**Grammar Review Notes**

**Nouns**

**A. Definition: a person, place, thing, or idea.**

 **1. Types:**

 **a.) Common: any person, place or thing (school)**

 **b.) Proper: Special person, place or thing. (Great Neck South High School)**

 **[Use a capital letter.]**

 **c.) Concrete: Objects that you can see, feel, touch. (building)**

 **d.) Abstract: feeling, emotions, qualities, ideas.( knowledge)**

 **e.) Collective nouns: entire group (class, team, family, committee)**

 **f.) Compound nouns: two nouns put together to show another meaning**

 **(eyeglasses, hot dog)**

**Nouns can be singular or plural. (student-students or child-children)**

**Nouns play an important role in sentences as they are usually the subject of a sentence.**

***Aren't sure if a word is a noun--put a or the in front of the word. If it makes sense then it is a noun. (a mistake, the mood, the danger)***

**Pronouns**

**A. Definition: take the place of a noun.**

 **1. Case: the function of the pronoun in the sentence.**

 **a.) nominative-subject pronouns (do the action)**

 **[*I, you, he, she, it, we, they]***

 **b.) objective- objective pronouns (receive the action)**

 **[*me, you, him, her, it, us, them*]**

 **c.) possessive-ownership**

 **[*mine, yours, his, hers, its, ours, theirs*]**

 **2. Number makes the pronoun singular or plural.**

 **3. Gender refers to man or woman.**

 **4. Relative Pronouns link a clause to the main sentence.**

 **[that, which, who AND what, which, who, whatever, whom, whomever]**

 **5. Indefinite Pronouns are vague.**

**[all, any, anybody, anything, both, each, either, enough, everybody, everything, few, less, many, more, much, neither, none, nothing, one, plenty, several, some, someone]**

 **6. Question Pronouns are used to ask questions. *[who, whom, which, what]***

 **7. Pointing Pronouns indicate what you are talking about. [that, these, this, those] Get a load of *this*! I want to all of *these*.**

**Verbs**

**A. Definition: express action or a state of being.**

 **1. Action verbs: what the subject of the sentence is doing (dance, swim, eat)**

 **2. State of being or linking verb. (is, are, was, were, am,**

***Verbs can be singular (dances, swims, eats is, was, am) or plural ( dance, swim, eat, are, were).***

***The tense of a verb places the action at a particular time.***

***present: I eat***

***past: I ate***

***future: I will eat***

***present perfect: I have eaten***

***past perfect: I had eaten***

***future perfect: I will have eaten***

***Present participle adds ing to the verb (is eating)***

***Infinitive= to go, to see, to eat, to swim***

**Adjectives**

**A. Definition: adjectives are descriptive words.**

 **1. They describe or modify nouns.**

 **[*big* building, the *smelly* garbage]**

 **a). Show how many.**

 **[*two* girls, *enough* meatloaf, *every* dog]**

 **b.) Show which one**

 **[that man, his coat]**

**In English, adjectives come before the noun in a sentence.**

**[She left her *purple* coat on the last hook.]**

**Articles – NOT a separate part of speech! These are considered adjectives.**

**A. Definition: articles introduce nouns.**

 **1. Definite article: the [the house]**

 **2. Indefinite article: a, an [a book, an apple]**

***The function of articles is to point out or introduce a noun.***

***Think of them as adjectives since they are really describing nouns.***

**Adverbs**

**A. Definition: adverbs modify or describe verbs, adjectives, adverbs.**

 **1. Modify verbs: He runs *quickly*.**

 **2. Modify adjectives: They are *often* happy.**

 **3. Modify adverbs: He runs *too quickly*.**

***Adverbs frequently end in ly, but not always.***

***Adverbs tend to tell where, when, or how.***

***When writing, place the adverb as close to the word it is modifying.***

**How is the meaning changed here:**

**My headache was *only* temporary.**

***Only* my headache was temporary.**

**Interjections**

**A. Definition: shows emotion or emphasis.**

 **1. Examples:**

 **a.) Wow! The class did well on that test.**

 **b.) Hey, get back here now!**

 **c.) On, no! We have homework during the weekend.**

**Conjunctions**

**A. Definition: conjunctions connect words or parts of sentences together.**

 **1. Coordinating Conjunctions: connect words to words, phrases to phrases,**

 **clauses to clauses. *[and, or, but, for, nor, so, yet]***

 **a.) Max *and* Sara went to the store.**

 **b.) Jim spent the day studying *or* walking his dog.**

 **c.) Daisy wanted to go to the party, *but* she needed to do her homework.**

 **2. Correlative Conjunctions: connect equal parts together. They are 2**

 **conjunctions in one. [either/or, nether/nor, both/and, not only/but also]**

 **a.) *Either* period 5 *or* period 6 would complete the assignment.**

 **b.) The star *not only* wanted fame *but also* wanted fortune.**

 **3. Linking or subordinate Conjunctions: connect dependent clauses with**

 **independent clause. [after, although, as, unless, if, since, before, when, where]**

 **a.) Janet switched classes *because* she was bored.**

 **b.) The dog wanted his bone *until* it broke into pieces.**

**Prepositions**

**A. Definition: express relationships between other words or give more information.**

 **1. A helpful trick to help you to determine whether a word is a preposition is to place it before 'the fence.'**

***[Beyond the fence, under the fence, over the fence, past the fence]***

 **2. Examples:**

 **a.) The ball fell *between* the cars.**

 **b.) We studied *from* the grammar book.**

 **3. *Do not end a sentence with a preposition.***

 ***He wanted to go in. He wanted to go in the house.***