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The Best Grammar Workbook Ever!

Grammar, Punctuation, and Word Usage for Ages 10 Through 110

Arlene Miller *"The Grammar Diva"*
Author of *The Best Little Grammar Book Ever!*
and *Correct Me If I'm Wrong*

The Best Grammar Workbook Ever!

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The Best Little Grammar Book Ever: 101 Ways to Impress with Your Writing and Speaking

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Arlene Miller
The Grammar Diva™

bigwords101
Petaluma, California

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To Jake and Shelley,
my two magna opera

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Introduction

This is my fourth grammar book and my first workbook. Although language does evolve and "rules" may change, grammar is not going away. It is alive and well. Proper grammar, punctuation, and capitalization conventions make our writing—and speaking—clearer and easier to read.

Good, clear writing is even more important now: the Internet is forever, and once you put something up there and everyone sees it, you can't take it back. And if you think your employer or college admissions office won't notice your mistakes, think again. Grammar is still a way for others to judge our competence, attention to detail, education, and intelligence. *Dress for success. Speak for success. Write for success.*

My first book, *The Best Little Grammar Book Ever: 101 Ways to Impress With Your Writing and Speaking,* is a small guide to avoiding the most common errors in grammar and punctuation. It also includes an introduction to the basics of grammar and sentence structure. Each chapter contains a quiz at the beginning. Also included are lists of the most commonly misspelled and mispronounced words, a writing lesson, a grammar glossary, and a complete index.

My second book, *Correct Me If I'm Wrong: Getting Your Grammar, Punctuation, and Word Usage Right*, is also a small guide to avoiding common grammar, punctuation, and word usage errors. It presents all the issues in alphabetical order and includes more word usage and comma rules than the first book. Omitted are the quizzes and glossary.

I also have produced a small e-book, *The Great Grammar Cheat Sheet: 50 Grammar, Punctuation, Writing, and Word Usage Tips You Can Use Now,* for writers who might be in a hurry—who want a no-frills explanation and perhaps a shortcut to their questions.

I have wanted to write a workbook for some time, and I am happy to present it to you now. I have included all the information—and more—that is in both of my previous books, updated and presented in easy-to-read language, logical order, and friendly format, with plenty of examples and exercises. There is a Pretest at the beginning of the book and chapter tests at the conclusion of each chapter. Inside each chapter are numerous "practices," or exercises, so you can practice the information you are reading. To see what you have learned, there is also a Final Test. Of course, all the answers are included in the final appendix!

The most frequent comment I get about my books is that in addition to providing helpful information, they are friendly and easy to read. I hope you find that describes this workbook as well.

The Best Grammar Workbook Ever contains everything you need to become a better and more confident writer and speaker. It concentrates on the most common grammar issues and provides all the basic information about grammar that you will need to understand the more advanced topics.

Enjoy!

Arlene Miller, "The Grammar Diva"

How to Use This Book

This workbook begins with basic grammar and builds up to more complex ideas and grammatical issues. You will probably want to begin by taking the Pretest to check your current knowledge level. Then, you might want to begin at the beginning and work through the book in order. However, you may find it more helpful to skip to the areas with which you have the most trouble. I will leave that up to you!

This book begins with a Pretest and ends with a Final Test. Each chapter contains exercises, or "practices," and ends with a Chapter Test. All answers are in the final appendix, before the index.

Please note that all conventions in this book reflect American English, rather than British English. And there are differences. For example, rules about quotation marks with other punctuation are the opposite in American versus British English style.

Here is a more specific overview of the contents.

Chapter 1 begins with the *parts of speech*, the building blocks of writing, breaking grammar down into single words and their uses in sentences.

Chapter 2 talks about the elements of a sentence and the basic types of sentences.

Chapter 3 introduces *phrases*: small groups of words that make your sentences more interesting and varied.

Chapter 4 continues with longer groups of words, *clauses*.

Chapter 5 discusses complete sentences (and what are *not* sentences) as well as a variety of different sentence patterns using the phrases and clauses you learned about in Chapters 3 and 4.

Chapter 6 begins talking about some common problems with grammar, concentrating on pronoun problems.

Chapter 7 reviews verbs and some of the specific issues connected with verbs.

Chapter 8 is devoted to commas. There are so many comma rules that commas deserve a chapter of their own!

Chapter 9 talks about the other punctuation marks.

Chapter 10 reviews capitalization conventions.

Chapter 11 discusses some really important grammar issues including agreement, parallel structure, comparison, possessives, using numbers, and plurals.

Chapter 12 contains a Dictionary of Usage, explaining the word pairs and groups that often get confused: *lay* and *lie*, *capital* and *capitol*, *imply* and *infer*, and many, many others.

Throughout each chapter, there are a number of practice exercises; there is a chapter test at the end of each chapter. Then there is a final test. All answers are in Appendix G.

Appendix A includes a list of common redundancies that we often use in our writing and speaking.

Appendix B contains a list of commonly misspelled words.

Appendix C contains a list of commonly mispronounced words.

Appendix D contains a list of common prefixes, suffixes, and word roots to help improve vocabulary and help you figure out the meaning of a word by looking at parts you might recognize.

Appendix E contains writing tips.

Appendix F is a glossary of grammar terms.

Appendix G includes all the practice and test answers.

There is a complete index at the end of the workbook.

If you have any comments on this book, or if you have a question about something that is not included here

(and you think it should be), please contact me. I can be reached at info@bigwords101.com.

Visit my website at www.bigwords101.com and subscribe to my weekly blog post!

Conventions Used in This Book

1. I have tried to make the format as simple as possible. I have used a different typeface for examples, and bold italics for words that are used as themselves.
2. ✎ indicates a special note you should read.
3. I have used a conversational tone in this book to make it easy to read. In some cases you might notice I have done something I have told you to avoid—using a sentence fragment or beginning a sentence with a conjunction—in order to keep a casual tone and get my point across. I would not do these things in more formal writing.

Pretest

Answer these questions before you go through the book to see what you know.

1. Which of these is **not** considered a part of speech?
   a. adjective b. subject c. preposition d. noun

2. Which of these is a conjunction?
   a. is b. anyone c. and d. of

3. Which of these is a verb?
   a. it b. in c. is d. if

4. Which of these is an interjection?
   a. ouch b. whom c. it d. because

5. Every sentence needs a subject and a(n) _____
   a. object b. noun c. verb d. period

6. **I gave my brother a hug.** The subject of this sentence is
   a. I b. gave c. brother d. hug

7. **Simple predicate** is the same as
   a. subject b. verb c. phrase d. clause

8. Which of the following is a proper noun?
   a. he b. Jack c. I d. school

9. **Give the book to Steve.** The direct object of this sentence is
   a. Steve b. book c. give d. there is none

10. **Give the book to Steve.** What type of sentence is this?
    a. interrogative b. declarative c. exclamatory d. imperative

11. Which of these is a prepositional phrase?
    a. into the house b. Wow! c. locking the door d. He went

12. Which of these phrases contains a participle?
    a. to be a farmer b. singing loudly c. up the stairs d. a dark-haired boy

13. Which sentence has a participle that makes sense?
    a. Driving down the road, my car broke down.
    b. Reading a book by the window, my cat fell asleep.
    c. He read from his book wearing glasses.
    d. Running down the street, the dog wouldn't come back.

14. Which one contains an infinitive?
    a. to go to the store b. running down the street c. my neighbor d. to the bank

15. A clause is a group of words with
    a. a phrase b. two verbs c. a sentence d. a subject and a verb

16. An independent clause is the same as
    a. a sentence b. a phrase c. a subject d. an infinitive

17. Which of the following is a clause?
    a. because I can't talk on the phone
    b. running down the street
    c. Jack and Jill
    d. going to the movies

18. Which of these is a complete and correct sentence?
    a. Because I can't go with you.
    b. Going to the movies.
    c. She ran.
    d. She ran, he walked.

19. Which one of these is a run-on sentence?
    a. I told you so.
    b. She ran; he walked.
    c. I didn't go, he did.
    d. Give me the book, and then go to bed.

20. Which of these is a compound sentence?
    a. Jack and Jill went up the hill.
    b. Jack went up the hill and then fell down.
    c. Jack went up the hill, and Jill fell down.
    d. Jill climbed and climbed up the hill.

21. Paul and (me, I, myself) cooked dinner tonight.

22. Give the tickets to my sister and (me, I, myself).

23. (Him and I, He and I, Me and him, He and myself) loved that movie!

24. With (who, whom) are you going?

25. (Who, Whom) are you?

26. (Who, Whom) did you invite to the party?

27 . I know (who, whom) you went with.

28. I love (this, these) kind of apples.

29. Anyone on the boys' basketball team can buy (his, their) uniform here.

30. Either Mary or Jane (is, are) coming with us.

31. Neither one of them (is, are) here.

32. Somebody is studying (his, his or her, their) math in the library.

33. Either the dogs or the cat (is, are) making a mess.

34. Which sentence is written clearly?
    a. Bev waved at Carol as she was walking down the street.
    b. As she was walking down the street, Carol waved at Bev.
    c. As Bev was walking down the street, she waved at Carol.
    d. As she was walking down the street, she waved at Bev.

35. Which sentence is written in passive voice?
    a. He stopped when he reached the corner.
    b. Did you put the groceries away?
    c. This dress was made for me!
    d. I got all the way home before I realized I had lost my keys.

36. Which sentence has a verb in present perfect tense?
    a. I will tell you a story later.
    b. I had pizza for dinner yesterday.
    c. I went to the movies yesterday.
    d. I have gone to the movies three times this week.

37. Which sentence is written using correct verb tenses?
    a. I have run last night.
    b. I had run five miles before I fell.
    c. I go to the movies last night, and I see my friends.
    d. She failed the test five times before she finally passed.

38. Which sentence is written correctly?
    a. I did good on the test.
    b. She looked bad in that dress.
    c. The band played loud.
    d. The steak tasted really badly.

39. Which sentence is **not** correct?
    a. I have went to Alaska before.
    b. I have swum in two different oceans.
    c. I have drunk all the milk.
    d. I saw a rainbow this morning.

40. Which sentence is using subjunctive mood?
    a. I dreamed I was a whale.
    b. If I were rich, I would be really happy.
    c. I wish I was smarter.
    d. They were really happy to see me.

41. Which sentence is **not** correct?
    a. The bell rung three times.
    b. I had rung the bell three times.
    c. She shrank my dress in the dryer.
    d. She has fallen into the snow.

42. Add commas in the correct places in this sentence. There are two commas:
    Mary who had three dogs was a real animal lover.

43. Add commas in the correct places in this sentence if any are needed.
The book that has the old torn cover belongs to me.

44. Which sentence is **not** punctuated correctly?
a. I am going to college next year, my sister is too.
b. I am going to college next year; my sister is too.
c. John, Mary and I have finished the exam.
d. John, Mary, and I have finished the exam.

45. Which sentence is punctuated correctly?
a. She said, "I can't go with you".
b. Did she say "I can't go with you?"
c. Did she ask, "Can I go with you"?
d. Did she say that she can't go with you?

46. Italics are used for (choose only one):
a. The titles of songs.
b. The titles of books.
c. The titles of newspaper articles.
d. None of the above.

47. Colons are used for (choose only one):
a. Introducing a list.
b. In the greeting of a business letter.
c. Introducing a long quotation.
d. All of the above.

48. What is the difference between a hyphen and a dash? (choose one)
a. There is no difference.
b. Hyphens are used to indicate a break in thought in a sentence.
c. Hyphens are used in some compound words; dashes are not.
d. Dashes are used in indexes.

49. Insert two dashes (—) into the following sentence in the correct places.
My cat I don't know how she got there was living in the neighbor's garage.

50. Brackets [] are used for (choose one):
a. Parentheses inside of other parentheses.
b. Added information to explain a quote.
c. Neither of these.
d. Both of these.

51. Correctly capitalize the following sentence:
I work at the first national bank in boston.

52. Correctly capitalize the following sentence:
out of all the seasons, summer is my favorite.

53. Correctly capitalize the following sentence:
I said, "don't go without me."

54. Correctly capitalize the following sentence:
"take this book," he said, "and return it to the library."

55. Correctly capitalize the following sentence:
    The title of the movie is *once upon a time in rome.*

56. Correctly capitalize the greeting of this letter:
    dear mr. and mrs. foster:

57. Correctly capitalize the closing of this letter:
    yours truly,
    john jones, jr.

58. Which sentence is written correctly?
    a. Both Jim and Pete is going.
    b. Jim, along with his friends, are going.
    c. Neither Jim nor Pete is going.
    d. None of them is correct.

59. Which sentence is written correctly?
    a. Neither the boy nor the girl are going.
    b. Neither the boy nor the girls are going.
    c. Neither the boys nor the girl are going.
    d. They are all correct.

60. Ted is the (taller, tallest) of the twins.

61. She is the (less, least) friendly girl in the class.

62. Which sentence is correct?
    a. She likes pizza more than me.
    b. She likes pizza more than I.
    c. They are both correct.
    d. Neither is correct.

63. Which sentence is correct?
    a. Freshly painted, my car looked great when I picked it up today.
    b. Freshly painted, I picked my car up from the shop today.
    c. Freshly painted, the shop gave me a great deal on the car.
    d. They are all incorrect.

64. Which sentence is correctly written?
    a. I read about the earthworm in the science book.
    b. I heard about the hurricane on the news.
    c. I saw the tornado on the news.
    d. None of the sentences is written well.

65. This is my (sisters, sisters', sister's, sister's') pair of shoes.

66. I think this is (James', James's, James, James's') house.

67. The bicycle belongs to my (sister's, sisters', sisters, sisters's).

68. Write the following sentence correctly:
    I like to swim, to fish, and lying in the sun.

69. Fix the punctuation in this sentence:
Mrs. Apple, the president of the company; Mr. Jones, the vice-president; Mr. Green; Ms. Young, Mr. Fox; and I are going to the meeting.

70. In which sentence are the numbers written correctly?
a. 5 boys were in the class.
b. Five boys and 3 girls were in the class.
c. Five boys and three girls were in the class.
d. 5 boys and 15 girls were in the class.

71. Which sentence is correct?
a. I was born on July 1, 1999.
b. I was born in July, 1999.
c. I was born July, 1, 1999.
d. None of them is correct.

72. Which sentence is correct?
a. I can't hardly hear the music.
b. I can't barely do this math problem.
c. I can barely finish this piece of cake.
d. They are all correct.

73. Which sentence is correct?
a. Have you seen my vacation photo's?
b. Do you know your *ABC*'s?
c. There are too many *A*'s in this word.
d. They are all correct.

74. Which sentence is written best?
a. I work at the Beverly Co.
b. I received a 70 percent on the quiz.
c. They stole about 50% of my money.
d. I sell, write reports, check the inventory, etc., and so on, at my job.

75. Which of the following should you **never** do when you write?
a. Start a sentence with a conjunction (for example, *and*)
b. End a sentence with a preposition
c. Split an infinitive
d. Separate two sentences with a comma and no conjunction

76. Is it (alright, all right) if I come with you?

77. I (hanged, hung) the picture on my wall.

78. My car has (dual, duel) engines.

79. (Bring, Take) these books back to the library.

80. I feel (bad, badly) about the broken vase.

81. Please be (discreet, discrete), and don't tell anyone this secret.

82. Turn the car (in to, into) Benson Street.

83. My grandparents (emigrated, immigrated) from Poland.

84. I would like the chocolate cake for (desert, dessert).

85. I didn't want any pie, (anyway, anyways).

86. Boston is the (capital, capitol) of Massachusetts.

87. She acted (as if, like) she liked being here.

88. He is much better at science (than, then) I am.

89. The weather forecast says (its' its, it's) going to be 100 degrees today!

90. I heard that (your, you're) computer is missing.

91. My brother has the (principal, principle) role in the play.

92. All the cast members are going over (there, their, they're) lines.

93. Please (lay, lie) these blankets on the sand.

94. The school band (lead, led) the parade.

95. (Try and, Try to) get some sleep.

96. I don't know (whose, who's) jacket this is.

97. The news will (proceed, precede, procede) the late movie.

98. I walked (passed, past) the library on my way to the theater.

99. I have (fewer, less) books than you have.

100. I will (lend, loan) you five dollars if you ask me nicely.

See Appendix G for the answers.

Chapter 1

The Parts of Speech

1.1. Introduction

The parts of speech are the categories into which every word in the language fits. Each part of speech performs a different function in a sentence, and some words can be more than one part of speech, depending on their use in a particular sentence. These parts of speech are the building blocks of the language. When people refer to the parts of speech, they mean these **eight** categories into which all words can be placed.

Here are the **eight** parts of speech:

1. Noun
2. Pronoun
3. Verb
4. Adjective (and Articles)
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

1.2. Nouns

A noun is a person, place, thing, idea, or emotion.

Here are some nouns:

sun	book
girl	rain
dog	family
happiness	religion
California	Susie
doctor	seashore

The words above are all people, places, things, ideas, or emotions.

People: Susie, girl, doctor, family

Places: California, seashore

Things: dog, book, sun, rain

Ideas or emotions: happiness, religion

✎ You can check to see if something is a noun: Usually, you can put the words ***a***, ***an***, ***the***, or ***my*** before nouns.

Examples: the sun, a girl, a dog, a religion, my happiness

This doesn't work as well with words that start with capital letters, such as California or Suzie. However, most words that start with capital letters are nouns anyway.

Remember that you don't have to be able to see it for it to be a noun. You can't see ideas or emotions, but they are still *things.*

Practice 1— Recognizing Nouns

Identify all the nouns in the following sentences:

1. Peter gave his cake to his younger brother.
2. Do you know where this idea came from in the first place?
3. I still collect stamps, but I have new hobby: making scrapbooks of photos I have taken.
4. The department has had five meetings in the past month.
5. He was sad until he learned he had won the award; then he was filled with happiness.

See Appendix G for the answers.

The Five Types of Nouns

There are five categories of nouns:

1. Common nouns are regular nouns that do not start with capital letters, such as *happiness*, *boy*, *desk*, and *city*.

2. Proper nouns are the nouns that start with capital letters. They are specific people, places, things, or ideas such as *Florida*, *Buddhism*, *Joe*, and *Thanksgiving*.

3. Concrete nouns are nouns that represent things you can see, hear, smell, taste, or feel. Most nouns are concrete. Concrete nouns are either common or proper too. Concrete nouns include *grass*, *paper*, *perfume* (you can smell it), *air* (you can feel it), *Susie*, and *Golden Gate Bridge*.

4. Abstract nouns are the nouns that represent ideas or emotions; you cannot perceive them with your senses. *Religion*, *happiness*, *anger*, and *Buddhism* fall into this category.

5. Collective nouns are nouns that represent a group of things or people without being plural (although they can also be made plural). *Family*, *group*, *orchestra*, *audience*, *flock*, *bunch*, and *herd* fall into this category. These nouns become important when we discuss noun and verb agreement in Section 11.3.

✎ Most nouns can be counted (*girls*, *pencils*, *stars*), but some cannot be (*salt*, *wisdom*, *sand*, *beauty*).

Practice 2— Recognizing Types of Nouns

Find the type of noun asked for in the following sentences. There is only one noun of the type asked for.

1. Find the proper noun: We went to New York City on our vacation last summer.
2. Find the concrete noun: You need to add more soil before you finish.
3. Find the abstract noun: You seem to know all the rules of this game!
4. Find the collective noun: The band played all day in the gymnasium.

Find all the nouns of the type requested in each series:

5. Find all the proper nouns: Bob, brother, summer, Ireland, Buddhism, decision
6. Find all the abstract nouns: idea, book, school, dog, sadness, shirt, Christianity, Empire State Building, hunger
7. Find all the collective nouns: group, committee, boys, tribe, happiness, bunch, clocks, collection

See Appendix G for the answers.

1.3. Pronouns

Pronouns take the place of nouns. For example, compare these two sentences:

> Mary baked **Mary's** famous lasagna for dinner.
>
> Mary baked **her** famous lasagna for dinner.

Her is a pronoun. It is used in the second sentence to take the place of *Mary*, so we don't have to repeat *Mary*. Doesn't the second sentence sound better?

Some common pronouns are *I*, *you*, *he*, *she*, *them*, *they*, *we*, *us*, *him*, *her*, and *it*.

Antecedents

An **antecedent** is the word the pronoun is standing in for. In the sentence above, *Mary* is the antecedent of *her*. An antecedent can also be a pronoun. Pronouns can stand in for other pronouns, as in the following sentence:

> **He** showed the manager **his** report. (*His* and *he* are the same person. *He* is the antecedent.)

In the following sentence, there are no antecedents present in the sentence:

> He showed the manager her report.

Obviously he is showing the manager the report of a female (*her*), not his own. We would probably find the antecedents in previous sentences in the text if we had them. However, we can tell that *he* is not the antecedent for *her* because they don't agree in gender. Pronouns must agree in gender and **number** (singular or plural) with their antecedents.

✎ Make sure that when you write, your antecedents are clear, so that you don't confuse the reader. They

should be able to tell who is who. (See? In the previous sentence ***they*** is unclear. Does ***they*** refer to the word ***antecedents*** or the word ***reader***?)

Unclear antecedent: Mary and Jenny went to visit ***her*** mother. (Whose mother?)

Practice 3—
Pronouns and Antecedents

Identify the antecedent for the italicized pronoun.

1. June brought *her* books back to the library.
2. I baked you a cake, but I burned *it*.
3. They came to the party and brought *their* costumes.
4. I want to take singing lessons, but my mother cannot afford to pay for *them.*
5. Bob loves his younger brother, who worships *him.*

See Appendix G for the answers.

Types of Pronouns

Pronouns can be a little tricky. There are six different types of pronouns.

1. **Personal pronouns** are the most commonly used pronouns.

Here is the complete list:

First Person: ***I***, ***me***, ***my***, ***mine*** (singular); ***we***, ***us***, ***our***, ***ours*** (plural)

Second Person: ***you***, ***your***, ***yours*** (both singular and plural)

Third Person: ***he***, ***him***, ***his***, ***she***, ***her***, ***hers***, ***it***, ***its*** (singular); ***they***, ***them***, ***their***, ***theirs*** (plural)

Practice 4—
Personal Pronouns

Identify only the personal pronouns in each sentence. There may be more than one.

1. I didn't tell him about the new idea I had.
2. My brother told me who is coming to my party.
3. We students are having a carwash to support our school.
4. The story about the accident was so terrible that I didn't believe it at first.
5. Don't forget to bring your bathing suit when we go to the beach.

See Appendix G for the answers.

2. **Demonstrative pronouns** point things out. There are only four of them: ***this***, ***that***, ***these***, and ***those***. Here are some examples:

This is my new CD. (Once again, make sure your reader knows what ***this*** refers to!)

I want **those**!

✎ If you say **I want *those* cookies**, ***those*** becomes an adjective because it is describing ***cookies***. More about that in Section 1.5.

Practice 5—
Demonstrative Pronouns

Rewrite the following sentences using a demonstrative pronoun instead of the words in italics:

Example: *The pencil over there* is mine. **That is mine.**

1. *The shirt I am holding* is new.
2. I want some of *the cookies in the kitchen.*
3. Please take some of *the books I am giving you.*

See Appendix G for the answers.

3. **Interrogative pronouns** are used to ask questions. There are five of them: ***which***, ***who***, ***whose***, ***whom***, and ***what***. For example:

Who is that man? **What** is wrong?

Practice 6—
Interrogative Pronouns

The following sentences contain personal, demonstrative, and interrogative pronouns. Find only the **interrogative** pronouns. Remember that they must ask a question, and that there are only the five of them that

are listed above. Not all the sentences will have an interrogative pronoun.

1. Why are you asking me this question?
2. Whom are you going with?
3. This is where I live.
4. Which do you like better, dogs or cats?
5. When are you going to get here?
6. Write the five interrogative pronouns: _____ _____ _____ _____ _____

See Appendix G for the answers.

4. Relative pronouns begin adjective clauses (more about that in Section 4.3). There are five of them: ***which***, ***whom***, ***whose***, ***who***, and ***that***. Notice that they are almost the same as the interrogative pronouns we just learned about. However, relative pronouns do not ask a question, and they do not appear at the beginning of a sentence. Here are some examples of how relative pronouns are used:

> You can borrow the book **that** I just finished.
>
> My neighbor, **who** is a lawyer, just came back from Paris.

(Yes, you will learn the difference between ***who*** and ***whom*** in Section 6.2.)

Practice 7— Relative Pronouns

Each of the following sentences contains one of the relative pronouns. However, the sentences also contain other types of pronouns, including interrogative and demonstrative pronouns, which can look like relative pronouns. Relative pronouns begin clauses and won't be at the beginning of a sentence. Find the relative pronoun in each of the following sentences.

1. I have a dog that barks all the time.
2. Do you know who that man in the costume is?
3. That is my neighbor, whose daughter lives in Mexico.
4. I really like the girl whom I have invited to go with us.

See Appendix G for the answers.

5. Reflexive/intensive pronouns are personal pronouns with ***-self*** at the end:

> ***myself, ourselves, yourself, yourselves, himself, herself, itself,*** and ***themselves***

Here are some examples of how they are used. Notice the difference between using them **reflexively** and **intensively**:

> I wrote that poem **myself**. (Reflexive—***myself*** reflects back to ***I***)
>
> She baked the wedding cake **herself**. (Reflexive—***herself*** reflects back to ***she***)
>
> I **myself** wrote that poem. (Intensive—used to emphasize ***I***)
>
> I saw Jim **himself** at the wedding! (Intensive—used to emphasize ***Jim***)

✎ A reflexive pronoun must refer back to the subject of the sentence. For example, you cannot use ***myself*** as a reflexive pronoun unless ***I*** is the subject of the sentence. Likewise, you cannot use ***herself*** as a reflexive pronoun unless ***she*** (or the noun that ***she*** represents) is the subject of the sentence. Here are examples of the correct and incorrect uses of the reflexive ***myself***.

Correct: **I** fixed the broken fence **myself**.

Incorrect: **She** gave Jim and **myself** new books. (***Myself*** should be ***me***.)

Note that ***hisself***, ***theirselves***, and ***ourself*** are not words.

See more about reflexive/intensive pronouns in Section 6.4.

Practice 8— Intensive/Reflexive Pronouns

Fill in the blank with the appropriate reflexive/intensive pronoun. Remember that the pronoun will refer to the same person who is the subject of the sentence.

1. I made that dress _____.
2. She _____said that it was true.
3. He made _____a huge sandwich for a snack.
4. You _____ said it couldn't be done, but you did it!

5. The little boy made the tower of blocks all by _____.

See Appendix G for the answers.

6. **Indefinite pronouns** do not refer to a specific noun. Here are some examples of indefinite pronouns: ***someone***, ***everyone***, ***anyone***, ***no one***, ***somebody***, ***anybody***, ***everybody***, ***everything***, ***something***, ***anything***, ***nothing***, ***none***, ***few***, ***many***, ***several***, ***all***, and ***some*** (and there are more). They are important because you need to know which ones are singular and which ones are plural, so you know which verb form and personal pronoun to use with them. We will talk about these pronouns in Section 6.7.

Practice 9— Indefinite Pronouns

We haven't talked about indefinite pronouns very much yet. However, see if you can find the indefinite pronouns in the following sentences. I will help you. I will put all the pronouns in italics. Since you should already be able to recognize personal, demonstrative, interrogative, relative, and intensive/reflexive pronouns, the indefinite singular pronoun will be the other italicized words! There may be none, one, or more than one indefinite pronoun in each sentence. Here we go:

1. *You* and *I* should eat *something* before *we* go.
2. Is *anyone* home?
3. *Everyone who* is going on this trip should bring *some* books to read.
4. *All* of the pizza is gone, but *most* of the salad *that I* made is still here.
5. *She* didn't do *it* by *herself*; *she* had help from *her* friends.
6. *What* are *you* doing with *that*?
7. *We* did *nothing* yesterday, but tomorrow *we* are going to the movies.
8. *Those who* think *they* can do *anything* usually can!

See Appendix G for the answers.

✎ Do not confuse **pronouns** with **proper nouns**. Proper nouns begin with capital letters and are nouns (specific person, place, thing, or idea). Pronouns are a separate part of speech.

Proper Nouns: New York, Nancy, Christianity, Canada, Macy's

Pronouns: she, anyone, they, which

Practice 10— Pronoun Review

There are three pronouns in each of the following sentences. Find each pronoun and tell which kind it is: personal, demonstrative, interrogative, intensive/reflexive, indefinite, or relative.

1. You and I should be friends with him.

_____ _____ _____

2. Which shirt do you think I should buy?

_____ _____ _____

3. This is the book that I read last summer.

_____ _____ _____

4. They finally did something by themselves!

_____ _____ _____

5. I have never heard of anything like that!

_____ _____ _____

6. When are you going to tell someone about this?

_____ _____ _____

See Appendix G for the answers.

Brain Challenge

Can you write a sentence with one pronoun of each type in it? Hint: It will have to be a question in order to use an interrogative pronoun. Here is an example:

> **What** (interrogative) are **you** (personal) doing all by **yourself** (reflexive) **that** (relative) sounds like **that** (demonstrative) and disturbs **everyone?** (indefinite)

No, you wouldn't really write a sentence like that, but sometimes it is fun to try!

1.4. Verbs

Verb: It's what you do!

Action Verbs

Most verbs are action words. *Jump*, *run*, *bake*, *study*, *read*, *swim*, *give*, and *walk* are examples of verbs.

Verbs can also indicate **mental** action, not just **physical** action: *think*, *wonder*, *plan*, and *consider* are also verbs.

The boys **hid** in the forest. (*Hid* is a verb.)

I **took** the math test yesterday. (*Took* is a verb.)

The hotel **provided** us with rooms after the game. (*Provided* is a verb.)

✎ Every sentence needs a verb. Without a verb, there is no sentence!

Practice 11— Action Verbs

Find the verbs in the following sentences. There may be more than one verb in a sentence. Remember that most verbs are action words, but they don't necessarily involve movement.

1. Jack threw the ball to Sam, who caught it.
2. Do you know anything about European history?
3. My cat jumped up on the table and ate the cookies.
4. I wonder if she likes me.
5. Tell me the truth.

See Appendix G for the answers.

Linking Verbs

In addition to action verbs, there is another important type of verb called a **linking verb**. A linking verb ties together the word or words before the verb and the word or words after the verb. A linking verb is like the equal sign in math. The most common linking verb is the verb *to be*. That verb has many different forms. You probably recognize the *to be* verb by these familiar forms: *is*, *am*, *are*, *will be*, *was*, *has been*, *have been*, etc. Here are some sentences with forms of the *to be* linking verb:

I **am** hungry. (*Hungry* describes *I*; they are linked by the verb *am*.)

She **was** a dancer. (*Dancer* describes *she*; they are linked by the verb *was*.)

There are linking verbs other than the forms of the verb *to be*. *Taste*, *appear*, *look*, *sound*, *seem*, and *feel* are also examples of linking verbs. Usually, if you can substitute a form of the *to be* verb and the sentence still makes sense, you have a linking verb.

She **felt** tired today. (*Tired* describes *she*; they are linked by the verb *felt*. **She is tired today** also makes sense.)

He **seemed** angry at me. (*Angry* describes *he*; they are linked by the verb *seemed.* **He was angry at me** makes sense.)

Mary **threw** the ball. (*Ball* does not describe *Mary*; *threw* is **not** a linking verb! **Mary is the ball** makes no sense.)

To make things just a bit more confusing, words like *taste, smell*, and *feel* are sometimes linking verbs and sometimes action verbs. Notice the difference:

The cake **tasted** great! (*Great* describes *cake*; *tasted* is a linking verb. **The cake is great** makes sense. The cake didn't do anything. There is no action here.)

I **tasted** the cake. (*Cake* does not describe *I*; *taste* is an action verb here. I am doing something. And *I am the cake* doesn't make sense.)

✎ Why does it matter which verbs are linking and which are action? Good question! You will find out in Chapter 7, "Special Issues with Verbs."

Practice 12— Linking Verbs

Identify the linking verbs in each sentence. There may be more than one in a sentence. Some sentences may have an action verb and NO linking verb. Other sentences may have both action and linking verbs. Identify only linking verbs.

1. I am tired, so I will go to bed.
2. This cake tastes burned.

3. She seems fine, but she says she is sick.
4. I study until my eyes hurt.
5. That cake is too pretty to eat!

See Appendix G for the answers.

Practice 13— Action and Linking Verbs

Identify all the verbs in the following sentences, and tell whether each one is action or linking. There may be more than one verb in a sentence.

1. If you are correct, then there is no answer to this problem.
2. Clean your room, and then mow the lawn.
3. I think that she is the tallest girl in the room.
4. My office is too small, and my desk won't fit.
5. I shop, clean, and visit my mother on weekends.

See Appendix G for the answers.

Tenses

Verbs have some qualities you should know about. One of these is **tense**, which has to do with time. The tense of a verb tells you when the action took place. Verbs are the only action part of speech, so they are the only part of speech with tense. As you know, things can take place in the **past**, in the **present**, or in the **future**. There are six main tenses, each representing a different time. Each of these six has a partner (the **progressive** form), making the total number of tenses twelve. Here they are, using the action verb ***walk***:

1. Present tense: I **walk** to the store. (It is happening now.)

   Present progressive tense: I **am walking** to the store.

2. Past tense: I **walked** to the store. (It happened in the past, and it is over.)

   Past progressive tense: I **was walking** to the store.

3. Future tense: I **will walk** to the store. (It will happen in the future.)

   Future progressive tense: I **will be walking** to the store.

4. Present perfect tense: I **have walked** to the store every day this week. (It happened in the past and is possibly continuing.)

   Present perfect progressive tense: I **have been walking** to the store.

5. Past perfect tense: I **had walked** for an hour by the time I found the library. (It happened in the past before something else happened in the past.)

   Past perfect progressive tense: I **had been walking** to the store when I met Sue.

6. Future perfect tense: I **will have walked** five miles by the time I get to your house. (It will happen in the future before some other future event.)

   Future perfect progressive tense: I **will have been walking** five miles a day for six years by the time I graduate from high school.

The **progressive tenses** represent the same time as their matching tenses. The words that we use to help specify the tenses (such as ***will***, ***have***, and ***have been***) are called **helping verbs**.

✎ Although some helping verbs look like forms of the linking verb ***to be***, they are not. Because they are with another verb (in this case, ***walk***), they are called **helping verbs**. For example, in **"I will have been walking,"** ***will have been*** are helping verbs, and ***walking*** is the main verb. If ***"will have been"*** is used without a main verb, then it is a linking verb. For example, in "I **will have been** a teacher for three years," ***will have been*** is a linking verb. There is no other verb in the sentence, and ***teacher*** describes ***I***.

Here are the tenses for the linking verb ***to be***, using the pronoun ***you***:

Present/Present Progressive: you are/you are being

Past/Past Progressive: you were/you were being

Future/Future Progressive: you will be/you will be being

Present Perfect/Present Perfect Progressive: you have been/you have been being

Past Perfect/Past Perfect Progressive: you had been/you had been being

Future Perfect/Future Perfect Progressive: you will have been/you will have been being

Practice 14— Verb Tenses

Fill in each blank with the verb and tense in parentheses. You may use the progressive form if you like.

1. We _____ to the movies three times this week. (verb: *to go*—present perfect tense)
2. I _____ a cake for your birthday. (verb: *to bake*, future tense)
3. We _____ at that mall before. (verb: *to shop*—past perfect tense)
4. I _____ piano lessons for seven years by this winter. (verb: *to take*—future perfect tense)
5. I _____ until I couldn't study any longer. (verb: *to study*—past tense)
6. She _____ football with all the boys in her class. (verb: *to play*—present tense)

See Appendix G for the answers.

Irregular Verb Forms

When we talk about different forms of a verb, we are usually referring to how the verb changes in a different tense, generally past or present perfect. Most verbs add *-ed* to the end for the past tense, but many verbs have other past tense forms; these verbs are called **irregular**. We will talk more about **irregular** verbs in Section 7.2, but here are a few examples of **regular** and **irregular** verbs.

Regular verbs:

I **walked** to the train station. (ends in *-ed*)

He **wondered** about his dream. (ends in *-ed*)

Irregular verbs:

He **thought** about it for a while. (not *thinked!*)

The cat **ate** its food. (not *eated!*)

Practice 15— Regular Verbs

Write the past tense of the following verbs. They are all regular verbs. The first one is done for you. You will find this easy!

1. rain rained
2. wash _____
3. study _____
4. play _____
5. graduate _____

See Appendix G for the answers.

Voice

Another quality of verbs is **voice**. There are two voices: **active** and **passive**. In **active** voice, the **subject** of the sentence (usually, the noun or pronoun before the verb) is doing the action. In **passive** voice the subject is usually not doing the action of the verb. Can you see the difference between the voices?

He **drove** to the mall. (**active**—the subject of the sentence, ***he***, did the driving.)

He **was driven** to the mall by his sister. (**passive**)

✎ When you write, use **active** voice most of the time. It is stronger and more effective. See Section 7.5.

Practice 16— Active and Passive Voice

See if you can identify the verbs in the following sentences as active voice or passive voice. The verbs are in italics.

1. I *mowed* the lawn this morning. _____
2. I *was told* a secret. _____
3. Did you *see* that dog? _____
4. We *celebrated* her birthday with cake and ice cream. _____
5. She *bought* six dresses and four pair of pants. _____
6. She *was awarded* the gold medal. _____
7. I *thought* about it for a long while. _____
8. The committee *met* for the last time on Friday. _____
9. The school *was built* in 1970. _____
10. I *built* a roller coaster out of Legos. _____

See Appendix G for the answers.

Transitive/Intransitive

One more thing about verbs (yes, they are rather complicated). Verbs are also classified as either **transitive** or **intransitive**. The dictionary refers to verbs as either **vi** (verb intransitive) or **vt** (verb transitive) where it tells you the part of speech.

Transitive verbs have a **direct object**; **intransitive verbs** don't. Direct objects are discussed in Section 2.4. Basically, if you ask **what** or **who** about the verb, the answer is the direct object. Direct objects are always nouns or pronouns. Here are some examples.

> They **played baseball**. (Played what? Baseball. ***Baseball*** is the direct object, so ***played*** is transitive.)
>
> They **played** in the yard. (Played what or who? The sentence does not tell you. There is no direct object, and ***played*** is intransitive.)

Practice 17— Transitive and Intransitive Verbs

In each of the following sentences, identify the italicized verb as either transitive or intransitive. If it is transitive, identify its direct object.

1. I *played* chess with George.
2. She *walked* to school.
3. Jess *bought* a new suit.
4. Did you *see* the cat jump over the fence?
5. I *wrote* the monthly report for my company.

See Appendix G for the answers.

✎ You already learned in Section 1.2 that you can tell if a word is a noun by putting ***a***, ***an***, or ***the*** in front of it. How can you tell if a word is a **verb**? Put the word ***to*** in front of it, for example, to **jump**, to **think**, to **be**, to **study**, to **allow**.

1.5. Adjectives

Compared to verbs, Adjectives are pretty simple. They are used to describe nouns (people, places, things, ideas) and sometimes pronouns. Adjectives can also describe other adjectives. They tell **how many**, **what kind**, or **which ones**. Here are some examples of adjectives describing (or **modifying**) nouns:

> **pretty** bird
>
> **six** trees
>
> **blue** dress
>
> **handsome** guy
>
> **good** idea

Here is an example of an adjective that describes a pronoun:

> He is **handsome**.

Notice that the structure is a little different here. When describing a pronoun, the adjective is usually **after** the verb rather than right before the pronoun. Notice that when the adjective comes after the verb, the verb is **always** a linking verb (***is,*** in the sentence above). Sometimes, of course, the adjective can come before the pronoun. For example

> **Silly** me!

Here is an adjective describing another adjective:

> **bright blue** dress

The adjective ***blue*** is describing the noun ***dress***. However, the adjective ***bright*** is describing the type of ***blue*** (not the dress).

What if you said **old**, **torn** dress? ***Old*** and ***torn*** are both adjectives, but they both describe the noun ***dress***. It is an **old** dress, and it is a **torn** dress.

When both adjectives describe the noun (as in **old**, **torn** dress), you generally put a comma between the two adjectives. When one adjective describes the other adjective (as in **bright blue** dress), do not use a comma. One way to figure this out is to put the word ***and*** between the two adjectives. If it makes sense, use a comma.

> **Old and torn dress** makes sense. Use a comma:
> **Old, torn dress**

Other Types of Adjectives

There are a couple of special types of adjectives. However, they have the same function as any other adjective.

1. Demonstrative Adjectives: In Section 1.3 we discussed demonstrative pronouns. They are ***this***, ***that***, ***these***, and ***those***. These same four words, when placed right before a noun, are demonstrative **adjectives**. Notice the difference:

This is my book. (demonstrative pronoun)

This book is mine. (demonstrative adjective describing ***book***)

2. Proper Adjectives: Proper adjectives, like proper nouns, begin with a capital letter. Here are a few examples:

Thanksgiving dinner, **Italian** food, **Catholic** religion

3. Articles: The words ***a***, ***an***, and ***the*** are called **articles**. Sometimes they are thought of as a separate part of speech, but they are really adjectives.

✎ Some words can be used as more than one part of speech, depending on how they are used in a particular sentence. Nouns can often be used as adjectives. Here are some examples: **beef** stew, **bread** pudding, **prom** dress, **Christmas** vacation.

Practice 18— Identifying Adjectives

Each of the following sentences contains three adjectives. See if you can identify them by circling each adjective. These adjectives may include articles, proper adjectives, and demonstrative adjectives.

1. I had three books, but I gave one book to my younger brother.
2. The tall tree in the yard has fallen.
3. This cat is mine, but that cat is from the shelter.
4. Which of these two cookies looks good to you?
5. We had a fabulous Thanksgiving dinner!

See Appendix G for the answers.

1.6. Adverbs

Like adjectives, adverbs are **describing words**. However, while adjectives describe nouns or pronouns (people and things), adverbs are used to describe verbs (actions). Sometimes adverbs also describe adjectives or other adverbs.

Adverbs tell **where**, **when**, **how**, or **to what extent**. Adverbs usually end in ***-ly***, but not always. Here are some examples of adverbs:

She ran **quickly**. ***Quickly*** describes how she ***ran*** (***ran*** is the verb).

He is **extremely** intelligent. ***Extremely*** describes the adjective ***intelligent***.

He writes **really** quickly. ***Really*** describes ***quickly***, also an adverb. ***Quickly*** describes **how** he ***writes*** (***writes*** is the verb).

As we said above, not all adverbs end in ***-ly***. And, some words that end in ***-ly*** are adjectives, not adverbs, because they describe nouns. Here are some examples:

What a **lovely** dress. ***Lovely*** describes the noun ***dress***, so it is an adjective.

I have three sisters, so I am never **lonely**. ***Lonely*** describes the pronoun ***I***. The two words are linked with the linking verb ***am***. (Note that the word ***never*** *is an adverb telling* **when**. It describes the adjective ***lonely***.)

Many adverbs do not end in ***-ly***. Some of these adverbs include ***now***, ***then***, ***soon***, ***very***, ***only***, ***often,*** and ***not***.

✎ There is usually more than one place to put an adverb in a sentence. Sometimes the location of an adverb changes the meaning of a sentence (for example, see Chapter 12 for a discussion about the adverb ***only***). Other times, the sentence is simply clearer if you place the adverb close to the verb.

I **go** for a walk in the woods **often**.

I **often go** for a walk in the woods. (better way to write it)

Often, I go for a walk in the woods. (also good)

✎ Be careful not to overuse the adverbs ***really***, ***so***, and ***very***. Always avoid using two ***really***s, ***so***s, or ***very***s in a row (for example, **really**, **really** good).

Practice 19— Identifying Adverbs

Identify each adverb in the following sentences. Some sentences may have more than one adverb. Every sentence here has at least one adverb.

1. We went up the stairs quietly.
2. Soon I will be 12 years old.
3. He drives very slowly.
4. This is too heavy for me to carry.
5. She tenderly held the baby and kissed her softly.

See Appendix G for the answers.

Practice 20— Placing Adverbs

In some of the following sentences, the adverb is not in the best place. Find a better place to put the adverb. Other sentences are correct. Identify which sentences are written well. Remember that many times there is more than one correct place to put the adverb.

1. We walked down carefully the stairs.
2. He will be soon coming home.
3. Put the toys away quietly.
4. The cat purred and ran up the stairs contentedly.
5. Gladly I gave him the old baby clothes I had collected.

See Appendix G for the answers.

1.7. Prepositions

Prepositions are usually little words, and they are always part of a phrase (a group of a few related words—see Section 3.2) known, not surprisingly, as a **prepositional phrase**. A prepositional phrase generally consists of a **preposition**, sometimes an **article** (*a*, *an*, or *the*), and a **noun** or **pronoun** (which is called the **object of the preposition**). Prepositional phrases usually answer the questions where? or when?

Here are some examples of prepositions in a phrase (the preposition is in **bold**):

in the box
with my friends
at school
around the room
of ours
between the chairs
by the author
down the stairs
beside the desk
within the city
for the committee
among the students
beneath the table
after the storm
to the movies
before dinner
up the tree
along the riverbank

There are many other prepositions, but you get the idea!

If a preposition does not have a noun or pronoun after it, it is generally **not** a preposition; it is being used as an adverb.

> I am going **inside the house** (prepositional phrase; ***inside*** is a preposition).
>
> I am going **inside**. (There is no prepositional phrase; ***inside*** is an adverb here.)

✎ You may have heard that you aren't supposed to end a sentence with a preposition. There are some cases where you probably should not end a sentence with a preposition; however, sometimes you **should** because it sounds better.

Whom are you going with? It is fine to end the sentence this way (with the preposition ***with***). **With whom are you going?** is also fine.

Where are you at? Please do **not** end a sentence this way. You don't need the ***at***. Just leave it off.

What are you staring at? This is fine. You can't leave ***at*** off here. You can say, **At what are you staring**, but ending this sentence with ***at*** is fine.

It is very important to be able to recognize prepositional phrases. Often, recognizing a prepositional phrase will help you decide whether to use ***who*** or ***whom***, ***I*** or ***me***, ***him*** or ***he***, etc. (more about this in Chapter 6). It is also important to put your prepositional phrases in the correct place in the sentence (more about this in Section 11.5).

Practice 21— Identifying Prepositional Phrases

Each sentence below contains one prepositional phrase. Can you find it?

1. The cat is under the table.
2. We camp at the lake every summer.
3. Come into the house before you freeze!
4. We ran around the track twenty times!
5. I went to the museum.

See Appendix G for the answers.

