

Abbreviations

Parts of Speech

n.	noun
pr.n.	proper noun
art.	article
v.	verb
v.i.	verb intransitive
v.t.	verb transitive
hv.	helping verb
lv.	linking verb
adj.	adjective
p.adj.	predicate adjective
adv.	adverb
s. prn.	subject pronoun
o. prn.	object pronoun
i. prn.	indefinite pronoun
r. prn.	relative pronoun
d. prn.	demonstrative pronoun
prn. adj.	pronominal adjectival
prep.	preposition
conj.	conjunction
s. conj.	subordinating conjunction
inter.	interjection
i.w.	introductory word

Functions

S	simple subject
DO	direct object
IO	indirect object
OP	object of the preposition
PN	predicate nominative
ADJ	adjectival prepositional phrase
ADV	adverbial prepositional phrase
IC	independent clause
SC/ADJ	subordinate adjective clause
SC/ADV	subordinate adverb clause
SC/N/S	subordinate noun clause (subject)
SC/N/DO	subordinate noun clause (direct object)
SC/N/IO	subordinate noun clause (indirect object)
SC/N/OP	subordinate noun clause (object/prep)
SC/N/PN	subordinate noun clause (predicate noun)

The Parts of Speech

A **noun** is the name of anything:

Book or pencil, hoop or ring

Instead of nouns, the **pronouns** stand:

Their heads, her face, its paw, his hand

Verbs tell the tale the noun begins:

He runs, sings, dances, hops, and wins.

Adjectives tell what kind of nouns:

Great, small, pretty, white, or brown.

How things are done the **adverbs** tell:

Slowly, quickly, poorly, or well.

Prepositions link the nouns:

We stayed at home; they went to town.

Conjunctions join the words together:

Men and women; wind or weather.

Interjections show surprise:

Oh! How pretty. Ah! How wise.

NOUNS

Nouns (n.) **name** people, places, things, and ideas.

- Example: **Sam** went to the **store**, bought **bread** and **butter**, and felt **relief**.

Nouns can be singular or plural.

- Example: girl, girls; school, schools; bush, bushes; theory, theories.

Proper nouns (pr.n.) are capitalized and name specific people, places, things, and ideas. All other nouns are **common**, written in lower-case letters.

- Example: boy, Sam; school, Incline Middle School; lake, Lake Tahoe; religion, Catholicism.

Nouns naming people, places, and things are usually considered "**concrete**," meaning that they name physical, solid, tangible objects.

- Example: man, woman, store, park, desk, chair.

Nouns naming ideas, philosophies, religions, and emotions are considered "**abstract**," meaning that they name things that have no tangible form.

- Example: nation, existentialism, Buddhism, happiness, merriment, depression, exultation.

One way to recognize these abstract nouns is to know that any word ending in "**tion**," "**ism**," "**ment**," "**sion**," "**ence**," "**ance**," or "**ness**" is a noun.

Nouns can also be **compound**, using two or more nouns to create a new noun. Compound nouns are either "closed" (written as one word), "open" (written as two or more words with space between), or "hyphenated" (written with a hyphen between the words).

- Example: baseball (closed) ice cream (open) merry-go-round (hyphenated)

Verbs

Verbs (v.) are words that express action, tense, or state of being.

- Example: Sam **ran** for a touchdown. (action)
Sam **was** sick. (state of being)

Action verbs express physical or mental action.

- Example: Sue **jumped** over the hurdle.
Sue **wondered** about him.

Helping verbs (hv.), also known as "auxiliary" verbs, are used to help a main verb express its tense. The most commonly used helping verbs are:

Am, is, are, was, were, will be, do, did, has, have, had, can, could, may, might, must, shall, should, would, will.

- Example: Sam **has** seen that film before.
Sue **might** think more carefully next time.
Tommy **must** pay the fine today.

Students need to be careful not to confuse the verb “to be” (am, is, are, was, were) when it is used as a helping verb from those used as linking verbs.

