

QUICK AND SIMPLE
GRAMMAR AND PUNCTUATION

conjunctions

Nouns



Adjectives



verbs

Interjections

Pronouns



Prepositions

Adverbs

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Noun-a person, place, thing, or idea

Common Noun- a nonspecific person, place, thing, or idea. (Common nouns are not capitalized.)

Proper Noun-a specific person, place, thing , or idea (Proper Nouns are capitalized.)

Common Noun	Proper Noun
girl	Kate
city	Chicago
restaurant	Burger King

Directions: Underline the common nouns once and the proper nouns twice.

Asha

1. Asha is an 11th grade student at Grammar High School.
2. She is an A student who also runs track.
3. Asha has two best friends named Eric and Kelly.
4. Asha has been friends with Eric since kindergarten.
5. Asha is a fun-loving person, but she is serious about her grades.

Eric

1. Eric is a B student.
2. He is skinny, but he is always eating.
3. He eats a Big Mac almost every day.
4. He loves to play practical jokes.
5. He also loves his skateboard.

Kelly

1. Kelly is a C student.
2. She is very social, and she talks on the phone a lot.
3. She has an adorable dog named Scruffy.
4. Although Kelly now lives North Carolina, she was actually born in Hawaii.
5. Kelly thinks that happiness is more important than grades.

Meet Scruffy

1. Scruffy is four years old.
2. Kelly got him from a shelter when she was living in Maui.
3. Scruffy is a mutt who loves children and kittens.
4. Scruffy sleeps at the foot of Kelly's bed every night.
5. He greets her with a wagging tail when she returns home from school.

Pronouns are words that replace nouns and other pronouns.

Pronouns are important because they keep you from repeating the same thing over and over again.

A paragraph without pronouns

Kelly is on the track team. **Kelly** is an excellent runner. **Kelly** can run a mile in six minutes.

A paragraph with pronouns

Kelly is on the track team. **She** is an excellent runner. **She** can run a mile in six minutes

Pronouns-I, me, he, she, it, we, they, we , myself, himself, herself

Directions: Underline the nouns and circle the pronouns in each sentence.

1. Eric loves the rain.
2. He likes to watch it fall from the sky.
3. Tyler loves animals.
4. She wants to be a veterinarian when she grows up.
5. Tyler and Eric are two very cool people.
6. They are very funny too.
7. We have been friends for a long time.
8. I hope that we will always be friends.
9. Eric and Tyler feel the same way that I do.
10. Whenever they part, they always say "friends forever."

Adjective: describes a noun or a pronoun

Directions: Underline the adjective and circle the noun that it describes.

1. My little niece lives in Greensboro.
2. She has dark eyes and brown skin.
3. She has chubby little hands.
4. The cute baby does not have teeth yet.
5. My older niece lives in Durham.
6. She is a tall and skinny teenager.
7. She is growing into a beautiful young woman.
8. Sharwood was a crazy little dog.
9. He used to love eating cold cheese.
10. He had curly hair like a poodle.
11. He had big ears like a cocker spaniel.
12. Sharwood died on a rainy day in December.

Verbs are words that show action or a state of being. (We'll discuss state of being verbs later.)

Underline the verbs and circle the nouns.

1. Reece ran five miles on Saturday.
2. Kelly talked on the phone for five hours.
3. Eric rode his skateboard for two hours.
4. Scruffy chased his tail for most of the morning.
5. Reece washed her hair after her run.
6. Kelly finally completed her homework.
7. Eric called Kelly.
8. Scruffy slept.
9. Everyone enjoyed their Saturday.

Write a paragraph about what you and your family like to do on Saturdays.

Underline the verbs, and circle the nouns.

Linking Verbs do not show action; they connect or “link” the subject to information about the subject in the predicate.

Kelly is tall. The linking verb **is** links the subject (Kelly) to the adjective tall. i.e. Kelly = Tall.

Common Linking Verbs: **is, am, was, were, become, seem**

The following words can either be linking or action verbs depending upon how they are used in a sentence:

taste, feel, look, smell, sound

We will talk about these words later.

Directions: Underline the linking verbs in the following sentences.

1. I am very happy.
2. We won the game!
3. The puppy seems very tired.
4. He was up late last night.
5. They are very nice people.
6. They live in a large house.
7. Kelly will not go to the beach this weekend.
8. She became sad when she heard the news.
9. They were not home when I called.
10. I saw her yesterday.

