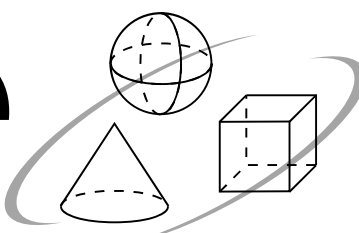


# Simple Solutions.



Minutes a Day—Mastery for a Lifetime!

## Standards-Based ENGLISH GRAMMAR & Mechanics 8

### 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 Standards-Based English Grammar & Mechanics Help Pages* at [SimpleSolutions.org](http://SimpleSolutions.org).

## Help Pages

### Parts of Speech – Nouns

A **noun** names a person, place, thing, or idea. Nouns may be common or proper, singular or plural, abstract or concrete.

A **proper noun** names a particular person, place, thing, or idea and begins with a capital letter.

A **collective noun** names a group or a collection; it is singular and is treated as a single unit.

Collective nouns used as subjects take *singular verbs*.

*Examples:* the family *is*, the orchestra *plays*, a committee *studies*, the flock *migrates*

#### Some of the Functions of Nouns

##### Subject

The subject is whom or what the sentence is about.

*Example:* Tom likes to play piano.

##### Direct Object

A direct object receives the action of the verb.

*Example:* Tom plays the piano.

To find the DO ask: Tom plays what? Tom plays the piano.

##### Indirect Object

An indirect object can exist only when there is a direct object.

*Example:* Mr. Gore gave the class an assignment.

Ask: *To whom* the action of the verb is directed?

##### Object of a Preposition

The object of a preposition comes at the end of a prepositional phrase.

*Example:* Mr. Gore plays *in* an orchestra.

##### Predicate Nominative (Predicate Noun)

A predicate nominative renames the subject.

*Examples:* Tom and Mr. Gore are musicians. The winners are she and Mia.

##### Possessive

Possessive nouns show ownership and modify another noun. Most possessive nouns are formed by adding an apostrophe and s.

*Example:* Mr. Gore's class uses Tom's piano.

### Parts of Speech – Pronouns

A **pronoun** takes the place of a noun. The noun that the pronoun refers 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 puppy is in its pen. (Puppy is the antecedent, so "its pen" means the puppy's pen.)  
It has been raining all day. ("It" refers to the weather.)

#### Personal Pronouns

##### Nominative (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

Independent possessives stand alone.

*Singular:* mine, yours, his, hers, its *Plural:* ours, yours, theirs

Adjective pronouns modify nouns.

*Singular:* my, your, his, her, its *Plural:* our, your, their

## Help Pages

| Parts of Speech – Pronouns (continued)                                      |  |
|---|--|
| <b>Relative Pronouns</b>  |  |
| A relative pronoun begins an adjective clause that modifies its antecedent. |  |
| <b>Nominative (Subjective)</b>  | who, which, that<br><i>Example: The <b>poet</b> <u>who</u> wrote the book will speak today.</i>  |
| <b>Objective</b>  | whom, which, that<br><i>Example: Her <b>father</b> is the person <u>whom</u> we met.</i>   |
| <b>Possessive</b>   | whose, which, that<br><i>Example: The <b>man</b> <u>whose</u> dog I found was very grateful.</i>   |
| <b>Other Types of Pronouns</b>  |  |
| <b>Demonstrative</b>  | Demonstratives can act as pronouns or adjectives. As a pronoun, a demonstrative points out a noun.<br><i>Singular: this, that      Example: <u>This</u> is my last chance.</i><br><i>Plural: these, those      Example: <u>Those</u> are selling out quickly.</i><br>As an adjective, a demonstrative modifies a noun.<br><i>Examples: <u>Those</u> flowers are red. (used as an adjective to modify the noun <i>flowers</i>)</i>  |
| <b>Indefinite</b>   | Takes the place of a noun; indefinite pronouns are not specific.<br><i>Singular: another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something</i><br><i>Example: <u>Everybody</u> wants an ice cream cone.</i><br><i>Plural: both, few, many, others, several</i><br><i>Example: <u>Few</u> pick strawberry ice cream.</i><br><i>Either: all, any, more, most, none, some</i><br><i>Example: <u>Most</u> of the chocolate is gone.</i><br><i><u>Most</u> of the boys are eating two scoops.</i> |
| <b>Interrogative</b>  | Interrogative pronouns – what, which, who, whom, whose – ask a question.<br><i>Whom</i> is the objective case of <i>who</i> , and <i>whose</i> is the possessive of <i>who</i> . Use the pronoun <i>who</i> as a subject or predicate nominative just like other nominative case pronouns (he, she, or they).<br><i>Examples: For <b>whom</b> did you bake the cake? (<i>Whom</i> is the object of the preposition <i>for</i>.)</i><br><i><b>Who</b> is your best friend? (<i>Who</i> is the subject of the sentence.)</i><br><i>Please call the children <b>whose</b> parents have arrived.</i>               |
| <b>Reflexive</b>  | Refers back to the subject and cannot be removed without changing the meaning of the sentence.<br><i>Singular: myself, yourself, himself, herself, itself</i><br><i>Plural: ourselves, yourselves, themselves</i><br><i>Example: I gave <u>myself</u> a well-deserved break.</i>   |

