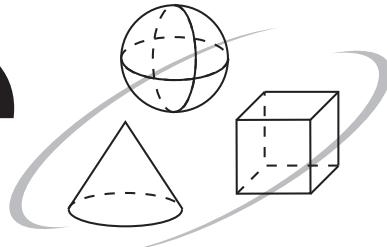# Simple Solutions.

Minutes a Day—Mastery for a Lifetime!

ENGLISH 5

Help Pages

Some material addressed in standards covered at earlier grade levels may not be available in these *Help Pages*, but you can access all grade levels of *Simple Solutions English Help Pages* at SimpleSolutions.org.

Help Pages

Eight Parts of Speech

Adjective	describes a noun or pronoun
Adverb	describes a verb, adjective, or another adverb
Conjunction	connects words or phrases in a sentence
Interjection	a word or short phrase that shows emotion
Noun	names a person, place, thing, or idea
Preposition	relates a noun or pronoun to other words in a sentence
Pronoun	takes the place of a noun
Verb	shows action or a state of being

Parts of Speech - Nouns

A **common noun** names a person, place, thing, or idea. A **proper noun** names a particular person, place, thing, or idea. A proper noun begins with a capital letter. Nouns may be singular or plural.

Some of the Functions of Nouns

Subject	The subject is whom or what the sentence is about. ***Example***: <u>Tom</u> likes to play piano.
Direct Object	A direct object receives the action of the verb. ***Example***: Tom plays the <u>piano</u>. To find the DO, ask: Tom plays what?
Object of a Preposition	The object of a preposition comes at the end of a prepositional phrase. ***Example***: Mr. Gore plays in an <u>orchestra</u>.
Predicate Nominative (Predicate Noun)	A predicate nominative renames the subject. ***Example***: Tom and Mr. Gore are <u>musicians</u>.
Possessive	A possessive noun shows ownership and usually modifies another noun. ***Examples***: <u>Mr. Gore's</u> class uses <u>Tom's</u> piano.
Collective	A collective noun names a group (Ex. *team*, *family*, *herd*, *flock*). A collective noun is singular and takes a singular verb. ***Example***: The <u>family</u> enjoy<u>s</u> camping.

Parts of Speech - Pronouns

A **pronoun** takes the place of a noun. The noun that the pronoun is referring to is called the **antecedent**. The antecedent is in the same sentence or a recent, earlier sentence; occasionally, an antecedent is not specifically named. It is implied, or "understood."

Examples: The <u>puppy</u> is in <u>its</u> pen.
("<u>its</u> pen" refers to the puppy's pen, so "puppy" is the antecedent.)
<u>It</u> has been raining all day.
(There is no clear antecedent, but we know "it" refers to the weather.)

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Types of Pronouns	
Case	**Personal Pronouns**
Subjective	Used as the subject of a sentence or clause *Singular*: I, you, he/she, it *Plural*: we, you, they
Objective	Used as an object; found in the predicate of a sentence *Singular*: me, you, him/her, it *Plural*: us, you, them
Possessive	Used to show ownership; modify nouns *Singular*: my, mine*, your, yours*, his*, her, hers*, its* *Plural*: our, ours*, your, yours*, their, theirs* * These can stand alone.

Other Types of Pronouns	
Indefinite	Replaces a noun that is not specific ***Example***: <u>Someone</u> is knocking. (*Singular*: another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something (*Plural*: both, few, many, others, several) (*Either*: all, any, more, most, none, some)
Relative	Connects incomplete thoughts to complete thoughts. (that, which, who, whom, whose, whoever, whomever, whichever, whatever) ***Example***: She is the one <u>who</u> won the prize.
Interrogative	Asks a question ***Example***: <u>What</u> will you do? (what, which, who, whom, whose)
Demonstrative	Points out a noun or acts as an adjective ***Example***: <u>That</u> is not my dog. (this, that, these, those)
Reflexive	Refers back to the subject (*Singular*: myself, yourself, himself, herself, itself) (*Plural*: ourselves, yourselves, themselves) ***Example***: Ella made <u>herself</u> lunch.
Intensive	Emphasizes a noun or pronoun (*Singular*: myself, yourself, himself, herself, itself) (*Plural*: ourselves, yourselves, themselves) ***Example***: I bought the tickets <u>myself</u>.