Write **five** sentences in which you use linking verbs. Underline the linking verbs.

- 1.
- 2.
- 3.
- 4.
- 5.

The following words can either be linking or action verbs depending upon how they are used in a sentence:

taste, feel, look, smell, sound

You know that the word is a linking verb (rather than an action verb) if you can replace the word with is, am, or was.

Kelly feels sick. Kelly is sick. (Feels is a linking verb.)

Kelly felt the puppy. Kelly is the puppy. (Felt is an action verb.)

Directions: Underline the linking verb, and state whether it is an action or linking verb.

1. Kelly tasted the soup.
2. The soup tasted delicious.
3. That sounds like a good idea!
4. The baby looked around the room.
5. You look horrible!

Write a pair of sentences in which you use the following words as a linking verb and then as an action verb:

look, taste, feel, smell

Example

Look

1. The house looks beautiful. (linking)
2. The girl looked at the house. (action)

Feel

- 1.
- 2.

Taste

- 1.
- 2.

Smell

- 1.
- 2.

Adverb-An adverb is a word that can modify the following parts of speech: verbs, adverbs, and adjectives.

Many adverbs end in **-ly**.

Example: slowly, quickly, mostly, sadly, happily, quietly, joyfully

Note:

1. Not all adverbs end in **-ly**. *Ex. very*
2. Just because a word ends in **-ly** doesn't necessarily mean that it is an adverb. *Ex. Lovely is an adjective.*

Adverbs modifying verbs

Directions: Underline the adverb and circle the verb that it modifies.

1. Eric ran slowly to the car.
2. Kelly quietly walked into the room.
3. The little puppy happily played with the bone.
4. We must exit the building quickly.
5. She completed her work silently.

Write five sentences in which an adverb modifies a verb. Underline the adverb and circle the verb that it modifies.

- 1.
- 2.
- 3.
- 4.
- 5.

Adverbs modifying adjectives.

Directions: Underline the adverb and circle adjective that it modifies.

1. The woman is extremely attractive.
2. I am very sleepy.
3. This soup is too cold.
4. The little girl is extraordinarily talented.
5. I am truly sorry that I broke your vase.

Write five sentences in which an adverb modifies an adjective. Underline the adverb and circle the adjective that it modifies.

- 1.
- 2.
- 3.
- 4.
- 5.

Adverbs modifying other adverbs.

Directions: Underline the adverb and circle the adverb that it modifies.

1. You must exit the building very quickly.
2. The girl ran too slowly to catch up with the puppy.

Write five sentences in which an adverb modifies an adverb. Underline the adverb and circle the adverb that it modifies.

- 1.
- 2.

Prepositions are words that show the relationship between a noun and another word in the sentence.

Example: The *puppy* is **under** the *book*. The preposition under shows the relationship that the puppy has to the book.

Above	Between	Of	With
Across	Beyond	Off	Within
After	By	On	Without
Against	Down	Out	
Among	During	Outside	
Amongst	From	Through	
Around	In	Throughout	
Behind	Inside	Under	
Below	Into	Underneath	
Beneath	Near	Up	
Beside	Next	Upon	

Underline the preposition in the sentence.

1. The puppy hid under the table.
2. Kayla ran into the house.
3. The gifts were beneath the tree.
4. My sister went in the house.
5. She lives down the road from my grandmother.
6. Put the book beside the table.
7. She was leaning against the tree.
8. The dog jumped through the loop.
9. The child fell asleep during the movie.
10. The cat is near the dog.

Write five sentences about a cat and a hat. Use a preposition in each sentence. Underline the preposition.

- 1.
- 2.
- 3.
- 4.
- 5.

A **Coordinating Conjunction** is a word that joins or connects words, clauses, or phrases. There are seven coordinating conjunctions. You can easily remember the the seven coordinating conjunctions by learning the following acronym: FANBOYS.

Directions: Study the acronym below for a minute or so, and then turn the paper over and write the seven coordinating conjunctions.

F A N B O Y S
o n o u r e o
r d r t t

WOW! Oh! Ouch!

Interjections are words that express emotion. Use a comma or an exclamation point after an interjection.

Example: **Wow!** You look nice tonight.

Directions: Punctuate the sentence correctly and underline the interjection.

