

# **SAT Practice:** Grammar, Usage, & Mechanics

theY **aint** 'just' 4 *decoration(s)*;

# Lesson 1: Nouns

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- ▶ **Nouns** name a specific person, place, thing, or idea
  - ▶ They are the subjects of clauses, phrases, and sentences
  - ▶ They may be either **singular** or **plural**
  - ▶ **Collective nouns** thought of as a single unit are singular
    - ▶ The **group is** going to the show.
  - ▶ **Collective nouns** with identified parts require a plural verb
    - ▶ The **men are** going to the show.
- ▶ **Proper Nouns**
  - ▶ LeBron, Jupiter, Mount Rushmore
- ▶ **Common Nouns**
  - ▶ man, planet, mountain, happiness
- ▶ **Articles** are those little words that precede and either generalize (indefinite: *a, an*) or specify (definite: *the*) a noun



# Lesson 1: Pronouns

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- ▶ **Pronouns** take the place of nouns, but without specificity
- ▶ **Personal**
  - ▶ 1<sup>st</sup> Person: I, me, *my, mine*, we, us, *our, ours*
  - ▶ 2<sup>nd</sup> Person: you, *your, yours*
  - ▶ 3<sup>rd</sup> Person: he, him, *his*, she, her, *hers*, it, *its*, they, them, *their, theirs*  
*possessive pronouns in italics*
- ▶ **Reflexive**: formed by adding *–self*
  - ▶ myself, yourself, herself, itself, etc.
- ▶ **Indefinite**: refers to unnamed things
  - ▶ all, both, few, another, nothing, any, either, everything, someone
- ▶ **Definite**: refers to specific people, places, or things
  - ▶ this, that, these, those
- ▶ **Interrogative**: used to ask a question
  - ▶ what, which, who, whom, whose
- ▶ **Relative**: refers back to people or things previously named
  - ▶ that, which, who, whom, whose



# Lesson 1: Pronoun-Antecedent

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- ▶ **Antecedent** is the word, phrase, or clause to which a pronoun refers
  - ▶ A **Personal** pronouns and its antecedent must agree in person, gender, and number
    - ▶ Wrong: The **dogs** tugged on *its* leash.
    - ▶ Right: The **dogs** tugged on *their* leash
    - ▶ Wrong: The **teacher** greets *their* students.
    - ▶ Right: The **teacher** greets *his/her* students.
  - ▶ These **Indefinite** pronoun antecedents **always** take a **singular** pronoun
    - ▶ either, neither, other, anybody, anyone, anything, somebody, someone, something, everybody, everyone, everything, nobody, no one, nothing, each, one
    - ▶ **Nobody** wants *his or her* name slandered.
  - ▶ These **Indefinite** pronoun antecedents **always** take a **plural** pronoun
    - ▶ both, few, many, several, others
    - ▶ The **few** who have completed *their* assignments may leave early.
  - ▶ These **Indefinite** pronouns may be either **singular** or **plural**, depending on usage
    - ▶ all, most, some, any, none
    - ▶ **All** of the sugar is still in *its* wrapper. (*All* designates sugar, which cannot be counted.)
    - ▶ **All** of the voters cast *their* ballots on Tuesday. (*All* designates voters, which can be counted.)
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# Lesson 1: Pronoun Case

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- ▶ **Case** refers to the form of a noun or pronoun that indicates its use
- ▶ **Subjective Case** is used for subjects and predicate nominatives
  - ▶ I, you, he, she, it, we, you, they
    - ▶ **We** arrived at seven, but **they** came even later.
    - ▶ That was **she** on the phone.
    - ▶ **Who** do you think painted that poster?
- ▶ **Objective Case** is used for direct objects, indirect objects, and objects of the preposition
  - ▶ me, you, him, her, it, us, you, them
    - ▶ Carlos wants **them** to visit.
    - ▶ Please pour **me** a glass of milk.
    - ▶ For **whom** should I ask?
- ▶ **Possessive Case** is used to show ownership
  - ▶ my, mine, your, yours, his, her, hers, its, our, ours, their, theirs
    - ▶ Is this notebook **yours** or **mine**?
    - ▶ **Whose** notebook is this?