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Parts of Speech - Verbs	
Action	Shows an action *Example*: A stunt man <u>performs</u> dangerous feats. The symphony <u>performs</u> every Sunday.
Being	Does not show action; shows a state of being *Examples*: is, are, was, were, be, am, being, been
Linking	Links the subject with a noun or adjective *Examples*: appear, become, feel, seem, smell, taste, sounds, and all forms of *be*
Helping (Auxiliary)	Pairs with a main verb to form a verb phrase *Examples*: is, are, was, were, be, am, being, been, might, could, should, would, can, do, does, did, may, must, will, shall, have, has, had

Verb Tense

Verb tense tells the time when the action or condition of the verb occurs.

Simple Verb Tenses

Present	The action is occurring now or is unchanging.	The house is new. (singular subject) The boys swim. (plural)
Past	The action was started and completed in the past.	The clock stopped. (singular subject) The buses ran. (plural)
Future	The action will not start until the future.	The snow will fall. (singular subject) The lakes will freeze. (plural)

Perfect Verb Tenses

A **perfect verb tense** or **perfect verb form** describes a completed action. All perfect verb forms use past tense verbs with helping verbs.

Present (has / have)	Action is ongoing or indefinite.	Nick <u>has finished</u> two of his assignments. We <u>have played</u> soccer for five years.
Past (had)	Shows which event in the past happened first.	She <u>had asked</u> for help before she began working. The children <u>had napped</u> before coming down to dinner.
Future (will have)	Action will occur in the future before some other action.	I <u>will have completed</u> my chores by bedtime. They <u>will have learned</u> the routines by next year.

Progressive Verb Tenses

A main verb that ends in *–ing* works with a helping verb to form the progressive tense. The verb phrase shows action that is ongoing in present, past, or future.

Present	We are talking.	**Past**	We were talking.	**Future**	We will be talking.

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Verb Tense (continued)

Irregular Verbs

Irregular verbs do not follow the patterns of simple or perfect tense. Such verbs must be memorized. Here is a list of some common irregular verbs.

Present	Past	Use with *has, have*, or *had*	Present	Past	Use with *has, have*, or *had*
awake	awoke	awoken	keep	kept	kept
become	became	become	leave	left	left
build	built	built	mistake	mistook	mistaken
catch	caught	caught	ride	rode	ridden
creep	crept	crept	shake	shook	shaken
drink	drank	drunk	shrink	shrank	shrunk
fall	fell	fallen	sneak	sneaked (snuck)	sneaked (snuck)
fight	fought	fought	stink	stank	stunk
forbid	forbade	forbidden	sweep	swept	swept
get	got	gotten	teach	taught	taught
hide	hid	hidden	understand	understood	understood
hear	heard	heard	wind	wound	wound

Parts of Speech - Conjunctions

Conjunctions connect similar words, clauses, or phrases within a sentence.

Coordinating   Join two equal elements or two complete thoughts
Use the acronym FANBOYS   (for, and, nor, but, or, yet, so)
Example: We swam in the ocean <u>and</u> roasted hot dogs over the fire.

Correlative   Work in pairs to join words
either/or   neither/nor   both/and   whether/or   as/as   if/then
Example: <u>Neither</u> Jim <u>nor</u> his father cared for mushrooms.

Subordinating   Join a complete thought with an incomplete thought
See chart below.
Example: Finish your homework <u>before</u> you go outside.

Examples of Subordinating Conjunctions				
after	before	if	though	whenever
although	even if	since	unless	while
as	than	until	wherever	because
how	that	even though	when	till

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Parts of Speech - Adverbs

Adverbs modify verbs, adjectives and other adverbs.

