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a	i	e	æ	ʌ	ə	ɜ	ɔ	o
ʊ	ʏ	ɛ	ɐ	ɨ	ɘ	ɤ	ɞ	ɠ
ɑ	ɒ	ɔ	ɔ̄	ɔ̆	ɔ̈	ɔ̊	ɔ̋	ɔ̌
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Spell common high frequency words correctly using Canadian spelling



11

ns in enunciation to figure out spelling of

Conventions

7. Visualizing

Multisyllabic Word Reading Strategies

DISSECT Strategy

- D: Discover the context of the word
- I: Isolate the word's prefix
- S: Separate the word's suffix
- S: Say the word's stem [or base word]
- E: Examine the word's stem using the rules of 3s and 2s and segment into pronounceable parts
 - 3s rule: underline 3 letter of the stem begins with a consonant e.g., renewal
 - 2s rule: underline 2 letters if the stem begins with a vowel e.g., unopened
- C: Check with another person to see if you are correct
- T: Try finding the word in the dictionary

BY: Lenz and Hughes

BEST Strategy

- B: Break apart the word
- E: Examine each part [or base word]
- S: Say each part
- T: Try the whole thing in context

By: O'Connor, Bocian and Fulmer

OVERT Strategy

1. Circle the prefixes
2. Circle the suffixes
3. Underline the vowels
4. Say the parts of the words
5. Say the whole word
6. Make it a real word

REWARDS By: Archer, Gleason and Vachon

PWIM Word Study

- **Vowels** - a, e, i, o, u... sometimes y
- **Plural words** - to make a word mean more than one:
 1. Usually add s (cats, dogs, kites)
 2. If a word ends in x, z, ss, sh, or ch, usually add es (foxes, dresses, peaches)
 3. If a word ends in a y preceded by a consonant, change the y to i and add es.
(skies, fairies, babies)
- **Root Word** - a word to which a prefix or suffix may be added to for a new word
Examples: print, pack, like
- **Suffix** - is an addition made at the end of a root word.
Examples: prints, packing, like
- **Prefix** - is a syllable that is added to the beginning of a root word.
Examples: reprint, unpack, dislike

- **Consonants** - are the remaining letters and usually y
- **Consonant blend** – consists of two or more consonants sounded together in such a way that each is heard
Examples: bl, tr, cr, sw, sp
- **Magic E** - When a word ends in a silent “e” , the silent “e” is a signal that the vowel in front of it is long.
Examples: make, kite, rope
- **Vowel Pairs** - two vowels, the first vowel usually stands for the long sounds, and the second vowel is silent. *“When two vowels go walking, the first does the talking”*
Examples: wait, pie, suit, coat, seat
- **Consonant Digraphs**- When two or more consonants are joined together and form a new sound, they are called a consonant digraph. *“Sneaky Consonants”*
Examples: ch, sh, th, ph, etc.

COMMON SPELLING RULES

DOUBLE THE FINAL CONSONANT

- ▲ Double the final consonant in a word that ends in a single consonant preceded by a vowel when adding a suffix beginning with a vowel.

Examples: begin + ing - beginning, jog + ed - jogged

DROP THE SILENT E

- ▲ Drop the silent e when adding a suffix beginning with a vowel to a word ending in a silent e.

Examples: Write + ing - writing, fame + ous - famous

KEEP THE SILENT E

- ▲ Keep the silent e when adding the suffix able, ance, or ous to a word ending in soft ce or ge.

Examples: notice + able - noticeable, courage + ous - courageous

- ▲ Keep the silent e, as well, when adding a suffix beginning with a consonant to a word ending in silent e.

Examples: complete + ly - completely, safe + ty - safety

CHANGE THE Y TO I

- ▲ Change the y to i when adding a suffix to a word ending in a y preceded by a consonant.

Examples: lonely + ness - loneliness, easy + ly - easily

I BEFORE E EXCEPT AFTER C

- ▲ Place i before e except after c. In other words, place e before i after c. This rule works in words in which i and e are pronounced as ee.

Examples: believe, achieve, receive, receipt, yield, thief, niece

E BEFORE I

- ▲ If the pronunciation of ei is a long a, place e before i.

Examples: sleigh, weight, reign, neighbor, freight

Definitions and Rules

- ▶ A **consonant blend** is two or more consonants that come together in a word. Their sounds blend together, but each sound is heard—**black, train, spring, fast, lamp.**
- ▶ A **consonant digraph** consists of two consonants that together represent one sound—**when, thin, this, church, sheep, pack, know, white.**
- ▶ A **vowel pair** consists of two vowels that come together to make one long vowel sound. The first vowel stands for the long sound and the second vowel is silent—**boat, tree, pie.**
- ▶ A **vowel digraph** consists of two vowels together that can make a long or short sound, or have a special sound all their own—**school, book, bread, auto, eight.**
- ▶ A **diphthong** consists of two vowels blended together to make one sound—**cloud, boy, oil, cow, new.**
- ▶ **Synonyms** are words that have the same or almost the same meaning—**glad-happy.**
- ▶ **Antonyms** are words that are opposite or almost opposite in meaning—**hot-cold.**
- ▶ **Homonyms** are words that sound alike but have different meanings and usually different spellings—**sent-cent.**
- ▶ A **base word** is a word to which a prefix or suffix may be added to form a new word—**printer, unpack, likely.**
- ▶ A **suffix** is a word part that is added at the end of a base word to change the base word's meaning or the way it is used—**sprinter, darkness, helpful.**
- ▶ A **prefix** is a word part that is added at the beginning of a base word to change the base word's meaning or to form a new word—**recycle, unwrap, disappear, mislay.**
- ▶ **Short-Vowel Rule:** If a word or syllable has only one vowel and it comes at the beginning or between two consonants, the vowel usually stands for the short sound—**ant, win, tub, fox, net.**

- ▶ **Long-Vowel Rule 1:** If one syllable has two vowels, the first vowel usually stands for the long sound, and the second vowel is silent—**rain, kite, glue, goat, leaf.**
- ▶ **Long-Vowel Rule 2:** If a word or syllable has one vowel and it comes at the end of the word or syllable, the vowel is usually long—**we, go, pony.**
- ▶ **Y as a Vowel Rule:**
 - 1) When **y** is the only vowel at the end of a syllable or a word of one syllable, **y** has the long **i** sound—**fly, by.**
 - 2) When **y** is the only vowel at the end of a word or more than one syllable, **y** usually has the long **e** sound—**silly, baby.**
- ▶ **Soft c and g Rule:** When **c** or **g** is followed by **e, i, or y**, it usually has a soft sound—**ice, city, change, gym.**
- ▶ **To make a word plural:**
 - 1) Usually just add **s**—**cats, dogs, kites.**
 - 2) If a word ends in **ss, x, ch, or sh**, usually add **es**—**dresses, foxes, peaches, brushes.**
 - 3) If a word ends in **y** preceded by a consonant, change the **y** to **i** and add **es**—**flies, fairies.** If **y** is preceded by a vowel, just add **s**—**jays, boys.**
 - 4) If a word ends in **f** or **fe**, usually change the **f** or **fe** to **v** and add the suffix **es**—**wolf/wolves, knife/knives.**
- ▶ **To add other suffixes:**
 - 1) When a word with a short vowel ends in a single consonant, usually double the consonant before adding a suffix that begins with a vowel—**running, hummed, batter.**
 - 2) When a word ends in silent **e**, drop the **e** before adding a suffix that begins with a vowel—**baking, taped, latest.**
 - 3) When a word ends in **y** preceded by a consonant, change the **y** to **i** before adding a suffix other than **ing**—**crying, cried, happily, funnier, ponies, trying.**

COMMON PREFIXES

MEANING: NOT

a-	dis-
aseptic	disappear
asymmetrical	discourage
atypical	dislike

il-	im-
illegal	immoral
illegible	impossible
illogical	impure

in-	ir-
inaccurate	irrational
inexperienced	irrefutable
incoherent	irregular

non-	un-
nonaligned	uncomfortable
nonconformist	unconditional
nonprofit	unconscious
nonsense	undecided

