

Grammar Guide



Name: _____

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To complete the exercises in this packet, you will watch a series of videos on our class website. At the start of each section in this packet, you will find a link to the online video that will further explain the concepts of that section. At the end of each section, you will find a link to the online quiz over the concepts covered in each section. You must successfully complete each of the grammar quizzes in order to retake the final grammar test.

Retakes: You are allowed to retake the quizzes at the end of each section to improve your grade. The questions on the section quizzes are also found on the final grammar test. You will **not** be allowed to retake the final grammar test.

You will have our first quarter together to work through the sections in this packet by utilizing the connected videos and web resources to help you learn. We will review practice exercises in class each week. These should help you prepare for the final grammar test which you will take the first week of our second quarter.

PARTS OF SPEECH

Words are combined into phrases, clauses, and sentences to create meanings. English has eight parts of speech: _____,

_____, _____, _____, _____, _____, _____, _____, and _____.

Learning to identify the parts of speech will help us develop an understanding of how words work together in sentences. Knowing this will help you analyze your writing, identify and eliminate grammatical errors, and build sentences that express your exact meaning.

Find the video for this section at

<http://vimeo.com/msward/channels>



1. A **noun** is a person, place, thing, feeling, or idea.

- A **proper noun** is _____.
- A **common noun** _____.

Hints for identifying nouns:

- If you can make the word plural, it is a noun.
 - Ex. The word *cat* is a noun. You can have one *cat* (singular) or you have multiple *cats* (plural).
- If you can make a word possessive, it is a noun.
 - Ex. The word *cat* is a noun. The *cat's* (possessive) tail belongs to him.
- When you are unsure what part of speech a word is, the letters at the end of the word can sometimes help you figure it out:

COMMON NOUN ENDINGS (list 8 below)

NOUN PRACTICE

Directions: Underline all the nouns in each sentence.

1. Paul used lanterns to explore the cave's waterfalls, underground streams, stalagmites, and other fascinating formations.
2. Amy invited us to the party.
3. I cannot believe that Mrs. Jenkins approved the proposal.
4. She is a strong believer in honesty.
5. The library sent the student researcher the additional materials.
6. Sara will go with us to New York.
7. The innkeeper led the dog down a long hallway.
8. We often have lunch at the museum.

2. A **pronoun** is a word that takes the place of a noun. The noun which is replaced is known as the _____. The _____ should be identified, either in the same sentence or in a previous sentence within the paragraph, before a pronoun is used.

There are five different types of pronouns:

- 1) **Personal pronouns** take the place of a noun. Example: Our coach made *her* point without raising *her* voice. Personal pronouns can be 1st person, 2nd person, or 3rd person.
- **1st person** pronouns refer to the speaker(s) or writer(s)
 - **2nd person** pronouns refer to the person or people being spoken or written to
 - **3rd person** pronouns refer to the person or people being spoken or written about

PERSONAL PRONOUNS (Fill in the list below)			
	1 st Person	2 nd Person	3 rd Person
Singular			he, him, his, himself she, her, hers, herself it, its, itself
Plural			they, them, their theirs, themselves

- 2) **Relative pronouns** relate an adjective clause to the noun or pronoun they modify and begin dependent clauses. Example: Students *who study regularly* get better grades.

RELATIVE PRONOUNS (list 6 below)

- 3) **Interrogative pronouns** ask a question. Example: Then, *who* are you? *What* do you want?

INTERROGATIVE PRONOUNS (list 5 below)

- 4) **Demonstrative pronouns** point out people, places, or things without naming them. *This* and *these* refer to things that are nearby in space or in time, while *that* and *those* refer to things that are farther away in space or time. Example: *This* shouldn't be too hard. *That* looks right.

DEMONSTRATIVE PRONOUNS (list 4 below)

- 5) **Indefinite pronouns** often refer to unnamed or unknown people or things. Example: I don't know of *anyone* who can study grammar for two hours straight!

INDEFINITE PRONOUNS (a few of the most common)
all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, little, many, more, most, much, neither, nobody, none, no one, nothing, one, other, some, somebody, someone, something

PRONOUN PRACTICE

Directions: Identify the pronouns underlined in the sentences below. Use REL for relative, IND for indefinite, DEM for demonstrative, and INT for interrogative.

Many historians think the people who invented numbers lived in the Arab world about 5,000 years ago. Yet nobody knows for certain who used numbers first. Which of the ancient cultures had the greatest need for numbers? Our answers may indicate the culture that "invented" them.

For instance, who built the pyramids? Who built the Great Wall of China? Somebody probably needed numbers to build these projects. And what about taxes? Even long ago, almost everyone had to pay them. How did the tax collectors keep track of who had paid and who had not? Is that why people invented numbers?

In the current century, which is filled with technology, who could go through a day without numbers? Almost everyone learns about numbers at an early age. Most of us can hold up two fingers to show our age when we are two years old. That may be the first way we learn to use numbers today. Everybody uses numbers in some way; these are technological times.

GRAMMAR QUIZ 1: Nouns and Pronouns

Now that you have completed your study of nouns and pronouns, review pages 3-5 before taking the online quiz for this section. You will find the quiz for this section at <http://tinyurl.com/grammarward1>.



You can retake this quiz; however, before you are allowed to retake the quiz, you must speak with Ms. Ward and demonstrate what you have done to learn the material you missed the first time taking this quiz.

3. A **verb** is a word that shows action or expresses a state of being.

There are three kinds of verbs:

- 1) **verbs** show the subject performing an action, either physical or mental (run, jump, swim, eat, sleep, etc.)

COMMON ACTION VERB ENDINGS (list 3)

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Find the video for this section at
<http://vimeo.com/msward/channels>



- 2) **verbs**, also called **verbs**, are used to form tenses. Auxiliary verbs help a main verb. Example: Amanda *had* danced her heart out. – *danced* is the main verb (an action verb) which is helped by the helping verb *had*.

AUXILIARY VERBS (list the 23 verbs below)

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- 3) **verbs** connect the subject to a noun (the direct object) or an adjective in the predicate. A linking verb describes a state of being. They simply tell us how someone or something is (or tastes, feels, looks, etc.) Many linking verbs are also used as auxiliary verbs. Linking verbs **do not show action** and cannot stand alone. Avoid using too many linking verbs in your writing as they are not very descriptive. Linking verbs are sometimes referred to as "to be" verbs because they describe a state of being rather than describe an action. Example: Amanda *is* a dancer. – *is* links the subject (Amanda) to the noun/direct object (dancer). John *was* happy when he passed his driver's test. – the verb *was* links the subject (John) to the adjective that describes John (happy).

LINKING VERBS (a few of the most common)

is, am, are, was, were, be, been, smell, seem, become, appear, sound, taste, feel, remain, stay, look, turn, get
--

Hints for identifying verbs:

- You can tell that a word is a verb if you can change the tense:

I <i>verbed</i> yesterday.	(past tense)	I <i>played</i> yesterday.
I <i>am verbing</i> right now.	(present tense)	I <i>am playing</i> right now.
I <i>will verb</i> tomorrow.	(future tense)	I <i>will play</i> tomorrow.
- When you are unsure what part of speech a word is, the letters at the end of the word can sometimes help you figure it out.

DESCRIBE THE DIFFERENCE BETWEEN ACTIVE AND PASSIVE VOICE:

A **verbal** _____.

There are three types of verbals.

- 1) _____ are a verb form that ends in *ing* and is used as a noun. Examples:
 - **Swimming** is my favorite pastime. (subject)
 - I began **swimming** at the age of six months. (direct object)
- 2) _____ are a verb form that is usually introduced by *to*, and is used as a noun, adjective, or adverb. Examples:
 - **To swim** the English Channel must be a thrill. (noun)
 - The urge **to swim** in tropical waters is more common. (adjective)
- 3) _____ are a verb form usually ending in *ing* or *ed*. A participle functions as an adjective. Examples:
 - The farmhands **harvesting** corn are tired and hungry.
 - The cribs full of **harvested** cobs are evidence of their hard work.

VERB PRACTICE

Directions: Underline all the verbs in each sentence. Above each verb, identify what kind of verb it is (action verb, linking verb, or auxiliary verb). Circle any verbals, and above each, identify what kind of verbal it is (gerund, infinitive, or participle).

