

English Brushup

Fourth Edition

Annotated Instructor's Edition

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To the Instructor

English Brushup is a quick and practical guide to the grammar, punctuation, and usage skills that students most need to know. The book contains features that distinguish it from other grammar texts on the market:

1 Three-part format. In order to highlight the most vital skills, the book is divided into three parts. Part One presents primary information about sixteen key skills. Part Two includes secondary information about these skills and also covers topics not discussed in Part One. Part Three tests students' mastery of the skills taught in Part One.

2 Self-teaching approach. The *first page of every chapter* in Part One begins with an informal test—and then provides the answers and explanations. Students can quickly see what they know and don't know about the skill in question. In some cases, they may learn what they need to know about the skill without going any further in the chapter.

The *next three to five pages* of each chapter present the basics about the skill. Lively examples and brief exercises give students the chance to practice the grammatical principle involved. Answers at the back of the book allow students to correct their own work, teaching themselves as they go.

The *last six pages of each chapter* consist of six tests on the skill. Half of the items in Tests 1, 3, and 5 are accompanied by *hints*—shown in a second color—which are designed to guide students in thinking through each kind of correction. More self-teaching is therefore ensured.

In addition, as students work through the tests, they master the skills in progressively longer passages. In Tests 1 and 2, students practice the skills in sentences; in Tests 3 and 4, they work with short passages; finally, in Tests 5 and 6, they apply the skills to entire paragraphs. Step by step, then, their mastery of the skills advances from the sentence to the paragraph level.

3 Manageable size. The book's compact size and short chapters will not overwhelm students. In addition, *English Brushup* does not discourage or confuse students by offering an equal amount of coverage for every grammar rule. Instead, Part One of the book presents only those rules that students actually *need to know* to write well. Additional useful information about many skills appears in Part Two.

4 Invaluable supplements. An *Instructor's Edition* consists of the student text, as well as answers to all the practices and tests. An *Instructor's Manual and Test Bank* contains a diagnostic test and an achievement test as well as

four additional mastery tests for each of the skills in Part One of the book. The instructor has permission to make unlimited copies of these letter-sized, easily-scorable tests. To provide for a range of student needs, the first two tests are relatively easy, and the second two are more difficult.

Other features of the book include the following:

- A clear, inviting two-color design.
- Simple language rather than traditional grammatical terminology.
- Examples and practice materials that are “real-life,” high-interest, sometimes amusing, and always *adult*.
- An insistence that students play an active role in the learning process, not just “correcting,” as in so many grammar books, but actually *writing out* corrections.

In short, *English Brushup* offers a combination of appealing features not found in other texts. A focus on important skills, a self-teaching approach, a reasonable size, outstanding supplements—all these may prompt you to decide that *English Brushup* is the grammar book best suited to the needs of today’s students.

Changes in the Fourth Edition

- A new chapter, “Parts of Speech: A Review,” has been added to Part Two. Instructors can use this chapter either as an introduction to the grammar skills covered in Part One or as a reference at any point in the course.
- Five new editing tests, consisting of ten items each, have been added to Part Three, “Applying the Skills.” In addition, all the combined mastery tests in this section now contain ten items.
- To provide additional practice on the skills taught in Part Two, many of the practice exercises have been expanded to ten items.
- Finally, practice items throughout the book have been revised and updated to ensure that each activity and test works as clearly and effectively as possible.

Acknowledgments

For assistance with the first and second editions of *English Brushup*, we are grateful to Kent Smith and Carole Mohr. In particular, our thanks go to Beth Johnson for her invaluable role in helping develop the examples and practice materials for the earlier editions of the book.

John Langan
Janet M. Goldstein

Introduction

WHY BRUSH UP YOUR ENGLISH?

Suppose you read the following paragraph in a job application:

This June I will graduate. With twenty-four hours of courses in accounting. I have alot of previous experience. One was as a clerk in the school bookstore, the other doing data entry for ryder truck rental.