NUMBERS

uni- (one, single)	bi- (two, double)
unicorn	bicentennial
unicycle	bicycle
unison	bifocal

tri- (three)	semi- (half, partly)
triangle	semiannual
triceps	semicircle
tricycle	semiconscious

DIRECTION

inter- (between, among)	
intercept	international
interfere	interplanetary

sub- (under)	
submarine	subtitle
submerge	subtract

trans- (across, over, beyond)	
transform	transplant
transfusion	transport

OPPOSITE PREFIXES

pro- & anti-

pro- (forward in space and time, in support of)	
procedure	progress
produce	project

anti- (against, opposite, or opposed)	
antibiotic	antifreeze
antidote	antisocial

pre- & post-

pre- (before)	
preamble	precede
prearrange	predecessor
precaution	predict

post- (after)	
postdate	postnatal
postgraduate	postpone
posthumous	postscript



COMMON WORD ENDINGS

-ANT

abundant
distant
instant

-ENCE

confidence
dependence
silence

-ARY

dictionary
honorary
imaginary

-DOM

freedom
kingdom
wisdom

-MENT

accomplishment
disappointment
equipment

-TURE

fixture
mixture
signature

-ION

communion
complexion
opinion

-TION

action
attraction
education

-ISE

advertise
exercise

-ANCE

abundance
distance
instance

-ABLE

available
believable
changeable

-ERY

archery
bravery
lottery

-ER

laborer
manager
teacher

-NESS

friendliness
happiness
loneliness

-URE

adventure
creature
moisture

-ITION

addition
competition
repetition

-IOUS

furious
mysterious
rebellious

-IZE

apologize
memorize

-ENT

confident
dependent
silent

-IBLE

digestible
flexible
sensible

-ORY

circulatory
laboratory
sensory

-IAN

comedian
electrician
politician

-OR

creator
mediator
spectator

-ATION

aviation
information
reservation

-SION

collision
confession
television

-OUS

disastrous
joyous
nervous

-LESS

pointless
careless



CONTRACTIONS

A contraction is a shortened form of two words. It is created when one or more letters are removed and replaced by an apostrophe. Contractions are most often used in informal or semiformal writing.

CONTRACTION	Comes from
doesn't	does not
don't	do not
hadn't	had not
hasn't	has not
haven't	have not
he'd	he would, he had
he's	he is, he has
here's	here is
I'll	I will
I'm	I am
I've	I have
isn't	is not
it'll	it will
it's	it is, it has
let's	let us
mustn't	must not
she'd	she would, she had

CONTRACTION	Comes from
she's	she is, she has
shouldn't	should not
that's	that is
they'd	they would, they had
they'll	they will
they're	they are
they've	they have
you'd	you would, you had
you'll	you will
you're	you are
you've	you have
we'd	we would, we had
we've	we have
where's	where is, where has
who's	who is, who has
wouldn't	would not
won't	will not

Name _____

Unusual Consonant Sound Spellings

The following word lists have consonant sounds with unusual spellings and are sometimes confusing. Read the words. If you are unsure of any of the word pronunciations or meanings, check the spellings, meanings, and usage in the dictionary.

gh /f/

rough
enough
tough
laughing
cough

gn /n/

gnat
gnarl
gnawing
gnash
gnome
gnu

g /zh/

regime
massage
mirage
rouge
barrage
prestige
garage
beige

silent gh

daughter
weight
bough
sleigh
neighbor
bought
freight
bright
fright
highway
furlough
flight
thorough
though
through
drought
wrought
thoroughly

mb /m/

comb
thumb
bomb
plumb
crumb
climb

que, qu /k/

unique
antique
technique
mosquito
opaque
turquoise
croquet
clique
oblique

si, s /zh/

closure
leisure
exposure
measure
pleasure
vision
collision
composure
amnesia
treasure
visual
decision
enclosure
disclosure
precision
collusion

Reproducible Pattern

SNEAKY SILENT LETTERS

Some letters are as silent as a ninja. If the silent letter disappeared, the word would still sound the same!

Silent H

character
chemist
choir
chorus
echo
heir
honest
hour
school
stomach

Silent G

align
assign
cologne
design
gnat
gnaw
gnarl
gnome
reign
sign

Silent B

bomb
climb
comb
crumb
debt
doubt
lamb
limb
numb
plumber
thumb
tomb

Silent T

butcher
castle
fasten
glisten
listen
match
mortgage
often
scratch
soften
thistle
watch

Silent K

knack
knee
knew
knickers
knife
knight
knit
knob
knock
knot
know
knuckle

Silent S

aisle
debris
island

Silent C

click
muscle
scene
science
scissors

Ninja Tip!

The letter **c** is usually a hard sound unless it is followed by an **e** like in **cent**. However, when **c** follows an **i**, it is usually silent like in **ice**.

SHHH!



© Carson-Dellosa

Name _____

Long Vowel Sounds

/ā/ /ē/ /ī/ /ō/ /ū/

When a vowel is long, it says its own name.

When a word has a **vowel**, then **one consonant** followed by a **final e**, the first vowel is usually **long** and the **final e** is **silent**.

Circle the words below that have long vowel sounds.

refine	cute	named	timid
gentle	ridge	tune	stove
button	matted	fumes	brushed

When two vowels come together in a short word, the **first vowel** is usually **long** and the **second vowel** is **silent**.

Circle the words below that have long vowel sounds.

meat	feed	tent	giant
float	rustle	Tuesday	coach
umbrella	paint	pie	bay
rail	draw	preach	quit

When a short word (or syllable) ends with **one vowel**, that vowel usually has the **long** sound.

Circle the words below that have long vowel sounds.

be	go	fly	rehash
himself	after	defrost	navy

Vowel Combinations (Digraphs and Diphthongs)

Aw and **au** have the vowel sound heard in **paw** and **sauce**.

Circle the words below with this vowel sound.

audience	trout	slaughter	squawk
faucet	action	awkward	flower
crowd	awning	author	slouch
scrawl	autumn	cauldron	jaunt

Ew and **eu** are often pronounced /**oo**/ as in **dew**. They may also be pronounced like the name of the letter **u**, as in **few**.

Circle the words below in which the vowel spellings ew and eu have the sound of the name of the letter u in few.

feud	sewage	Europe	screw
crew	eulogy	knew	pewter
steward	brewery	pew	newspaper

Usually both **ei** and **ie** are pronounced /**ē**/, as in **ceiling**. **Ei** following **c** is usually pronounced /**ē**/, as in **eight**.

Circle the words below in which ei is pronounced /ā/.

weight	piece	deceit	reign
wield	sleigh	belief	achieve
neigh	perceive	deceive	rein
conceive	feign	skein	vein

Name _____

Vowel Combinations (Digraphs and Diphthongs)

Some vowel combinations make a totally new sound or have several different sounds. These can be confusing.

Long **oo** /**ōō**/ has the vowel sound heard in **spoon**. This same sound may also be spelled **ew**, as in **brew**.

Short **oo** /**ōō**/ has the vowel sound heard in **book**. Sometimes **ou** may also be pronounced /**ōō**/ as in **could**.

Oi and **oy** spell the vowel sound heard in **point** and **boy**.

Circle the words below with the long /ōō/ sound. Underline the words with the /oy/ sound.

shrewd	boost	cook	joyful
would	brewery	voice	spool
moist	shook	mildew	crooked
steward	droopy	wooden	goose

Ow and **ou** may both have the /**ou**/ sound as in **house** and **owl**. **Ow** may also have the long /**ō**/ sound, as in **low**.

Circle the words below in which ow and ou have the same vowel sound as in house and owl.

stout	allow	blow	coward
vowel	ounce	crown	throw
bowl	mouth	ground	brown
grow	flower	slouch	voucher

I can change singular nouns into plural nouns.