1. *gerund linking*
Storytelling is a rare art form.
2. Angie's sweater was ruined in the washing machine.
3. Many varieties of flowers are planted in the back yard.
4. Magnolia trees are cherished for their sweet smell and their soothing shade.
5. The student council approved the two proposals.
6. The homecoming parade is one of the most exciting events of the year.
7. The Treaty of Paris of 1783 ended the American Revolution.
8. The committee will interview the candidates tomorrow.
9. The rain pelted the windows and soaked the lawn throughout the night.
10. The first American coal mine opened in Virginia in 1750.
11. My brother painted his house last summer.

GRAMMAR QUIZ 2: Verbs and Verbals

Now that you have completed your study of verbs and verbals, review pages 6-7 before taking the online quiz for this section. You will find the quiz for this section at <http://tinyurl.com/wardgrammar2>.



4. An **adjective** is a word that describes a noun or pronoun.

Hints for identifying adjectives:

- If the word answers the question, "What kind of noun?" it is an adjective
 - Ex. Martin Luther King, Jr. was an eloquent speaker during the Civil Rights Movement.
 - What kind of speaker was Martin Luther King Jr.?
 - Answer: An eloquent speaker. *Eloquent* is an adjective that tells us more about the noun *speaker*.
- If you can form superlatives of the word by adding the letters "er" or "est" to the end of the word, it is an adjective.
 - Ex. My dog is fast.
 - Ex. My dog is faster than Sean's dog.
 - Ex. My dog is the fastest dog in my neighborhood.
 - Fast, faster, and fastest are all adjectives.
- **The articles *a, an, and the*** _____.
- When you are unsure what part of speech a word is, the letters at the end of the word can sometimes help you figure it out:

COMMON ADJECTIVE ENDINGS (list 7)

ADJECTIVE PRACTICE

Directions: Underline all the adjectives in the paragraph below. Then, draw an arrow from each adjective to the noun it is modifying or describing.

Paul ran across the wet fields, pushing through the thick hedges. It took him several minutes to come to the pond. He stood on the steep bank, breathing heavily. His watchful eyes searched the dark water. Then he saw the green lizard lurking beneath the surface of the water. He slowly ventured into the murky water to try to catch the lizard. The bottom was slippery, and he fell with a cold splash. As he stirred, he could smell the cold, rotten clay that lay on the bottom of the pond. It was objectionable in his lungs. Still, determined to catch the evasive lizard, he moved deeper into the pond. The lower part of his body was sunk into the dense clay. The bottom was so soft and uncertain that he was afraid to venture any further. The lucky lizard slithered away as Paul ran home to get a warm shower before dinner.

Find the video for this section at
<http://vimeo.com/msward/channels>



5. An **adverb** is a word that describes a _____,
_____, or _____.

Hints for identifying adverbs:

- Most adverbs end in the letters "ly."

ADVERB PRACTICE

Directions: In each of the following sentences, underline all the adjectives once. Underline all the adverbs twice. Draw an arrow to the word that each adjective and adverb is describing.

Example: Her hair is too long.


1. Nick and Laura arrived at the summer house quite early.
2. She was unusually quiet tonight.
3. The professor solved the difficult problem quickly.
4. I have been here nearly three months.
5. The realtor showed us a very level piece of land.
6. A mango is a yellowish tropical fruit with firm skin and a hard stem.
7. Educational videos are becoming increasingly popular.
8. At the party, he was extremely rude to everyone.
9. I spotted her bright auburn hair immediately.
10. The class enjoys Professor Mallard's wit.
11. Suddenly a long silence was broken.
12. Does the milk taste sour to you?
13. Our crew works well together.
14. Did you see that she looked very angry?

6. A **conjunction** is a word that connects words, phrases, clauses, or sentences.

There are three kinds of conjunctions.

- 1) A **coordinating conjunction** connects a word to a word, a phrase to a phrase, or a clause to a clause. The words, phrases, or clauses joined by a coordinate conjunction must be *equal* or of the *same type*. Look at the examples:

- o John and Mary went to the store.
- o Edwardo is tall and handsome.
- o John went to the store, but Mary stayed at home.

COORDINATING CONJUNCTIONS (list the FANBOYS below)

- 2) A **subordinating conjunction** is a word or group of words that connect two clauses that are _____. The subordinate conjunction begins the dependent clause and connects the dependant clause to an independent clause (an independent clause is a sentence).

- o The Bears will win if Smith pitches.

SUBORDINATING CONJUNCTIONS (a few of the most common)

after, as though, although, as, because, before, if,
in order that, provided that, since, so, so that, that, until, while

- 3) **Correlative conjunctions** are used in pairs.

- o Not only will John read the poem "Dawn in the Heart of Africa" about the Congo, but also he will read the myth of the hero Mwindo.

CORRELATIVE CONJUNCTIONS (list the 5 pairs below)

CONJUNCTION PRACTICE

Directions: Underline all of the conjunctions in the sentences below. Above each conjunction, identify whether it is coordinating, subordinating, or correlative.

1. While he was climbing in the Alps, Clyde lost his footing and nearly fell.
2. Mr. Bell said that either Ross or I would attend next week's meeting.
3. We went to the park, for it was a beautiful day.
4. Alice will go to Paris next year, and she will study French language and literature.
5. Not only did Tom trip over his words, but also he tripped over his untied shoe lace.
6. The director said, "Either you will have to give up your dream of acting, or you will need to take more acting lessons."
7. He refused to give up his dream of being in the movies because he loved acting
8. All the leaders came to the summit meeting, yet they did not reach an agreement.

7. A **preposition** shows a relationship between a noun and another word in a sentence. Many prepositions give readers the relationship of _____ between the noun and other words in the sentence.

- By itself, a word like "in" or "after" is rather meaningless and hard to define. For instance, when you do try to define a preposition like "between," you inevitably have to use your hands to show how something is situated in relationship to something else.

Example: The girls' soccer team played on the new field.
 → On shows the relationship between the noun *field* and the verb *played*.

COMMON PREPOSITIONS			
about	besides	near	under
above	between	of	unless
across	beyond	off	until
After	by	on	up
against	down	out	upon
around	during	outside	with
At	except	over	without
before	for	since	according to
behind	from	through	because of
Below	in	throughout	in addition to
beneath	inside	to	in front of
beside	into	toward	instead of

- Every preposition has an object. The object of a preposition can be a noun, a pronoun, or a phrase that is acting as a noun. The object of a preposition usually answers one of the following questions: **What?** **Who?** **Where?** Together, the preposition and its object form what is called a **prepositional phrase**.

Example: The mockingbird woke me [*with its beautiful song*].
 → The mockingbird woke me *with* **what?**
 → Answer: its beautiful song

Example: I went [*to the mall*] [*with my friends*].
 → I went *to* **where?** → I went *with* **who?**
 → Answer: the mall → Answer: my friends

EXAMPLE

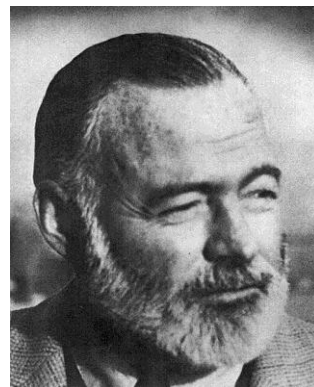
Consider the professor's desk and all the prepositional phrases we can use while talking about it. The prepositions are in italics, and the object of the preposition is underlined.

The professor can sit *on* the desk or *behind* the desk, and then his feet are *under* the desk. He can stand *beside* the desk, or he can stand *between* the desk and the class. He can even stand *on* the desk if he's really strange. If he's clumsy, he can bump *into* the desk, which would probably cause books to fall *off* the desk. During his lectures, he rests his elbows *upon* the desk and looks *across* the desk *at* the class. Because he thinks of nothing *except* the desk, sometimes you wonder *about* the desk. What is *in* the desk? What did he pay *for* the desk? Could he live *without* the desk? You can walk *toward* the desk, *around* the desk, *by* the desk, and even *past* the desk while he sits *at* the desk or leans *against* the desk. All of this happens, of course, in time: *during* the class, *before* the class, *until* the class, *throughout* the class, *after* the class, etc.