1.8. Conjunctions

Conjunctions are joining words. They join words, phrases (a short group of related words), or even sentences together. (See Chapter 3 for more information about phrases.) The most common conjunction is ***and***.

Jack **and** Jill (joins two words together).

I went to school **and** to the movies (joins two phrases together).

I am a student, **and** my brother is a dentist (joins two sentences).

And is called a **coordinating conjunction**. There are seven coordinating conjunctions. They are ***for***, ***and***, ***nor***, ***but***, ***or***, ***yet,*** and ***so***. The first letters of these words spell out **FANBOYS**.

Remember the "word" **FANBOYS,** and you will remember these conjunctions!

Practice 22— Coordinating Conjunctions

Fill in the blank in each sentence with one of the seven FANBOYS conjunctions. Use a different conjunction for each sentence. Use the conjunction that makes the most sense in that sentence.

1. I would buy that toy for you, _____ I don't have any money.
2. She is small, _____ very strong.
3. Do you want the chicken _____ the steak?
4. Bobbie _____ Jim are getting married.
5. I like neither liver _____ brussels sprouts.
6. I have other plans, ____ I won't be going with you.
7. You will need to study more, _____ you got a bad grade.

See Appendix G for the answers.

Subordinating Conjunctions

The **FANBOYS** conjunctions are called **coordinating conjunctions** because they connect, or join, two or more things. There is another kind of conjunction, called a **subordinating conjunction**. These conjunctions begin **subordinate clauses** (see Section 4.3). Subordinating conjunctions include (but are not limited to) these words: ***although***, ***since***, ***if***, ***because***, ***until***, ***when***, ***whenever***, ***before*** (sometimes) and ***after*** (sometimes).

Although I am small, I am strong (subordinate clause begins with ***although***).

Because I have no money, I cannot go to the movies (subordinate clause begins with ***because***).

I cannot get my license **until I turn sixteen** (subordinate clause begins with ***until***).

✎ When you are joining two words, there is no comma. However, in a series or more than two things, use a comma after each item in the series except, of course, the last item. The comma before the conjunction (usually ***and***) is optional and is called the Oxford comma. I prefer to use it.

I packed shoes and socks. (two items only; no comma)

I packed shoes, socks, pants, and shirts. (comma after ***pants*** is optional)

✎ There is generally a comma before a FANBOYS conjunction that connects two complete sentences.

I sprained my ankle, so I cannot go hiking today.

I cannot go with you, but my sister can.

✎ Can you begin a sentence with a FANBOYS conjunction? Yes and no. Most people now say it is perfectly okay to begin a sentence with ***and***, ***but***, or ***so***. My opinion? I do it in this book. I do it in my blog posts. Would I do it in a cover letter or a job application? No.

Practice 23— Identifying Subordinating Conjunctions

Fill in each blank with the best subordinating conjunction. Use a different conjunction for each sentence. Choose from these five conjunctions:

Until Although Because Whenever If

1. _____ I read that book, I don't remember it very well.
2. We never made it to Paris _____ we ran out of time.

3. I didn't believe it _____ I saw it with my own eyes.
4. _____ you see your cousin, tell him I miss him.
5. _____ I eat chocolate, I am happy!

See Appendix G for the answers.

1.9. Interjections

Wow! This is an easy part of speech. Interjections are words that don't add anything grammatically to the sentence; they are usually exclamatory words, but not always. Sometimes they are followed by an exclamation point; other times they are connected to the sentence with a comma. Interjections are generally not used in formal writing like business letters.

Here are some interjections: *hey*, *gosh*, *ouch*, *gee whiz*, *wow*, *oh*, *well*

Wow! What a nice car!

Ouch! That really hurt!

Well, I think I am going with you.

Oh, I am sorry about that.

Practice 24— Adding Interjections

Fill in each blank with one of the following interjections. Use each interjection only once.

Ouch Wow Help

1. _____! Look at that beautiful sunset.
2. _____! The garage is on fire!
3. _____! I stepped on a rock!

See Appendix G for the answers.

1.10. Using the Parts of Speech

We have now talked about each of the parts of speech. Every word in the English language belongs to one **or more** of those parts of speech. If a word can be used as more than one part of speech, then it depends on how it is used in the sentence. For example, let's look at the word *spring*.

Spring is my favorite season. (noun)

I can't wait until **spring** break. (adjective describing *break*)

My cat will **spring** forward to grab the ball of yarn! (verb)

Brain Challenges

The following sentences have just one part of speech missing. Can you tell which one it is?

1. Well, I looked in the car and I couldn't find the purple sweater.
2. Wow! You and little John swim well, but I don't.
3. Oh, they are happily baking cookies and brownies in the kitchen.

The following sentences are missing two parts of speech. Can you fill in the blanks with those two parts of speech?

4. _____! Jim and ____ are quietly playing Scrabble, and Marcy is playing computer games with Tim.
5. Ouch! I _____ my foot on the table, and then I saw my ____ toe bleeding.

Can you write a sentence using all eight parts of speech? Try to make it no longer than 12 words long. (You can repeat parts of speech.) Here is mine:

Wow! My friends and I stupidly ran up that huge hill!

Noun—friends, hill

Pronoun—my, I

Verb—ran

Adjective—that, huge

Adverb—stupidly

Conjunction—and

Preposition—up

Interjection—wow

You probably won't ever have the need to write a sentence with all eight parts of speech, but isn't it nice to know that you can? Knowing the parts of speech gives you more control over what you write and more freedom to write exactly what you are trying to say.

Chapter 1 Test
The Parts of Speech

Part 1—Match each word with its part of speech. Use each letter only once.

1. around ___ a. noun
2. wow ____ b. pronoun
3. desk ____ c. verb
4. think ____ d. adjective
5. but ____ e. adverb
6. really ____ f. preposition
7. pretty ____ g. conjunction
8. them ____ h. interjection

Part 2—In each sentence, identify the pronoun of the type in parentheses.

1. Which of these chairs do you like? (interrogative)
2. You and Penny are sure to love the movie! (personal)
3. I smell something good in the kitchen. (indefinite)
4. I made the cookies myself. (reflexive)
5. This is my cookie! (demonstrative)
6. This is my sister, who is ten years old. (relative)

Part 3—Write all 7 coordinating conjunctions (FANBOYS)

_____

_____

Part 4—Multiple Choice. Find the correct answer.

1. She drove her new car to school.

The verb in this sentence is

a. passive b. a noun c. transitive d. future tense

2. I attend Mills College.

Mills College is what type of noun?

a. simple b. proper c. pronoun d. passive

3. We will go to Paris next year.

The verb in this sentence is in what tense?

a. present b. past c. future d. future perfect

4. You and I should do something fun for your birthday.

How many pronouns are in the sentence?

a. four b. two c. three d. none

5. That book is interesting but difficult to read.

How many adjectives did you find in that sentence? What are they?

a. none b. three c. one d. two

Part 5—Fill in the blanks with the information in parentheses.

1. _____! That's a huge bike for you! (interjection)
2. _____ and I are on our way to work. (proper noun)
3. We ran _____ all morning. (prepositional phrase)
4. We picked _____ up from the airport. (personal pronoun)
5. Susan _____ when she gets home. (future tense verb)

How did you do? *Check your answers in Appendix G.*

Chapter 2
Sentences

2.1. Introduction: What Is a Sentence?

Words are combined to make up sentences. A sentence is a complete thought. Almost everything you read is made up of sentences. Every word in a sentence is, of course, one of the eight parts of speech. A sentence might contain more than one instance of a certain part of speech (for example, four nouns, or three verbs, or five adjectives) and does not need to contain all the parts of speech. In fact, hardly any sentence would contain all eight parts of speech. However, remember that each word in a sentence is one of the eight parts of speech. Each word in a sentence also performs a certain function in the sentence. These functions will be described in this chapter. The function a word performs in the sentence is not always the same as its part of speech. "Parts of speech" refers only to these eight words: noun, pronoun, verb, adjective (and article), adverb, preposition, conjunction, and interjection.

Knowing how sentences are formed and what a sentence requires will help your writing.

2.2. Subjects

Every sentence has a **subject**. The subject is the *who* or *what* that the sentence is about. The subject of the sentence is **always** a noun or a pronoun (or a group of words that functions as a noun, but don't worry about that right now.) The subject is usually *whatever* or *whoever* is doing the action of the verb. The subject is often the first word in a sentence, but not always. There are sometimes introductory words, phrases, or clauses (see Chapters 3 and 4). However, the subject usually does come before the verb it belongs to, wherever that might be in the sentence. Every sentence needs a subject (or more than one). To find the subject, first find the verb and ask who is doing the action. If there are two subjects, generally joined with a conjunction (for example, Jack and Jill), we call that a **compound subject**.

1. The **man** tied his shoes. (The subject is *man*.)
2. **Everyone** is going to the movies. (The subject is *everyone*, a pronoun.)
3. **Who** is knocking at the door? (The subject is *who*.)
4. After school, **she and I** always do our homework. (The subjects are *she* and *I*; remember that more than one subject is called a **compound** subject.)
5. Do **you** know who is at the door? (The subject is *you*.) In a question, it is often easier to find the subject and the verb if you make the question a statement: **You do know who is at the door.**

Practice 25— Identifying Subjects

Identify the subject or subjects in the following sentences:

1. I play tennis with my friends every Wednesday.
2. You and Jane should visit me this weekend.
3. My boss gave me instructions to do this report.
4. Next summer we are going to Disneyland.
5. Although it is hot out, I still need to mow the lawn.
6. Jack, Joan, and Fred are still not home.
7. What are you doing today?
8. Clean your room before dinner.

See Appendix G for the answers.

Complete Subjects

Sometimes adjectives or phrases are part of a subject, along with the noun or pronoun. The entire subject is called the **complete subject**. For example

(complete subject) (complete predicate)

The girl in the blue dress / is walking toward the school.

In the above sentence, ***the girl in the blue dress*** is the complete subject. The **verb phrase** (new term? It simply refers to the verb and any helping verb with it) is **is walking**, which is also the **simple predicate** (see the next section). The complete predicate is ***is walking toward the school***, which is the whole sentence without the complete subject.

2.3. Predicates

The **predicate** of the sentence is the verb. The verb, along with any helping verbs it may have (see Section 1.4), is called the **simple predicate**. The **complete predicate** is actually the whole sentence except for the subject. **Every sentence needs at least one verb.**

Practice 26— Identifying Verbs

Identify the verbs in the following sentences. They might be either **linking verbs** or **action verbs**, and there may be more than one verb in the sentence. Two verbs that have the same subject and are connected with a conjunction are called **compound verbs**. If you can find the helping verbs, include them in your verbs.

1. Everyone went on the field trip to the city.
2. I climbed the mountain, and then I was very tired.
3. The teacher has given us the instructions many times.
4. The dogs barked and growled as we walked by.
5. Are you going to the party?
6. I am going to the movies, but my brother is taking a nap.
7. Tell me the truth.

See Appendix G for the answers.

Practice 27— Dividing the Sentence into Subject and Predicate

Place a line between the complete subject of the sentence (the subject and anything that modifies it) and the predicate (the verb and anything that modifies it).

1. The large dog scared us.
2. Fourteen boys and nine girls came to the party.
3. The chocolate cake in the kitchen is for dessert after dinner.

See Appendix G for the answers.

2.4. Objects

Like subjects, **objects** are always nouns or pronouns (or groups of words that function as a noun). Unlike subjects and verbs, sentences do ***not*** need to have objects to be complete sentences. However, most sentences have objects. There are **three** kinds of objects a sentence might have: **direct**, **indirect**, and **objects of prepositions** (see Section 1.7). A sentence can have any combination of the three types of objects, or no object at all.

Direct Objects

Direct objects receive the action of the verb. If you ask **what?** or **who?** about the verb, the answer will be the direct object. Here are some examples:

I threw the ball at Jim. (Threw what? The ***ball*** is the direct object.)

We ate pizza for dinner last night. (Ate what? ***Pizza*** is the direct object.)

Last week, I wrote three papers for history class. (Wrote what? ***Papers*** is the direct object. ***Three*** is an adjective describing how many papers. It doesn't really matter if you include that as part of the direct object.)

We walked to the movies yesterday afternoon. (Walked what? The sentence doesn't answer this question, so there is no direct object.)You might think ***to the movies*** would be the direct object. However, it doesn't answer who? or what? and it is a prepositional phrase. Prepositional phrases

are not direct objects, not will any part of a prepositional phrase be a direct object.)

We walked the dog around the block. (Walked what? ***Dog*** is the direct object here. So unlike in the previous example, the verb ***walked*** has a direct object here.)

As you already read in Section 1.4, verbs that have a direct object in a particular sentence are called **transitive**. Verbs without a direct object are called **intransitive**. Some verbs are usually **transitive**; others are always **intransitive**. Other verbs can be either transitive or intransitive, depending on the sentence.

Practice 28— Identifying Direct Objects

Identify the direct objects in the following sentences. Two direct objects with the same verb are called **compound objects**, and you may find some of those too. Some of the sentences will not have a direct object.

1. I play chess every evening.
2. Every Monday morning, I go to a yoga class.
3. I ate pizza and salad for dinner last night.
4. He took his book back to the library.
5. Tell him your secret.
6. We walked around the park.
7. Did you see a purple sweater anywhere?

See Appendix G for the answers.

Indirect Objects

Indirect objects come between the verb and the direct object. You cannot have an indirect object unless you also have a direct object, but you can have a direct object without an indirect object. Examples will help here!

I threw the **ball** at James. (The direct object is ***ball***—answers ***threw what?***)

Jane ate three **pieces** of cake. (The direct object is ***pieces***—***ate what?*** The direct object is not ***cake*** because ***cake*** is part of a prepositional phrase. You won't find the direct or indirect object in a prepositional phrase.)

I gave ***her*** a **gift**. (***Gift*** is the direct object—***gave what?*** The **indirect object** is ***her***.)

Mom baked ***me*** a **cake**. (The direct object is ***cake***—***baked what?*** The indirect object is ***me***.)

Some verbs lend themselves to having indirect objects, but there are many verbs that will never have an indirect object. It is rare to make a grammatical mistake with indirect objects, so don't worry. Do note, however, the following two sentences that mean the same thing:

She gave **me** the tickets to the concert.

She gave the tickets to the concert **to me**.

In the first sentence, ***me*** is the indirect object (***tickets*** is the direct object). In the second sentence, there is no indirect object. ***To me*** is a prepositional phrase; some people call it an indirect object anyway, but I call it a prepositional phrase. It doesn't matter which way you write the sentence. They mean the same thing.

Practice 29— Identifying Indirect Objects

Identify the indirect objects in the following sentences. Some sentences will have no indirect objects. Some sentences may have a compound indirect object. If you can, identify the direct objects too.

1. I gave you the tickets yesterday.
2. We walked for miles and miles!
3. Did you bake me that beautiful cake?
4. Did you see my book anywhere?
5. Blue is my favorite color.
6. He invited us to his birthday celebration.
7. He showed Jim and me his insect collection.
8. I told my baby sister a story.

See Appendix G for the answers.

Objects of a Preposition

We talked about objects of prepositions in Section 1.7. A prepositional phrase consists of a preposition (for example, ***in, out, up, down, with, along, between,*** etc.), usually followed by an article (***a, an,*** or ***the***), and then always by a noun or pronoun. This noun or pronoun is the object of the preposition. Here are some examples:

Jimmy ran up the stairs. (***Stairs*** is the object of the preposition ***up***.)

In Paris we saw the Eiffel Tower. (***Paris*** is the object of the preposition ***in***. There is no article in this phrase.)

Something is stuck between the pages. (***Pages*** is the object of the preposition ***between***.)

Practice 30— Identifying Objects of Prepositions

Each of the following sentences has at least one object of a preposition. Remember that objects can be either nouns or pronouns. Identify all the objects of prepositions in the following sentences.

1. I finished my report for psychology class.
2. That song is sung by my favorite artist.
3. For my birthday, I received a lot of money.
4. I gave that book to my cousin and my uncle.
5. My older sister is at college now.
6. We jogged around the track and then along the river.

See Appendix G for the answers.

✎ We mentioned compound subjects and objects. Any type of object can be compound. Verbs can be compound too. Here are some examples:

Jack and Jill came down the hill. (compound ***subject***—***Jack and Jill***)

We ate and drank until we were stuffed! (compound verb—***ate and drank***)

He read mysteries and science fiction most of the time. (compound direct object—***mysteries and science fiction***)

Maddie baked my sister and me a pie. (compound indirect object—***my sister and me***)

He sent the memo to my boss and me. (compound object of the preposition—**my boss and me**)

2.5. Predicate Words

Linking verbs (refer back to Section 1.4) do not have objects. Because linking verbs function as equal signs in a sentence, there is no receiver of the action of the verb.

Linking verbs have **predicate adjectives** and **predicate nominatives** (nouns) that may look like objects. We will talk more about predicate nominatives in Section 6.2 when we talk about pronoun cases.

Her are some examples of **predicate adjectives** and **predicate nominatives**.

I am a writer. (***Am*** is a linking verb, so ***writer*** is not an object. Since ***writer*** is a noun, it is called a **predicate nominative**.)

I am happy. (***Am*** is a linking verb, so there is no object. Since ***happy*** is an adjective, it is called a **predicate adjective**.)

It seems cold outside. (***Seems*** is a linking verb, so there is no object. ***Cold*** is a **predicate adjective**.)

This cookie tastes stale. (***Tastes*** is a linking verb here, so there is no object. ***Stale*** is a **predicate adjective**.)

Practice 31— Identifying Predicate Adjectives and Predicate Nominatives

Identify the predicate nouns and adjectives in the following sentences. Remember that you must have a linking verb to have predicate words. If the verb is an action verb, it may have an object, but it will not have a predicate nominative or predicate adjective. Some of the sentences will not have predicate words, and others may have more than one.

1. This dress looks beautiful on you.
2. The cookies look terrible, but they taste great!
3. I baked these cookies last night.
4. She is tall, but her brother is even taller!
5. She plays the violin really well.
6. Her cousin is an actor.

See Appendix G for the answers.

✎ Remember that a **linking** verb connects the words before and after it. It functions as an "equal" sign in the sentence. The subject and the predicate word are equal. In the examples at the beginning of this section, ***I*** is the "same" as ***writer*** and ***happy***. However, when there is an **action** verb, there is no linking

of words before and after the verb. In the example **I threw the ball**, *threw* is not linking *I* and *ball*. I am not equal to a ball! We will talk more about linking verbs in Section 7.4.

2.6. The Four Kinds of Sentences

In Chapter 5 we will talk about the different **structures** of sentences, but here we will identify the kinds of sentences by describing what the sentence is doing.

Declarative Sentence

A **declarative sentence** makes a statement and generally has a period at the end of it. Here are two examples:

I am changing jobs next week.

We all enjoyed the concert last night.

Interrogative Sentence

Interrogative sentence is a fancy name for a sentence that asks a question. This type of sentence would generally end with a question mark. Here are two examples:

Which movie do you want to see?

Did you ask her if she has the report ready?

✎ On the other hand, *I asked her if she had the report ready* is not a question even though the word *asked* is there. It is simply a declarative sentence, or a statement.

Imperative Sentence

Imperative sentence is a fancy name for a sentence that gives a command. These sentences usually end with a period. Here are two examples:

Please do your chores now.

Go to the store and get some salad for dinner.

✎ When you look at most commands, they do not seem to have a subject. For example, you might tell your dog, "Sit." While that may not look like a sentence (since it is only a verb), it is actually a sentence. Most commands do not have a subject visible in the sentence. However, there is an **implied** subject, which is usually indicated in grammar books by putting the subject in parentheses. What is the subject? *You.* It is the person you are talking to:

(You) please do your chores now.

(You) go to the store and get some salad for dinner.

Exclamatory Sentence

An **exclamatory sentence** expresses emotion (usually excitement of some type) and ends with an exclamation point. Notice that sometimes an interrogative (question) or imperative (command) can be treated as an exclamatory sentence, although most of the time the sentence is declarative said with emotion. Here are some examples:

There is a fire in the garage!

Don't crash into that car! (also imperative)

What do you think you're doing! (also interrogative)

Practice 32— Identifying the Types of Sentences

Identify each sentence as declarative, interrogative, imperative, or exclamatory.

1. Look at that huge cat!
2. I saw a cat in those bushes.
3. There's a train coming!
4. Did you see the cat hiding in the bushes?
5. Try to get the cat out of the bushes.

See Appendix G for the answers.

Chapter 2 Test
Sentences

Part 1—Identify the subject(s) and verb(s) in these sentences:

1. Jim reads for an hour every night.
2. You and I will walk a mile to the mall.
3. The grapes taste really good.
4. On the last test, I received an A.
5. The dog ate and drank everything in its bowl.

Part 2—Separate each sentence into the subject and predicate.

1. That big brown dog attacked the neighbor yesterday.
2. Suzie, Jack, Holly, Mike, and all the others are invited to our party.
3. Dinner consists of steak, potatoes, salad, and bread.

Part 3—Find all the objects in the following sentences, and identify which type each one is: direct object, indirect object, or object of the preposition. Sentences may have more than one object, but each sentence has at least one.

1. Take your coat and come with me.
2. She gave me a birthday gift yesterday.
3. We exercise in the morning and at night.
4. Joe took me to the baseball game.
5. In Paris, we took a train around the countryside.

Part 4—Label each predicate word as a predicate adjective or a predicate nominative. There is at least one (and maybe more) in each sentence.

1. She is pretty.
2. Aren't you tired yet?
3. She is a cheerleader with the football team.
4. I didn't know whether you were Santa Claus last Christmas.

Part 5—Identify all the objects and predicate words in the following sentences, and tell which type of object or predicate word each is. Sentences may have one or more.

1. Finish your dinner before you go to the beach.
2. She told me the story about the rabbit and the bear.
3. At work I have six reports that I must finish before Friday.
4. Those cherries are tasty, but the bananas are not ripe yet.
5. Which tickets are you giving him for the game on Sunday?

Part 6—Which sentence in Part 5 is imperative? _____

See Appendix G for the answers.

Chapter 3
Phrases

3.1. Introduction: What Is a Phrase?

A phrase is a small group of words that go together. A phrase is never a complete sentence, and it never has both a subject and a verb.

Phrases generally function as one part of speech. Some phrases act as adjectives, describing a noun in the sentence. Other phrases function as adverbs, describing a verb or perhaps an adjective in the sentence. Still other phrases act as nouns and might be the subject or object in a sentence.

Phrases add information and variety to your writing. In Section 1.4 we talked briefly about verb phrases (the verb and its helping verbs). There are several other common types of phrases.

3.2. Prepositional Phrases

We talked about prepositional phrases in Section 1.7. Prepositions always appear in phrases, which all have pretty much the same structure: preposition, (sometimes an article), noun or pronoun. Prepositional phrases tell *where*, *when*, and sometimes *how* or *what kind*. Prepositional phrases function as either adjectives or adverbs. The important thing to know about prepositional phrases is where to put them in the sentence. We will talk about that in Section 11.5.

Here are examples of adverbial prepositional phrases.

> I put it on the table. (***on the table*** answers where, so the phrase functions as an adverb describing ***put***.)
>
> She is at school. (***at school*** also tells where and modifies the verb ***is***.)
>
> During the movie the baby cried. (***during the movie*** tells when and describes the verb ***cried***.)

Here are some examples of adjectival prepositional phrases:

> She wore the dress with stripes. (***with stripes*** tells what kind of dress, so the phrase functions as an adjective.)
>
> This is the new book by J.K. Rowling. (***by J.K. Rowling*** tells which book, so the phrase functions as an adjective.)
>
> The flag of the United States is red, white, and blue. (***of the United States*** tells which flag, so the phrase functions as an adjective describing ***flag***.)

Practice 33— Identifying Prepositional Phrases

Each of the following sentences has one prepositional phrase. Identify the phrase, and tell whether it is being used as an adverb or adjective.

1. I slept on the chair.
2. After dinner, wash the dishes.
3. The chair with the pillow is very comfortable.
4. The cat is sitting under the tree.
5. The girl in blue is my sister.
6. We walked around the park.
7. You will find the computer in the office.
8. The poem was written by Robert Frost.

See Appendix G for the answers.

3.3. Infinitive Phrases

First of all, there are **infinitive phrases** and there are plain old **infinitives**. Infinitives are pretty easy to understand. An infinitive is a verb with the word ***to*** in front of it. But

it doesn't function as a verb. An infinitive is a noun. You will see that in the examples.

✎ The ***to*** in front of an infinitive is not a preposition, so don't get an infinitive confused with a prepositional phrase. If a verb comes after ***to***, you have an infinitive. If a noun or pronoun comes after ***to***, then ***to*** is a preposition:

I want **to** jump. (infinitive)

I jumped **to** the ground. (preposition)

Back to infinitives. An infinitive can be used by itself in a sentence; however, if you add some words to it, it becomes an infinitive phrase.

Here are some examples:

I like ***to write quickly***. (***to write*** is an infinitive, and ***to write quickly*** is the entire phrase. Notice that ***write*** is no longer a verb. The verb in the sentence is ***like***. Since ***to write quickly*** tells what you like, it is actually the direct object: a noun.)

To be an actor is my greatest ambition. (***to be*** is the infinitive, ***to be an actor*** is the entire phrase, and it is the subject of the sentence, thus functioning as a noun. The verb of the sentence is ***is***.)

I want ***to go to the movies*** later. (***want*** is the verb, and ***to go to the movies*** is the phrase serving as the direct object of the sentence: want what? to go to the movies. Notice there is also a prepositional phrase (***to the movies***) inside the infinitive phrase. That's okay.

It's easy to use infinitives and infinitive phrases correctly.

Practice 34— Find the Infinitive or Infinitive Phrase

Each of the following sentences has one infinitive. Identify each one.

1. I want to go to the movies right now.
2. To tell the truth is always important.
3. I plan to hand in my report tomorrow.
4. To become a doctor, you must go to school for many years.
5. It's not good to eat too many sweet things.

See Appendix G for the answers.

Practice 35— Identifing Infinitives as Subjects or Objects

Each of the following sentences has an infinitive phrase. Identify the infinitive phrase and whether it is being used as the subject or an object in the sentence.

1. To be an astronaut was his dream in life.
2. I want to read that new book.
3. I cannot decide whether to see the new movie or the concert.
4. To go to college is a necessity in this family

See Appendix G for the answers.

3.4. Participial Phrases

Participles, like infinitives, come from verbs, but they are now **adjectives** (whereas infinitives are now **nouns**).

There are two kinds of participles: **present** and **past**.

Present Participles

A present participle is formed by adding ***-ing*** to a verb: ***running, jumping, thinking, reading,*** etc.

Here are some sentences using present participles (or participial phrases). Notice that they are used as adjectives: (The whole phrase is in **bold**.)

Running quickly, I got to school late anyway. (***Running*** is the participle, and it describes the pronoun ***I***.)

Dad, **driving the car**, wasn't listening. (***Driving*** is the participle, and it describes the noun ***Dad***.)

The **hopping** bunny was so cute. (***Hopping*** is the participle, and it describes ***bunny***.)

✎ Can you tell the difference between ***running*** in these two sentences?

Running for the bus, he tripped and fell.

He was ***running*** for the bus when he tripped and fell.

Answer: In the first sentence, ***running*** is a participle that describes ***he***.

In the second sentence, ***running*** is not a participle. It is the verb (past progressive tense) in the first part of the sentence, and its subject is ***he***.) Did you figure it out?

Past Participles

A past participle is formed by using the form of the verb that you would use with the **present perfect tense** (that is the one using the helping verb ***have*** or ***has***): ***written, burned, seen, run, baked***, etc.

Here are some sentences using past participles (or participial phrases). Notice that they are used as adjectives: (The whole phrase is in **bold**.)

> **Written quickly**, my essay didn't get a very good grade. (***Written*** is the participle, and it describes the noun ***essay***.)
>
> We noticed the **burned building** as we drove by. (***Burned*** is the participle, and it describes the noun ***building***.)
>
> **Baked to a perfect brown**, the crust was delicious. (***Baked*** is the participle, and it describes the noun ***crust***.)

✎ As you will read about in Section 11.4, if you aren't careful, you can run into trouble with participial phrases: If you put them in the wrong place (called a misplaced modifier), your sentence won't make sense—and sometimes writers overlook these. For example, take the first sentence above. Let's rewrite it a bit:

> **Written quickly**, I didn't get a very good grade on my essay.

Can you see the problem? We know that ***written quickly*** is an adjective. What is it describing in the sentence above? Generally, in the English language things are assumed to belong to words that are placed near them. ***Written quickly, I***? The rewritten sentence says that ***I*** was written quickly not ***the essay***, so it is incorrect. We have a misplaced modifier.

Practice 36— Identifying Participles

Find the participles and participial phrases in the following sentences. Some sentences have no participles, and some may have more than one. They may be either past or present. If you can, find the word the participle modifies.

1. Running after the car, the dog wasn't quite fast enough.
2. I could not eat the baked apple because I like my apples raw!
3. I love skating on the frozen pond.
4. Sitting on my lap, my dog enjoyed the television show about cats.
5. I took a very difficult math test last week.
6. Sneezing and coughing, my sister could barely talk.
7. Chasing the ball is my dog's favorite hobby!
8. Chasing the ball, my dog was almost smiling!

See Appendix G for the answers.

3.5. Gerundial Phrases

Gerunds look like present participles; they have the form of a verb with ***-ing*** added to the end. However, whereas participles function as adjectives, gerunds function as **nouns**. They can be subjects or objects in sentences. Here are some examples of gerunds and gerundial phrases:

> **Skiing** is a favorite hobby of mine. (***Skiing*** is a gerund and is the subject of the sentence.)
>
> I love **skiing** as much as you do. (***Skiing*** is a gerund and is the direct object of the verb ***love***. Love what? skiing.)
>
> I have read many books about **skiing**. (***Skiing*** is a gerund and is the object of the preposition ***about***.)

Don't worry too much about gerunds. They are nice to know about, but it's difficult to make a grammatical mistake with them.

Practice 37— Find the Gerund

Can you find the gerunds in the following sentences? Each sentence has one. Gerunds are used as nouns, so be careful not to confuse them with plain old verbs ending in ***-ing***.

1. Swimming in the pool at my friend's house is my favorite thing to do.
2. While she was walking, she heard yelling in the park.
3. I love knitting my own sweaters.

4. He was completing his report when his boss told him that his writing was excellent.
5. His job consists of tasting the chocolate to make sure it is perfect.

See Appendix G for the answers.

Practice 38— Gerund or Participle?

All of the following sentences contain a gerund, a participle, or both. Some sentences may have more than one gerund or participle. Find all the gerunds and participles and identify which each is. You don't need to worry about the rest of the phrase.

1. Running around the track, I was out of breath.
2. Running is great exercise!
3. While I was running, I saw a burning building.
4. Closing her book, she thought about how much she loved to read.
5. Did you finish writing yet?
6. My job consists of reading and writing.
7. Lying in the sun, she was getting a sunburn.
8. Stop talking while I explain these written instructions to you.

See Appendix G for the answers.

3.6. A Few Words About Appositives

An appositive is a word or group of words (phrase) that describe a noun or pronoun that comes right before it. Here are some examples of appositives:

> My sister ***Ellen*** is visiting next week. (***Ellen*** is describing ***sister***.)
>
> Ellen, ***my older sister***, is visiting next week. (***My older sister*** is an appositive phrase describing ***Ellen***.)
>
> My company, ***SWT Publications***, is expanding to two new locations.
>
> Joe Clark, ***my neighbor across the street***, is a famous author. (This appositive contains a prepositional phrase.)

Notice that sometimes the appositive is set off by commas and sometimes it isn't. When do you use commas? As a rule, setting something off in commas means that whatever is between the commas could be left out of the sentence, and the reader would still know what the sentence meant; the words inside the commas are added information. If the appositive is needed to identify the noun or pronoun that comes before it, then no comma is used. Look at the following sentences:

> My brother**, Joe,** went to Princeton and then to law school.
>
> My brother **Joe** went to Princeton and then to law school.

They are both correct, but they are different. In the first sentence, Joe is set off with commas, implying that is isn't really necessary to know the brother's name or that the reader already knows the name. In the second sentence, Joe is not set off with commas, meaning that it is a necessary part of the sentence. This implies that Joe is needed to identify the brother. One case in which this might happen is if you had more than one brother and needed to identify which brother went to Princeton. Sometimes whether or not to use commas is tricky, and sometimes you can really go either way. See Chapter 8 for more information about commas.

Practice 39— Find the Appositives

Each of the following sentences contains one or more appositives. Identify each appositive.

1. My sister Jean is the oldest of the six of us.
2. Mr. Green, a psychology professor, has written our textbook.
3. He gave me a gift, a pearl necklace, for my birthday.
4. This book, one of my favorites, is very worn!
5. These pizza toppings, peppers and olives, are not my favorites!

See Appendix G for the answers.

Chapter 3 Test
Phrases

Part 1—The following sentences contain all types of phrases: prepositional, infinitive, participial, appositive, and gerundial. Can you find them and identify which type they are? Each sentence has at least one phrase.

1. Smiling broadly, John gave his girlfriend a hug for her birthday.
2. Lisa, his girlfriend, is a senior in high school.
3. Walking through the park, they held hands.
4. Giving gifts is fun, and receiving them is also fun!
5. Receiving a bicycle for Christmas, Luke, my cousin, learned how to ride it that very day!

Part 2—The following sentences contain either a participle or a gerund. Identify it and tell which one it is. If it is a participle, tell what it modifies. It it is a gerund, tell whether it is a subject or an object.

1. She laughed as the swimming dog chased the waves.
2. Going to the movies isn't much fun for me.
3. I like talking too much to sit through a long movie!
4. My frightened sister didn't like the scary movie.
5. Can you tell me which way the speeding car went?

Part 3—Some of the following sentences contain infinitives. Others don't. Find any infinitives in the sentences.

1. The child cried, "I want to go home!"
2. She saw the man as he went into the building.
3. Did you want to see the new painting I bought?
4. I went to the mall to buy a new suit.
5. Did you go to the museum with your guests?

Part 4—Fill in the blanks with the correct answer.

1. **My sister Jane is a doctor.** The appositive is _____

a. doctor b. sister c. Jane d. is

2. **I have a talking bird named Joey.** *Talking* is _____

a. gerund b. verb c. noun d. participle

3. **I walked all the way to school.** *To school* is _____

a. prepositional phrase b. infinitive c. adjective d. noun

4. **There is too much salt in this omelet.** This sentence contains _____

a. no phrases b. an infinitive c. a prepositional phrase d. a gerund

5. **The book that is here is yours.** This sentence contains _____

a. a gerund b. a prepositional phrase c. a participle d. none of those

See Appendix G for the answers.

Chapter 4

Clauses

4.1. Introduction: What Is a Clause?

In Chapter 3 we learned that a phrase is a small group of related words without both a subject and a verb. Back in Chapter 2, we talked about sentences and learned that sentences contain both subjects and verbs. So what is a clause?

A clause is a group of related words with both a subject and a verb. You might ask, "Well, isn't that a sentence?" Sometimes. Some clauses are complete sentences, but others are not.

There are two main types of clauses: dependent clauses (otherwise known as subordinate clauses) and independent clauses, otherwise known as sentences.

4.2. Independent Clauses

An independent clause can stand on its own; in other words, it is a sentence. One independent clause equals one simple sentence (refer to Chapter 5 for a discussion of the kinds of sentences). It has a subject and a verb, and it may also have objects and phrases. It may have more than one subject or more than one verb. Here are examples of two different independent clauses. One is very short and the other very long. However, they are both just one independent clause each.

She spoke.

She spoke loudly to the class, trying to be heard over the noise.

Practice 40—
Identifing Independent Clauses

Some of the following are independent clauses (complete sentences); some are not. Identify which ones are independent clauses.

1. I want a cheeseburger.
2. Do you want some?
3. Because I am hungry.
4. She stood and stared at me.
5. Sit.
6. Although he wouldn't tell me what he wanted.
7. Is your homework done?
8. Went home and ate dinner.

See Appendix G for the answers.

4.3. Subordinate (Dependent) Clauses

A subordinate clause has both a subject and a verb, yet it cannot stand alone as a sentence. Here are some examples of subordinate clauses:

because I am working late (subject is ***I*** and verb is ***am working***)

after we come home from vacation (subject is ***we*** and verb is ***come***)

whenever we go to the movies (subject is ***we*** and verb is ***go***)

which is the last movie I saw (subject is ***which*** and verb is ***is***)

who is my best friend (not a question: subject is ***who*** and verb is ***is***)

whom you are talking to (subject is ***you*** and verb is ***are talking***)

Notice that in the first three examples, you could take the first word away and you would have a sentence. However, that first word is part of the clause and indicates that more information is needed. There is more that needs to be added to the thought.

Now, let's add some words to those subordinate clauses (sometimes called sentence fragments) to make them complete sentences.

Because I am working late, **I will miss dinner**.

We will unpack after we come home from vacation.

Whenever we go to the movies, **you want to sit in the back row**.

I loved *Blue Jasmine*, which is the last movie I saw.

Jim, who is my best friend, **just moved to Oregon**.

I don't know whom you are talking to.

Look at the words we added to each subordinate clause to make it a sentence. What did we add? Yes, we added an independent clause (a complete sentence) to each one. You could string together 100 subordinate clauses, and you still wouldn't have a complete sentence because every sentence must contain at least one independent clause.

There are a few different types of subordinate clauses, which we will discuss in the next sections.

Practice 41— Subordinate Clauses

The column on the left consists of subordinate clauses. The column on the right contains independent clauses. Match the appropriate independent clause with the subordinate clause to create a complete sentence. The subordinate clause can go anywhere, including in the middle, of the independent clause.

1. who is visiting from China	a. stay in your seat
2. although it isn't dinner time yet	b. I am going this year
3. until the game starts	c. my brother is in college
4. which I bought yesterday	d. I am really hungry
5. because I couldn't go last year	e. the blue dress was on sale

See Appendix G for the answers.

Adjective Clauses

One type of subordinate clause is an **adjective clause**. Here are a few things about adjective clauses:

- They function as adjectives in the sentence, modifying a noun or pronoun.
- They are always in the middle or at the end of the sentence. They do not begin sentences.
- Sometimes they are essential to the meaning of the sentence and are not set within commas, but sometimes they are additional information and, in that case, are enclosed in commas.
- They begin with relative pronouns. Remember those from Section 1.3? They are ***who***, ***whom***, ***whose***, ***which***, and ***that***.

Here are some sentences containing adjective clauses:

This is my neighbor **who owns six dogs**. (clause describes ***neighbor***)

My boss, **whom I really respect**, just won a national award. (clause describes ***boss***)

This is the book **that I read last week**. (clause describes ***book***)

Notice that the second example sets off the clause with commas. That means the clause is nonessential and could be left out without losing the meaning of the sentence. We don't need that clause to identify the boss. It is more of a "by the way."

In the third example, the clause identifies which book you are talking about. ***This is the book*** might not be very clear without it. Sometimes it is difficult to determine whether or not a clause is essential to the meaning or not. It might depend on the context that comes before the sentence. Sometimes it helps to read the sentence out loud. If you tend to pause before and after the clause, it might need a comma.

In the first example above, the clause might be essential, but it might not be. You might need to go by the situation or previous context for this one. You might

be identifying which neighbor you are talking about by mentioning that it is the neighbor who has the dogs. Or, it may be additional information if you are simply introducing the neighbor to someone.

One thing about essential versus nonessential clauses: If your clause is not essential and you are using commas around it, use ***which*** for things and ***who*** for people. If your clause is essential and you are not using commas to set if off, use ***that***. However, if your essential clause describes a person, most people use ***who*** (or ***whom*** or ***whose***). However, it is acceptable to use ***that*** if you prefer (I don't). Here are some examples:

I want the dress **that has the blue buttons**.

I want this dress, **which is less expensive than the other one**. (Since you are saying ***this dress***, we know which dress you are talking about; the clause is added information.)

Mary, **who is my first cousin**, is graduating college this year.

The girl **that is sitting in the front row** is my cousin. (It is okay to use ***that*** here, but I would use ***who***.)

Practice 42— Identifying Adjective Clauses

Some of the following sentences contain adjective clauses. Identify the clause (if the sentence has one), and tell which word in the sentence the clause modifies.

1. The job application that I just filled out was four pages long.
2. I don't know where you are.
3. The pasta, which I just made, is already gone.
4. This is the book whose author I met at the meeting.
5. My professor, who is an expert on insects, is very interesting.

See Appendix G for the answers.

Adverb Clauses

Here are a few things about adverb clauses:

- They function as adverbs in the sentence, usually modifying a verb.
- They can be at the beginning, in the middle, or at the end of a sentence.
- When they begin a sentence, they are followed by a comma. When they are at the end of a sentence, they are usually not preceded by a comma.
- They begin with the words that are called subordinating conjunctions (refer back to Section 1.8).

Here are some of the more common subordinating conjunctions: ***because, although, if, since, until, whenever, wherever, before, after.***

Here are some examples of sentences with adverb clauses:

Because I got home late, I missed the TV program.

Although I got paid today, I spent all my money!

If I finish my work early enough, I can go with you.

It has been a week **since I returned from my vacation**.

I won't be home **until I finish the speaking tour**.

Whenever I work late, I end up staying up too late.

I will follow you **wherever you go**.

Before I pay for the trip, I need to check my calendar.

I will pay for the trip **after I check my calendar**.

✎ Notice two things about the examples above. First, when the clause comes at the beginning of the sentence, we have used a comma after it. However, when the clause is at the end, we don't use a comma before it. All of those sentences can be flipped around and the clauses put in the opposite place. If you say the sentences out loud, you will probably pause where the commas are and not pause in the sentences where there are no commas.

The second thing to notice is that some of the subordinating conjunctions are often other parts of speech, namely prepositions. As we said before, a word can function as more than one part of speech (but only one part of speech at a time), depending on its use in the sentence. ***Until, since, before,*** and ***after*** can also be prepositions. If they are followed by an article (sometimes) and a noun or pronoun, they are prepositions. If they are followed by a subject and a verb, they are

subordinating conjunctions that introduce an adverb clause. Notice the differences:

After I check my calendar (clause)

After school (prepositional phrase)

Before I pay for the trip (clause)

Before the game (prepositional phrase)

Until I finish the speaking tour (clause)

Until last night (prepositional phase)

Since I returned from my vacation (clause)

Since last night (prepositional phrase)

Practice 43— Identifing Adverb Clauses

Each of the following sentences contains an adverb clause. It may also have adjective clauses. Identify only the adverb clauses.

1. I was late for the meeting because I was in a traffic jam.
2. If my sister, who is coming to visit, wants to go, I will go too.
3. I haven't heard from him since he moved away.
4. Wherever I go, my cat follows me.
5. I am going hiking, although it is raining.

See Appendix G for the answers.

Noun Clauses

Noun clauses, like nouns, function as subjects or objects in a sentence. Here is an example where the noun clause is the subject of the sentence:

> **Whoever comes to the party** will get a gift. (The clause is the subject, and ***will get*** is the verb. Note that you can substitute a noun or pronoun for the clause and it still makes sense (for example, ***Joe will get a gift***). (Note also that the clause itself has a subject and a verb as all clauses do: The subject is ***whoever***, and the verb is ***comes***. However, the clause as a whole is the subject of the sentence, and the main verb in the sentence is ***will get***.)

Here is an example where the noun clause is the direct object in the sentence.

> I know **who you are**. (I know what? ***who you are***. The subject of the clause is ***you***, and the verb is ***are***; the subject of the sentence itself is ***I***, and the verb is ***know***.)

Here is an example where the noun clause is the object of the preposition.

> I gave the books to **whoever wanted them**. (The subject of the clause is ***whoever***, and the verb is ***wanted***. The entire clause is the object of the preposition ***to***. The subject of the entire sentence is ***I***, and the verb is ***gave***.)

Chapter 4 Test
Clauses

Part 1—Identify each of the following as an independent or a subordinate clause.

1. If I told him a story.
2. Mom tells my little brother a story every night.
3. Whoever you are.
4. Because it is Friday.
5. I have been studying since yesterday.
6. After the party, I went home.
7. Wherever they sit.

Part 2—Each of the following sentences has either an adverb or an adjective clause. Identify the clause, and tell which type it is.

1. Whenever I am with him, I have fun.
2. I don't know the girl who is walking in front of us.
3. The story that I am telling you is a secret.
4. I didn't go because I had a game that day.
5. Did you see the boy whose dog was lost?

Part 3—Identify the noun clause in each sentence and tell whether it is a subject or an object.

1. I don't know who you are.
2. Whoever is making that noise should stop.
3. I am going with whoever wants to go.

Part 4—Fill in the blanks with an appropriate subordinate clause of the type in parentheses.

1. _____ I am wearing a sweater. (adverb)
2. That doll, _____, is very expensive. (adjective)
3. _____ should bring a heavy jacket. (noun)
4. You should take that vacation _____ (adverb)
5. The pen _____ belongs to me. (adjective)

See Appendix G for the answers.

Chapter 5

Types of Sentence Structures

5.1. Introduction

You want your writing to be interesting. If all your sentences have the same structure and same length, your writing could get boring to the reader. Knowing the types of sentence structures you can use will allow you to make your writing more interesting.

We talked about sentences in Chapter 2. In this chapter, we will look at sentences in a slightly different way. We will talk about **sentence fragments** and **run-on sentences**. Then you will learn about the various sentence structures, so that your writing will be interesting and contain a wide range of sentence types. Sentences are made up of combinations of clauses (see Chapter 4), both subordinate and independent.

All you really need to have a sentence is a subject (noun or pronoun) and a verb. So a sentence can have only two words and still be a perfectly complete sentence. This is a complete sentence: *Jack runs*.

Obviously, you don't want to write in two-word sentences. However, this chapter will show you how something much longer than two words—that might look as if it is a sentence—may not be a complete sentence. Finally, this chapter will talk about how sentences are put together, and the various ways you can build sentences to make your writing more interesting.

✎ You can actually have a sentence that contains only one word! For example, you may tell your dog, "Sit." *Sit* is a complete sentence. It is a verb. You might ask, "Where is the subject?" In a command there is often an implied subject—meaning it isn't actually in the sentence, but is understood. The subject of a command is always *you*, whether it is written there or not.

5.2. Not a Sentence

One of the most important things to know when you are writing is the difference between a **sentence**, a **fragment**, and a **run on**. We will discuss fragments and run ons in the following sections. Generally, you should write in complete sentences and avoid run-on sentences and fragments. Run ons and fragments are grammatically incorrect. Are there exceptions? Of course. There are always exceptions. Many people use sentence fragments for effect (these are called **minor sentences**). I am sure you can find some in this book. Fiction writers in particular use fragments. Run ons are a different story entirely, and they are not usually used in any way that improves writing.

