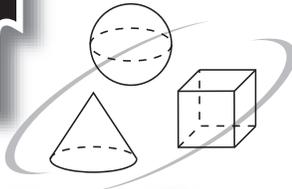


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Level 7

English Grammar
& Writing Mechanics

Help Pages

Help Pages

The Eight Parts of Speech	
Adjectives	modify nouns or pronouns. A proper adjective begins with a capital letter.
Adverbs	modify verbs, adjectives, or other adverbs. Adverbs tell <i>how, when, where, and to what extent</i> .
Conjunctions	connect similar words, clauses, or phrases within a sentence.
	Coordinate Conjunctions: and, or, nor, but, yet, for, so
	Subordinating Conjunctions join a subordinate clause with a main clause. (See the chart below.)
	Correlative Conjunctions act in pairs. either/or, neither/nor, both/and, whether/or, not/but, not only/but also
Interjections	are words or phrases that express strong feeling. Examples: Ouch! Gosh! Oh no!
Nouns	name a person, place, thing, or idea. Nouns may be common or proper, singular or plural, abstract or concrete. A proper noun begins with a capital letter.
	Collective Nouns are words that name a "collection." A collective noun is singular and is treated as a single unit. <u>Collective nouns</u> used as subjects take <u>singular verbs</u> . Examples: the <u>family is</u> , the <u>orchestra plays</u> , a <u>committee studies</u>
Prepositions	relate nouns or pronouns to other words in the sentence. For a list of common prepositions, see the chart below.
Prepositional Phrases	begin with a preposition and end with a <u>noun</u> or a <u>pronoun</u> . Examples: <i>against the fence, beside me</i>
Pronouns	replace nouns. The pronoun <i>I</i> is always capitalized. Common pronoun types are described on p. 67.
Verbs	convey action or a state of being. A verb is the main word in the predicate of a sentence. For an explanation of verb types, see p. 67.

Subordinating Conjunctions					
after	as much as	even if	in order that	than, that	when
although	as soon as	even though	now that	though	whenever
as	as though	how	provided	till	where
as if	because	if	since	unless	wherever
as long as	before	inasmuch as	so that	until	while

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

Help Pages

Editing Marks	
Capitalize 	Take something out 
Add end punctuation 	Check spelling 
Add something 	Indent 
Make lower case 	

Abbreviations
There are four types of abbreviations (see below). Notice that some abbreviations are capitalized and some are not. Some abbreviations require a period; some do not. Consult a dictionary for the correct way to write an abbreviation.
Avoid using abbreviations in formal writing.
1. Shortened words: in. (inch) Corp. (Corporation) limo (limousine)
2. Contractions: Dr. (Doctor) didn't (did not) tsp. (teaspoon)
3. Initials: LTD U.S.A. R & R
4. Acronyms: LASER PETA MADD

Rules for Using Brackets, Colons, Semicolons, Dashes, and Hyphens
Brackets [] are used in dictionary definitions or to insert words into writing that is already within parentheses. Brackets are always used in pairs.
Colons: 1. A colon (:) is used between the hour and minutes, or between minutes and seconds when writing the time. Examples: At around 12:30, we eat lunch. My running time was 13:35 (13 minutes and 35 seconds). 2. A colon may be used after the greeting in a formal or business letter. 3. A colon may be used before a list of items, but never after a preposition or a verb. Incorrect → I have traveled to: Russia, Italy, Iran, and Cuba. Correct → I have visited many countries: Russia, Italy, Iran, and Cuba. 4. A colon may be used before a long quote or if there is no other introduction, such "he said" or "she replied." Example: Martha looked up at George: "Where have you been all day?"
Semicolons: 1. A semicolon (;) may be used to separate two independent clauses with no conjunction. The semicolon takes the place of a comma or conjunction. Incorrect → You can come in now; but please sit quietly. Correct → You can come in now; please sit quietly. 2. 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
Dashes (—) are used between words within sentences. A dash is longer than a hyphen and is used to show emphasis. A dash should be used for a special effect — do not overuse it.