Adverbs That Tell *When*

after	earlier	last	now	seldom	then	when
afterwards	early	late	occasionally	since	today	whenever
again	finally	later	often	sometimes	tomorrow	while
always	first	never	once	soon	until	yesterday
before	frequently	next	permanently	still	usually	yet

Adverbs That Tell *How*

angrily	firmly	happily	noisily	quickly	selfishly	unbelievably
calmly	gracefully	kindly	perfectly	quietly	slowly	wildly
eagerly	greedily	loudly	politely	sadly	softly	willingly

Adverbs That Tell *Where*

away	downstairs	forward	inside	outside	there
back	far	here	near	somewhere	upward

Adverbs That Tell *To What Extent*

almost	completely	permanently	really	too
also	extremely	quite	scarcely	vaguely
barely	more	rather	thoroughly	very

Parts of Speech - Adjectives

Adjectives modify nouns or pronouns. Adjectives tell *how many*, *what color*, *how big*, *how small*, *what kind*, and so on.   **Example**: He was a tall man.

A proper adjective begins with a capital letter.   **Example**: Siberian Husky

An article is a special type of adjective (a, an, the).   **Example**: Throw Jack the ball.

Parts of Speech - Prepositions

Prepositions relate nouns or pronouns to other words in the sentence. A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun.

Some Common Prepositions

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

Parts of Speech – Interjections

An interjection is a word or a phrase that shows emotion (surprise, relief, fear, or anger etc.).
Examples: Ouch!   Good grief!   Wow!

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Sentences

Parts of a Sentence

Subject	The **simple subject** has no modifier. Every sentence has a simple subject.
	The **complete subject** includes the simple subject plus all of the modifiers that go with it.
	Example: A few ravenous **teenagers** devoured the pizza. *Teenagers* is the simple subject. *A few ravenous teenagers* is the complete subject.
Predicate	The **simple predicate** is the verb.
	The **complete predicate** is the verb plus the other words that say something about the subject – what the subject is or does.
	Example: The tired children **climbed** slowly upstairs. *Climbed* is the simple predicate, or verb. *Climbed slowly upstairs* is the complete predicate.

The Four Sentence Types

Type	Other Name	Punctation	Example:
declarative	statement	period	This is a sentence.
interrogative	question	question mark	Is this correct?
imperative	command/request	period	Please open the door.
exclamatory	exclamation	exclamation point	This is awesome!

Features of a sentence
1. begins with a capital letter
2. ends with punctuation/end mark
3. conveys a complete thought

Fragments

A fragment is not a sentence because it does not express a complete thought. A fragment is missing either a subject or a verb.

Examples:　　The book that I read.　(missing a verb)

　　　　　　　　　Running down the street.　(missing a subject)

Run-on Sentences

A run-on is two or more complete thoughts that run together without proper punctuation or conjunctions.

Examples:

Incorrect: Lori wants to be a biologist she likes nature but she does not enjoy being outside if it is cold she is more of a warm weather person some biologists must do research outside so maybe Lori should study something else instead.

Correct: Lori wants to be a biologist because she likes nature. However, Lori does not enjoy being outside if it is cold. She is more of a warm weather person, and some biologists must do research outside. Maybe Lori should study something else instead.

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Sentence Structure	
Simple	**Parts**: subject and predicate only **Example**: We will hold a rally at the local park.
Compound	**Parts**: two or more complete thoughts **Joined by**: coordinating conjunction **Example**: There will be speeches in the morning, <u>and</u> we will play games in the afternoon.
Complex	**Parts**: a complete thought and one or more incomplete thoughts **Joined by**: subordinating conjunction **Example**: The rally will last until dusk <u>unless</u> the weather is severe.

	Punctuation
Commas (,)	Use commas to separate words or phrases in a series. ***Example***: Sun brought a coloring book, some crayons, and a pair of scissors.
	Use a comma to separate two independent clauses joined by a conjunction. ***Example***: Dad works in the city, and he is a commuter.
	Use a comma to separate two words or two numbers when writing a date. ***Example***: Friday, April 8, 2011
	Use a comma between the city and state in an address. ***Examples***: Boston, MA Seattle, WA Honolulu, Hawaii
	Use a comma before or after a quote if there is no end mark. ***Example***: "You know," said Marta, "Robert is an excellent violinist."
	Place a comma after an introductory word, phrase, or subordinate clause. ***Example***: Hey, who wants to play tennis? ***Example***: On the other hand, you may not need any help. ***Example***: Since it is raining, we will have indoor recess.
	Use a comma to separate the words *yes* and *no* from the rest of a sentence. ***Examples***: Yes, I will join you. No, thank you.
	Use a comma to separate a "tag question" from the rest of a sentence. ***Examples***: You saw that, didn't you? George will lead the choir, won't he?
	Use a comma to show direct address. ***Examples***: Please sit down, Mrs. Schumacher. Come here, Peggy, I want you to meet Mrs. Schumacher.
	Use commas in greetings and closings of letters. ***Examples***: Dear Mr. Clydesdale, Sincerely yours,
Apostrophe (')	Use an apostrophe to form a contraction or a possessive noun. ***Examples***: I don't want to go. That was Sherry's little sister.