RULE # 1

For **most nouns** you just need to **add s**
e.g. boy = boys

RULE # 2

If nouns end in **s, sh, ch** or **x** then **add es**

RULE # 3

If words end in a **consonant + y** then **get rid of the y and add ies**

RULE # 4

If words end in a **vowel + y** then **just add s**

e.g. key = keys

RULE # 5

If words end in **f** or **fe** then **get rid of the f and add ves**

e.g. half = halves

RULE # 6

Irregular nouns change completely!

In your book, use the rules above to change these singular nouns into plural nouns.

1) car 2) city 3) monkey 4) bush 5) glass 6) butterfly 7) leaf 8) watch

9) church 10) key 11) brush 12) day 13) shoe 14) dish 15) witch

16) person 17) beach 18) child 19) baby 20) life 21) wish 22) pig

23) dog 24) story 25) pen 26) fairy 27) pencil 28) army 29) coat

30) strawberry 31) puppy 32) donkey 33) tree 34) baby 35) table

36) clock 37) half 38) ball 39) knife 40) fox 41) wife 42) book

43) party 44) calf 45) tooth 46) horse 47) sheep 48) wolf

49) computer 50) shelf 51) foot 52) man

Name _____

Quick Word Division

Quick Word Division is an easily remembered method of dividing difficult words into smaller units that are more easily sounded. If the word is in your spoken or listening vocabulary, you can usually guess the word by sounding each word part. You may, however, have to try pronouncing each word part more than one way, especially the vowel sounds. You may also need to try the accent on each different word part until you can guess the word. If the word is not a familiar one, you will have to look it up in the dictionary.

The object of **Quick Word Division** is not simply to divide words into syllables according to the rules you learned in elementary school, which you may have forgotten. (The words in the answer sheets, however, are divided according to the dictionary.) You are only asked to recognize where words are usually divided into small sound units to help you decode words of more than one syllable.

REMEMBER: Always search for recognizable base words within the larger word.

Examples: knight/hood, honor/able, earth/en/ware

REMEMBER: Wherever there are one or more consonants between two vowels, excluding final silent e, the word will nearly always be divided there.

Examples: de/cide, fig/ure, con/tact

Reminders

1. When you first encounter a word you don't know, try to guess at it from the context (message, wording, or meaning) of the sentence or paragraph you are reading.
2. If that fails, apply the **word attack** and **word division** rules that you have learned.
3. Keep in mind that the rules are general, with exceptions to nearly every one.
4. Remember that the object of **Quick Word Division** is not to divide words into syllables perfectly, but to divide the words into reasonable sound parts, so that you may decode the words.
5. Be sure to try the vowels as either long or short. A vowel may also have the **schwa (uh)** sound. Vowel combinations have various sounds.
6. Keep in mind that there are as many syllables in a word as there are vowel sounds heard.
7. The accent marks are not given on the answer sheets; if you are unsure which syllables should be accented, refer to the dictionary.
8. Always keep a dictionary handy in case you are unsuccessful in decoding a word, or if you are unsure of the meaning of a word.

Name _____

Quick Word Division—General Rule 1

Several things determine where a word will be divided into syllables when it contains one consonant between two vowels. For instance, base words are separated from prefixes and suffixes. Assuming that you are trying to decode a new word, you can usually depend on the following general rules to divide your word into workable sound parts. Sound the vowels several ways until you're satisfied that you have decoded the word.

General Rule 1: Divide either before or after one consonant when it appears between two vowels.

- If the first vowel is long, the division is usually made before the consonant.
- If the first vowel is short, the division is usually made after the consonant. (Do not divide before a final silent e.)

Examples: de/cide, fig/ure

Divide the words in the first column (with slash marks) according to General Rule 1. Divide the words in the other four columns only if you are not sure of the word. (The words on the answer sheets are divided as they are found in the dictionary.)

reward	celery	rigid	habit	rejoin
behave	retire	repeat	award	require
daisies	breezes	taxes	quoted	medal
never	beside	cement	cookies	palace
local	began	tigers	dreamer	hearing
camel	raises	acid	decide	alike
limit	prison	finer	visit	boxer
salaries	voter	human	unit	statue
pupil	lunar	ruler	tulip	music
super	easy	loudest	repaint	creamy
avenue	benefits	caring	closer	typing
separate	truly	menu	prefix	waxes
deposits	refunds	relative	qualify	security

Name _____

Quick Word Division—General Rule 2

Here is a quick way to divide a word into sound parts to help make a good guess at pronouncing it.

General Rule 2: You usually divide between the first and the second consonants (with some exceptions) when two or more consonants appear between two vowels.
(Do not divide before a silent e.)

Examples: con/tact, mal/prac/tice

Divide the words in the first two columns below (with slash marks) according to General Rules 1 and 2. Divide the words in the third and fourth columns only if you are unsure of the words.

apple	umbrella	yesterday	servant
robber	gritty	worshipful	digger
purple	exception	dinner	admire
question	mumble	market	perfume
wigwam	rabbit	supper	sandals
vindictive	include	exhaustion	distrust
complete	public	income	subtraction
instruction	expensive	supportive	employ
person	compensate	chapter	always
compute	discuss	advantage	discussion
supplies	standard	farther	elderly
internal	conversion	incentive	alternate
commission	commerce	chamber	current
confiscate	interpret	lantern	unmarried
imperfection	constructive	questions	circumstance
extension	index	morpheme	permission

Exceptions:

hamburger	investment	involving	encounter
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Name _____

Quick Word Division—General Rule 3

- General Rule 3:**
- Never split consonant digraphs (ph, ch, sh, th, wh, and gh) and seldom split ng.
 - In most cases, do not split r-controlled vowels (ar, er, ir or, ur).

Examples: mar/athon, dur/ing, fish/er, or/chard, dol/phin, sing/ing

Divide the words in columns one and two (with slash marks) according to Rule 3.

Divide the words in columns three or four only if you are unsure of the words.

laughing	nephew	sulphur	orphan
feathers	telephone	typhoon	pamphlet
weatherman	hyphen	elephant	daring
worship	scoring	slippery	celery
general	generosity	siphon	alternate
coniferous	ordinary	topographical	prophet
duchess	circumference	peaches	treacherous
coachman	breathing	teacher	toughen
together	trophy	refinishes	machinery
dethrone	refrigerator	parallelogram	parachute
hypothetical	sophomore	heathen	laughable
carnivore	demoralize	difference	considerably
explorative	liberality	vaporizer	federate

Name _____

Quick Word Division—General Rule 4

- General Rule 4:**
- Sometimes a vowel forms a syllable by itself.
 - Two vowels together may be sounded separately and should be divided.

Examples: a/live, dis/a/gree, ra/di/o, cru/el

Keep all four rules in mind as you divide the first two columns into sound parts. There may be some exceptions to the rules. Divide the last two columns only if you are unsure of the words as you read them.

ideal	gasoline	actual	adopt
aerial	agreeable	alias	amen
appreciate	biography	biology	cameo
casual	caviar	coagulate	coed
cooperate	create	diameter	echo
elect	fiesta	habitual	idiot
appropriate	Indian	liar	obvious
maniac	neon	oasis	open
orient	patio	period	phobia
pliable	poetry	preamble	science
punctual	pursuer	radiator	reorder
rodeo	ruin	sensuous	serious
situated	society	studio	usual
variation	various	violent	zodiac

Name _____

If you do not already know the words on this page, divide them according to the **four general rules**. There are some exceptions to the rules. Remember that wherever there are one or more consonants between two vowels, the word will usually be divided there.