## Help Pages

| Other Types of Pronouns (continued)  |  |
|--|--|
| Intensive  | <p>An <b>intensive pronoun</b> emphasizes its antecedent, but it can be removed from a sentence without changing the meaning of the sentence.</p> <p><i>Singular:</i> myself, yourself, himself, herself, itself</p> <p><i>Plural:</i> ourselves, yourselves, themselves</p> <p><b>Example:</b> Chad and Jeremy wrote the lyrics <u>themselves</u>.<br/>(The pronoun <i>themselves</i> can be removed from the sentence without changing the meaning of the sentence.)</p> |
| Parts of Speech – Verbs  |  |
| <p><b>Verbs</b> convey action or a state of being. A verb is the main word in the predicate of a sentence.</p>   |  |
| Action<br>(Transitive)   | <p>Sends action to a direct object</p> <p><b>Example:</b> A stunt man <u>performs</u> dangerous <u>feats</u>.<br/>(verb – <i>performs</i>, direct object – <i>feats</i>)</p>   |
| Action<br>(Intransitive)   | <p>Action verb that has no direct object</p> <p><b>Example:</b> The symphony <u>performs</u> every Sunday.<br/>(verb – <i>performs</i>, no direct object)</p>  |
| Being  | <p>Do not show action; show a state of being</p> <p>Verbs of being: is, are, was, were, be, am, being, been</p>  |
| Linking  | <p>Links the subject with a noun or adjective</p> <p>Linking verbs: appear, become, feel, seem, smell, taste, sounds, and all forms of be</p>  |
| Auxiliary<br>(Helping)   | <p>Used with a main verb to form a verb phrase</p> <p>Auxiliary verbs: all forms of be, might, could, should, would, can, do, does, did, may, must, will, shall, have, has, had</p>  |
| Person   |  |
| <p>Person refers to point of view: <i>first, second, or third</i> person.</p>  |  |
| <b>First Person</b>  | <p>refers to the speaker or writer. Use the pronouns <i>I, me, my, mine, myself, we, us, our, ours,</i> and <i>ourselves</i> when writing or speaking in first person.</p> <p><b>Example:</b> <i>I</i> took <i>my</i> dog to the animal hospital.</p>  |
| <b>Second Person</b>   | <p>refers to the reader or listener, the one being spoken to. Use the pronouns <i>you, your, yours,</i> and <i>yourself</i> when speaking or writing in the second person.</p> <p><b>Example:</b> <i>You</i> have an appointment with <i>your</i> tutor.</p>   |
| <b>Third Person</b>  | <p>refers to the person or thing being described or spoken about. For third person, use the pronouns <i>he, she, it, him, her, himself, herself, itself, his, her, hers, its, their, theirs, they, them,</i> and <i>themselves</i>. Third person is the most appropriate point of view for term papers, reports, articles, and essays.</p> <p><b>Example:</b> <i>She</i> gave <i>him</i> the money and <i>he</i> bought the ticket <i>himself</i>.</p>                     |
| <p>Notice that the idea of “person” is very important for subject-verb agreement and pronoun agreement. The “person” should not change within the same piece of writing.</p> |  |

## Help Pages

### Verb Tense

**Tense** reflects the time when the action or condition of the verb occurs. The basic tenses are *past*, *present*, and *future*.

A **perfect verb** tense describes a completed action. All perfect verb forms use the past participle and a helping verb (have, has, had, will have). The tenses are *present perfect*, *past perfect*, and *future perfect*.