PREPOSITIONS PRACTICE

Directions: Ernest Hemingway apparently fell in love with the rhythms of his prepositional phrases at the beginning of his short story "Hills Like White Elephants." Underline each preposition. Remember, the preposition and the object of the preposition together make up what is called a prepositional phrase.

The hills across the valley of the Ebro were long and white. On this side there was no shade and no trees and the station was between two lines of rails in the sun. Close against the side of the station there was the warm shadow of the building and a curtain, made of strings of bamboo beads, hung across the open door into the bar, to keep out flies. The American and the girl with him sat at a table in the shade, outside the building. It was very hot and the express from Barcelona would come in forty minutes. It stopped at this junction for two minutes and went on to Madrid.



8. An **interjection** is included in a sentence in order to _____. An interjection is an exclamatory or parenthetical word, often appearing at the beginning of a sentence or clause.

- Interjections are often used to express surprise, excitement, or dismay (for example, the use of "oops!" and "ta da!").
- Since an interjection has little or no grammatical connection with the rest of the sentence, punctuation is used to separate an interjection from the rest of the sentence.

COMMON INTERJECTIONS

Ah	great	oh	what
Alas	goodbye	oops	whoa
Behold	hello	ouch	whoops
Bravo	here	so	why
Duh	hey	there	um
Good	huh	ugh	yay
Gosh	No	well	yes

Examples: Well, it's not very important.
Oh, no! The boat's leaking.

Now, let's see what we can do.
Here, let me get that for you.

GRAMMAR QUIZ 3: Adjective, Adverbs, Conjunctions, Prepositions, and Interjections...oh my!

Now that you have completed your study of adjectives, adverbs, conjunctions, prepositions and interjections, review pages 8-12 before taking the online quiz for this section. You will find the quiz for this section at <http://tinyurl.com/grammarward3>.



PARTS OF SPEECH REVIEW

Directions: Using your knowledge of common word endings, identify which part of speech likely ends in those letters is.

- | | | |
|---------------|----------------|----------------|
| 1. ness _____ | 7. tion _____ | |
| 2. ate _____ | 8. ence _____ | |
| 3. ify _____ | 9. ous _____ | 13. ism _____ |
| 4. ment _____ | 10. ity _____ | 14. ance _____ |
| 5. ial _____ | 11. ize _____ | 15. ly _____ |
| 6. ful _____ | 12. able _____ | 16. ist _____ |

Find the video for this section at

<http://vimeo.com/msward/channels>



Directions: Answer each question below using your knowledge of the parts of speech.

- Which part of speech connects words, phrases, clauses, or sentences? _____
- If you can make a word plural, what part of speech is it? _____
- Which part of speech shows action or being? _____
- Which part of speech describes a noun? _____
- If you can make a word possessive, what part of speech is it? _____
- If you can change the tense (past tense, present tense, future tense, etc.) of a word, what part of speech is it? _____
- Which part of speech shows a relationship between a noun and another word in the sentence? _____
- What part of speech is inserted to show strong emotion? _____
- Which part of speech takes the place of a noun? _____
- If you can form superlatives by adding the letters "er" and "est" to the end of a word, what part of speech is it? _____
- There are five types of pronouns. List them below:
- There are seven coordinating conjunctions. List them below:
- There are 23 auxiliary verbs. List them below:

Directions. Identify the part of speech of the underlined word in each sentence below. Be sure that you pay attention to how the underlined word is functioning in each sentence, as some words can be different parts of speech depending on how they are used. Be specific.

1. Henry nearly collapsed in the locker room after his workout. _____
2. Many companies are having difficulty recruiting qualified employees. _____
3. He is in New York for a business meeting. _____
4. Last Saturday, my uncle made a hole in one. _____
5. The United States has the highest rate of illiteracy of any industrialized country. _____
6. We walked and shopped all day. _____
7. Althea Wilson studied art while growing up in Africa. _____
8. Can you bring me a quart of milk from the store? _____
9. The lilies and the daisies were breathtakingly beautiful this spring. _____
10. The committee carefully analyzed each proposal. _____
11. Careers in the military are becoming increasingly more attractive to young people. _____
12. I really love this house. _____
13. How many textbooks did you buy for your history class? _____
14. Mary and Paul are living in a stilt house on Pawley Island. _____

In order for a sentence to be a complete sentence, it needs to have three things:

1. The **verb** is the **action** of the sentence. There are a few helpful hints to keep in mind as you try to identify the verb of a sentence:

- Example: S V V
They plan parties for other people and provide all the refreshments.

2. The **subject** of a sentence is always a **noun**. The subject is the person, place, thing, or idea that is *doing or being* something. You can find the subject of a sentence if you can find the verb. Ask the question, "Who or what is doing the action?" and the answer to that question is the subject. Remember to look for one of the "to be" verbs if you cannot find an action verb. There are a few helpful hints to keep in mind as you try to identify the subject of a sentence:

- a) The subject of a command, order, or suggestion — you, the person being directed — is usually left out of the sentence and is considered to be the **understood subject** even though the word “you” does not appear in the sentence:

Example: [You] Keep up with the group or we'll leave you behind!

- b) The subject will never be in a dependent clause (see notes on next page)
- c) The subject will never be in a prepositional phrase
- d) There may be a compound subject, which means that there may be more than one person, place, idea, or thing that is doing the action of the sentence.

Example: Ellen and Karla started their own part-time business.

3. In order for a sentence to have a **complete thought**, it needs to make sense without the help of the sentence before it or the sentence after it.

clauses

A **clause** is _____

There are two types of clauses:_____.

INDEPENDENT CLAUSE is just another name for _____.

DEPENDENT CLAUSES

A dependent clause is a group of words that begins with a dependent word (see chart below for some examples). A dependent clause by itself is not a complete sentence because it does not express a complete thought. For instance, below is a dependent clause that begins with the word *because*.

Because there was a mosquito in the room.

The dependent clause by itself is a fragment because it does not express a complete thought. It leaves the reader expecting something more. The writer must follow through in the same sentence and tell what happened because there was a mosquito in the room. In the sentence below, the writer has corrected the fragment by completing the thought in one sentence.

Because there was a mosquito in the room, I could not fall asleep.

COMMON DEPENDENT WORDS		
after	if	what
although	since	when
because	that	which
before	unless	while
even if	until	who

****Note:** The subject and verb of a sentence will never be in a dependent clause.

Dependent Clause
S
V
 Example: *Although David tried to appear calm,* his trembling hands gave him away.

S
V
Dependent Clause
 Example: The commuters drank coffee *while they waited for the bus to arrive.*

Independent Clause
Dependent Word
Dependent Clause
 Example: Sparrows make nests in cattle barns so that they can stay warm during the winter.

PHRases

A **phrase** is a group of related words that _____

_____.

There are five types of phrases:

- 1) _____ **phrases** consist of a main verb preceded by one or more auxiliary verbs
Example: The snow has been falling for three straight days.
- 2) _____ **phrases** are based on one of the three types of verbals.
 - **Gerund phrases** begin with a gerund (a verb ending in *ing* that acts like a noun)
Example: Walking briskly is the best form of exercise and also the least expensive.
 - **Infinitive phrases** begin with *to* and are followed by a verb; however, infinitive phrases act as adjectives, adverbs, or nouns.
Example: Her plan to subsidize child care won wide acceptance among urban politicians.
 - **Participle phrases** begin with a verb ending in *ing* or *ed* and act as adjectives.
Example: Delores noticed her cousin walking along the shoreline.
- 3) _____ **phrases** are a group of words beginning with a preposition and ending with a noun or pronoun. Prepositional phrases are used as adjectives and adverbs. See page 11 for more information on prepositions.
Example: Zack won the three legged race in record time.
- 4) _____ **phrases** follow a noun or pronoun and rename it. An appositive adds new information about the noun or pronoun it follows.
Example: Ms. Ward, a tenth grade English teacher, is a very strange lady.
- 5) _____ **phrases** consist of a noun and a verbal. Because it has a noun and a verbal, an absolute phrase resembles a clause; however, it is a phrase because the entire group of words acts as an adjective or adverb.
Example: Their reputation as winners secured by victory, the New York Liberty charged into the semifinals.

EXERCISE 1

Directions: Remember, the subject and verb of the sentence will NOT be part of a dependent clause. Put brackets around the dependent clause in each sentence. Then, label the subject and verb in each sentence.

Example: Because the couple both came down with measles they had to postpone their wedding.