- Example: Sam **is** working on his homework. (helping)
Sam **is** late for class. (linking)

***Linking verbs (lv.)** express how or what someone is, how or what something is, or his/her/its state of being.

- Example: Sam **is** brilliant!
Sam **felt** ill.
Sam **grew** angry!
Sam **became** calm.
That building **is** the library.
Sue **is** a doctor.

The verb “to be” in all its conjugations, when used as the main verb of the sentence is always a linking verb.

Am, are, is, was, were, will be, has been, have been, had been, will have been, should be, could be, must be, would be, might be, should have been, could have been, would have been, might have been.

Other common linking verbs are:

Appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, turn.

Some linking verbs are also action verbs, depending on how they are used.

- Example: The farmer **grew** corn in his fields. (action)
The class **grew** weary of the lesson. (linking)

Adjectives

Adjectives (**adj.**) are words which describe or modify (change) nouns.

They answer three important questions about the nouns they modify:

Which one? How many? What kind?

- Example: The **blue** sweater was left behind. (which one)
Five students passed the test. (how many)
Rocky beaches hurt bare feet. (what kind)

Proper adjectives (**pr.adj.**) are derived from proper nouns.

- Example: **Chinese** food is delicious! (China)
They love the **English** countryside. (England)

Articles (art.); “a,” “an,” “the,” are a special class of adjectives. They are known as “noun markers” or “noun determiners” because a noun usually follows closely after their appearance.

- Example: **A** good student works to do his best work.
An elephant escaped from the circus.

Special endings: “ous,” “ious,” “ible,” “able,” “uble,” “al,” “ful,” “ic,” “ical,” “tial,” “uous”

***Nominal adjectivals (n.adj.)** are nouns used as adjectives.

- Example: The **high school** student was excited about his future.
The **maiden** voyage of the Titanic ended in disaster.

***Verbal adjectivals (v.adj.)** are verb forms used as adjectives.

- Example: The **punctured** tire slowly became flat.
We saw a **dancing** bear at the concert.

Adverbs

Adverbs (**adv.**) are words used to describe or modify verbs, adjectives, and other adverbs.

Adverbs answer four questions:

When? Where? How? To What Extent/Degree? something happens or is done.

- Example: May we go **tomorrow?** (When)
We live **here.** (Where)
She **quickly** agreed. (How)
He **hardly** moved. (To what extent/degree)

If an adverb does not answer **when, where, or how**, then it most likely answers **to what extent/degree**.
If the adverb seems to express the “why” of an action, then it is expressing **extent or degree**.

Many adverbs end in **ly**. If you come across a word ending in **ly**, ask yourself if the word answers one of the four adverb questions. Not all words ending in **ly** are adverbs.

- Example: The train arrived **early**. (adverb telling when)
The **early** train arrived late. (adjective telling which train)

The words **always, never, and not** are always adverbs.

Adverbs are often found in a verb phrase between the helping verb(s) and the main verb.

- Example: They had never seen such a thing.
They have always arrived on time.
They had not been there before.

Adverbs which modify other adjectives and adverbs are called “intensifiers” and will be addressed at a later lesson.

Pronouns

Pronouns are words which take the place of nouns. The noun whose place is taken is called the **antecedent**.

There are many classes of pronouns, each having its own job to do.

Personal Pronouns are those which take the place of nouns which name people and things. They are called **personal** because they fit into the first, second, and third "persons," singular and plural.

	<u>Singular</u>	<u>Plural</u>
First:	I, me, my	we, us, our
Second:	you, your	you, your
Third:	he, she, it, him, her, it his, hers, its	they, them, their

There are three groups of personal pronouns: **subject**, **object**, and **possessive**.

- **Subject pronouns (s.prn.)** are used as the subject of a clause.
They are: **I, you, he, she, it, we, you, they.**
Example: **He** went to the store.
- **Object pronouns (o.prn.)** are used as the direct object, indirect object, and object of the preposition. They are: **Me, you, him, her, it, us, you, them.**
Example: The quarterback threw **it**. (direct object)
The pitcher threw **him** the ball. (indirect)
The catcher threw the ball to **her**. (object/prep)
- **Possessive pronouns** are always used as adjectives because they always tell "which one." Therefore, they are always labeled as **pronominal adjectives (prn.adj.)**
They are: **my, your, his, her, its, our, your, their.**

*Please note that the third person singular **its** is spelled **without** an apostrophe ('). **It's** with an apostrophe, is the contraction of "it is".