The **progressive** verb tense describes an ongoing action. Verbs in the progressive use a form of the verb *be* with the present participle (an *-ing* verb). The progressive forms are *present progressive*, *past progressive*, and *future progressive*.

The **perfect progressive** verb tense is a combination of the perfect and progressive verb tenses. It uses the past tense forms of the verb *be*; (*has been*, *have been*, *had been*, *will have been*) with the present participle (an *-ing* verb).

The **verb conjugation chart** shows an irregular verb in these various tenses.

### Mood

**Verbs have mood.** The **indicative** mood is straightforward and most common. It expresses a fact or an opinion (as in a declarative sentence).

**Examples:** Next month is my birthday. I will have a fabulous party.

The **imperative** mood states a command or request (as in an imperative sentence).

**Example:** Wear comfortable clothing.

The **interrogative** mood asks a question (as in an interrogative sentence).

**Example:** Have you ever played laser tag?

A **conditional** verb expresses something that might, could, or would actually happen if / when something else is true. Conditional sentences have two clauses and often use the word *if* with auxiliary verbs such as *could*, *would*, *might*, *can*, or *may*.

**Examples:** *If we make a reservation, we could play laser tag at my party.*

*If the shop delivers, we might order pizza.*

*My cousin will come to the party if she doesn't have soccer practice.*

The **subjunctive** mood has two uses:

- 1) expresses a wish, desire, or statement contrary to what is true; sentences often include words such as *could*, *would*, or *might*.
- 2) expresses a demand or suggestion; sentences include a main verb such as *ask*, *command*, *demand*, *insist*, *recommend*, *request*, or *suggest*.

| Subjunctive Mood |                    |
|------------------|--------------------|
| Present Tense    | Past Tense         |
| I be             | I were             |
| You be           | You were           |
| He / She / It be | He / She / It were |
| We be            | We were            |
| They be          | They were          |

Subjunctive mood uses *be* in present tense and *were* in past tense whether the subject is singular or plural. **Example:** If Hank were president, he would make the speech.

The subjunctive verb does not add *s* even when the subject of the verb is singular, whether written or implied. **Example:** The judge demands *that he appear* in court.



## Help Pages

| Irregular Verbs (continued) |                    |        |                  |          |                    |                   |                 |
|-----------------------------|--------------------|--------|------------------|----------|--------------------|-------------------|-----------------|
| Present                     | Present Participle | Past   | Past Participle  | Present  | Present Participle | Past              | Past Participle |
| show                        | showing            | showed | showed/<br>shown | spring   | springing          | sprang/<br>sprung | sprung          |
| shut                        | shutting           | shut   | shut             | swim     | swimming           | swam              | swum            |
| shrink                      | shrinking          | shrank | shrunk           | tell     | telling            | told              | told            |
| sink                        | sinking            | sank   | sunk             | withhold | withholding        | withheld          | withheld        |

| Verb Conjugation  |  |  |
|---|--|--|
| Below is a conjugation of the <u>irregular</u> verb <i>forget</i> . |  |  |
| Verb Form   | Singular   | Plural   |
| <b>Past Perfect</b>   | I had forgotten.<br>You had forgotten.<br>He / She / It had forgotten.                                     | We had forgotten.<br>You had forgotten.<br>They had forgotten.                                     |
| <b>Present Perfect</b>  | I have forgotten.<br>You have forgotten.<br>He / She / It has forgotten.                                   | We have forgotten.<br>You have forgotten.<br>They have forgotten.                                  |
| <b>Future Perfect</b>   | I will have forgotten.<br>You will have forgotten.<br>He / She / It will have forgotten.                   | We will have forgotten.<br>You will have forgotten.<br>They will have forgotten.                   |
| <b>Past Progressive</b>   | I was forgetting.<br>You were forgetting.<br>He / She / It was forgetting.                                 | We were forgetting.<br>You were forgetting.<br>They were forgetting.                               |
| <b>Present Progressive</b>  | I am forgetting.<br>You are forgetting.<br>He / She / It is forgetting.                                    | We are forgetting.<br>You are forgetting.<br>They are forgetting.                                  |
| <b>Future Progressive</b>   | I will be forgetting.<br>You will be forgetting.<br>He / She / It will be forgetting.                      | We will be forgetting.<br>You will be forgetting.<br>They will be forgetting.                      |
| <b>Past Perfect Progressive</b>                                     | I had been forgetting.<br>You had been forgetting.<br>He / She / It had been forgetting.                   | We had been forgetting.<br>You had been forgetting.<br>They had been forgetting.                   |
| <b>Present Perfect Progressive</b>                                  | I have been forgetting.<br>You have been forgetting.<br>He / She / It has been forgetting.                 | We have been forgetting.<br>You have been forgetting.<br>They have been forgetting.                |
| <b>Future Perfect Progressive</b>                                   | I will have been forgetting.<br>You will have been forgetting.<br>He / She / It will have been forgetting. | We will have been forgetting.<br>You will have been forgetting.<br>They will have been forgetting. |