Answer: [Because the couple both came down with measles,] they had to postpone their wedding.

S V

1. Even though David tried to appear calm, his trembling hands gave him away.
2. The customer waited impatiently while the clerk slowly filled his grocery bags.
3. Although my doctor seems cold and distant, he cares deeply for his patients.
4. When the boy in "The Boy Who Cried Wolf" was finally telling the truth, nobody believed him.
5. Smoke alarm batteries should be checked often since smoke alarms are important to a family's safety.
6. Even though the flashlight was very bright, its beams still could not reach the back of the deep cave.
7. The commuters were drinking coffee and reading the newspaper when the bus arrived.
8. After the Walmart opened in town, a lot of the stores on Main Street went out of business.
9. If school gets cancelled due to snow, we will build a snowman in the yard.

EXERCISE 2

Directions: The subject and verb of a sentence will NOT be part of a prepositional phrase. Cross out all of the prepositional phrases in each sentence. Then, label the subject and verb of the sentence. A sentence may have a compound subject, a compound verb, or both a compound subject and a compound verb.

Example: For the first time this year, Lilian left for school before 7:15.

S V

Answer: ~~For the first time this year~~, Lilian ~~left for school before 7:15~~.

1. We ate all the Christmas candy except the peppermint sticks.
2. In the closet, you will find your boots.
3. You cannot come through the window.
4. Mario is not serious about his work.
5. We were on a narrow dirt road when we found the fawn.
6. After the game, we went home and ate dinner in our newly remodeled kitchen.
7. Instead of using flashcards to study for the test, I made an outline with all the important information from the chapter.
8. It is essential that you turn off the water before you work on the pipes.
9. The car's motor coughed once and refused to start.
10. The author of the popular children's book and her husband attended the book signing, sipped coffee, and chatted with visitors.
11. From my bedroom window, I can watch all the games on the high school football field and cheer for my favorite players.

GRAMMAR QUIZ 4: Review of Parts of Speech, Clauses, and Phrases

Now that you have completed your review of the parts of speech and study of phrases and clauses, review pages 13-19 before taking the online quiz for this section. You will find the quiz for this section at <http://tinyurl.com/grammarward4>.



sentence TYPES

There are essentially three different ways that a sentence can be put together. There are simple sentences, compound sentences, and complex sentences.

Find the video for this section at
<http://vimeo.com/msward/channels>



A _____ has the following structure: **subject + verb**

- A simple sentence = 1 independent clause

Example: Mariana travels to Amsterdam every year in the summer time.

This is a simple sentence because it contains only one independent clause
– *Mariana* is the subject and *travels* is the verb.

- A simple sentence is not necessarily simple because it is short or has a simple structure. Some sentences may have a long and confusing structure but can still be simple if they contain only one independent clause and NO dependent clauses.

Example: Mariana and her friends Bob and Jen travel to Amsterdam every year in the summertime for six weeks to get away from the hustle and bustle of life in New York City.

This is a simple sentence because it has only one independent clause.

Take out all the prepositional phrases and you have:

Mariana and her friends Bob and Jen travel every year to get away.

Although it has a compound subject (Mariana and her friends Bob and Jen), it is still only one independent clause, making it a simple sentence.

A _____ has the following structure: **independent clause + coordinating conjunction + independent clause**

- A compound sentence has two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so). A compound sentence may even have a semi-colon (;), a colon (:) or a dash (--) instead of a coordinating conjunction.

Example: Martin wanted to go fishing, but Alice wanted to go skiing.

This is a compound sentence. It contains two independent clauses (*Martin wanted to go fishing* and *Alice wanted to go skiing*), which are joined by a coordinating conjunction (*but*).

A _____ has the following structure: **independent clause + dependent clause(s)**

- A complex sentence contains one independent clause and one or more dependent clauses. If a dependent clause begins the sentence, there normally is a comma after it. If an independent clause begins a complex sentence, there should *not* be a comma after it.

Example: Although she worked hard to gain recognition, Mary was often overlooked for promotions.

The first clause is dependent because it starts with a subordinating conjunction (although). The independent clause (Mary was often overlooked for promotions) can stand by itself. Because this example has both a dependent and independent clause, it is complex.

You can also have a _____. A compound-complex is a combination of the compound sentence and the complex sentence and has the following structure:

**Independent clause + coordinating conjunction +
independent clause + dependent clause =
compound-complex sentence**

- A compound does not have to be in that order. A dependent clause can stand in between two independent clauses. The rule is there should be at least two independent and at least one dependent clause in a compound-complex sentence.

Example: Although she worked hard to gain recognition, Mary was often overlooked for promotions, and her friends did not even appreciate her work.

Here, we added an extra clause to the complex sentence we used earlier – *her friends did not even appreciate her work*. Adding this independent clause with the coordinating conjunction *and* makes this a compound-complex sentence.

PRACTICE

Directions: How many clauses does each sentence have? Circle the independent clauses, and underline any dependent clauses.

Example: The doctor told Charlie to lose weight and exercise vigorously for forty-five minutes a day.

1. The doctor was worried that Charlie was putting on too much weight.
2. Charlie has a hard time sticking to a diet; he really loves rich, sweet desserts.
3. In fact, the last time he tried to lose weight, he ended up actually gaining weight.
4. Charlie has decided to hire a personal trainer because he is worried about his heart.

Directions: Identify the sentence as simple, compound, complex, or compound-complex.

5. Pauline loves to go to the beach and spend her days sunbathing. _____
6. Bruno, on the other hand, likes the view that he gets from the log cabin up in the mountains, and he enjoys hiking in the forest. _____
7. Bruno dislikes sitting on the beach; he always gets a nasty sunburn. _____
8. This year, after a lengthy, noisy debate, they decided to take separate vacations. _____
9. Bruno took the desktop computer that he uses at work, and Pauline sits on the beach with her laptop computer, which she connects to the internet with a cellular phone. _____

GRAMMAR QUIZ 5: Sentence Types

Now that you have completed your review of the parts of speech and study of phrases and clauses, review pages 20-21 before taking the online quiz for this section. You will find the quiz for this section at <http://tinyurl.com/grammarward5>.



Fragments

As you know, in order for a sentence to be complete, it needs to have three things:

1. _____
2. _____
3. _____

Find the video for this section at

<http://vimeo.com/msward/channels>



Any group of words that is missing one or more of these three things (subject, verb, and/or complete thought) is called a **fragment**.

SEEING WHAT YOU KNOW

Directions: Underline the statement in each item that you think is a fragment. Then, use proof reading marks to correct the fragment and make it a complete sentence with a subject, a verb, and a complete thought. There may be more than one correct way to fix a fragment.

1. After the shopping mall opened. Several local stores went out of business.
2. The nursing student poked my arm four times. Trying to take a blood sample. I was beginning to feel like a pin cushion.
3. Some young people are learning old-fashioned dances. Such as the waltz, polka, and lindy.

UNDERSTANDING THE ANSWERS

1. *After the shopping mall opened* is a fragment because the writer does not follow through and complete the thought by telling us what happened after the shopping mall opened.

S V

Correct: After the shopping mall opened, several local stores went out of business.

2. *Trying to take a blood sample* is a fragment because it lacks both a subject and a verb, and it does not express a complete thought.

S V

Correct: The nursing student poked my arm four times while trying to take a

S V

blood sample. I was beginning to feel like a pin cushion.

3. *Such as the waltz, polka, and lindy* is a fragment because it lacks both a subject and a verb, and it does not express a complete thought.

S V

Correct: Some young people are learning old-fashioned dances such as the waltz, polka, and lindy.

EXERCISE 1

Directions: Underline any group of words that is a fragment and re-write it in the space provided to make it a complete sentence. Then, label the subject and verb in your corrected sentence. There may be more than one correct way to fix a fragment.

1. Often barking all night. The neighbor's dog has become a serious nuisance.
2. After last week's heat and humidity. Today's cold and rainy weather is actually a relief.
3. The restaurant specializes in Mexican food. Including burritos, tacos, and refried beans.
4. The full, silver moon rose in the sky. And cast its magical light over the countryside.
5. Hundreds of people called the radio station. Hoping to win the concert tickets.
6. Although Seattle is a beautiful city. It has many gray, rainy days.
7. No one could believe the honor student had committed the crime. Especially his family.
8. The delicious-looking cake was covered with a cherry icing. And decorated with sugar swans.
9. Sea gulls drink both fresh water and sea water.
10. Even though her son attends the Naval Academy.