Other classes of pronouns you will be seeing are:

Indefinite Pronouns

Indefinite pronouns (**i.prn.**) do not refer to a definite person and are often used without an antecedent. Some are considered "singular" and others are "plural" while some may be either depending to what they refer.

all (p)	each (s)	more (p)	one (s)
another (s)	either (s)	most (p)	other (s)
any (s)	everybody (s)	much (p)	several (p)
anybody (s)	everyone (s)	neither (s)	some (p)
anyone (s)	everything (s)	nobody (s)	somebody (s)
anything (s)	few (p)	none (s)	someone (s)
both (p)	many (p)	no one (s)	

Indefinite pronouns (**i.prn.**) are often followed by a preposition phrase which explains to what group the indefinite pronoun belongs.

- Example: **All** of the boys went to the game.
Some of the girls went to the game.
None of the players went to the game.

Indefinite pronouns are sometimes used as adjectives (**prn.adj.**) to describe nouns by answering **how many** of the group was involved. When they are used this way, they must be labeled as pronominal adjectives (**prn.adj.**)

- Example: **All** boys must register for the draft at age 18.
The **other** gender is not required to register.
Some boys do not register for the draft.

Demonstrative Pronouns (d.prn.)

Demonstrative pronouns are: **This, that, these, those.**

- Example: **That** is a ridiculous idea!
He didn't tell me **that**.
This is incredible!
Those are not yours; **these** are.

Quite often demonstrative pronouns are used as pronominal adjectives (**prn.adj.**) to indicate **which one** and should be labeled as such.

- Example: **That** book is mine.
This movie is really good!
Those girls are mean.
These cookies taste great!

When indefinite pronouns and demonstrative pronouns are used as modifiers, they must be labeled as pronominal adjectives (prn.adj.) and not as i.prn. or d.prn.

Relative Pronouns (r.prn.)

Relative pronouns are used to introduce adjective subordinate clauses. They are: **who, whom, whose, which, that.**

*Prepositions

Prepositions (**prep.**) are words that show the relationship of a noun or pronoun to some other word in the sentence. Sometimes prepositions are referred to as words which show "what an airplane can do to a cloud."

Commonly used prepositions:

aboard	beneath	in	through
about	beside	inside	throughout
above	besides	into	till
across	between	like	to
after	beyond	near	toward
against	but(meaning <u>except</u>)	of	under
along	by	off	underneath
among	concerning	on(to)	until
around	down	out(side)	up
at	during	over	upon
before	except	past	with
behind	for	since	within
below	from		without

Compound prepositions

according to	in addition to	next to
as of	in front of	on account of
aside from	in place of	out of
because of	in spite of	owing to
by means of	instead of	prior to

Prepositions begin **prepositional phrases**. Prepositional phrases contain at least two words: the preposition and its object (either a noun or object pronoun). Prepositional phrases function as either adjectives, modifying a noun immediately preceding the phrase or as an adverb, modifying the verb in the clause in which the phrase appears.

- Example: The dog chased the cat (**up** the tree).
This is an adverb phrase answering **where** the cat was chased.
- Example: The man (**with** the red hat) drove the car. This is an adjective phrase answering **which** man.

Many words on the above lists can also function as **adverbs**. The key to distinguishing between a preposition and an adverb is to know whether the word shows a relationship of one word to another or merely tells **where**.

- Example: The people looked **up**. (adverb answering **where**?)
The people looked **up the staircase**.
(adverbial prepositional phrase answering **where**?)

Prepositions, prepositional phrases and their functions will be taught after Subject/Predicate Split and Noun Functions (pages 26-32) in order for students to understand their place in sentences more clearly.

Conjunctions

Conjunctions are words which join words or groups of words.

