwhile |
| consequently | nevertheless |
| finally | next |
| furthermore | otherwise |
| however | still |
| indeed | then |
| instead | therefore |
| likewise | thus |

PREPOSITIONS

FUNCTION: combine nouns or pronouns to create phrases that modify verbs, nouns, pronouns, or adjectives.

PREPOSITIONS and objects make up **prepositional phrases** that give details on time, space, and direction to help us better understand a sentence. **Prepositional phrases** can function as a **noun**, an **adjective**, or an **adverb**.

EX: She rummaged through the attic of her house looking for old treasures.

[NOTE: The first prepositional phrase functions as an adverb because it modifies the verb by describing where she rummaged. The second phrase modifies the noun "attic," which is the object of the first prepositional phrase, and describes which attic she rummaged through.]

Common Prepositions

| | |
|---------|----------------|
| about | from |
| above | in/inside/into |
| across | like |
| after | near |
| against | of |
| along | off |
| among | on/onto |
| around | out/outside |
| at | over |
| before | past |
| behind | since |
| below | through |
| beneath | throughout |
| beside | to |
| between | toward |
| beyond | under |
| by | underneath |
| down | until |
| during | up/upon |
| except | with/within |
| for | without |

CONJUNCTIONS

FUNCTION: join words or groups of words in a sentence.

TYPES:
COORDINATING conjunctions connect words and clauses of equal status.

EX: We bought apples and bananas.
 We saw many clouds, yet it didn't rain.

SUBORDINATING conjunctions join clauses of unequal status. In other words, one clause is dependent on the other.

EX: After Ted ran the marathon, he collapsed in exhaustion.
 Linda didn't want to go to the mall because she didn't have any money.

CORRELATIVE conjunctions must join elements that are alike.

EX: I had to either study for the test or risk failing it.
Not only did she forget to bring the cake, but she also forgot to bake it!

Coordinating Conjunctions

| | |
|-----|-----|
| and | or |
| but | so |
| for | yet |
| nor | |

Common Subordinating Conjunctions

| | | | |
|----------|--------|--------|---------|
| after | before | than | when |
| although | how | that | where |
| as | if | though | whether |
| because | since | until | while |

Correlative Conjunctions

| |
|---------------------|
| both...and |
| either...or |
| neither...nor |
| not only...but also |
| so...as |
| whether...or |

INTERJECTIONS

FUNCTION: convey emotion in a sentence.

INTERJECTIONS often start a sentence but are not part of a sentence's actual grammar. Interjections often end with an **exclamation point**.

EX: Well, she said she'd be here at 8 o'clock.
Wow! That was some ride.

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