## Help Pages

### Parts of Speech – Adverbs

**Adverbs** modify verbs, adjectives, or other adverbs. Adverbs tell *how*, *when*, *where*, and *to what extent*.

#### 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    |

#### Adverbs That Tell *How*

|         |            |         |           |         |           |              |
|---------|------------|---------|-----------|---------|-----------|--------------|
| angrily | firmly     | happily | noisily   | quickly | selfishly | unbelievably |
| calmly  | gracefully | kindly  | perfectly | quietly | slowly    | wildly       |

#### Adverbs That Tell *Where*

|            |     |         |      |        |           |       |
|------------|-----|---------|------|--------|-----------|-------|
| downstairs | far | forward | here | inside | somewhere | there |
|------------|-----|---------|------|--------|-----------|-------|

#### Adverbs That Tell *To What Extent*

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

### Parts of Speech – Conjunctions

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

**Coordinating** join two equal elements (two verbs, two nouns, two phrases ...)  
Use the acronym FANBOYS –for, and, nor, but, or, yet, so –to remember them.  
**Example:** It was ninety degrees, so we spent the day at the beach.

**Correlative** work in pairs: either/or, neither/nor, both/and, whether/or, as/as, if/then  
**Example:** Neither Jim nor his father cared for broccoli.

**Subordinating** join a subordinate clause with a main clause in a complex sentence  
**Example:** Finish your homework before you go outside.

#### Examples of Subordinating Conjunctions

|            |            |             |               |            |          |
|------------|------------|-------------|---------------|------------|----------|
| after      | as much as | even if     | in order that | so that    | when     |
| although   | as soon as | even though | now that      | then, that | whenever |
| as         | as though  | how         | once          | though     | where    |
| as if      | because    | if          | provided      | unless     | wherever |
| as long as | before     | inasmuch as | since         | until      | while    |

### 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 wearing a small green hat.

A **proper adjective** begins with a capital letter. **Example:** French bread, Siberian tiger

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



## Help Pages

### Parts of Speech – Adjectives (continued)

**Coordinate adjectives** are next to each other and modify the same noun. The order of coordinate adjectives does not matter. Use a comma between coordinate adjectives.

**Example:** sharp, prickly branches can be prickly, sharp branches

Adjectives are not coordinate if one of the adjectives is linked to the noun, and the other describes both. Adjectives that are not coordinate are not separated by commas.

**Example:** six wild geese (*six* modifies *wild geese*), the shiny silver box (*shiny* modifies *silver box*)

### Parts of Speech – Verbals

A **verbal** is a verb that functions as a noun, adjective, or adverb.

|            | How it is Formed               | Part of Speech | Function within a Sentence  | Examples  |
|------------|--------------------------------|----------------|---|---|
| participle | present participle (-ing verb) | adjective      | modifies a noun or pronoun  | A <b>barking</b> dog alerted  |
|            | past participle                |                |   | the <b>experienced</b> guard.   |
| gerund     | present participle (-ing verb) | noun           | subject<br>direct object<br>object of a preposition<br>predicate noun | <b>Golfing</b> is my aunt's favorite sport.<br>Dad enjoys <b>grilling</b> .<br>I had some success with <b>drawing</b> .<br>My hobby is <b>cooking</b> .       |
| infinitive | to + base verb                 | noun           | subject<br>direct object<br>object of a preposition<br>predicate noun | <b>To succeed</b> takes hard work.<br>Ariana likes <b>to garden</b> .<br>There is nothing else except <b>to vote</b> .<br>Jayden's wish is <b>to travel</b> . |
|            |                                | adjective      | modifies a noun<br>modifies a pronoun                                 | Please find <i>something</i> <b>to read</b> .<br>There was <i>nobody</i> <b>to ask</b> .  |
|            |                                | adverb         | modifies a verb<br>modifies an adjective<br>modifies an adverb        | <b>To order</b> , call the department store.<br>It would be <i>wise</i> <b>to wait</b> .<br>They waited <i>patiently</i> <b>to hear</b> .                     |

### Parts of Speech – Prepositions

**Prepositions** relate nouns or pronouns to other words in the sentence.

**Example:**            *against* the *fence*  
                          preposition ↑            ↑ object of the preposition

A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun (the object of the preposition).

