

PARTS OF SPEECH quick study guide

NOUN – A person, place, thing, or idea

PRONOUN – Takes the place of the noun

| | SUBJECTIVE | OBJECTIVE |
|------------------------------|----------------------|-----------------------|
| 1st PERSON | I | me |
| 2nd PERSON | you | you |
| 3rd PERSON | he, she, they | him, her, them |
| RELATIVE | Who | whom |

| | |
|-------------------|--|
| POSSESSIVE | mine, yours, his/hers, its, ours, theirs |
| REFLEXIVE | myself, yourself, himself/herself, itself, ourselves, yourselves |

VERB – Indicates action or state of being

| TENSES | | | | |
|-----------------|----------------|------------------|---------------------------|------------------------|
| | PRESENT | PAST | PRESENT PARTICIPLE | PAST PARTICIPLE |
| To study | I study | I studied | I am studying | I have studied |

ADJECTIVE – Modifies a noun or pronoun

ADVERB – Modifies a verb, adjective, (another) adverb, clause, or phrase

PREPOSITION - Links nouns, pronouns, and phrases to other words

- Can start a phrase
- Temporal (time) or geographic (spatial)

INDEPENDENT CLAUSE – Complete sentence (subject & predicate)

–VS. –

DEPENDENT CLAUSE – Incomplete sentence (missing subject or predicate)

ARTICLE – Definite (the) or indefinite (a)

CONJUNCTION – Connects parts of speech

- Coordinating - for, and, nor, but, or, yet, so (FANBOYS)
- Subordinating - although, because, if, since, until
- Correlative - both...and, either...or, neither...nor

INTERJECTION – Word added to convey emotion

PUNCTUATION quick study guide

| PERIOD (.) | QUESTION MARK (?) | EXCLAMATION POINT (!) |
|--|--|---------------------------------------|
| Declarative – makes a statement | Interrogative – asks a question | Exclamatory – shows excitement |
| Imperative – gives a command | | |

COMMA (,)

Separates elements in a series, connects two independent clauses along with coordinating conjunction (FANBOYS), separates two adjectives in place of “and,” used after a dependent clause at the start of a sentence, used to set off parenthetical information, used after an interjection or introductory words at beginning of sentence, used to separate quoted material, used to separate from contrasting elements, used to separate from a tag question, used to surround a name directly addressed, used to separate day of month from year and again after year, and used to separate city from state and again after state

COLON (:) - To introduce a quote, explanation, example, or series

- **Only comes after a complete sentence**

SEMICOLON (;) – To connect closely related independent clauses

APOSTROPHE (')

- **Shows possession**
- **Creates a contraction**
- **Plural of letters, numbers, or abbreviations**

QUOTATION MARKS (outer – “ ” , inner – ‘ ’)

- **Surrounds quoted material**
- **Indicates questionable word use (as in air quotes)**

PARENTHESIS (outer – (), inner – [])

- **Set off explanatory material**
- **Set off qualifying remarks**

DASH (–) – a sudden break in a sentence

–vs. –

HYPHEN (-) – connects a compound word or name, or between syllables

SLASH (/) – Choice between words

ELLIPSES (...) – Indicates omission of words or sentences

PROPEL THE PREPOSITION

Subject-Verb Agreement

When matching the subject with the verb, propel the prepositional phrase right out of the sentence and then locate the subject that goes with the verb.

EXAMPLE: Neither of the teams (is, are) winning yet.

Step 1: Locate the prepositional phrase “of the teams”

Step 2: Propel “of the teams” out of the sentence.



Step 3: Locate the subject of the sentence – “Neither”

“Neither” is a singular subject, meaning “neither one”

In this sentence, it means: “neither team”

As in: Neither (team) is winning yet.

Step 4: Match subject & verb: Neither (team) is winning yet



Answer: Neither of the teams is winning yet.

NOUN-VERB AGREEMENT

SINGULAR SUBJECTS

Either
Neither
One
None (no one)
Each
Whichever
Anyone
Someone
Everyone

When matching a noun with a verb, propel the prepositional phrase out of the sentence, and locate the subject. Make sure to match singular subjects with singular verbs.

Sometimes the subject can be found at the end of the sentence rather than at the beginning. Here again, propel the prepositional phrase out of the sentence to match noun and verb.

1.) Neither **of the men** (is, are) here yet.

2.) None **of the students** (is, are) here yet.

3.) Each **of the girls** (drive, drives) there.

4.) One **of the players** (score, scores) a point.

5.) **Beyond the mountains** (is, are) a fertile valley.

6.) **On all the checks** (appear, appears) a signature.

PRONOUN CASES

| <u>SUBJECTIVE CASE</u> | <u>OBJECTIVE CASE</u> |
|---|---|
| <ul style="list-style-type: none"> - Performs the action - Often found at the beginning of the sentence | <ul style="list-style-type: none"> - Receives the action - Often found at the end of the sentence |
| I You He, She, It We They Who | Me You Him, Her, It Us Them Whom |

1.) Mother took Michelle and (me, I) to the theater.

Explanation – remove “Michelle” from situation → Mother took me

2.) The prize is being sent to you and (I, me).

Explanation – remove “you” from situation → prize is being sent to me

3.) Anna swims as well as (he, him).

Explanation – Anna swims as well as he (swims)

4.) There is no happier girl in the class than (she, her).

Explanation – No happier girl than she (is happy).

PARALLELISM

Similar ideas expressed in a similar form in a sentence



1.)

NOT PARALLEL - This weekend we played checkers, poker, and golfing.

PARALLEL - This weekend we played checkers, poker, and golf.

2.)