Look for known base words, prefixes, and suffixes.

abdicate	brontosaurus	criminologist
abdominal	bronchitis	cynicism
effrontery	abbreviate	buffoonery
deactivate	egotistical	aberration
calcification	decadent	electromagnetic
abhorrence	cantankerous	decongestant
electorate	abominable	capitulate
declaration	emblazoned	absorption
cardiograph	deficiency	encapsulate
abstemious	catalyst	degenerate
encyclopedia	accelerate	celluloid
delineate	endocrine	accolade
centrifugal	delusional	enervate
accommodation	ceremonial	denunciation
epilepsy	acoustical	chancellor
derelict	eradicate	acetylene
cholesterol	dermatology	equestrian
acupuncture	chromosome	determination
escalate	adequate	choreographer
devotional	ethereal	adherent
cinematography	dimension	evanesce

Name _____

If you do not already know the words on this page, divide them according to the **four general rules**. There are some exceptions to the rules. Remember that wherever there are one or more consonants between two vowels, the word will usually be divided there.

Look for known base words, prefixes, and suffixes.

abrasive	capitalistic	deciduous
emphatic	admittance	cognizance
directive	evolution	avocation
commemoration	discriminate	excruciating
avocado	communication	disconsolate
exhaustible	barometrical	complaisance
dissident	exonerate	battalion
comprehensibility	distributive	expeditionary
bespectacled	conceit	domesticate
exuberant	bibliography	coniferous
dragoon	extrovert	biographical
consequential	dubious	facilitate
blasphemous	contamination	dynasty
feudalism	bombardier	continuance
duodecimal	filibuster	bountiful
convalescence	ecclesiastic	flexibility
brigantine	corpuscle	ecological
fluency	follicle	loquacious
rambunctious	thermonuclear	foreboding
magistrate	rationalize	toleration
fragmentary	malleability	receivership
traditional	fungicide	maneuver

Name _____

Divide the words you don't know. You don't have to divide each one exactly as they are in the answer sheets and the dictionary, but close enough to decode the words.

redundant	transference	fuselage
matriculate	reprehensible	tumultuous
galvanize	mesmerize	responsibility
tycoon	garrulous	migratory
ridicule	unique	generosity
misappropriate	saturation	universal
granularity	molecular	scrupulous
unsubstantial	gravitational	negotiable
sentimental	utterance	gregarious
nutritionist	severity	valance
harpsichord	oblivion	shrapnel
vagabond	hemisphere	obstructive
signature	vaporizer	hesitancy
pageantry	siphon	velocity
homogenize	parenthesis	skeletal
vestibule	informational	phlegmatic
sociology	walloping	insoluble
polygamous	solicitous	warranty
integration	precautionary	spatula
wastrel	interchange	prevaricate
strategy	urbanize	intermediate
pediatrician	subordination	utilitarian
theologian	pyromaniac	synonymous

Name _____

Difficult Word List

The following words may not be in your spoken or listening vocabulary. Try to divide and pronounce several, or all, of these words. Then look them up in the dictionary to see how well you did at decoding them. Be sure to learn the meanings as well. You might find a word you would like to use.

abattoir	abjuration	ablative	abnegate
acanthus	acetanilide	afflatus	alliteration
amanuensis	bacchanal	balbriggan	barcarole
beatific	binomial	blazon	cabal
cachinnate	carborundum	centurion	chiffonier
cutaneous	decalcomania	decahedron	ducal
elucidate	encomium	espalier	ferrule
fusillade	galactose	galvanometer	garnishee
glycogen	habiliment	habitué	haversack
hoyden	ignominious	inculcate	inexorable
jalousie	karakul	laburnum	leitmotiv
littoral	lucubrate	lugubrious	marquetry
munificent	nemesis	nomenclature	nuncio
oratorio	oxymoron	pandemic	palaver
pannier	peremptory	quadrennial	quotidian
raconteur	ruminative	scapular	sinecure
suppurate	technocracy	tercentenary	transliterate
ubiquitous	vernier	wapiti	xenophobia

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Entry word - separates the syllables.

The 1 notes there are more than one definition entry.

Pronunciation - It is separated into

syllables and tells you how to pronounce the entry word. The syllable is stressed.

Definition - This explains the meaning of the entry word. If there is more than one meaning, the definition is divided by numbers. Also, an example sentence is often used to make the meaning more clear.

Guide words - This tells you the first and last words defined on each page.

Part of speech - This abbreviation tells you what part of speech the defined word is.

Page number

intent/interview

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Plural form - Shows how the entry word is written in plural form.

Origin - Shows the origin of the entry word.

in·tent¹ [in tent'] *n.* 1 Something that is intended; purpose; aim. Her *intent* has always been to go to college. 2 Meaning; significance. What was the *intent* of what he said?

plural intents (from L. *intendere* "a stretching out")

in·tent² [in tent'] *adj.* Having the mind firmly fixed on something. Is he *intent* on leaving? She was *intent* on the book she was reading. (from L. *intentus* "attentive, eager, waiting")

hat, āge, cāre, fār; let, bē, tērm; it, īce; hot, gō, ōrder; oil, out; cup, P
th, thin; ʔH, then; zh, measure, ə represents ə in about, e in taken, i

Pronunciation guide - This guide explains the meanings of the symbols used in the pronunciation.

It is normally located in the front of a dictionary and at the bottom of every facing page. It is usually separated from the page by a line or is placed in a colored box.

Common Spellings of English Sounds

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
a	and, aunt	hat, plaid, half, laugh	—
ā	age, aid, eight, eh	face, fail, straight, payment, gaol, gauge, break, vein, reign neighbor	say, weigh, bouquet, they, matinée, eh
ā	ah, almond, art	calm, barn, bazaar, sergeant, heart	bau, hurrah
b	bad	table, rabbit	rub, ebb
ch	cello, child	richness, watching, righteous, question, nature	much, catch
d	do	dodo, dodder	red
e	any, aerial, air, end	many, said, says, let, bread, heifer, leopard, friend, bury	—
ē	aeon, equal, eat, either	Caesar, metre, team, need, receive, people, keyhole, machine, believe, phoebe	algae, quay, be, flea, bee, key, pity
ēr	ermine, early, irk, urge	term, learn, first, word, journey, turn, myrtle	deter, voyageur, fir, cur, burr
f	fat, phone	heifer, coffee, laughter, gopher	roof, buff, cough, lymph
g	go, ghost, guess	bogus, boggle, roguish, exact	bag, egg, rogue
h	he, who (hū), why (hwī)	blockhead	—
i	enamel, in	message, been, pin, sieve, women, busy, build, hymn	—
ī	aisle, aye, either, eye, ice	height, line, align, might, buying, skylark	aye, eye, lie, high, buy, sky, rye
j	gem, jam	badger, soldier, educate, tragic, exaggerate, enjoy	bridge, rage
k	coat, chemist, kind, quick, quay	record, account, echo, lucky, acquire, reeking, liquor, extra	back, seek
l	land, llama	only, follow	coal, fill
m	me	coming, climbing, summer	rum, comb, solemn
n	gnaw, knife, nut, pneumonia	jack-knife, miner, manner	man, inn
ng	—	ink, finger, singer	ring, tongue

Common Spellings of English Sounds (continued)