Run on sentences

A **run-on sentence** is _____

In order to be able to identify a run-on sentence, you need to be able to identify where one complete sentence ends and the next complete sentence begins. If you are having trouble finding this junction, read the sentence out loud to yourself and pay attention to where you naturally pause. It is natural as a reader to pause when one complete sentence ends and the next complete sentence begins, but be careful not to assume that every single natural pause means that you have reached the end of a complete sentence. Finding the subject, the verb, and the complete thought of each complete sentence is the only way to be 100 percent sure that you have correctly located the junction between two complete sentences.

There are 4 acceptable ways to separate two complete sentences:

1. A period (.)
2. A semicolon (;)
3. A comma (,) + a coordinating conjunction
4. A semicolon (;) + a conjunctive adverb + a comma (,)

Conjunctions:

Remember that **coordinating conjunctions** are words that connect words, phrases, clauses, and sentences.

and but or nor for so yet

If you are using one of these conjunctions to join two complete sentences, make sure you do not forget to put a comma before it.

A comma by itself is **NOT** an acceptable way to separate two complete sentences. Two sentences incorrectly joined with a comma is known as a comma splice.

A conjunction by itself is **NOT** an acceptable way to separate two complete sentences.

Conjunctive Adverbs:

A conjunctive adverb functions as a connector even though it is not a conjunction. Note that you need to use different punctuation when you use a conjunctive adverb to separate two complete sentences than when you use a conjunction to separate two complete sentences.

Some common conjunctive adverbs include:

therefore however thus nevertheless furthermore although

SEEING WHAT YOU KNOW

Directions: Read the following pairs of items and, for each pair, circle the letter that is punctuated correctly.

1. a. Our math professor has the flu, half the class is sick as well.
 b. Our math professor has the flu, and half the class is sick as well.
2. a. Sue seldom got to play in an actual game. She was tempted to quit the team.
 b. Sue seldom got to play in an actual game she was tempted to quit the team.
3. a. My father had no brothers or sisters and he never learned to share
 b. My father had no brothers or sisters; therefore, he never learned to share.

UNDERSTANDING THE ANSWERS

1. Letter *b* is punctuated correctly.

Item *a* is made up of two complete sentences: (1) *Our math professor has the flu.* (2) *Half the class is sick as well.* These two complete sentences are incorrectly separated by only a comma. A comma plus a conjunction such as *and* is an acceptable way to separate these two complete sentences.

2. Letter *a* is punctuated correctly.

Item *b* is made up of two complete sentences: (1) *Sue seldom got to play in an actual game.* (2) *She was tempted to quit the team.* These two complete sentences are fused together with no punctuation. A period is an acceptable way to separate these two complete sentences.

3. Letter *b* is punctuated correctly.

Item *a* is made up of two complete sentences: (1) *My father had no brothers or sisters* (2) *He never learned to share.* These two complete sentences are incorrectly separated by only a conjunction, *and*. A semicolon followed by a coordinating conjunction such as *therefore* followed by a comma is an acceptable way to separate these two complete sentences.

EXERCISE 1

Directions: Label the subject and the verb in each of the two complete sentences and put a slash (/) between the two complete sentences. Then, fix the run-on sentence in the space provided by using one of the four acceptable ways to separate two complete sentences. Try to vary the method you use to separate the complete sentences throughout the exercise.

1. My alarm clock rang like a fire bell, I slowly rolled out of bed.
2. Rosa got a parking ticket she decided to go to traffic court.
3. One student made a lasting impression at his interview he arrived an hour late.
4. Tyrone got lost driving to the wedding for he refused to stop to ask for directions.
5. The cabbage salad included shredded carrots chopped peanuts were sprinkled on top.
6. Prices were high at the concession stand, the lines were long as well.
7. Sharon drove halfway home, then she noticed her purse was missing.
8. Bicycles may be the world's best method of transportation, they require very little maintenance and do not pollute.

EXERCISE 2

Directions: Label the subject and the verb in each complete sentence below. Then, fix each of the run-on sentences in the space provided by using one of the four acceptable ways to separate two complete sentences. Try to vary the method you use to separate the complete sentences throughout the exercise.

1. The female panda was thought to be pregnant the zookeepers watched her closely for signs of the coming birth. However, many months went by with no baby panda so the keepers finally gave up hope.

2. My nephew goes to the fairgrounds every night, he does not go to see the sights. Instead, he goes to pick up extra money. He searches the ground for coins that people have dropped one night he collected almost five dollars.

3. Many of us have heard warnings about swimming on a full stomach but the truth is that we are better off swimming on a full stomach. Muscles are starved for energy in a hungry body, therefore they cannot work efficiently and may cramp.

4. The most popular song in the world was composed in 1893, it was written by two sisters in Kentucky. Mildred and Patty Hill's song was first titled, "Good Morning to You." Later the sisters changed the words of the song to "Happy Birthday to You."

THE COMMA RULES (or Commas Rule!)

Adapted from handout found on the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>.

The comma is a valuable, useful punctuation device because it separates the structural elements of sentences into manageable segments. The rules provided here are those found in traditional handbooks; however, in certain rhetorical contexts and for specific purposes, these rules may be broken.

Rule #1: Commas in Geography, Dates, Addresses, and Titles

Explanation: Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

Examples:

- Geography: Birmingham, Alabama gets its name from Birmingham, England.
- Dates: July 22, 1959, was a momentous day in the life of Sir Nolan Shornhurst.
 *Note: When you use just the month and the year, no comma is necessary after the year: "The average temperatures for July 1998 are the highest on record for that month."
- Address: Who lives at 1600 Pennsylvania Avenue, Washington, DC?
- Titles: Rachel B. Lake, MD, will be the principal speaker.

Rule #2: Commas after Introductory Expressions

Explanation: Use commas after introductory 1) clauses, 2) phrases, or 3) words that come before the main clause.

- 1) **Introductory clauses** often start with (but are not limited to) subordinating conjunctions such as after, although, as, because, if, since, when, and while.

Examples:

- While I was eating, the cat scratched at the door.
- Because her alarm clock was broken, she was late for class.

NOTE: In contrast to this last point, **DO NOT** put a comma after the independent (main) clause when a dependent (subordinate) clause comes **AFTER** the independent clause, except in the case of extreme contrast.

Example:

- She was late for class, because her alarm clock was broken. (**INCORRECT**)

- 2) Common **introductory phrases** that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over three words).

Examples (of introductory phrases):

- Having finished the test, he left the room.
- To get a seat, you'd better come early.

- 3) Common **introductory words** include interjections and transition words.

Examples:

- Well, perhaps he meant no harm.
- However, he was not satisfied with it.

Rule #3: Commas before Coordinating Conjunctions

Explanation: Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions (a.k.a. **FANBOYS**): and, but, for, or, nor, so, yet.

Examples:

- The game was over, but the crowd refused to leave.
- The student explained her question, yet the instructor still didn't seem to understand.
- Yesterday was her brother's birthday, so she took him out to dinner.

Rule #4: Commas Separate Three or More Items in a Series

Explanation: Use commas to separate three or more words, phrases, or clauses written in a series.

Examples:

- **Words:** The Constitution establishes the legislative, executive, and judicial branches of government.
- **Words:** Uncle Sal brought wine, cheese, and a bag of potato chips.
- **Phrases:** The candidate promised to lower taxes, protect the environment, reduce crime, and end unemployment.
- **Clauses:** The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, and who had access to the murder weapon, was guilty of homicide.

Rule #5: Commas before and after Nonessential Information

Explanation: Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence.

How It Looks: Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.

Examples:

- **Clause:** Next Tuesday, **which happens to be my birthday**, is the only day when I am available to meet.
- **Phrase:** This restaurant has an exciting atmosphere. The food, **on the other hand**, is rather bland.
- **Word:** I appreciate your hard work. In this case, **however**, you seem to have over-exerted yourself.

Note: Do not use commas to set off essential elements of the sentence, especially beginning with **that clauses** (and other relative clauses).

Examples:

- I gave to charity the sweater **that I bought from Target**.
- Joey thinks **that his father is really a superhero**.