If you are writing a story or memoir or even a memo, you might want to use a sentence fragment. However, if you are writing a college essay, a cover letter, a letter asking your boss for a raise, or a book proposal to an agent, I would stick to complete sentences!

As we already mentioned, a sentence is a complete thought. It can be really short or really long. All it really needs is a subject and a verb. Here are some examples of sentences:

> He ran.
>
> He ran and ran and ran and ran and ran and ran and ran, and then he stopped.
>
> Because I have no money, I cannot go to the movies.

Sentence Fragment

A sentence fragment is not a sentence, but sometimes people think it is. A fragment is not a complete thought. Sometimes subordinate clauses are written as sentences, but they **are not**. Here are some samples of

fragments, or incomplete sentences. Do not use them in your writing!

Because I have no money. (This is not a complete thought; it cannot stand on its own.)

And I went with my friend. (Many people say it is fine to begin a sentence with a FANBOYS conjunction—refer back to Section 1.8. I personally don't like it. I wouldn't do it in formal writing; however, if you must, do it sparingly, and in informal writing.)

If I try really hard. (This is another subordinate clause that cannot stand on its own.)

The person whom I met and told me that she knew a woman who lived across the street from me. (This may sound like a sentence, but read it again. It's long, but it is not a complete thought. What about *the person?* The fragment doesn't tell us.)

Practice 44— Identifying and Rewriting Sentence Fragments

Identify each of the following as a complete sentence or a sentence fragment. Then, make the fragments into complete sentences by adding words.

1. Since the work isn't done and we need to leave, but we can come back tomorrow.
2. He fell.
3. Who she is, I don't know.
4. Where he is calling from.
5. Because your mother told you to go.

See Appendix G for the answers.

Run-on Sentences

A run on contains more than one complete sentence without proper punctuation. Here is an example of a run on:

I have a new job, it pays more than my old job.

You cannot separate two complete thoughts with just a comma. If you do, you have a run-on sentence (often called a comma splice.)

Two complete thoughts (sentences) must be separated in one of these three ways:

1. Put a period between them, and start the second sentence with a capital letter.
   I have a new job. It pays more than my old job.
2. Put a semicolon between them if the two sentences are closely related. (Do not capitalize the beginning of the second sentence.)
   I have a new job; it pays more than my old job.
3. Add a FANBOYS conjunction (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) after the comma.
   I have a new job, and it pays more than my old job.

If the two sentences are very short, you can omit the comma:

I work and I sleep.

✎ Sometimes, but not too often, a colon is used between two sentences. I recommend you avoid doing this to eliminate the chance of using a colon when it really isn't appropriate. The colon can separate two sentences when the second sentence is an explanation of the first. However, any one of the three solutions above will also work in that case. If you do decide to use a colon, do not capitalize the second sentence. Here is an example:

She is looking for a new job: her last job did not work out.

Practice 45— Identifying and Correcting Run Ons

Some of the following "sentences" are actually run ons. Others are fine as they are. Identify the run ons, and fix them with punctuation and/or conjunctions.

1. I ate pizza, my brother ate a hamburger.
2. The weather was great, the scenery was beautiful, the company was exciting, and the cost was reasonable; what a great vacation!
3. I took the train, then I had to take two buses to get there.
4. Sweep the floor, and then take out the trash.
5. She asked what kind of dog he wanted, however, he was allergic to dogs, so he couldn't have one.

See Appendix G for the answers.

5.3. Types of Sentence Structures

All sentences are made up of one or more clauses. Remember that a clause is a group of words that has a subject and a verb. Some clauses are complete sentences and can stand on their own. Other clauses cannot stand on their own; they are not complete thoughts, and they must be added to an independent clause, which is a complete thought. By combining independent and subordinate clauses, we are able to create the four sentence structures. Therefore, by being familiar with the different types of clauses, you can form more interesting and varying sentences. What about phrases? Clauses can have any number of different types of phrases in them.

Simple Sentence

A **simple sentence** is made up of **one independent clause**. That doesn't mean that the sentence looks short or simple. There might be several phrases in that one clause. Here are some sample simple sentences (say that three times fast!):

> **Jack and Jill went up the hill.** This sentence is pretty simple. It contains a compound subject (*Jack and Jill*), a verb (*went*), and a prepositional phrase (*up the hill*).

> **Picking blueberries, Jack and Jill decided to climb to the top and to pick some flowers, pink roses.** This sentence may look complicated, but it is still a simple sentence, containing only one clause. Here is what it includes:

- picking blueberries—participial phrase
- Jack and Jill—compound subject
- decided—verb
- to climb and to pick- infinitives
- to the top—prepositional phrase
- pink roses—appositive

Compound Sentence

A **compound sentence** contains **two or more independent clauses** (in other words, sentences) joined by a FANBOYS conjunction (*for*, *and*, *nor*, *but*, *or*, *yet*, and *so*) or a semicolon. Here are some compound sentences:

> **I ate dinner**, and **I went to bed**. Notice that there is an independent clause before the conjunction (*and*) and another independent clause after the *and*.

Of course, the independent clauses can be more complicated than these. And yes, there can be more than two independent clauses in a compound sentence:

> **I ate dinner, I went to bed**, and **I forgot to set the alarm clock**.

✎ Note that you need complete sentences for the sentence to be compound. The sentence below, very similar to the one above, is just a simple sentence with a compound verb. There is only one subject (*I*). The two clauses after the first one have no subjects:

> **I ate dinner, went to bed, and forgot to set the alarm clock.**

Practice 46— Simple and Compound Sentences

Identify each of the following sentences as either simple or compound. Remember that a compound sentence has two (or more) independent clauses. A simple sentence can have a compound subject, compound verb, or compound object; that doesn't make it a compound sentence.

1. The dog eats every morning, but the cat eats every night.
2. Jane and her brother went to France, Italy, and Spain on their vacation.
3. I'll clean the kitchen; you clean the bathroom.
4. I don't know whether I want to work at the local company or the larger company.
5. My brother and sister are having dinner together and then driving me to college.
6. Is that a boy or a girl?

See Appendix G for the answers.

Complex Sentence

A **complex sentence** contains an independent clause (complete sentence) and one or more **subordinate** (adverb, adjective, or noun) clauses. So it is a combination of the types of clauses. Remember that you **must**

have an independent clause in a sentence. You could string together 300 subordinate clauses and you still wouldn't have a complete sentence.

Here are two complex sentences with adverb subordinate clauses:

> **Because I missed the bus, I had to walk three miles**. (The words before the comma make up a subordinate clause; the words after the comma are a complete sentence, or independent clause.)
>
> **I walked three miles before I saw the bus.** (This sentence, unlike the previous example, begins with the independent clause and ends with the adverb clause. Both of these sentences could be flipped around, and they would be saying the same thing. Remember that when you begin the sentence with the subordinate clause, you generally follow the clause with a comma. When you end the sentence with the subordinate clause, there is usually no comma before it.

Here are two complex sentences with adjective subordinate clauses:

> My mother, **who was born in Ireland**, lived in England and Scotland before she moved to the United States. (The adjective clause is in the middle of the sentence here, and the independent clause surrounds it: My mother lived in England and Scotland before she moved to the United States.)
>
> This is the book **that I read last week**. (People are usually referred to as *who* and never as *which*. Things are referred to as *which* for nonessential clauses [set off with commas] and *that* for essential clauses [no commas]).

And here are two complex sentences with more than one subordinate clause:

> The book **that I read last week** is the one **that I bought when we were at the airport.** (If you leave out the essential adjective clauses you have *The book is the one*. Easy to see why you need those clauses!)
>
> **Since I bought a new sofa**, I won't buy those red leather chairs, **which I really don't need.** (The sentence begins with an adverb clause and ends with an adjective clause.)

Practice 47— Complex Sentences

Add a subordinate clause in these sentences to make them complex sentences. Add the type of clause that is in parentheses.

1. My pen, _____, is out of ink. (adjective)
2. _____, I burned the cake. (adverb)
3. I have met the president of the company, _____. (adjective)
4. My report is late _____. (adverb)
5. I want _____. (noun: tough one!)

See Appendix G for the answers.

Compound-Complex Sentence

If you mix a **compound sentence** with a **complex sentence**, you get a **compound-complex sentence**, which is a little bit of each. A compound-complex sentence has more than one independent clause (like a compound sentence), and at least one subordinate clause (like a complex sentence). Here is an example of a compound-complex sentence:

> *I am learning about UFOs, which are very interesting, and I am doing a research paper about aliens.* (The compound sentence is *I am learning about UFOs, and I am doing a research paper about aliens.* The subordinate clause is *which are very interesting*.)

Practice 48— Identifying Sentence Structures

Identify each of the following sentences as simple, compound, complex, or compound-complex.

1. He didn't want any vegetables or rice with dinner.
2. Do you want the pasta, or would you prefer the steak?
3. In Paris last year we saw many attractions, including the Eiffel Tower.

4. After the game on Thursday, we are going to the movies.
5. After you go to the game on Thursday, come to dinner with us.
6. The book that is on the shelf is yours, and you can take it whenever you want it.
7. Although the cookies were burned, they tasted good.
8. Jamie and Ralph called me last night and then came over for a visit.

See Appendix G for the answers.

5.4. A Variety of Sentence Patterns

We learn about different types of phrases and clauses so that we can use them in our writing. Simple sentences that always start with a subject and verb can get very boring. Check out this paragraph:

> My friends and I went to the concert last night. We really enjoyed the music. We went out for dinner after the concert. I had the best pizza I have ever eaten! My friends shared a huge plate of appetizers. The waiter was very friendly. The service was great. I came home after midnight and was really tired when I had to get up for work this morning.

That paragraph sounds a little choppy, doesn't it? All the sentences begin with a subject and a verb, and most of the sentences are simple. How about this rewrite?

> My friends and I went to the concert last night. To say we enjoyed the music is an understatement! After the concert, we went out for dinner. I had the best pizza I had ever eaten, and my friends shared a huge plate of appetizers. Because the waiter was so friendly and the service was so great, we left a big tip! However, coming home after midnight made it really difficult to get up for work this morning.

Better? It is always better to use a variety of sentence types and structures. Besides starting a sentence with the subject, you can start a sentence with a phrase or clause:

> **Last night** my friends and I went to a movie. (prepositional phrase)
>
> **Going to the movies** is a favorite pastime for me. (gerundial phrase)
>
> **Watching movies**, I escape into another world. (participial phrase)
>
> **To be able to go** to the Academy Awards would be a dream come true! (infinitives)
>
> **Because I love movies so much,** I try to see one at least once a week. (adverb clause)

Of course, it isn't just how you start the sentences. You can vary sentences in other ways. You can use adjective clauses (the ones that begin with ***that***, ***which*** or ***who***), compound sentences, and appositives to vary your sentences even more.

Practice 49— Writing Sentences with Different Structures

Combine the following sentences into one sentence using the structure in parentheses. The first one is an example.

1. Fred is my best friend. He is a great student. (Use an adjective clause.)

   Fred, who is a great student, is my best friend.
   OR
   Fred, who is my best friend, is a great student.

2. I couldn't stay until the end. The movie was very long. (Start the sentence with an adverb clause.)
3. I went to visit my cousins in Nevada. I went last weekend. (Start the sentence with a prepositional phrase.)
4. I just saw a cute bunny. I was running around the track. (Start the sentence with a participial phrase.)
5. I want to become a doctor. It is my most important goal. (Start the sentence with a gerund.)
6. I would love to go to Paris. It is my greatest dream. (Start the sentence with an infinitive.)

See Appendix G for the answers.

Chapter 5 Test
Types of Sentence Structures

Part 1—Identify each sentence as simple, compound, complex, or compound-complex.

1. Whenever I can't find my keys, I look in my refrigerator!
2. Over the mountain and through the woods, Benny and Mikey ran and ran.
3. I lost my keys because I was in such a hurry.
4. I think I have lost my keys; do you know where they might be?
5. My keys, which are very important to me, are lost, and no one will help me look for them.

Part 2—Add an adjective clause to each sentence to make it a complex sentence.

1. This dress, _____, is old.
2. My mother, _____, has a part in a play.
3. I didn't know this was a game _____.

Part 3—Add an adverb clause to each sentence to make it a complex sentence.

1. _____, I won't eat your cooking!
2. Don't tell me a secret _____.
3. _____, I got a great job!

Part 4—Add a noun clause to each sentence to make it a complex sentence.

4. I don't know _____.
5. _____ I will believe it.

Part 5—Add the requested items to each sentence.

1. _____ I baked a cake. (Start sentence with a prepositional phrase.)
2. _____, I saw a lion. (Start the sentence with a participle or participial phrase.)
3. _____ I exercise every day. (Start the sentence with an infinitive.)
4. This pizza, _____, is the best pizza I have ever eaten! (Add an adjective clause.)

See Appendix G for the answers.

Chapter 6

Special Issues with Pronouns

6.1. Introduction

Of all the parts of speech, pronouns probably cause the most trouble (with verbs coming in a close second.) Here are some of those pesky pronoun problems, which you have probably run across yourself.

> Do I use ***I*** or ***me*** here?
>
> Do I use ***he*** or ***him***? ***She*** or ***her***?
>
> Is it okay to use ***myself*** here?
>
> What's the difference between ***who*** and ***whom***, anyway?
>
> What's this ***his or her*** thing? Can't I use say ***they***? Or ***him/her***?

Yes. These are all pronoun problems. But we will clear it all up in this chapter.

6.2. Personal Pronoun Problem: Cases—Is It *I* or *Me*?

The choice of whether to use ***I*** or ***me*** is one of the most common issues in grammar, and the choice is often made incorrectly. The ***I*** or ***me*** issue is actually the same problem as the choice between ***who*** and ***whom***, or ***he*** and ***him***. Here are some sentences with the correct use of these pronouns:

> To ***whom*** did you give those tickets.
>
> ***He*** gave the tickets to ***him*** and ***me***.
>
> ***He*** and ***I*** went shopping yesterday.
>
> ***Whom*** did you bring with you?
>
> ***She*** brought the pizza to ***him*** and ***us.***
>
> ***He*** gave ***her*** and ***me*** some candy.

So how can you figure out which pronoun to use? We are dealing with an issue of pronoun forms, or ***cases***, as they are called. Many languages in addition to English have cases. In English there are three cases: nominative, objective, and possessive. Let's look at the different forms of pronouns for these three cases.

	Nominative	*Objective*	*Possessive*
Singular:			
(1st person)	I	me	my, mine
(2nd person)	you	you	your, yours
(3rd person)	he, she, it	him, her, it	his, her, hers, its
Plural:			
(1st person)	we	us	our, ours
(2nd person)	you	you	your, yours
(3rd person)	they	them	their, theirs
	who	whom	whose

Who is not really a personal pronoun, but it does have cases to worry about, so we will include it here. And we aren't going to worry about possessive case here.

You may already be able to figure out where we are going. Simply put, you use the **nominative** form of the pronoun for sentence **subjects**. You use the **objective** form for **direct objects**, **indirect objects**, and **objects of prepositions**. Refer back to Sections 2.2, 2.3, and 2.4 for more information about subjects and objects. It is as simple as that. All you have to do is figure out whether your pronoun is a subject or an object.

Let's look at the sentences we looked at above—the ones that were written correctly.

But before we continue, here are a couple of handy tools you can use to figure this all out.

1. For ***who*** and ***whom***, sometimes you can flip the sentence around, answer it if it is a question, or somehow try to substitute ***he*** or ***him*** for ***who*** or ***whom***. If you would use ***him*** in the sentence, then ***whom*** is correct. Alternatively, if you would use ***he***, you need to use ***who***.
2. If there are two pronouns, as in a few of the sentences below, or if there is a person's name and a pronoun, here is what you do: Take one name or pronoun out and try them separately. Whatever pronoun you would use separately, you would use when you put the other name or pronoun back in.

   To whom did you give those tickets? Answer the question: I gave the tickets to ***him***. Therefore, you need to use ***whom*** because it is the same case as ***him***: objective. Looking at it grammatically, ***to whom*** is a prepositional phrase where ***whom*** is the object of the preposition ***to***, so you know you will use ***whom***, the objective case.

   He gave the tickets to Judy and me. Simply follow tool #2 above. Take out ***Judy***: ***He gave the tickets to me***. You would never say ***He gave the tickets to I***, so you wouldn't say ***He gave the tickets to Judy and I. Me*** is the object of the preposition ***to.***

   He and I went shopping yesterday. Use tool #2. ***He went shopping yesterday. I went shopping yesterday***. So ***He and I went shopping yesterday. He and I*** are the subjects of the sentence, so we use the nominative case.

   Whom did you bring with you? Back to tool #1. Answer the question, substituting ***he*** or ***him*** for ***whom***. ***I brought him with me.*** You used ***him,*** so ***whom*** is correct. They are both in the objective case. If you turn the sentence around and make it a statement instead of a question, you can see that ***whom*** is the direct object of the verb ***bring.*** (***You did bring whom with you.)***

   She brought the pizza to him and us. Use tool #2 and take out one pronoun and then the other one. ***She brought the pizza to him***. ***She brought the pizza to us. Him*** and ***us*** are objects of the preposition ***to***.

   He gave her and me some candy. Again, take out one pronoun and then the other. ***He gave her some candy***. ***He gave me some candy.*** So, ***He gave her and me some candy. Her*** and ***me*** are ***indirect objects.*** Refer back to Section 2.4 for more information about indirect objects.

✎ If ***who/whom*** comes after the words ***by, with, for, to, between, from*** (and any other preposition) use ***whom***: To whom, from whom, with whom, by whom, etc.

Practice 50— Using the Correct Pronoun Case

Choose the correct answer for each of the following sentences.

1. Jim and _____ (I, me) are marching in the parade on Saturday.
2. _____ (We, Us) kids are staying home by ourselves.
3. Give the notes you took to Sally and _____ (I, me).
4. For _____ (who, whom) are you painting the picture?
5. Between you and _____ (I, me), I think she will win the award.
6. Please tell a story to _____ (we, us) students.
7. _____ (He, Him) and his friends are on the team.
8. Listen to _____ (he and I, him and me) when we talk to you!
9. _____ (Who, Whom) are you, anyway?
10. I remember that she is the girl _____ (who, whom) I dated years ago.

See Appendix G for the answers.

6.3. Demonstrative Pronouns and Adjectives: *This, That, These, Those*

We are actually going to talk about these four words as demonstrative adjectives here, not demonstrative pronouns.

These demonstrative words are not difficult to use, and you will rarely run into a problem with them. Just remember that ***this*** and ***that*** are singular, and ***these*** and ***those*** are plural. If you use them with a noun, make sure that you use singular with singular, and plural with plural:

These kind of insects are dangerous. Incorrect. ***These*** is plural, and ***kind*** is singular.

This kind of insect ***is*** dangerous, or ***These kinds*** of insects ***are*** dangerous. (Also notice that with the singular words, we used the singular verb ***is***, and with the plural words, we used the plural verb ***are***.)

✎ Just for your information: When the demonstrative is directly before a noun, it is an adjective. When it is not describing a noun, it is a pronoun:

This is mine. (pronoun)

This car is mine. (adjective)

Practice 51— Using Demonstratives Correctly

Fill in the blanks with the correct demonstrative pronoun or adjective.

1. _____ (This, these) is the type of apples I like.
2. _____ (This, These) kinds of caterpillars are my favorites.
3. I don't like _____ (that, those) type of dog.
4. _____ (This, That) book over there is a collector's item.
5. _____ (This, That) kitten that I am holding is very soft!

See Appendix G for the answers.

6.4. Reflexive Pronouns: Using the *-self* Words Correctly

The pronoun ***myself*** is often used incorrectly, possibly because of the confusion between ***I*** and ***me***. However, ***myself*** has a different use than either ***I*** or ***me***. Less often, the other pronouns ending in ***-self*** or ***-selves*** are used when the nominative or objective case should be used instead. There is a simple rule about using these pronouns:

myself, yourself, yourselves, himself, herself, itself, themselves, ourselves

✎ Please note that there are no such words as ***theirselves, hisself,*** or ***ourself.***

Here is the rule for using the reflexive pronouns:

Do not use ***myself*** unless the subject of the sentence is ***I.***

Do not use ***yourself*** unless the subject of the sentence is ***you.***

Do not use ***herself*** unless the subject of the sentence is ***she.***

Do not use ***himself*** unless the subject of the sentence is ***he.***

Do not use ***yourself*** or ***yourselves*** unless the subject is ***you***.

Do not use ***itself*** unless the subject of the sentence is ***it.***

Do not use ***ourselves*** unless the subject of the sentence is ***we.***

Do not use these the pronouns ending in ***-self*** as the subject of your sentence.

Here are some examples of correct and incorrect uses:

Correct:

I made that quilt ***myself***. (subject is ***I***)

Did you do that by ***yourself***? (subject is ***you***)

We should make dinner ***ourselves***. (subject is ***we***)

Incorrect:

My friends and ***myself*** are getting together tomorrow. (Don't use ***myself*** as a subject. Use ***I*** here.)

He told Joe and ***myself*** about the plan. (Don't use ***myself*** as an object. Use ***me***.)

They are going with my brothers and ***ourselves***. (Don't use ***ourselves*** as an object. Use ***us***.)

The correct way to write or say the sentences above:

My friends and I are getting together tomorrow.

He told ***Joe and me*** about the plan.

They are going with my ***brothers and us***.

✎ You can use these pronouns as ***intensive*** pronouns when they don't match the subject:

I saw ***Mary herself*** at the meeting.

It was ***Jim himself*** in the movie!

Practice 52—
Using -self *Pronouns*

Mark these sentences as correct or incorrect. Correct the incorrect sentences.

1. He and myself are going camping.
2. I made the apple pie myself.
3. What do you think of yourself now that you have accomplished the big task?
4. Give it to Joe and myself.
5. She told herself that she could do it.
6. That is the car that my husband and myself just bought.
7. She herself said that she wasn't coming with us.

See Appendix G for the answers.

6.5. Interrogative Pronoun Issues

As we discussed in Section 1.3, there are five interrogative pronouns, or pronouns we use to ask questions. They are

who

whom

whose

which

what

These pronouns are not difficult to use—until we get to *who* and *whom*! However, we talked about this earlier in this chapter when we learned about pronoun cases.

In a question, answer the question, substituting *he* or *him* for *who* or *whom*. If you used *he*, you should use *who* in your question. If you used *him*, you should use *whom* in your question. Here are some examples:

Who is coming? (*He* is coming. *Who* is correct.)

With **whom** are you going? (I am going with *him*. *Whom* is correct.)

Whom are you talking about? (You are talking about *him*. *Whom* is correct.)

Who are you? (Tricky one. You are *he*? You are *him*? Actually it is *You are he*.)

✎ When we use a linking verb, such as *are*, we use the nominative case, not the objective. We will say more about this in Section 11.3.

You can also try to figure out if *who/whom* is the subject or an object in the sentence. If you can figure that out, you will know whether to use *who* (subject) or *whom* (object). It isn't that difficult to figure it out in most cases: Find the verb and find the subject of the verb. If there is more than one verb, find the subject of all the verbs. If *who/whom* is not a subject of any of the verbs, it must be an object, so use *whom*.

Practice 53—
Who *and* Whom *as Interrogative Pronouns*

Choose the correct answer for each interrogative sentence.

1. (Who, Whom) are you?
2. (Who, Whom) are you taking with you?
3. (Who, Whom) did you appoint to the job?
4. To (who, whom) did you give the money?
5. (Who, Whom) is going to the movies with you.

See Appendix G for the answers.

Whose or *Who's*?

The other problem you might have with interrogative pronouns is deciding whether to use *whose* or *who's*.

Whose is possessive. The possessive pronouns do not have apostrophes: *its*, *ours*, *yours*, *their*, *whose*.

Who's is a contraction meaning *who is*. Contractions *always* have apostrophes: *can't*, *I'm*, *it's*, *he's*, *who's*, and so on.

If you mean *who is*, use *who's*; otherwise, use *whose*. Here are some examples of the two words used correctly:

Whose book is this? (Implies ownership, so use *whose*.)

Who's going with you? (*Who is* going with you, so use *who's*.)

Do you know *whose* jacket this is?

Do you know *who's* going with us?

Practice 54— Whose *and* Who's

Fill in each blank with either ***whose*** or ***who's***.

1. _____ going to the party with you?
2. _____ car is that?
3. I don't know _____ winning the award.
4. Is that the friend _____ sister is in the play?
5. I can't tell _____ who!

See Appendix G for the answers.

6.6. Relative Pronouns: Using *Who*, *Which*, and *That* Correctly

We talked about relative pronouns in Section 1.3 and then again when we talked about clauses in Section 4.3. Relative pronouns are the pronouns that begin adjective clauses. There are five relative pronouns: ***who, whom, whose, which, and that.*** Here is an example of each of them used correctly in an adjective clause:

I am the new employee ***who*** started yesterday.

That is the girl ***whom*** he took to the dance.

I live next to the woman ***whose*** brother is your boss.

This dress, ***which*** is on sale, is too short.

The dress ***that*** is on the sale rack is not my style.

Whose probably won't cause you any problems. It is a possessive, as we already learned (as opposed to ***who's,*** which is a contraction meaning ***who is***). And we already discussed the difference between ***who*** and ***whom*** earlier in this chapter.

That leaves us with ***which*** and ***that***. ***Which*** and ***that*** are used for anything that is nonhuman (yes, including animals), while ***who*** is used for people.

The main issue with ***which*** and ***that*** is which one of them to use in a particular sentence. Looking at the examples above, you will see that the clause using ***which*** is enclosed in commas; the clause beginning with ***that*** does not have commas around it.

That is generally the way it is. If you use ***which***, use commas around your clause (where you would likely pause if saying it aloud). If you use ***that***, no commas are used.

Okay, that is easy enough. But, you ask, when do I use ***which*** and when do I use ***that***? And, if I use ***who***, are there commas around the clause or not?

Putting commas around something means you could take it out without losing the meaning of the sentence. It is additional information, and such a cause is called **nonessential** or **nonrestrictive.** If you do not put commas around a clause, the information in the clause is necessary for the sentence and is called **essential** or **restrictive**.

It can sometimes be difficult to determine if a clause is essential or not. When using commas in general, it is sometimes said that you put commas where you would pause if saying the sentence aloud. Actually, this is not a bad "rule." It is probably correct a great deal of the time. And if you would pause around your clause, it may very well be additional information that requires a comma.

Let's look at some examples:

Women who are smart exercise.

Women, who are smart, exercise.

The first sentence identifies the women who exercise: women who are smart. The sentence implies that if you are a smart woman, you exercise.

The second sentence says that women exercise, and that women are also smart. It doesn't limit the smart women to those who exercise. This sentence implies that women exercise, and by the way, women are smart too!

Let's look at more examples of both essential and nonessential clauses:

The girl ***who is sitting in front of me*** is my cousin. (This essential clause is identifying which girl.)

Jill Dean, ***who is on a famous TV show***, is the one in the red gown. (This nonessential clause doesn't identify, but instead adds information.)

They say that yellow, ***which is my favorite color***, indicates a sunny personality. (We know what yellow is, so the nonessential clause is added information.)

The dog ***that is barking the loudest*** is mine! (This essential clause identifies which dog we are talking about.)

The dog, ***which we adopted from the shelter last year,*** is a Pomeranian. (This clause could be added information.)

The dog ***that we adopted from the shelter last year*** is a Pomeranian. (The clause could also identify the dog.)

In the last pair of sentences, you could go either way, depending on the context of the rest of the conversation or text. Sometimes it is a little tricky to decide if a clause is essential or nonessential.

Practice 55— Essential Versus Nonessential Clauses

Fill in the blanks and put in any necessary commas in the following sentences.

1. He is the man (which, who) lost his glasses.
2. My favorite dessert is a fresh-baked cookie (which, that) is soft.
3. That teacher (who, that, which) gave me a D is really mean.
4. This is the book (which, that) I have been telling you about.
5. Maine (that, which) is a state on the East Coast is very beautiful.
6. The dog (that, which, who) is in the yard doesn't live here.
7. You (that, who) doesn't know the multiplication tables shouldn't criticize my spelling!
8. That blue dress in my closet (which, that) I bought on sale doesn't fit.

See Appendix G for the answers.

6.7. Indefinite Pronouns: Singular or Plural?

There are many indefinite pronouns. Here are some of them:

anyone, anything, anybody, everyone, everything, everybody, no one, nothing, nobody, someone, something, somebody, one, each, either, both, several, neither, many, all, none, any, every

Singular Indefinite Pronouns

All of the indefinite pronouns that end in *-one*, *-thing,* and *-body* are singular. That means you use a singular verb with them, and if there is another pronoun in the sentence that refers back to one of them, you should use a singular pronoun because everything needs to agree.

Here are some examples:

Everyone is going. (***Everyone*** and ***is*** are both singular.)

Somebody is calling you.

Is anybody there?

Everybody on the girls' basketball team **needs her** uniform to practice.

Here is the problem:

Everybody who **is going** needs to bring **his or her** ticket.

That sentence is correct. However, most people say ***their*** instead of ***his or her.*** If you know ***everybody*** refers to girls only (as in the example about the girls' basketball team), you can use **her**. If ***everybody*** refers to boys only, you can use ***him***. However, what if ***everybody*** refers to both boys and girls, or men and women? Or what if you don't know? Do you have to use ***his or her***?

No, you don't. But you can, and it is completely grammatically correct, even though having to use three words can be a little awkward. Here are some options:

Do Not Take These Options:

Do not use ***him*** if you could be referring to women too.

Do not use ***her*** if you could be referring to men too.

Do not alternate, using ***her*** and then using ***him*** the next time.

Do not use ***him/her***.

Do not use ***him (her)***.

What About This Option?

Some people now use ***their*** as a singular. While some style guides, teachers, etc., might think this is fine, others will not. Here is an example:

Everybody who ***is*** coming needs to bring ***their*** passport.

Is it okay? Possibly. Do I like it? No. Would I use it? I would use it in conversation, but I would not use it in a speech, a business letter, a cover letter, or a college essay. I would stick to ***him or her***. However, the best option is to rewrite the sentence to avoid the issue entirely. And that is generally easy to do:

Everybody who is coming needs to bring a passport.

All those who are coming need to bring passports.

All travelers need to bring passports.

There are a number of ways to rewrite. Problem solved!

Some other indefinite pronouns are also singular and take singular verbs:

each, every, either, neither, one, another, much

Each of us **is** going.

Every volunteer **is bringing his or her** own lunch. (or ***their*** or rewrite to just ***bringing lunch***.)

Is either of you coming with me?

Neither one of us **is going**.

One of us **is** going.

Another is coming with us.

Much is said about unimportant things!

We keep talking about singular verbs. What is a singular verb anyway? Just like nouns, verbs have singular and plural forms. We generally form the plural of a noun by adding an ***s***. Verbs, on the other hand, have an ***s*** in the singular form. To figure out the singular and plural forms of a verb, use the verb with ***he*** and ***they***. The verb that sounds right with ***he*** is the singular form of the verb, while the verb that sounds right with ***they*** is the plural form of the verb: he ***jumps*** (singular verb); they ***jump*** (plural verb).

Practice 56— Singular Indefinite Pronouns

Fill in the blanks with the correct answer. All of the indefinite pronouns are singular.

1. Everybody should know (his or her, their) buddy's name.
2. Either Jane or Mary can bring (her, their) computer.
3. Neither my brother nor my cousin (is, are) bringing a date.
4. Can anybody in class tie (his or her, their) shoes?
5. Neither boy is eating (his, their) dinner with us.
6. Everyone (is, are) invited to the party.
7. In our office nobody brings (his or her, their) lunch.
8. Someone on the boys' team left (his, their) shoes on the field.

See Appendix G for the answers.

Plural Indefinite Pronouns

Here are the plural indefinite pronouns that take plural verbs:

both, few, many, others, and ***several*** (easy to remember because they sound plural)

Here are some examples:

Both of us **are** coming.

Few are chosen.

Many are attending the wedding.

Others are coming too.

Several of us **play** soccer.

✎ Note that some of the indefinite pronouns can also be used as adjectives. Here are a few of them:

Neither dog is barking.

Another chance will come.

Both people are wearing red.

Several cats live here.

Using the pronoun as an adjective does not affect whether it is singular or plural.

Indefinite Pronouns That Can Be Either Singular or Plural

To complicate matters a little more, some of the indefinite pronouns can be either singular or plural, depending on the noun that they refer to, which is usually in a prepositional phrase that comes right after the pronoun:

all, any, more, most, some, none

All of the **pie is** gone. (singular)/**All** of the **guests are** here. (plural)

Is any of the **pie** left? (singular)/**Are any** of the **pieces** left? (plural)

More of the **book is** done. (singular)/**More** of the **pages are** done. (plural)

Most of the **cake is** gone. (singular)/**Most** of the **pieces are** gone. (plural)

Some of the **dress is** blue (singular)/**Some** of **us are** friends. (plural)

None of the **pizza was** eaten (singular)/**None** of the **houses are** occupied. (plural)

Practice 57— Indefinite Pronouns

Fill in the blanks with the correct word.

1. All of the pie (is, are) gone.
2. Most of the pieces (is, are) gone.
3. Several of us (is, are) going.
4. Everyone at the girls' school took (her, their) college entrance tests.
5. Either pizza or spaghetti (is, are) fine with me.
6. Neither of the boys (is, are) getting on the bus.
7. Everyone should hand in (his or her, his/her, his, their) report on time.
8. Both dogs and cats (is, are) my favorite pets.

See Appendix G for the answers.

6.8. Unclear Antecedents

The job of a pronoun is to stand in for a noun, or sometimes another pronoun:

Joe brought his lunch. (***Joe*** is the antecedent of the pronoun ***his***.)

They brought their lunches to the park. (***They*** is the antecedent of the pronoun ***their***.)

In those two examples, it is easy to see what the antecedent is. However, sometimes when we write we might use a noun or pronoun with an unclear antecedent, making the writing really difficult to understand.

Sometimes the unclear antecedent will be in a previous sentence, and other times the unclear antecedent will be in the same sentence. Here are some examples.

Joe and Mike went for a hike in the woods near **his** aunt's house. (We can't tell whose aunt we are talking about, Joe's or Mike's.)

People were saying mean things behind Mike's back, and Joe was agreeing with them. **This** hurt **his** feelings. (Here, we can't really tell what ***this*** is referring to. What exactly caused hurt feelings? Mean things or the fact that Joe was agreeing. Or both? And whose feelings are hurt? Joe's or Mike's?)

Be careful that your writing is clear with regard to your pronouns. Don't leave any question in the reader's mind about whom or what you are talking. Some of the most common pronouns that tend to be unclear are ***it***, ***this***, and ***which***, so be careful with them.

Chapter 6 Test
Special Issues with Pronouns

Part 1—Choose the correct pronoun for each sentence. You may also need to add punctuation.

1. (Who's, Whose) jacket is this?
2. I remember the girl (who, whom) I invited to my first dance.
3. Give the directions to Jim and (me, I, myself).
4. (We, Us) computer programmers are attending the big conference.
5. Anyone who is going on the trip needs to bring (his, his or her, their) passport.
6. I like (this, these) kind of cookies better than the other ones.
7. Neither Jenny nor Jane has (her, their) book.
8. To (who, whom) did you give your ticket?
9. My friends and (I, me) work in the same department.
10. Don't make my friends and (I, me) angry!
11. I think they will separate (we, us) friends when they assign classes.
12. All of the kids have (his or her, their) hoods up in the rain.
13. Do you know (who, whom) has been invited?
14. (Who, Whom) did you say was coming with you?
15. Neither of the boys talked to (his, their) parents yet.
16. He told (me, myself) about his family.
17. Rob and (me, I, myself) are the finalists for the award.
18. Do you think she knows (who's, whose) going to win?
19. I have a hat (which, that) has a pink feather on top!
20. My grade on this paper is C (which, that) is not as good as my usual A.

Part 2—Rewrite the following sentences to make the pronoun clear.

1. Beth saw Maggie as *she* drove by the park.
2. I ate cake, cookies, and ice cream before dinner, *which* made me happy.
3. Bob and Joe were hiking up the mountain when *he* fell and broke his leg.
4. Mother was yelling at my sister when *she* started to cry.
5. The homework was due yesterday, and the report was due today, but I didn't know *this.*

See Appendix G for the answers.

Chapter 7

Special Issues with Verbs

7.1. Introduction

Verbs have more "variety" than the other parts of speech. While a noun is a noun is a noun, a verb has **tense**, **voice**, **mood**, and some forms that can be perplexing. Remember that verbs are either action words or "state of being" words. The most common "state of being" verb is the verb ***to be*** (I ***am***, you ***are***, he/she/it ***is***, etc.). **State of being verbs** are also called **linking verbs.** In this chapter, we will talk about tense, voice, mood, and the other qualities of verbs.

7.2. Tense

We talked about **tense** in Chapter 1, but let's review. Verb tense refers to **time**. Since verbs are primarily action words, tense refers to when something was done. Common tenses include **present tense** (happening now), **past tense** (already happened), and **future tense** (will happen). However, it isn't quite that simple: there are actually 12 tenses in the English language. There are six main tenses and each of them has a matching tense called the **progressive.**

The six main tenses can be put on a timeline:

Past Perfect ➔ Past ➔ Present Perfect ➔ Present ➔ Future Perfect ➔ Future

Let's see how they are each used:

Present Tense: Used for something happening now. ***I walk to work.***

Present Perfect: Used for something that happened in the past and may still be happening. ***I have walked to work every day this week***.

Past Tense: Used for something that happened already. ***I walked to work this morning.***

Past Perfect: Used for something that happened in the past before something else that also happened in the past. ***I had stopped to buy coffee before I arrived at work***. (Use of **past perfect** and then **past tense.**)

Future: Used for something that will happen in the future. ***I will walk to work tomorrow.***

Future Perfect: Used for something that will happen in the future before something else in the future. ***I will have walked to work by the time you get there in your car.***

Each of these six tenses has a matching tense called **progressive**, which is simply the form with an ***-ing*** at the end.

Here are the 12 tense forms, using the verb ***play.***

Present: I play (no helping verbs)/ Progressive: I am playing

Past: I played (no helping verbs)/ Progressive: I was playing (***was*** or ***were*** are used as helping verbs)

Present Perfect: I have played (uses ***have*** or ***has*** as a helping verb)/Progressive: I have been playing

Past Perfect: I had played (uses helping verb ***had***)/Progressive: I had been playing

Future: I will play (uses ***will*** as a helping verb)/Progressive: I will be playing

Future Perfect: I will have played (uses ***will have*** as helping verbs)/Progressive: I will have been playing

Practice 58— Tenses

Change the verb tense in the following sentences to the tense in parentheses.

1. I eat dinner at six. (future)

2. I danced in New York. (present perfect)
3. I will be going to Paris next year. (present progressive)
4. I always went to school with my sister. (past perfect)
5. I have worked here for ten years. (future perfect)

See Appendix G for the answers.

Tense Trouble

Some of the tenses can cause problems. For example, if you are talking about something that happened in a book you read or a movie you saw, you should use the present tense, rather than the past tense. You may have seen or read it in the past, but it still exists.

> In this book, the main character ***is looking*** for his real mother. He ***has not seen*** her in 20 years, since she ***gave*** him up for adoption. He finally ***meets*** her and they ***begin*** to establish a mother/son relationship.

In the above example, he ***is looking*** for his mother and he ***meets*** her, so those are present tense. However, she ***gave*** him up for adoption in the past, and he ***saw*** her in the past, even in the story, so we use past tenses for those verbs.

However, if you are talking about something you did last week, do not use present tense:

Wrong: I go to the movies last week and I see my cousin, who I haven't seen in a long time. We decide to have dinner together, and then I go home.

Right: I went to the movies last week, and I saw my cousin, whom I haven't seen in a long time. We decided to have dinner together, and after dinner I went home.

Using the Past Perfect

If you are talking about two things that happened in the past, but one of them clearly happened before the other, you need to use different tenses for the verbs. For example:

> Mary **told** me that she **went** to see that movie last week.

Both verbs are in the past tense. However, Mary went to the movies before she told you about it. You need to use the past perfect for the earlier event. The correct way to write or say this sentence is

> Mary **told** me that she **had gone** to see that movie last week.

Practice 59— Using Correct Tenses

Correct any incorrect verb tenses in these sentences. Some are correct.

1. I went there every year since I was a child.
2. I went there before I was five years old.
3. I will have been working here five years by next year.
4. In the book, Mary was looking for her long lost sister.
5. I was sitting in the movie theater and suddenly I see my cousin!

See Appendix G for the answers.

7.3. Irregular Verb Forms

What do we mean by **verb forms**? Well, let's look at the verb ***play***, which we used in Section 7.2. If we want to use the verb ***play*** in the past tense, what do we do? We add an ***-ed*** to the end to make ***played.*** Since most verbs add ***-ed*** to make the past tense, we call those verbs **regular verbs**. Here are some regular verbs:

> ***kick, want, walk, talk, show, pick, cook, pass, weigh***

Verbs with more than one syllable that end in ***y*** usually change the ***y*** to ***i*** and then add the ***-ed***. We can still call those regular verbs. Some examples are ***study (studied)***, and ***reply (replied).***

Verbs that already end in ***e*** just add ***-d***. They are also considered regular verbs. Some examples are ***bake (baked),*** and ***date (dated).***

Verbs that end in a short vowel sound and then a consonant often double the consonant to create the past tense form. We still consider these verbs regular. Some examples are ***hop (hopped)***, and ***plan (planned).***

Some verbs stay the same in the past tense or take on a whole new form. These verbs are **irregular**. There are actually **three forms** of a verb. Regular verbs are the same in the second and third forms:

Present tense: play

Past tense (sometimes called simple past): played

Past participle (the one you use with the helping verb *has* or *have*): have played

Let's look at a verb that remains the same for all three forms:

Present tense: set (Right now I set my book down on this table.)

Past tense: set (A minute ago I set my book down on this table.)

Past participle: have set (I have often set my book down on this table.)

The verbs *burst* and *cost* also stay the same in all three forms.

There are many, many irregular verbs in the English language, and the only way to learn them is to memorize them and use them. To help you, here is a list of the more common irregular verbs.

Present Tense	*Past Tense*	*Past Participle*
begin	began	have begun
bite	bit	have bitten
blow	blew	have blown
break	broke	have broken
bring	brought (not *brang*)	have brought (not *brung*)
build	built	have built
buy	bought	have bought (not *boughten*)
choose	chose	have chosen
come	came	have come
cut	cut	have cut
do	did	have done
draw	drew	have drawn
drink	drank	have drunk
eat	ate	have eaten
fall	fell	have fallen
fly	flew	have flown
forgive	forgave	have forgiven
freeze	froze	have frozen
get	got	have gotten
give	gave	have given
go	went	have gone (not *have went*)
grow	grew	have grown
hide	hid	have hidden *or* have hid
hit	hit	have hit
know	knew	have known
lay	laid	have laid
lead	led	have led (no *a* in *led* except the lead in a pencil)
leave	left	have left
lend	lent	have lent
let	let	have let
lie	lay	have lain
light	lit *or* lighted	have lit *or* have lighted
lose	lost	have lost
ride	rode	have ridden
ring	rang	have rung
rise	rose	have risen
run	ran	have run
see	saw	have seen
seek	sought	have sought
set	set	have set
shrink	shrank	have shrunk
sing	sang	have sung
sink	sank	have sunk
sit	sat	have sat
speak	spoke	have spoken
spend	spent	have spent
stand	stood	have stood

steal	stole	have stolen
swim	swam	have swum
swing	swung (not *swang*)	have swung
take	took	have taken (not *tooken*)
teach	taught	have taught
tear	tore	have torn
tell	told	have told
think	thought	have thought
throw	threw	have thrown
wear	wore	have worn
write	wrote	have written (not *have wrote*)

Practice 60— Irregular Verb Forms

Correct the verb forms in the following sentences. Some are correct.

1. I have swam every night this week.
2. The pond has froze, so we can skate on it.
3. The balloon burst as soon as I blew it up.
4. The tickets costed ten dollars each.
5. He through the ball to me.
6. I have always drank milk every day.
7. The school bell has already rung.
8. Have you went to the new mall yet?
9. I have tore my new shirt!
10. He lended me his sweater.
11. Last year he lead the parade.
12. Yesterday I laid out in the sun all day.
13. The sun rose very early this morning.
14. Sit this book down on the chair.
15. Lie this blanket down in the sun.

See Appendix G for the answers.

7.4. Verbs of Being

We have previously talked about verbs of being. To review, verbs of being are sometimes called linking verbs because they act as an equal sign joining the words on either side of them. The most common linking verb is the verb ***to be*** with all its various forms:

> ***I am, you are, he is, I was, you were, they were, I will be, I have been,*** etc.

Note that ***to be*** is a linking verb only when it is the main verb! Sometimes the ***to be*** verb is a ***helping verb***—changing the tense of a main verb. For example:

> I am a writer. (***am*** is a linking verb, joining ***I*** and ***writer***. ***I*** = ***writer***)
>
> I am playing chess. (***am*** is a helping verb; ***playing*** is the main verb. ***I*** does not equal ***chess***.)

There are a couple of things about linking verbs that can cause problems. But before we talk about those, let's list some other linking verbs. ***To be*** isn't the only one.

These verbs are also linking verbs, some or all of the time.

> ***look, taste, smell, sound, grow, remain, become, feel***

See if you can imagine the verbs in the first sentence in each pair as equal signs linking the word before them with the word after them. Then, in the second sentence in each pair, see how the verb is not a linking verb, but an action verb:

The cake looks good.	I look at the cake.
The pizza tastes good.	I taste the pizza.
The coffee smells fresh.	I smell coffee.
The music sounds loud.	I sound the horn.
The room grows quiet.	The flowers grow tall.
It remained noisy.	She remained in her seat.
It became clear to me.	(generally not used as an action verb)
I feel sad about that.	I feel the cat's fur.

Adjectives After Linking Verbs

As we discussed way back in Section 1.6, adverbs are used to modify verbs. However, adverbs modify only **action verbs**. We use **adjectives**, not **adverbs**, after linking verbs. If you look at the examples in the previous section, you will see that in the first column, the words after the linking verb are adjectives: ***good, fresh, loud, quiet, noisy, clear, sad.***

Here are a few examples of sentences with **action verbs** followed by **adverbs**:

She plays piano ***well.***

He talks very ***quietly.***

He walked up the stairs ***hurriedly.***

The adjective after the linking verb usually doesn't cause any trouble. Here is a case where it can cause a problem:

I feel **bad** about this. (not ***badly***)

Many people say ***I feel badly***, but that is not correct. ***Badly*** is an adverb. ***Bad*** is an adjective and should follow the linking verb ***feel.***

✎ But what if you feel ***good***? Can you use ***well*** (an adverb)? Yes, you can. Although ***well*** is an adverb, you can use it to mean ***a state of health***, so in this case either ***good*** or ***well*** is fine.