Coordinating conjunctions (c.conj.) are: **and, but, or, nor, for, yet, so.**

They join like words and group of words, such as:

Sam **and** Sue (nouns)

Run **and** jump (verbs)

Pretty **but** stupid (adjectives)

He **and** she (subject pronouns)

Slowly **but** surely (adverbs)

Over the river **and** through the woods (prepositional phrases)

She went to the store, **and** he went fishing. (two independent clauses)

Correlative Conjunctions (cr.conj.) are: **both...and, not only... but also, either....or, neither...nor, whether...or.** They also join words and groups or words but always work in pairs.

Either I am mistaken **or** you are.

Not only is she beautiful **but also** intelligent.

Both Sam **and** Sue are tired.

*Notice that no commas are used with correlative conjunctions.

Subordinating conjunctions (s.conj.) are used to begin adverb subordinate clauses and are listed on page 33.

Interjections

Interjections (**inter.**) are words that express strong or mild emotions. When they express strong emotion, they are followed by an exclamation point (!); when expressing mild emotion, they are followed by a comma (,)

- Example: **Ouch!** That hurt!

Well, you knew that rattlesnakes bite.

Most profane expressions are considered strong and are followed by exclamation points.

When an exclamation point is used with a strong interjection, the first word following it is capitalized and the subsequent clause is punctuated as its own sentence.

When a comma is used with a mild interjection, the first word following is **not** capitalized and the entire clause, including the beginning interjection and comma are punctuated as a sentence.

Subject/Predicate Split

Each clause, independent or subordinate, contains a subject and a predicate. The "split" between these two parts is determined by the placement of the verb or verb phrase (**The Gateway to the Predicate**). In multiple-clause sentences (compound, complex, compound-complex), each clause will have its own subject/predicate split.

***Clause:** A group of words containing a subject and its verb.

***Independent Clause:** A clause which expresses a complete thought and can be punctuated as a sentence.

Simple Sentences

Simple sentences are made up of one, independent clause (**IC**). Therefore, a simple sentence will have only one subject/predicate split.

The **complete subject** is the part of the sentence/clause that precedes the slash mark, and the **complete predicate** is that which follows the slash mark.

The **simple predicate** is found in the predicate part of the sentence/clause and is the same as the **verb** in the sentence/clause. It is underlined twice.

The **simple subject** is found in the subject part of the sentence/clause. It is a noun or subject pronoun (**I, you, he, she, it, we, they**) that is doing the action expressed by the simple predicate.

The excited children/skated on the frozen pond.

Phrase: Two or more words which function as a single part of speech.

Verb phrase: One or more helping verbs and the main verb which function as the simple predicate of a clause.

- Example: I/could have run all morning.

When a **verb phrase** is used in the sentence/clause, the entire verb phrase is considered the simple predicate, and the slash mark appears in front of the first helping or "auxiliary" verb.

The sleeping dog/had been chasing the squirrel.

When **adverbs** appear within a verb phrase, the adverb is **not** included in the phrase nor underlined as part of the simple predicate.

The happy members/have always been enthusiastic.

Sometimes, more than one person or thing will do the action expressed by the simple predicate. When this is the case, we have a **compound-simple subject**, and each of the nouns or pronouns is underlined once, excluding the coordinating conjunction which joins them.

Sally and Jack/went to the store.

Neither Sam nor I/wanted mush for dinner.

Suzie, Amy, and Steve/played in the co-ed game.

Other simple sentences may contain more than one action performed by the simple subject. In this case, we have a **compound-simple predicate**. Again, all verbs are identified by underlining them twice, excluding the coordinating conjunction that joins the two or more actions.

Penelope/ran across the field and jumped in the lake.

The battered car/rattled and humped along the road.

It is possible to have both a compound-simple subject and a compound-simple predicate in the same sentence.

Sam and Sue/campaigned and promoted their friend.

Prepositional Phrase: Two or more words, the first being the preposition and the last being a noun or object pronoun (called the Object of the Preposition) which function as either an adjective or adverb.

Prepositional phrases may appear in either or both the complete subject and complete predicate of a sentence or clause. It is very common for a prepositional phrase to appear between the simple subject of the sentence or clause and the simple predicate. One must be careful to distinguish between the simple subject and the object of the preposition in order to avoid assuming that the noun closest to the slash mark is the simple subject in all cases.