# Lesson 1: Special Cases

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## ▶ Who vs. Whom

- ▶ The correct case of who is determined by how the pronoun is used in a question or clause
  - ▶ Subjective Case                      who, whoever
  - ▶ Objective Case                        whom, whomever
  - ▶ Possessive Case                        whose

## ▶ **Elliptical Clauses** are adverbial clauses in which words are missing but understood to be there

- ▶ Use the form of the pronoun you would use if the clause were completed
  - ▶ Are you as tired as I? (am)
  - ▶ Double Meaning



# Lesson 2: Verbs

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- ▶ **Verbs** tell what a subject is doing, what is being done to it, or a state of being
- ▶ **Helping Verbs** are used before main verbs to express certain voices, tense, negative statements, or shades of meaning
  - ▶ be, is, was, been, have, has, do, does, might, can, should, will
  - ▶ They **have been** studying all night.
- ▶ **Transitive Verbs** take an object (answer *What thing* or *Whom?*)
  - ▶ **Push** this button if you **want** a light.
- ▶ **Intransitive Verbs** do not take an object
  - ▶ The man **smiled** brightly.
- ▶ **Linking Verbs** link the subject with another word in the sentence that describes (**predicate adjective**) or defines (**predicate nominative**) it; linking verbs are always intransitive
  - ▶ He **looked** sad.
  - ▶ The steak **might be** tough.
  - ▶ This **is** he.



# Lesson 2: Verbs

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- ▶ **Tense** is the form a verb takes (using its principal parts) to express a particular time
  
- ▶ **Present**                      I **see** at least one movie a week.
- ▶ **Past**                              I **saw** a movie last night.
- ▶ **Future**                         I **will see** another movie this weekend.
- ▶ **Present Perfect**            I **have seen** three movies this month.
- ▶ **Past Perfect**                 I **had not seen** many movies before last year.
- ▶ **Future Perfect**            By January, I **will have seen** over 100 movies.
  
- ▶ Each of the six tenses has an additional form, called **progressive**, that is used to express continuing action; it consists of a form of the verb *be* plus the present participle of the verb
  - I **will be seeing** another movie this weekend. (future progressive)





## Lesson 2: Verbs

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- ▶ **Present Tense** expresses action (or a state of being) that is taking place at the present time—or it expresses habitual action or a general truth
  - ▶ Present Action      This soup **tastes** delicious.
  - ▶ Habitual Action      He **sits** behind me in English class.
  - ▶ General Truth      Honesty **is** the best policy.
  - ▶ Historical      Hemingway's prose **is** spare and muscular.
- ▶ **Past Tense** expresses action (or a state of being) that occurred at a definite time in the past
  - ▶ Last year Ravenclaw **won** the Quidditch match against Gryffindor.
- ▶ **Future Tense** expresses action (or a state of being) that will take place in the future
  - ▶ Larry **will notify** you of any changes.



# Lesson 2: Verbs

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- ▶ **Present Perfect Tense** expresses action (or a state of being) that was completed at some indefinite time in the past—or that started in the past and is still going on
  - ▶ Peggy **has called** Mr. Miller about a summer job.
    - ▶ *You don't know when Peggy called but you know the call was made*
  - ▶ Hermione **has been** my friend for two years.
    - ▶ *Hermione became my friend two years ago and she remains my friend*
- ▶ **Past Perfect Tense** expresses action (or a state of being) that took place before some other event in the past
  - ▶ I **had just walked** upstairs when the doorbell rang.
    - ▶ *The walking came before the ringing*
- ▶ **Future Perfect Tense** expresses action (or a state of being) that will be completed at some future time before another event
  - ▶ The movie **will have started** by the time we get there.