Pronouns After Linking Verbs

In Section 6.2 we talked about **pronoun cases**. After a linking verb, we use a nominative case pronoun. In this instance the linking verb will usually be the ***to be*** verb. After a ***to be*** verb, you use the pronoun you would use as a **subject**, not an **object**. Here are some examples:

Is Nancy there? Yes, this is ***she.*** (not this is ***her***)

It is ***they*** who are coming with us. (not ***them***)

It is ***I*** who played the trick on you. (not ***me***)

Does that sound a little too formal for you? Yes, I know it does! I would recommend if you are writing something important you do it correctly. In conversation, you can certainly be more relaxed!

7.5. Voice: Active or Passive?

Verbs, in addition to having **tense**, have **voice**: **active** and **passive**. These two voices are pretty easy to understand:

- In **active voice** the subject of the sentence is performing the action of the verb. For example: ***She drove*** to school.
- In **passive voice**, the subject does not perform the action of the verb, but receives the action. For example: ***She was driven*** to school by her brother. ***She*** is still the subject, and ***was driven*** is still the verb, but this sentence is passive because ***she*** didn't drive.

Here is the rule: Use **active voice** most of the time in your writing. It makes your writing much stronger.

There are a couple of instances in which you use passive voice:

- **Use passive voice when you don't know who performed the action.** For example: The school was built in 1960.
- **Use passive voice when it isn't important who performed the action, or you don't want to say who performed the action.** For example: He was awarded the Medal of Honor. It doesn't matter who gave him the award. The important thing is that he received it. However, perhaps the President of the United States gave him the award, and that is the important thing. In that case, you might want to use the active voice and say, "The President of the United States gave him the Medal of Honor."

Practice 61— Active and Passive Voice

Identify each verb as active or passive:

1. The ball was thrown by the rookie.
2. I sat in the front row at the game!
3. The game went into overtime.
4. The popcorn was bought by my friend.
5. After the game we drove home.

Rewrite each sentence in the active voice:

6. He was bitten by a mosquito.
7. The museum was built by ABC Construction.

8. The car was driven by the salesman.
9. The dog paced back and forth before he was fed by his owner.
10. The book was donated to the library by my aunt and her family.

See Appendix G for the answers.

7.6. What Is Subjunctive Mood, Anyway?

Verbs don't just have tense and voice. They also have **mood**. Most of the time mood doesn't pose a problem, but sometimes it can.

There are generally considered to be three moods:

1. **Indicative mood** is used most of the time. Regular, old statements are indicative mood.
2. **Imperative mood** includes imperative sentences, which are commands (***Tell me a story***, for example).
3. **Subjunctive mood** is the one that can be a little confusing, Subjunctive mood is used for sentences (1) with commands and recommendations, and (2) for things that are not true.

Commands and Recommendations

Here are some examples of the subjunctive mood used with commands or recommendations:

> I demand that you be there to answer questions. In this sentence ***you be there*** is subjunctive. Generally, you would say ***you are there***.
>
> I recommend that she cook dinner for the party on Friday. In this sentence ***she cook*** is in the subjunctive. Generally, you would say ***she cooks***.

Most of the time, we don't have a problem with this use of the subjunctive. It just *sounds right* to us.

Things That Are Not True

Here is where some people have problems with the subjunctive. Your clues here are clauses that are introduced with ***as if***, ***as though***, and ***if.*** What follows is generally not true. Another clue is a clause following the verb ***wish.*** Here are some examples:

> I wish I ***were*** rich. It is not correct in this case to say I wish I ***was*** rich. You need the subjunctive because you ***aren't*** rich. Notice that although the sentence is present tense, subjunctive looks like the past tense.
>
> If I ***were*** rich, I would buy a big mansion. It is not correct to say If I ***was*** rich. You need the subjective because you aren't rich.
>
> She acts as though she ***were*** the boss. We use subjunctive here because she is not the boss; she just acts that way.
>
> He speaks as if he ***were*** from Britain, but I know he is American. We use subjunctive because he is ***not*** from Britain.

In the present tense subjunctive, you see how we actually use the past tense form of the verb. If we want to use subjunctive in the past tense, we go back further and use the past perfect! Here are some examples:

> ***If I had known*** you were coming, I would have baked you a cake. (Not ***if I knew you were coming*** . . .)

Practice 62— Using Subjunctive Mood

Rewrite the following sentences correctly. Some may already be correct.

1. If I was you, I would call them.
2. If I were company president, I would do things differently.
3. She looks as if she were tired.
4. She acts as if she were a queen.
5. I recommend that you are there for the meeting.
6. I sure wish I was rich like you!
7. I told her I thought she should be there.

See Appendix G for the answers.

7.7. Using Strong Verbs

When you write, you want to use strong verbs that really tell what is going on. You will then need fewer adverbs and adjectives. One of the verbs you want to limit is the ***to be*** verb, which is not very interesting.

Instead of ***she is tall***, you could say ***she stands over six feet tall***.

Instead of ***it is a rainy day***, you could say ***the rain is pouring down***.

Instead of ***the diamond is very pretty,*** you could say ***the diamond sparkles on her finger.***

Just be aware that overusing verbs like ***is*** and ***has*** can be boring in your writing. You want to be more precise in your descriptions.

Chapter 7 Test
Special Issues with Verbs

Part 1—Choose the correct answer.

1. I have (brung, brought) you the newspaper.
2. I (shrank, shrunk) my jeans in the dryer.
3. Can we skate on the pond that has (froze, frozen)?
4. He did (good, well) on the exam.
5. It is (her, she) who is wearing the dog costume.
6. I told my dog to (lay, lie) down.
7. (Set, sit) the cake on the counter.
8. If I (wasn't, weren't) so scared, I would just jump into the deep water.
9. The sun has (risen, rose) over the horizon.
10. I recommend that you (are, be) more polite next time.
11. Every day I (sat, have sat) in this tree.
12. My balloon (burst, bursted) right after I blew it up.
13. I feel (bad, badly) about the broken vase.
14. My stomach just (growled, has growled), so it must be time for dinner!
15. I (lay, laid) my backpack down right over there.
16. The water has (laid, lain) there all day.
17. She had (gone, went) to get some supplies at the stationery store.
18. I wish I (was, were) going with you.
19. Yesterday I say to my friend that I know who you are.
20. The fish smells badly, so I don't think I will eat it.

Part 2—Identify each sentence as written in the active or passive voice.

1. Follow this street for about seven miles.
2. The map shows the shortest route.
3. The cake was baked by my favorite aunt.
4. Wait until the sun goes down.
5. I have given you all the money I have.

Part 3—Identify the tense of the **main** verb in each sentence.

1. I ***wanted*** to go to the movies tonight.
2. It ***is*** true that she told a lie.
3. I ***will have been*** out of school for five years when you graduate.
4. I ***have seen*** my friends every day this week.
5. Where ***are*** you ***going***?

See Appendix G for the answers.

Chapter 8

Commas: Yup! A Whole Chapter

8.1. To Comma or Not To Comma: That Is the Question

Commas, commas, commas: nothing confuses writers, editors, students, and everyone else more than commas. Some of us don't like commas and use too few of them. Others of us don't really know where they belong and use too many of them.

There are many comma rules. There are also some places where a comma is optional. The main use of a comma is to make writing easier and clearer to read, but there are many situations where a comma rule really doesn't make anything clearer, but is expected of good writers. What to do, what to do . . .

In this chapter I will give you the comma rules. But more than lengthy explanations, I will give you examples. Sometimes an example is worth a thousand words of explanation.

There are two basic comma rules:

1. Don't use a comma unless you have a reason to use one.
2. Use a comma anywhere where not using one would cause the reader confusion.

See what I mean? Here are the rules:

8.2. Series Comma (Oxford Comma)

One of the most common uses of the comma is in a series. This can be a series of words, phrases, or sentences.

> I brought oranges, applies, bananas, pears, and grapes. (series of words)
>
> I went to the museum, to the mall, to the post office, and to school. (series of phrases)
>
> Mary went to see a movie, Mom went to visit Grandma, Dad went to an auto race, and I stayed home. (series of clauses/sentences)

So what about that final comma—the one before the *and*. Do you need that one? That one is famously called the Oxford comma because it was first used by the Oxford University Press. Some people use it and others don't. Unless you are following a particular style guide that dictates whether or not to use it, it is really up to you. The only advice I have is this: whether or not you decide to use the Oxford comma, use it or don't use it consistently within one piece of writing. Don't switch around.

Warning: Sometimes leaving out the Oxford comma can cause confusion. Sometimes putting it in can also cause confusion, so watch out for these instances:

> *The President of the United States, the actress and model attended the party.* (This sentence could be read as meaning the President was an actress and model.) *The President, the actress, and the model were at the party.* (That is much clearer!)

8.3. Compound Sentences

Use a comma before the conjunction in compound sentences (two or more complete sentences joined by a conjunction like *and*, *but*, or *so*. Examples:

> I live in Texas, and my brother lives in Utah.
>
> I would love to go, but I don't have any money.

If the part of the sentence after the conjunction is **not** a complete sentence, do not use a comma.

> He went to the grocery store and bought some items for the party.

In the above sentence the words after ***and*** are not a complete sentence; there is no subject (***bought some items for the party***).

If the two parts of the compound sentence are very short and closely related, you do not need the comma.

I played the piano and my brother danced.

Sometimes authors will choose not to put a comma in a compound sentence. Unless the sentence is difficult to read, this is not a great problem. However, I would recommend using the comma.

If the two (or more) parts of the compound sentence are complicated and already contain commas, it is wise to separate the two sentences with a semicolon (;) rather than a comma. Example:

Harry, who is a surgeon, went to school on the East Coast; but his brother, Paul, went to school in Europe, where he met his wife.

✎ Note that ***then*** is *not* one of the FANBOYS conjunctions (***for, and, nor, but, or, so, yet***) and cannot be used to connect two sentences unless you also use a conjunction or you use a semicolon. Example:

My sister went to the mall, then she came home. (incorrect)

My sister went to the mall, and then she came home. (correct)

My sister went to the mall; then she came home. (correct)

8.4. Between Two Adjectives

Use a comma between two adjectives in a row that both describe the same noun. You can usually tell if you need a comma by putting ***and*** between the adjectives. If it makes sense with ***and***, you need a comma:

The dress had a **big, blue bow**. (***Big*** and ***blue*** both describe the bow.)

She wore a **bright blue dress**. (Here, there is no comma because ***bright*** describes ***blue***, rather than ***dress***.)

The **old, torn dress** was not appropriate to wear to the wedding. (***Old and torn dress*** makes sense.)

I have a **new black purse**. (***New and black purse?*** Probably not. No comma needed.)

Practice 63— Some Important Comma Rules

Add commas where necessary for series, compound sentences, or consecutive adjectives. Some sentences may be correct as they are.

1. Joe was late for work but he was on time for the meeting.
2. Please buy eggs, milk, bread, and butter when you go to the store.
3. I was late for school and late for dinner too.
4. I bought a bright blue dress for the party.
5. I found some valuable jewels in my grandmother's old dusty trunk.
6. I brought pens, pencils, paper and a notebook.

See Appendix G for the answers.

8.5. Introductory Elements

A comma is used after certain words, phrases, and clauses that come at the beginning of a sentence. Here are some examples of where commas should and shouldn't be used.

Introductory Words and Transition Words

First, we will examine the situation. **Next,** we will form a plan. (transition words)

In my opinion, we are on the right track. (introductory phrase)

Indeed, I think you are correct.

Well, I think you should try to go with your friends.

Yes, I think you are correct.

By the way, I brought your book back to you.

Introductory Phrases

In Paris we saw the Eiffel Tower. (Introductory, short prepositional phrases don't really require commas after them.)

In Paris last September, we saw the Eiffel Tower.

According to the instructions, we should do it my way.

Walking down the street, the man dropped his heavy bag.

✎ Make sure that when you use a participial phrase, like that last example, the person doing the action is right after the phrase. Otherwise, you will have a misplaced modifier and quite possibly a silly sentence:

Walking down the street, the man dropped his bag. (correct)

Walking down the street, the bag fell to the ground. (NO)

Introductory Clauses

While I was walking, I ran into a friend I hadn't seen in years.

After we ate dinner, we went for a long walk.

Because we had run out of money, we couldn't buy any snacks at the movies.

Those sentences, which begin with adverb clauses, can all be turned around. Generally, when you turn them around, you omit the comma.

I ran into a friend I hadn't seen in years **while I was walking**.

We went for a long walk **after we ate dinner**.

We couldn't buy any snacks at the movie **because we had run out of money**.

✎ Do not use a comma after introductory phrases if they are immediately followed by a verb:

Into the cave in the middle of the night **came** a bear.

Out of the blue **came** a man wearing a clown costume.

To be an astronaut **is** my ambition.

8.6. Interrupting Material

Use a comma around elements that interrupt the flow of the sentence, whether they are words, phrases, or clauses. **Sometimes.** If the element is required for the sentence to make sense, it is called **restrictive**, and no commas should be used.

Commas Needed

My brother**, Ken,** is in the Army. (The commas here imply that we don't need to mention your brother's name, either because he is your only brother or because the listener or reader knows whom you are talking about.)

My neighbor**, the chief of police,** is hardly ever home.

The cake**, chocolate with vanilla frosting,** was gone in a minute!

This dress**, by the way,** was on sale.

I say**, indeed,** you should come with us.

Mr. Paul**, who has taught at the school for many years,** is retiring this year.

My brother**, if he can get the time off,** will go with us.

The detective looked at the evidence and**, if he found anything unusual,** he didn't tell the news reporter about it.

No Commas Needed

My brother **Ken** is in the Army. (As opposed to the very same sentence up above, let's assume you have more than one brother and you need to identify which brother you are talking about in this sentence. If that is the case, use no comma. This is called a ***restrictive*** element. It restricts the brother to ***Ken***, not one of your other brothers.)

My neighbor **across the street** is very noisy. (Identifies your noisy neighbor as the one across the street, as opposed to the neighbor next door, for example.)

The cake **with the white frosting** was gone in a minute! (Using no commas identifies the cake as

the one with the white frosting, not another cake with a different type of frosting.)

All the teachers **who have worked at the school for more than 25 years** are retiring this year. (The clause in bold is necessary to identify which teachers are retiring.)

Practice 64— Commas for Introductory and Interrupting Elements

Insert any necessary commas into these sentences. Some may be correct as they are.

1. My cousin who is in college is graduating next year.
2. Finally, I got a dog!
3. First you must add this column, and then you can subtract this number.
4. In the cupboard on the top shelf you should see the sugar.
5. Although I live far away from my sister I see her frequently.
6. My brother Jack is the tallest of all my brothers.
7. The pen that I have in my hand was very expensive.
8. Next, put the chocolate chips in the batter.
9. This is in my opinion the wrong way to do it!
10. In December we usually get several feet of snow.

See Appendix G for the answers.

8.7. Other Common Uses for Commas

The following sections discuss the other important uses for commas.

etc., i.e., e.g.

If you are using any of these abbreviations in the middle of a sentence, use commas both before and after the abbreviation. Since ***etc.*** is generally used at the end of the sentence, just use a comma before it. For more information about these three abbreviations, see Chapter 12. Etc. means ***and so on*** or ***and the others***; e.g. means ***for example***; and i.e. means ***that is***. Here are some examples:

Bring a pencil, pen, paper, erasers, **etc.**

Bring something to write with**, e.g.,** a pencil.

I speak only one language**, i.e.,** my native language, English.

Dates

When you are writing the date on the top of a letter or where it isn't in text (in a sentence), use a comma between the day and year.

August 29, 2013

Whenever, and wherever, you write the date, if you omit the day, you do not need a comma between the month and the year.

August 2013

If you write the date in text, the year is followed by a comma if you have included the day. The two examples below are both correct:

The **March 2014** issue of *Golf Digest* has an article you should read.

The **March 5, 2014,** issue of *Golf Digest* has an article you should read.

For more information about writing the numbers in dates, refer to Section 11.8.

Commas with Numbers

Use a comma in numbers of four or more numerals.

1,000 12,000 350,000 2,000,000

Use a comma to separate two numbers that happen to fall in a row in a sentence (or, better yet, rewrite the sentence to avoid the situation).

Out of the total of 350, 45 were women.

With *Too*

If you use ***too***, meaning ***also***, in the middle of a sentence, it is set off with commas. However, if ***too*** is used at the end of the sentence, there is no comma.

I, too, would love to see that play.

I would love to see that play **too**.

Direct Address

When you are talking to someone using their name, regardless of where the name falls in the sentence, use commas to set off the name. Here are some examples, including examples using another word that also needs to be set off.

Charlie, eat that sandwich!

Eat that sandwich**, Charlie**!

Eat that sandwich**, Charlie,** and then you can go out to play.

No, Charlie, you cannot go out to play.

Well, Charlie, did you finish your sandwich yet?

Setting off Academic Degrees

A comma is used to set off academic degrees. Here are some examples.

Marc Jones, Ph.D., is speaking at graduation.

Peter Wolf, M.D., has just started to work here.

Addresses

Commas are used in addresses, whether they are on an envelope, on the top of a letter, or used in a sentence. Here are some examples:

Envelope: Margaret Toll
151 Broadway Avenue
Savannah, Georgia 21456

Text: I live at 15 Market Street, Boston, MA 02215.

Use a comma to set off the name of the state in text, when it follows the name of a city.

I was born in Atlanta, Georgia, in a small farmhouse.

I was born in Atlanta in a small farmhouse.

Company Names

Spell and punctuate company names exactly as the company does, whether you think it is correct or not.

Contrasting Expressions and Elements

Use a comma in contrasting expressions (they generally begin with ***but***, ***not***, or ***rather than***).

I like chocolate, but not milk chocolate.

I like nonfat milk, not cream.

I like my pizza with pesto, rather than with tomato sauce.

Use a comma in contrasting expressions.

Here today, gone tomorrow.

Garbage in, garbage out

When a Word Is Left Out

Sometimes when a word is left out of a sentence (intentionally), the sentence is difficult to understand. Use a comma if that is the case. Most of the time, when a word is left out, the sentence is perfectly clear.

The fact of the matter **is, they** never liked us. (***That*** before ***they*** is left out.)

This sentence is perfectly clear without a comma:

I know she doesn't like us.

Commas for Emphasis

You may use a comma for emphasis, but don't overdo it. Here are some examples:

I agree**, completely,** with what you have to say.

I**, myself,** will bake and decorate the wedding cake.

Letters and Emails

Use a comma after both the greeting and the closing of a letter, note, or email. (In business letters or business emails, the greeting is generally followed by a colon rather than a comma. See Section 9.6.)

Dear Jerry,

Hi, Stacy,

Yours truly,

Sincerely,

Unusual Word Order in a Sentence

If you choose to write a sentence that has an unusual word order, you might need a comma for clarity.

> Why he wants to move to Michigan, I will never understand.

Setting off *However* and *Therefore*

When ***however*** and ***therefore*** are in the middle of a sentence, sometimes you can set them off with commas. Other times you will need a period or semicolon on one side of them. How do you know? Take out the ***however*** or ***therefore***. Read the sentence. If the sentence is fine without ***however*** or ***therefore,*** you can set the word off with commas. But if you are left with a run-on sentence, you need a period or semicolon before ***however*** or ***therefore.*** (Instead, you can add a conjunction like ***and*** or ***but***.)

> I know, however, that he is coming with us. (***I know that he is coming with us*** is fine. Therefore, commas are enough.)
>
> I know that he is coming with us; however, I don't know how long he is staying. (***I know that he is coming with us, I don't know how long he is staying*** is a run on. You need a semicolon before ***however.***)

Anyplace Where Not Using a Comma Would Be Confusing

Here is the best rule of all! Use a comma wherever not using one would be confusing. Here are some examples:

> After eating ants invaded our blanket. (Place a comma after ***eating*** to avoid eating ants!)
>
> The two dresses were blue with white dots, and yellow with red dots.

Practice 65— More Comma Rules

Insert commas where necessary. One or more of the sentences may not need commas.

1. I was born in Boston Massachusetts in July 1990.
2. The population of Ourtown is 67000.
3. The math department offers algebra, geometry, statistics etc.
4. I too would love to visit France.
5. I agree completely that you need a vacation.
6. I love scary movies; therefore I want to see the new monster movie.
7. Please mow the lawn, Phil.
8. I counted the books, and there are 75 35 of them children's books.
9. There is an old saying, "Here today gone tomorrow."
10. What he meant I don't know.

See Appendix G for the answers.

8.8. Don't Put Commas Here!

Although there are many comma rules and places where you do need commas, there are also places where you **don't** put commas. Don't use a comma unless you have a reason. Here are some places where you don't use commas.

1. Do not use a comma before a FANBOYS conjunction (for, and, nor, but, or, yet, so) if the words that follow the conjunction are not a complete sentence.

> I washed the dishes and swept the floors. (***Swept the floors*** is not a complete sentence.)
>
> Would you like pizza or chicken? (Chicken is not a complete sentence, and two items do not make a series.)

✎ The conjunction ***but*** is an exception, and you can use a comma before it when the words on either side of it contrast.

> She is tiny, but strong.
>
> He took the sofa, but left the chairs and table.

2. Do not use a comma before or after something in parentheses unless the sentence would have a comma there anyway.

> **Right:** The company president (he is my cousin) offered me a job.
>
> **Wrong:** The company president (he is my cousin), offered me a job.

Right: Although he is my cousin (the company president), I think I would have gotten the job anyway. (If you left out what is in parentheses, there would still be a comma.)

3. You do not need a comma after Jr. or Sr. or Esq. in a name.

Martin Luther King, Jr. is a well-known American.

4. Never put a comma between a subject and its verb unless there is an interrupter set off in commas between them.

Wrong use of comma: Hannah and her brothers, went to Paris last week.

Wrong use of comma: The bright blue dress, is in the closet.

5. Never put a comma between a verb and its object.

Wrong use of comma: He threw, the ball into the window.

Wrong use of comma: He is baking, a cake and brownies.

6. Never put a comma between an adjective and its noun.

Wrong use of comma: She wore a blue, dress to the party. (No comma between ***blue*** and ***dress***.)

Wrong use of comma: It was a huge, airplane.

7. Never put a comma between a noun or verb and a prepositional phrase that immediately follows it.

Wrong use of comma: She was making cookies, in the kitchen.

Wrong use of comma: There are football fields, tennis courts, and a swimming pool, at the new school. (There should be no comma after ***pool***.)

8. Sometimes you use a comma to avoid confusion. However, sometimes putting a comma in **causes** confusion, so you leave it out.

Richard, my boss, and I are taking a break. In this sentence you can't tell if the writer is talking about two or three people. Is Richard my boss? We can't tell. It is best to rewrite a confusing sentence like this. Here are two possibilities:

Richard, who is my boss, and I are taking a break.

I am taking a break with Richard and my boss.

✎ A Few Helpful Notes

1. Sometimes you have a choice of whether or not to use a comma.

Of course, I will go with you.

Of course I will go with you.

2. If you are setting off something with commas, make sure you have your commas in the correct place. To check read the sentence without the words within the commas. If it makes sense, you are okay. (Incidentally, the same rule applies for words set off by dashes.)

This car is as good as, but not better, ***than my old one***. (***This car is as good as than my old one*** doesn't make sense.)

This car is as good as, but not better than, ***my old one***. (Now, the sentence is correct.)

Chapter 8 Test
Commas

Some of these sentences are missing commas; some of them have commas that don't belong there. Some sentences are correct as they are. Rewrite the incorrect sentences. Write "*correct*" if the sentence is fine as it is. These are comma mistakes only.

1. Angie made a great presentation and the audience loved it.

2. Bring me a pencil, a pen and some paper, Jack.

3. In June, 2000, my sister was born in New York.

4. The January 6, 1950 issue of this magazine is very, valuable.

5. Send the money to me at 555 Wisconsin St. Bakersfield, CA, 93677.

6. My dog, whose name is Fred is a terrier.

7. Because of the wind we, can't sail today.

8. The difficult classes, e.g. calculus are offered only in the evening.

9. Yes, we are all going on vacation to Miami, Florida.

10. The woman who is wearing the yellow hat, is my aunt.

11. She is very thin but very strong too.

12. He cleaned the house, and then mowed the lawn.

13. When I took the exam for the second time I passed it; however I did poorly the first time I tried it.

14. We visited an old beautiful castle on a warm sunny day.

15. Uncle Joe, Aunt Betty, and I love to play Scrabble, whenever we have the chance.

16. As we were eating ants invaded our picnic blanket.

17. The two dogs were black and white and brown and white, respectively.

18. I was late for school because there was traffic.

19. The suit, that is on the back rack, is on sale for $100.

20. John Rivers, M.D. received his degree from Winchell College, in Nebraska.

See Appendix G for the answers.

Chapter 9

Punctuation (Except Commas)

9.1. Introduction

Punctuation makes our writing easier to read. Without punctuation our words would be just that—words. Punctuation puts in the pauses, the stops, the tones of questions and exclamations. It also shows what is possessive, what is a contraction, and what is an abbreviation.

Now that commas are out of the way (Chapter 8), let's move on to the other—and less complicated—punctuation marks.

9.2. Periods (.)

Obviously, the most common use of the period is to put one at the end of a sentence unless the sentence is a question or an exclamation.

If a question is indirect, rather than direct, you will also use a period rather than a question mark:

He asked who was coming with us.

The question is how to find out who did it.

Abbreviations

Periods are used in some abbreviations. For example, Jr., Sr., Dr., Mr., Ms., Mrs., Esq., and Ph.D. generally have a period at the end.

✎ If an abbreviation that uses a period comes at the end of the sentence, only one period is used.

I was always in awe of Martin Luther King, Jr.

Abbreviations that are made up of all capital letters usually do not use periods:

IBM, FBI, YMCA, NHL, VIP (but *Washington D.C.* does have periods)

Some words in our language are merely "shortened" and should not have periods after them. Here are some examples:

typo, exam, memo, limo, logo, info, lab, rep, photo

Generally speaking, most abbreviations should be avoided in text; some are fine to use in tables or graphs. In text, avoid using abbreviations for names of the months or days, measurements, etc.

There are so many abbreviations it is best to look up the correct punctuation of a specific abbreviation if you are unsure.

✎ If an abbreviation or acronym (an acronym is an abbreviated form of a name that uses all capital letters and spells out its own word, such as OSHA or EPCOT) might not be understood by your reader, it is customary to spell it out the first time it is used and to put the acronym in parentheses. Then the other times you use it, you can use just the acronym or abbreviation.

Federal Bureau of Investigation (FBI)

✎ **Hints for Using Abbreviations**

1. When in doubt, don't use an abbreviation. Spell the words out.
2. The abbreviations *a.m.* and *p.m.* generally use periods.
3. *U.S.* is commonly used as an adjective, but United States is spelled out as a noun: *U.S. Navy*, but *the population of the United States*.
4. The abbreviation *OK* has no periods, but it is better to just spell it out (*okay*).
5. When in doubt about an abbreviation, look it up or spell it out.

Decimals

Periods are used in decimals: 11.05, 3.2, $5.00

Lists or Outlines

Periods are usually used after the numbers in a numbered list, or numbers and letters in an outline:

1.

2.

   a.

   b.

Measurements

Measurements are often abbreviated. In text you can always spell them out. However, they do deserve some special attention here.

Just remember that although ***ft*** (foot), ***yd*** (yard), and ***m*** (meter) are not followed by periods, ***in.*** (inch) always is, to avoid confusion with the preposition ***in***.

Practice 66— Using Periods

There are no periods in any of these sentences. Insert periods where necessary.

1. Dr L Martin, MD is my skin doctor
2. My cousin, Walter Hummel, Jr used to work for the FBI
3. He stands 6 ft and 3 in tall
4. I work at H Hall Corp
5. Please meet me at my house at 7:45 pm
6. Here is my address: 54 Elm St, Albany, NY

See Appendix G for the answers.

9.3. Question Marks (?)

Obviously, the most common use of the question mark is after a question!

Besides putting a question mark after a complete sentence that is a question, you also use a question mark after a question that may not be a complete sentence:

Why? When?

Did he say he was coming with us? When?

If a short question is embedded within a sentence, set off the question with commas (or sometimes even a dash will do) and use a question mark after it.

I can come with you, can't I, if I finish all my chores?

You can also use a question mark at the end of a statement if it is said with the tone of a question:

You expect to go to the party dressed like that?

✎ Question marks with quotations: We will cover this topic later in this chapter, but for now: Question marks can go either inside or outside quotes, depending on the sentence. If the entire sentence is a question, but the quote isn't, the question mark goes outside. If the quote is a question, but the entire sentence is not, quotes go inside. If both the quote and the sentence are questions, use one question mark, inside the quotes.

He asked, "When will we get there?"

Did he say, "I hope we get there soon"?

Did he ask, "When will we get there?"

Practice 67— Question Marks

Insert question marks in the necessary places in the following sentences. Some sentences may not need any question marks.

1. She asked if I could go with her tonight
2. Do you know the way
3. Did she say, "I can't go with you this time"
4. Did he ask, "When will we be there"
5. He asked, "When will we be there"

See Appendix G for the answers.

9.4. Exclamation Points (!)

Exclamation points are used to express emotion after either a complete sentence, an expression, or a word (interjection).

Help! The house is on fire!

Gee whiz! Did you see the size of that dog!

Notice that in the second example, the sentence is actually a question. However, it is said with such emotion that you could use an exclamation point instead of a question mark.

Tips for using exclamation points correctly.

Do not overuse them. (Yes, I did in this book.)

Do not use two or more in a row (!!).

Do not use them with question marks (!?).

A novelist told me that an author should use no more than two exclamation points in an entire novel. And they really have no place at all in formal writing. So please don't use them unnecessarily! (like there)

✎ The rules for using exclamation points with quotation marks are the same as the rules for question marks with quotations. Refer to Section 9.3.

Practice 68—Exclamation Points

Insert exclamation points where necessary.

1. She shouted that there was a fire in the kitchen
2. She shouted, "There's a fire in the kitchen"
3. I hate it when you say to me, "I forgot to call you"
4. If you are just joking, don't ever shout, "There's a fire in the kitchen"

See Appendix G for the answers.

9.5. Semicolons (;)

Despite the fears that some people have about using them, semicolons are not too complicated. Unlike commas, semicolons really have only three rules. A semicolon is not interchangeable with either a comma or a colon but is probably closer to a comma than to a colon.

Compound Sentences

Use a semicolon in a compound sentence (two sentences that could be joined together with the conjunctions *for, and, nor, but, or, yet,* or *so*—the FANBOYS) to join the two sentences if you don't want to use the FANBOYS conjunction. Or, alternately, use a semicolon to join to two closely related sentences instead of using a period. The second part of the sentence, following the semicolon, does not begin with a capital letter.

I took an airplane, but my brother took the train.

I took an airplane; my brother took the train.

✎ If you looked at the second sentence and thought that **however** might fit in nicely, you are right. However, you will need to put a semicolon (or period) before it. ***However*** is **not** a conjunction, and you cannot separate two sentences with it.

My brother took a train. My sister and I flew.

My brother took a train; my sister and I flew.

The examples above are all correct. It is your choice whether you want to use (1) comma with conjunction, (2) semicolon, or (3) period.

Incidentally, two sentences connected with a conjunction or with a semicolon are both called **compound sentences**.

Compound Sentences with Series or Other Commas

If you have a compound sentence, and one or both of the sentences in it already have a series or commas, you might want to separate the two sentences with a semicolon rather than just a comma for clarity. You can either leave the conjunction between the two sentences or take it out.

She visited Rome, Paris, and Barcelona, and London, Belfast, and Stockholm are on her itinerary for the next trip. (unclear)

She visited Rome, Paris, and Barcelona; and London, Belfast, and Stockholm are on her itinerary for her next trip. (clearer) (You can take out the ***and*** right after the semicolon, or you can leave it there. Of course, you can also rewrite the sentence to avoid the issue.)

Confusing Series

Check out this sentence:

> Please pack these items for our trip: jeans, dress pants, shorts, tee shirts, white, blue, and red uniform shirts, socks, and black and brown shoes.

Or this one:

> We will be joined in the meeting by John, the president of the company, Sandy, the director of the department, Larry, Carmen, the personnel director, and the treasurer.

Both sentences are difficult to understand. Rewriting can solve the problem. Otherwise, you will want to use semicolons to separate the main items so that you can see what goes with what:

> Please pack these items for our trip: jeans; dress pants; shorts; tee shirts; white, blue, and red uniform shirts; socks; and black and brown shoes.
>
> We will be joined in the meeting by John, the president of the company; Sandy, the director of the department; Larry; Carmen, the personnel director; and the treasurer. (Now you now that there will be five people joining you.)

✎ Don't use a semicolon for other things. Semicolons never replace colons for introducing lists, etc.

9.6. Colons (:)

When we think of colons, we most often think of them introducing lists—and that is a common use of a colon. There are, however, some other common uses for a colon:

Digital Time

There is a colon between the hours and minutes in digital time.

> 12:45 means 45 minutes past the hour of 12.

Salutation of a Business Letter

While you put a comma after the salutation (greeting) of a friendly letter or email, you put a colon after the salutation of a business letter.

> Dear Sirs:
>
> Dear President Hamilton:

Between the Title and Subtitle of a Book

While you do not put a colon on the cover itself, if you write the name of a book in text and want to include the subtitle as well as the title, use a colon between the two.

> I am reading *The Best Little Grammar Book Ever: 101 Ways to Impress With Your Writing and Speaking.*

✎ A colon is also used to separate chapter from verse in scripture references.

> Romans 1:16

In a Compound Sentence

We have already talked about using either a comma and a FANBOYS conjunction, or a semicolon to separate the two parts of a compound sentence. In some instances you can also use a colon, but be very careful. You can use a colon if the second sentence is either an explanation of the first sentence or a result of the first sentence. However, in either case, it is not necessary to use the colon. A semicolon, or a comma with a conjunction is also fine.

> He brought a variety of vegetables to the party: he was going to make a salad. (No capital letter is required to begin the second sentence.)

Introducing a Quote

Sometimes a colon is used to introduced a quote of a sentence or longer (not in dialogue).

> Mayor Jones said in his speech to the city: "I am committed to cutting crime in the city. We have already made great strides in this area."

Introducing Lists

Finally we get to the most common use for colons: introducing lists. (Yes, the preceding sentence is correct. You need a complete sentence **before** the colon, but not after it.)

Your list can be vertical or horizontal. Just remember that you need to have a complete sentence before your colon. Don't put a colon after a verb.

Please ***bring pencils***, pens, and paper to the test. (correct)

Please ***bring: pencils,*** pens, and paper to the test. (incorrect)

Please bring these items with you: pencils, pens, and paper. (correct)

Here are some examples of horizontal lists.

Please bring the following items to the test:
pencils
pens
paper

Please bring
pencils
pens
paper

Please bring
pencils,
pens, and
paper.

All of the above lists are correct. This one is not. No colon should be used in this case.

Please bring:
pencils
pens
paper

✎ **Notes:** If your list items are complete sentences, they should be followed by periods. If one list item is a complete sentence, all list items should be complete sentences, and they should all be constructed similarly (see Section 11.7, "Parallel Structure"). You can use bullets or numbers before your list items if you wish. If you use numbers (such as in steps), the order of your items should be important. Otherwise, don't use numbers.

✎ Colons are also used in citations and bibliographical entries. Consult a style guide for information about citations.

Practice 69— Semicolons and Colons

These sentences have missing colons and semicolons. Put the correct mark (either semicolon or colon) in the blanks:

1. My favorite season is winter___ my sister prefers summer.
2. The title of the book is *Adopting a Dog__ Which Breed Is for You?*
3. Dear Department Chair__
4. Mayor Jones said the following in his speech___ "I believe that the best is yet to come for the city."
5. I have visited Paris, France__ Rome, Italy__ and London, England.

These sentences may have missing or incorrect punctuation. Please correct them. If you add or change any punctuation, use either a semicolon or colon. Some sentences may be correct as they are.

6. We invited Mr. and Mrs. Greeley, our next door neighbors, Mr. Jagger, our realtor, and Mr. Thomas.
7. Please bring a jacket, warm gloves, and extra socks on the hike.
8. Please bring these items with you
   jacket
   warm gloves
   extra socks
9. The choice of dresses was the blue and white or the red and black.
10. I don't know what is wrong with my computer, however, the technician might know.
11. I haven't gotten paid yet and, therefore, I can't buy the gift yet.
12. I have to wait for a phone call, then I can go with you.

See Appendix G for the answers.

9.7. Parentheses ( ) and Brackets [ ]

Parentheses and brackets are used to add additional information to text. Let's talk about brackets first, since there are two obvious places to use them.

Brackets

If you should need parentheses inside other parentheses, you use **brackets** inside the parentheses. However, it is generally better to rewrite your sentence so you don't need two levels of parentheses.

> Look at the illustration on page 67 (Figure A [Item 7]) for instructions.

The example above is correct. However, it is easy to avoid using the brackets:

> Look at the illustration on page 67 (Figure A, Item 7) for instructions.

Brackets are also used to add information to a quote, making the quote easier to understand. For example, you may be quoting part of a speech in a newspaper article you are writing. Because you are not quoting the entire speech, something may be unclear to the reader. The explanation can be put in brackets. The information in the brackets is **NOT** part of the quote.

> The mayor said, in his speech to the City Council last night, "I feel that it [the new mall] will greatly help the economy in this city."

Parentheses

Extra information can be placed in parentheses. Sometimes this information can also be set off by commas (but never if the information is a complete sentence) or dashes (see Section 9.8). Parentheses can be included in a sentence or can be a separate sentence. The following examples are all correct.

> Please look at the information on verbs (Chapter 12) for help.

> Please look at the information on verbs (see Chapter 12) for help.

> Please look at the information on verbs. (See Chapter 12.)

> Please look at the information on verbs. (This information is located in Chapter 12.)

> Please look at the information on verbs, Chapter 12, in this book.

As you see above, if the parentheses are around a complete sentence that is standing on its own after a sentence (rather than part of the sentence), it is treated as a sentence, with a capital letter and a period. However, often the parentheses are not needed at all in cases like that.

With parentheses that appear in the middle of a sentence, no commas are needed before or after the parentheses unless there would be a comma there anyway:

> My uncle, who was a famous painter (he died last year), is featured in this art book. (Correct: the comma would be needed even without the parentheses.)

Practice 70— Parentheses and Brackets

Insert parentheses, brackets, and necessary periods and commas in these sentences:

1. You can park for two hours the parking lot is on your left if you have a parking pass.
2. Please look at page 75 the figure of the dinosaur bottom left to see the complete skeleton.
3. The President was quoted as saying, "They the Senate will meet in a special session to discuss the new laws."
4. Uncle Morris 1899–1990 was a fairly famous artist.
5. We are leaving the children with a babysitter tomorrow evening no children are allowed in the theater.

See Appendix G for the answers.

9.8. Hyphens and Dashes (-/–/—)

There are three varieties of hyphens and dashes: short, medium, and long. Each of them has a different function.

Hyphen (-)

The **hyphen** is the shortest line, easily made on your keyboard on the number line. The hyphen is used to separate words. It can separate a word at the end of a line (on the syllable break only) if there is no room on the line for the entire word. This use is not as common anymore, since most writing is on the computer. Often the computer adjusts spacing to avoid dividing words.

Hyphens are also used in compound words: ***ex-husband, self-esteem***. However, in many cases, compound words

are not hyphenated. Here are some things to keep in mind about word hyphenation.

1. Many words are not hyphenated: cooperate, reestablish, nonfat, etc. If you cannot determine whether or not to hyphenate a word, look it up in the dictionary. If you cannot find it, or if two sources say different things, the most important thing is just to be consistent throughout your piece of writing.

2. Some compound words use a hyphen if they are placed before a noun they modify, but not if placed after the noun. Here are some examples:

She won a well-deserved award.

The award she won was well deserved.

She is the mother of a five-year-old boy.

Her son is five years old.

I would like a well-done steak.

I like my steak well done.

She had a lost-puppy look.

She looked like a lost puppy.

En Dash (–)

The **en dash** is longer than a hyphen and shorter than the long dash (called an **em dash**). Often people use this dash instead of the long dash because it might be easier to create on the computer. On my Mac, I make an en dash by pressing Option along with the hyphen. Sometimes people just use the hyphen for either dash. Often, people type two hyphens in a row to represent any type of dash. Sometimes your computer will put the two hyphens together for you. Mine doesn't.

The en dash doesn't have many purposes in writing. It is used as the minus sign in math. In writing, it is generally used to indicate a range:

John Marks (1935–1990) wrote this poem.

verbs, 12–20 (index entry)

Spring is March–June every year.

Em Dash (—)

The **em dash** is longer than the en dash. On my Mac, I press Shift+Option+hyphen simultaneously to create it. It is the dash most often used in text. It is used to indicate a distinct and abrupt break in thought. Yes, sometimes you can use parentheses or commas (only if the words do not make a complete sentence) instead.

We found the dog—he disappeared over a week ago—all the way across town.

Notice that if you take the words inside the dashes out, the sentence makes sense. You can check to make sure your dashes are in the right place by taking out the information between the dashes and reading the sentence. It should make sense. If it doesn't, check the location of your dashes.

Dashes work well in the above sentence. However, you could also use parentheses:

We found the dog (he disappeared over a week ago) all the way across town. *OR*
We found the dog all the way across town. (He disappeared over a week ago.)

You cannot use commas to set off the above material in dashes because it is a complete sentence. However, you can change the wording:

We found the dog, which disappeared over a week ago, all the way across town. (Yes, animals are ***which***, not ***who***.)

✎ There are generally no spaces before or after hyphens and dashes.

Practice 71— Hyphens and Dashes

Add hyphens, en dashes, and em dashes where needed. Some sentences may be correct as they are.

1. She was very well suited for her position as chief nurse.
2. My cat he disappeared for eleven days had gone all the way over to the next neighborhood.
3. Please read the information on pages 6 8. (Place the correct mark between the numbers).

4. The two and a half year old boy was climbing the tree.
5. Tom Bowers (1903 1969) lived in this house. (Place the correct mark between the numbers).
6. I don't know perhaps you do what time the wedding begins.
7. I have seen a number of purple haired people in the parade.
8. The girl is three years old.

See Appendix G for the answers.

9.9. Italics

While italics are not actually punctuation, we can include them here, since they do have rules for use. (Italics are the slanted letters you can make on your computer.) You cannot make italics in handwriting, so don't even try! If you are writing by hand, underlining indicates italics. If using a computer, use italics. Do not use both italics and underlining at the same time!

Words Used as Themselves

Italicize a word you use as itself, rather than as a grammatical part of a sentence:

You used the word *blatant* incorrectly in your essay.

What does *defenestrate* mean?

If you use a word as itself and make it plural, sources disagree about whether or not you need an apostrophe. However, the ***s*** is not in italics.

You have too many *the*s in your sentence. *OR*
You have too many *the*'s in your sentence.

Although I tend to dislike putting apostrophes in, I think the second sentence is clearer. Up to you.

Letters and Numbers Used as Themselves

Italicize a letter or number you use as itself.

You left out the final *e* when you spelled this word.

You left out one of the *4*s in the phone number.

You don't really need an apostrophe when making a number plural. The apostrophe can be used when making letters plural if you think it improves clarity. Sometimes, you do need to put an apostrophe:

I got all *A*'s. (not to be confused with the word ***as***)

I grew up in the 1970s.

I know my *ABC*s.

✎ With capital letters, you can decide whether to italicize. I like to, but if you don't want to, just make sure you are consistent.

Foreign Terms and Phrases

Uncommon foreign terms and phrases are generally italicized, but commonly used ones are not. Once a word or phrase becomes common in English, you don't need to italicize it. These are among the many foreign words and phrases that do not require italics:

> ***a la carte, alma mater, bona fide, chutzpah, en route, et al., etc., non sequitur, per annum, per diem, magnum opus, rendezvous, savoir faire, status quo, summa cum laude,*** and ***vice versa***

Consult a dictionary if you have questions.

Titles? Italics or Quotes?

A common use for italics is for titles. However, some titles are quoted rather than italicized. So how do you know which is which? Generally speaking, large things are in italics, and parts of those things are in quotes:

Italics	*Quotes*
Book title	Short story, poem, or chapter title
Movie title	Title of a scene
Play title	Title of an act or scene
TV series title	Title of an episode
Opera title	Title of an aria
CD title	Song title
Paintings	
Planes, boats, spacecraft if given names other than their brand or model	

Other Uses for Quotes

Sometimes quotes are used in text for emphasis. This is fine, but don't get carried away and emphasize too much. Using italics is better than boldface, quotes, or all capital letters for emphasis.

Often a fiction or memoir writer will use italics to represent thoughts rather than dialogue or background text.

Practice 72— Italics

Underline any words you would put in italics. Some sentences may be correct as they are.

1. Please look up the word incoherent in the dictionary.
2. You have used I to begin your sentences too many times.
3. I would like my steak served a la carte.
4. He has a new boat, which he named Lucille.
5. I told you the suspect had blonde hair, not brown.
6. I flew on a Boeing 757 to Miami.
7. I just read a book called The Silent Spring.

See Appendix G for the answers.

Practice 73— Italics Versus Quotation Marks

Please underline (italics) or use quotes, as appropriate.

1. Please turn to Chapter 2, The Order of Operations.
2. The Mona Lisa is my favorite painting.
3. I was excited to see the movie Star Wars for the tenth time!
4. I always watch the television show From Now to Then, and my favorite episode is called Going to the Future.
5. I thought it was weird that he called his new airplane Honey.
6. Gone with the Wind is a great book.
7. I just sent for tickets to the play The Book of Mormon.
8. There was an article in The New York Times called Children and Technology.
9. I subscribe to Time magazine.
10. Hey! That boat is named Sue, just like you!

See Appendix G for the answers.

9.10. Quotation Marks (“”)

Quotation marks are most commonly used to enclose direct quotations, the exact words said by someone. They are not used for indirect quotes.

> *Direct quote:* Mary said, "It's really cold outside."
>
> *Indirect quote:* Mary said that it is really cold outside.
>
> (Indirect quotes often have the word ***that*** in them.)

Here are some examples of using quotations marks correctly.

> Mary said, "It is really cold outside."
>
> "It is really cold outside," Mary said.
>
> "It is really cold outside," said Mary, "but I need to go out."

