

Grammar Flash Cards

3rd Edition Update Cards

Logic of English®

UPDATE FILE CONTENTS

Pages 2-9	New cards
Pages 10-15	Cards with content revisions
Pages 16-19	Cards with minor revisions

PRINTING TIPS

1. This file is designed to print on standard 8.5 x11 paper.
2. Print starting on page 2. If printing double-sided, make sure that your printer is set to flip pages on the short edge binding.
3. If your printer settings allow, center the file on the page and to zoom to fill the page.
4. The cards are divided into three groups so that you can print new cards only, new and significantly updated cards, or all edited cards.
5. Cards with numbering changes only but unchanged content are not included in this PDF.

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Adj

Coordinate adjectives relate equally to the noun.

Adj

Non-coordinate adjectives do not relate equally to the noun.

V

Verb tense expresses the time that an action occurred or when something existed.

There are three tenses: past, present, and future

V

Verb aspect expresses whether the action or state of being of the verb is continuing or complete.

There are four verb aspects: indefinite, continuous, perfect, and perfect continuous.

a **new blue sports** car

old football socks

hot banana bread

a **chunky, short** crayon

the **long, narrow** path

clever, dainty, fluffy cats

It **rains** often here.

It **is raining**.

It **has rained** twice today.

It **has been raining** all day.

He **ran**.

He **runs**.

He **will run**.



The **indefinite aspect** does not definitely express whether the action of the verb is continuing or complete.

It is sometimes called the simple aspect.



The **continuous aspect** expresses that the action of the verb is continuing.



The **perfect aspect** expresses that the action of the verb has ended.



The **perfect continuous aspect** expresses that the action of the verb has been continued or has been continuing to a point in the past, present, or future.

The fan **was blowing**.

The fan **is blowing**.

The fan **will be blowing**
during the class.

She **watched** the show.

She **watches** the show.

She **will watch** the show.

Joe **had been working** when
his mom walked in.

Joe **has been working** all day.

At four o'clock Joe **will have
been working** for ten hours
without a break.

The teams **had played** before.

The teams **have played**
before.

The teams **will have played**
two more games by next week.

Phrase

A **prepositional phrase** is a group of words which begins with a preposition and ends with its object.

Phrase

An **adjectival phrase** is a group of two or more words that act together as an adjective.

Phrase

An **adverbial phrase** is a group of two or more words that act together as an adverb.

Comma Rule 2

Use a coordinating conjunction without a comma to join only two words or phrases in a series.

The cup **on the table**
was mine.

The girl **eating grapes**
is my friend.

I have a surprise **for you**.

Dad sent me **on an errand**.

The picture **on top of the old
black bookshelf** is new.

We need **bread and milk**.

The fans **clapped loudly
and cheered expectantly**.

Kate plays guitar **every night**.

I will meet you **at the field**.

To show off, Jason waded
the creek.

Comma Rule 7

Use a comma followed by a coordinating conjunction to join independent clauses into a compound sentence.

Comma Rule 9

When a dependent clause is located after an independent clause, no comma is needed between them.

Capitalization

Capitalize days of the week, months of the year, and holidays. Do not capitalize seasons.

I will wrap the gift **before we leave for the party.**

You should finish your homework **while I make dinner.**

The sun set.
The street lights turned on.

The sun set, **and** the street lights turned on.

Where is your game on **F**riday?

His birthday is in **J**anuary.

The party will be at our house on **N**ew **Y**ear's **E**ve.

Cherries ripen in the **s**ummer.

HV

A **helping verb** helps the main verb by expressing tense and aspect.

Pro

A **demonstrative pronoun** refers to a specific noun and answers the question: Which?

this, that, these, those

CC

A **coordinating conjunction** joins words, phrases, or clauses of equal rank.

*and, but, or,
for, nor, yet, so*

Statement

A **statement** provides information and ends with a period.

This hurts.

That is broken.

These are clean.

Please wash **those**.

am	being	does	would
is	been	did	should
are	have	may	can
was	has	might	will
were	had	must	shall
be	do	could	

I **am writing** a letter.

The race **will start** soon.

That is a warm coat.

We will go to the park.

Florida is a peninsula.

Loud music is playing. It is hard to hear over it.

Loud music is playing, **and** it is hard to hear over it.

Command

A **command** directs someone or something to perform an action. It ends with a period or an exclamation point.

Question

A **question** asks a question and ends with a question mark.

Sentence Styles

Four sentence styles:

simple

compound

complex

compound-complex

Simple Sentence

A **simple sentence** is a single independent clause standing alone as a sentence.

Who is the author?

Which one do you like?

What time do we leave?

Clean your room.

