<table>
<thead>
<tr>
<th>Terms</th>
<th>Meaning/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noun</strong> – pg. 294</td>
<td></td>
</tr>
<tr>
<td>• Concrete Nouns</td>
<td>names something you can see, touch, taste, hear, or smell</td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>• Abstract Nouns</td>
<td>names something you cannot perceive through any of your five senses</td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>• Common Noun</td>
<td>names any one of a class of people, places or things</td>
</tr>
<tr>
<td>Examples:</td>
<td>building, writer, nation, month, leader, place, book, war</td>
</tr>
<tr>
<td>• Proper Noun</td>
<td>names a specific person, place, or thing</td>
</tr>
<tr>
<td>Examples:</td>
<td>Mark Twain, Virginia, White House, October, <em>Leaves of Grass</em>, Revolutionary War,</td>
</tr>
<tr>
<td><strong>Pronoun</strong></td>
<td>words that stand for nouns or for words that take the place of nouns – I, you, he, she, it</td>
</tr>
<tr>
<td>Antecedents</td>
<td>nouns or words that take the place of nouns to which pronouns refer</td>
</tr>
<tr>
<td><strong>Verb</strong> – pg. 308</td>
<td></td>
</tr>
<tr>
<td>• Action verb</td>
<td>tells what action someone or something is performing</td>
</tr>
<tr>
<td>• Linking verb</td>
<td>connects its subject with a noun, pronoun, or adjective that identifies or describes</td>
</tr>
<tr>
<td>Most Common “be” verbs</td>
<td>am, are, is, was, were, be, being, been</td>
</tr>
<tr>
<td>Other common linking verbs</td>
<td>appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, turn</td>
</tr>
<tr>
<td><strong>Articles</strong> (type of adjective)</td>
<td>a, an, the</td>
</tr>
<tr>
<td><strong>Adjective</strong> – pg. 315</td>
<td></td>
</tr>
<tr>
<td><strong>PS Example:</strong></td>
<td></td>
</tr>
<tr>
<td>Questions Adj. Answers</td>
<td>what kind? <em>green fields</em></td>
</tr>
<tr>
<td></td>
<td>which one? <em>that garden</em></td>
</tr>
<tr>
<td></td>
<td>how many? <em>six roses</em></td>
</tr>
<tr>
<td></td>
<td>how much? <em>extensive rainfall</em></td>
</tr>
<tr>
<td><strong>Adverb</strong> – pg. 321</td>
<td></td>
</tr>
<tr>
<td><strong>PS Example:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When? <em>She never raked the leaves.</em></td>
</tr>
<tr>
<td></td>
<td>in what way? <em>She quickly moved the grass.</em></td>
</tr>
<tr>
<td></td>
<td>to what extent? <em>The bees were still buzzing.</em></td>
</tr>
</tbody>
</table>
**Sentence** – pg. 336

*group of words that has two main parts: subject and verb. Together, these parts express a complete thought*

- **Subject**
  *tells who or what the sentence is about*

- **Verb**
  *tells what the subject *is* or *does* - what does the subject do? what is the action or condition?*

  PS Example:

**Phrase** – pg. 356

*group of words that does not include a subject and verb-cannot stand alone as a sentence*

- **prepositional phrase**
  *phrase with a preposition and noun (or pronoun) - modifies other words by functioning as an adjective or adverb*

  Preposition list on pg. 326
  *examples: of, on, in, to, with, for, after, between, from,*

  PS Example:

- **appositive phrase** – pg. 360
  *phrase with noun (or pronoun) + modifiers that adds information by identifying, renaming, or explaining a noun or pronoun. “noun that renames a noun”*

  PS Example:

- **participle phrase** – pg. 364
  *phrase with participle + modifiers/complement works as an adjective (describes noun)*

  Present participles
  *usually end in “ing” verb that acts as an adjective*

  Example:

  Past participles
  *usually end in “ed” verb that acts as an adjective*

  Example:

- **gerund**
  *form of a verb that ends in –ing and acts as a noun*

- **gerund phrases** – pg. 368
  *phrase with gerund + modifiers/complement works as a noun*

  Examples:

- **infinitive phrase** – pg. 369
  *phrase with a verb that appears with the word to in front – acts as a noun, adj., or adv.*