A quotation, of course, can be more than one sentence long. If it is, do not put quotes around every sentence. Just put quotes at the beginning of the quote and again at the end. If a single quote by one person goes on for more than one paragraph, put quotes at the beginning of the quote and at the beginning of each paragraph, but at the end of only the last paragraph (the end of the quote).

Dialogue

If you are writing dialogue, you need to begin a new paragraph every time a different person speaks.

> "I am going to the movies. Do you want to come along?" Mary asked Joe.
>
> Joe replied, "I don't think so. I have so much to do."
>
> "Suit yourself," said Mary, "but you are going to miss a good one."

Other Uses for Quotation Marks

There are several other rules for using quotes. We already talked about using quotation marks for titles in Section 9.9.

1. Quote a word or phrase that comes directly from another person or source.

> She said that she had a "secret magical plan" for accomplishing her goal.

2. You do not need to quote *Yes* and *No*.

When I ask the questions, please just answer yes or no.

3. You do not need to quote well-known sayings, proverbs, or colloquial expressions.

It is raining cats and dogs.

You know that the early bird catches the worm!

4. Put quotation marks around slang expressions, or words and phrases that are intentionally misspelled or grammatically incorrect.

She replied that she had gotten the book at the "liberry."

5. Put quotation marks around a word or phrase that has an unusual or "abnormal" place in a sentence.

I admire his "stick-to-it" attitude.

6. In Section 9.9, we talked about putting words used as words and foreign words in italics. If you define a word, put the definition in quotes.

The word *defenestrate* means "to throw out of a window."

7. If you use business or other jargon, put the word in quotation marks the first time you use it.

We were unable to get the computer "booted up" with the new operating system.

8. Use quotation marks after such verbs as *marked* and *labeled*.

The package was labeled "personal and confidential."

Quotation Marks with Other Punctuation

Quotation marks are often used in combination with other punctuation: commas, periods, question marks, exclamation points, and possibly semicolons and colons.

There are specific ways to use quotation marks with other punctuation. I am giving you the American way to do things. The British style is often different and sometimes opposite of the American style.

Periods and commas *always* go inside the quotation marks.

"I said I didn't do it," said Jack.

Jack said, "I didn't do it."

I read the short story, "Jack and Jill."

Colons and semicolons *always* go outside the quotation marks.

She said, "I have had enough"; then she left the room.

Bring the following items "just in case": toothbrush, extra clothes, and a towel.

Question marks and exclamation points can go *either* inside *or* outside quotation marks, depending on the sentence.

He asked, "Are we there yet?" (Inside: quote is a question.)

Did he say, "I hope we get there soon"? (Outside: quote is not a question, but the whole sentence is. Quote does not get a period.)

Did he ask, "Are we there yet?" (Inside: both quote and sentence are questions.)

Exclamation points are treated exactly the same way.

Single Quotation Marks

Single quotation marks are used if you need quotes inside of quotes. That is their only use, so do not use single quotes for emphasis or for any of the reasons you might use double quotes.

He said, "I just finished listening to 'Take Five.' I love that song."

She said, "I really love the song 'Take Five.'" (Three quotes in a row? Yes. The first is the ending quote for the song. The other two are for the end of the quote.)

Practice 74— Quotation Marks

Put quotation marks in the following sentences where necessary. You may need to add other punctuation with the quotation marks. Some of the sentences may be correct as is.

1. Judy said I think it is going to rain today.
2. Judy said that it will probably rain today.

3. Please just answer yes or no!
4. I hired her because of her I can do anything attitude.
5. It's raining cats and dogs this morning.
6. Yesterday is one of my favorite Beatles songs she said
7. I am running late she said, and I will probably miss the beginning of the movie.
8. She asked me if I would like to see her new digs, which she just painted and carpeted.
9. The box was marked fragile, so I put it in the closet right away.
10. Please do some backwards planning before you complete these lesson plans.
11. In his speech the valedictorian began with the following words: This is a day all you graduates will remember. Wherever life takes us, we will remember the friends we made in this place.
12. I don't think we can solve this problem he said I think we will need to hire outside help.

See Appendix G for the answers.

9.11. Ellipses (. . .)

Personally, I don't like ellipses—probably because I never learned how to use them correctly. However, fiction writers like to use them—and they do come in handy. They are used to indicate an omission in a quote or a trailing off at the end of a sentence.

An ellipsis consists of three periods with spaces between each. If the omission occurs at the end of the sentence, add the fourth period for the end of the sentence (or another suitable end mark, such as a question mark).

If you are indicating trailing off at the end of the sentence, use the three periods only.

> "I think there are many reasons for this situation . . . and the final reason is the most important."
>
> ". . . and it seems that the most important reason is lack of action."
>
> She thought and thought about the mess she had gotten herself into, sinking into deeper and deeper despair . . .

Chapter 9 Test
Punctuation

Punctuate the following sentences correctly. You can use all the punctuation marks: periods, commas, semicolons, colons, parentheses, brackets, hyphens, dashes, quotation marks, ellipses, question marks, underlining (italics), and exclamation marks. There will sometimes be options as to what punctuation you can use. Do your best. Some sentences may be correct as they are.

1. I finished the project should I send it to you?
2. My coworker and her friends are coming to visit.
3. He said I heard the song Forget You.
4. Life of Pi didn't win the Oscar.
5. Bob was usually a quiet man however he screamed upon entering the room.
6. To whom it may concern
7. I love the television show Detectives of New York and my favorite episode is called The Man in the Tan Shirt.
8. It is a cold rainy day.
9. This book which was written by William Golding is my favorite.
10. The cookies that are on top of the table are for you and your friends.
11. I decided not to attend the meeting and went to the movies instead.
12. don't know if I will ever get over this she said as her voice trailed off.
13. I packed these three items for my hike water a jacket and a knife.
14. I was born on August 10 1980 in Lincoln Nebraska.
15. The only four items on the agenda are budgets vacations report formats and marketing.
16. I did not do very well on the test however so I failed the course.
17. The word collaborate means to work together.
18. He was very self confident when he went on interviews.
19. My neighbor he was gone for five months sailed around the world.
20. Please read the information on pages 60 85. (Place the correct mark between the numbers.)
21. My six and a half year old cousin looks like my sister.
22. Jean Smith MD has just started to work here.
23. I think you should pack these clothes for the trip a suit shoes black brown and white socks and three shirts.
24. Yes Elaine the party is at my house.
25. My address is 6800 Park St Albany New York 01987 please send my mail there not to my old address.
26. Although this food tastes terrible I will eat it anyway.
27. I failed the test because I didn't study.
28. I am running late she said, and I will probably miss the beginning of the movie
29. I love his can't fail attitude.
30. I can't believe since I didn't do anything wrong that I got fired.

See Appendix G for the answers.

Chapter 10

Capitalization

10.1. Introduction

Capitalization can be tricky. While the basic rules are easy, you will always find something that makes you stop and wonder. If you have a question about whether or not a word or phrase should be capitalized, consult a comprehensive style guide or dictionary. If there is disagreement, be consistent in your capitalization if the word(s) is used in the same context, whether or not you decide to capitalize.

In this chapter we will go over some primary capitalization conventions, but mainly some of the more confusing aspects of capitalization.

10.2. The Basic Rules

Here are some easy ones:

1. Capitalize the first word of a sentence.

   Always be consistent in your capitalization.

Also capitalize phrases or clauses that are used as complete sentences:

Enough said.

Also capitalize an independent question within a sentence:

The question is Did you or did you not steal the car?

2. Always capitalize the pronoun ***I***, as well as ***I've*** and ***I'm*** and ***I'd.***
3. Capitalize ***proper nouns*** and ***proper adjectives***. A ***common noun*** is a person, place, thing, or idea. A ***proper noun*** is a specific person, place, thing, or idea.

Common Noun	*Proper Noun*
boy	Michael
school	Wilson High School
soup	Campbell's soup (Soup isn't really part of the name.)
computer	Apple computer (Computer isn't part of the name, unless you are talking about the company.)
theory	Theory of Relativity
newspaper	*The New York Times* (***The*** is actually part of the name, so it would be capitalized. This is not always the case.)
magazine	*Seventeen* magazine (In this case, ***magazine*** is not actually part of the name of the magazine. Therefore, it is not capitalized or italicized.

The next several rules are more specific rules about proper nouns.

4. Capitalize cities, states, countries, continents, oceans, islands, streets, mountains, forests, and regions of the country

   Examples: Boston, Massachusetts, France, Asia, Pacific Ocean, Bahamas, Jones Street, Rocky Mountains, Sherwood Forest, New England, the Midwest

5. Capitalize the names of clubs, teams, and government bodies.

   Examples: Boy Scouts, New York Mets, House of Representatives

6. Capitalize holidays, events, and historical periods.
   Examples: Thanksgiving, Sonoma County Fair, Bronze Age, Civil War
7. Capitalize the names of nationalities, races, and peoples.
   Examples: Japanese, Native American, Aztecs
8. Capitalize businesses and brand names
   Examples: First Union Bank, Kleenex tissues
9. Capitalize the names of ships, trains, spacecraft, and aircraft.
   Examples: *Mayflower, Gemini V, Spirit of St. Louis*
10. Capitalize the names of buildings and other structures.
    Examples: Empire State Building, Hoover Dam
11. Capitalize the names of awards, monuments, and memorials.
    Examples: Nobel Peace Prize, Washington Monument, Lincoln Memorial.
12. Capitalize religions, holy books, and some deities.
    Examples: Buddhism, the Bible, Allah, God (Note that the word ***god*** is not capitalized when it refers to a mythological god.)
13. Capitalize planets, stars, constellations, and other heavenly bodies
    Examples: Jupiter, the Milky Way, Orion's Belt (Note that sun, moon, and, often, earth are not capitalized.)
14. Capitalize a person's title if it comes before the name.
    Examples: Mr. Jones, Dr. Abbott, Mayor Flynn, President Seymour.
15. Capitalize a word that shows a family relationship if it comes before the name or is used in place of the name.
    Examples: Aunt Joan (**but** Joan, my aunt), Mom (**but** my mom), Grandma Wallis (**but** my grandma).

Practice 75— Basic Capitalization Rules

Some of the words in these sentences should be capitalized and are not. Others are capitalized and should not be. Circle any word that is incorrectly capitalized or incorrectly **not** capitalized. Some sentences may be correct as they are.

1. i love the Spring because the weather begins to get warm.
2. The fourth of July is my favorite holiday.
3. i'm going to visit aunt Joyce in Florida over winter break.
4. I think Mayor Jost will win the Election again.
5. I think there will be a full Moon tonight.
6. The Celtics Basketball Team won the championship that year.
7. In history class, we are learning about the Greek Gods.
8. Mike Scott is the new mayor of our city.
9. The President of the United States is about to make a speech.
10. we traveled over the Rocky mountains on our vacation, and we stayed in a really nice Hotel.
11. The question is what time should we leave?
12. until we meet again.

See Appendix G for the answers.

10.3. More Capitalization Rules

Here are some less obvious, but very important, capitalization rules:

Titles

There are several styles in capitalizing titles (book titles, movie titles, chapter titles, headlines, etc.):

Capitalize the first word only.

Capitalize the first letter of every word.

Capitalize every letter.

The most common, and traditional style, however, is as follows:

Capitalize the first letter of all words with these three exceptions:

- Articles (***a, an, the***) unless the article is the first or last word of the title. First and last words are always capitalized.
- Coordinating conjunctions (***for, and, nor, but, or, yet,*** and ***so***—be careful because sometimes ***yet*** and ***so*** can be used as adverbs).
- Prepositions of four letters or fewer (such as ***in***, ***out***, ***by***, ***with***, ***for***, ***as***, ***to***)

✎ Make sure you always capitalize the words ***is***, ***am***, ***are***, ***was***, and other forms of the ***to be*** verb. They are short, but they are verbs, and verbs are always capitalized in titles.

Directions

Do not capitalize ***north***, ***south***, ***east***, and ***west*** when they are directions. However, do capitalize them when they refer to a geographic area.

Head **south** down Broadway.

The population in the **South** is growing.

He comes from **southern California.**

He is from the **Midwest**.

Letter/Email Salutations and Closings

The first words of both the greetings and closings of letters/memos/emails are capitalized. Many times, all the words in a greeting are capitalized because they are titles or names.

Dear Mayor:

Dear Sir:

Dear Mr. Smith

To whom it may concern:

Sincerely yours,

Yours truly,

13. ***Thank you*** is not really an appropriate closing to a letter. If you say ***thank you***, make it a sentence and put a period after it. Then, put a more appropriate closing. Also, avoid the sentence ***Thank you in advance***.

Earth

Many people feel that ***earth*** should always be capitalized (except when it refers to dirt), but this is not the case. ***Earth*** is capitalized when it is used in a sentence with other heavenly bodies that are capitalized.

Jupiter and Saturn are larger than Earth.

Otherwise, you can use lowercase for ***earth***. Alternatively, you can choose to capitalize Earth when it is not preceded by the article ***the***.

Life on **Earth** is relatively new in the scheme of the cosmos.

We need to save the resources of the **earth** for future generations.

Seasons

The seasons are not capitalized. The months, days of the week, and holidays are, but the seasons are not unless they are part of a title.

I would say that **summer** is my favorite season.

Are you going to the Snowflake **Winter** Festival next weekend?

Some "Common" Proper Nouns

A few words have become so common that they are no longer capitalized:

french fries

roman numerals

✎ It is best to consult a dictionary to see if other words such as these are capitalized.

President of the United States and Other Titles

Titles are capitalized when they precede, and are thus part of, a name. Otherwise, they are generally lowercase.

Listen carefully when **Mayor Jones** is speaking.

The **mayor** is speaking.

An exception is President, but only when it refers to the President of the United States.

The company **president** is resigning.

The speech was made by **President Jones** of ABC Company.

You should vote to reelect **President Jones**.

The **President** will be going by as the parade passes the White House.

Departments

Company departments are generally not capitalized unless they refer to the writer's own company.

I spoke to the **credit department** about my bill.

The **Advertising Department** is meeting in five minutes.

School Courses

The names of languages are always capitalized in course titles. Otherwise, general course topics are not capitalized, but the names of specific courses are capitalized.

I am taking **French, math, World History II, art**, and **science** this semester.

Decades

Do not capitalize the names of decades and centuries unless they are special expressions.

the **twenties**

the **twenty-first century**

the **Roaring Twenties**

Dog Breeds/Names

Dog breeds are generally not capitalized unless there is a proper noun or adjective in the name. That word is then capitalized.

German shepherd

Boston terrier

poodle

Words That Come Before Numbers

Do not capitalize ***line, paragraph, page, note, step,*** and ***size*** before a number. Do capitalize ***chapter, figure, room***, and most other words that precede numbers.

Refer to **line** 5.

See **Chapter** 7.

Go to **page** 550.

I am in **Room** 110.

This dress is a **size** 8.

Go back to **step** 10.

Hyphenated Words

If a capitalized word happens to be hyphenated, the second part of the word is not usually capitalized:

I live on **Thirty-fourth** Street.

In a hyphenated word, capitalize only the part of the word that is a proper noun or adjective:

He is a **Spanish-speaking** student.

I am going to a **mid-December** party.

Practice 76— More Capitalization

Some of the words in these sentences should be capitalized and are not. Others are capitalized and should not be. Circle any word that is incorrectly capitalized or incorrectly **not** capitalized. Some sentences may be correct as they are.

1. I like my French fries with ketchup, and my french toast with butter only.
2. I did my report on the differences between Mars and Earth.
3. (letter salutation) Dear sirs:
   (letter closing) Yours truly,
4. We are voting for class President today.
5. Please turn to chapter 6, page 111.
6. I just found out I need to take an Algebra class to graduate on time.
7. We need to stop the destruction of earth by controlling climate change.

8. Sometimes I wish I lived back in the Thirties because I love the fashion!
9. I heard that algebra II is a very difficult class.
10. My friend just wrote a book called *The Color Of My Dress is Blue*.
11. Head East on North Street.
12. I just adopted an Alaskan Malamute from the local shelter.
13. The meeting is in room 715.
14. I am trying to make some irish stew for dinner tomorrow night.
15. I can tell from her accent that she is from the south.
16. *Back to the future* is one of my favorite movies.
17. I was so young I barely remember president Carter.
18. She moved to 445 West thirty-third Street.
19. She is from Mid-Texas.
20. I read *A Tale of two Cities* last week.

See Appendix G for the answers.

Chapter 10 Test
Capitalization

Most of these sentences have capitalization errors: words that should be capitalized and are not and words that are capitalized that shouldn't be. Circle all the capitalization errors in each sentence. Some sentences may be correct as they are.

1. My brothers both joined the United States army when they graduated from high school.
2. I like to read *The New York times* every day.
3. I don't really like Winter, but I enjoy going to the Winter Festival in our town.
4. The answers to the questions in chapter 8 are on page 122.
5. On St. Patrick's day, my Mom and my cousin Frankie go to the Parade.
6. I wrote to the complaint department at ABX Company to discuss my computer.
7. I am really excited about going to the middle east next month with mom and dad.
8. I spoke to both a senator and mayor Blue last night.
9. I can see both Mars and the Moon tonight.
10. *Polytheism* refers to the belief in many gods rather than just one.
11. I signed the letter with "Sincerely Yours."
12. better luck next time!
13. I learned the roman numerals at Burke Elementary school, but i don't remember them any longer.
14. The question I always ask myself is Did I leave a big enough tip?
15. My new courses include Introduction to Music, Advanced Calculus, and a Sociology course.
16. Please save the earth by taking care of it!
17. *Guess who's Coming to Dinner* was a very popular movie decades ago.
18. *Love is all You Need* was written by the beatles, a very popular singing group in the Sixties.
19. You should head North to get home.
20. There were poodles, collies, Dalmations, and an Irish Setter at the Animal Shelter today.
21. She is from an Italian-Speaking family, although she speaks english very well.
22. My address is 4457 Twenty-Third Street, Portland, Oregon.
23. I was a member of the Girl scouts when I was a child, and I also took Piano Lessons from John Smith, ph.d.
24. I was amazed at the beauty of the Golden Gate bridge when I visited California to see my cousin Sue.
25. I work in the Human Resources Department, and my job consists of interviewing recent College graduates for Sales jobs.

See Appendix G for the answers.

Chapter 11

Some Really Important Grammar Issues

11.1. Introduction

This is really the most important chapter in this book because it most affects the way you write and speak. However, you need to go through the rest of the book to gain the background for understanding the issues in this chapter. Some of the issues have been touched upon in other chapters; others are new here.

11.2. Run-on Sentences (and Fragments)

One of the most important things to do when you are writing is to avoid run-on sentences. Another is to avoid writing sentence fragments, although there is a time and place for them (but not in formal writing).

Run-on Sentences

A run-on sentence can be any length. Some people think a run-on sentence is just a really long sentence, but a sentence can be a mile long and still be a perfectly legitimate sentence, although perhaps not a very well-written one.

1. After I got up this morning, I went out for a run, and then I came back and took the dog for a walk, and then I ate breakfast and got dressed because I had to go to work.
2. I read, my sister sewed.

Sentence 1 is not a run on, although it is very long and not well written.

Sentence 2 is a run on.

A run on is a sentence that is actually two or more sentences that are strung together and not separated properly. Look at sentence 2 above. It contains two complete sentences separated by a comma. YOU CANNOT SEPARATE TWO COMPLETE SENTENCES WITH JUST A COMMA. Yes, I am yelling to make my point here.

Here are some correct ways to separate sentences:

- You can put a period to separate them instead of the comma, and then start the second one with a capital letter. (I read. My sister sewed.)
- You can use the comma, but add a conjunction. (I read, and my sister sewed.)
- You can use a semicolon if the sentences are closely related. Do not use a capital letter after a semicolon. (I read; my sister sewed.)
- You can use a colon if the second sentence is a result of the first sentence or explains the first sentence. (I read to my sister: she does not know how to read yet.) Any of the other three ways to fix this sentence would work just as well as using the colon, which isn't used too often to connect sentences.

There is never a right time to use a run-on sentence.

Fragments

Sentence fragments are words that are put together and followed by a period, but that are not complete thoughts. Sometimes writers use fragments for effect, and that is okay, as long as they are aware that they are fragments. If you are trying to pass something off as a sentence, but it is a fragment, *that* is a problem. Usually the fragments that a writer thinks might be a real sentence are dependent adverb clauses—the clauses that begin with ***although, since, whenever, wherever, until,*** and especially ***because.***

> *Because I just met you yesterday* is not a sentence. You need to add a whole independent clause to it to make it a sentence. This sentence is fine:

> Because I just met you yesterday, ***I cannot go in the car with you.***

I wouldn't recommend using fragments in cover letters or college essays. However, there is a time and a place for a well-written fragment for effect. Many authors, including me, use them in our books. **Enough said.** (Fragment!)

Here is a sample paragraph from a short story that uses two fragments for effect:

> She was tall. **Very tall.** She made her way over to the buffet line, and he couldn't help staring at her. He wanted to follow her and to say something witty. **Something to catch her attention.**

Practice 77— Run Ons and Fragments

Identify each group of words as either a proper sentence, a fragment, or a run on. Fragments and run ons can be fixed in a number of ways. Try to fix the fragments and run ons.

1. I am getting ready to give a party on Friday night.
2. Since everyone will be bringing a snack to share.
3. I am providing drinks and some great desserts.
4. Many of my friends are coming, some of my neighbors are too.
5. Maybe having a costume party.
6. I am baking my specialty: chocolate chip apple pie.
7. Apples, cinnamon, chocolate chips, butter, all mixed together.
8. Are you coming, I sent you an invitation and didn't hear back from you.
9. It is going to be a fun time.
10. Come.

See Appendix G for the answers.

11.3. Agreement

Agreement means that verbs agree in number with their subjects, and pronouns agree in number and gender with their antecedents. Huh? Okay. Let's simplify that.

If your subject is singular, the verb that goes with that subject must also be singular. If the subject is plural, its verb must be plural. Yes, there are singular and plural verb forms (generally the distinction is mostly in present tense): Take the verb ***run***. You would say ***she runs***. But you would say ***they run***. ***Runs***, then, is the singular form of the verb, since it sounds right with ***he***, a singular pronoun. We don't say ***he run***; we say ***they run***, because ***run*** is the plural form of the verb. It is the opposite of nouns. The noun with the ***-s*** at the end is the plural one (usually), but the plural verb form is generally the one without the ***-s***.

The purpose of a pronoun is to take the place of a noun or another pronoun. The **antecedent** is the word that the pronoun is taking the place of. The pronoun must agree in both number (singular or plural) and gender (male or female) with its antecedent:

> **Judy** brought **her** suitcase. ***Judy*** is singular and female, so we use ***her*** to replace it; we don't use ***him*** (male) or ***they*** (plural).

Usually agreement is pretty simple, and we do it right just because it "sounds right" that way. And while that is true, there are some issues that make it more complicated than it seems. We will discuss those in the following sections.

Interrupting Words and Phrases with Subject/Verb Agreement

> Sue **goes** to college. (***Goes*** is singular and agrees with Sue.)
>
> Sue, along with her brother and her cousins, **goes** to college. (still singular)
>
> Sue, accompanied by her brother, **goes** to dance lessons. (still singular)

Phrases such as ***along with***, ***together with***, ***as well as***, ***in addition to***, ***accompanied by***, ***including***, ***except***, and ***and not*** do not make a singular subject plural.

If you have a positive subject and then a negative subject, the verb agrees with the positive subject:

> Sue, but not her brothers, **is going** to college. (still singular)

Prepositional and other phrases inserted between subject and verb also do not change the number of the subject:

The photographer for the three weddings **has not been selected**. (singular)

The painting that we ordered when we ordered the six frames **has not arrived yet**. (still singular)

Practice 78—Agreement

Choose the verb that agrees with the subject.

1. Mary, along with her three brothers, (is, are) going to college in New England.
2. They (walk, walks) three miles every morning.
3. The dresses for the wedding party (has, have) not yet been chosen.
4. The pizza, in addition to the salad and desserts, (is, are) dinner for tonight.
5. The dog that I adopted when I still had the other two dogs (live, lives) in the garage at night.

See Appendix G for the answers.

Using *and*, *or*, *neither*, *either* Between Subjects

Two (or more) subjects joined by ***and*** will always be plural, even if each one is singular on its own, because we are adding them together:

Jack and Jill **are going** up the hill. (plural)

The boy and the girl **are going** up the hill. (plural)

Both the boy and the girls **are going** up the hill. (plural)

Both the boys and the girl **are going** up he hill. (plural)

Both the boys and the girls **are going** up the hill. (plural)

Two subjects joined by ***or*** or ***nor*** can be either singular or plural depending on the subjects. We are not adding them together, as we do with ***and***. Look at the following examples:

John or his brother **is going** with us. (singular: one or the other one)

The boys or the girls **are going** first. (plural: It is either ***boys*** or ***girls*** and each is plural by itself.)

What about this one, where one subject is singular and the other is plural?

Either the girl or her brothers ____ going with us. Is this one ***is*** (singular) or ***are*** (plural)? It is plural. In this case, the verb agrees with the noun closer to it. So,

Either the girls or the boy is going with us is also correct because this time the singular subject (***boy***) is closer to the verb.

Practice 79—More Agreement

Choose the correct verb that agrees with the subject(s).

1. John and his friends (is, are) going fishing on Saturday.
2. Either John or Uncle Fred (is, are) renting a boat.
3. Either Juliet or her sister (has, have) your books.
4. Either the red dress with the bows or the three green shirts (was, were) on sale, but I don't remember which!
5. Neither the trumpet players nor the tuba player (is, are) tuned up yet.

See Appendix G for the answers.

Pronoun/Antecedent Agreement

All the rules in the preceding section apply to pronoun/antecedent agreement, as well as subject/verb agreement. Look at these examples:

Judy, along with her friends, is bringing **her** suitcase. (singular)

Judy, accompanied by her friends, is going to **her** prom. (singular)

Judy, but not her friends, is going to **her** prom. (singular)

The painting that we ordered when we ordered the three frames is in **its** box. (singular)

Either Judy or her sister is bringing **her** guitar. (singular)

Either Judy or her sisters are bringing **their** guitars. (plural)

Either her sisters or Judy is bringing **her** guitar. (singular)

What about this?

Either Judy or her brother is bringing ____ guitar.

One is female and the other is male. What do we do? How about just saying *a guitar*? Rewriting to avoid an issue is often the best solution.

Sentences That Begin with *There*

Even though a sentence may begin with the word ***there***, ***there*** is never a subject. In this type of sentence, the subject will be right after the verb, so you can figure out if the verb should be singular or plural by looking at the noun or pronoun after the verb.

There **are** three **books** on that shelf. Yes, plural.

There **is** three **books** on that shelf. No, not singular.

Practice 80—More Agreement

Choose the correct answer for each sentence:

1. Ellen, along with her sisters, (is bringing her lunch, are bringing their lunches).
2. Either my cousin or my uncles (is taking his vacation, are taking their vacations) in France.
3. There (is, are) three pieces of pizza left in the box.
4. Either John or Kate is singing in (his, her, his or her, their) first concert ever!
5. There (is, are) not many apples left on the tree.

See Appendix G for the answers.

Indefinite Pronouns

Indefinite pronouns probably present the biggest issue with pronoun/antecedent agreement. We have discussed these pronouns before (Section 6.7). Some of these pronouns are singular, some are plural, and others can be either singular or plural.

1. ***Everyone***, ***everything***, ***everybody***, ***anyone***, ***anything***, ***anybody***, ***someone***, ***something***, ***somebody***, ***no one***, ***nothing***, ***nobody***, ***each***, ***neither***, ***either***, ***nothing***, and ***one*** are singular.

Everyone is bringing **his or her** suitcase.

Everyone is singular. The verb ***is*** agrees and is also singular. The pronoun ***his or her***, which refers back to ***everyone*** agrees because it is also singular.

Most people would say

Everyone is bringing **their** suitcase.

Is this okay? ***Their*** is plural, but ***everyone*** is singular.

Yes and no. The English language doesn't have one word for the singular that can be either male or female. Of course, if we know that only girls are going, we can easily say ***her suitcase***. Problem solved. But if both girls and boys are going, we have no singular word for that without using ***his or her***.

It is perfectly fine and correct to use ***his or her***. It is also now acceptable (in some style guides and to some people) to use ***their*** as a singular in this case. I wouldn't recommend using ***their*** in the singular in a formal letter or college application.

Avoid using ***he/she***, ***(s)he***, or alternating between ***he*** and ***she***. The best thing to do is to rewrite; why not just say

Everyone is bringing **a suitcase.**

2. ***Both***, ***few***, ***several***, and ***many*** are indefinite pronouns that are plural:

Several are bringing their suitcases.

Few are bringing their suitcases.

Both are bringing their suitcases.

Many are bringing their suitcases.

3. ***All***, ***any***, ***more***, ***most***, ***none***, and ***some*** can be either singular or plural, depending upon how they are used. Usually they are followed by a prepositional phrase. Look at the noun in that phrase. The verb generally agrees with the noun in the phrase.

All of the ***pie is*** gone.

All of the ***cookies are*** gone.

Any of the children can ***take their*** naps.

Any of the ***cake is*** available to cut.

More of the ***pizza is*** gone than left on the plate.

More of the ***pieces have*** been eaten.

Most of the ***cake is*** gone.

Most of the ***cookies are*** gone.

None of the ***pizza is*** left.

None of the ***pieces are*** left.

Some of the ***people have*** left.

Some of the ***crowd has*** gone.

One of is generally singular.

One of my books ***is*** missing.

Singular Nouns That Look Plural

News, mathematics, thermodynamics, and other such words that end in ***-s*** are singular, although they may look plural. So, we use singular verbs with them.

The ***news is*** good.

Mathematics is my favorite subject.

Collective Nouns

We discussed collective nouns in Section 1.2. They are nouns that, while singular, represent a group. They can generally also be made plural. Here are some singular forms of collective nouns:

group, band, family, flock, class, herd, tribe, bunch, committee, clan, club, pack, cast

People usually use singular verbs and pronouns with these words:

The **band is** playing in the parade.

The **class is having** ***its*** party today.

However, there is a distinction to be made, and sometimes these collective nouns are plural. When we use plural verbs to agree with them, however, sometimes we sound wrong because most everyone just uses them as singular all the time. Check this out:

The band **are tuning their** instruments.

In the above example, we used a plural verb and a plural pronoun, thus assuming that ***band*** is plural. Is it?

Collective nouns are singular when they are thought of as a single unit. They are considered plural when we are talking about the members of the collective noun as **individuals** rather than a unit.

The band are tuning their instruments. (Plural: They are acting as individuals.)

The band is having a party after the show. (Singular: They are having a party together, as a unit.)

Can you see the difference in these sentences?

My family is coming over for Christmas dinner.

My family are coming from all over the country to visit us for Christmas.

In the first sentence the family is a unit, all coming over together. In the second sentence, the individuals in the family are being talked about, since they are coming from different places; they are not a unit.

Will the sky fall if you use a singular verb with a collective noun? No. In fact, if you use a plural, it may sound wrong to some people. However, it is correct to make the distinction between singular and plural collective nouns.

A Quirky Little Issue

All the girls wore a gown to the prom.

Be careful here. Did all the girls wear the same gown? The sentence is confusing. The correct way to say or write this sentence is

All the girls wore gowns to the prom.

Practice 81— More Agreement

Choose the correct answer in the following sentences:

1. The news about my dogs (is, are) good.
2. One of these songs (is, are) my favorite.
3. Everyone who has a ticket can take (his or her, their) seat now.
4. Few (is, are) selected to be in the show.

5. Many of my friends (is, are) coming to the party.
6. Most of the pizza (is, are) gone.
7. The vase, along with all the flowers, (was, were) thrown away.
8. None of the boys (is, are) old enough to drive.
9. (Is, Are) physics or economics you favorite subject?

Correct any of the following sentences that isn't already correct:

10. All of the bridesmaids wore a purple dress.
11. The band are tuning up their instruments.
12. My company is having a picnic on Friday.
13. The family is all going their separate ways for Christmas this year.
14. One of the men are wearing a red hat.
15. All of the students are carrying a dog.

See Appendix G for the answers.

11.4. Comparison

Adjectives and adverbs have **comparative** and **superlative** forms, used for comparison:

I am **taller** than you.

First of all, remember to use *than* in comparisons, not *then*. *Then* is an adverb that has to do with time.

Use the **comparative** form of the adjective or adverb when comparing two items.

I am **taller** than you.

Use the superlative form of the adjective or adverb when comparing three or more items.

I am the **tallest** of the three of us brothers.

Forming Comparatives and Superlatives

One-syllable adjectives and adverbs:

- Add *-er* to adjectives and adverbs to form the comparative: *taller*, *smaller*, *colder*, *warmer*, *hotter*, *sooner*
- Add *-est* to adjectives and adverbs to form the superlative: *tallest*, *smallest*, *coldest*, *warmest*, *hottest*, *soonest*

✎ There are, of course, exceptions. One of them is fun. There is no *funner* or *funnest*! It is *more fun* and *most fun*.

Two-syllable adjectives and adverbs:

- Most add *-er* for comparative. If they end in *-y*, the *y* generally changes to an *i*, thus making the ending *-ier*. Others have no form ending in *-er* (particularly adverbs). In that case, use *more* for comparative: *funnier*, *prettier*, *lonelier*, *more sudden*, *more quickly*, *more slowly*.
- Most add *-est* for superlative. If they end in *-y* the *y* generally changes to an *i*, thus making the ending *-iest*. Others have no form ending in *-est*. In that case use *most* for superlative: *funniest*, *prettiest*, *loneliest*, *most sudden*, *most quickly*, *most slowly*.

✎ If there is a form that ends in *-er* or *-est*, use it. Do not use *more* or *most* before the adjective unless no *-er* or *-est* form exists. Consult your dictionary to find out. For example, do not say *more happy*, since there is the correct word *happier*.

✎ Avoid double comparisons: Do not say *more happier*.

Three-syllable or more adjectives and adverbs:

Use *more* and *most* before the adjective or adverb: *more beautiful*, *most adventurous*, *more happily*, *most glorious.*

✎ Adjectives that end in a suffix such as *-ous* or *-ful* will never have an *-er* or *-est* ending. Use *more* or *most*. For example, *more wonderful*, not *wonderfuler*.

What If It Isn't More? What If It Is Less?

If you are going the other direction in your comparison, always use *less* for comparative and *least* for superlative:

I am **less intelligent** than you are.

My brother is the **least intelligent** of us all.

This ride is **less fun** than that one.

This ride is the **least fun** of all.

I am **less pretty** than my sister.

My cousin is the **least pretty** of the three of us.

I snore **less quietly** than my brother.

My sister snores the **least quietly** of us all.

Irregular Forms

There are some adjectives and adverbs that add neither *-er/-est* or *more/most* to make them comparative or superlative. Here are some:

good	better	best
bad	worse	worse
many	more	most

Faulty Comparisons

Look at this sentence:

She likes pizza more than me!

What does the sentence mean? Does it mean she likes pizza more than I like pizza? Or does it mean that she likes pizza more than she likes me?

Well, you probably would think it means that she likes pizza more than I like pizza. And that is usually the intention of the writer. However, the sentence actually means that she likes pizza more than she likes me.

When you write a comparison like the one above, put in the missing words, if even just in your head. Then, you will use the correct pronoun. Compare these two sentences:

She likes pizza more than I like pizza.

She likes pizza more than she likes me.

If you are writing a comparison like this, you can leave out the words, but pretend they are there to figure out which pronoun to use:

She likes pizza more than I. (more than ***I like pizza***)

She likes pizza more than me. (more than ***she likes me***)

Practice 82—Comparison

Choose the correct answer:

1. She is the (taller, tallest) of the two sisters.
2. She likes school more than (I, me).
3. She says she likes me, but I really think she likes my sister more than (I, me).
4. You would be (more smart, more smarter, smarter) if you used more common sense!
5. The roller coaster was (funner. more fun) than the Ferris wheel.
6. Which do you like (least, less), poetry or opera?
7. This doll is (fragiler, more fragile) than that one.
8. Who makes (more, the most) money, you or your brother?
9. Of all the types of food, I know (less, the least) about Asian food.
10. He talks (louder, more loudly) when he is angry.
11. The poodle is the (taller, tallest, most tall) of the six dogs here.
12. The weather is (more worse, worse, worser) today than it was yesterday.
13. He is the (less, least) adventurous of the two of us.
14. She is shorter than (I, me).
15. My older brother is (more truthful, truthfuler, most truthful) than my twin brother.

See Appendix G for the answers.

11.5. Misplaced Modifiers

One of the easiest mistakes to make when you are writing is the **misplaced** or **dangling** modifier. A **modifier** is a word or phrase (or clause) that describes or modifies something. Adjectives and adverbs are modifiers.

Participles are, if you remember from Section 3.4, adjectives that come from verbs. Prepositional phrases (Section 3.2) are also modifiers and can be used as adjectives or adverbs. And it is participles and prepositional phrases that are most often misplaced.

In the English language, it is assumed that modifiers are placed near what they are modifying, or describing. Look at these sentences:

Sitting in my lap, my cat yawned and stretched.

Laughing, she ran down the hill.

She **heard on the news** that there was a big parade on Thanksgiving.

These sentences are all correct. Now look at these sentences:

Reading a book by the window, my cat scratched my hand.

Laughing, that joke seemed very funny to me.

She heard about the **parade on the news.**

These sentences are all incorrect. The modifiers are misplaced (not near what they are modifying in the sentence) or dangling (not modifying anything in the sentence).

The first sentence says that the cat is reading a book by the window. The participial phrase ***reading a book by the window*** is dangling because it doesn't describe anything in the sentence. It is meant to describe ***I***, but there is no ***I*** in the sentence. Note that it doesn't describe my hand, because my hand wasn't reading either! Here is one of the ways to correct the sentence:

While I was reading a book by the window, my cat scratched my hand.

The second sentence says that the joke was laughing. However, I was laughing. Here are some ways to correct the sentence:

Laughing, I thought the joke was funny.

I laughed because I thought the joke was funny.

I laughed at the funny joke.

The third sentence says that the parade was on the news. The prepositional phrase ***on the news*** is in the wrong place. Most anyone reading the sentence would probably understand what you meant, but it really isn't written correctly. Here is a way to fix the sentence:

On the news I heard about the parade.

It is very easy to unintentionally put misplaced modifiers in your writing, so be very careful!

Practice 83— Misplaced Modifiers

Some of the following sentences are correct; others have some type of misplaced or dangling modifier. Identify which sentences are incorrect and fix them if you can. There are always multiple ways to fix a sentence.

1. He read from his new book wearing glasses.
2. I heard about the volcano on the evening news.
3. While still in diapers, my mother went back to college.
4. Forgetting I had a cake in the oven, I took the dog for a walk.
5. Growling loudly, I knew it was time to feed my hungry dog.
6. Freshly baked, I took the cookies out of the oven.
7. Looking around, I spotted my cousins in the crowd.
8. Many of the people in the audience after her performance congratulated her and gave her flowers.
9. At 5 p.m. next Monday, the employees who attended the meeting said there would be a follow-up discussion.
10. Take this big bag and go to the library with all the books.

See Appendix G for the answers.

11.6. Possessives

Possessives are forms of nouns and pronouns that show ownership. Most of the time, making a noun possessive is pretty simple, but some problems can arise.

Singular Nouns

Add an ***apostrophe*** and an ***s*** to most singular nouns to make them possessive.

boy—the boy's toy

book—the book's plot

dog—the dog's bone

✎ Sometimes you have what looks like a compound possessive. Here is what you do:

My mom and dad's new car is in the driveway. (Just make the last noun possessive because it belongs to both of them.)

My mom's and dad's new cars are in the driveway. (Make them both possessive, since cars is plural; they each have a new car.)

Plural Nouns

Add just an **apostrophe** to plural nouns that end in ***s.***

boys—the boys' toys (belonging to more than one boy)

books—the books' plots (belonging to more than one book)

dogs—the dogs' bones (belonging to more than one dog)

buses—the buses' routes (belonging to more than one bus)

Add **apostrophe** and ***s*** to plurals that end in something other than ***s.***

children—children's toys

men—men's suits

mice—mice's cheese

Words That Already End in *-s*

Some singular words end in ***-s*** or even ***-ss.*** These words are generally treated the same as any other noun. To form the possessive, you still add an **apostrophe** and an ***s*** (you can usually go by how you pronounce the possessive).

boss—boss's (belonging to the boss)

bosses—bosses' (belonging to more than one boss)

Note that the two words above are pronounced the same, but spelled differently. One is singular possessive and the other plural possessive.

princess—princess's (belonging to one princess)

princesses—princesses' (belonging to more than one princess)

Thomas—Thomas's (belonging to Thomas)

Mr. Douglass—Mr. Douglass's (belonging to Mr. Douglass)

Words that end in ***-x*** actually have an ***-s*** sound at the end and are treated the same way:

fox—fox's (belonging to the fox)

foxes—foxes' (belonging to more than one fox)

Last Names

Last names can be tricky because when you make them possessive, you are often also making them plural.

First, let's look at some singular possessives:

Jean Thomas's desk

John Smart's book

Annie Green's dress

How about plural possessive last names? First, you need to figure out how to make the name plural. Then you need to figure out how to make that **possessive**. (Once again it is best to go by how you would pronounce the name.) Of course, you can always rewrite to avoid having to use the possessive (often the best idea).

The Thomases' house (singular: Thomas, plural: Thomases)

The Gonzaleses' house (singular: Gonzales, plural: Gonzaleses)

The Greens' house (this one is easy)

To avoid the situation?

The Thomas family's house

The house that belongs to the Gonzales family

Exceptions

Some words that end in ***-s*** do not add an **apostrophe** and an ***s*** to make the possessive. These are the exceptions.

Words and names that end in ***-es*** with the sound of ***-ez*** add simply an **apostrophe.** Here are some examples:

Socrates—Socrates' (belonging to Socrates)

Hercules—Hercules' (belonging to Hercules)

✎ Note that ***Jesus*** and ***Moses*** are also exceptions and simply add an apostrophe for the possessive: ***Jesus'*** and ***Moses'***

Possessive Pronouns

Here are the possessive pronouns:

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

Notice that none of them has an apostrophe in it. Remember this next time you are confused about ***its*** versus ***it's***.

✎ Please do not put apostrophes in your plain old plural words, because you will usually be wrong. There are very few plurals that have apostrophes (see Section 11.10).

Practice 84— Possessives

Choose the correct answer:

1. This is Mr. (Glass', Glass's, Glasses) book.
2. This is my older (brothers', brother's, brothers) motorcycle.
3. Our new house has room for a (childrens', children's) playroom.
4. The cat hasn't finished (its, it's, its') food yet.
5. These are my three (sisters, sister's, sisters', sisters's) rooms.
6. This is my (boss', boss's) office.
7. We read about (Socrates's, Socrates, Socrates') ideas in this course.
8. That house on the corner is (ours, our's).
9. (Who's, Whose, Who'se) new car is that?
10. This is the (Clarks, Clark's, Clarks' house), where five children and their parents live.
11. My (horses, horse's) stable is right over there.
12. (John and Jane's, John's and Jane's) house is across the street.
13. (John and Jane's, John's and Jane's) houses are across the street from each other.
14. (My mother and father, My mother and father's, My mother's and father's) new car is red.
15. (Her's, hers) is the green gown.

See Appendix G for the answers.

11.7. Parallel Structure

What do we mean by **parallel structure**? Let's look at a simple example of a sentence that is not written with parallel structure:

> My friends and I like **shopping**, **going** to movies, and **to hike**.

When you are writing about similar things you need to use similar structure. ***Shopping*** and ***going*** are parallel, but ***to hike*** is a different grammatical construction. It is not parallel. This sentence is parallel:

> My friends and I like shopping, going to the movies, and hiking.

Here is an example that is a little more complicated:

> Jon felt that to do well in his new job he had to impress his boss **by writing his reports** on time, **by answering all his e-mails** in a timely manner, and **to be courteous** to his customers. (Make it parallel by saying ***by being courteous to his customers***.)

Here is another example:

> Sarah thought that she was being a good parent **when she let** her kids do whatever they wanted and **not telling them** when they made bad choices.

Here is the same sentence with parallel construction:

> Sarah thought that she was being a good parent **when she let** her kids do whatever they wanted and **when she kept quiet** when they made bad choices.

Parallel Structure in Lists

It is important to make your lists parallel. If one of your list items is a compete sentence, all your items should be complete sentences. If all items are phrases, they should be constructed in the same way. Here is a list that is not parallel.

> In this class, you will learn
>
> - how to use the new software
> - how to design a newsletter
> - how to use special effects
> - writing effective text
> - how to publish your newsletter

You would change ***writing effective text*** to ***how to write effective text.***

Practice 85— Parallel Structure

All of the following have problems with parallel structure. Identify the problems and rewrite them correctly.

1. I love shopping, going to the movies, and to eat out.
2. I thought I would do well on the exam because I memorized all the words and that I made flashcards.

3. Here are the things you need to do: Go to the library. Returning all the phone messages. Pick up the groceries. Take out the trash.
4. Here is the agenda for the meeting:
   - Introduce new members
   - Reading the minutes
   - Discuss new issues
   - Review old issues
   - Close the meeting
5. Whenever I think of you I remember when we went fishing and going to that concert at midnight.

See Appendix G for the answers.

11.8. Using Numbers: When to Spell Them Out

Numbers. We could write a whole book about them, but let's keep it short and simple. The basic rules are as follows:

- In technical and scientific writing, write out numbers through nine, and use numerals (10) for all numbers higher than nine.
- In formal writing, nontechnical, and more literary writing, spell out all numbers up through ninety-nine.

Here are some other rules for using numbers:

1. In tables and diagrams, generally use numerals (numbers).
2. If you have two numbers referring to the same thing in a sentence, treat them both the same way, either both written out or both numerals.

   There are 9 girls and 21 boys in the group.

This is not necessary if the numbers refer to different things:

There are 350 children in the school and they each have four textbooks.

3. Never begin a sentence with a numeral. Rewrite the sentence or spell out the number.

   Four hundred students graduated today.

4. If you have two numbers in a row, rewrite the sentence or separate them with a comma.

   In 2009, 435 people worked for the company,

5. Really large numbers, over a million, for example, may be expressed as follows:

   The company sold 21 million widgets last year.

6. If a day comes before the month (or stands by itself) use an ordinal, either spelled out or numeric.

   The 6th of September *OR*
   The sixth of September

7. If a day comes after the month, the number is used.

   September 6, 2000

Refer to Section 8.7 for information about commas with dates.

8. Sometimes well-known numbers and dates of graduation are abbreviated.

   The blizzard of '09

   The class of '75

9. Money is usually expressed in figures.

   We made $59 at our garage sale.