... or read the following line in a student's history paper:

The soldiers in the civil war often wore rags, on there feet that were torn from scraps of old clothing.

... or read the following sentence in a business memo:

The profit's at the company has tripled in the passed 3 months its been our best performance at the company in several yrs.

... or saw the following sign:

Please dont put children in our shopping carts, they are unstable. And can fall over easily.

Chances are that the writers of the above lines felt vaguely uneasy about their sentences. They may have had doubts about whether their English was correct and clear. However, they went ahead because their work or school situation required them to put words on paper.

If you were uncertain about the corrections needed for the above sentences, then this book is for you. *English Brushup* is a guide to the essentials of English: the grammar, punctuation, and usage skills that you most need to write clearly and effectively.

HOW ENGLISH BRUSHUP WORKS

Here is one way to use the book:

- 1 Look at the table of contents.** You'll see that *English Brushup* is divided into three parts. Part One presents sixteen key skills you need to write well. Part Two includes more information about some of the skills in Part One; it also covers some areas not included in Part One. Part Three contains a series of tests you can take after you have studied the skills in Part One.

- 2 Turn to the first page of any chapter in Part One.** Take the “Seeing What You Know” test. Then check your answers. If you have a problem with the skill, you’ll know it right away. In some cases, you may learn what you need to know about the skill without going any further in the chapter.
- 3 Work through the rest of the chapter.** The next three to five pages of each chapter present the basics of the skill. The examples and brief exercises will give you the chance to practice the skill. The answers at the back of the book will allow you to correct your own work, teaching yourself as you go.
- 4 Test yourself.** The last six pages of each chapter contain six tests on the skill. Tests 1, 3, and 5 usually include hints that will help you understand and answer half of the items on the tests. Be sure to take advantage of these hints to increase your mastery of the skill. You will find additional tests in Part Three, “Applying the Skills.”
- 5 Use the book as a reference tool.** Following the above sequence, work your way through the book. In Part Two, pay special attention to the section on paper format on pages 187–188. Refer to other sections of Part Two as needed or as your instructor suggests. To help you find your way around the book, use the table of contents at the front, the index at the back, and the correction symbols and page references on the inside front cover.

AN INTRODUCTION TO WRITING

Here in a nutshell is what you need to write effectively.

WHAT IS A PARAGRAPH?

A **paragraph** is a series of sentences about one main idea, or point. A paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point.

Consider the following paragraph, written by a student named Gary Callahan.

Returning to School

Starting college at the age of twenty-nine was not easy for me. For one thing, I did not have much support from my parents and friends. My father asked, “Didn’t you get dumped on enough in high school? Why go back for more?” My mother worried, “Where’s the money going to come from?” My friends seemed threatened. “Hey, there’s the college man,” they would say when I approached. Another reason that starting college was difficult was that I had bad memories of school. I had spent years of my life sitting in classrooms completely bored, watching clocks tick ever so slowly toward

the final bell. When I was not bored, I was afraid of being embarrassed. Once a teacher called on me and then said, “Ah, forget it, Callahan,” when he realized I did not know the answer. Finally, I soon learned that college would give me little time with my family. After work every day, I have just an hour and ten minutes to eat and spend time with my wife and daughter before going off to class. When I get back, my daughter is in bed, and my wife and I have only a little time together. Then the time on weekends goes by quickly, with all the homework I have to do. I am going to persist, though, because I believe a better life awaits me with a college degree.

The paragraph above, like many effective paragraphs, starts by stating a main idea, or point. In this case, the point is that starting college at age twenty-nine was not easy. A **point** is a general idea that contains an opinion.

In our everyday lives, we continually make points about all kinds of matters. We express such opinions as “That was a terrible movie” or “My psychology instructor is the best teacher I have ever had” or “My sister is a generous person” or “Eating at that restaurant was a mistake” or “That team should win the play-off game” or “Waitressing is the worst job I ever had” or “Our state should allow the death penalty” or “Cigarette smoking should be banned everywhere.” In *talking* to people, we don’t always give the reasons for our opinions. However, in *writing*, we *must* provide reasons to support our ideas. Only by supplying solid evidence for any point that we make can we communicate effectively with readers.