  Examples:
### Clause – pg. 375

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>group of words that contains a subject and a verb</td>
</tr>
<tr>
<td>Subordinate (dependent)</td>
<td>subordinate clause that modifies a noun (or pronoun) in another clause by telling what kind or which one</td>
</tr>
<tr>
<td>PS Example:</td>
<td></td>
</tr>
</tbody>
</table>

#### adjectival clause – pg. 376
- often starts with relative pronoun: that, which, who, whom, whose
- or relative adverb: before, since, when, where, why

#### adverbial clause – pg. 384
- starts with a subordinate conjunction: AAWWWUBBIS – after, although, as, when, while, until, because, before, if, since
  as if, as long as, even though, so that, than, though, unless, whenever, where, wherever

### Simple Sentence – which of the following is an independent clause? what do you notice?

- Ms. Goss is an English teacher.
- Ms. Goss likes complete sentences.
- Because she is an English teacher.

### Compound Sentence – two independent clauses joined together in one of three ways

- Ms. Goss is an English teacher, she likes complete sentences.
- Ms. Goss is an English teacher and she likes complete sentences.
- Ms. Goss is an English teacher nor she likes complete sentences.
- Ms. Goss is an English teacher but she likes complete sentences.
- Ms. Goss is an English teacher or she likes complete sentences.
- Ms. Goss is an English teacher yet she likes complete sentences.
- Ms. Goss is an English teacher so she likes complete sentences.

### Complex Sentence – one independent clause and one dependent clause

- Because she is an English teacher, Ms. Goss likes complete sentences.
- Ms. Goss likes complete sentences because she is an English teacher.
**Colons**

Use a colon to introduce a list that appears after an independent clause. (Usually use introductory words such as following)

- **Example:** You need the following items for class: pencil, pens, paper, ruler, and glue.
- **Example:** Strategies That Work: Teaching Students to Become Better Readers is an excellent resource.
- **Example:** Please read Genesis 1:3.

**Semicolons**

Use a semicolon to join two independent clauses (eliminating the need for a comma and conjunction). A semicolon indicates a close relationship between the two clauses.

- **Example:** Casey read a book; then he did a book report.
- **Example:** We went on field trips to Topeka, Kansas; Freedom, Oklahoma; and Amarillo, Texas.

**Ellipsis**

Use an ellipsis to indicate a pause (usually in dialogue or a casual setting).

- **Example:** You mean ... that ... uh ... we have a test today?
- **Example:** "Then you'd blast off ... on screen, as if you were looking out ... of a spaceship."
  If the ellipsis comes at the end of your sentence, you still need end punctuation, even it is a period. (Four periods! CRAZY, RIGHT?)
- **Example:** I listened carefully as the teacher read Lincoln's inaugural address. "Four score and seven years ago...."

**Quotation Marks**

Use quotation marks before and after a direct quote. If the speaker tag interrupts the quoted material, then two sets of quotation marks are needed. However, do not put quotation marks around the speaker tag.

- **Example:** "I think my leg is broken," Jesse whimpered.
- **Example:** Did Mrs. Steele just say, "We are going to have a test today"?
- **Example:** "I can't move." Maria whispered, "I'm too scared."
  Put quotation marks around the titles of short works, such as articles, songs, short stories, or poems.
- **Example:** Have you heard the song "Love Me Tender," by Elvis Presley?
- **Example:** According to some Shakespeare "is regarded as the world's best playwright" (Smith 42).

**Dashes**

Use dashes to indicate a sudden interruption in a sentence. (One handwritten dash is twice as long as a hyphen. One typewritten dash is one hyphen followed by another.) Pay attention to the lack of spacing with dashes. Dashes should be used sparingly, perhaps twice in a paper. Avoid being a hyper-dasher. Programs like MS Word may combine hyphens for you.

- **Example:** There is one thing—actually several things—that I need to tell you.
- **Example:** Sarah bought a new pet yesterday—a boa constrictor.
- **Example:** Murder, armed robbery, assault—he has a long list of felonies on his record.

**Parentheses**

Use a set of parentheses (singular: parenthesis) around a word or phrase in a sentence that adds information or makes an idea more clear. (Punctuation is placed inside the parentheses to mark the material in the parentheses. Punctuation is placed outside the parentheses to mark the entire sentence. When the material in parentheses is longer than one sentence [such as this information], then the punctuation for the final sentence is placed inside the parentheses.) As with dashes, parentheses should be used sparingly.

- **Example:** Your essay (all nine pages of it) is on my desk.
- **Example:** Please refer to Julius Caesar (Act IV, scene 1 [page 72]).