10. For amounts less than a dollar, use the numeral and the word *cents*.

    This fan costs only 75 cents.

11. Spell out approximate amounts.

    We have a few hundred dollars.

12. As a rule, we spell out fractions.

    I have two-thirds of a pizza left.

✎ Some style guides tell you to hyphenate the fraction only if it is an adjective directly before a noun. You can decide this one. For example,

We need a **three-fourths majority** to pass the rule.

Three fourths of the people voted to pass the rule.

13. Measurements should generally be expressed in numerals, even if they are below 10.

    The room is 5 feet wide and 9 feet long.

14. Birthdays and anniversaries are generally spelled out.

    We are celebrating our tenth anniversary.

15. References to periods of time are generally spelled out:

    We bought the house thirty years ago.

16. More technical timeframes are often numerals.

    My new job requires a 45-hour workweek.

17. Centuries can be either spelled out or expressed as numerals:

    I remember the 1970s well.

    I remember the seventies well.

18. When expressing time, always use numerals with *a.m.* and *p.m.*

    Meet me at 3:45 p.m.

However, if there is no time mentioned, use morning or evening; do not use *p.m.* or *a.m.*

    Meet me in the morning.

If *a.m.* or *p.m.* is not mentioned, you can spell out the time or use numerals.

    Meet me at eight.

    Meet me at 8:00.

19. Write decimals as numbers.

    I measured the window as 35.7 inches wide.

20. For percentages, use numbers, but spell out *percent* unless it appears in a table or figure, in which case you can use the percent symbol (%).

    Only 7 percent of the class received an A.

21. If you refer to a number as itself, always use a figure:

    Please count to 99.

    Add 30 and 64, and then multiply by 7.

22. To make a number plural, add *s*. NO apostrophe, please.

    The 1990s was a good decade for me.

    It was in the 70s all day today.

23. When spelling out numbers, hyphenate all numbers between twenty-one and ninety-nine whether the number stands alone or is part of a greater number:

    twenty-seven

    twenty-seven thousand

Practice 86—Numbers

Many of the following sentences have mistakes using numbers. Some of the sentences may be correct as they are. Find and correct the mistakes.

1. The class is made up of nine boys and 18 girls.
2. 350 people were in the audience.
3. My birthday is on September 6th.
4. There are a total of 450 diagrams in the science book.
5. I have only $.50 left in my pocket because I spent twenty-five dollars at the movies.
6. There are over 3,000,000 people in our county.
7. The meeting will begin at 8:30 a.m.
8. I am a member of the class of '75.
9. ¾ of the class is on a sports team.
10. I moved to California thirty years ago.
11. I got a score of 85 percent on my project.
12. The answer to the math question is 31.66.
13. I have a problem writing *5*'s so that you can read them!
14. The total count is 150, 50 of whom are teenagers.
15. There are sixty five poems in this anthology.
16. Could you please write your two's more clearly.
17. He has been working 16-hour workdays!
18. My room measures 8 feet wide by 12 feet long.
19. I begin my workday at nine a.m.
20. I begin my workday at 8 in the morning.

See Appendix G for the answers.

11.9. Double Negatives

There are negatives, and then there are double negatives. *No* and *not* are often part of a negative sentence.

    I have ***no*** bananas.

    I do **not** have any bananas.

Even though two wrongs don't make a right, two negatives **do** make a positive. Sometimes you might purposely use two negatives. Other times you might use a double negative by mistake.

    I **cannot** sit here and say **nothing**.

That sentence is a perfectly good double negative. It means that you want to say something. It comes out as a positive.

    I **can't** say **nothing** about that.

This sentence is likely incorrect. The writer probably means ***I can't say anything about that.***

Here are some sentences in which the double negative is probably incorrect:

I don't need no pencil. (I don't need a pencil?)

I can't see no one. (I can't see anyone?)

She don't have no children. (She doesn't have any children?)

There are some words that don't sound like negative words, but they are, so do not use another negative with them by mistake.

Barely, hardly, and *scarcely* are negative words:

I can't barely see anything in the dark theater.
(Should be I **can** barely see anything in the dark theater.)

I **can't scarcely** read the writing because it is so small.
(Should be I ***can*** scarcely read the writing because it is so small.)

I **can't hardly** believe it is you!
(Should be I ***can*** hardly believe it is you!)

✎ I suppose that if you use three negatives in a sentence, the sentence goes back to having a negative meaning, but I wouldn't try it:

I ***can't barely*** see ***nothing*** in this dark theater.

Practice 87—Double Negatives

Some of the sentences below contain incorrect double negatives. Some of the sentences are correct. Correct the incorrect sentences:

1. I don't want no more pizza.

2. I can hardly see anything.

3. We couldn't scarcely see in the fog.

4. I didn't barely eat anything for dinner.

5. There are no words for this situation.

6. Please don't wait and end up doing nothing about it.

7. They don't have any more candy left.

8. No animals were harmed in this experiment.

See Appendix G for the answers.

11.10. Apostrophes in Plurals

I have one word to say about putting apostrophes in plurals: DON'T!

There are very few exceptions. The great majority of the time there is no apostrophe in a plural. Apostrophes go in possessives, not plurals (unless the plural is possessive, of course. See Section 11.6.)

When should you use an apostrophe in a plural? Answer: When not doing so would cause confusion.

- With the capital letters *A*, *I*, and *U*:

  I got all *A*'s on my report card.

  You have too many *I*'s beginning your sentences.

  There are two *U*'s on that sign.

- With lowercase letters or abbreviations for clarity. However, note that if you are using a letter or word as itself, you would italicize the word but not the ***s*** on the end.

  Don't forget to dot your *i*'s.

  Are you still wearing your pj's?

That is just about it. No other plurals need to be written with apostrophes including numbers.

Remember the **1990s**?

She must be in her **60s**.

She must be in her **sixties**.

Practice 88— Plurals with Apostrophes

Some of these sentences are correct. Others have errors with apostrophes. Circle any incorrect plurals.

1. I took these photo's this morning.
2. You put too many *a*s in the word *accommodate*.
3. I am too young to remember the 1950's.
4. My godmother is in her sixties'.
5. This is my little sister's doll.
6. My cousin's are coming to visit us next month.
7. Does the baby know her *ABC*'s yet?
8. The book takes place in the '80s.
9. This dollhouse belongs to the girls'.
10. I never get any *D*s on my report card.

See Appendix G for the answers.

11.11. Let's Be Clear: Avoiding Vagueness

Writing can be vague or unclear in several ways. Most of the ways we will discuss here have to do with words that refer to something we are not quite sure about.

This and *It*

We might begin a sentence with ***this*** or ***it.*** While in certain situations, that may be all right in itself, if we don't know what ***this*** or ***it*** is referring to, there will be a problem. Look at this paragraph, for example:

> Last summer my family and I visited relatives in France. We stayed for three weeks and wished we could have stayed longer. While we didn't visit Paris, we did see many of the small villages in the countryside. We got to eat real French food, prepared by the villagers, and we got to stay in small country cottages. **This** made **it** the best trip I have ever taken.

What made **what** the best trip? Here is a better way to write the ending to this paragraph:

> Eating real French food, prepared by the villagers, and staying in small country cottages made this trip to France the best trip I have ever taken.

The Lonely *Which*

Which is one of those pronouns that is used to begin an adjective clause that describes a noun or pronoun that precedes it. Here is an example:

> I bought this **painting, which** is by a local artist.

Which refers back to ***painting***.

However, sometimes when ***which*** is used, we don't really know what it is referring back to. Technically, ***which*** should refer back to a word, rather than an entire idea. Here is an unclear ***which.***

> We went to France, where we ate real French food and stayed in French country cottages, **which** made it the best trip I have ever taken.

Which is a little fuzzy in the above sentence. Here is a clearer use of ***which***:

> The best trip I ever took was to France last summer, where I ate authentic French **food, which** was prepared by the owners of the little French cottages we stayed in.

In the above sentence, it is clear that ***which*** refers to the ***food***.

Unclear People

Sometimes ***he*** and ***she*** (and other personal pronouns too) can be confusing and unclear.

> When Betsy passed Lucy waking down the street, ***she*** waved.

Who waved? Betsy? Lucy? We have no idea unless the sentence is rewritten.

> Betsy waved as she passed Lucy walking down the street.
>
> When Betsy passed by her, Lucy waved.

Practice 89— Clarity

Find the word (or words) that are unclear and underline it (them). Then, rewrite the sentence(s) to make it (them) clear. Some sentences may be fine as they are.

1. I had a good time on the trip, which was important.
2. I saw Ben and Joe on the rollercoaster, and he waved.

3. Holding up a pretty blue dress, Mary said, "This is the dress I was talking about."
4. Which of these two books did you write?
5. I saw two movies last week, which were pretty good.
6. Joe saw his cousin at the park and he stopped to talk to him.
7. I have a deadline at work, which is Tuesday.
8. I got a raise last year, and I think I will get a larger raise this year. This is unheard of!

See Appendix G for the answers.

11.12. Can I Do These Things?

Writers (and speakers) often have questions about what is okay to do and what is not. Sometimes what is okay in a text or a memo, or in an informal conversation, is not okay in formal writing and speaking. In this book, we are mostly talking about more formal and academic/business writing and speaking.

Use Abbreviations

It is best not to use too many abbreviations in formal or academic writing. This includes resumes. Although a resume needs to be concise, you don't want to use too many abbreviations. However, there are indeed some things that are usually abbreviated. Here are some guidelines for abbreviations:

1. *Mr., Dr., Jr., Ms.,* and *Mrs.* are always abbreviated when they are used as part of a name: Mr. Smith, Dr. Lang, Henry Foster, Jr.
2. If a company uses an abbreviation in its name, write the company name the same way they write it.
3. Abbreviations that consist of all capital letters generally do not have periods: *FBI, CIA, ASPCA*
4. If you want to use an abbreviation, for example, *FBI*, spell it out the first time you use it and then put the abbreviation in parentheses. After that, you can just use the abbreviation: *The Federal Bureau of Investigation (FBI)*
5. Names of academic degrees are generally abbreviated, except in very formal writing. And although they often consist of capital letters, they do use periods: *B.A., B.S., Ph.D. M.D., M.Ed, MBA* (generally does not have periods).
6. Be consistent. Don't go back and forth between spelling out and abbreviating. If you write *Federal Bureau of Investigation (FBI)* and then start to use the abbreviation, use the abbreviation throughout the whole piece of writing.

If you are compiling a graph, table, or illustration, and you are using many abbreviations, make sure your audience will know what they mean, even if you have to give them a guide.

Use Contractions

Like abbreviations, most contractions are best avoided in formal writing. While you might want to use *I'm, can't, she's,* etc., I would definitely avoid the contractions where *have* is shortened: *would've, should've, could've.* I recommend spelling those out.

Use Slang

Slang; shortened spellings; trite, overused, general words: These have no place in your writing:

1. If you must use *a lot*, remember it is two words. Avoid it whenever possible.
2. *Good*, *bad*, *great*: There must be a more colorful and specific adjective you could use. Same goes for *nice* and *fun*.
3. *Stuff*, *things*, *bunch*: Rid your writing of these words. Use *bunch* only if you are talking about bananas.
4. *Really* and *very* are also boring. How about *extremely*, *particularly*, *exceedingly*, or some other more descriptive adverb?
5. *Cool*, *awesome*, and whatever is the newer version of these words have no place in formal writing. You can use them in dialogue in fiction, or in informal writing.
6. *Gonna*, *coulda*, *woulda*, *shoulda*, *'cuz*, *nite*, and *lite* are not words at all. In dialogue or some type of informal or humor writing, be my guest.

Start a Sentence with *And*, *So*, or *But*

Many people say that you shouldn't start a sentence with a conjunction. Most people today think it is fine. I have mixed feelings about it. I still wouldn't use it on a college or job application or a business letter. However,

using ***and***, ***so***, or ***but*** at the beginning of a sentence can have a certain effect you might want in fiction, creative nonfiction, more informal writing, and certainly in promotional writing and advertisements.

End a Sentence with a Preposition

The rule that you shouldn't end a sentence with a preposition has become more of an old wives' tale. Many times a sentence sounds a lot better with a preposition at the end:

> **Whom are you going with?** rather than **With whom are you going?**
>
> **Whom did you bake the cake for?** rather than **For whom did you bake that cake?**

However, the rule still applies when there should be no preposition at all!

> **Where are** you at? No. It's just **Where are you?**

Split an Infinitive

This rule is another old wives' tale. Remember *Star Trek*'s

> **To** boldly **go** where no man has gone before?

The infinitive ***to go*** is split by the adverb ***boldly***. Don't worry about it. Yes, it can always be rewritten, usually without losing too much of the effect.

> To quietly sing to the baby.
>
> To sing quietly to the baby.

Six of one, a half dozen of the other. Avoid it if you can, but don't worry about it too much.

Use *They* as a Singular

Yes and no. Please refer back to the discussions in Sections 6.7 and 11.3.

Practice 90— Can I Do These Things?

For this exercise, assume that we are writing formal English, not conversational. There is something in each sentence that is not appropriate for formal English. Please identify what it is.

1. I could've done this better if I had had more time.
2. Dear Doc Mitchell: I am writing to you for my test results.
3. This job sounds really cool to me.
4. So I graduated from college last year.
5. I have a bunch of letters of recommendation if you need to see them.
6. I live on 55 Maple St.
7. Each student should bring their test booklets.

See Appendix G for the answers.

Chapter 11 Test
Important Grammar Issues

Whoa! Chapter 11 covered a wide range of issues! See how well you do on this test. You may find a sentence or two that is correct, but most of them have problems with any of these issues from Chapter 11: run ons, fragments, agreement of subject and verb, agreement of pronoun and antecedent, comparison, misplaced modifiers, possessives, parallel structure, using numbers, double negatives, apostrophes in plurals, clarity, abbreviations, slang, contractions, and ending sentences with prepositions. Some sentences may have more than one problem. Rewrite the sentences correctly:

1. I think Jane is more pretty than Ellen.

2. There is three choices for dinner.

3. Mayor Jones, along with two of the police officers, are coming to the court.

4. My class consists of 15 girls and seven boys.

5. Polished until gleaming, I picked up my ring from the jeweler.

6. I walked to work in the morning, ran two miles at lunch, and resting at home after work.

7. I can't hardly see you hiding in the closet!

8. As I was walking to school, I saw Jim, who waved at me.

9. I wish you woulda come with us!

10. I will meet you at eight a.m.

11. Because I didn't see you coming.

12. Neither my cousin nor I see the point in this argument.

13. This is my younger sisters' doll; I bought it for her birthday.

14. During my interview I told the boss that I had a bunch of experience.

15. My brother swims much better than me.

16. The president of the club, but not the other officers, have special privileges.

17. I have the report for you, I think it is complete.

18. One of us are going to be promoted.

19. He is the less intelligent of the four brothers.

20. All these boys play a clarinet.

21. The cast of the play are going over their lines before the opening.

22. Whom are you going to the meeting with?

23. Anyone who is going with us should pack their heaviest clothes.

24. I took some picture's on my business trip to Paris.

25. I read six books over vacation, which is alot for me!

26. And where will my office be if I am hired?

27. 1650 people work in this building.

28. I saw a beautiful poodle driving to work this morning.

29. Both Sue and her brother is going with us.

30. Getting up early, going to work, having an important lunch date, going to the gym, having guests for dinner, and reading an hour before going to bed.

See Appendix G for the answers.

Chapter 12

Commonly Confused Words/ A Dictionary of Usage

This chapter contains an alphabetical list of words (and word pairs and groups) that are commonly confused. Examples are given for correct usage.

12.1. A Through D

Advice/Advise: These two words are different parts of speech and are pronounced differently. In *advice*, the *c* has an *s* sound, and the word is a noun. In *advise*, the *s* has a *z* sound, and the word is a verb. *Examples:*

I have some good advice for you.

Could you advise me on this legal matter?

Affect/Effect: This troublesome pair is the granddaddy of troublesome! Once again, these words are different parts of speech. *Affect* is a verb, an action. *Effect* is a noun, a thing. You can put an article in front of *effect* (the effect, an effect). *Examples:*

The hot weather has a positive effect on my mood.

The hot weather affects me and improves my mood.

Allusion/Illusion: These words are both nouns, but have entirely different meanings. An *allusion* is a reference to something; its verb is *to allude*. An *illusion* is something you see that isn't there, and there is no verb. *Examples:*

He made an allusion to Shakespeare in his speech about playwriting.

The water you sometimes think you see ahead on the highway is just an illusion.

Almost/Most: The general rule: If you can use *almost* in a sentence, use it. Don't use *most.* When it is correct to use *most*, *almost* will not make sense in its place. *Examples:*

Almost everyone is here by now. (Don't say *most everyone*.)

Most of the pizza is gone. (*Almost* doesn't make sense there, so use *most*.)

Already/All ready: *Already* is an adverb that tells when. *All ready* is an adjective. *Examples:*

Is it already time to go?

I am all ready to go.

Alright/All right: This one is easy. Always use *all right* as two words. *Alright* isn't a word (or is a really slang word, so avoid it). *Examples:*

Everything will be all right.

All right. I will go with you.

Alter/Altar: To *alter* something is to change it in some way. The *altar* is at church.

Altogether/All together: Altogether means *totally* or *completely*. This pair is best shown by example:

It is *altogether* too cold for me!

Let's sing *all together*! (Or Let's all sing together, where you split the words.)

Among/Between: These two words are both prepositions. *Between* is used when you are talking about two

people or things; *among* is used when you are referring to more than two people or things. *Examples:*

Divide the cake between you and your sister.

Divide the cake among the four of you.

Anymore/Any more: Anymore is an adverb that tells when and means *any longer. Any more* means additional. *Anymore* is generally referred to in a negative sense and sounds wrong when there is no negative in the sentence. *Examples:*

I can't find that type of candy anymore. (negative *can't*)

I don't want any more pasta, thank you.

I wish I could find that type of candy anymore. (Not correct. No negative in the sentence. Sounds very weird to me, but I hear people say it.)

Anyone/Any one: Anyone refers to a person. *Any one* doesn't necessarily refer to a person, and is generally followed by a prepositional phrase beginning with *of*. *Examples:*

Anyone can eat the leftover pizza.

Any one of us can make pizza.

Anyway/Anyways/Any way: Anyways is not the plural of *anyway*! (Just kidding.) There is no *anyways*. That goes for *anywhere, everywhere*, and *somewhere*. There are no *anywheres, everywheres*, or *somewheres*. And here is the difference between *anyway* and *any way*:

I never liked pizza anyway.

There isn't any way I would eat pizza with anchovies!

Bad/Badly: This is a tough one. *Bad* is an adjective. For example: *Bad* taste, *bad* dog. *Bad* describes a noun. *Badly* is an adverb and, as such, describes a verb. For example: I did *badly*, I play tennis *badly*. Okay, that is the easy part. But there is, of course, an exception to this rule. When you use certain verbs, called linking verbs or being verbs, you use the adjective rather than the adverb. These verbs include the verb *to be* (*I am*, *you are*, etc.) and the verbs that can sometimes express emotions or senses (*feel*, *taste*, *smell*, *look*, *sound*). Some verbs can be either action verbs (taking an adverb) or linking verbs (taking an adjective), depending on how they are used. *Examples:*

The dog is bad. (but The dog is behaving *badly*.)

I feel bad. (If you feel *badly*, there is something wrong with your fingertips.)

The pizza tastes bad. (Compare to the action meaning of *taste*: I *taste* sugar in this.)

This meat smells bad. (Compare to the action meaning of *smell*: I *smell* chocolate.)

This dinner looks bad. (Compare to the action meaning of *looks*: I *look* at the cake.)

The CD sounds bad. (Compare to the action meaning of *sound*: I *sound* the horn.)

Note: It is also proper to say *I feel good*. However, you can also say *I feel well* (an adverb) because *well* is acceptable as meaning *a state of health*.

Bring/Take: These two words go in opposite directions. You *take* something away, but you *bring* it back.

By accident/On accident: It has always been *by accident*, but lately I hear young people saying *on accident*. After all, we say *on purpose*, right? But as far as I know, the correct way to say it is *by accident*.

Capital/Capitol: Usually the word you want is *capital* with an *-al*. It is *capital* letters, and Sacramento is the *capital* of California. *Capitol* with an *-ol* is used to refer to an actual *Capitol* building.

Cite/Site/Sight: Cite is a verb meaning to refer to something: She *cited* my new book in her speech. *Site* is a noun and refers to a place: There was an accident at the construction *site*. *Sight* is usually a noun, but can also be a verb: That is a great *sight* to see. I can *sight* the building from here.

Climactic/Climatic: The first one, ***climactic***, comes from ***climax***. The second one, ***climatic***, has to do with the weather and comes from ***climate***.

Cloths/Clothes: When I wash the car, I use ***cloths***. When I go shopping, I buy ***clothes***. These two words are pronounced differently. The first has a short ***o***, and ends with an ***s*** sound. The second word has a long ***o*** sound and ends with a ***z*** sound.

Conscience/Conscious: The first hurdle is being able to spell these words in the first place! ***Conscience*** is a noun, and is the thing that gets guilty and tells you that you may have done something wrong. ***Conscious*** is an adjective and means that you are aware.

Complement/Compliment: If you say something nice to me, you are paying me a ***compliment*** with an ***i***. If you are telling me that my dress brings out the green in my eyes, you are telling me that the dress ***complements*** my eyes—with an ***e***. ***Complement*** means to go well together. ***Complimentary*** with an ***i*** means ***free***.

Continual/Continuous: These words have slightly different meanings. ***Continual*** means ***happening over and over again***, usually in rapid succession. ***Continuous,*** however, means ***without stopping***. ***Examples:***

We have had continuous rain all day; it hasn't stopped for even a minute.

The continual snowstorms this year have made clearing all the snow really difficult.

Could of/Would of/Should of: You're right! These are wrong! It is could ***have***, would ***have***, and should ***have***! You can use ***could've, should've,*** and ***would've*** if you want, but I don't really like the contraction when the word being shortened is ***have.*** Obviously, ***woulda, shoulda,*** and ***coulda*** are unacceptable!

Criteria/Data: These two words don't have anything to do with one another except for the fact that they are actually plural forms. The singular form of ***criteria*** is ***criterion***, and the singular form of ***data*** is actually ***datum***.

When you are talking about one ***criterion***, use the singular. If you are taking about more than one, use ***criteria***. Sometimes, people will use ***criteria*** to mean just one.

Data, however, is now usually considered to be singular, and ***datum*** is rarely used. ***Examples:***

You need to meet one more criterion before you can be considered for the promotion.

These are the four criteria for getting into the advanced class.

The data is in, and it shows that our profit has increased this year. (You could say ***data are***, but you probably wouldn't.)

Desert/Dessert: There are three of these to confuse. There is the sweet one, the dry one, and the lonely one. Here they are, used correctly:

I want chocolate cake for dessert.

It is too hot for me in the desert.

If you desert your fellow soldiers, you will be in big trouble. (Pronounced that same as the sweet one.)

Different than/Different from: When comparing, use ***different from.***

Coke is quite different from Pepsi.

Discrete/Discreet: Many of us don't even realize there are two different words here, and that they have completely different meanings.

Discreet is the one having to do with keeping a secret.

Discrete means separate.

I am telling you this secret because I know you will be discreet.

Please put these folders into three discrete piles by date of creation.

Disinterested/Uninterested: If you don't like watching baseball or football, you are probably ***uninterested*** in

sports (***not*** interested). If you are judging a competition, we hope you are ***disinterested*** (impartial, having no interest in who wins.)

I am **uninterested** in reading about history.

We need a **disinterested** person to decide which team will go first.

Dived/Dove: These two words are both perfectly fine past tenses of the verb ***dive.*** Use whichever you wish, but be consistent in the same piece of writing.

He **dove** into the pool. He **dived** into the pool. You choose.

Duel/Dual: The ones with the guns or swords is called a ***duel***. The one that simply means two is ***dual***.

The cowboys decided who was boss with a **duel**.

This **dual**-purpose machine both grinds and brews the coffee.

Practice 91— Confusing Words A Through D

Choose the correct answer:

1. Everyone, (altogether, all together), let's sing these songs.
2. Please (bring, take) these books back to the library.
3. I am sure this happened (by accident, on accident).
4. The five (criterion, criteria) for qualifying for the job are on this list.
5. I bought some new (cloths, clothes) to wear on vacation.
6. Is everything (alright, all right) over there?
7. There are (dual, duel) remote controls for the TV, so we each can have one.
8. Do you have any (advice, advise) on what I should do?
9. What is the (capital, capitol) city of Florida?
10. I know she won't tell anyone about this; she is very (discrete, discreet).
11. She made an (allusion, illusion) to Shakespeare in her speech.
12. She (dived, dove) into the ocean from the cliff.
13. I saw that movie yesterday (anyway, anyways).
14. She is totally (disinterested, uninterested) in baseball.
15. She (complemented/complimented) me on my new dress.
16. I have (already, all ready) finished reading this book.
17. That movie had a real (affect, effect) on me.
18. I had to (altar, alter) the recipe to make the cake for 16 people.
19. We visited the (cite/site/sight) where the movie was made.
20. (Almost, Most) everyone in the class received a good grade.
21. I don't eat meat much (anymore, any more).
22. When you come home (bring, take) your jacket with you.
23. The sun (affects, effects) my mood, always cheering me up.
24. Share the pizza (among, between) the three of you.
25. You (should of, should have) told me you were visiting.
26. The blue dress really (complements, compliments) your eyes.
27. The water you think you see in the distance is just an (allusion, illusion).
28. If you (desert, dessert) your group, you will be in trouble.
29. I feel (bad, badly) about this argument.
30. The (climatic, climactic) changes in the area have meant more rain.
31. I would (advice, advise) you not to change your mind again.
32. I am (already, all ready) to go.
33. The two men got their swords ready for a (dual, duel).
34. We need someone who is (disinterested, uninterested) in the results to judge the contest.
35. Please put these essays into three (discreet, discrete) piles by class.
36. Would you like cake or pie for (desert, dessert)?
37. The water has been running (continuously, continually) for an hour in the leaky sink.

38. After he fell from the roof, I was surprised he was (conscious, conscience).
39. (Anyone, Any one) of you could fix this chair.
40. Do you want (anymore, any more) pie?

See Appendix G for the answers.

12.2. E Through H

e.g./i.e.: These abbreviations come from Latin.

e.g. means *exempli gratia*, or *for example*.

i.e., means *id est,* or *that is.*

You can always forget about the abbreviation and just spell out *that is* or *for example*. Either way, use commas before and after the expression.

Long-haired dogs, e.g., poodles, don't shed or cause allergies. Long-haired dogs, for example, poodles, don't shed.

The shortest month of the year, i.e., February, has only 28 days. The shortest month of the year, that is, February, has only 28 days.

etc.: This abbreviation means *and the others*, not to be confused with *e.g.* or *i.e.* It is usually used at the end of the sentence and is preceded by a comma.

Music genres include jazz, rock, pop, classical, country, rap, etc.

Earth/earth: Does *earth* begin with a capital *E?* Usually it does not. The only time you begin *earth* with a capital *E* is when you are using it in the same sentence or context with other heavenly bodies that *are* capitalized. The names of the other planets are capitalized, but the *sun* and the *moon* are not. Examples:

Recycling is just one of the ways in which we can take care of the earth.

Both Jupiter and Saturn are larger than Earth.

Emigrate/Immigrate: Emigrate has the prefix *e-*, which means *out*. So to *emigrate* means to leave a country. To *immigrate* is to go to a country.

They emigrated from Russia to the United States.

They left Russia and immigrated to the United States.

Eminent/Imminent: These two words are completely unrelated. *Eminent* means *well-known or renowned in one's field*. *Imminent* means *about to happen.*

Dr. Ray is an eminent scientist in the field of cosmology.

Looking at the dark sky, I would say a storm is imminent.

Everyone/Every one: Sometimes *everyone* is one word; other times it is two. It depends on how you are using it. When it should be two words, you will probably find yourself pausing slightly.

Everyone on the list is coming to the party. (meaning *everybody*)

Every one of the cakes arrived safely at the party. (meaning *every single one of them*)

Fewer/Less: This pair of words is really not that confusing. Use *fewer* with plurals, and use *less* with singulars or things that cannot be counted.

There are fewer cookies on this plate than on the other one.

There is less cake on this plate.

Firstly, Secondly, Thirdly, Lastly: As transition words, use *first, second, third,* and *last* instead of adding the *-ly* at the end. And please don't use *first off.*

First, add sugar. Second, add butter. Third, cream them together. Last, add the flour.

Formally/Formerly: Formally involves tuxedos and gowns and is from the word *formal*. *Formerly* is what happened before, from the word *former*.

You need to dress formally for the wedding.

Jane Smith was formerly known as Jane Mills before she got married.

Former/Latter: If you have mentioned two things, the *former* is the first one you mentioned, and the *latter* is the second.

I have two dogs, a chihuahua and a great Dane. The former is named Tiny, and the latter is named Big Boy.

Farther/Further: Farther has to do with *distance*. *Further* means *any more.*

I live farther away from the college than you do.

I cannot talk about this any further today.

Good/well: Good is an adjective; *well* is an adverb. Adjectives are usually used to describe nouns. Adverbs are usually used to describe action verbs. Adjectives, however, are used after *linking* verbs (for example, the verbs *to be*, *to look*, *to taste*, *to feel*, etc.). Note that even though it is an adverb, *well* can be used after the *to be* verb to indicate a state of health. (See example below.)

He plays tennis well.

I did well on the test.

I feel good today.

That cake looks good.

I feel well.

Got/Have: Let's say my birthday was last week. Let's say I *got* some gifts. Now I *have* those gifts. I don't *got* them. I *have* something. In the past I *had* something. I *get* something. In the past I *got* it. *Got* is not a present tense verb, so to say *I don't got any* isn't correct. It also sounds crummy.

Hanged/Hung: Let's say that today I am *hanging* a picture. Yesterday, I *hung* a picture. Yesterday, I also *hung* the laundry out to dry (Oh, yes, we all have dryers these days.) But yesterday, they *hanged* a man. *Hanged* is used as the past tense of *hang* only when there is a noose involved.

Healthful/Healthy: If you whip up a wheatgrass and kale smoothie (no thanks . . . I'll pass), you will be *healthy*. However, the smoothie is *healthful*. People are *healthy*. Dogs too. But when something provides you with good *health*, it is *healthful*.

However/Therefore: These are technically not confusing words as far as when to use them. However, it can be confusing to know whether you can put commas around these words or whether you need a semicolon (or a period). Look at these examples.

I think, therefore, that I am right and you are wrong.

I study; therefore, I do well on my tests.

Here is what you do: take out *however* or *therefore,* and read the sentence without it. If you have a good sentence, the comma is fine. However, if you are left with a run-on sentence, you need a period or a semicolon. In the first example, the commas are fine; the sentence, without *therefore*, reads . . . "I think that I am right and you are wrong." In the second sentence, if you take out *therefore*, you get . . . "I study, I do well on my tests." Since that is a run on, you need a semicolon or a period before *therefore.* You can also add a conjunction and keep the commas. (*I study and, therefore, I do well on my tests.*)

Practice 92— Confusing Words E Through H

Choose the correct answer:

1. I did (good, well) on my exam.
2. The newborn baby was pronounced (healthful, healthy).
3. Her name is now Mrs. Jackson, but she was (formally, formerly) known as Ms. Whiting.
4. Here are the instructions: (First, Firstly), you must unplug the appliance.
5. There are (fewer, less) papers in this pile than in that one.
6. My backpack contains books, folders, binders, (e.g., ect., etc.).
7. I am sorry, but I don't (got, have) any spare money.

8. Yesterday, I (hanged, hung) all the pictures in my office.
9. This breakfast is much more (healthful, healthy) than the one you have.
10. He is ten (period, semicolon, or comma) therefore, he is in fifth grade.
11. (Everyone, Every one) is invited to my party.
12. I am an author, (e.g., i.e.), I write books.
13. The planet closest to the sun are Mercury, Venus, and (earth, Earth.)
14. He is dressed (formally, formerly) for the wedding.
15. The prisoner was (hanged, hung) for committing his crimes.
16. I know (semicolon, comma, period) however, that he is coming to visit tonight.
17. I feel (good, well) about my exercise program.
18. I live (farther, further) away from my office than I used to.
19. I like pizza, but I hate liver; the (former, latter) tastes much better!
20. My family talks about (emigrating, immigrating) to France someday.
21. I really cannot discuss this any (farther, further).
22. I would like (everyone, every one) of you to follow me.
23. I love to feel the (Earth, earth) under my feet!
24. The sky is so dark, I think a storm is (eminent, imminent).
25. I love to read science fiction, (e.g., i.e.,) *Brave New World*, one of my favorite books.

See Appendix G for the answers.

12.3. I Through L

I could care less: Yes, this one is still around. Now think about it. If you ***could care less***, you care some and you probably wouldn't be talking about this at all. You are making the comment because you don't care at all. Therefore, you ***couldn't care any less*** than you already care, because you already care ***zero!***

If/Whether: If is often used when ***whether*** should be used. ***If*** is conditional; ***whether*** implies a choice. Here are examples:

If it rains, we won't go hiking

I don't know **whether** I should go hiking or cycling today. (***I don't know if I should go hiking today.***)

When ***or not*** appears in the sentence, use ***whether.***

I don't know **whether** I should go or not.

Into/In To: Usually, there is not a problem with making this one word or two. But sometimes, it really matters!

I turned my car into the shopping mall. This implies that some magic was done! (should be ***in to the shopping mall***)

I turned my book into the library. Another magic trick! (***in to the library***)

Most of the time ***into*** as one word will work fine!

Irregardless: This one is still around too! It is a non-standard word, and it is best not to use it. It contains two negatives: ***ir-*** and ***-less.*** The correct word is simply ***regardless.*** Often followed by ***of,*** it means ***without regard to*** or ***in spite of***.

We are going **regardless** of the weather.

Imply/Infer: These two words are sort of opposites and go in different directions. ***Imply*** means to suggest or hint at something without coming right out and saying it. So you might ***imply*** by your smile that you are happy. Someone looking at you would see your smile and ***infer*** that you are happy. So ***implying*** is sending the information out, and ***inferring*** is taking the information in.

Its/It's: Most of us know this one by now (?). But if you should have a moment of confusion, as we all do, it's easy. All contractions have apostrophes: ***I'm***, ***can't***, ***don't***, ***won't***, ***she'll***, etc. Well, so does ***it's***! It means ***it is***, shortened to a contraction. So when ***it's*** means ***it is***, it is like all other contractions: written with an apostrophe. On

the other hand, ***its*** without the apostrophe is possessive. And like all the other possessive pronouns (***yours, ours, theirs, his***), it has no apostrophe.

Lay/Lie: If you are going to use ***lay***, you need an object. In other words, you need to ***lay*** something.

I am going to lie on the sofa.

I am going to lay my purse on the sofa.

It gets more confusing in the other tenses:

Yesterday, I lay on the sofa.

Yesterday, I laid my purse on the sofa.

Every day this week, I have lain on the sofa.

Every day this week, I have laid my purse on the sofa.

Lead/Led: The only type of ***lead*** that has an ***a*** in it is the lead in your pencil. The verb ***to lead*** is spelled ***led*** in the past tense.

He leads the band.

He led the band.

Leave/Let: This one doesn't seem to be confused too often any longer. To ***let*** is to allow. We ***leave*** someone alone. We don't ***let*** him alone. But you might let him be alone.

Lend/Loan: Technically, ***lend*** is a verb and ***loan*** is a noun. You ***lend*** someone money. You give them a ***loan;*** you don't ***loan*** them money.

Less /Fewer: ***Less*** is used with singular nouns or things you cannot count. ***Fewer*** is used with plural nouns and things you can count.

I have less money than you do. I have fewer dimes than you do.

I ate less pizza than you did. I ate fewer pieces of pizza than you did.

Libel /Slander: You don't want to be accused of either ***libel*** or ***slander***. And you don't want to be the victim of either! Both will ruin your reputation. ***Libel*** is writing something negative and untrue about someone. ***Slander*** is speaking it.

Like/As if: These are both used for comparison. ***Like*** is used for a simple comparison, usually followed by a noun. ***As if*** is used when a noun and verb follow.

She acts like a queen.

She acts as if she were a queen.

Lose /Loose: If you ***lose*** too much weight, you will ***lose*** your pants because they will be too ***loose.*** Nuff said.

Practice 93— Confusing Words I Through L

Choose the correct answer:

1. You look (as if, like) you are angry.
2. Don't (lose, loose) your keys again!
3. From her smile, I can (infer, imply) that she did well on the test.
4. I turned my car (into, in to) the driveway.
5. I (could, couldn't) care less if you come with us or not.
6. The dog is (laying, lying) in its new bed.
7. I don't know yet (if, whether) I will go to France or to Italy on vacation.
8. He (lead, led) the marching band in the parade.
9. My dog loves (its, it's, its') new sweater.
10. Please (leave, let) me alone now.
11. This cash register is for ten items or (fewer, less).
12. She is dressed (as, like) a princess.
13. Can you (lend loan) me a few dollars?
14. I (laid, lay) my blanket on the grass for the picnic.
15. (Its, it's, its') almost three o'clock.
16. I want to (imply, infer) that I am unhappy with the decision.
17. I have (laid, lain) out in the sun every day this week.

18. The newspaper article was deleted because it was (libelous, slanderous).
19. She (lay, laid) in the sun all day and got quite a sunburn.
20. I don't know (if, whether) it is going to rain today.

See Appendix G for the answers.

12.4. M Through P

Many/Much: Like *fewer* and *less*, one of this pair is for countable objects (usually plural nouns) and the other for things that can't be counted (singular).

I don't have many pencils (not *much* pencils), and I don't have much paper.

May/Might: May implies permission or probability; *might* implies possibility. *May* and *might* meaning *probability/possibility* are very close and often interchangeable. However, it is accepted that *may* is used when something is more likely to happen than when *might* is used.

I might go to the play, but I probably will stay home. If you had taken the other route, you might have had an accident! You may take the rest of the pizza. (I give you permission.) You may take the rest of the pizza. (probable, if you get hungry enough!)

More Important/More Importantly: More importantly is an adverb and used most often as a transition. *More important* is an adjective and usually used in a comparison.

I need to finish the reading for this course. *More importantly,* I need to get started on my project.

Getting started on my project is *more important* than going to the zoo today.

Moot/Mute: The point is *moot*, not *mute*. *Mute* means unable to talk. *Moot* means not worth discussing.

News/Mathematics/Physics and Other Such Singulars: Although these words end in *-s*, they are all singular and use singular verbs.

The news is good. (not *are good*)

Physics is a difficult subject for me.

None is/None are: This one can be tricky. *None* is one of the indefinite pronouns (other indefinite pronouns include *someone, nobody, several, anything,* and many more) that can be either singular or plural depending upon the noun to which it refers. That noun is often in a prepositional phrase that follows:

None of the cake is gone.

None of the people are here.

However, to confuse us more, *none* is singular when it means *"not one."*

None of the cookies has been eaten. (*Singular—means not one of the cookies has been eaten.*)

The best thing to do is to say *not one* if that is what you mean—and use the singular verb. Otherwise, have the verb agree with the noun that is being referred to.

Only: I love this word, because so much depends upon where you put it in the sentence. *Only* will generally go with the word it is closest to:

Only she punched her friend in the arm. (no one else did)

She only punched her friend in the arm. (she didn't do anything else)

She punched only her friend in the arm. (no one else)

She punched her only friend in the arm. (no wonder!)

She punched her friend only in the arm. (nowhere else)

She punched her friend in her only arm. (too bad)

Usually, we don't make mistakes in sentences like this, but there is a common mistake in the position of only:

We only have five dollars for the movie. (incorrect, but understandable)

We have only five dollars for the movie. (correct)

Passed/Past: Passed is the past tense of the verb *to pass*. *Past* is a preposition.

We passed the church on our way to school. (verb)

We went past the church on our way to school. (preposition)

Precede/Proceed: Precede means "to come before" something else. *Proceed* means "to continue along."

The rally will precede the game.

The parade will proceed down Main Street.

Principal/Principle: There are actually *four* meanings of these words: three of them are spelled *principal,* and only one is spelled *principle*.

There is a new principal of the high school. (head of a school)

I need to figure out the principal and interest of my mortgage. (financial meaning)

I received a principal role in the play. (the only adjective of the four; means *the main one*)

It is against my principles to lie. (rule or ethic)

Practice 94— Confusing Words M Through P

Choose the correct answer:

1. You (may, might) have drown when you dove into the deep water from the cliff!
2. There don't seem to be (many, much) people in the audience.
3. The parade usually (precedes, proceeds) the game.
4. None of the cake (are, is) gone.
5. I walk (passed, past) the church on my way to work.
6. Because she is unable to talk, she is (moot, mute).
7. He is really intelligent; more (important, importantly), he uses his brain!
8. Yes, of course you (may, might) go with me.
9. The rules of physics (are, is) confusing to me!
10. The (principal, principle) rule of the game is to get the most fish.
11. I see the band (preceding, proceeding) down the street.
12. I (passed, past) the slow truck on the road before it hit my car.
13. None of my friends (are, is) going to the movies this evening.
14. Eating meat is against my (principals, principles).
15. I (only) have (only) ten dollars. (which *only* is in the correct place?)

See Appendix G for the answers.

12.5. R and S

Real/Really: Real is an adjective meaning "true." It is used to describe nouns. *Really* is an adverb (clue: Most, but not all, words ending in *-ly* are adverbs) meaning "to a great extent"; therefore, it is used to describe verbs.

Is this a real diamond?

Is she really going out with him?

I did really well. *(really* describes the adverb *well)*

This is really beautiful. (*really* describes the adjective *beautiful*).

I did real well. (*Incorrect*: adjectives don't describe adverbs)

This is real pretty. (Incorrect . . . use *really.* How pretty?)

Regretful/Regrettable: Regretful means full of regret. *Regrettable* means to be regretted. People are usually *regretful*, but circumstances are *regrettable*. Here are some examples:

I am regretful that I didn't study harder as a kid.

It is regrettable that I didn't make better use of my education.

Respectfully/Respectively: These two words are entirely different. *Respectfully* means full of respect. *Respectively* means in the order given.

Please respectfully stand when the national anthem is played.

My favorite colors are blue, green, and red, respectively. (Blue, and then green, and then red.)

Rise/Raise: Refer back to ***lay*** and ***lie*** for this one. It is the same rule. ***Rise*** is intransitive and has no direct object. However, ***raise*** has a direct object. In other words, you must ***raise*** something:

Please raise the flag when I give the instructions.

I watch the sun rise from my balcony every morning.

Note: The past tense of ***raise*** is ***raised***. Past participle is ***has/have raised***. The past tense of ***rise*** is ***rose***. Past participle is ***has/have risen***.

Say/Tell: Well, although it is difficult to describe, there is a difference that is pretty easy for those of us who are native English speakers. ***Saying*** is like speaking. ***Telling*** usually involves saying something to someone. Sometimes ***say*** doesn't have a direct object. ***Tell*** generally does, and it often has an indirect object as well.

He told me a story. (He didn't ***say*** me a story. ***Me*** is the indirect object, and ***story*** is the direct object.)

He said that he was going. (***Said*** doesn't usually have a direct object.)

Tell me the truth. (Don't ***say*** me the truth. ***Me*** is the indirect object, and ***truth*** is the direct object.)

Shall/Will: Shall is pretty much gone from our language except in very formal writing. If you want to use ***shall***, use it with first person pronouns only (I, we); use ***will*** for second (you) and third (he/she/it) person. In cases where you want to appear determined or for special emphasis, turn it around. Use ***will*** for first person and ***shall*** for second and third person.

I shall go to the movies. You will go to the movies. He will go to the movies.

I will overcome this obstacle. You shall overcome this obstacle. He shall overcome this obstacle.

For the colloquialism, ***shall we?*** (or ***shall we dance?***), however, we cannot use ***will.*** Imagine saying ***Will we dance?*** It has an entirely different meaning. ***Shall we dance*** means ***Let's dance.***

Shined/Shone: Both are acceptable past tenses of ***shine***. However, ***shined*** is often used with a direct object and ***shone*** is not.

I shined my shoes.

The sun shone.

Sit/Set: These two verbs are like ***lie/lay*** and ***rise/raise***. One takes a direct object and the other does not. In this case, ***set*** needs a direct object. You must ***set*** something. Note also that ***set*** is the same in the past tense and the past participle (has or have set).

Set your book down on the table.

Sit in this chair.

Sole/Soul: There are several meanings for these words:

Sole is a fish—I ate fillet of ***sole***.

Sole is the bottom of your foot—My ***sole*** hurts in these shoes.

Sole means alone—She is the ***sole*** person living in this big house.

Soul means a person or the spiritual essence of a person: Don't tell a ***soul!*** I love you with my heart and ***soul***.

Sometimes/Sometime/Some Time: These three are all different, although slightly.

Sometimes means some of the time: ***Sometimes*** I like to eat candy all day.

Sometime means at some future time: You will have to come over to my house ***sometime*** soon.

Some time means just what it says: I have ***some time*** to spend with you tomorrow afternoon.

Stationary/Stationery: The one that ends in ***-ary*** means "standing still." You remember this by remembering that there is an ***a*** in ***place*** (standing in place). Yes, there is also an ***e*** in ***place,*** but it is silent! The one ending in ***-ery*** is the pretty paper. (Does anyone use it anymore?)

I just bought a stationary bike.

My stationery has pretty pink flowers on it.

Practice 95— Confusing Words R and S

Choose the correct answer:

1. I polished my ring until it (shined, shone).
2. Do you have (some time, sometime) to help me with the project?
3. The answers are 50 and 68, (respectfully, respectively).
4. It is (real, really) windy out today.
5. The sun (rised, raised, rose) at 5:30 a.m.
6. (Set, Sit) your suitcase right here.
7. Please don't tell a (sole, soul) about this.
8. This pretty (stationary stationery) has my initials on it.
9. (Sometimes, Sometime, Some times) I wish I lived closer to you.
10. You (shall, will) clear your room today!
11. He is the (sole, soul) person on the airplane!
12. Can you (say, tell) that word in French?
13. It is (regretful, regrettable) that you aren't able to go with us.
14. I signed the letter ("Respectfully, Respectively) yours."
15. I am (regrettable, regretful) about what I said to him.
16. The man (shined, shone) my shoes.
17. That truck has been (stationary, stationery) since I got here.
18. I am going to (set, sit) my dog in that chair.
19. Please come and visit me at work (sometime, some time).
20. (Say, Tell) me what you said to her.