An effective paragraph, then, not only must make a point but also must support it with **specific evidence**—reasons, examples, and other details. Such specifics help prove to readers that the point is reasonable. Even if readers do not agree with the writer, at least they have in front of them the evidence on which the writer has based his or her opinion. Readers are like a jury: they want to see the evidence so that they can make their own judgments.

WHAT ARE THE GOALS OF EFFECTIVE WRITING?

Now that you have considered an effective student paragraph, it is time to look at four goals of effective writing:

Goal 1: Make a Point.

It is often best to state your point in the first sentence of your paper, just as Gary did in his paragraph about returning to school. The sentence that expresses the main idea, or point, of a paragraph is called the **topic sentence**.

Goal 2: Support the Point.

To support your point, you need to provide specific reasons, examples, and other details that explain and develop it. The more precise and particular your supporting details are, the better your readers can “see,” “hear,” and “feel” them.

Goal 3: Organize the Support.

You will find it helpful to learn two common ways of organizing the support in a paragraph—listing order and time order. Signal words, also known as **transitions**, increase the effectiveness of each method.

Listing Order The writer organizes the supporting evidence in a paper by providing a list of two or more reasons, examples, or details. Often the most important or interesting item is saved for last because the reader is most likely to remember the last thing read.

Transition words that show listing order include the following:

one	second	also	next	last of all
for one thing	third	another	moreover	finally
first of all	next	in addition	furthermore	

The paragraph about starting college uses listing order: It lists three reasons why starting college at twenty-nine is not easy, and each of those three reasons is introduced by one of the above transitions. In the spaces below, write in the three transitions:

For one thing

Another

Finally

The first reason in the paragraph about starting college is introduced with *For one thing*, the second reason by *Another*, and the third reason by *Finally*.

Time Order Supporting details are presented in the order in which they occurred. *First* this happened; *next* this; *after* that, this; and so on. Many paragraphs, especially those that tell stories or give a series of directions, are organized in time order.

Transition words that show time relationships include the following:

first	before	after	when	then
next	during	now	while	until
as	soon	later	often	finally

Read the paragraph below, which is organized in time order. See if you can underline the six transition words that show the time relationships.

Della had a sad experience while driving home last night. She traveled along the dark, winding road that led toward her home. She was only two miles from her house when she noticed a glimmer of light in the road.

The next thing she knew, she heard a sickening thud and realized she had struck an animal. The light, she realized, had been its eyes reflected in her car's headlights. Della stopped the car and ran back to see what she had hit. It was a handsome cocker spaniel, with blond fur and long ears. As she bent over the still form, she realized there was nothing to be done. The dog was dead. Della searched the dog for a collar and tags. There was nothing. Before leaving, she walked to several nearby houses, asking if anyone knew who owned the dog. No one did. Finally Della gave up and drove on. She was sad to leave someone's pet lying there alone.

The main point of the paragraph is stated in its first sentence: "Della had a sad experience while driving home last night." The support for this point is all the details of Della's experience. Those details are presented in the order in which they occurred. The time relationships are highlighted by these transitions: *while*, *when*, *next*, *as*, *before*, and *finally*.

Goal 4: Write Error-Free Sentences.

If you use correct spelling and follow the rules of grammar, punctuation, and usage, your sentences will be clear and well-written. However, you do not need to have all that information in your head. Even the best writers use reference materials to be sure their writing is correct. So, when you write your papers, keep a good dictionary and grammar handbook nearby.

In general, however, do not refer to them until you have put your ideas firmly down in writing. As you will learn on the pages ahead, there will be time enough to make the needed corrections.

HOW DO YOU REACH THE GOALS OF EFFECTIVE WRITING?