NOT PARALLEL - She enjoyed swimming, running, and to sing.

PARALLEL - She enjoyed swimming, running, and singing.

3.)

NOT PARALLEL - Our boss promised to give us a raise and that she would give us a holiday break next year.

PARALLEL - Our boss promised to give us a raise and to give us a holiday break next year.

CONTRACTION MISCONCEPTION

| <u>INCORRECT</u> | <u>CORRECT</u> |
|------------------|------------------|
| could of | Could've |
| should of | Should've |
| would of | Would've |
| Must of | Must've |



could've is short for **could have**

should've is short for **should have**

would've is short for **would have**

Must've is short for **must have**



The five QUESTION TYPES



There are five basic question types found on the ACT and SAT:

MAIN IDEA

These questions take in the scope of an entire passage, or a paragraph found within the passage, depending on the focus. Main idea questions require the reader to step back and find the gist of the passage. They ask for things like “the primary focus of...”, “the theme of...”, “the main purpose of...”

FACT

These questions ask the reader to go back to the passage to find specific information like dates or statistics. These questions are very clear-cut.

INFERENCE

These questions require the reader to “read between the lines.” While Fact questions address what is explicitly stated in the passage. Inference questions ask the reader to determine what is implicitly implied. There is a general thrust or momentum to a passage which points the reader in a certain direction of understanding. If point A is true and point B is true, then it follows that point C will most certainly be true, even if it isn’t stated outright.

POINT OF VIEW

These questions address the author’s perspective. Unlike Fact questions, Point of View questions can represent the opinion of the writer. These questions can be the most revealing and helpful because they allow the reader to discover the intent of the author, which makes the passage as a whole more understandable. In a persuasive passage, the author’s perspective is made immediately clear; but it can be more subtle in other passage types. Further investigation though will eventually reveal a writer’s point of view.

VOCABULARY IN CONTEXT

These questions ask the reader to decode the meaning of certain words found in a passage, based on the context in which the word is used. This can usually be done by reading either the preceding sentence or the following sentence. It is important to remember that these tests tend to focus less on primary meanings of words, and more on secondary meaning

CLEAR and CONCISE



The ACT and the SAT look for language that is both
CLEAR AND CONCISE.

What this means for you, the test-taker, is a combination of **accurate description** & **economy of words**

Clear and concise calls for the following approaches:

- *Use as few words as possible*
- *Be as specific as possible*

These may sound like mutually exclusive ideas, but they are not. It is possible, and it is essential for these tests. In other words, always say more with less.

keep it simple.

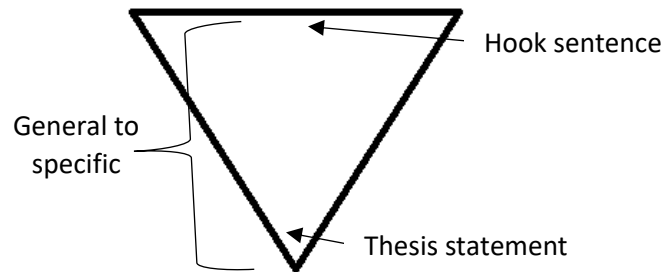
In keeping with the above concept, use this same approach when faced with two different multiple-choice answers that each seem to be potentially correct.

Only one can be correct, and the deciding factor should be a question of accuracy. The test-makers will intentionally use certain words to make an answer choice seem correct, but these options will only be partially correct.

In order for an answer choice to be 100% correct, every aspect of it must be provable by what is found in the passage. It will either be stated explicitly (as a fact) or clearly suggested implicitly (as with inference questions). Make sure the answer choice you make follows this criteria.

ESSAY format

INTRODUCTION



BODY

SUPPORT # 1

Provide first piece of evidence

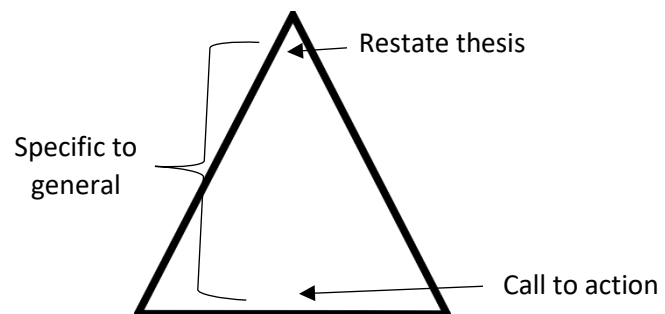
SUPPORT # 2

Provide second piece of evidence

SUPPORT # 3

Provide third piece of evidence, provide an example, or address a counterclaim

CONCLUSION



ESSAY OUTLINE format

I. Introduction

- A. Hook Sentence
- B. Information, from general to specific, in a few sentences
- C. Thesis Statement

II. Support paragraph # 1 – Evidence piece # 1

III. Support paragraph # 2 – Evidence piece # 2

IV. Support paragraph # 3 – Evidence piece # 3 or provide an example or address a counterclaim

V. Conclusion

- A. Restate thesis
 - B. Summarize support paragraph # 1, in one sentence
 - C. Summarize support paragraph # 2, in one sentence
 - D. Summarize support paragraph # 3, in one sentence
 - E. Call to Action
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Hook Sentence – Opening sentence of an essay that serves as an introduction and grabs the reader's attention

Thesis Statement – A short statement that summarizes an essay's main point or claim

Counterclaim – An argument that opposes yours – an essay writer can either concede the counterclaim or attempt to disprove it, but it makes the essay more effective to address it in either case

Call to Action – A statement made to induce the reader to perform an action based on a new philosophical approach