Help Pages

Rules for using Hyphens	
1.	Use a hyphen between the tens and the ones place, when writing out the numbers twenty-one through ninety-nine. Examples: forty-two seventy-six
2.	Use a hyphen when writing fractions. Example: three-fifths two-thirds
3.	Use a hyphen to separate words on two lines. The word must be separated by syllables, and each syllable should have at least two letters. (Whenever possible, avoid separation of words in this way.)
4.	Use a hyphen to join a prefix with a base word. The hyphen helps make the word more clear. Examples: co-captains ex-mayor non-taxable
5.	Use a hyphen in some compound words. Examples: well-rounded president-elect
6.	Words are changing and are being added to the English language constantly. Therefore, always use an up-to-date dictionary to verify whether or not a word can should be hyphenated.
Rules for using Commas	
1.	Use commas to separate words or phrases in a series. Example: Sun brought a coloring book, some crayons, a pair of scissors, and a ruler.
2.	Use a comma to separate two independent clauses joined by a conjunction. Example: Dad works in the city, and he is a commuter.
3.	Use a comma after an introductory word, such as an interjection. Example: Hey, who wants to play tennis? Do not use a comma if there is an end mark after the interjection. Example: Oh no! It's starting to rain.
4.	Use a comma to separate consecutive words or numbers when writing a date. Example: Friday, April 7, 2006
5.	Use commas between adjectives if the order doesn't matter. Example: the exciting, fresh dance moves (This could also written "fresh, exciting dance moves" or "exciting and fresh dance moves.")
6.	Do not use commas between adjectives that describe in different ways. Example: three green tomatoes (Three tells how many, and green describes the color.)
7.	Insert a comma after introductory words or phrases in a sentence. Example: On the other hand, you may not need any help.
8.	Use commas before and after interrupting phrases within a sentence. Example: Ms. Cole, the bank teller, was very helpful.
9.	Use commas before and/or after contrasting phrases that use <i>not</i> . Example: I worked on my science project, not my essay, all evening.

Help Pages

Sentences			
Sentence Types: Declarative, Exclamatory, Interrogative, and Imperative			
Structure	Parts	Joined by	Example
Simple	subject and predicate	_____	Winter is a great time to try downhill skiing.
Compound	two or more independent clauses	coordinate conjunction (and, but, or)	You can use your own skis, or you can rent all your gear at a ski resort.
Complex	subordinate and main clause	subordinating conjunction	You may want to do some sledding <i>if</i> downhill skiing is too scary.
Compound-Complex	two or more main clauses and one or more subordinate clauses	conjunctions (both coordinate and subordinating)	Snowboarding is also lots of fun, <i>and</i> it's pretty easy <i>as long as</i> you have good balance.

Verbs
Action Verbs show action or possession.
Transitive Verbs are action verbs that send action to a direct object. Example: Pat <i>reads</i> the newspaper every morning. (verb - reads; direct object - newspaper)
Intransitive Verbs are action verbs that have no direct object. Example: Pat <i>reads</i> all the time. (verb - reads; no direct object)
Verbs of Being (forms of be) do not show action; they can act as linking or helping verbs. is, are, was, were, be, am, being, been
Linking Verbs do not show action; they show a condition. appear, become, feel, seem, smell, taste, sound, and all forms of <i>be</i> .
Auxiliary (Helping) Verbs are used with other verbs to form a verb phrase. 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 tells the time when the action or condition of the verb occurs. There are fourteen tenses (see the verb conjugation chart on page 71). The <u>basic</u> verb tenses are past, present, and future.

Pronouns
Demonstrative Pronouns are used to point out something. this, that, these, those Demonstratives can also be adjectives. Examples: <i>this</i> dog, <i>these</i> people
Interrogative Pronouns are used to ask a question what, which, who, whom, whose
Nominative Pronouns are used as the subject or as a predicate nominative. I, you, he, she, it, we, you, they
Object Pronouns are used in the predicate as a direct object or an object of a preposition. me, you, him, her, it, us, them, whom
Possessive Pronouns show ownership. Some possessive pronouns are used with nouns. my, your, his, her, its, our, your, their, whose Other possessive pronouns can stand alone: hers, his, mine, ours, theirs, yours, and whose.
Relative Pronouns are used to relate a clause to an antecedent. that, which, who, whom, whose