SOUND	BEGINNINGS OF WORDS	MIDDLES OF WORDS	ENDS OF WORDS
o	<i>all, almond, auto, awful, encore, odd, aught, ought</i>	<i>watch, appal, walk, fall, taut, taught, caulk, cawed, hot, bought, calm</i>	<i>paw</i>
ō	<i>open, oats, oh, own</i>	<i>yeoman, sewn, bogus, boat, folk, brooch, soul, flown</i>	<i>beau, sew, potato, toe, oh, though, blow</i>
ô	<i>all, auto, awful, oar, order</i>	<i>appal, walk, tall, taut, taught, caulk, cawed, board, born, flooring, bought, mourn</i>	<i>paw</i>
oi	<i>oil, oyster</i>	<i>boil, boyhood</i>	<i>boy</i>
ou	<i>out, owl</i>	<i>bound, drought, howl</i>	<i>thou, bough, now</i>
p	<i>pen</i>	<i>taper, supper</i>	<i>up</i>
r	<i>run, rhythm, wrong</i>	<i>parent, hurry</i>	<i>bear, burr</i>
s	<i>cent, psalm, say, science, sword</i>	<i>decent, mason, resuscitate, massive, extra</i>	<i>nice, bogus, miss, lax</i>
sh	<i>chauffeur, schwa, she, sure</i>	<i>ocean, machine, special, insurance, conscience, nausea, tension, issue, mission, nation</i>	<i>wish, cache</i>
t	<i>ptomaine, tell, Thomas</i>	<i>later, latter, debtor</i>	<i>bit, mitt, doubt</i>
th	<i>thin</i>	<i>toothpaste</i>	<i>bath</i>
ʔH	<i>then</i>	<i>father</i>	<i>smooth, bathe</i>
u	<i>oven, up</i>	<i>come, does, flood, trouble, cup</i>	—
û	—	<i>wolf, good, should, full</i>	—
ü	<i>ooze</i>	<i>neutral, move, manoeuvre, food, croup, rule, fruit</i>	<i>threw, shoe, caribou, through, blue</i>
yü	<i>euchre, ewe, use, you, Yule</i>	<i>beauty, feud, duty</i>	<i>queue, few, ewe, adieu, you, cue</i>
v	<i>very</i>	<i>Stephen, over</i>	<i>of, love</i>
w	<i>will, wheat</i>	<i>choir, quick, twin</i>	—
y	<i>young</i>	<i>opinion, hallelujah, canyon</i>	—
z	<i>xylophone, zero</i>	<i>raisin, discern, scissors, exact, sizing, dazzle</i>	<i>has, maze, buzz</i>
zh	—	<i>garaged, division, measure, azure</i>	<i>rouge</i>
ə	<i>alone, essential, oblige, upon</i>	<i>particular, fountain, moment, pencil, bottle, prism, button, cautious, circus, zephyr</i>	<i>sofa</i>

PARTS OF SPEECH

ADJECTIVE

Any word that modifies, describes, or adds to the meaning of a noun.

Examples: The old man wore a blue hat.

ADVERB

Any word that describes or adds to the meaning of a verb, adjective, or other adverb.

An adverb tells how, why, when, where, and in what manner an action takes place.

Examples: The baby cried Impatiently as his mother hurriedly went to get his milk bottle.

The students ran quickly to their classrooms.

CONJUNCTION

Conjunctions are joining or linking words. There are two types of conjunctions.

Coordinating conjunctions: These connect sentence parts equal in rank, single words, phrases, or clauses. They are the following: and, but, yet, or, nor, for, so, both, not only, either, and neither.

Example: Study tonight, and tomorrow you will feel ready for the math test.

Subordinating conjunctions: These join two clauses, the main and the subordinate (dependent) clause. It is a joining word that expresses a relationship between two ideas that are not equal in rank. One idea can stand as a sentence, whereas the one introduced by the subordinating conjunction cannot stand as a sentence by itself. Some examples are after, though, as long as, as soon as, because, before, even though, once, since, until, and so forth.

Example: Although you don't deserve it, I will continue to help you with your homework.

NOUN

Words that name people, places, and things.

Proper nouns: name specific people, places, and things. These words should be capitalized.

Examples: Laura, Mississippi, Thursday, Easter

Common nouns: refer to general names for a number of things, such as father, house, boy.

PRONOUN

Words that may be used in place of nouns. I, you, he, she, it, we, and they, are some examples.

Examples: They went to fix it as soon as he gave them the permission.

VERB

Words that show action or a state of being. (The man nodded his head because he was content.)

PREPOSITION

Words that show how a noun or pronoun relates to another word. They often indicate position.

Example: He placed his sword on the ground.

Into, at, behind, above, before, near, toward, under, and beside are other examples of prepositions.

Rappin' Grammar

A **noun** is a person, place or thing:
like **guy** or **school** or playground **swing**.

A **pronoun** is a sub for nouns: like **I** and **we**,
him and **he**, **she**, **her**, **it**, **them**, **they**, **you**, **me**.

An **adjective** describes those two:
which one? what kind? how many? whose?

A **verb** is an action or being kind of thing:
eat, **walk**, **were**, **be**, **shout**, and **sing**.

An **adverb** gives more information:
how? when? where? why? That's this part's definition.

Prepositions pull nouns into a phrase:
in, **on**, **under**, **with**, **around**, **above**, **hey!**

Conjunctions connect words, phrases, or clauses:
if, **and**, **but**, **that**, **or**, **nor**, **because**.

And **interjections**—**Yes!** **Wow!** **Yo!**
Strong feelings are what they let you know!

So now that we have this rhymin' rap,
Parts of speech will be a snap! 31

abcteach

Adjectives

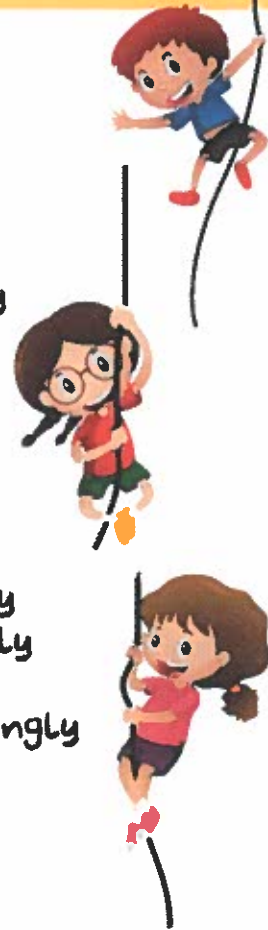
abclists

.....

bad	jittery	purple	tan
better	jolly	quaint	tender
beautiful	kind	quiet	testy
big	long	quick	tricky
black	lazy	quickest	tough
blue	magnificent	rainy	ugly
bright	magenta	rare	ugliest
clumsy	many	ratty	vast
crazy	mighty	red	watery
dizzy	mushy	roasted	wasteful
dull	nasty	robust	wide-eyed
fat	new	round	wonderful
frail	nice	sad	yellow
friendly	nosy	scary	yummy
funny	nutty	scrawny	zany
great	nutritious	short	
green	odd	silly	
gigantic	orange	stingy	
gorgeous	ordinary	strange	
grumpy	pretty	striped	
handsome	precious	spotty	
happy	prickly	tart	
horrible		tall	
itchy		tame	

Adverbs describe a verb, an adjective or another adverb.

- Abruptly
- Absently
- Accusingly
- Actually
- Adversely
- Amazingly
- Angrily
- Arrogantly
- Bashfully
- Beautifully
- Boldly
- Carefully
- Clearly
- Closely
- Commonly
- Coolly
- Correctly
- Crossly
- Dearly
- Delightfully
- Desperately
- Determinedly
- Doggedly
- Energetically
- Extremely
- Especially
- Exactly
- Excitedly
- Famously
- Ferociously
- Finally
- Freely
- Gently
- Greedily
- Guiltily
- Harshly
- Heartily
- Heavily
- Helplessly
- Immediately
- Increasingly
- Innocently
- Jokingly
- Knowingly
- Powerfully
- Properly
- Proudly
- Quickly
- Rapidly
- Ravenously
- Reassuringly
- Sadly
- Scarcely
- Stingily
- Stubbornly
- Suspiciously
- Thoroughly
- Thoughtfully
- Tremendously
- Truthfully
- Understandingly
- Unfairly
- Unhappily
- Unwillingly
- Viciously
- Wholly



Prepositions

A Preposition is a word that relates a noun or pronoun to another word in a sentence.

"The dog sat under the tree"

.....

about	behind	from	on	toward
above	below	in	on top of	under
across	beneath	in front of	onto	underneath
after	beside	inside	out of	until
against	between	instead of	outside	up
along	by	into	over	upon
among	down	like	past	with
around	during	near	since	within
at	except	of	through	without
before	for	off	to	



What Is a Paragraph?

A paragraph is a short piece of writing that has a beginning, a middle, and an end. Have you ever seen a patchwork quilt? Did you notice that it is made of lots of little pieces that have been stitched together? You wouldn't have a big, warm patchwork quilt without all the little squares. Every story, essay, article, or book is made of little paragraphs "stitched" together. When you know how to write a paragraph, you know how to do lots of different kinds of writing.