Even professional writers do not sit down and automatically, in one draft, write a paper. Instead, they have to work on it a step at a time. Writing a paper is a process that can be divided into the following steps:

Step 1: Getting Started through Prewriting

Step 2: Preparing a Scratch Outline

Step 3: Writing the First Draft

Step 4: Revising

Step 5: Proofreading

These steps are described on the following pages.

Step 1: Getting Started through Prewriting

First, you need to learn strategies for working on a paper. These strategies will help you do the thinking needed to figure out both the point you want to make and the support you have for that point.

There are several **prewriting strategies** that you can use before writing the first draft of your paper.

- **Freewriting** is just sitting down and writing whatever comes into your mind about a topic. Do this for ten minutes or so. Write without stopping and without worrying at all about spelling, grammar, or the like. Simply get down on paper all the information about the topic that occurs to you.
- **Questioning** means that you think about your topic by writing down a series of questions and answers about it. Your questions can start with words like *what, when, where, why, and how*.
- **Clustering** (also known as **diagramming** or **mapping**) is another strategy that can be used to generate material for a paper. It is helpful for people who like to do their thinking in a visual way. In clustering, you begin by stating your subject in a few words in the center of a blank sheet of paper. Then, as ideas come to you, put them in ovals, boxes, or circles around the subject, and draw lines to connect them to the subject. Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well. Keep in mind that there is no right or wrong way of clustering. It is a way to think on paper about how various ideas and details relate to one another.
- In **list making**, a strategy also known as **brainstorming**, you make a list of ideas and details that could go into your paper. Simply pile these items up, one after another, without worrying about putting them in any special order. Accumulate as many details as you can think of.

It is natural for a number of such extra or unrelated details to appear as part of the prewriting process. The goal of prewriting is to get a lot of information down on paper. You can then add to, shape, and subtract from your raw material as you take your paper through the series of writing drafts.

Important Notes about Prewriting Strategies Some writers may use only one of the prewriting strategies. Others may use bits and pieces of all four. Any one strategy can lead to another. Freewriting may lead to questioning or clustering, which may then lead to a list. Or a writer may start with a list and then use freewriting or questioning to develop items on the list. During this early stage of the writing process, as you do your thinking on paper, anything goes. You should not expect a straight-line progression from the beginning to the end of your paper.

Instead, there probably will be a continual moving back and forth as you work to discover your point and just how you will develop it.

Finally, remember that you are not ready to begin writing a paper until you know your main point and many of the details that can be used to support it. Don't rush through prewriting. It's better to spend more time on this stage than to waste time writing a paragraph for which you have no solid point and too little interesting support.

Step 2: Preparing a Scratch Outline

A **scratch outline** is a brief plan for the paragraph. It shows at a glance the point of the paragraph and the main support for that point. It is the logical framework upon which the paper is built.

This rough outline often follows freewriting, questioning, clustering, or list making. Or it may gradually emerge in the midst of these strategies. In fact, trying to outline is a good way to see if you need to do more prewriting. If a solid outline does not emerge, then you know you need to do more prewriting to clarify your main point or its support. Once you have a workable outline, you may realize, for instance, that you want to do more list making to develop one of the supporting details in the outline.

Below is the scratch outline that Gary Callahan, after doing a good deal of preliminary writing, prepared for his paragraph on returning to school:

Example of a Scratch Outline

Starting college at age twenty-nine isn't easy.

1. Little support from parents and friends
2. Bad memories of high school
3. Not enough time to spend with family

This helpful outline, with its clear point and solid support, became the foundation of Gary's paragraph.

Step 3: Writing the First Draft

When you do a first draft, be prepared to put in additional thoughts and details that didn't emerge in your prewriting. And don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do later" and press on to finish the paper. Also, don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to develop the content of your paper with plenty of specific details.

Step 4: Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. **Revising** means that you rewrite a paper, building on what has been done to make it stronger and better. You might decide to use a thesaurus to find the best word choices for what you want to say. You'll try to add more supporting details—or more convincing supporting details. You'll look for pertinent quotations to include as support for your points. One writer has said about revising, "It's like cleaning house—getting rid of all the junk and putting things in the right order." A typical revision means allowing enough time to write at least one or two more drafts.