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Punctuation (continued)

Commas and Quotation Marks in Dialogue

Put quotation marks before and after the actual words that someone says. Quotation marks are like a frame around spoken words. Keep the end mark inside the quotes.
Example: She said, "We need to go now."

Do not capitalize words in the middle of a quote unless they are proper nouns or the first word in a sentence.
Example: "That intersection is dangerous!" warned Betsy. "So hold your sister's hand."

Use a comma or end mark before and after a quote.
Examples: "It's starting to rain!" Marcy exclaimed. Mickey replied, "Don't worry, you won't melt."

Do not use a comma at the end of a sentence within quotes if there is another end mark.
Example: "Grandma's here!" exclaimed Sasha.

Capitalization Rules

Capitalize the first word in a sentence, the pronoun *I*, proper nouns, and proper adjectives.

Capitalize the day and the month when writing dates.

Capitalize holidays, product names, and geographic names. These are all proper nouns.

Capitalize the first word and the important words in titles.
Example: *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

Other Types of Punctuation

Punctuating Titles

Show the title of a book, movie, play, television show, or website by using italics or by underlining it.

Examples:	*Sarah, Plain and Tall*	or	Sarah, Plain and Tall
	Peter and the Wolf	or	Peter and the Wolf
	Sesame Street	or	Sesame Street
	www.Toys.com	or	www. Toys.com

 Put quotation marks around the title of a short work, such as a poem, song, short story, or book chapter.
Examples: "Dreams" is a poem by Langston Hughes.

                 We sang "Jingle Bells" and many other winter songs.

                 "The Monkey's Paw" is a scary short story by W.W. Jacobs.

                 In My Side of the Mountain, by Jean Craighead George, one of the chapters is called "The Old, Old Tree."

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Proofreader's Symbols		
Description	**Symbol**	**Example**
Make capital	≡	the car raced down the street.
Add something	∧	The car raced down ∧street. the
Make lower case	/	The Car raced down the street.
Take something out	ℓ	The car raced down the the street.
Check spelling	sp ⟅⟆	The (cor) raced down the street.
Indent	⊄	⊄The car raced down the street.
Add end punctuation	⊙ ⎜! ⎜?	The car raced down the street⊙

Greek and Latin Roots and Their Meanings							
Root / Meaning		**Root / Meaning**		**Root / Meaning**		**Root / Meaning**	
able	able to	con	with	im, in	not	phobe	fear
agora	open space	de	take away	inter	between	phon	sound
amphi	both	di	two	jur, jus, jud	law	photo	light
ante	before	dia	across	less	without	poly	many
anthropo	human	dict	speak	log/o	word	port	carry
anti	against	dis	not	mal	bad	post	after
astro	star	ex	out of	micro	tiny	pre	before
auto	self	ful	full of	milli	thousand	prim	first
bi	two	geo	earth	mis	bad	pro	for
biblio	book	graph	written	mono	one	re	again
bio	life	gram	written	morph	form	scrib	write
centi	hundred	hemi	half	non	not	script	write
centri	center	hospit	guest	ology	study of	sub	below
chrono	time	hydro	water	pan	all	thermo	heat
circum	around	ible	able	ped	foot	trans	across
co, com	with	il	opposite	philic	fondness	un	not

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Figurative Language

A **simile** is a way to describe something using a comparison. A simile compares two things using the words *like* or *as*.

Example: The baby is *as playful as a kitten*. (A baby is compared to a kitten.)

A **metaphor** compares two things but does not use *like* or *as*. It uses a form of the verb *be*.