# Lesson 2: Subject-Verb Agreement

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- ▶ A verb must agree in number with its subject
- ▶ A singular subject takes a singular verb
  - ▶ The *goose flies*.
- ▶ A plural subject takes a plural verb
  - ▶ The *geese fly*.
- ▶ The helping verb must agree in number with its subject
  - ▶ The *men have been* waiting.
- ▶ Subject-verb agreement is not changed by any interrupting words
  - ▶ The *dogs* in the kennel *were* howling.
- ▶ When compound subjects are joined by *or*, *nor*, *either/or*, or *neither/nor*, the verb agrees with the closer subject
  - ▶ Beth or *Craig is* going to buy a computer.
  - ▶ Neither Fred nor his *brothers have* ever owned a car.
- ▶ When compound subjects are joined by *and* or *both/and*, the verb is plural
  - ▶ Ted's *pen and pencil were* missing from his notebook.



# Lesson 2: Subject-Verb Agreement

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- ▶ Special Agreement Problems
- ▶ A verb must agree in number with an indefinite pronoun used as a subject.
  - ▶ *One of the class officers was asked to be a member of the school board.*
    - ▶ *Refer to the previous lesson to review how indefinite pronouns are used*
- ▶ The subject and the verb of an inverted sentence must agree in number.
  - ▶ *Hidden in the back of the closet was Kevin's birthday present.*
- ▶ Use a singular verb with a collective-noun subject that is thought of as a unit, and use a plural verb with a collective-noun subject that is thought of as individuals.
  - ▶ *The jury has been out for ten hours.*
  - ▶ *The jury have not been able to come to an agreement.*
- ▶ A subject that expresses an amount, a measurement, or a weight is usually singular and takes a singular verb.
  - ▶ *Ten miles is too far to walk.*



# Lesson 2: Subject-Verb Agreement

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- ▶ Use a singular verb with *the number of* and a plural verb with *a number of*.
  - ▶ *The number of* girls taking woodshop *has* doubled this year.
  - ▶ *A number of* girls *are* taking woodshop this year.
- ▶ Use a singular verb with certain subjects that are plural in form but singular in meaning.
  - ▶ *Physics is* his major in college.
- ▶ The verb part of a contraction must agree in number with the subject.
  - ▶ The *game doesn't* start until four o'clock.
- ▶ A verb agrees with the subject, not with the predicate nominative.
  - ▶ The major cleanup *problem is* bottles and paper.
- ▶ A title is singular and takes a singular verb.
  - ▶ *Seven Gothic Tales was* written by Isak Dinesen.



# Lesson 3: Adjectives

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- ▶ **Adjectives** modify nouns or pronouns

- ▶ Answer

- ▶ Which?

- Did you lose your **geometry** book?

- ▶ What kind?

- I like **red** apples better than **green** apples.

- ▶ How many?

- Can you give me **ten** minutes?

- ▶ **Predicate Adjectives** follow linking verbs and describe the subject

- ▶ The men were **sick** from eating the raw oysters.



# Lesson 3: Adverbs

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- ▶ **Adverbs** modify verbs, adjectives, or other adverbs
  - ▶ Answer
    - ▶ How?
      - He walked **quickly** to avoid the on-coming motorcycle.
    - ▶ When?
      - The fresh paint has **now** dried.
    - ▶ Where?
      - The large white gulls flew **overhead** and turned **seaward**.
    - ▶ To what extent?
      - John walked **faster than** Peter.