Now that you have an idea about how a paragraph works, here are the basics.

The Beginning

When you talk to your friends, you begin by getting their interest. You might say, "Hey, guess what!" or "You won't believe this!" Then you let them know what it is that you are going to talk about: "I saw something yesterday that you will want to know about." *The very first sentence of your paragraph is called a topic sentence.* A topic sentence tells what your paragraph will be about. "I have a dog" is a topic sentence, but it's not as interesting as "I have a talking dog." The second sentence gives readers more information about what your paragraph will be about and will make them want to read your paragraph.

The Middle

After you have your friends' attention, you tell them the details. *In your paragraph, the sentences that follow your topic sentence, also known as body sentences, add interesting details and explain what you mean.* Each sentence needs to be about your topic. If the topic is your talking dog, you won't have a sentence telling about your math test. Instead, you might write, "My dog knows how to say, 'Mama' and 'wanna'." You might also tell how the dog learned the words.

The End

The last sentence of your paragraph is the concluding sentence, or closing sentence. This sentence will remind your reader of what you are writing about and what it means to you. You might end your paragraph about your talking dog by saying, "It may not seem like he is talking like humans do, but if you listen closely and have some cheese, you will hear the words, and you will be amazed!"

Remember, every paragraph, just like every story or book, has a beginning, a middle, and an end.

Writing Effective Paragraphs

A good paragraph is more than just one sentence after another. The sentences must be related, and must, by their sequence, develop the thought you want to express.

A paragraph is an expression or development of an idea by means of details. The topic should be narrow, or limited, because a paragraph is better if expanded by specific details, rather than by general statements.

The average length of a paragraph is 8 sentences of approximately 170 words, though can range from 4-12 sentences with anywhere from 50 to 300 words.

Consider the following when writing a paragraph:

I. Topic Sentence

- A topic sentence is a brief statement indicating the **subject** of the paragraph.
- A topic sentence makes a point about the topic.
- A topic sentence is not too broad nor too narrow.
- A topic sentence furnishes a destination or goal for the writer or speaker, and guides him in traveling towards his destination.
- A topic sentence does **NOT** begin with:
 - "In this paragraph (essay) I will discuss..."
 - "This paragraph is about..."
 - "I am writing about..."

II. Paragraph Structure

- The body of a paragraph contains facts and evidence, statements and support for these statements. Generally, each statement is directly followed with support for that statement.
 - example: first statement and support
 - second statement and support
 - third statement and support
- A paragraph generally contains a minimum of 3 statements about the topic. a maximum of 5.
- A paragraph has **unity of thought** if it sticks to **ONE** subject.
- A **coherent** paragraph has a logical arrangement of ideas, and it has connections that show the exact relationship of one part to the next.
- **Emphasis** requires that significant matters stand out, and that unimportant details be kept in the background.
- **Climactic order** refers to the order of importance of the statements; the most effective statement, with relevant support, comes last.

III. Paragraph Development

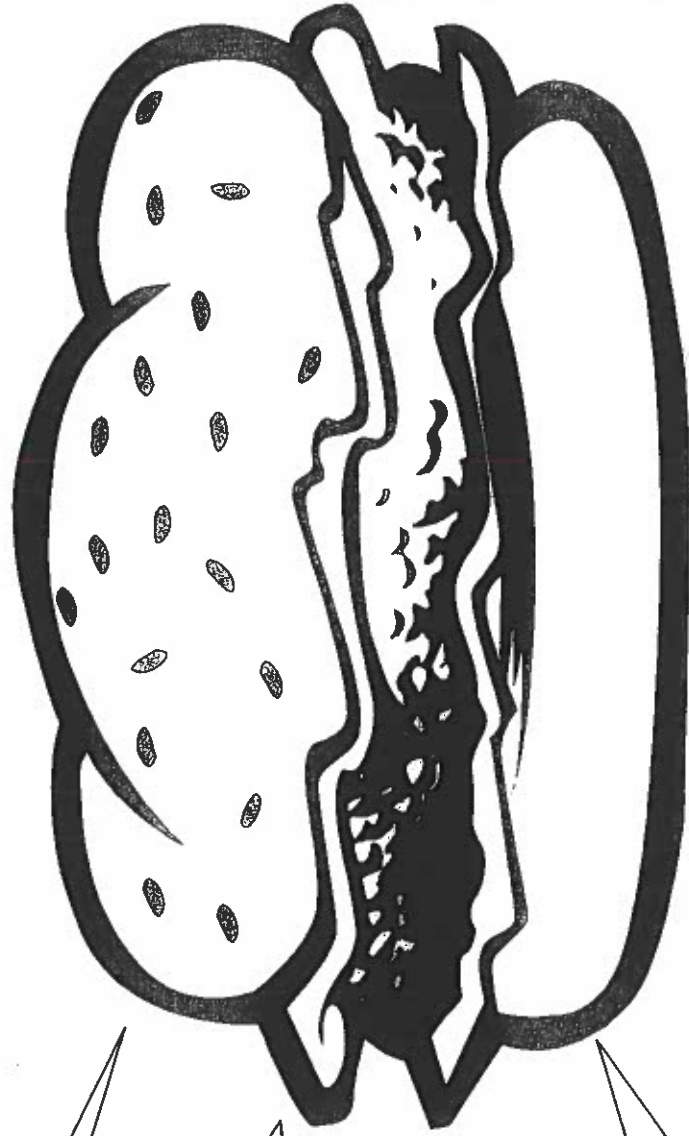
- **Details** make more vivid a picture of a person, place or event.
- **Comparison** shows how two things are alike, while contrast shows how they are different.
- **Reasons** defend approval or disapproval of the subject.
- **Definitions** explain a term.
- **Humor** may be used to relate a comical experience.

IV. Clincher/Concluding Sentence

- The final sentence should **drive home** the idea in the paragraph, and **reinforce** the topic sentence. It should "pack a punch."
- The final sentence should summarize the paragraph.

The Answer Burger

Helps you answer essay questions



The top bun: Restate the question as a statement and give the general answer.

The burger and the toppings:
Provide evidence for the answers. Just as a good burger has lots of toppings, a good answer has lots of support.

Use phrases such as: then, next, for example, for instance, furthermore, however, finally, etc.

The bottom bun: This is your conclusion. Refer to the question again to be sure you've answered it completely.

Use phrases such as: as a result, therefore, that is why, etc.

How to Write a Summary

With thanks to: Swales, John M. and Christine B. Feat. *Academic Writing for Graduate Students, Essential Tasks and Skills*. Ann Arbor: U Michigan P, 1994. 105-130.

Preparing to Write: To write a good summary it is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your mind the subheadings. If there are no subheadings, try to divide the text into sections. Consider why you have been assigned the text. Try to determine what type of text you are dealing with. This can help you identify important information.
2. Read the text, highlighting important information and taking notes.
3. In your own words, write down the main points of each section.
4. Write down the key support points for the main topic, but do not include minor detail.
5. Go through the process again, making changes as appropriate.

For example:

Global Implications of Patent Law Variation

A patent is an exclusive right to use an invention for a certain period of time, which is given to an inventor as compensation for disclosure of an invention. Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws designed to protect domestic inventions and safeguard technology. Despite widespread variation, patent laws generally fall under one of two principles: the first-to-file and first-to-invent. The first-to-file principle awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was first to invent – and can prove it. Most countries have adopted the first-to-file system. However, the United States maintains a first-to-invent system, despite obvious shortcomings. A result of countries employing different

patent law principles is inconsistency of patent ownership.

This first sentence is a general definition. It may be safe to assume that your audience is already familiar with patents; thus you do not have to include it in your summary.

This is the main idea.

The classification of the two principles is important.

Ignore specific details about the different principles. The terms are self-explanatory.

It is important to point out that most of the world follows one system and the United States another.