#### Some Common Prepositions

|              |         |           |             |         |            |
|--------------|---------|-----------|-------------|---------|------------|
| about        | around  | by way of | in          | next to | throughout |
| above        | before  | down      | in front of | of      | under      |
| according to | behind  | during    | instead of  | outside | underneath |
| across       | beneath | except    | into        | past    | until      |
| across from  | beside  | for       | near        | since   | up         |

## Help Pages

### Parts of Speech – Interjections

**Interjections** are words or phrases that express a strong feeling (surprise, relief, fear, or anger).  
Interjections are followed by a comma or an exclamation point.

*Examples:* Ouch! I stubbed my toe. Wait, it is not your turn.

### Sentences

|                 |   |
|-----------------|---|
| <b>Sentence</b> | Expresses a complete thought; every sentence has a subject and a predicate  |
| <b>Phrase</b>   | A group of words that does not contain a subject/verb pair  |
| <b>Clause</b>   | A group of words that has both a subject and a verb and can be dependent or independent (Every sentence has at least one independent clause.) |

**Fragments:** A fragment does not express a complete thought. It is missing either a subject or a verb.

*Examples:* The book that I read. (missing a verb) Running down the street. (missing a subject)

### Sentence Type and Structure

The four sentence types are **declarative, exclamatory, interrogative, and imperative.**

|                           |   |
|---------------------------|---|
| <b>Simple</b>             | <b>Parts:</b> subject and predicate only<br><b>Example:</b> <u>We will hold a rally at the local park.</u>  |
| <b>Compound</b>           | <b>Parts:</b> two or more complete thoughts<br><b>Joined by:</b> coordinating conjunction<br><b>Example:</b> <u>There will be speeches in the morning, and we will play games in the afternoon.</u>   |
| <b>Complex</b>            | <b>Parts:</b> a complete thought with one or more incomplete thoughts<br><b>Joined by:</b> subordinating conjunction<br><b>Example:</b> <u>The rally will last until dusk unless the weather is severe.</u>                                 |
| <b>Compound - Complex</b> | <b>Parts:</b> more than one main clause and one or more subordinate clauses<br><b>Joined by:</b> coordinating and subordinating conjunctions<br><b>Example:</b> <u>If it starts to rain, we can move inside, and we will end the rally.</u> |

### Restrictive and Nonrestrictive phrases

If a phrase is **nonrestrictive**, it can be removed without changing the meaning of the sentence.

*Example:* Chocolate, *of course*, is the best ice cream flavor.

If a phrase is **restrictive**, you cannot remove it without changing the meaning of the sentence.

*Example:* The shop *around the corner* sells single slices of pizza.

### Run-on Sentences

A run-on sentence has two or more independent clauses that are not properly joined.

*Example:* Today we had planned to go on a picnic it rained all afternoon!

#### Ways to correct a run-on sentence:

Separate two independent clauses into two sentences.

*Example:* Today we had planned to go on a picnic. It rained all afternoon!

## Help Pages

### Run-on Sentences (continued)

Insert a semicolon between the two independent clauses.

*Example:* Today we had planned to go on a picnic; it rained all afternoon!

Insert a semicolon between the two independent clauses and add a transitional word (therefore, moreover, for example, etc.) and a comma.

*Example:* Today we had planned to go on a picnic; *however*, it rained all afternoon!

Insert a comma and a coordinating conjunction between the two independent clauses.

*Example:* Today we had planned to go on a picnic, *but* it rained all afternoon!

Rewrite the sentence using a subordinating conjunction.

*Example:* *Although* we had planned to go on a picnic today, it rained all afternoon!

### Punctuation

#### Apostrophe ( ' )

**Use an apostrophe to form a contraction or to form a possessive noun.**

*Examples:* I don't want to go. That was Sherry's little sister.