Step 5: Proofreading

Proofreading, the final stage in the writing process, means checking a paper carefully for spelling, grammar, punctuation, and other errors. You are ready for this stage when you are satisfied with your choice of supporting details, the order in which they are presented, and the way they and your topic sentence are worded.

Use a grammar handbook to be sure about your grammar, punctuation, and usage. Also, read through the paper carefully, looking for typing errors, omitted words, and any other errors you may have missed before. Such proofreading is often hard to do—students have spent so much time with their work, or so little, that they want to avoid proofing. However, if done carefully, this important final step will ensure that your paper looks as good as possible.

Hints for Proofreading

- 1** One helpful trick at this stage is to read your paper out loud. You will probably hear awkward wordings and become aware of spots where the punctuation needs to be improved. Make the changes needed for your sentences to read smoothly and clearly.
- 2** Another helpful technique is to take a sheet of paper and cover your paragraph so that you can expose and check carefully just one line at a time.
- 3** A third strategy is to read your paper backward, from the last sentence to the first. Doing so helps keep you from getting caught up in the flow of the paper and missing small mistakes, which is easy to do, since you're so familiar with what you meant to say.

WHAT IS AN ESSAY?

An essay does the same thing a paragraph does: It starts with a point, and the rest of the essay provides specific details to support and develop that point. However, while a paragraph is a series of *sentences* about one main idea or point, an **essay**

is a series of *paragraphs* about one main idea or point—called the **central idea** of the essay. Since an essay is much longer than one paragraph, it allows a writer to develop a topic in more detail. Despite the greater length of an essay, the process of writing it is the same as that for writing a paragraph: prewriting, preparing a scratch outline, writing and revising drafts, and proofreading.

Here are the major differences between a paragraph and an essay:

Paragraph	Essay
Made up of sentences.	Made up of paragraphs.
Starts with a sentence containing the main point of the paragraph (topic sentence).	Starts with an introductory paragraph containing the central idea of the essay, expressed in a sentence called the thesis statement (or thesis sentence).
Body of paragraph contains specific details that support and develop the topic sentence.	Body of essay contains paragraphs that support and develop the central idea. Each of these paragraphs has its own main supporting point, stated in a topic sentence.
Paragraph often ends with a closing sentence that rounds it off.	Essay ends with a concluding paragraph that rounds it off.

Later in his writing course, the student Gary Callahan was asked to expand his paragraph into an essay. Here is the essay that resulted:

For a typical college freshman, entering college is fun and an exciting time of life. It is a time not just to explore new ideas in classes but to relax on the lawn chatting with new friends, to sit having soda and pizza in the cafeteria, or to listen to music and play cards in the student lounge. I see the crowds of eighteen-year-olds enjoying all that college has to offer, and I sometimes envy their freedom. Instead of being a typical freshman, I am twenty-nine years old, and beginning college has been a difficult experience for me. I have had to deal with a lack of support, bad memories of past school experiences, and too little time for my family.

Few people in my life are supportive of my decision to enter college. My father is especially bewildered by the choice I have made. He himself quit school after finishing eighth grade, and he assumes that I should hate school as much as he did. "Didn't you get dumped on enough in high school?" he asks me. "Why go back for more?" My mother is a

little more understanding of my desire for an education, but the cost of college terrifies her. She has always believed that college was a privilege only the rich could afford. "Where in the world will all that money come from?" she says. Also, my friends seem threatened by my decision. They make fun of me, suggesting that I'm going to think I'm too good to hang around with the likes of them. "Ooooh, here comes the college man," they say when they see me approach. "We'd better watch our grammar."