PUNCTUATION AT A GLANCE

APOSTROPHE '

Use an apostrophe to show possession with a proper noun, common noun, indefinite pronoun, period of time, and sum of money. An apostrophe is also used to act as a placeholder for a missing letter and when constructing contractions.

Examples: (a) Laura's science notebook (b) Anyone's guess (c) Today's proverb (d) Seven dollar's worth (e) Fun 'n' games (f) He isn't here.

COLON :

Use a colon to introduce a list, to introduce an end portion of a sentence that is an explanation, after an introductory classification, and after the salutation in a business letter.

Examples: (a) Supplies: (list follows) (b) I learned the following: My skills were rusty and I was out of shape. (c) The Sahara made me think of one thing: water! (d) Dear Mr. Dobs:

SEMICOLON ;

Use a semicolon to lengthen or expand an original thought, to group items in series that contain commas, and in compound sentences preceding the adverbs *then, however, thus, hence, indeed, accordingly, besides, and therefore*.

Examples: (a) My new strategy did not work; the attempt to win by irritating my opponent had failed entirely. (b) His family has homes in Bar Harbor, Maine; Paris, France; and Detroit, Michigan. (c) She wants to major in French; however, she can't meet the requirements.

PERIOD, EXCLAMATION MARK, QUESTION MARK . ! ?

Every written sentence must end with a period, exclamation mark, or question mark. A period marks the end of a normal sentence that is not a question and is not emphatic. It is also placed at the end of an abbreviation. An exclamation mark is used at the end of sentences in which the writer means to show strong emphasis or emotion. A question mark is used to close a question.

COMMA ,

Use a comma to separate all items in a series; between two independent clauses joined by *and, but, or, nor, for, yet, or so*; with appositives (nouns that repeat, explain, or stand in for other nouns); and after introductory adverbial phrases.

Examples: (a) The flag is green, brown, and white. (b) I'd love to go with you, but I have to clean up my room. (c) Chloe, my dog, is black and white. (d) After the appetizer and soup, we were too full for the main course!

QUOTATION MARKS " "

Use quotation marks to enclose a direct quotation. Commas and periods go *inside* closing quotation marks. Exclamation marks and question marks go *inside* closing quotation marks if they are part of the original quotation; otherwise, they go *outside*.

Example: (a) "Please feed the dog," said mother. (b) "Clean your room!" ordered his father. (c) Did you really say, "Absolutely not"?

Proofreading Marks

Use these marks to show corrections.

Mark	Meaning	Example
9/	Take this out (delete).	I love 9/ to read.
⊙	Add a period.	It was late⊙
≡	Make this a capital letter.	First prize went to <u>maria</u> .
/	Make this a lowercase letter.	We saw a Black Cat.
—	Fix the spelling.	This is our ^{house} house .
↗	Add a comma.	Goodnight↗ Mom.
∨	Add an apostrophe.	It's mine.
↙ ↘	Add quotation marks.	↙ Come in, ↘ he said.
! ? ^ ^	Add an exclamation point or a question mark.	Help! Can you help me?
—	Add a hyphen.	Let's go in—line skating after school.
⌒	Close the space.	Foot⌒ball is fun.
^	Add a word.	^{red} The^pen is mine.
—	Underline the words.	We read <u>Old Yeller</u> .
↗ ↘	Add a semicolon or a colon.	Alex arrived at 400 Debbie came later.

Capital Letters

A word that starts with a **capital letter** is special in some way.

Always use a **capital letter** to begin:

the first word of a sentence:	Today is the first day of school.								
the first word of a quotation:	She said, "Today is the first day of school."								
the salutation (greeting) and closing in a letter:	Dear Grandma, Thanks so much for the birthday gift! Love, Sherry								
the names of days, months, and holidays:	The fourth Thursday in November is Thanksgiving.								
people's first and last names, their initials, and their titles:	<p>Mrs. Cruz and her son Felix were both seen by Dr. S. C. Lee.</p> <p>Note: Many titles can be abbreviated. Use these abbreviations only when you also use the person's name:</p> <table> <tr> <td>Mr. a man</td><td>Capt. a captain</td></tr> <tr> <td>Mrs. a married woman</td><td>Lt. a lieutenant</td></tr> <tr> <td>Ms. a woman</td><td>Pres. the president of a country or an organization</td></tr> <tr> <td>Dr. a doctor</td><td></td></tr> </table>	Mr. a man	Capt. a captain	Mrs. a married woman	Lt. a lieutenant	Ms. a woman	Pres. the president of a country or an organization	Dr. a doctor	
Mr. a man	Capt. a captain								
Mrs. a married woman	Lt. a lieutenant								
Ms. a woman	Pres. the president of a country or an organization								
Dr. a doctor									
a word that is used as a name:	<p>I went with Dad and Aunt Terry to visit Grandma.</p> <p>Be Careful! Do not use a capital letter at the beginning of a word when it is not used as someone's name:</p> <p>I went with my dad and my aunt to visit my grandma.</p> <p>Hint: If you can replace the word with a name, it needs a capital letter: I went with <u>Dad</u>. → I went with <u>Joe</u>.</p>								
the word that names yourself - I:	My family and I enjoy camping together.								

Capital Letters (continued)

the names of nationalities and languages:	Mexican, Cuban, and Nicaraguan people all speak Spanish.
the names of racial, ethnic, or cultural groups:	There were Asian, Native American, and African dancers at the festival.
the names of ships, planes, and space vehicles:	The president flew on <u>Air Force One</u> to see the <u>USS Abraham Lincoln</u> , a U.S. Navy aircraft carrier. Note: You must also underline the name of a ship, plane, or space vehicle: the space shuttle <u>Columbia</u>
to begin the names of these special places and things:	
• street names:	Palm Avenue, Cypress Street, Pine Boulevard
• cities, states, and countries:	Los Angeles, California, United States of America, Paris, France
• continents:	Asia, Europe, South America
• landforms and bodies of water:	Great Plains, San Francisco Bay, Great Salt Lake
• buildings, monuments, and public places:	the White House, the Statue of Liberty, Yellowstone National Park
• historic events:	The Gold Rush began in 1849. The Civil War ended in 1865.

Capital Letters (continued)

titles of books, stories, poems, and magazines:	<p>The story "<u>The Friendly Fruit Bat</u>" appeared in <u>Ranger Rick</u> magazine and in a science book called <u>Flying Mammals</u>.</p> <p>Be Careful! Do not use a capital letter at the beginning of a small word in a title, such as a, an, at, for, in, and the, unless it is the first word in the title.</p> <p>Note: When you write a title, remember . . .</p> <p>Some titles are underlined:</p> <p>Book Titles: <u>Frog and Toad</u> Magazine Titles: <u>Ranger Rick</u> Movie Titles: <u>Bambi</u> TV Shows: <u>Sesame Street</u> Newspapers: <u>The Daily News</u></p> <p>Some titles go inside quotation marks:</p> <p>Story Titles: "The Fox and the Crow" Chapter Titles: "In Which Piglet Meets a Heffalump" Poem Titles: "My Shadow" Song Titles: "Twinkle, Twinkle, Little Star" Titles of Articles: "Ship Sinks in Bay"</p>
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Punctuation Marks

Punctuation gives information that helps you understand a sentence.

End Punctuation

Every sentence must end with one of these three punctuation marks: . ! ?

A **period** (.) shows that a sentence is:

giving information:	I love to read short stories.
giving a mild command:	<p>Choose a short story to read aloud.</p> <p>Note: A period is also used in:</p> <ul style="list-style-type: none">• abbreviations of months and days: Jan. (January), Feb. (February), Mon. (Monday), etc.• abbreviations of measurements: ft. (foot/feet), in. (inch/inches), lb./lbs. (pound/pounds), oz. (ounce/ounces)• time: 8:00 a.m., 4:30 p.m., etc.

Punctuation Marks (continued)

A **question mark (?)** shows that a sentence is:

asking a question:	Did you choose a story to read?
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An **exclamation point (!)** shows that a sentence is:

expressing strong feelings:	Wow! That story is really long!
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Comma

A **comma (,)** can help you know how to read things. Commas are often used in sentences. Sometimes commas are used with words or phrases.