1. Ouch You stepped on my foot!
2. Wow He runs really fast.
3. Oh Now I understand what you mean.
4. Hooray We won the game!
5. Yes I finally scored a point!

Write five sentences in which you use interjections. Underline the interjection. Remember to punctuate the sentence properly.

- 1.
- 2.
- 3.
- 4.
- 5.

Run On/ Fragment/Sentence

Directions: State whether each group of words is a fragment, run on, or sentence. If the group of words is a fragment or run on, then rewrite it to make it into a sentence.

1. The baby cried. _____
2. To the store. _____
3. I am sleepy I want to go to bed. _____
4. Because I am tired. _____
5. I drink Diet Coke every day. _____
6. I really need some paper. _____
7. Running in a race on April 5th. _____
8. I do not want to fly I am going to go by train. _____
9. When I flew to Miami last May. _____
10. I was really afraid. _____

Quotation marks are used to show dialogue. (A dialogue is a conversation between two or more people.) We will learn how to punctuate statements with dialogue first.

① "I am very happy," said Jane.③
②

Remember the following three tips to punctuate statement dialogues correctly.

1. Put quotation marks around the person's spoken words.
2. If the person's spoken words come at the beginning of the sentence, use a comma after the person's spoken words.

Make sure that the comma is within the quotation marks. The following sentence is wrong because the comma is outside of the quotation marks: "I am very happy", said Jane.

3. Put a period at the end of the sentence.

Directions-Punctuate the following sentences correctly.

1. I am going to Food World said Mom
2. I hope that you buy me some strawberry Pop Tarts said Jane
3. I will buy you some Pop Tarts and some carrots too said Mom
4. I don't like carrots said Jane
5. Carrots are good for you said Mom
6. I am not going to eat the carrots said Jane
7. If you want the Pop Tarts, you will have to eat some carrots said Mom
8. I will eat the carrots said Jane
9. Make sure that you clean your room while I am gone said Mom
10. I will clean my room said Jane

We have already learned that **quotation marks** are used to show dialogue. We have also already learned how to punctuate statement dialogues. Now, we will learn how to punctuate interrogative and exclamatory sentences.

① "Are you okay?" asked Mom.③

① "I just stumped my toe!" screamed Jane.③

Remember the following three tips to punctuate interrogative and exclamatory dialogues correctly.

1. Put quotation marks around the person's spoken words.
2. Use the appropriate end mark (an exclamation point or a question mark) after the person's spoken words.

Make sure that the end mark is within the quotation marks. The following sentence is wrong because the comma is outside of the quotation marks: "Are you okay"? asked Mom.

3. Put a period at the end of the sentence.

Directions-Punctuate the following sentences correctly.

1. Did you clean your room while I was gone asked Mom
2. I didn't know that you would be back so soon said Jane
3. What were you doing while I was gone asked Mom
4. I was thinking about those strawberry Pop Tarts said Jane
5. You cannot have any Pop Tarts until you clean your room yelled Mom
6. I am hungry screamed Jane
7. You can have some carrots said Mom
8. Can I please have my Pop Tarts said Jane
9. Can you please clean your room asked Mom
10. Yes, I will clean my room said Jane

Comma or Semicolon????????????

Comma- Use a comma when you join two independent clauses with a coordinating conjunction: for, and, nor, yet, but, so.

It is raining outside, so I am going to put on my purple rain jacket.

Semicolon- If you do not use words to connect the independent clauses, then place a semicolon between the two clauses.

It is raining outside; I am going put on my purple rain jacket.

Semicolon-When you combine two independent clauses using a conjunctive adverb, place a semicolon after the first independent clause.

(conjunctive adverbs: however, subsequently, consequently, moreover, therefore, otherwise)

It is raining outside; however, I am not going to put on my purple rain jacket.

Directions: Punctuate the following sentences correctly.

1. I am very tired but I am not going to stop running.
2. Kelly seemed upset so I decided not to bother her.
3. I am confused about this math problem I am going to ask the teacher for help.
4. The baby is only one year old however, she knows quite a few words.
5. Eric is the smartest guy in the class and he is also the nicest guy in the class.
6. We will go to the park if it does not rain otherwise we will stay home and watch movies.
7. I recently broke my ankle therefore I will not be running in the marathon.
8. The car is making a strange noise I need to go get it checked out.
9. I am extremely tired yet I am finding it difficult to fall asleep.
10. I did not study for my math test consequently I failed the class.