I have had to deal not only with family and friends but also with unhappy memories of my earlier school career. I attended an enormous high school where I was just one more faceless kid in the crowd. My classes seemed meaningless to me. I can remember almost none of them in any detail. What I do remember about high school was just sitting, bored until I felt nearly brain-dead, watching the clock hands move ever so slowly toward dismissal time. Such periods of boredom were occasionally interrupted by moments of acute embarrassment. Once an algebra teacher called on me and then said, "Oh, forget it, Callahan," in a disgusted tone when he realized I didn't know the answer. My response, of course, was to shrink down in my chair and try to become invisible for the rest of the semester.

Furthermore, my decision to enter college has meant I have much less time to spend with my family. I work eight hours a day. Then I rush home and have all of an hour and ten minutes to eat dinner and spend time with my wife and daughter before I rush off again, this time to class. When I return from class, I am dead tired. My little girl is already asleep. My wife and I have only a little time to talk together before I collapse into bed. Weekends are a little better, but not much. That's when I try to get my papers written and catch up on a few chores around the house. My wife tries to be understanding, but it's hard on her to have so little support from me these days. And I'm missing out on a lot of special times in my daughter's life. For instance, I didn't realize she had begun to walk until three days after it happened.

Why, then, do I put myself through all these difficulties? Despite a lack of support, bad memories, and little family time, I dream about a different kind of future. I believe that I will benefit financially and become a better provider for my family. I also feel that I will become a more rounded human being as a result of achieving my goal of obtaining a college degree.

WHAT ARE THE PARTS OF AN ESSAY?

When Gary decided to expand his paragraph into an essay, he knew he would need to write an introductory paragraph, several supporting paragraphs, and a concluding paragraph.

Each of these parts of the essay is explained below.

Introductory Paragraph

A well-written introductory paragraph will often do the following:

- 1 **Gain the reader's interest.** On pages 12–13 are several time-tested methods used to draw the reader into an essay.
- 2 **Present the thesis statement.** The thesis statement expresses the central idea of an essay, just as a topic sentence states the main idea of a paragraph. Here's an example of a thesis statement:

A vacation at home can be wonderful.

An essay with this thesis statement would go on to explain some positive things about vacationing at home.

- What is the thesis statement in Gary's essay? Find that statement on page 9 and write it here:

I am twenty-nine years old, and beginning college has been a difficult experience for me.

You should have written down the next-to-last sentence in the introductory paragraph of Gary's essay.

- 3 **Lay out a plan of development.** The **plan of development** is a brief statement of the main supporting details for the central idea. These supporting details should be presented in the order in which they will be discussed in the essay. The plan of development can be blended into the thesis statement or presented separately.

Blended into a thesis statement: A vacation at home can be wonderful because you can avoid the hassles of travel, make use of your knowledge of the area, and indulge in special activities.

Presented separately: A vacation at home can be wonderful. At home you can avoid the hassles of travel, make use of your knowledge of the area, and indulge in special activities.

Note that some essays lend themselves better to a plan of development than others do. Some essays do not include a plan of development at all. At the least, however, your introductory paragraph should gain the reader's interest and present the thesis statement.

- What is the plan of development in Gary's essay? Find the sentence on page 9 that states Gary's plan of development and write it here:
I have had to deal with a lack of support, bad memories of past school experiences, and too little time for my family.

You should have written down the last sentence in the introductory paragraph of Gary's essay.

Four Common Methods of Introduction

- 1 *Begin with a broad statement and narrow it down to your thesis statement.*** Broad statements can capture your reader's interest while introducing your general topic. They may provide useful background material as well. The writer of the introductory paragraph below begins with a broad statement about her possessions. She then narrows the focus down to the three possessions that are the specific topic of the paper.

I have many possessions that I would be sad to lose. Because I love to cook, I would miss several kitchen appliances that provide me with so many happy cooking adventures. I would also miss the wonderful electronic equipment that entertains me every day, including my large-screen television set and my DVD player. I would miss the two telephones on which I have spent many interesting hours chatting in every part of my apartment, including the bathtub. But if my apartment were burning down, I would most want to rescue three things that are irreplaceable and hold great meaning for me—the silverware set that belonged to my grandmother, my mother's wedding gown, and my giant photo album.