Help Pages

Pronouns (Cont'd)					
Indefinite Pronouns replace nouns that are not specific.					
Singular:	another	each	everything	nobody	other
	anybody	either	little	no one	somebody
	anyone	everybody	much	nothing	someone
	anything	everyone	neither	one	something
Plural: both, few, many, others, several					
Singular and Plural: all, any, more, most, none, some					
Spelling Rules					
Rules for Forming Plurals					
1. Words ending in <i>s, x, z, ch, or sh</i> , add <i>-es</i> to make the plural.					
2. Many words that end in <i>-f</i> or <i>-fe</i> form the plural by changing the <i>-f</i> or <i>-fe</i> to <i>-ves</i> (thief - thieves). Some nouns that end in <i>-f</i> or <i>-ff</i> do not follow the rule for making plurals. (cliff - cliffs, belief - beliefs).					
3. Some nouns that end in a consonant + <i>-o</i> form the plural by adding <i>-s</i> (tattoo - tattoos); others add <i>-es</i> (veto - vetoes).					
4. Some nouns do not add <i>-s</i> or <i>-es</i> to form the plural; these irregular plurals must be memorized (phenomenon - phenomena).					
5. Some nouns have the same form whether they are singular or plural (deer, grapefruit, salmon).					
6. Some nouns have only a plural form, and they always take a plural verb (scissors, pants, dues).					
7. Some nouns are singular even though they end in <i>-s</i> ; they take singular verbs (mumps, economics, atlas).					
Other Spelling Rules					
8. Place <i>i</i> before <i>e</i> , except after <i>c</i> , or when sounded like <i>ā</i> as in <i>neighbor</i> and <i>weigh</i> (mischief, eight).					
9. Regular verbs show past tense by adding <i>-ed</i> (stop - stopped). Irregular verbs change their spelling in the past tense. See the Irregular Verbs chart on p. 69.					
10. When adding a prefix to a word, do not change the spelling of the prefix or the root (<i>mis-</i> + <i>step</i> → <i>misstep</i>).					
11. If a word ends in a vowel + <i>-y</i> , add a suffix without changing the spelling of the word (<i>employ</i> + <i>-er</i> → <i>employer</i>).					
12. If a word ends in a consonant + <i>-y</i> , change the <i>y</i> to <i>i</i> before adding suffixes such as <i>-es</i> , <i>-er</i> , <i>-ed</i> , or <i>-est</i> (<i>try</i> - <i>tried</i>). If the suffix begins with an <i>-i</i> , do not change the <i>-y</i> to <i>-i</i> (<i>hurry</i> - <i>hurrying</i>).					

Help Pages

Irregular Verbs			
Present	Present Participle	Past	Past Participle
bet	betting	bet	<i>has, have, or had</i> bet
burn	burning	burned/burnt	<i>has, have, or had</i> burned/burnt
cost	costing	cost	<i>has, have, or had</i> cost
dig	digging	dug	<i>has, have, or had</i> dug
dive	diving	dived/dove	<i>has, have, or had</i> dived
feed	feeding	fed	<i>has, have, or had</i> fed
find	finding	found	<i>has, have, or had</i> found
forget	forgetting	forgot	<i>has, have, or had</i> forgotton
hang	hang	hung	<i>has, have, or had</i> hung
kneel	kneeling	knelt	<i>has, have, or had</i> knelt
lay	laying	laid	<i>has, have, or had</i> laid
let	letting	let	<i>has, have, or had</i> let
meet	meeting	met	<i>has, have, or had</i> met
pay	paying	paid	<i>has, have, or had</i> paid
rise	rising	rose	<i>has, have, or had</i> risen
seek	seeking	sought	<i>has, have, or had</i> sought
send	sending	sent	<i>has, have, or had</i> sent
shed	shedding	shed	<i>has, have, or had</i> shed
spend	spending	spent	<i>has, have, or had</i> spent
strike	striking	struck	<i>has, have, or had</i> struck
swell	swelling	swelled	<i>has, have, or had</i> swelled / swollen
upset	upsetting	upset	<i>has, have, or had</i> upset
win	winning	won	<i>has, have, or had</i> won
withstand	withstanding	withstood	<i>has, have, or had</i> withstood

Prefixes, Suffixes, and Roots (Oh my!)							
Meaning		Meaning		Meaning		Meaning	
<i>able</i>	able to	<i>de</i>	take away	<i>mal</i>	evil	<i>port</i>	carry
<i>amphi</i>	both	<i>di</i>	two	<i>micro</i>	tiny	<i>post</i>	after
<i>ante</i>	before	<i>dia</i>	across	<i>mis</i>	badly	<i>pre</i>	before
<i>anthropo</i>	human	<i>dict</i>	speak	<i>mono</i>	one	<i>re</i>	again
<i>anti</i>	against	<i>dis</i>	not	<i>morph</i>	form	<i>scrib</i>	write
<i>auto</i>	self	<i>ful</i>	full of	<i>neo</i>	new	<i>script</i>	write
<i>biblio</i>	book	<i>geo</i>	earth	<i>non</i>	not	<i>sub</i>	under
<i>bi</i>	two	<i>graph, gram</i>	written	<i>ology</i>	study of	<i>super</i>	above
<i>bio</i>	life	<i>hemi</i>	half	<i>omni</i>	all	<i>thermo</i>	heat
<i>bronte</i>	thunder	<i>hydro</i>	water	<i>ped</i>	foot	<i>trans</i>	across
<i>centri</i>	center	<i>ible</i>	able	<i>phobe</i>	fear	<i>tri</i>	three
<i>circum</i>	around	<i>im, in</i>	not	<i>phobia</i>	fear	<i>un</i>	not
co, com	with	<i>inter</i>	between	<i>phone</i>	sound		
con	with	<i>jur, jus, jud</i>	law	<i>photo</i>	light		
chrono	time	<i>less</i>	without	<i>poly</i>	many		