See Appendix G for the answers.

12.6. T Through Z

Then/Than: ***Then*** is an adverb and refers to time. ***Than*** is used for comparison. Much of the time the wrong one indicates a typo.

Now and then I eat chocolate.

Chocolate is better than wheatgrass.

Please remember that ***then*** is not a conjunction, and you can't connect sentences with it! (***I ate dinner, then I watched TV.*** Wrong!)

There/Their/They're: Yes, this one is still sometimes written incorrectly!

There is a place: Go sit over ***there***.

Their is possessive: I am ***their*** mother.

They're is a contraction meaning ***they are***. ***They're*** with their mother over there.

These/Those: ***These*** and ***those*** are plural. So don't use them to describe singular nouns:

Correct: these kinds of apples / this kind of apple

Incorrect: these kind of apples

Titles: Italics or quotes? Do you often wonder whether to use italics or quotes when you are writing book titles? Here is the general rule: Use italics (or underlining if you are writing by hand) for big things. Use quotes for parts of those things.

Italics: Book titles, CD titles, movie titles, magazine and newspaper titles, play and opera titles, TV series titles.

Quotes: Chapter titles, song titles, poem titles, magazine and newspaper article titles, TV episode titles, titles of acts in plays.

Note that we are not talking about the title on the book cover itself. We are talking about what to do with titles when we write about them in text.

To/Too/Two: Yes, this one is still written incorrectly too!

To is a preposition that tells where: I am going ***to*** the store.

Too is an adverb that means either "also" or "overly": I am going ***too***. This is ***too*** salty.

Two is a number. I have ***two*** pencils.

Note that when you use ***too*** at the end of a sentence, you don't need a comma before it, but when you use it in the middle of a sentence, it is set off in commas if it means ***also***: ***I, too, am going*** OR ***I am going too.***

Toward/Towards: Use either one. They are the same. Americans generally drop the ***s***; the British use the ***s***.

Try and/Try to: The correct phrase is *try to.*

I will try to finish the cleaning this morning.

Warranty/Warrantee: A *warranty* is the agreement you get with an appliance that says it will work or else! A *warrantee* is the person who receives the warranty.

Weather/Whether: Look out the window. You will see the *weather*. Now you can see *whether* or not the sun is out!

Whose/Who's: Whose is possessive. *Who's* is a contraction that means *who is*.

Whose package is this?

It belongs to the man who's in the front row.

Your/You're: Same as *whose* and *who's*. *Your* is possessive. *You're* is a contraction that means *you are*.

Is this your package?

Yes, you're correct.

Practice 96— Confusing Words T through Z

Choose the correct answer:

1. I prefer (this, these) kind of apples.
2. Please point the car (toward, towards) the intersection.
3. Do you know (whose, who's) jacket this is?
4. I am five inches taller (than, then) my sister.
5. Are you going (to, too) the play on Saturday?
6. I just read a book called ("May Day," *May Day*).
7. The box from my new television was missing the (warrantee, warranty).
8. Do you know (weather, whether) or not it is going to rain?
9. Please (try and, try to) come to the party.
10. Please decide if (your, you're) coming with us.
11. Put the books over (their, there).
12. Water the flowers (comma, semicolon) then sweep the walkway.
13. I love the poem ("In the Spring," *In the Spring*).
14. Is this (your, you're) pen?
15. (Who's, Whose) at the door?

See Appendix G for the answers.

Chapter 12 Test
Confusing Words

Choose the correct answer:

1. I spilled the milk (by accident, on accident).
2. Boston is the (capital, capitol) city of Massachusetts.
3. Music (affects, effects) my mood and always makes me feel good.
4. He is totally (disinterested, uninterested) in romantic movies.
5. It is (regretful, regrettable) that she heard what the neighbors said about her.
6. I got the (principal, principle) role in the play.
7. If you go to the mall, (bring, take) some lunch back with you.
8. The groom stood at the (altar, alter) of the church, waiting for his bride.
9. I have been riding the (stationary, stationery) bicycle for 30 minutes.
10. You can see the two exhaust pipes because the car has (dual, duel) exhaust.
11. She is a school counselor, (e.g., i.e.), she doesn't teach in the classroom.
12. The six of us worked on fixing the house up (altogether, all together).
13. She (cited, sited) a song by the Beatles in her speech.
14. From his expression, I (infer, imply) that the conversation didn't go well.
15. (Anyone, Any one) of you could do this easily.
16. This line is for customers with 15 items or (fewer, less).
17. The answers on page 663 are *a*, *a*, *c*, *c*, and *b*, (respectfully, respectively).
18. I love getting (complements, compliments) when I wear new clothes.
19. Have you (already, all ready) seen that movie?
20. I asked her if everything was (alright, all right).
21. Recycling helps save the (earth, Earth)!
22. If you (desert, dessert) your camping team, you will face consequences.
23. I (laid, lay) my book on the counter at the library.
24. I made an (allusion, illusion) to the President in my paper.
25. I was the (sole, soul) person walking on that street last night!
26. We need someone who is (disinterested, uninterested) in the results to judge the writing contest.
27. (Its, It's, Its') time to leave for the airport.
28. I am not going to give you any more (advice, advise) if you don't listen to what I say!
29. She talks to us (as if, like) she is the boss.
30. Are you (already, all ready) to go?
31. The ten (criterion, criteria) for getting a good grade on the paper are on this list.
32. Please be (discreet, discrete), and don't tell anyone about this.
33. I think (almost, most) everyone is coming to the party.
34. I sing really (bad, badly).
35. You (could of, could have) stayed with me during your visit.
36. That movie had great special (affects, effects).
37. I don't see my cousins too often (any more, anymore).
38. According to the (principals, principles) I follow, it is wrong to lie.
39. I drive right (passed, past) your house on my way to work.
40. The sauce really (complements, compliments) the vegetables.
41. Who lives (farther, further) away from the airport, you or I?
42. The big rock is (laying, lying) right in my way.
43. I wrote really (good, well) today.
44. (Who's, Whose) knocking on the back door?
45. I drove (in to, into) the garage.
46. I would like (everyone, every one) of you to try this.

47. Please put the towels into three (discreet, discrete) piles by color.
48. I don't want (any more, anymore) cookies.
49. She is married now, but she was (formally, formerly) known as Miss Jones.
50. I can't (lend, loan) you any money until next week.
51. I love foods such as pizza, spaghetti, and lasagna, (e.g., ect., etc., none of them).
52. I am sorry, but we don't (got, have) any men's clothes in this store.
53. I (could, couldn't) care less if it rains or not.
54. Spring (precedes, proceeds) summer.
55. Did you (lose, loose) your keys again?
56. I heard that the prisoner was (hanged, hung) yesterday.
57. My grandparents (emigrated, immigrated) to the United States.
58. We can talk about this (farther, further) later.
59. I try to eat foods that are (healthful, healthy).
60. There is the bird; can you see (its, it's, its') beautiful feathers?
61. The water you think you see on the road is often just an (allusion, illusion).
62. You need to dress (formally, formerly) for the prom.
63. I (hanged, hung) all the decorations.
64. The planet closest to the sun are Mercury, Venus, and (earth, Earth.)
65. I didn't mean to (imply, infer) that I am unhappy with your actions.
66. I have (fewer, less) pieces of paper than you do.
67. The (eminent, imminent) scientist is very well-known in the field of astronomy.
68. I like Jean more than I like Linda; the (former, latter) is much nicer!
69. Please (bring, take) your coat when you go hiking.
70. He is acting (as, like) a clown.
71. I love to read poetry, (e.g., i.e.,) Frost and Keats, two of my favorite poets.
72. I don't know yet (if, whether) I will go to Harvard or Yale.
73. Please don't tell a (sole, soul) about this.
74. (Your, You're) going too fast!
75. (Set, Sit) your backpack on the table.
76. He (lead, led) the class in the number of books he has read.
77. I have (laid, lain) out in the sun every day this week.
78. He was sued because what he said about the mayor in his speech was (libelous, slanderous).
79. None of the cakes (are, is) gone.
80. I (passed, past) by that same family on my way to work today.
81. I love the song ("Yesterday," *Yesterday*).
82. I (only) made (only) fifty cents at my lemonade stand. (which ***only*** is in the correct place?)
83. I prefer (this, these) type of movie.
84. Please decide if (your, you're) coming with us.
85. Please (try and, try to) study harder for the exam.
86. Do you know (whose, who's) book is on the floor?
87. She (lay, laid) in the sun all day and got quite a sunburn.
88. None of my friends (are, is) going to the movies this evening.
89. Do you have (some time, sometime) to fix my computer today?
90. Have you read the book ("Story of a Boy," *Story of a Boy*)?
91. It has been running (continuously, continually) for an hour without stopping for a minute!
92. Clear your desk before we (precede, proceed) with the test.
93. I signed the letter ("Respectfully, Respectively) yours."
94. I like fiction better (than, then) nonfiction.
95. The box from my new television was missing the (warrantee, warranty, warrantey).

See Appendix G for the answers.

Final Test

Part 1—English Language Basics

1. Which of these is **not** considered a part of speech?
   a. interjection b. preposition c. direct object d. noun

2. Which of these is a preposition?
   a. is b. anyone c. and d. of

3. Which of these is a verb?
   a. it b. in c. is d. if

4. Which of these is a conjunction?
   a. ouch b. whom c. it d. but

5. Every sentence needs a subject and a(n) _____
   a. verb b. noun c. object d. period

6. **After dinner I will play the piano.** The subject of this sentence is
   a. dinner b. piano c. I d. play

7. The **simple predicate** is the same as
   a. subject b. object c. adjective d. verb

8. Which of the following is a proper noun?
   a. I b. Jack c. he d. everybody

9. **Give the book to Steve**. The direct object of the sentence is
   a. Steve b. book c. give d. you

10. **Give the book to Steve.** What type of sentence is this?
    a. interrogative b. declarative c. exclamatory d. imperative

11. Which of these is a prepositional phrase?
    a. into the house b. He went c. locking the door d. to swim

12. Which of these phrases contains a participle?
    a. to be a farmer b. pass the school c. up the stairs d. frozen food

13. Which sentence has a participle that makes sense?
    a. Driving down the road, my car broke down.
    b. He read from his book wearing glasses.
    c. Reading a book by the window, my cat fell asleep.
    d. Running down the street, the dog wouldn't come back.

14. Which item contains an infinitive?
    a. to go to the store b. running down the street c. while talking d. to the bank

15. A clause is a group of words with
    a. a phrase b. two verbs c. a period d. a subject and a verb

16. An independent clause is the same as a(n)
    a. phrase b. appositive c. infinitive d. sentence

17. Which of the following is a clause?
    a. after I watch the movie
    b. running down the street
    c. Jack and Jill
    d. before the movie

18. Which of these is a complete and correct sentence?
    a. Because I can't go with you.
    b. Going to the movies with my mother and brother.
    c. She ran.
    d. She ran, he walked.

19. Which one of these is a run-on sentence?
    a. I told you, but you didn't listen.
    b. She ran; he walked.
    c. I didn't go, he did.
    d. Give me the book, put the games away, and then go to bed.

20. Which of these is a compound sentence?
    a. Jack and Jill went up the hill.
    b. Jack went up the hill and then fell down.
    c. Jack went up the hill, and Jill fell down.
    d. Jill climbed and climbed up the hill.

Part 2—Sentence Correction

Most of the following sentences have one or more of the grammar, punctuation, usage, or capitalization mistakes you learned about in this workbook. Some of the sentences are correct as they are. Find all the mistakes and correct them. Also identify the sentences that are already correct.

21. Jamie, Paul, and myself cooked dinner tonight.

22. You should of given those candy bars to my sister and me.

23. Him and I loved that movie, did you like it?

24. With whom are you going.

25. Who are you?

26. Whom did you invite to join my brother and me?

27. Do you want these kind of pencils or the newer ones?

28. Anyone whom is on the boy's soccer team can buy their uniform here.

29. Neither of my brother's are coming with us.

30. Either one of them is able to fix the computer.

31. A bunch of students are studying in the library.
32. Either the dogs or the baby are making a mess.
33. Joe waved at his friend as he was walking down the street.
34. The book was read by me, and I really enjoyed it.
35. I have went to the movies three times this week all ready.
36. I have baked brownies last night, would you like one?
37. I did real good on that test, that I thought it was really difficult.
38. I have drunk all the milk, so I will go to the store to buy more.
39. If I was taller, I could probably be a model.
40. I had rung the bell five times, before she answered the door.
41. The dress, that I am holding, is on sale.
42. I too, like chocolate.
43. Jack, Ben, and I are going, but John, Frank, and him are not.
44. I am going to college next year, my two sisters' are to.
45. Did she ask "Can I go with you"?
46. I think my favorite song is *Summertime*.
47. This recipe needs: salt, sugar, flour, milk, three types of chocolate, and four eggs.
48. She is the mother of a four year old boy who is in the kindergarten class I teach.
49. My cat-I don't know how she got there-was living in the neighbors garage.
50. I read this quote in the newspaper; "Governor Ferry said that these (the new taxes) would help pay for the roads to be fixed.
51. She attends Proctor High school, in Memphis Tennessee.
52. Out of all the seasons, summer is my favorite.
53. She said that "the weather should be nice today."
54. "Take this book," he said "And return it to the library."
55. The title of the movie is "Where is Mr. Jones"?
56. Dear Mister Duple,
    I am applying for the Accounting position at Tickner Inc.
57. Yours Truly,
    John Jones, Jr.
58. Jim, along with his friends, are going to see a Concert.
59. All the girls are wearing a long dress to the School Prom.
60. "Which of your to poodles is tallest," she asked?
61. I think this is the least interesting book of the three in the series.

62. He likes to swim more than me but I am a better swimmer.
63. Finally repaired, I picked up my car from the shop today.
64. She asked me if I read about the earthworm in the science book?
65. Both of my sisters' are going, but we aren't taking either of there cars.
66. I would've gone to Thomas' house; but he is on vacation.
67. The motorcycle belongs to her brothers.
68. After I go to the gym, I will pick up my dry cleaning, and then going to the movies.
69. I met the following people at my interview: Ann Jones, the company president, the human resources manager, Phil Cole, a project manager and a scientist.
70. Five boys and 6 girls are in the class, this is small.
71. I was born in June, 1982 in Boston.
72. I can barely finish this piece of cake anymore.
73. You put to many a's in the word accommodate.
74. They almost stole 75% of my money!
75. I asked him if he was alright. And I asked him again when he didn't reply.
76. This dress is altogether too tight.
77. After we hanged the pictures on the wall the apartment looked really well.
78. This notebook has dual functions: it is both a diary and a reminder list.
79. Bring these bottles back to the store and get some money for them
80. Do you feel as badly as me about the broken television?
81. I would appreciate if you would separate these essays into three discreet piles according to grade.
82. I turned the truck into Benson Drive and went straight from there.
83. Many people have always emigrated to the U.S. from other countries.
84. None of the pieces of chocolate cake from dessert is left.
85. Well, I didn't want any cake anyways, did you?
86. We visited the capitol building when we visited the state capitol.
87. Because she acted like she was a professional actress you could tell she thought she deserved the lead in the play.
88. She is a much better actress than I!
89. My dog ate all it's food this morning, which is unusual.
90. She asked, "Are you going to your graduation?"
91. The principle rule of the game, is to get the ball in the basket.
92. The band has been tuning up their instruments for the past hour.
93. After the storm the rocks were laying all over the road.

94. He lead the class in math but he wasn't very good in english.

95. I am going to try and get a job in Sales.

96. "Who's briefcase is this," she asked.

97. If you will precede with this project; I will get started on the next assignment.

98. Since I live further away from school then you do, I always go passed the mall.

99. I only have five pencils, and she has even less than me.

100. If you can loan me 5 dollars, we can bring my sister to the movies.

See Appendix G for the answers.

Appendix A

Redundancy

Avoid being redundant and extra wordy in your writing.

Instead of	*Use*
2:00 p.m. in the afternoon	2:00 p.m.
and also	*and OR also* (but not both)
as yet	*yet*
at this point in time	*now*
basic essentials	*essentials*
collaborate together	*collaborate*
completely unanimous	*unanimous*
difficult dilemma	*dilemma* (they are all difficult!)
due to the fact that	*because OR due to*
each and every	*each OR every* (but not both)
end result	*result*
exactly the same	*the same*
filled to capacity	*filled*
final outcome	*outcome*
for the purpose of	*to*
I would appreciate if you would	*please*
in close proximity to	*near*
in the immediately vicinity of	*near*
invited guests	*guests* (guests are generally invited)
it should be noted that	*notice*
past history	*history*
personal opinion	*opinion*
plan ahead	*plan*
postpone until later	*postpone*
protest against	*protest*
refer back	*refer*
repeat again	*repeat*
revert back	*revert*
small in size	*small*
spell out in detail	*spell out*
such as _____, etc .	*use either such as OR etc. (not both)*
summarize briefly	*summarize*
unexpected surprise	*surprise*
very unique	*unique*
we made a decision	*we decided*
with regard to	*about OR regarding*

It is important to avoid redundancy, or unnecessary repetition, when we write. Redundancy can make writing overly wordy and often awkward. Read the following paragraph, and see if you can spot the ten examples of redundancy.

> I woke up early because I had a meeting at 7 a.m. this morning. It is a good thing I live in close proximity to my office, so I didn't have to leave too early. I stopped at Starbucks, which is in the immediate vicinity of where I work. I am missed if I don't show up at a meeting, since the company is small in size. This meeting was about our latest project. We made a decision to collaborate together on it for the purpose of getting a variety of different ideas. The creativity of this company is the reason why I took the job. It is a great job, but at this point in time I haven't gotten a raise as yet.

Did you find them? Here is the same paragraph with the redundancy eliminated.

> I woke up early because I had a meeting at ***7 a.m***. It is a good thing I live ***close*** to my office, so I didn't have to leave too early. I stopped at Starbucks, which is ***near*** where I work. I am missed if I don't show up at a meeting, since the company is ***small***. This meeting was about our latest project. We ***decided*** to ***collaborate*** on it ***to get*** a ***variety of ideas***. The creativity of this company is ***the reason*** I took the job. It is a great job, but I haven't gotten a raise ***yet***.

Here are the redundancies that were in the first example:

1. *7 a.m.* is the morning, so we don't need to also write *this morning*.
2. *Close proximity*? *Close* is enough.
3. *Immediate vicinity* means *near*.
4. We know *small* refers to size, so we don't need to use *small in size*.
5. *Made a decision* can be replaced by *decided*. This redundancy is called a "nominalization," which means turning a verb into a noun, thus adding more words.
6. You cannot *collaborate* unless you work together, so *together* is redundant with *collaborate*.
7. *Variety* implies that the ideas will be *different*, so we don't need both words.
8. We can use *is the reason* or we can use *is why*, but we don't need to use *is the reason why*.
9. *At this point in time* is not necessary at all. You are obviously referring to the present.
10. You don't need *as yet*. *Yet* is enough.

It is easy to let these redundancies slip into our writing. The best way to avoid them is to be familiar with them and proofread your work (or have someone else proofread it) to tighten it up.

Appendix B

Commonly Misspelled Words

A

absence
accidentally
accommodate
accumulate
achieve
acquaintance
acquire
across
address
advertise
advice
amateur
among
apparatus
apparent
arctic
argument
ascend
athlete
attendance
awful

B

balance
basically
becoming
before
beginning
believe
benefited
breathe
brilliant
business

C

calendar
careful
category
ceiling
cemetery
certain
changeable
chief
citizen
colonel (military rank)
column
coming
committee
competition
conceivable
conscience (the guilty kind)
conscientious
conscious (aware)
controversial
convenience
criticize

D

decide
definite
definitely
deposit
describe
desperate
develop
difference
dilemma
disappear
disappoint
discipline
dissatisfied
does
during

E

easily
eight
eighth
either
eligible

embarrass
eminent
encouragement
environment
equipped
exaggerate
excellent
except
exercise
exhilarate
existence
expect
experience
experiment
explanation

F

familiar
fascinating
February
finally
foreign
forty
forward
fourth
friend
fundamental

G

gauge
generally
government
grammar
grieve
guarantee

H

harass
height
heroes
hindrance
humerus (arm bone)
humorous (funny)

I

immediately
incident (something that happens)
incidence (frequency of something happening)
incidentally
incredible
independent
inoculate
irresistible

J

jewelry
judgment

K

knowledge

L

leisure
liaison
license
loneliness

M

maintenance
maneuver
millennium
minuscule
mischievous
misspell

N

necessary
ninety
noticeable

O

occasionally
occur
occurred
occurrence
omitted
optimistic

P

parallel
paralyze
pastime
perseverance
personal
personnel
picnicking
possession
precede
precedence
prejudice
prevalent

privilege
proceed
professor
pronunciation
pursue

Q

questionnaire

R

receive
recommend
referring
relevant
repetition
restaurant
rhyme
rhythm

S

schedule
seize
sense
separate
sergeant
severely
shining
similar
sincerely
sophomore
specifically
studying
succeed
succession

T

temperamental
tendency
tragedy
transferring
twelfth
tyranny

U

undoubtedly
unnecessary
until

V

vacuum
villain

W

weird
whether (or not)

Appendix C

Commonly Mispronounced Words

accessory The first C has a "hard" sound. Say ak-sess-or-y, not ass-ess-or-y.

across There is no T at the end. Do not say a-crost.

arctic Note the C after the R. Say ark-tik, not ar-tik.

ask The S comes before the K. Say ask not aks.

asterisk Notice the second S. Say as-ter-isk, not as-ter-ik.

athlete The word has two syllables, not three. Say ath-lete, not ath-uh-lete.

cache The word is of French origin, but it does not end with an accented syllable. Say kash, not ka-shay.

candidate Notice the first D. Say kan-di-date, not kan-i-date.

cavalry (troops that fight on horseback) Say kav-ul-ry, not kal-vuh-ry.

chaos Say kay-os, not tchay-os.

clothes Notice the TH spelling and sound. Say klothz, not kloz.

daïs (a raised platform) The word is often misspelled as well as mispronounced. Say day-is not dī-is.

dilate The word has two syllables, not three. Say di-late, not di-a-late.

drowned This is the past participle form of the verb *drown*. Say drownd, not drown-ded.

et cetera This Latin term is often mispronounced and its abbreviation is frequently misspelled. Say et cet-er-a, not ex cet-er-a. For the abbreviation, write etc., not ect.

February The spelling calls for feb-roo-ar-y, not feb-u-ar-y.

foliage The word has three syllables. Say fo-li-uj, not fol-uj or foil-uj.

forte The Italian word, a musical term meaning "loud," is pronounced with two syllables: for-tay. The French word, an adjective meaning "strength" or "strong point," is pronounced with one syllable: fort.

Halloween Say hal-o-ween, not hol-lo-ween.

height The word ends in a T sound, not a TH sound. Say hite, not hith.

heinous Say hay-nus, not heen-i-us.

hierarchy The word has four syllables. Say hi-er-ar-ky, not hi-ar-ky.

Illinois As with *Arkansas*, the final S in **Illinois** is not pronounced. Say il-i-noy, not il-li-noiz.

interpret The word has three syllables. Don't add one! Say in-ter-pret, not in-ter-pre-tate (or in-ter-pert).

jewelry The word has three syllables. Say jew-el-ry, not jew-el-er-y or jewl-ry.

library Say li-brar-y, not li-ber-ry.

medieval The word has four syllables. The first E may be pronounced either short (med) or long (meed). Say med-ee-ee-val or mee-dee-ee-val, not mid-eval.

miniature The word has four syllables. Say min-i-a-ture, not min-a-ture.

mischievous The word has three syllables with the accent on the first syllable: mis-chi-vus. Don't say mis-chee-vee-us. Please.

niche Say neesh, not nitch.

old-fashioned Don't leave off the ED. Say old-fash-iond, not old-fashion.

orient This word has three syllables. Say or-i-ent, not or-i-en-tate.

picture There's a K sound in picture. Don't confuse picture with pitcher. Say pik-ture, not pitch-er.

precipitation Say **pre**-cip-i-ta-tion, not **per**-cip-i-ta-tion.

prescription Note the prefix PRE in this word. Say pre-scrip-tion, not per-scrip-tion or pro-scrip-tion.

preventive The word has three syllables. Say pre-ven-tive/, not pre-ven-ta-tive.

probably This word as three syllables. Say prob-ab-ly, not prob-ly.

pronunciation This word is a noun. It comes from the verb *pronounc*e, BUT it is not pronounced like the verb. Say pro-**nun**-ci-a-tion, not pro-**nounce**-i-a-tion.

prostate This is the word for a male gland. Say pros-**tate**, not pros-**trate** (which means lying down).

realtor Say re-al-tor, not re-a-la-tor or ree-la-tor.

recur Do not say reoccur.

sherbet The word has only one r in it. Say sher-bet not sher-bert.

supposedly Do not say supposably.

ticklish The word has two syllables. Say tik-lish, not tik-i-lish.

undoubtedly Do not say undoubtably

vehicle Although there is an H in the word, don't pronounce it. Say vee-ikl, not vee-hikl.

wintry The word has two syllables. Say win-try, not win-ter-y.

Appendix D

Common Prefixes, Suffixes, and Word Roots

Prefixes, suffixes, and word roots are parts of words that carry a specific meaning. They help you to figure out the meaning of a word you may not know. Prefixes are added to the beginning of a word. Suffixes are added to the end of a word. Roots can be anywhere in the word, and are generally the main part of the word.

For example:

The prefix ***pre-*** means ***before.***

> **Preheat** the oven—heat up the oven before you put something into it.

Suffixes usually don't give much clue to the meaning of a word. They usually change the part of speech. The suffix ***-ful*** means full of, so adding ***-ful*** to ***beauty*** makes the word ***beautiful***, or ***full of beauty***. It also changes the word from a noun to an adjective. The suffix ***-ize*** means ***to become***. Add ***-ize*** to ***modern*** and you get ***modern-ize***, to ***become modern***. That suffix changes words from adjectives to verbs.

Let's see an example with roots. Some words have more than one root in them, and one may be at the beginning, functioning as more of a prefix. Look at the word autobiography. Let's break it apart:

> ***auto*** means ***self.***
>
> ***bio*** means ***life.***
>
> ***graph*** means ***writing***.

What is an autobiography? A writing about someone's life written by oneself.

Knowing roots and prefixes can improve your vocabulary. Here are some common prefixes and roots, their meanings, and sample words.

Prefix	*Meaning*	*Sample Word*
a/ab	away from	absent
ad	toward	advance
ante	before	antebellum (before the war)
anti	against	anti-war
auto	self	automobile
bene	good	benefit
bi	two	bicycle
co	together	cooperate
contr	against	contradict
circum	around	circumference
de	reverse, remove	decompose
dec	ten	decade
dis	opposite of	distrust
dys	bad	dysfunction
du, duo	two	duet
ex/e	out	exhale
hyper	over	hyperactive
hypo	under	hypotension
in/ir/il	not	illegal
macro	large	macroeconomics
mal	bad	malfunction
micro	small	microscopic
milli	thousand	millipede
mis	wrong	misspell

multi	many	multimillionaire
non	not	nonfat
octa	eight	octagon
poly	many	polygon
post	after	postpone
pre	before	pregame
pro	forward	project
pseudo	false	pseudonym
quadr	four	quadruplets
re	again	redo
sub	under	submarine
super	above/more than	superhero
tele	far away	telescope
trans	across	transport
tri	three	triple
un	not	unnecessary

Root	*Meaning*	*Sample Word*
amphi/ambi	both ways	amphibian, ambidextrous
anthro	human	anthropology
aqua	water	aquarium
aud/audit	hear	audience
biblio	book	bibliography
bio	life	biology
cent	one hundred	centipede
chrome	color	chromatic
chrono	time	chronological
cogn	know	recognize
cracy	government	democracy
demo	people	democracy
dia	across/through	diagonal
dict	speak	dictate
flect, flex	bend, turn	flexible
fract/frag	break	fracture, fragment
geo	earth	geography
grad/gress	by steps	gradual, progress
graph/gram	write	telegram
hetero	different	heterogeneous
homo	same	homonym
hydro	water	hydrate
init	beginning	initial
ject	throw	project
jus/jud/jur	law/right	justice, judge, jury
logy	science, study of	biology
mag	great	magnify
man	hand	manicure
mater	mother	maternal
meter	measure	centimeter
mis/mit	send	transmit
mono	alone/one	monotone
mort	death	mortal
omni	all	omnivore
opt	sight, eye	optical
ortho	straight	orthodontist
pater	father	paternal
patho	suffering, feeling	sympathy
ped/pod	foot	pedal, tripod
peri	around	perimeter
phob	fear	arachnophobia
phon	sound	telephone
photo	light	photosynthesis
phys	nature	physical
port	carry	transport
prim/princ	first	primary, princess
psych	mind/soul	psychology

quer/quis/ques	seek	query, question	terr	land	terrace
scope	see	telescope	theo	God	monotheism
scribe/script	write	manuscript	thermo	heat	thermometer
stat	stand	statue	var	different	varied
strict	tighten	restrict	vers, vert	turn	reverse
syn, sym	together	synonym, symbiotic	viv/vit	live	survive

Appendix E

Writing Tips

1. NO run ons. When you come to the end of a complete thought, put a comma and a conjunction, or a period, or a semicolon—not just a comma.
2. Do not start a sentence with *and*, *but*, or *so*.
3. Avoid singular indefinites by rewriting (*none*, *anyone*, *everyone*, etc.). They cause confusion with the singular verb and having to use *his or her*.
4. Avoid weak verbs like *is* and *has*. Also avoid the construction *there is . . .*
5. Avoid *it* unless it is clear to what it refers!
6. Say things in a brief manner.
7. Short words actually have more PUNCH than long words, especially at the end of a sentence, where words get more emphasis.
8. Write in the positive rather than the negative.
9. Subject/verb/object should be placed fairly close together without a lot of words in between them. Move words between them to the beginning of the sentence, or give them a sentence of their own.
10. Make a sentence subject something that has been referred to already in the paragraph, so the reader is familiar with it.
11. Start most (⅔) of your sentences with the subject.
12. Don't use compound subjects and compound verbs together.
13. Use parallel form.
14. Avoid using too many contractions. Write out abbreviations in most cases. Do not use slang or dead words.
15. Mix long and short sentences.

Appendix F

Glossary

Abstract noun A noun that you cannot see, hear, touch, taste, or smell. Examples: happiness, thought.

Active voice Writing in which the subject of the sentence is performing the action of the verb. Example: She drove the car.

Adjective One of the eight parts of speech. An adjective describes a noun or another adjective and usually tells what kind or how many. Examples: purple, pretty.

Adverb One of the eight parts of speech. An adverb describes a verb, an adjective, or another adverb and usually tells how, when, or to what extent. Examples: slowly, very, now.

Agreement The rule that singular subjects go with singular verbs, plural subjects go with plural verbs, singular pronouns go with singular antecedents, and plural pronouns go with plural antecedents.

Antecedent A pronoun stands in for a noun. That noun is called its antecedent. Example: **Mary** brought **her** book.

Appositive A phrase that adds more information to a noun or pronoun. Example: Ben, **my older brother**, is twelve years old.

Article The words *a*, *an*, and *the*. They are adjectives.

Clause A group of words that has a subject and a verb. Example: That book, **which I read last night**, is a mystery.

Collective noun A noun that even in its singular form represents a group. Examples: group, flock, bunch, herd.

Common noun A person, place, or thing that does not begin with a capital letter. Examples: boy, dog, house, radio.

Comparative The adjective or adverb form that is used when comparing two things, the *-er* or *more* form. Examples: **taller** of the two girls, **more fun** than the other game.

Complex sentence A sentence with one or more subordinate clauses and one independent clause. Example: Although I am tired (subordinate), I will go with you (independent).

Compound sentence A sentence with two or more independent clauses. Example: **I am tired**, but **I will go with you.**

Compound-complex sentence A sentence with one or more subordinate clauses and two or more independent clauses. Example: Although I am tired (subordinate), I will go with you (independent) and I will have fun (independent).

Concrete noun A person, place, or thing you can see, hear, feel, taste, and/or smell. Examples: desk, teacher, computer.

Dash (– en, — em) The en dash is used for ranges of numbers and minus signs. The em dash is used for a break in thought in a sentence.

Demonstrative pronoun The pronouns that are used to point out: *this*, *that*, *these*, and *those*.

Direct object A noun or pronoun that generally comes after the verb and receives its action. Example: I threw the **ball**.

Double negative The use of two negatives, which makes it a positive and is grammatically incorrect. Examples: I **don't** have **no** paper. I am **not hardly** ready.

Fragment A group of words that is intended to be a sentence, but instead is an incomplete thought. Example: Because I said so.

Gerund A verb form ending in *-ing* that is used as a noun rather than a verb. Example: **Reading** is my favorite hobby.

Indefinite pronoun Pronouns such as *anyone*, *anything*, *anybody*, *everyone*, *everything*, *everybody*, *someone*, *something*, *someone*, *none*, *few*, and *all*. Most, but not all, of these pronouns are singular.

Independent clause A sentence or complete thought.

Indirect object Noun or pronoun that *receives* the direct object in a sentence. Example: He gave **me** the map.

Infinitive A verb preceded by the word *to*. Example: to run.

Intensive pronoun A pronoun that ends in *-self* or *-selves.* Example: I myself baked that cake.

Interjection One of the eight parts of speech: a word that expresses emotion. Example: ouch! wow! oh!

Interrogative pronoun The pronouns that are used to ask questions: *which*, *who*, *whom*, *whose*, and *what*.

Irregular verb A verb that does not form its past tense with the addition of *-ed*. Examples: **run** (ran), **see** (saw), **sit** (sat).

Italics *Tilted letters in print*. You cannot write by hand in italics.

Linking verb A verb that functions as an equal sign in a sentence, where both sides of the verb are equal. The most common linking verb is *to be* (*am*, *are*, *is*). Example: He **is** a boy.

Lowercase Another word for small letters, as opposed to capital letters (uppercase).

Noun One of the eight parts of speech: a person, place, thing, or idea. Examples: car, dog, city, sofa, thought.

Objective case The pronoun forms that are used as direct and indirect objects, and objects of a preposition. They are *me*, *us*, *her*, *him*, *them*, and *whom*.

Participle A verb form, usually the past tense or *-ing* form, that is used as an adjective. Example: I drove past the **burning** building.

Passive voice Grammatical construction where the subject of the sentence is not performing the action of the verb. Example: I was driven to school.

Phrase A small group of related words that does not contain both a subject and a verb. Examples: in the sun, jumping constantly.

Possessive A form of a noun or pronoun that shows ownership. Examples: hers, Susan's, the children's.

Predicate The simple predicate is the verb in the sentence. The complete predicate is the entire sentence except the subject.

Preposition One of the eight parts of speech. A preposition is always the first word in a prepositional phrase. The phrase usually tells where or when. Examples: **in** the box, **after** the party.

Pronoun One of the eight parts of speech. A pronoun takes the place of a noun. Examples: She, this, who, someone, I.

Proper noun A noun that names a particular person, place, thing, or idea and begins with a capital letter. Examples: John, Texas, Pacific Ocean, Buddhism.

Punctuation marks The symbols that make text readable by telling the reader when to stop or pause. Examples: periods, commas, colons, semicolons, quotation marks, dashes, hyphens, parentheses.

Reflexive pronoun A pronoun that ends in *-self* or *-selves*. Example: I made this pie myself.

Relative pronoun A pronoun that begins an adjective clause. They are *that*, *which*, *who*, *whom*, and *whose*. Examples: This is the dress **that** I just bought. My neighbor, **who** lives next door, is from Italy.

Run-on sentence Two sentences with either no punctuation or a comma separating them. There needs to be either a period or semicolon separating them, or a conjunction added after the comma. Example: The flower is pink, it is very pretty.

Simple sentence A sentence that consists of just one independent clause. Example: Jack and I went to the movies.

Subject Noun or pronoun that the sentence is about. The subject generally performs the action of the verb. Examples: **She** saw the art exhibit. The **dog** bit the young child.

Subordinate clause (dependent) A clause (group of words with a subject and a verb) that is not a complete thought and cannot stand alone as a sentence. Example: although I received my driver's license.

Superlative The adjective or adverb form that is used when comparing more than two things, the *-est* or *most* form. Examples: **tallest** of all the girls, the **most fun** of the three games.

Tense Form of a verb that tells when the action was done. The most common tenses are past, present, and future. Examples: I walk, I walked, I will walk.

Uppercase Another word for capital letters, as opposed to small letters (lowercase).

Verb One of the eight parts of speech. Every sentence needs at least one verb. Represents action or a *state of being*. Examples: run, talk, cook, is, looks.

Voice Active or passive. Tells whether the subject performs the action of the verb or not. Examples: She baked a cake (active voice). A cake was baked by her (passive voice).

Appendix G

Answers to Practices and Chapter Tests

Pretest

1. b. subject
2. c. and
3. c. is
4. a. ouch
5. c. verb
6. a. I
7. b. verb
8. b. Jack
9. b. book
10. d. imperative
11. a. into the house
12. b. singing loudly
13. d. Running down the street, the dog wouldn't come back.
14. a. to go to the store
15. d. a subject and a verb
16. a. sentence
17. a. because I can't talk on the phone
18. c. She ran.
19. c. I didn't go, he did.
20. c. Jack went up the hill, and Jill fell down.
21. I
22. me
23. He and I
24. whom
25. Who
26. Whom
27. who
28. this
29. his (*Their* is also acceptable in some style guides.)
30. is
31. is
32. his or her. (*Their* is also acceptable in some style guides.)
33. is
34. c. As Bev was walking down the street, she waved at Carol.
35. c. This dress was made for me!
36. d. I have gone to the movies three times this week.
37. b. I had run five miles before I fell.
38. b. She looked bad in that dress.
39. a. I have went to Alaska before.
40. b. If I were rich, I would be really happy.
41. a. The bell rung three times.
42. Mary, who had three dogs, was a real animal lover.
43. The book that has the old, torn cover belongs to me.
44. a. I am going to college next year, my sister is too.
45. d. Did she say that she can't go with you?
46. b. The titles of books.
47. d. All of the above.
48. c. Hyphens are used in some compound words; dashes are not.
49. My cat—I don't know how she got there—was living in the neighbor's garage.
50. d. Both of these.
51. I work at the First National Bank in Boston.
52. Out of all the seasons, summer is my favorite.
53. I said, "Don't go without me."
54. "Take this book," he said, "and return it to the library."
55. The title of the movie is Once upon a Time in Rome.
56. Dear Mr. and Mrs. Foster:

57. Yours truly,
John Jones, Jr.
58. c. Neither Jim nor Pete is going.
59. b. Neither the boy nor the girls are going.
60. taller
61. least
62. b. She likes pizza more than I.
63. a. Freshly painted, my car looked great when I picked it up today.
64. d. None of the sentences is written well.
65. sister's
66. James's
67. sisters
68. I like to swim, to fish, and to lie in the sun.
69. Mrs. Apple, the president of the company; Mr. Jones, the vice-president; Mr. Green; Ms. Young; Mr. Fox; and I are going to the meeting. (Just change the comma after Ms. Young to a semicolon.)
70. c. Five boys and three girls were in the class.
71. a. I was born on July 1, 1999.
72. c. I can barely finish this piece of cake.
73. c. There are too many A's in this word.
74. b. I received a 70 percent on the quiz.
75. d. Separate two sentences with a comma and no conjunction.
76. all right
77. hung
78. dual
79. Take
80. bad
81. discreet
82. in to
83. emigrated
84. dessert
85. anyway
86. capital
87. as if
88. than
89. it's
90. your
91. principal
92. their
93. lay
94. led
95. Try to
96. whose
97. precede
98. past
99. fewer
100. lend

Chapter 1

Practice 1—Recognizing Nouns

1. cake, brother
2. idea, place
3. stamps, hobby, scrapbooks, photos
4. department, meetings, month.
5. award, happiness.

Practice 2—Recognizing Types of Nouns

1. New York City
2. soil
3. rules
4. band
5. Bob, Ireland, Buddhism
6. idea, sadness, Christianity, hunger
7. group, committee, tribe, bunch, collection

Practice 3—Pronouns and Antecedents

1. June
2. cake
3. They
4. lessons
5. Bob

Practice 4—Personal Pronouns

1. I, him, I

2. My, me, my
3. We, our
4. I, it
5. your, we

Practice 5—Demonstrative Pronouns

1. *This* is new.
2. I want some of *those*.
3. Please take some of *these.*

Practice 6—Interrogative Pronouns

1. None
2. Whom
3. None. Sentence isn't a question.
4. Which
5. None
6. who, whom, whose, which, what

Practice 7—Relative Pronouns

1. that
2. who
3. whose
4. whom

Practice 8—Intensive/Reflexive Pronouns

1. myself
2. herself
3. himself
4. yourself
5. himself

Practice 9—Indefinite Pronouns

1. something
2. anyone
3. Everyone (some is an adjective)
4. All, most
5. None
6. None
7. nothing
8. anything

Practice 10—Pronoun Review

1. you—personal, I—personal, him—personal
2. which—interrogative, you—personal, I—personal
3. this—demonstrative, that—relative, I—personal
4. they—personal, something—indefinite, themselves—reflexive/intensive
5. I—personal, anything—indefinite, that—demonstrative
6. you—personal, someone—indefinite, this—demonstrative

Practice 11—Action Verbs

1. threw, caught
2. know
3. jumped, ate
4. wonder, likes
5. Tell

Practice 12—Linking Verbs

1. am
2. tastes
3. seems
4. None
5. is

Practice 13—Action and Linking Verbs

1. are—linking, is—linking
2. clean—action, mow—action
3. think—action, is—linking
4. is—linking, will (not) fit—action
5. shop—action, clean—action, visit—action

Practice 14—Tenses

1. have gone (or *have been going*—progressive)
2. will bake (or *will be baking*—progressive)

3. had gone (or *had been going*—progressive)
4. will have taken (or *will have been taking*—progressive)
5. studied (or *was studying*—progressive)
6. plays (or *is playing*—progressive)

Practice 15—Regular Verbs

1. rained
2. washed
3. studied
4. played
5. graduated

Practice 16—Active and Passive Voice

1. active
2. passive
3. active
4. active
5. active
6. passive
7. active
8. active
9. passive
10. active

Practice 17—Transitive and Intransitive Verbs

1. transitive (direct object: chess)
2. intransitive
3. transitive (direct object: suit)
4. transitive (direct object: cat)
5. transitive (direct object: report)

Practice 18—Adjectives

1. three, one, younger
2. the, tall, the
3. this, that, the
4. these, two, good
5. a, fabulous, Thanksgiving

Practice 19—Adverbs

1. quietly
2. soon
3. slowly
4. too
5. tenderly, softly

Practice 20—Placement of Adverbs

1. *Carefully* can be put at the very beginning or the very end of the sentence. It can also be correctly placed after *we* or *walked.*
2. *Soon* can be put at the very beginning or the very end of the sentence, and it can also be placed after *he* or after *will.*
3. Sentence is best as it is written.
4. *Contentedly* would be better if it were placed after *purred*.
5. Sentence is written well. *Gladly* can also be placed after *I*.

Practice 21—Prepositional Phrases

1. under the table
2. at the lake
3. into the house
4. around the track
5. to the museum

Practice 22—Coordinating Conjunctions

1. but
2. yet
3. or
4. and
5. nor
6. so
7. for

Practice 23—Subordinating Conjunctions

1. although
2. because

3. until
4. if
5. wherever

Practice 24—Interjections

1. wow
2. help
3. ouch

Brain Challenges

1. no adverb
2. no preposition
3. no adjective
4. interjection and noun or pronoun
5. verb and adjective

Chapter 1 Test

Part 1

1. around—f preposition
2. wow—h interjection
3. desk—a noun
4. think—c verb
5. but—g conjunction
6. really—e adverb
7. pretty—d adjective
8. them—b pronoun

Part 2

1. which
2. you
3. something
4. myself
5. this
6. who

Part 3 (counts as seven points)

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

Part 4

1. c—transitive
2. b—proper
3. c—future
4. a—four (you, I something, your)
5. b—three (that, interesting, difficult)

Part 5

1. *Wow!* or another appropriate interjection
2. a name, such as *Suzie*
3. *around the track* or another such phrase
4. *her, him,* or *them.*
5. *will eat, will go to bed*, or something similar.

How did you do? 31 is a perfect score.

27–31—Excellent!

24–27—Very good!

20–24—Pretty good!

Fewer than 20 correct—Need more review.

Chapter 2

Practice 25—Identifying Subjects

1. I
2. You and Jane (compound subject)
3. boss
4. we
5. I
6. Jack, Joan, and Fred (compound)
7. you
8. you (In a command the subject is always *you*, although many times it isn't there. It is called *the implied you:* [You] clean your room before dinner.)

Practice 26—Identifying Verbs

1. went
2. climbed, was (linking)
3. has (helping) given
4. barked and growled (compound), walked
5. are (helping) going

6. am (helping) going, is (helping) taking
7. tell (command; subject is the implied *you*.)

Practice 27—Subjects and Predicates

1. The large dog/scared us.
2. Fourteen boys and nine girls/came to the party.
3. The chocolate cake in the kitchen/is for dessert after dinner.

Practice 28—Direct Objects

1. chess
2. no direct object
3. pizza and salad (compound)
4. book
5. secret (tell what?)
6. no direct object
7. sweater

Practice 29—Indirect Objects

1. you (direct object is tickets)
2. none
3. me (direct object is cake)
4. none
5. none
6. none (direct object is us)
7. Jim and me (direct object is collection)
8. sister (direct object is story)

Practice 30—Objects of Prepositions

1. class
2. artist
3. birthday, money
4. cousin and uncle (compound)
5. college
6. track, river

Practice 31—Predicate Adjectives and Nominatives

1. beautiful (predicate adjective)
2. terrible, great (predicate adjectives)
3. none—action verb
4. tall, taller (predicate adjectives)
5. none—action verb
6. actor (predicate noun)

Practice 32—Types of Sentences

1. Exclamatory
2. Declarative
3. Exclamatory
4. Interrogative
5. Imperative

Chapter 2 Test

Part 1

1. Jim reads
2. You and I will walk
3. grapes taste
4. I received
5. dog ate and drank

Part 2

1. That big brown dog/attacked the neighbor yesterday.
2. Suzie, Jack, Holly, Mike, and all the others/are invited to our party.
3. Dinner/consists of steak, potatoes, salad, and bread.