Some commas are used to keep things separate. Use a **comma** to separate:

the name of a city from the name of a state:	El Paso, Texas
the name of a city from the name of a country:	London, England
the date from the year:	October 12, 2004
the salutation (greeting) from the body of a letter:	Dear Ms. Silver,
the closing in a letter from the signature:	Yours truly,
two adjectives that tell about the same noun:	<p>Nico is a witty, smart boy.</p> <p>Hint: To see if you need a comma between two adjectives, use these two "tests":</p> <p>1 Switch the order of the adjectives. If the sentence still makes sense, you must use a comma:</p> <p>YES: Nico is a witty, smart boy. → Nico is a smart, witty boy.</p> <p>NO: Nico has dark brown hair. → Nico has brown dark hair.</p> <p>2 Put the word "and" between the two adjectives. If the sentence still makes sense, you must use a comma:</p> <p>YES: Nico is a witty, smart boy. → Nico is a witty and smart boy.</p> <p>NO: Nico has dark brown hair. → Nico has dark and brown hair.</p>

Punctuation Marks (continued)

Some commas help you know where to pause when you read a sentence. Use a **comma** to show a pause:

between three or more items in a list or series:	Nico won't eat beets, spinach, or shrimp.
after or before the name of a person that someone is talking to in a sentence:	After: Nico, I think that you need to eat more. Before: I think that you need to eat more, Nico. Both: I think, Nico, that you need to eat more.
between the words spoken by someone and the rest of the sentence:	Mrs. Flores said, "It's time to break the piñata now!" "I know," answered Maya.
after an exclamation at the beginning of a sentence:	Boy, that's a lot of candy!
after a short introductory phrase or clause that comes before the main idea:	After all that candy, nobody was hungry for cake.
before and after a word or words that interrupt the main idea of a sentence:	The cake, however, was already out on the picnic table.
before and after a word or phrase that renames or gives more information about the noun before it:	The cake, which had thick chocolate frosting, melted in the hot sun. Mrs. Lutz, our neighbor, gave Mom the recipe.
before the connecting word in a compound sentence:	The frosting was melted, but the cake was great. Note: A simple sentence always includes a <u>subject</u> and a <u>verb</u> , and it expresses a complete thought. A compound sentence joins two simple sentences together, so each of the two parts of a compound sentence has its own <u>subject</u> and <u>verb</u> . The two parts of a compound sentence are joined by a comma and a conjunction. The conjunctions and , but , for , nor , or , so , and yet are all used to join two simple sentences into one compound sentence. In a compound sentence, always place the comma before the connecting conjunction: <u>Maya ate</u> candy, but <u>she was</u> too full to eat cake. <u>Nico ate</u> candy, and <u>he also ate</u> a piece of cake. <u>Nico is</u> thin, yet <u>he eats</u> lots of sweets. <u>Maya is</u> chubby, so <u>she watches</u> what she eats.

Semicolon

You can also use a **semicolon** (;) to join two simple sentences.

You may use a semicolon instead of a period to join two simple sentences:	The party ended at 4:00; the guests left by 4:15.
You may use a semicolon instead of a comma:	<p>The party was lots of fun; however, the cleanup was lots of work!</p> <p>Be Careful! When you use a semicolon instead of a comma, do not use a coordinating conjunction (and, but, for, nor, or, so, yet):</p> <p>With a comma: Maya is responsible, so she wrote her thank-you notes right away.</p> <p>With a semicolon: Maya is responsible; therefore, she wrote her thank-you notes right away.</p> <p>Note: Authors may choose to use a semicolon instead of a period or a comma. It depends on the author's style or personal preference, or on the effect the author is trying to achieve in a particular piece of writing.</p>

Quotation Marks

Use **quotation marks** (" "):

before and after words that are spoken by someone:	<p>"This was the best birthday party ever!" Maya said.</p> <p>Note: Punctuation that follows the speaker's words goes inside the quotation marks:</p> <p>"May I have a piñata at my birthday party?" Martin asked.</p> <p>Mr. Flores replied, "You bet!"</p> <p>Be Careful! When the words that tell who is speaking come before the quotation, put the comma outside the quotation marks. When the words that tell who is speaking come after the quotation, put the comma inside the quotation marks:</p> <p>Before: Mrs. Flores asked, "Do you want a chocolate cake, too?"</p> <p>After: "I sure do," said Martin.</p>
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Punctuation Marks (continued)

around words that are being discussed:	The word “piñata” is written with a special letter.
around slang or words used in an unusual way:	We all had to “chill out” after the party.

Apostrophe

An **apostrophe** (') helps show who owns something. You add an apostrophe after the name of an owner.

When there is just one owner, add an apostrophe first and then add an S :	cat + 's → cat's The cat's dish was empty.												
When there is more than one owner, add an S first and then add an apostrophe:	<p>cats + ' → cats' All the cats' cages at the shelter were nice and big.</p> <p>Be Careful! When the name of more than one owner does not end with an S, add an apostrophe first and then add an S:</p> <p>children + 's → children's</p> <p>The children's cat was in the last cage.</p> <p>people + 's → people's</p> <p>Other people's pets were making lots of noise.</p>												
Use an apostrophe when you put two words together to make one word. This is called a contraction. In a contraction, the apostrophe takes the place of the missing letter or letters:	<table> <tr> <td>I + am = I'm</td><td>do + not = don't</td></tr> <tr> <td>you + are = you're</td><td>does + not = doesn't</td></tr> <tr> <td>he + is = he's</td><td>are + not = aren't</td></tr> <tr> <td>it + is = it's</td><td>could + not = couldn't</td></tr> <tr> <td>we + would = we'd</td><td>have + not = haven't</td></tr> <tr> <td>they + will = they'll</td><td>would + not = wouldn't</td></tr> </table>	I + am = I'm	do + not = don't	you + are = you're	does + not = doesn't	he + is = he's	are + not = aren't	it + is = it's	could + not = couldn't	we + would = we'd	have + not = haven't	they + will = they'll	would + not = wouldn't
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they + will = they'll	would + not = wouldn't												

Hyphen

Use a **hyphen (-)**:

between numbers in a fraction:	One-half of the candies had walnuts, and one-quarter had almonds.
to join two words that work together to make an adjective before a noun:	It's not easy to find low-fat candy and sugar-free soda.

Plurals

A noun names a person, place, or thing. A **plural noun** names more than one person, place, or thing.

Add an S to make most nouns plural:	girl → girl + s → girls river → river + s → rivers
If the noun ends in ch , s , sh , or x , add es :	lunch → lunch + es → lunches dress → dress + es → dresses brush → brush + es → brushes fox → fox + es → foxes
If the noun ends in y , change the y to i and add es :	fly → fli + es → flies story → stori + es → stories Note: If the noun ends in a vowel plus y , just add s : bay → bay + s → bays key → key + s → keys boy → boy + s → boys Be Careful! Some plural nouns do not have an s at all: child → children foot → feet man → men tooth → teeth woman → women goose → geese

Punctuation Marks (continued)

around words that are being discussed:	The word “piñata” is written with a special letter.
around slang or words used in an unusual way:	We all had to “chill out” after the party.

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If the noun ends in ch, s, sh, or x , add es :	<p>lunch → lunch + es → lunches</p> <p>dress → dress + es → dresses</p> <p>brush → brush + es → brushes</p> <p>fox → fox + es → foxes</p>
If the noun ends in y , change the y to i and add es :	<p>fly → fli + es → flies</p> <p>story → stori + es → stories</p> <p>Note: If the noun ends in a vowel plus y, just add S:</p> <p>bay → bay + s → bays</p> <p>key → key + s → keys</p> <p>boy → boy + s → boys</p> <p>Be Careful! Some plural nouns do not have an S at all:</p> <p>child → children foot → feet</p> <p>man → men tooth → teeth</p> <p>woman → women goose → geese</p>

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