Rule #6: Commas before Quotations

Explanation: Use a comma to shift between the main discourse and a quotation.

Examples:

- John said without emotion, "I'll see you tomorrow."
- "I was able," she answered, "to complete the assignment."
- In 1848, Marx wrote, "Workers of the world, unite!"

Rule #7: Commas to Separate Adjectives

Explanation: Use a comma between adjectives.

Examples:

- Picasso was a creative, bold artist.
- The tenth grade English teachers come up with weird, crazy examples.

IMPORTANT DO NOT'S

Don't Separate Things in Twos (Pairs)

Explanation:

- A. Don't put a comma between the two verbs or verb phrases in a compound predicate.
- B. Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.
- C. Don't put a comma between pairs of adjectives and adverbs that are connected by a conjunction (and, or, but).

Examples:

- Compound Predicate: We laid out our music and snacks, and began to study. (**INCORRECT**)
- Compound Predicate: I turned the corner, and ran smack into a patrol car. (**INCORRECT**)
- Compound Subject: The music teacher from your high school, and the football coach from mine are married. (**INCORRECT**)
- Compound Object: Jeff told me that the job was still available, and that the manager wanted to interview me. (**INCORRECT**)

SEEING WHAT YOU KNOW

Directions: Insert a comma where needed in the following sentences.

1. The restaurant dessert tray featured carrot cake coconut cream pie and death by chocolate ice cream.
2. Because I was three credits short of the graduation requirements I had to take a course during the summer
3. Students hurried to the campus store to buy their fall textbooks but several of the books were already out of stock.
4. My sister asked "Are you going to be on the phone much longer?"

UNDERSTANDING THE ANSWERS

1. The restaurant dessert tray featured carrot cake, coconut cream pie, and death by chocolate ice cream.
There are three desserts on the tray; therefore, commas are needed to separate these three items listed in a series.
2. Because I was three credits short of the graduation requirements, I had to take a course during the summer
"Because I was three credits short of the graduation requirements," is an introductory clause that needs to be separated from the rest of the sentence with a comma.
3. Students hurried to the campus store to buy their fall textbooks, but several of the books were already out of stock.
A conjunction such as but is not enough to separate two complete sentences. A comma plus a conjunction is an appropriate way to join the two complete sentences together.
4. My sister asked, "Are you going to be on the phone much longer?"
A comma is needed to introduce a direct quotation.

EXERCISE 1

Directions: Insert a comma where needed in the following sentences. Then, explain why the commas you inserted were necessary in the space below each sentence.
“Because it sounds like there should be a comma,” is not a good enough reason.
You need to know the rule!

1. The kids' Halloween bags were full of quarters peanuts gum and candy bars.
2. Opal has evening classes on Mondays Wednesdays and Fridays.
3. Carrying her popcorn Sylvia looked for an empty seat in the theatre.
4. After she read the Harry Potter books Yoki began calling her young brothers and sisters muggles.
5. That pizza the one with the broccoli and mushroom toppings is the best I have ever eaten.
6. Mata Hari a famous spy reportedly charged at least \$7,500 per job.
7. My father wanted to attend college but his family did not have enough money.
8. Bad weather destroyed much of last year's orange crop so the price of orange juice is high this year.
9. “You look as if you've seen a ghost” my brother remarked when he saw the scared expression on my face.
10. “All I want” said Jeff wearily “is to crawl into bed and stay there for a week.”

EXERCISE 2

Directions: Correct the comma errors in the paragraph below. You may need to insert commas and remove unnecessary commas to correct the paragraph.

Edgar Allan Poe the famous American short story writer died in 1849. He was drunk alone and friendless at his death. His family purchased a tombstone for him but it was smashed on its way to the cemetery by a runaway freight train. Because his family could not afford another tombstone Edgar Allan Poe was buried in an unmarked grave. A group of Baltimore teachers decided to raise money for a tombstone. They held fundraisers and asked for donations. After ten long years they had finally raised the \$1,000 they needed. When the press found out about the fundraiser, H. L. Mencken a writer for the NY Times wrote "During all this time, not a single American author of position gave the project any financial aid." The Baltimore teachers made it possible for teachers students or anyone who admires Poe's work to visit his grave. Twenty-six years after his death Edgar Allan Poe finally had a tombstone bearing his name and honoring his memory.

GRAMMAR QUIZ 6: Fragments, Run Ons, and Commas

Now that you have completed your review of the parts of speech and study of phrases and clauses, review pages 22-33 before taking the online quiz for this section. You will find the quiz for this section at <http://tinyurl.com/grammarward6>.



ACTIVE VOICE VS. PASSIVE VOICE

The relationship between the subject and the verb determines the voice of a sentence. There are two different ways a sentence can be written:

1. When a sentence is in **active voice**, the subject comes before the verb. In active voice, the subject does the action of the sentence.

Example: S V
Everyone at the party had fun.

Example: S V
Molly cashed her check at the bank.

2. When a sentence is in **passive voice**, the subject of the sentence is acted upon by some other agent. Passive voice often includes auxiliary verbs.

Example: V V S
Fun was had by everyone at the party.

Example: S V V
The check was cashed by Molly.

Rule: In academic essays, a writer should try to **use active voice** and **avoid using passive voice**.

TRANSFORMING PASSIVE SENTENCES TO ACTIVE SENTENCES:

Let's use the following example sentence to illustrate the process of changing a passive sentence to an active one: The ice cream cones were eaten by the children.

You'll notice in the above sentence that the agent doing the action (the children) is not the subject of the sentence. Also, the sentence uses an auxiliary verb (were). These two clues tell you that the sentence is written in passive voice.

STEP 1: Make the agent doing the action the subject of the sentence.

PASSIVE: The ice cream cones were eaten **by the children**.

ACTIVE: **The children...**

STEP 2: Remove the auxiliary verb (to be verb) from the sentence. Change the past participle into the appropriate tense.

PASSIVE: The ice cream cones **were eaten** by the children.

ACTIVE: The children **ate**...

STEP 3: Make the subject of the passive sentence the receiver of the action to complete the change.

PASSIVE: **The ice cream cones** were eaten by the children.

ACTIVE: The children ate **the ice cream cones**.

CAUTION:

Avoid shifting from active to passive voice in the same sentence because it can cause awkwardness and confusion.

Incorrect: The children ate ice cream, but it was bought by Peter. (voice shifts)

Correct: The children ate ice cream, but Peter bought it. (voice consistent)

EXERCISE 1

Directions: Label the subject and verb in each sentence. Then, if the sentence is in passive voice, re-write the sentence in active voice in the space provided. If the sentence is already in active voice, write "ACTIVE" in the space provided.

1. The position of program analyst has already been filled by the personnel department.
2. An appointment with the dentist was originally made for Friday morning by my roommate.
3. The picket fence, which was repaired last week by Dad, was painted by Claire and Dave.
4. First prize was won by Harriet for her one-act play.
5. The book fair, which was sponsored by the Friends of the Library Association, is held the first week in October.
6. Micky listened to her favorite song in the car on her way to school.
7. After the tent had been pitched by the campers, their sleeping bags and supplies were unpacked from the car.
8. The basketball, which was passed from McHale to Bird, was immediately dunked by Bird.
9. The parrot was let out of its cage by Tony, who was promptly chastised by Ms. Quincy, the owner.

EXERCISE 2

Directions: Use proof reading marks to change any sentence that is in passive voice to active voice. When you are finished, your revised paragraph should be in active voice.

In the summer of 1904, a camp was rented by my father on a lake in Maine. We were taken there for the month of August. Ringworm was gotten from some kittens, and Pond's Extract had to be rubbed on our arms and legs night and morning. Aside from the ringworm, the vacation was thought to be a success. To this day, I still believe there is no place on earth as wonderful as that lake in Maine. My family visited that lake summer after summer. Recently, I bought a house on the ocean. The restlessness of the tides and the fearful cold of the sea water in the afternoon and evening is soothing, but every summer I still wish for the placidity of the lake in the woods. A few weeks ago, this feeling was experienced by me so strongly that I bought a couple of bass hooks and a spinner and drove up to the lake. After my weekend of fishing and relaxation, I felt like a kid again.

PRONOUN PROBLEMS

A **pronoun** is a word that takes the place of a noun. The word that is being replaced by a pronoun is called the **antecedent**.