- 2 *Present an idea or situation that is the opposite of what will be written about.*** One way to gain the reader's interest is to show the difference between your opening idea or situation and the one to be discussed in the essay.

When I was a girl, I never argued with my parents about differences between their attitudes and mine. My father would deliver his judgment on an issue, and that was usually the end of the matter. Discussion seldom changed his mind, and disagreement was not tolerated. But the situation is different with today's parents and children. My husband and I have to contend with radical differences between what our children think about a given situation and what we think about it. We have had disagreements with all three of our daughters, Stephanie, Diana, and Giselle.

- 3 Tell a brief story.** An interesting incident or anecdote is hard for a reader to resist. In an introduction, a story should be no more than a few sentences, and it should relate meaningfully to—and so lead the reader toward—your central idea. The story you tell can be an experience of your own, of someone you know, or of someone you have read about. For instance, in the following introduction, the writer tells a simple personal story that serves as background for his central idea.

The husky man pushes open the door of the bedroom and grins as he pulls out a .38 revolver. An elderly man wearing thin pajamas looks at him and whimpers. In a feeble effort at escape, the old man slides out of his bed and moves to the door of the room. The husky man, still grinning, blocks his way. With the face of a small, frightened animal, the old man looks up and whispers, “Oh, God, please don’t hurt me.” The grinning man then fires four times. The television movie cuts now to a soap commercial, but the little boy who has been watching the set has begun to cry. Such scenes of direct violence on television must surely be harmful to children for a number of psychological reasons.

- 4 Ask one or more questions.** The questions may be ones that you intend to answer in your essay, or they may show that your topic relates directly to readers. In the following example, the questions are designed to gain readers’ interest and convince them that the essay applies to them.

Does your will to study collapse when someone suggests getting a pizza? Does your social life compete with your class attendance? Is there a huge gap between your intentions and your actions? If the answers to these questions are *yes, yes, and yes*, read on. You can benefit from some powerful ways to motivate yourself: setting goals and consciously working to reach them, using rational thinking, and developing a positive personality.

- Which of the four methods of introduction described above does Gary use in his essay?

Present an idea that is the opposite of what will be written about.

Gary begins with an idea that is the opposite of what he is writing about. His essay is about his difficulties with college life, but he begins with the idea that college “is fun and an exciting time” for some students.

Supporting Paragraphs

The traditional college essay has three supporting paragraphs. However, some essays will have two supporting paragraphs, and others will probably have four or more. Each supporting paragraph should have its own topic sentence, which states the point to be developed in that paragraph.

Notice that each of the supporting paragraphs in Gary's essay has its own topic sentence. For example, the topic sentence of his first supporting paragraph is "Few people in my life are supportive of my decision to enter college."

- What is the topic sentence of Gary's second supporting paragraph?
I have had to deal not only with family and friends but also with unhappy memories of my earlier school career.
- What is the topic sentence of Gary's third supporting paragraph?
Furthermore, my decision to enter college has meant I have much less time to spend with my family.

In each case, Gary's topic sentence is the first sentence of the paragraph.

Concluding Paragraph

The concluding paragraph often summarizes the essay by briefly restating the thesis and, at times, the main supporting points. It may also provide a closing thought or two as a way of bringing the paper to a natural and graceful end. Look again at the four sentences that conclude Gary's essay:

Why, then, do I put myself through all these difficulties? Despite a lack of support, bad memories, and little family time, I dream about a different kind of future. I believe that I will benefit financially and become a better provider for my family. I also feel that I will become a more rounded human being as a result of achieving my goal of obtaining a college degree.

- With what sentence (*first, second, third, or fourth*) does he briefly summarize the essay? *second*
- With what sentence or sentences does he provide a closing thought or two?
third and fourth

Activity

Answer each of the following questions by filling in the blank or circling the answer you think is correct.