The band (on the stage) /played through the night.

(Across the room), Scott/could see the fighting fans.

The students (in the cafe')/ate their lunches happily.

When an **adverb**, modifying the verb in the sentence or clause, appears before the verb, it is contained in the complete subject (before the slash mark) and still modifies the verb from there.

The parents angrily/shook their fists at the teacher.

Noun Functions

Nouns have five specific functions:

Simple subject (S)

Direct object (DO)

Indirect object (IO)

Object of the preposition (OP)

Predicate nominative (PN) (with linking verbs)

Depending on the placement of the noun in the clause, a noun function can be more easily identified.

Nouns found in the **subject** part of the clause function as either the **simple subject** or the **object of the preposition**.

Nouns found in the **predicate** part of the clause function as **direct objects, indirect objects, objects of the preposition, and predicate nominatives** (with linking verbs).

***Simple subjects**

Simple subjects are nouns and subject pronouns (**I, you, he, she, it, we, they**) which are the doers of the action. They are found in the subject part of the clause.

- Example: The **man**/waved to everyone.
He and **I**/ saw the show together.

***Objects of the Preposition**

Objects of the preposition are nouns or object pronouns (me, you, him, her, it, us, them) which complete the prepositional phrase. They are the only noun function found in **both the subject and predicate parts** of the clause.

- Example: The **man** (on the **corner**)/waved.

***Direct Objects**

Direct objects are nouns or object pronouns found in the **predicate** part of the clause and receive the action of the subject directly.

- Example: The quarterback/threw the **football**.
The quarterback/threw **it** to me.

- ❖ Once students have mastered direct objects, they are ready to learn about **transitive and intransitive action verbs**.
- ❖ An action verb is **transitive** when the complete predicate following it contains a **direct object**.
- ❖ An action verb is **intransitive** when the complete predicate following it does not contain a **direct object**.
- ❖ When students reach this point, they are to label their verbs as either **transitive (v.t.)** or **intransitive (v.i.)**
- ❖ **Only action verbs are transitive or intransitive; linking verbs are not classified in this way.**

***Indirect Objects**

Indirect objects are nouns and object pronouns found in the predicate part of the clause which receive, indirectly, the action of the subject. They are **always** found between the transitive action verb and the direct object.

- Example: The quarterback/threw the **receiver** the football.
The quarterback/ threw **me** the ball.

I tell my students to imagine a football goal. In order for a point to be made, the ball (indirect object) must go between the left upright (action verb) and the right upright (direct object).

*Note: If there is **no direct object** in the clause, there will **not** be an **indirect object**.

*Predicate Nominatives

Predicate nominatives are nouns and subject pronouns found in the predicate part of a clause following a **linking verb** and rename the simple subject of the clause.

- Example: Susan/is a **doctor**. (**Susan** and **doctor** denote the same person.)
The person at the party/was **she**. (**person** and **she** denote the same person.)
It/is **I**. (**It** and **I** denote the same person)

As odd as they may sound, pronouns serving as predicate nominatives must be **subject pronouns** (**I, you, he, she, it, we, they**) because they rename the **simple subject** of the clause.

By the way, **linking verbs** require complements (predicate nominatives or predicate adjectives).

Action verbs may or may not have complements (direct objects and indirect objects) which is why they are either **transitive** or **intransitive**.

Multiple-clause Sentences

In addition to **independent clauses (IC)**, we have three types of **subordinate** (sometimes called "dependent") **clauses: adjective, adverb, and noun**. **Subordinate clauses** are not able to stand alone and must be attached to an **independent clause**. **Fragments** result from **subordinate clauses** being punctuated as sentences.

- Example: While he stood in line

*Adjective Subordinate Clause

An adjective subordinate clause (**SC/ADJ**) begins with a **relative pronoun (r.prn.)** and functions as an adjective, modifying the noun that directly precedes the clause.