Examples:

Freddy is a wrestler. He weighs 270 pounds. (*He takes the place of Freddy*)

Rita always writes her letters in purple ink. (*Her takes the place of Rita*)

PRONOUN RULES

Rule 1: Make sure it is clear what noun the pronoun is replacing.

Incorrect: Gloria told Renee that she had gotten an A on her paper.
Who got the A—Gloria or Renee? The pronoun “she” could refer to either of the two girls, and it is not clear which noun “she” is replacing.

Correct: Gloria told Renee that Renee had gotten an A on her paper.

Rule 2: Do not switch from one point of view to another within the same sentence. For example, do not switch from 1st person to 2nd person.

Incorrect: What *I* like best about vacations is that *you* do not have to wake up early.

Correct: What *I* like best about vacations is that *I* do not have to wake up early.

Rule 3: A pronoun must agree in number with its antecedent. Either both the pronoun and its antecedent need to be singular, or both need to be plural. The following antecedents are **ALWAYS SINGULAR**:

SINGULAR ANTECEDENTS			
Each	Anyone	Anybody	Anything
Every	Everyone	Everybody	Everything
Either	Someone	Somebody	Something
Neither	No one	nobody	nothing

Incorrect: Each of the students remembered to bring *their* book to class.
Correct: Each of the students remembered to bring *his or her* book to class.

SEEING WHAT YOU KNOW

Directions: Cross out the pronoun mistake in each of the following sentences. Then, write the correction above the mistake.

1. Each of my sons required two chances to pass their driver's test.
2. If there are stains on any hotel towels, they should be removed immediately.
3. I do not shop at that supermarket because they are so slow at the check-out counters.
4. People go to the local diner because you can get low-priced meals there all day.

UNDERSTANDING THE ANSWERS

1. Each of my sons required two chances to pass *his* driver's test.
→ Each is a singular antecedent; therefore, only a singular pronoun can take its place.
2. If there are stains on any hotel towels, *the towels* should be removed immediately.
→ It is unclear which noun is the antecedent—the stains or the towels? The pronoun “they” could refer to either one. Replacing “they” with “the towels” makes the meaning of the sentence clear.
3. I do not shop at that supermarket because the clerks are so slow at the checkout counters.
→ It is unclear who the pronoun “they” is referring to. The sentence should be clarified by replacing “they” with the antecedent it is meant to replace.
4. People go to the local diner because *they* can get low-priced meals there all day.
→ People requires a third person pronoun, “they.” Sentences that begin in the third person should not suddenly shift their point of view to a second person pronoun such as “you.”

EXERCISE 1

Directions: Use proof reading marks to fix the incorrect pronoun reference in each sentence below.

1. My mother told my girlfriend that she looked marvelous.
2. As Rudy told his father about being arrested, he began to cry.
3. Students complain that they keep the library too hot.
4. While Eric was adding sugar to his coffee, he spilled it all over the table.
5. Mrs. Owen told her daughter that she couldn't baby sit Friday night.
6. When Liam learned that his new sister-in-law was a Navy pilot, she became interested in it also.
7. Many people enjoy hiking and camping, but I'm not interested in them.
8. Mario told the manager that he needed to hire more help.
9. Maria enjoys reading to her little girl even though she sometimes gets sleepy during the stories.
10. Every time Barb paints her nails, I have to leave the room because the smell of it makes me sick.
11. When I was stopped for speeding, he said I had been going fifteen miles over the speed limit.
12. In the department store, women often block the aisles and spray perfume samples on the shoppers. This annoys many people.
13. Bob told Luis that he needed a new car.
14. The two movers carried the piano out to their double-parked van and left it in the middle of the street while they went for coffee.

EXERCISE 2

Directions: The following sentences contain at least one problem with changing pronoun point of view. Fix the problem so that all the pronouns are the same type (all first person pronouns, all second person pronouns, or all third person pronouns)

1. When you drive from New York to South Carolina, one should plan to stay overnight at a motel on the way.
2. If the high school juniors and seniors take a special class to help prepare them for the SATs, you will probably have higher test scores.
3. My father says he prefers to drive at night because then the sun will not get in your eyes.
4. I know spring is really here when you see neighborhood kids playing softball.
5. Although Sharon and I were good friends, you could tell that we would not be good roommates.
6. If you want to advance in this company, we must be willing to work overtime and move to a new location every couple years.
7. We do not want the local clinic to close because then you would have to drive all the way to the city for medical treatment.
8. I will not go to the concert tonight because there is no way you could get a ticket.
9. Many people love trying foreign restaurants where you can experience a whole new way of cooking.

EXERCISE 3

Directions: Use your knowledge of the three pronoun rules to locate and correct all the pronoun mistakes in the paragraph below.

When Aunt Rose and Uncle Morris finally arrived, we all jumped up from the dinner table and rushed to the door. Morris apologized for being late, claiming that Rose insists on driving forty-five miles an hour, not matter how late you are. Rose defended herself by explaining that they were late leaving the house because Morris spent a half hour packing his clothes, trimming his beard, and combing his hair. Then everyone sat back down to eat, a nd Rose told her sister Nancy that her red dress fits better than ever. Both Morris and his brother-in-law ate more than his share of the roast beef. The dinner was interrupted when Mr. Nichols, the neighbor, came to the door and told the family that somebody had parked their car in front of his driveway. He went on to explain that nobody in his family would be able to get their car out of the driveway until the car was moved. When Uncle Morris went outside to move the car, the rest of us sprang into action. We quickly cleared the table, hung the streamers, brought out the birthday presents, and opened the back door to let in all the guests for Morris's surprise birthday party.

commonly confused words

Uh oh! Which one is it? Its or it's? Good or well? Lay, lie, or lying? Help!

Can vs. May

Can refers to the ability to do something, while *may* asks for permission.

Examples: You **may** begin this exercise whenever you **can** get around to it.

Chose vs. Choose

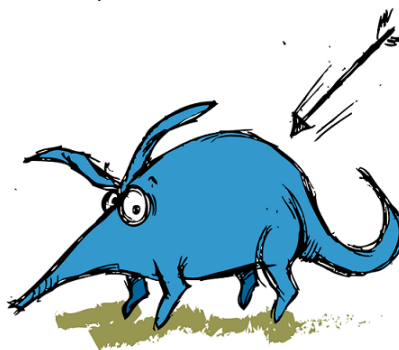
Choose means select, while *chose* is the past tense of choose.

Examples: I **chose** the red balloon. Now you **choose** a balloon of another color.

Effect Vs. Affect

The verb *affect* means to influence; the verb *effect* means to produce, accomplish, complete. Then there is the noun form of *effect* which means the result.

Examples: What **effect** does this have on you? How does it **affect** you? Mark's hard work **effected** an A on the test, which positively **affected** his semester grade. Good grades have a calming **effect** on parents.



The arrow **affected** the aardvark.



The **effect** was eye-popping.

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Farther vs. Further

Farther refers to a physical distance; *further* refers to additional time, quantity, or degree.

Examples: Alaska extends **farther** north than Iceland. **Further** information can be obtained in an atlas.

Good vs. Well

Good is an adjective. *Well* is the adverb form of good (with one exception - when well is use to describe a state of health, it is an adjective). When you are describing a noun or pronoun, use good. If you are describing a verb, use well.

Examples: It is a **good** thing that you are feeling **well** enough to come to school today.
The strange flying machines worked **well** and made our team look **good**.

Its vs. It's

Its shows possession - a thing owns something else. *It's* means it is or it has.

Examples: **It's** been a long time since **its** last maintenance check. **It's** about time to get one!

Lay vs. Lie

Lay means to place. *Lay* is also the past tense of *lie*. *Lay* requires an object. You always *lay* something down. Its principal parts are: present tense -*lay*, past tense -*laid*, past perfect - *laid*, and future tense -*laying*. *If you're in doubt about whether to use "lay" or "lie," try substituting a form of the verb "place." If it makes sense, use a form of lay.*

Examples: Every day I **lay** the book on the table. Yesterday I **laid** the book on the table. I **have laid** the book on the table many times. I am **laying** the book on the table right now.

Lie means to recline. Its principal parts are: present tense -*lie*, past tense -*lay*, past perfect -*lain*, and future tense- *lying*.