Part 3

1. coat—direct, me—object of preposition
2. me—indirect, gift—direct
3. morning—object of preposition, night—object of preposition
4. me—direct, game—object of preposition
5. Paris—object of preposition, train—direct, countryside—object of preposition

Part 4

1. pretty—predicate adjective

2. tired—predicate adjective
3. cheerleader—predicate nominative
4. Santa Claus—predicate nominative

Part 5

1. dinner—direct, beach—object of preposition
2. me—indirect, story—direct, rabbit—object of preposition, bear—object of preposition
3. work—object of preposition, reports—direct, Friday—object of preposition
4. tasty—predicate adjective, ripe—predicate adjective
5. him—indirect, tickets—direct, game—object of preposition, Sunday—object of preposition

Part 6

The first sentence in part 5 is imperative.

How did you do? 23 is a perfect score.

21–23—Excellent!

18–20—Very good!

15–17 Pretty good!

Fewer than 15 correct—Need more review.

Chapter 3

Practice 33—Prepositional Phrases

1. on the chair—adverb modifying *slept*
2. after dinner —adverb modifying *wash*
3. with the pillow—adjective modifying *chair*
4. under the tree—adverb modifying *sitting*
5. in blue—adjective modifying *girl*
6. around the park—adverb modifying *walked*
7. in the office—adverb modifying *find*
8. by Robert Frost—adverb modifying *written*

Practice 34—Infinitives

The rest of the infinitive phrase is in parentheses.

1. to go (to the movies)
2. to tell (the truth)
3. to hand in (my report)
4. to become (a doctor)
5. to eat (too many sweet things)

Practice 35—Infinitives as Subjects and Objects

1. to be an astronaut—subject
2. to read that new book—object
3. to see the new movie or the concert—object
4. To go to college—subject

Practice 36—Identifying Participles

1. running (after the car)— modifies *dog*
2. baked—modifies *apple*
3. frozen—modifies pond (*skating* is a gerund, not a participle)
4. sitting (on my lap)—modifies *dog*
5. no participle
6. Sneezing and coughing—modify *sister*
7. no participle
8. chasing (the ball)—modifies *dog*

Practice 37—Identifying Gerunds

1. swimming
2. yelling
3. knitting
4. writing
5. tasting

Practice 38—Gerund or Participle?

1. running—participle (modifying *I*)
2. running—gerund
3. burning—participle (modifying *building*)
4. closing—participle (modifying *she*)
5. writing—gerund
6. reading and writing—gerunds
7. Lying—participle (modifying *she*)
8. talking—gerund and written—participle (modifying *instructions*)

Practice 39—Appositives

1. Jean
2. a psychology professor
3. a pearl necklace
4. one of my favorites
5. peppers and olives

Chapter 3 Test

Part 1

1. Smiling broadly—participial /for her birthday—prepositional phrase
2. his girlfriend—appositive/ in high school—prepositional phrase
3. Walking through the park—participial /through the park—prepositional phrase
4. Giving gifts—gerundial/ receiving them—gerundial
5. Receiving a bicycle—participle/ for Christmas—prepositional phrase/my cousin—appositive/to ride it—infinitive

Part 2

1. swimming—participle modifying *dog*
2. going—gerund and subject
3. talking—gerund and object
4. frightened—participle modifying *sister*
5. speeding — participle modifying *car*

Part 3

1. to go
2. none
3. to see
4. to buy
5. none

Part 4

1. c. Jane
2. d. participle
3. a. prepositional phrase
4. c. prepositional phrase
5. d. none of those

How did you do? 20 is a perfect score.

18–20—Excellent!

16–17—Very good!

14–16 Pretty good!

Fewer than 14 correct—Need more review.

Chapter 4

Practice 40—Independent Clauses

1. independent clause
2. independent clause
3. not an independent clause
4. independent clause
5. independent clause (Yes, it really is a complete sentence. Since it is a command, the subject is *you*, which isn't always there, but is understood: You sit.)
6. not an independent clause.
7. independent clause
8. not an independent clause; missing a subject

Practice 41—Subordinate Clauses

1. c. My brother, who is visiting from China, is in college.
2. d. Although it isn't dinner time yet, I am really hungry. (Or, I am really hungry although it isn't dinner time yet.)
3. a. Stay in your seat until the game starts.
4. e. The blue dress, which I bought yesterday, was on sale.
5. b. I am going this year because I couldn't go last year. (Or, Because I couldn't go last year, I am going this year.)

Practice 42—Identifying Adjective Clauses

1. that I just filled out—modifies *application*
2. none.
3. which I just made—modifies *pasta*
4. whose author I met at the meeting—modifies *book*

5. who is an expert on insects—modifies *professor*

Practice 43—Identifying Adverb Clauses

1. because I was in a traffic jam.
2. If my sister wants to go
3. since he moved away.
4. Wherever I go
5. although it is raining.

Chapter 4 Test

Part 1

1. Subordinate
2. Independent
3. Subordinate
4. Subordinate
5. Independent
6. Independent
7. Subordinate

Part 2

1. whenever I am with him—adverb
2. who is walking in front of us—adjective
3. that I am telling you—adjective
4. because I had a game that day—adverb
5. whose dog was lost—adjective

Part 3

1. who you are—object
2. whoever is making that noise —subject
3. whoever wants to go—object (of the preposition *with*)

Part 4 These answers are samples only. Yours will be different.

1. Because it is cold, I am wearing a sweater.
2. That doll, which I really want, is very expensive. (Your clause should start with *which*.)
3. Whoever is going should bring a heavy jacket.
4. You should take that vacation, although you think you can't afford it.
5. The pen that is on the table belongs to me. (Your clause should begin with *that*.)

Chapter 5

Practice 44—Identifying and Rewriting Sentence Fragments

1. Fragment. Sample rewrite: You don't have to pay us, since the work isn't done and we need to leave, but we can come back tomorrow.
2. Complete sentence.
3. Complete sentence (simply written in an unusual word order).
4. Fragment. Sample rewrite: I don't know where he is calling from.
5. Fragment. Sample rewrite: Because your mother told you to go, you must go immediately.

Practice 45—Identifying and Correcting Run Ons

1. Run on. These are all correct:
   I ate pizza. My brother ate a hamburger.
   I ate pizza; my brother ate a hamburger.
   I ate pizza, and (or but), my brother ate a hamburger.
2. Sentence. It may be long, but it is fine.
3. Run on. *Then* cannot connect two sentences.
   I took the train, and then I had to take two buses to get there.
   I took the train; then I had to take two buses to get there.
   I took the train. Then I had to take two buses to get there.
4. Sentence.
5. Run on. *However* isn't used to connect sentences. If you take out *however,* the rest of the sentence is a run on. Here are some sample revisions:
   She asked what kind of dog he wanted; however, he was allergic to dogs, so he couldn't have one.
   She asked what kind of dog he wanted. However, he was allergic to dogs, so he couldn't have one.
   She asked what kind of dog he wanted, but he was allergic to dogs, so he couldn't have one.

Practice 46—Simple and Compound Sentences

1. Compound
2. Simple (with compound subject and object)
3. Compound
4. Simple (compound object)
5. Simple (compound subject and verb)
6. Simple

Practice 47—Complex Sentences

Of course your sentences will be different, but here are some samples of what yours should resemble:

1. My pen, *which I have been using every day*, is out of ink. (Your clause should start with *which.*)
2. *Because I lost track of the time*, I burned the cake.
3. I have met the president of the company, *who is a very rich man.* (Your clause should start with *who, whom,* or *whose.*)
4. My report is late, *although I worked on it all week*. (Your clause may not need a comma.)
5. I want *whatever you are eating*. (Your clause should be the direct object of want: Want what?)

Practice 48—Identifying Sentence Structures

1. Simple. One independent clause
2. Compound. Two independent clauses
3. Simple. One independent clause, although there are some phrases.
4. Simple. One independent clause.
5. Complex.
6. Compound-Complex.
7. Complex
8. Simple. The text after the conjunction *and* is not a complete sentence.

Practice 49—Writing Sentences with Different Structures

(You may have figured out a way to write the sentence that is not quite like my answer!)

1. Fred, who is a great student, is my best friend. OR Fred, who is my best friend, is a great student.
2. Because the movie was very long, I couldn't stay until the end.
3. Last weekend I went to visit my cousins in Nevada.
4. Running around the truck, I saw a cute bunny. (Running is a participle describing I.)
5. Becoming a doctor is my most important goal. (Becoming a doctor is the subject of the sentence. It is a gerund, or noun.)
6. To go to Paris is my greatest dream.

Chapter 5 Test

Part 1

1. Complex
2. Simple (with compound phrases, subjects, and verbs
3. Complex
4. Compound (using a semicolon instead of a comma and conjunction
5. Compound-Complex

Part 2

These are sample answers. Your answers will be different.

1. This dress, which is faded and torn, is old.
2. My mother, who had always wanted to be an actress, has a part in a play.
3. I didn't know this was a game that you loved to play. (Begin with *that*, rather than *which*, because there is no comma.)

Part 3

Answers are samples only.

1. *Although I am very hungry*, I won't eat your cooking!
2. Don't tell me a secret *because I am not good at keeping them*.
3. *After I finished college*, I got a great job!

Part 4 Add a noun clause to each sentence to make it a complex sentence.

1. I don't know *what this movie is about*.
2. *Whatever you say*, I will believe.

Part 5 Answers are samples only.

1. *Last night* I baked a cake.

2. *Wandering through the zoo*, I saw a lion.
3. *To keep in good shape*, I exercise every day.
4. This pizza, *which has vegetables on it*, is the best pizza I have ever eaten!

How did you do? 17 is a perfect score.

16–17 Excellent!

15—Very good!

13–14—Pretty good!

Fewer than 13 correct—Need more review.

Chapter 6

Practice 50—Using the Correct Pronoun Case

1. *I*—subject of the sentence
2. *We*—subject of the sentence
3. *Me*—object of the preposition *to*
4. *Whom*—object of the preposition *for*
5. *Me*—object of the preposition *between*
6. *Us*—object of the preposition *to*
7. *He*—subject of the sentence
8. *Him and me*—objects of the preposition *to*
9. *Who*—Predicate nominative
10. *Whom*—direct object of *dated*

Practice 51—Using Demonstratives Correctly

1. *This*: Verb is singular and *kind* is singular.
2. *These*: *Kinds* is plural and the verb is plural.
3. *That*: *Type* is singular.
4. *That*: The sentence says it is *over there*.
5. *This*: If I am holding it, it is *over here*.

Practice 52—Using -self Pronouns

1. Incorrect. He and *I*, not *myself.*
2. Correct
3. Correct
4. Incorrect. Should be Joe and *me*, not myself.
5. Correct
6. Incorrect. Should be my husband and *I*
7. Correct

Practice 53—Who and Whom as Interrogative Pronouns

1. *Who* (predicate nominative)
2. *Whom* (direct object)
3. *Whom* (direct object)
4. To *whom* (object of preposition *to*)
5. *Who* (subject)

Practice 54—Whose and Who's

1. *Who's*
2. *Whose*
3. *who's*
4. *whose*
5. *who's*

Practice 55—Essential Versus Nonessential Clauses

1. *who*
2. *that*
3. , *who* gave me a D,
4. *that*
5. , *which* is a state on the east coast,
6. *that*
7. , *who* doesn't know the multiplication tables,
8. , *which* I bought on sale,

Practice 56—Singular Indefinite Pronouns

1. His or her (some style guides/people accept the singular *their*)
2. Her
3. Is
4. His or her (some style guides/people accept the singular *their*)
5. His
6. Is

7. His or her (some style guides/people accept the singular *their*)
8. His

Practice 57—Indefinite Pronouns

1. *is*
2. *are*
3. *are*
4. *her*
5. *is*
6. *is*
7. *his* or *her*. (some style guides/people accept the singular *their*)
8. *are*

Chapter 6 Test

Part 1

1. *Whose*
2. *whom*
3. *me*
4. *We*
5. *his or her* (some style guides/people accept the singular *their*)
6. *this*
7. *her*
8. *whom*
9. *I*
10. *me*
11. *us*
12. *their*
13. *who* (*Who* is the subject of *has been invited.*)
14. *Who* (*Who* is the subject of *was coming.*)
15. *his*
16. *me*
17. *I*
18. *who's*
19. *that*
20. *which* (Add comma after C.)

Part 2

Your answers may be different.

1. As Beth drove by the park, she saw Maggie.
2. Eating cake, cookies, and ice cream before dinner made me happy.
3. Bob and Joe were hiking up the mountain when Joe fell and broke his leg.
4. Mother started to cry when she was yelling at my sister.
5. I didn't know that the homework was due yesterday, and the report was due today.

How did you do? 25 is a perfect score.

23–25 Excellent!

21–22 Very good!

18–20 Pretty good!

Fewer than 18 correct—Need more review.

Chapter 7

Practice 58—Tenses

1. I will eat dinner at six.
2. I have danced in New York.
3. I am going to Paris next year.
4. I had always gone to school with my sister.
5. I will have worked here for ten years.

Practice 59—Using Correct Tenses

1. I have gone there
2. I had gone there before I was five years old.
3. Correct.
4. In the book, Mary is looking for her long lost sister.
5. I was sitting in the movie theater and suddenly I saw my cousin.

Practice 60—Irregular Verb Forms

1. swum

2. frozen
3. Correct
4. cost
5. threw
6. drunk
7. Correct
8. gone
9. torn
10. lent
11. led
12. lay
13. Correct
14. Set
15. Lay

Practice 61—Active and Passive Voice

1. Passive
2. Active
3. Active
4. Passive
5. Active

1. A mosquito bit him.
2. ABC construction built the museum.
3. The salesman drove the car.
4. The dog paced back and forth before his owner fed him.
5. My aunt and her family donated the book to the library.

Practice 62—Using Subjunctive Mood

1. If I were you, I would call them.
2. Correct use of subjunctive.
3. She looks as if she is tired. No subjunctive. She actually is tired.
4. Correct use of subjunctive.
5. I recommend that you be there for the meeting. Subjunctive needed for something recommended.
6. I sure wish I were rich like you! Subjunctive needed with verb wish.
7. Correct.

Chapter 7 Test

Part 1

Choose the correct answer.

1. brought
2. shrank
3. frozen
4. well
5. she
6. lie
7. Set
8. weren't
9. risen
10. be
11. have sat
12. burst
13. bad
14. growled
15. laid
16. lain
17. gone
18. were
19. said
20. bad

Part 2

1. Active
2. Active
3. Passive
4. Active
5. Active

Part 3

1. wanted (past)
2. is (present)
3. will have been(future perfect)
4. have seen (present perfect)

5. are going (present progressive)

How did you do? 30 is a perfect score.

27–30—Excellent!

22–27—good!

19–21 Pretty good!

Fewer than 19 correct—Need more review.

Chapter 8

Practice 63—Some Important Comma Rules

1. Joe was late for *work, but* he was on time for the meeting.
2. Please buy eggs, milk, bread, and butter when you go to the store. *Correct as is. You can also remove the comma after bread. Either way is correct.*
3. I was late for school and late for dinner too. *Correct. No comma before and because this is not a compound sentence.*
4. I bought a bright blue dress for the party. *Correct as is. Bright and blue go together and need no comma.*
5. I found some valuable jewels in my grandmother's *old, dusty* trunk.
6. I brought pens, pencils, paper and a notebook. *Correct as is, but you can put a comma after paper and also be correct.*

Practice 64—Commas for Introductory and Interrupting Elements

1. My *cousin, who is in college, is* graduating next year.
2. *Finally, I* got a dog!
3. *First,* you must add this column, and then you can subtract this number.
4. In the cupboard on the top *shelf, you* should see the sugar.
5. Although I live far away from my *sister, I* see her frequently.
6. Correct as is. *Jack is necessary to the meaning of the sentence.*
7. Correct.
8. Correct.
9. This *is, in my opinion, the* wrong way to do it!
10. Correct. *You don't need a comma after a short introductory prepositional phrase (in December).*

Practice 65—More Comma Rules

1. I was born in Boston, Massachusetts, in July 1990.
2. The population of Ourtown is 67,000.
3. The math department offers algebra, geometry, statistics, etc.
4. I, too, would love to visit France.
5. I agree, completely, that you need a vacation. (The commas here are used for emphasis and are not necessary.)
6. I love scary movies; therefore, I want to see the new monster movie.
7. Correct.
8. I counted the books, and there are 75, 35 of them children's books.
9. There is an old saying, "Here today, gone tomorrow."
10. What he meant, I don't know.

Chapter 8 Test

1. Angie made a great presentation, and the audience loved it.
2. Bring me a pencil, a pen and some paper, Jack. Correct. (You may add a comma after pen if you want.)
3. In June 2000, my sister was born in New York.
4. The January 6, 1950, issue of this magazine is very valuable.
5. Send the money to me at 555 Wisconsin St., Bakersfield, CA 93677.
6. My dog, whose name is Fred, is a terrier.
7. Because of the wind, we can't sail today.
8. The difficult classes, e.g., calculus, are offered only in the evening.
9. Correct as is.
10. The woman who is wearing the yellow hat is my aunt.
11. She is very thin, but very strong too.
12. He cleaned the house and then mowed the lawn

13. When I took the exam for the second time, I passed it; however, I did poorly the first time I tried it.
14. We visited an old, beautiful castle on a warm, sunny day.
15. Uncle Joe, Aunt Betty, and I love to play Scrabble whenever we have the chance.
16. As we were eating, ants invaded our picnic blanket.
17. The two dogs were black and white, and brown and white, respectively.
18. Correct as is.
19. The suit that is on the back rack is on sale for $100.
20. John Rivers, M.D., received his degree from Winchell College in Nebraska.

How did you do? 20 is a perfect score. You need to have the sentence completely correct to get the score.

18–20—Excellent!

16–17—Very good!

14–16—Pretty good!

Fewer than 14 correct—Need more review.

Chapter 9

Practice 66—Using Periods

1. Dr. L. Martin, M.D. is my skin doctor.
2. My cousin, Walter Hummel, Jr. used to work for the FBI.
3. He stands 6 ft and 3 in. tall.
4. I work at H. Hall Corp.
5. Please meet me at my house at 7:45 p.m.
6. Here is my address: 54 Elm St., Albany, NY.

Practice 67—Question Marks

1. *She asked if I could go with her tonight.* Not a question. Use a period.
2. *Do you know the way?*
3. *Did she say, "I can't go with you this time"?* Whole sentence is a question, but not the quote. Put question mark outside the quotes.
4. *Did he ask, "When will we be there?"* Both the entire sentence and the quoted portion are questions, so use one question mark and put it inside the quotes.
5. *He asked, "When will we be there?"* The words inside the quotes are a question, so put the question mark inside the quotes.

Practice 68—Exclamation Points

1. She shouted that there was a fire in the kitchen. Use your exclamation points very sparingly. You may or may not choose to put one here.
2. She shouted, "There's a fire in the kitchen!" The quoted part of the sentence is an exclamation, so put the exclamation point before the quotation marks.
3. I hate it when you say to me, "I forgot to call you"! The entire sentence is an exclamation, but not the part in quotes, so if you are going to use an exclamation point (and you do not need to), put it outside the quotes. The mark belongs to the entire sentence.
4. If you are just joking, don't ever shout, "There's a fire in the kitchen!" In this example, both the entire sentence and the quoted materials are both exclamations. Put the exclamation point inside the quotes.

Practice 69—Semicolons and Colons

1. semicolon
2. colon
3. colon
4. colon
5. semicolons
6. We invited Mr. and Mrs. Greeley, our next door neighbors; Mr. Jagger, our realtor; and Mr. Thomas. Use semicolons if you need to separate items that already have commas in them. Note that if the Greeleys were not your next door neighbors and Mr. Jagger was not your realtor— but instead these were all separate people—the commas would be fine. If the Greeleys *are* your next-door neighbors, but Mr. Jagger and the realtor are not the same person, then you would put a semicolon after Mr. Jagger, but leave just the comma after the Greeleys. The punctuation depends upon what each separate item in the series actually is.

7. correct.
8. Please bring these items with you:
   jacket
   warm gloves
   extra socks
9. This sentence is correct. It is clear enough without any punctuation.
10. I don't know what is wrong with my computer; however, the technician might know.
11. I haven't gotten paid yet and, therefore, I can't buy the gift yet. Unlike sentence 5, this sentence is correct and needs no semicolon. If you take out *therefore* and read the sentence, it is fine.
12. I have to wait for a phone call; then I can go with you. This sentence is a run on without the semicolon because *then* is not a conjunction.

Practice 70—Parentheses and Brackets

1. You can park for two hours (the parking lot is on your left) if you have a parking pass.
2. Please look at page 75 (the figure of the dinosaur [bottom left]) to see the complete skeleton. You can avoid the brackets by simply putting a comma after dinosaur and just using parentheses. It is a matter of personal style.
3. The President was quoted as saying, "They [the Senate] will meet in a special session to discuss the new laws." You need brackets around *the Senate* because if you didn't hear the actual speech, you would not know what the President meant by *they.*
4. Uncle Morris (1899–1990) was quite a famous artist.
5. We are leaving the children with a babysitter tomorrow evening (no children are allowed in the theater). Here are two other choices:
   - We are leaving the children with a babysitter tomorrow evening. (No children are allowed in the theater.) *or*
   - Because no children are allowed in the theater, we are leaving the children with a babysitter.

Practice 71—Hyphens and Dashes

1. Correct.
2. My cat—he disappeared for eleven days—had gone all the way over to the next neighborhood. Em dash
3. Please read the information on pages 6–8. En dash
4. The two-and-a-half-year-old boy was climbing the tree. Hyphens
5. Tom Bowers (1903–1969) lived in this house. En dash
6. I don't know—perhaps you do—what time the wedding begins. Em dash
7. I have seen a number of purple-haired people in the parade. Hyphen
8. The girl is three years old. Correct as it. It needs no hyphens because *three years old* comes after *girl*. It is treated differently than *three-year-old girl.*

Practice 72—Italics

1. incoherent
2. I
3. Correct as is. A la carte is common and needs no italics.
4. Lucille
5. blonde. This one is optional. You could put blonde in italics to emphasize that it is blonde and not brown.
6. Correct as is. This is the type of plane, not its name.
7. The Silent Spring

Practice 73—Italics Versus Quotations

1. "The Order of Operations."
2. Mona Lisa
3. Star Wars
4. From Now to Then, "Going to the Future"
5. Honey
6. Gone with the Wind
7. The Book of Mormon
8. The New York Times, "Children and Technology"
9. Time magazine. If *magazine* were part of the actual title, it would be capitalized and also in italics.
10. Sue

Practice 74—Quotation Marks

1. Judy said, "I think it is going to rain today."
2. Correct as it is. It is an indirect quote, so no quotation marks are used.
3. Correct as is. There is no need for quotation marks around *yes* and *no.*
4. I hired her because of her "I can do anything" attitude.
5. Correct as it is. No quotations marks are needed around common idioms.
6. "'Yesterday' is one of my favorite Beatles songs," she said. Use quotations around the quoted part of the sentence. Use single quotes around the song title "Yesterday." (For quotes inside of quotes, use single quotes.)
7. "I am running late," she said, "and I will probably miss the beginning of the movie."
8. She asked me if I would like to see her new "digs," which she just painted and carpeted. Since *digs* here means *room* and is a slang term, put it in quotation marks.
9. The box was marked "fragile," so I put it away in the closet right away.
10. Please do some "backwards planning" before you complete these lesson plans. Place quotation marks around jargon the first time you use it.
11. In his speech the valedictorian began with the following words: "This is a day all you graduates will remember. Wherever life takes us, we will remember the friends we made in this place."
12. "I don't think we can solve this problem," he said. "I think we will need to hire outside help."

Chapter 9 Test

1. I finished the project; should I send it to you?
   I finished the project. Should I send it to you?
   I finished the project, so should I send it to you?
   Any of these three ways would be correct.
2. Correct as is.
3. He said, "I heard the song 'Forget You.'"
4. *Life of Pi* didn't win the Oscar.
5. Bob was usually a quiet man; however, he screamed upon entering the room.
6. To whom it may concern: (greeting to business letter)
7. I love the television show Detectives of New York, and my favorite episode is called "The Man in the Tan Shirt."
8. It is a cold, rainy day.
9. This book, which was written by William Golding, is my favorite.
10. Correct as is
11. Correct as is
12. "I don't know if I will ever get over this . . . ," she said as her voice trailed off.
13. I packed these three items for my hike: water, a jacket, and a knife. The comma after *jacket* is optional.
14. I was born on August 10, 1980, in Lincoln, Nebraska.
15. The only four items on the agenda are budgets, vacations, report formats, and marketing. The comma after *formats* is not necessary.
16. I did not do very well on the test, however, so I failed the course. *However* is an interrupter here and needs only commas around it.
17. The word *collaborate* means "to work together."
18. Correct as is
19. My neighbor—he was gone for five months—sailed around the world. *or*
    My neighbor (he was gone for five months) sailed around the world.
20. Please read the information on pages 60–85. (Place the correct mark between the numbers).
21. My six-and-a-half-year-old cousin looks like my sister.
22. Jean Smith, M.D. has just started to work here.
23. I think you should pack these clothes for the trip: a suit; shoes; black, brown, and white socks; and three shirts. You can rewrite the series, but if you want to leave it as it is, it can be confusing unless you use the semicolons to divide the main items in the series. The three colors belong to the socks.
24. Yes, Elaine, the party is at my house.
25. My address is 6800 Park St., Albany, New York 01987; please send my mail there, not to my old address.
26. Although this food tastes terrible, I will eat it anyway.

27. I failed the test because I didn't study. Here, you don't need a comma. If you flipped the sentence around to *Because I didn't study, I failed the test*, you would need a comma. However, when the dependent adverb clause is at the end of the sentence, you often don't use a comma.
28. "I am running late," she said, "and I will probably miss the beginning of the movie."
29. I love his "can't fail" attitude.
30. I can't believe—since I didn't do anything wrong—that I got fired. You can use a dash here to indicate a break in thought. You can also put that section in parentheses. However, you might just want to rewrite the sentence: Since I didn't do anything wrong, I can't believe that I got fired.

How did you do?

25–30 sentences correct—Excellent!

20–25 sentences correct—Pretty darn good!

Under 20 correct—You might need a bit more practice.

Chapter 10

Practice 75—Basic Capitalization Rules

1. I , spring
2. Fourth
3. I'm, Aunt
4. election
5. moon
6. basketball, team
7. gods
8. Correct as is.
9. Correct as is. President is usually not capitalized unless it is followed by the President's name, except in the case of the President of the United States.
10. We, Mountains, hotel.
11. What
12. Until

Practice 76—More Capitalization

1. french
2. Correct as is.
3. Sirs: (letter closing) Yours truly
   You would likely want to capitalize *Sirs*, since it is a title. The closing is correct.
4. president
5. Chapter
6. algebra
7. Correct as is.
8. thirties
9. Algebra II
10. of, Is
11. east
12. malamute
13. Room
14. Irish
15. South
16. Future
17. President
18. Thirty-third
19. mid-Texas
20. Two

Chapter 10 Test

1. Army
2. *Times*
3. winter
4. Chapter
5. Day, mom, Cousin, parade. (If the sentence said *Mom*, instead of *my mom*, *Mom* would be capitalized. And if the sentence said *my cousin Frankie*, *cousin* would *not* be capitalized.)
6. Correct as is
7. Middle East, Mom, Dad
8. Mayor
9. moon
10. Correct as is
11. yours

12. Better
13. School, I
14. Correct as is.
15. sociology
16. Correct as is
17. Who's
18. Is, All, Beatles, sixties
19. north
20. dalmations, setter, animal, shelter
21. Italian-speaking, English
22. Twenty-third
23. Scouts,piano, lessons, Ph.D.
24. Bridge
25. college, sales

How did you do? 25 sentences all correct is a perfect score.

23–25—Excellent!

20–23—Very good

Fewer than 20—Need more review

Chapter 11

Practice 77—Run Ons and Fragments

1. complete sentence.
2. fragment. Sample correction: Since everyone will be bringing a snack to share, I don't have to do much cooking.
3. complete sentence.
4. run-on sentence. You can correct it by either (1) using a semicolon instead of the comma, (2) adding a conjunction like *and* after the comma, (3) using a period instead of a comma and capitalizing the *s* in *some*.
5. fragment. Sample correction: I may be having a costume party.
6. complete sentence.
7. fragment. Possible correction: The filling of the pie consists of apples, cinnamon, chocolate chips, and butter, all mixed together.
8. run-on sentence. You need a question mark after *coming,* rather than a comma.
9. complete sentence.
10. complete sentence. A sentence needs a subject and a verb. The verb is *come*. It is a command, so the subject is the implied *you.*

Practice 78—Agreement

1. is
2. walk
3. have
4. is
5. lives

Practice 79—More Agreement

1. are
2. is
3. has
4. were. If a singular and a plural noun or pronoun are connected with *or*, use the verb that agrees with the noun or pronoun that is closer to the verb.
5. is

Practice 80—More Agreement

1. is bringing her lunch
2. are taking their vacations (Uncles is closer to the verb; use the plural.)
3. are
4. There is no good answer here. You can't use *his* because you also have a female. You can't use *her* because you also have a male. *His or her* may be technically okay, but it sounds silly. The best answer is *their*, used in the singular, which is sometimes considered grammatically correct these days, although I don't like it. Rewriting the sentence to avoid the troublesome pronoun would be the best answer: This is the first time that either John or Kate is singing in a concert.
5. are

Practice 81—More Agreement

1. is
2. is
3. Everyone who has a ticket can take (his or her, their) seat now. *Everyone* is singular, even though it sounds plural. We know that because it uses a singular verb (*everyone is*). Depending on whom you ask, you can use *their* as a singular pronoun. You can choose whether or not to use it.
4. are
5. are
6. is
7. was
8. is. *None of* can be either singular or plural when the noun in the phrase following it is plural (*boys*). Usually, however, it is thought of as "*not one of*" and is thus singular, taking a singular verb.
9. Is
10. All of the bridesmaids wore *purple dresses*.
11. Correct. Here, the *band* is thought of as many individual players.
12. Correct. The company is thought of as one unit here.
13. The family *are* all going their separate ways for Christmas this year.
14. One of the men *is* wearing a red hat.
15. All of the students are carrying dogs. (Unless they are all carrying the same dog!)

Practice 82—Comparison

1. taller
2. I (more than I like school)
3. me (more than she likes me)
4. smarter
5. more fun
6. less
7. more fragile
8. more
9. the least
10. more loudly (Trick question: One choice is an adjective and the other is an adverb. They are both comparative. Use the adverb, since it is modifying the action verb *talks*. Yes, loud can be used as an adverb, but it's not the best choice. It is called a *flat* adverb.)
11. tallest
12. worse
13. less
14. I (She is shorter than I am.)
15. more truthful

Practice 83—Misplaced Modifiers

1. Possible correction: Wearing glasses, he read from his new book.
2. Possible correction: While I was watching the evening news, I heard about the volcano.
3. Possible correction: While I was still in diapers, my mother went back to college.
4. Correct as is.
5. Possible correction: I knew it was time to feed my hungry dog when she started growling loudly.
6. Possible correction: I took the freshly baked cookies out of the oven.
7. Correct as is.
8. Here is a better way to write the sentence: Many people in the audience congratulated her and gave her flowers after her performance.
9. Possible correction: The employees who attended the meeting said there would be a follow-up discussion at 5 p.m. on Monday.
10. The writer of this sentence probably meant *the bag with the books*: Take this bag with all the books and go to the library.

Practice 84—Possessives

1. Glass's
2. brother's
3. children's
4. its
5. sisters'
6. boss's
7. Socrates'
8. ours
9. Whose

10. Clarks'
11. horse's
12. John and Jane's. Since we are talking about one house, we need only one of the names to be possessive.
13. John's and Jane's. Here we put both names in the possessive because we are talking about separate houses for each of them.
14. my mother and father's
15. Hers

Practice 85—Parallel Structure

There may be other ways of correcting these in addition to the way or ways shown.

1. I love shopping, going to the movies, and eating out. (Or, I love to shop, to go to the movies, and to eat out.)
2. I thought I would do well on the exam because I memorized all the words and I made flashcards. (You can also leave out the third *I*.)
3. Here are the things you need to do: Go to the library. Return all the phone messages. Pick up the groceries. Take out the trash.
4. Here is the agenda for the meeting:
   Introduce new members
   Read the minutes
   Discuss new issues
   Review old issues
   Close the meeting
5. Whenever I think of you, I remember going fishing and going to that concert at midnight. Or, Whenever I think of you, I remember when we went fishing and went to that concert at midnight.

Practice 86—Numbers

1. The class is made up of nine boys and eighteen girls. *or*
   The class is made up of 9 boys and 18 girls.
2. Three hundred and fifty people were in the audience. *or*
   There were 350 people in the audience.
3. My birthday is on September 6. *or*
   My birthday is on the 6th of September.
4. Correct
5. I have only 50 cents left in my pocket because I spent $25 at the movies.
6. There are over three million people in our county.
7. Correct
8. Correct
9. Three fourths of the class is on a sports team.
10. Correct
11. Correct
12. Correct
13. I have a problem writing *5*s so that you can read them. (*5* is in italics because it is a number used as itself. The *s* is not italicized.)
14. This is correct because there is a comma between the two numbers to eliminate confusion. However, it might be better to rewrite and separate the numbers: There are 50 teenagers out of a total count of 150 people.
15. There are sixty-five poems in this anthology.
16. Could you please write your *2*s more clearly?
17. Correct
18. Correct
19. I begin my workday at 9 a.m.
20. I begin my workday at eight in the morning.

Practice 87—Double Negatives

1. I don't want any more pizza.
2. Correct as is.
3. We could scarcely see in the fog.
4. I barely ate anything for dinner.
5. Correct
6. Correct
7. Correct
8. Correct

Practice 88—Plurals with Apostrophes

1. Photos
2. *a*'s. Needs the apostrophe to avoid confusing it with the word *as*.
3. 1950s

4. sixties
5. Correct. This is not plural. It is possessive and needs an apostrophe.
6. cousins
7. *ABC*s is not confusing without the apostrophe, so do not use an apostrophe.
8. Correct
9. girls
10. Correct

Practice 89—Clarity

There are many ways to rewrite these sentences.

1. Possible rewrite: Having a good time on this trip was important to me.
2. Possible rewrite: I saw Ben and Joe on the roller-coaster, and Ben waved. (Or it could have been Joe who waved!)
3. This sentence is fine as it is.
4. This sentence is fine as it is. It is assumed that the person questioned knows which two books are in question.
5. Possible rewrite: Last week I saw two movies, which were pretty good.
6. Possible rewrite: At the park Joe saw his cousin, who stopped to talk to Joe.
7. Possible rewrite: I have a deadline of Tuesday at work.
8. Possible rewrite: (First sentence is fine) Getting a large raise this year is unheard of!

Practice 90—Can I Do These Things?

1. Problem: *Could've* should be written as *could have*.
2. Problem: *Doc* should be written as *Dr.* The abbreviation *Dr.* is fine; you do not need to use *Doctor.*
3. Problem: *Cool* is slang here. Use another word, such as *challenging* or *interesting*.
4. Problem: Eliminate the *so* from the beginning of the sentence.
5. Problem: Leave out *bunch*. It is slang.
6. Spell out *Street*, particularly because you don't have the rest of the address, and it is the last word of the sentence.
7. Problem: It is best to rewrite the sentence to avoid the use of the singular *they*: All students should bring their test booklets.

Chapter 11 Test

1. I think Jane is prettier than Ellen.
2. There are three choices for dinner.
3. Mayor Jones, along with two of the police officers, is coming to the court.
4. My class consists of 15 girls and 7 boys. (Make the numbers consistent, either way.)
5. I picked up my ring, polished until gleaming, from the jeweler.
6. I walked to work in the morning, ran two miles at lunch, and rested at home after work.
7. I can hardly see you hiding in the closet!
8. Correct as is!
9. I wish you would have come with us.
10. I will meet you at 8 a.m.
11. Possible correction: I didn't stop because I didn't see you coming.
12. Neither my cousin nor I sees the point in this argument.
13. This is my younger sister's doll; I bought it for her birthday.
14. During my interview I told the boss that I had several years of experience.
15. My brother swims much better than I.
16. The president of the club, but not the other officers, has special privileges.
17. I have the report for you; I think it is complete. (run-on sentence. Use semicolon or period.)
18. One of us is going to be promoted. (One uses a singular verb.)
19. He is the least intelligent of the four brothers.
20. All these boys play clarinets.
21. The cast of the play are going over their lines before the opening. This is technically correct, since the *cast*, a collective noun, is being thought of as individuals,

rather than one group, in this sentence. You can use a plural noun.

22. With whom are you going to the meeting? (It is better not to end with the preposition.)
23. All campers who are going with us should pack their heaviest clothes. (Avoid using *their* as a singular by rewriting to make the subject plural.)
24. I took some pictures on my business trip to Paris.
25. Reading six books over vacation was a great deal of reading for me! (There are two mistakes here. First, the *which* is unclear. Then, *alot* is informal. If you are going to use it, it is two words: *a lot*.)
26. Where will my office be if I am hired? (The *and* is unneeded; avoid starting sentences with conjunctions in formal writing or speaking.)
27. There are 1650 people working in this building.
28. I saw a beautiful poodle as I was driving to work this morning. (Last time I checked, poodles couldn't drive!)
29. Both Sue and her brother are going with us.
30. Fragment. Possible correction: I am exhausted from getting up early, going to work, having an important lunch date, going to the gym, having guests for dinner, and reading for an hour before going to bed. (It may be long, but it isn't a sentence as it was originally written.)

How did you do? 30 is a perfect score.

28–30—Excellent!

25–27—Very good!

22–24—Pretty good!

Fewer than 22 correct—Need more review.

Chapter 12

Practice 91—Confusing Words A Through D

1. all together
2. take
3. by accident
4. criteria
5. clothes
6. all right
7. dual
8. advice
9. capital
10. discreet
11. allusion
12. dived, dove (Either one is correct.)
13. anyway
14. uninterested
15. complimented
16. already
17. effect
18. alter
19. site
20. Almost
21. anymore
22. bring
23. affects
24. among
25. should have
26. complements
27. illusion
28. desert
29. bad
30. climatic
31. advise
32. all ready
33. duel
34. disinterested
35. discrete
36. dessert
37. continuously
38. conscious
39. Any one
40. any more

Practice 92—Confusing Words E Through H

1. well

2. healthy
3. formerly
4. First
5. fewer
6. etc.
7. have
8. hung
9. healthful
10. semicolon
11. Everyone
12. i.e.
13. Earth
14. formally
15. hanged
16. comma
17. good
18. farther
19. former
20. immigrating
21. further
22. every one
23. earth
24. imminent
25. e.g.

Practice 93—Confusing Words I Through L

1. as if
2. lose
3. infer
4. in to
5. couldn't
6. lying
7. whether
8. led
9. its
10. leave
11. fewer
12. like
13. lend
14. laid
15. It's
16. imply
17. lain
18. libelous
19. lay
20. if

Practice 94—Confusing Words M Through P

1. might
2. many
3. precedes
4. is
5. past
6. mute
7. importantly
8. may
9. are
10. principal
11. proceeding
12. passed
13. is
14. principles
15. I have only ten dollars

Practice 95—Confusing Words R and S

1. shone
2. some time
3. respectively
4. really
5. rose
6. Set
7. soul
8. stationery
9. Sometimes
10. will
11. sole
12. say

13. regrettable
14. Respectfully
15. regretful
16. shined
17. stationary
18. set
19. sometime
20. Tell

Practice 96—Confusing Words T through Z

1. this
2. toward (Either one is okay, but toward is preferred in American English.)
3. whose
4. than
5. to
6. *May Day*
7. warranty
8. whether
9. try to
10. you're
11. there
12. semicolon
13. "In the Spring"
14. your
15. Who's

Chapter 12 Test

1. by accident
2. capital
3. affects
4. uninterested
5. regrettable
6. principal
7. bring
8. altar
9. stationary
10. dual
11. i.e.
12. all together
13. cited
14. infer
15. Any one
16. fewer, less
17. respectively
18. compliments
19. already
20. all right
21. Earth, earth (Either one is okay.)
22. desert
23. laid
24. allusion
25. sole
26. disinterested
27. it's
28. advice
29. as if
30. all ready
31. criteria
32. discreet
33. almost
34. badly
35. could have
36. effects
37. anymore
38. principles
39. past
40. complements
41. farther
42. lying
43. well
44. Who's
45. into
46. every one
47. discrete
48. any more
49. formerly
50. lend

51. none of them
52. have
53. couldn't
54. precedes
55. lose
56. hanged
57. immigrated
58. further
59. healthful
60. its
61. illusion
62. formally
63. hung
64. Earth
65. imply
66. fewer
67. eminent
68. former
69. take
70. like
71. e.g.
72. whether
73. soul
74. You're
75. Set
76. led
77. lain
78. slanderous
79. is
80. passed
81. "Yesterday"
82. I made only fifty cents at my lemonade stand.
83. this
84. you're
85. try to
86. whose
87. lay
88. is
89. some time
90. *Story of a Boy*?
91. continuously
92. proceed
93. Respectfully
94. than
95. warranty

How did you do? 95 is a perfect score.

90–95—Excellent!

85–89—Very good!

80–84—Pretty good!

Fewer than 80 correct—Need more review.

Final Test

Part 1 English Language Basics

1. c. direct object
2. d. of
3. c. is
4. d. but
5. a. verb
6. c. I
7. d. verb
8. b. Jack
9. b. book
10. d. imperative
11. a. into the house
12. d. frozen food
13. d. Running down the street, the dog wouldn't come back.
14. a. to go to the store
15. d. a subject and a verb
16. d. sentence
17. a. after I watch the movie
18. c. She ran.
19. c. I didn't go, he did.
20. c. Jack went up the hill, and Jill fell down.

Part 2: Sentence Correction

21. Jamie, Paul, and I . . .
22. You should have given . . .
23. He and I loved that movie; did you like it? (You can also use a period rather than a semicolon.)
24. With whom are you going**?**
25. Correct
26. Correct
27. Do you want this kind of pencil or the newer ones?
28. Anyone who is on the boys' soccer team can buy his uniform here. (or *boys* with no apostrophe)
29. Neither of my brothers is coming with us.
30. Correct
31. A group of students are studying in the library. (or *many students*; avoid using *bunch*.)
32. Either the dogs or the baby is making a mess.
33. As John was walking down the street, he waved to his friend. (There are other ways to fix this sentence as long as you make it clear whom *he* refers to.)
34. I read the book, and I really enjoyed it. (Avoid passive tense.)
35. I have gone to the movies three times this week already.
36. I baked brownies last night; would you like one? (Delete *have*.)
37. I did really well on that test, which I thought was really difficult.
38. Correct
39. If I were taller . . .
40. I had rung the bell five times before she answered the door. (Delete comma.)
41. The dress that I am holding is on sale. (Delete both commas.)
42. I, too, like chocolate.
43. Jack, Ben, and I are going, but John, Frank, and he are not. (You can use a semicolon after *going* instead of the comma.)
44. I am going to college next year, and my two sisters are too. (Delete apostrophe in *sisters*. You can also use a semicolon instead of *and*, or even use a period and make it two sentences.)
45. Did she ask, "Can I go with you?"(Question mark goes before quotes. Also add comma after *ask*.)
46. I think my favorite song is "Summertime."
47. This recipe needs salt, sugar, flour, milk, three types of chocolate, and four eggs. Delete the colon.
48. She is the mother of a four-year-old boy who is in the kindergarten class I teach.
49. My cat—I don't know how she got there—was living in the neighbors' garage. (Em dashes instead of hyphens; no spaces around them; neighbors should be possessive, either singular [neighbor's] or plural.)
50. I read this quote in the newspaper: "Governor Ferry said that these [the new taxes] would help pay for the roads to be fixed."
51. She attends Proctor High School in Memphis**,** Tennessee. (Delete comma after *School* and add one after *Memphis*.)
52. Correct
53. She said that the weather should be nice today. Delete quotation marks.
54. "Take this book," he said, "and return it to the library."
55. The title of the movie is *Where Is Mr. Jones?* (Italicize title, remove quotes, and capitalize the *I* in *Is*.)
56. Dear Mister Duple**:**
    I am applying for the accounting position at Tickner, Inc.
57. Yours truly,
    John Jones, Jr.
58. Jim, along with his friends, is going to see a concert.
59. All the girls are wearing long dresses to the school prom.
60. "Which of your two poodles is taller?" she asked.
61. Correct
62. He likes to swim more than I,
63. Possible correction: Since my car was finally repaired, I picked it up from the shop today.
64. Possible correction: She asked me if I read about earthworms, written about in the science book.
65. Both of my sisters are going, but we aren't taking either of their cars. (Delete apostrophe in *sisters*.)
66. I would have gone to Thomas's house**,**
67. Correct

68. After I go to the gym, I will pick up my dry cleaning and then go to the movies. (Delete comma after *cleaning*.)
69. I met the following people at my interview: Ann Jones, the company president**;** the human resources manager**;** Phil Cole, a project manager**;** and a scientist. (There are many ways to clarify the series; it depends on which parts go together.)
70. Five boys and six girls are in the class, which is small.
71. I was born in June 1982 in Boston. (Delete the comma after *June*.)
72. I can barely finish this piece of cake. (Delete *anymore*.)
73. You put too many *a*'s in the word *accommodate*. (*a* and *accommodate* should be in italics.)
74. They stole almost 75 percent of my money! (Reverse the order of *stole* and *almost*.)
75. I asked him if he was all right; I asked him again when he didn't reply. (Avoid starting the sentence with *and*.)
76. Correct.
77. After we hung the pictures on the wall, the apartment looked really good.
78. Correct.
79. Take these bottles back to the store, and get some money for them.
80. Do you feel as bad as I do . . .
81. I would appreciate if you would separate these essays into three discrete piles according to grade.
82. I turned the truck onto Benson Drive and went straight from there.
83. Many people have always immigrated to the United States from other countries.
84. Correct.
85. Well, I didn't want any cake anyway, did you?
86. We visited the capitol building when we visited the state capital.
87. Because she acted as if she were a professional actress, you could tell she thought she deserved the lead in the play.
88. Correct
89. My dog ate all its food this morning, an unusual occurrence. (The *which* is unclear, so the sentence should be rewritten.)
90. Correct.
91. The principal rule of the game is to get the ball in the basket. (Delete the comma after *game*.)
92. The band have been tuning up their instruments for the past hour.
93. After the storm the rocks were lying all over the road.
94. He led the class in math, but he wasn't very good in English.
95. I am going to try to get a job in sales.
96. "Whose briefcase is this?" she asked.
97. If you will proceed with this project,
98. Since I live farther away from school than you do, I always go past the mall.
99. I have only five pencils, and she has even fewer than I.
100. If you can lend me five dollars, we can take my sister to the movies.

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