# Lesson 3: Confusing Modifiers

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- ▶ **Misplaced Modifier** is a word, phrase, or clause that is improperly separated from the word it modifies
  - ▶ We saw a moose **paddling our canoe on the lake**.
    - ▶ *Implies the moose is paddling*
  - ▶ **Paddling our canoe on the lake**, we saw a moose.
    - ▶ *Makes clear that we are the ones **paddling** the canoe*
  - ▶ **As a student in my sophomore English class**, I found Kelly to be a bright and inquisitive young woman.
    - ▶ *Implies I am a sophomore student*
  - ▶ I found Kelly, **a student in my sophomore English class**, to be a bright and inquisitive young woman.
    - ▶ *Makes clear that Kelly is the **sophomore student**, not me*





# Lesson 3: Confusing Modifiers

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- ▶ **Dangling Modifier** is a phrase or clause that is not clearly or logically related to the word(s) it modifies
  - ▶ *Unlike misplaced modifiers, dangling modifiers cannot be corrected by simply moving it to another place in the sentence.*
- ▶ **Reading the chapter a second time**, the plot became clear.
  - ▶ *Implies the plot is reading the chapter*
- ▶ **Reading the chapter a second time**, I finally understood the plot.
- ▶ **Running down the beach**, the kites were beautiful.
  - ▶ *Implies the kites are running down the beach*
- ▶ **Running down the beach**, I admired the beautiful kites.



# Lesson 4: Prepositions, Conjunctions, & Interjections

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- ▶ **Prepositions** show the relationship between a noun or a pronoun and another word in the sentence
  - ▶ Prepositions are always part of a prepositional phrase
  - ▶ **Prepositional phrases** begin with a preposition and end with a noun or a pronoun called the **object of the preposition**
    - ▶ The worm crawled **over** the apple.
    - ▶ They climbed **aboard** the ship.
    - ▶ Don't put the papers **near** the fire.
    - ▶ I took a day **off from** work.
- ▶ **Common Prepositions**
  - ▶ about, above, according to, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, without



# Lesson 4: Prepositions, Conjunctions, & Interjections

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- ▶ **Conjunctions** connect words, phrases, or clauses
- ▶ **Coordinating Conjunctions** are single words
  - ▶ Each day I jog a mile **and** drink a two-liter of Mountain Dew.
- ▶ **Correlating Conjunctions** come in pairs
  - ▶ **Both** Chicago **and** New York City have large populations.
  - ▶ **Neither** the Cleveland **nor** Milwaukee has won a World Championship in the last six decades.
- ▶ **Interjections** express strong feeling or emotion
  - ▶ **Wow!** That Mr. McEvilly is one cool dude.



# Lesson 5: Comparatives & Superlatives

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- ▶ **Comparative Adjectives** show change or make comparisons
  - ▶ We use **than** when we want to compare one thing to another
    - ▶ New York is much bigger **than** Boston.
  - ▶ When we want to describe how something or someone changes we can use **two comparatives** with **and**
    - ▶ Everything is getting **more and more expensive**.
  - ▶ We often use **the** with **comparative adjectives** to show that one thing depends on another
    - ▶ **The higher** they climbed, **the colder** it got.



# Lesson 5: Comparatives & Superlatives

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- ▶ **Superlative Adjectives** describe an object which is at the upper or lower limit of a quality
  - ▶ We usually add **-er** and **-est** to one-syllable words to make comparatives and superlatives
    - ▶ old, older, oldest... long, longer, longest
  - ▶ If an adjective ends in **-e**, we add **-r** or **-st**
    - ▶ nice, nicer, nicest... large, larger, largest
  - ▶ We use **more** and **most** to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables
    - ▶ careful, more careful, most careful



# Lesson 5: Comparatives & Superlatives

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- ▶ However, with these common two-syllable adjectives, you can either add **-er/-r** and **-est/-st** or use **more** and **most**
  - ▶ common, cruel, gentle, handsome, likely, narrow, pleasant, polite, simple
    - He is certainly **handsomer** than his brother.
    - His brother is handsome, but he is **more handsome**.
    - She is one of **the politest** people I have ever met.
    - She is **the most polite** person I have ever met.
- ▶ The adjectives **good**, **bad** and **far** are irregular
  - ▶ good, better, best
  - ▶ bad, worse, worst
  - ▶ far, farther/further, farthest/furthest
- ▶ We use **the** with superlative adjectives
  - ▶ It was **the** happiest day of my life.