Examples: In this heat, the children must **lie** down for a nap. Yesterday they **lay** down without one complaint. Sometimes, they **have lain** in the hammocks to rest. Every night I **lie** down. I **lay** down last night. I **have lain** down many times. I am **lying** down right now.

Weather vs. Whether

Weather is a noun meaning the state of the atmosphere in terms of temperature, wind, humidity, etc. *Whether* is a conjunction that links alternatives. Tip: *Whether* involves alternatives. Which one to choose? Remember that *whether* and *which* both start with *wh*.

Examples: I missed the **weather** report this morning. I don't know **whether** the **weather** will be hot or cold.

Who, Which, That

Who refers to people. *Which* refers to nonliving objects or to animals (which should never refer to people). *That* may refer to animals, people, or nonliving things.

Who vs. Whom

Who is used as the subject of a verb; *whom* is used as the object of the preposition or as a direct object.

Examples: To **whom** do we owe our thanks for these pizzas? And **who** ordered the one with anchovies?

Grammar Trap: Inside vs. Outside Quotation Marks

Commas, periods, colons, and semicolons are simple. Put commas and periods inside the end quotation mark. Put colons and semicolons outside.

Examples: "Paul," she said, "it's over." She told him "It's over"; then she threw him out.

It gets trickier with exclamation marks and question marks. If the exclamation or question mark applies only to the quoted matter, put it inside the end quotation mark. If it applies to the whole sentence, put it outside.

Examples: When Paul asked her to take him back, she yelled "No way!" What did Paul do when she told him "It's over"? He stared at her sadly and asked "But why?"

These conventions apply to titles in quotation marks as well as to quoted speech.

CAPITALIZATION RULES

The following words should be capitalized:

1. The first word in a sentence or the first word in a direct quotation
2. The word "I" and people's names
3. Names of specific places and languages
4. Names of specific groups of people (races, religions, nationalities, companies, clubs, and other organizations)
5. Calendar items (days of the week, months, holidays)

Exception: seasons do not get capitalized

6. Brand name products get capitalized, but the kind of product does not get capitalized
7. Titles (books, television shows, plays, songs, magazines, movies, poems, stories, etc.)
8. Family words only get capitalized when they are being substituted for a proper names
9. The title of specific school courses

MISPLACED AND DANGLING MODIFIERS

A **modifier** is one or more words that describe other words. Two common errors involving modifiers are misplaced modifiers and dangling modifiers.

1. Misplaced Modifiers

When a modifier is in the wrong place, the reader may not know what it is meant to describe. Misplaced modifiers can lead to misunderstandings. To correct a misplaced modifier, place it as close as possible to what it is describing so that its meaning will be clearly understood.

Examples:

- 1) Misplaced Modifier: The Bensons watched the parade of high school bands sitting in the chairs on their lawn.
→ It sounds as if *the high school bands* were sitting in chairs, when really it is the Bensons who are sitting in chairs.

Corrected version: Sitting in chairs on their lawn, the Bensons watched the parade of high school bands.
- 2) Misplaced Modifier: Please take this book to Mrs. Bey's house which she lent me
→ It sounds like Mrs. Bey lent her house to the speaker.

Corrected version: Please take this book, which Mrs. Bey lent to me, to her house.

2. Dangling Modifiers

A modifying word or phrase that starts a sentence must be followed right away by the word it is meant to describe. Otherwise, the meaning of the sentence is changed, and the modifier is said to be dangling.

Examples:

- 1) Dangling Modifier: When pulling out of the driveway, the hedge blocks Tracy's view.
→ This sentence is saying that the hedge is pulling out of the driveway.

Corrected Version: When pulling out of the driveway, Tracy finds that the hedge blocks her view.
- 2) Dangling Modifier: Delighted with the movie, a conversation over coffee ended our evening.
→ Was the conversation delighted with the movie??

Corrected Version: Delighted with the movie, we ended our evening with a conversation over coffee.

SEEING WHAT YOU KNOW

Directions: Underline the word or phrase that is the modifier and circle the word that the modifier is describing. Try to fix the misplaced or dangling modifier in the space provided. There may be more than one correct way to fix a misplaced or dangling modifier.

1. Thrown in a heap on the closet floor, Jean found her son's dirty laundry.
2. Carrying the main course, the roast slid off its platter.
3. We were surprised to hear a siren driving down the country road.
4. While taking a shower, a mouse ran across my bathroom floor.

UNDERSTANDING THE ANSWERS

1. *It sounds as if Jean was thrown on the closet floor in a heap when she found her son's laundry. A better way to word the sentence would be:*

Jean found her son's dirty laundry thrown in a heap on the closet floor

2. *It sounds as if the roast was carrying the main course. A better way to word the sentence would be:*

As the waiter was carrying the main course, the roast slid off its platter.

3. *It sounds as if a siren was driving down the country road. A better way to word the sentence would be:*

While driving down the country road, we were surprised to hear a siren.

4. *It sounds as if a mouse was taking a shower. A better way to word the sentence would be:*

While I was taking a shower, a mouse ran across my bathroom floor.

EXERCISE 1

Directions: Underline the word or phrase that is the modifier and circle the word that the modifier is describing. Fix the misplaced or dangling modifier in the space provided. There may be more than one correct way to fix a misplaced or dangling modifier.

1. The instructor told the students to sit down in a loud voice.
2. The children placed their soup on the window sill, which was too hot to eat.
3. After her husband's death, the widow almost refused all invitations to go out.
4. Residents of the burning house were carried out by firemen wearing only pajamas.
5. Involved in a noisy game of Monopoly, the summer evening together was an enjoyable one for us.
6. Growing thinner every day, Albert's diet is really working.
7. Whining and twitching, the dog's dream must have been about chasing rabbits.
8. Unable to read yet, my mother explained that the sign said, "No children allowed."

EXERCISE 2

Directions: Read each of the passages and fix any misplaced modifiers and dangling modifiers in the space provided. There may zero, one, or multiple errors in each passage. There may be more than one correct way to fix a misplaced or dangling modifier.

1. Will was disappointed when he looked in the refrigerator. There had been lots of spaghetti last night. His roommates, however, almost had eaten all of it. Frowning angrily, nothing but a few strands of spaghetti were left.
2. Lani stopped to watch with amazement as the sidewalk artist worked on his next masterpiece. He was drawing a pencil portrait of a little girl. Sketching quickly, the portrait took shape under the artist's careful hand.
3. I lost my raincoat last fall. I thought I had looked everywhere for it. Then, yesterday, I spotted it stuffed under my bed. Although wrinkled and dusty, the raincoat was still as beautiful as I remembered it.
4. The sky was blue and clear when we arrived home. Only minutes later though, there was a sudden crash of thunder. Rushing like mad, the windows in the bedrooms were closed. Staring out at the downpour, we were glad to be safe inside. Then we remembered our open car windows, groaning with dismay.
5. Going to camp was a nightmare for me. Being afraid of water, swimming was a frightening experience. I got a terrible case of poison ivy all over my legs, which seemed to be everywhere at the camp. I will always remember my time at camp as the longest week of my life.

EXERCISE 3

Directions: Underline any misplaced and dangling modifiers in the paragraph below. Then, re-write the paragraph in the space provided fixing any misplaced modifiers and dangling modifiers. There may be more than one correct way to fix a misplaced or dangling modifier.

Spending the evening together recently, a group of friends were talking about their most embarrassing moments in high school. Pauline volunteered to tell her embarrassing story first. Bouncing on the trampoline in gym class, her shorts fell down to her ankles. Lin decided to share her embarrassing moment next. She recalled that she was caught cheating while taking a biology test. She had written the answers to the test on her fingernails. As punishment, Lin had to write, "I will never cheat again," one hundred times on the board. Angry about their daughter's actions, her punishment continued at home where her parents grounded her for a month. Finally, Karen told a story about a classmate named Greta. Since Greta had just moved from another state, she did not have any friends. Being taller than any of her classmates, the class bullies called Greta mean names like "Gawky Greta." Going out to recess one day, it began to snow. As usual, the bullies picked on Greta mercilessly. They tied her to the swings and left her out in the cold with evil laughs when the recess bell rang. The teachers found her a half hour later, and the bullies got in a lot of trouble with the principal. When Karen ran into Greta a couple years ago, she discovered that Greta had become a gorgeous, rich model in New York City. Looking back on her past, the bullies are not the ones laughing now.