Help Pages

Bibliography
<p>A bibliography is a list of sources that were used in the preparation of a research document. The bibliography is arranged in alphabetical order by author's name. The title of the book, magazine, or Internet article is included, as well as the publisher, date of publication, and sometimes page numbers. Bibliography styles may differ slightly, and you should follow your teacher's specific directions for setting up your bibliography. Here are some guidelines and examples of how to list various sources. The following use MLA format. Some of the information listed here may not be available. If the information is not available, just include as much as you can in the citation.</p>
<p>Book with One Author: Author's Last name, First name. <u>Title of Book</u>. City: Publisher, Date. Example: Lawry, Matthew. <u>Fascinating Desert Life Forms</u>. Dayton: Traders Press, 2004.</p>
<p>Book with Two or Three Authors: Author's Last name, First name and additional author's First and Last name(s). <u>Title of Book</u>. City: Publisher, Date. Example: Morris, Paul, Trudy Willis, and Marie Jenson. <u>Hiker Meets Cactus</u>. Chicago: Toads Press, 2008.</p>
<p>Encyclopedia: Author's Last name, First name. "Title of Article." <u>Title of Encyclopedia</u>. City: Publisher, year ed. Example: Hernandez, Noreen. "Arid Biomes." <u>Universe Encyclopedia</u>. New York: Green, Inc., 2006 ed.</p>
<p>Magazine Article: Author's Last name, First name. "Article Title." <u>Title of Magazine</u> Month year: page numbers. Example: Parched, Sandy. "My Days in the Sahara." <u>Geography and More</u> March 2000: 23-29.</p>
<p>Internet Article: Author's Last name, First name. "Article Title." <u>Website Title</u>. Date of posting or date of last update. Site sponsor. Date you visited the website. <web address>. Example: Greenberg, Tasha. "Desert Life." <u>Topics to Research</u>. March 2006. International Geographics. Sept. 16, 2010. <http://topicstoresearch.com/biomes/desert.html>.</p>
<p>Website with No Author: "Site Title." <u>Sponsor</u>. Copyright date or latest update. Date you visited the website. <web address>. Example: "Desert Days." <u>Environments Global</u>. 2009. Aug. 23, 2010. <http://environglobal.net/days/desert.html>.</p>
<p>Personal Interview: Person's Last name, First name. Kind of interview (personal interview or phone call). Date of interview. Example: Jogan, James. Personal interview. February 20, 2007.</p>

Help Pages

Complete Verb Conjugation		
A complete verb conjugation shows all 14 tenses with the singular and plural nominative pronouns. Below is the complete conjugation chart for the <u>irregular</u> verb <i>forget</i> .		
Verb Form	Singular	Plural
Past	I forgot. You forgot. He / She / It forgot.	We forgot. You forgot. They forgot.
Present	I forget. You forget. He / She / It forgets.	We forget. You forget. They forget.
Future	I will forget. You will forget. He / She / It will forget.	We will forget. You will forget. They will forget.
Past Perfect	I had forgotten. You had forgotten. He / She / It had forgotten.	We had forgotten. You had forgotten. They had forgotten.
Present Perfect	I have forgotten. You have forgotten. He / She / It has forgotten.	We have forgotten. You have forgotten. They have forgotten.
Future Perfect	I will have forgotten. You will have forgotten. He / She / It will have forgotten.	We will have forgotten. You will have forgotten. They will have forgotten.
Past Progressive	I was forgetting. You were forgetting. He / She / It was forgetting.	We were forgetting. You were forgetting. They were forgetting.
Present Progressive	I am forgetting. You are forgetting. He / She / It is forgetting.	We are forgetting. You are forgetting. They are forgetting.
Future Progressive	I will be forgetting. You will be forgetting. He / She / It will be forgetting.	We will be forgetting. You will be forgetting. They will be forgetting.
Past Perfect Progressive	I had been forgetting. You had been forgetting. He / She / It had been forgetting.	We had been forgetting. You had been forgetting. They had been forgetting.
Present Perfect Progressive	I have been forgetting. You have been forgetting. He / She / It has been forgetting.	We have been forgetting. You have been forgetting. They have been forgetting.
Future Perfect Progressive	I will have been forgetting. You will have been forgetting. He / She / It will have been forgetting.	We will have been forgetting. You will have been forgetting. They will have been forgetting.
Emphatic Past	I did forget. You did forget. He / She / It did forget.	We did forget. You did forget. They did forget.
Emphatic Present	I do forget. You do forget. He / She / It does forget.	We do forget. You do forget. They do forget.

Help Pages

How to Fix a Run-on Sentence

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

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

- **Separate two independent clauses into two sentences.** Today we had planned to go on a picnic. It rained all afternoon!
- **Insert a semicolon between the two independent clauses.** 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.** 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.** Today we had planned to go on a picnic, but it rained all afternoon!
- **Rewrite the sentence using a subordinating conjunction to separate the two independent clauses.** Although we had planned to go on a picnic today, it rained all afternoon!