Put it over there.

Be careful!

Stop him!

Emma tumbled across the floor.

The puppies and kittens played on the porch.

Coaches and parents clapped and cheered for the runners.

Lily lives next door.

Tim walked, and **Sam biked**.

If you leave, you must tell me.

When Liz arrives, I will cook the meal, and **you will entertain her**.

Compound Sentence

A **compound sentence** is made up of two independent clauses joined together.

Clause

An **independent clause** contains a subject and a verb and expresses a complete thought.

Every sentence must have at least one independent clause.

Comma Rule 1

Use commas and a coordinating conjunction to join three or more words or phrases in a series.

Comma Rule 5

Use a comma or an exclamation point to separate an interjection from the rest of the sentence.

The leaves are falling.

The pilot landed the plane.

The children played, and the parents talked.

I want to stay, but my class starts in three minutes.

The test will be very difficult, so please study hard.

Yikes, I dropped the ball.

Ouch! That hurt!

You need to bring
**a lunch, a jacket,
sunscreen, and a hat.**

The flag is **red, white,
and blue.**

A **direct object**

DO

receives the action of the verb and completes the meaning of the sentence.

To find the direct object,
go to the verb and ask:
_____ *what?* _____ *whom?*

An **indirect object**

IO

tells to whom the action is done. The indirect object receives the direct object.

To find the indirect object,
go to the verb and ask:
To whom did (the subject) _____?

DOP, IOP, OPP

An **object pronoun** takes the place of an object noun.

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

PPA

A **possessive pronoun adjective** takes the place of a possessive noun adjective.

*my, mine, your, yours, his, her,
hers, its, our, ours, their, theirs*

She **sent John** a package.

Sal **showed** the **class** the trick.

Dad **gave her** a gift.

Jack **kicked** the **ball**.

The dog **chased** the **man**.

The squirrel **ate** the **nut**.

This is **our** house.

That cookie is **mine**.

The striped bag is **hers**.

Their cat ran away.

The cat chased **it**.

Dad gave **us** the letter.

Paul gave the award to **him**.

C

A **conjunction** joins words, phrases, or sentences together.

SC

A **subordinating conjunction** joins two sentences together by turning one sentence into a dependent clause (or sentence fragment).

I

An **interjection** shows strong emotion. It can stand alone.

Sentence

A **sentence** must have a capital letter, subject, verb, complete thought, and end mark.

The children are finished swimming. It is time for dinner.

When the children are finished swimming, it is time for dinner.

It is late **and** I feel tired.

Since it is late, I feel tired.

The dogs bark.

The children play.

Her bike is missing.

Oh, I don't know.

Oops, she dropped it.

Wow! That's great!

Stop! There's a car coming.

PA

A **predicate adjective** describes the subject and is linked to the subject with a linking verb.

Comma Rule 8

When a sentence begins with a dependent clause, separate the clause from the rest of the sentence with a comma.

PN

A **predicate noun** renames the subject and is linked to the subject with a linking verb.

NDA

A **noun of direct address** identifies the one to whom a sentence is directed.

Before we leave for the party, I will wrap the gift.

While I make dinner, you should finish your homework.


Tom is **fast**.


The **towers** are **tall**.


Jill looks **graceful**.

“**Class**, be careful.”

“**Max**, it is your turn.”

“Wash your hands, **Ava**.”


My **sister** is a **writer**.


Anna became a **doctor**.


Our **dog** is a **collie**.

N

Proper nouns name specific people, places, things, and ideas.

Sentence Types

Four sentence types:

statement

command

question

exclamation

Complex Sentence

A **complex sentence** is made up of an independent clause joined with one or more dependent clauses.

Comma Rule 3

Use a comma to separate a direct quote from the rest of the sentence.

I put on my coat.

Put on your coat.

Did you find your coat?

My coat is missing!

Hannah skated.

They went to **Central Park**.

I ate **Chomp Bites**.

He studied the **Renaissance**.

“Let’s go,” said Gavin.

I asked, **“What time is it?”**

Since he left for camp, he has called home five times.

If you have a question, talk to your teacher **before the test period begins.**

Comma Rule 4

Use a comma to separate a noun of direct address from the rest of the sentence.

Comma Rule 6

Use a comma between adjectives only if they are coordinate adjectives.

Capitalization

Capitalize proper nouns.

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My new friend is a **kind,**
creative person.

The dog joyfully wagged his
brown, shaggy tail.

Evan, pick up your coat.

Kick the ball, **Hudson.**

Please, **Katie,** let me try.

Tomorrow is **S**am's
birthday.

We will visit **T**imes **S**quare
in **N**ew **Y**ork **C**ity.