#### Comma ( , )

**Use commas to separate items in a series, repeated adjectives, and coordinate adjectives.**

Items in a series:

*Example:* The shop sells books, newspapers, magazines, and posters.

Repeated adjectives:

*Example:* We need a big, big tent for that many people.

Coordinate adjectives:

*Example:* Pixie is a loving, loyal friend.

**Use a comma before the coordinating conjunction in a compound sentence.**

*Example:* I rang the bell, but no one answered.

**Use a comma to set off an introductory element such as a phrase or clause.**

Lengthy prepositional phrase at the beginning of a sentence

*Example:* *Before the invention of the printing press*, monks copied manuscripts by hand.

A shorter prepositional phrase to prevent confusion

*Example:* *After eating*, the host quickly began to set up chairs for his guests.

**Use a comma with introductory participial phrases**

*Example:* *Drenched by the downpour*, Roxie did not look her best.

(*Note:* In the case of an inverted sentence do not use a comma.

*Example:* Standing in the doorway was another girl who had been caught in the rain.)

**Use a comma with a subordinate clause followed by a main clause.**

*Example:* *When we were younger*, we took naps in the afternoon.

## Help Pages

### Punctuation (continued)

#### Comma ( , )

**Use commas to set off nouns of direct address, interjections, tag questions, interrupting phrases, and conjunctive adverbs.**

*Examples:* *Gina*, please collect the tablets.      The film was great, *wasn't it?*

**Interrupting phrases:** in the first place, generally speaking, to say the least, of course, I think

*Examples:*      *On the other hand*, you could have spent less.  
An architect is able to provide a cost estimate, *I think*.

**Conjunctive adverbs:** also, besides, however, furthermore, moreover, therefore, next, etc.

*Example:*      The refreshments, *however*, cost nothing.

**Use commas to set off nonrestrictive clauses or phrases and parenthetical elements.**

**Nonrestrictive appositives:**

*Example:*      Ohio, *the Buckeye State*, was the birthplace of James Garfield.

**Contrasting phrases:**

*Example:*      The mother, *not the father*, picked up the child.

**Nonrestrictive clauses:**

*Example:*      The new principal, *who is Venezuelan*, is fluent in three languages.

**Use a comma between a person's name and title.**

*Example:*      Dr. Ellen Wallace, PhD, teaches at the regional high school.

#### Ellipsis (...)

An **ellipsis** is three spaced periods. It lets the reader know that something has been left out (words, phrases, sentences, or numbers). An ellipsis may come at the beginning, middle, or end of a sentence and is often used in a quotation. When an ellipsis is at the end of a sentence, there is a space between the end punctuation and the ellipsis.

*Quotation:* "Now we are engaged in a great civil war...It is altogether fitting and proper that we should do this. ..."  
~Abraham Lincoln, 1863

*Number Set:* See numbers 24, 26, 28,..., 100.

#### Colons (:)

A **colon** may be used before a list of items but only after an independent clause.

*Incorrect:* I have traveled to: Russia, Italy, France, and Spain.

*Correct:* I have visited many countries: Russia, Italy, France, and Spain.

A colon may be used before a long quote or if there is no other introduction, such as "he said" or "she replied."

*Example:* Martha looked up at George: "Where have you been all day?"

A colon may be used after the greeting in a formal or business letter.

## Help Pages

### Punctuation (continued)

#### Dashes (—)

Use dashes to indicate a pause or break in a sentence. A dash is longer than a hyphen and is used to show emphasis. Dashes should be used for a special effect and should not be overused.

Dashes can set off non-restrictive elements, for example, appositives, contrasting phrases, or parenthetical statements.

**Examples:** The dash is effective—when it is used properly—at emphasizing a clause.

Use dashes instead of commas when too many commas make a sentence unclear.

**Example:** There are companies—A to Z Movers in Elmo, Utah or Atlas Company in Saco, Maine, for example—that do a great job.

#### Parentheses ( )

Use commas, dashes, or parentheses to separate nonrestrictive elements.

**Examples:** Poppy's Pizza Shop (my favorite pizzeria) won the award for best veggie pizza.  
All of my sisters (including Vera) will be bridesmaids.

#### Hyphens (-)

A hyphen is sometimes used to join a prefix with a base word to help make the word more clear.