- Example: The man, **who is standing on the corner**, waves to every car.
(Answers **which** man)

Relative pronouns: who, whom, whose, which, that

*Adverb Subordinate Clause

An adverb subordinate clause (**SC/ADV**) begins with a **subordinating conjunction (s.conj.)** and functions as adverb, modifying the verb in another clause in its sentence.

- Example: **Because we had no homework**, we went to the movies.
(Answers **to what extent** or "**why**" we went)

Subordinating Conjunctions

after	before	unless
although	if	until
as	in order that	when
as if	since	whenever
as long as	so that	where
as soon as	than	wherever
*because	though	while

*You will discover (because they'll tell you) that the only grammar "rule" that your students really know is: "**you can't begin a sentence with 'because'.**" This stems from the 3rd grade when they were learning to answer test questions with "complete sentences." They honestly thought they were doing so when responding to the question, "Why did Christopher Columbus sail across the ocean blue in 1492?" with, "**Because** he wanted to see what was on the other side." They didn't have enough knowledge to see that they were punctuating an **adverb subordinate clause** as a "complete sentence," and their teachers adamantly taught them "**you can't begin a sentence with 'because'.**" For some reason, this lesson really stuck!

***Noun Subordinate Clause**

A noun subordinate clause (**SC/N/S, SC/N/OP, SC/N/DO, SC/N/IO, SC/N/PN**) is a clause that functions as a noun and is always contained within another clause. Noun subordinate clauses begin with introductory words (**i.w.**): that, what, whatever, who whoever, whom, whomever.

- Example: **Whatever he wanted** was given to him. (**SC/N/S**)
We learned **what the answer is.** (**SC/N/DO**)
He told **whoever wanted to know** the answer. (**SC/N/IO**)
They gave the answer to **whoever asked.** (**SC/N/OP**)
She is **who called the office.** (**SC/N/PN**)

Notice that the **introductory words**, that, who, and whom, are also **relative pronouns**. To distinguish between a **relative pronoun** and an **introductory word**, look to see if the word preceding the word in question is a noun or not.

If it is a noun, ask yourself if the information in the clause describes that noun. If it does, the word is a **relative pronoun** beginning an **adjective subordinate clause (SC/ADJ)**.

- Example: The dog **that chased the cat up the tree** barked repeatedly.
(The clause answers **which** dog).

On the other hand, if the word does not follow a noun, the clause will most likely be a **noun subordinate clause (SC/N/)** of some kind.

- Example: He knew **that the new student played football.**
(The clause follows the verb and functions as a direct object.)

***Compound Sentences**

Compound sentences are made up of two or more **independent clauses** and no **subordinate clauses**. This means that compound sentences must have at least two clauses.

(Sue/went to the store), and (Sam/went to the movies).

Notice that the comma and coordinating conjunction (**c.conj.**) are not included in either independent clause. In fact, other than when writing a list of items (He went to the store and bought peanut butter, jelly, **and** bread) or joining two independent clauses, a comma is not used with a coordinating conjunction.

***Complex Sentences**

Complex sentences are made up of one independent clause and one or more subordinate clauses. A complex sentence will have at least two clauses.

(Although he/had gone to play before), (Sam/saw the play again with Sue).

Notice that when an **adverb subordinate clause** begins a complex sentence, a comma must follow the clause. When the complex sentence begins with the **independent clause** and is followed by the **adverb subordinate clause**, no comma is used.

(Sam/saw the play again with Sue) (although he/had gone to the play before).

***Compound-Complex Sentences**

Compound-Complex sentences contain two independent clauses and one or more subordinate clauses. A compound-complex sentence will have at least three clauses.

(Sam/went to the store), and (he/bought eggs, flour, milk, and butter) (which he/combined for his delicious breakfast).

Types of Sentences

There are four **types** of sentences.

Declarative: makes a statement and is punctuated with a period.

- Example: Joe/went to the store.

Exclamatory: expresses strong feeling and ends with an exclamation point.

- Example: That/is amazing!

***Imperative:** gives a command or makes a request, ends with a period, and **you** (understood) is always its subject.

- Example: (You)/Open the door for me, please.

***Interrogative:** asks a question and ends with a question mark.

- Example: Are you happy about the move?