Example: Joey is *a magnet for bad luck*. (He attracts bad luck.)

Personification gives human features to something non-human.

Example: A battalion of sunflowers stood at attention, facing the commanding officer. (On a farm, sunflowers grow in rows; they are rigid, like soldiers in formation, and the flower always turns toward the sun.)

An **idiom** is a phrase whose meaning can't be understood from the literal meaning of the words.

Example: *This article is way over my head*. This phrase could mean something is taller than I am. But when *over my head* is an idiom, it means something is too complicated to be understood.

Examples: We bought a used car, and it's a real lemon!
(refers to a car that has many problems or doesn't run)

At first I was angry, but I got over it.
(refers to letting go of something that was upsetting)

An **adage,** or **proverb,** is a wise saying that most people think is true. It may give advice.

Example: *All that glitters is not gold*. This saying warns us that something might seem valuable, but it really is not valuable.

Spelling Rules

Adding Prefixes

When adding a prefix or joining two words, do not change the spelling of the base word.

Adding Suffixes that Begin with a Consonant

When adding a suffix that begins with a consonant, do not change the spelling of the base word.

| *Examples:* | joy + ful → joyful | wool + ly → woolly | agree + ment → agreement, |
| | pain + ful → painful | sincere + ly → sincerely | govern + ment → government |

| *Common Exceptions:* | argue + ment → argument | true + ly → truly | nine + th → ninth, |
| | judge + ment → judgment | due + ly → duly | awe + ful → awful |

Adding Suffixes that Begin with a Vowel

When a word ends in a **vowel + y**, add a suffix without changing the spelling of the base word.

Examples: employ + er → employer   play + ing → playing
gray + est → grayest   enjoy + ment → enjoyment

When a word ends in **silent -e**, usually drop the -e to add a suffix that begins with a vowel.

Examples: love + able → lovable

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Spelling Rules (continued)

Adding Suffixes that Begin with a Vowel (continued)

When a word ends in a **consonant + y** pattern, usually change the *y* to *i* when adding a suffix.

  Examples: try + ed → tried   (ends in consonant + *y*; change the *y* to *i*)

Do not change the *y* to *i* if the word ends in a vowel + *y* pattern or if the suffix is *ing*.

  Examples: destroy + ed → destroyed   (vowel + *y*)
  hurry + ing → hurrying   (consonant + *ing*)

When a one-syllable word ends in the **cvc pattern (consonant - vowel - consonant)**, usually double the final consonant to add a suffix that begins with a vowel.

  Examples: ship + ing → shipping   (suffix begins with a vowel)
  ship + ment → shipment   (suffix begins with a consonant)
  nut + y → nutty   (suffix is *y*)

When a one-syllable word ends in the **cvc pattern**, and the final consonant is **s**, **x** or **w**, do not double the final consonant.

  Examples: mix + ing → mixing   box + ed → boxed   slow + er → slower

When a multi-syllable word ends in the **cvc pattern**, and the **accent is on the last syllable**, usually double the final consonant to add a suffix that begins with a vowel.

  Example: commit + ing → committing   (suffix begins with a vowel)
Common Exception: prefer + able → preferable

Making Plurals

When a word **ends in s, x, z, ch, or sh** add -*es* to make the plural

  Examples: tax → taxes; wish → wishes

Many words that **end in f or fe,** change the *f* or *fe* to -*ves*.

  Examples: life → lives; thief → thieves
Other words that **end in f or ff** do not follow the rule for making plurals.

  Examples: cliff → cliffs; belief → beliefs

For words that **end in a consonant + o**, add an *s* to make the plural.

  Example: piano → pianos
Other words that end in a consonant + *o*, add an *es* to make the plural.

  Example: tomato → tomatoes

Irregular plural nouns have a completely different spelling in the plural form.

Common irregular plural nouns							
child	children	man	men	ox	oxen	tooth	teeth
louse	lice	mouse	mice	person	people	woman	women

Place *i* before *e*, except after *c*, or when sounded like /ā/ as in neighbor and weigh.

  Examples: mischief   receive   eight

There are many exceptions to spelling rules. If you are not sure of the spelling of a word, use a dictionary to check.

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