**Examples:** re-evaluate, non-military, ex-girlfriend

Hyphens are used in some compound words.

**Examples:** part-time, president-elect, father-in-law

A hyphen (-) is used between the tens and the ones place, when writing out the numbers twenty-one through ninety-nine, or when writing fractions.

**Examples:** seventy-six, forty-eight, four-fifths, one-third, three-eighths

#### Semicolons (;)

A semicolon (;) may be used to separate two independent clauses with no conjunction. The semicolon takes the place of the comma and the conjunction.

**Incorrect:** You can come in now; but please sit quietly.

**Correct:** You can come in now; please sit quietly.

Use a semicolon to separate items in a series if there are already commas in the items.

**Example:** Lorain, Ohio; New Castle, Pennsylvania; and Chicago, Illinois

#### Punctuating Titles

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

**Examples:** *My Life in Dog Years*      **or**      My Life in Dog Years  
*Sciencenewsforkids.org*      **or**      Sciencenewsforkids.org  
*Despicable Me*      **or**      Despicable Me

Put quotation marks around the title of a short work, such as a poem, song, short story, or chapter.

**Example:** "Dreams" is a poem by Langston Hughes.

## Help Pages

### Figurative Language, Word Relationships, etc.

A **simile** is a way to describe something by 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.)

The **denotation** of a word is its most specific and exact meaning, or the dictionary definition. The **connotation** of word is a symbolic or figurative meaning.

**Examples:** The patient has an enlarged *heart*. (The word *heart* denotes an internal organ.)  
John has a big *heart*. (The word *heart* connotes kindness.)

**Personification** is a literary device in which an author gives human features to something non-human.

**Example:** A battalion of sunflowers stood at attention, facing the commanding officer. (Sunflowers stand tall in rows similar to soldiers in formation, and the flower always turns toward the sun.)

**Hyperbole** (*hī pēr bə lē*) A type of figurative language that exaggerates to make a point.

**Example:** I've walked this path a million times.

**Alliteration** is a type of figurative language that repeats beginning consonant sounds.

**Examples:** windy wintry weather      mired in mud

**Onomatopoeia** is the use of words that sound like what they mean.

**Examples:** *bawl* of a baby      *croak* of a frog      *screech* of the tires      *gurgling* brook

### Verbal Irony

**Irony** is saying or writing the opposite of what is meant—usually for humor or emphasis.

**Sarcasm:** irony intended to offend, show irritation, or be funny; may be sharp or cutting

**Example:** As Laney stumbles, John jokes, "Nice trip. See you next fall!"

**Understatement:** intentionally describes a situation as less important than it really is

**Example:** When asked how he was feeling, Chet replied from his hospital bed, "I've been better."

**Overstatement:** intentionally exaggerates a situation (hyperbole)

**Example:** That movie was so funny, I almost died laughing.

### Pun

A **pun** is a play on words in which a word with more than one meaning or spelling is used to evoke humor.

**Example:** I'm glad to be working at the bakery because I really knead the dough! (need the dough; dough is money)

## Help Pages

### Analogies

An **analogy** is a way of comparing.

**Example:** mayor : city :: governor : state. This is read: mayor is to city as governor is to state.

To solve an analogy, figure out the relationship between the two words.

The *mayor* is the leader of a *city*. The *governor* is the leader of a *state*.

**Example:** lamb : sheep :: calf : \_\_\_\_\_ horse piglet cow kitten

What is the relationship? A *lamb* is a baby sheep. The missing word must be *cow* because a *calf* is a baby cow.

In an **analogy**, the words may be compared in many ways.

| Relationship            | Example  |
|-------------------------|--|
| synonyms                | happy : joyful :: tall : high<br><i>Happy</i> and <i>joyful</i> are <u>synonyms</u> . <i>Tall</i> and <i>high</i> are <u>synonyms</u> too. |
| antonyms                | thin : thick :: rich : poor<br><i>Thin</i> is the <u>opposite</u> of <i>thick</i> . <i>Rich</i> is the <u>opposite</u> of <i>poor</i> .    |
| descriptions            | bright : sunshine :: prickly : porcupine<br><i>Sunshine</i> is <i>bright</i> . A <i>porcupine</i> is <i>prickly</i> .                      |
| parts                   | wheels : bicycle :: legs : table<br>A <i>bicycle</i> has <i>wheels</i> . A <i>table</i> has <i>legs</i> .                                  |
| categories or subgroups | rabbit : mammal :: orange : fruit<br>A <i>rabbit</i> is a type of <i>mammal</i> . An <i>orange</i> is a type of <i>fruit</i> .             |

### Proofreader's Symbols

| Description         | Symbol | Description        | Symbol |
|---------------------|--------|--------------------|--------|
| Make capital        | ≡      | Take something out | ∩      |
| Add end punctuation | ⊙ ! ?  | Check spelling     | Ⓢ      |
| Add something       | ∧      | Make lower case    | /      |

## Help Pages

| Greek and Latin Roots and Their Meanings |              |                      |              |                    |                |                 |                 |
|--|--------------|----------------------|--------------|--------------------|----------------|-----------------|-----------------|
| Root / Meaning                           |              | Root / Meaning       |              | Root / Meaning     |                | Root / Meaning  |                 |
| <i>a, an</i>                             | not, without | <i>crypt, crypto</i> | secret       | <i>macr, macro</i> | large          | <i>phile</i>    | fondness        |
| <i>acous</i>                             | hearing      | <i>dem, demo</i>     | people       | <i>magni, mag</i>  | large          | <i>phobe</i>    | fear            |
| <i>amphi</i>                             | both         | <i>dict</i>          | speak        | <i>maj</i>         | great          | <i>phon</i>     | sound           |
| <i>ampli</i>                             | large        | <i>dis, dys</i>      | not          | <i>mal</i>         | bad            | <i>photo</i>    | light           |
| <i>anthropo</i>                          | human        | <i>ethno</i>         | people       | <i>mania</i>       | madness        | <i>plegia</i>   | paralysis       |
| <i>anti</i>                              | against      | <i>flam</i>          | fire         | <i>maxi</i>        | large          | <i>pod</i>      | foot            |
| <i>aqua</i>                              | water        | <i>frac, frag</i>    | break        | <i>meg, megalo</i> | large          | <i>poly</i>     | many            |
| <i>audio</i>                             | hearing      | <i>gastro</i>        | stomach      | <i>megal, mega</i> | large          | <i>popu</i>     | people          |
| <i>bi</i>                                | two          | <i>geo</i>           | earth        | <i>meter</i>       | measure        | <i>port</i>     | carry           |
| <i>biblio</i>                            | book         | <i>grand</i>         | large        | <i>mono</i>        | one            | <i>pseudo</i>   | false           |
| <i>bio</i>                               | life         | <i>graph, gram</i>   | written      | <i>morph</i>       | form           | <i>pyro</i>     | fire            |
| <i>caco</i>                              | bad          | <i>hemi</i>          | half         | <i>neo</i>         | new            | <i>recti</i>    | straight, right |
| <i>caus</i>                              | burn         | <i>homo</i>          | same         | <i>ology</i>       | study of       | <i>rupt</i>     | break           |
| <i>cede</i>                              | to go        | <i>hydr</i>          | water        | <i>omni</i>        | all            | <i>scrib</i>    | write           |
| <i>cephalo</i>                           | of the head  | <i>hyper</i>         | extreme      | <i>onym</i>        | name           | <i>syn, sym</i> | same            |
| <i>chromo</i>                            | color        | <i>ig, igni</i>      | fire         | <i>pan</i>         | all            | <i>tempo</i>    | time            |
| <i>chrono</i>                            | time         | <i>ize</i>           | make/become  | <i>pass</i>        | feeling        | <i>tempor</i>   | time            |
| <i>circum</i>                            | around       | <i>jur, jus, jud</i> | law          | <i>path</i>        | strong emotion | <i>terra</i>    | earth           |
| <i>contra</i>                            | against      | <i>logue, log</i>    | speech, word | <i>ped, pedi</i>   | foot           | <i>theo</i>     | religion, god   |

### Bibliography

A **bibliography** is an alphabetical list of sources used in the writing of a paper. The title, author, date, and other information listed for each source is called a **citation**. Citation styles differ, so always follow your teacher's specific instructions. Here are some MLA format guidelines and examples of how to complete a citation for different types of sources. If any information is not available, make each citation as complete as possible. If no date is provided, **n.d.** is used (no date). Note that a proper citation includes indenting the second and subsequent lines by one half inch to create a hanging indent. While proper form for titles of major works in a typed paper requires italics, handwritten citations, as in this workbook, are underlined.

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