1. An effective paragraph or essay
 - a. makes a point.
 - b. provides specific support.
 - c. makes a point and provides specific support.
 - d. does none of the above.
2. The sentence that states the main idea of a paragraph is known as the _____ *topic* _____ sentence; the sentence that states the central idea of an essay is known as the _____ *thesis* _____ statement.
3. Prewriting can help a writer find
 - a. a good topic to write about.
 - b. a good main point to make about the topic.
 - c. enough details to support the main point.
 - d. all of the above.
4. *True or false?* T During the freewriting process, you should not concern yourself with spelling, punctuation, or grammar.
5. One step that everyone should use at some stage of the writing process is to prepare a plan for the paragraph or essay. The plan is known as a(n) _____ *scratch outline* _____.
6. When you start writing, your first concern should be
 - a. spelling.
 - b. content.
 - c. grammar.
 - d. punctuation.
7. Two common ways of organizing a paragraph are _____ *listing* _____ order and _____ *time* _____ order.

8. A thesis statement
 - a. is generally part of an essay's introduction.
 - b. states the central idea of the essay.
 - c. can be followed by the essay's plan of development.
 - d. all of the above.

A FINAL WORD

English Brushup has been designed to benefit you as much as possible. Its format is straightforward, its explanations are clear, and its practices and tests will help you learn through doing. *It is a book that has been created to reward effort*, and if you provide that effort, you can make yourself a competent and confident writer.

John Langan
Janet M. Goldstein

Part One

Sixteen Basic Skills

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Preview

Part One presents basic information about sixteen key grammar, punctuation, and usage skills:

- 1** Subjects and Verbs (page 19)
- 2** More about Verbs (29)
- 3** Subject-Verb Agreement (41)
- 4** Sentence Types (51)
- 5** Fragments (61)
- 6** Run-Ons (73)
- 7** Pronouns (83)
- 8** Comma (93)
- 9** Apostrophe (103)
- 10** Quotation Marks (115)
- 11** Other Punctuation Marks (125)
- 12** Homonyms (135)
- 13** Capital Letters (145)
- 14** Word Choice (155)
- 15** Misplaced and Dangling Modifiers (165)
- 16** Parallelism (175)

To the Instructor Additional information about and practice with many of these skills appears in Part Two, starting on page 185.

1 Subjects and Verbs

Seeing What You Know

In each blank, insert a word that seems appropriate. Then read the explanations below.

Answers will vary.

1. The _____ accidentally _____ onto the floor.
2. My _____ often _____ at the mail carrier.
3. A _____ in the corner _____ loudly to the waitress.
4. _____ should never have _____ to study all night for the test.

Understanding the Answers

If your completed sentences make grammatical sense, the word in the first blank of each sentence will be its **subject**, and the word in the second blank will be the **verb**. Here are some completed versions of the sentences, with the subjects and verbs labeled:

1. The **knife** (*subject*) accidentally **fell** (*verb*) onto the floor.
The knife is what the sentence is about. Fell is what the knife did.
2. My **cat** (*subject*) often **meows** (*verb*) at the mail carrier.
The cat is the one the sentence is about. Meows is what the cat does.
3. A **customer** (*subject*) in the corner **shouted** (*verb*) loudly to the waitress.
A customer is performing an action. Shouted is the action.
4. **Anita** (*subject*) **should never have tried** (*verb*) to study all night for the test.
Anita is the person doing something. Should [never] have tried is what the sentence says about her. Never is not part of the verb.

Subjects and verbs are the basic parts of sentences. Understanding them will help you with most of the other skills in this book.

FINDING THE SUBJECT

Look at the following sentences:

Eric tripped on the steps.

The brakes on my car squeal.

She owns three motorcycles.

Depression is a common mood disorder.

The **subject** of a sentence is the person, thing, or idea that the sentence is about. To find a sentence's subject, ask yourself, "Who or what is this sentence about?" or "Who or what is doing something in this sentence?"

Let's look again at the sentences above.

Who is the first one about? *Eric*. (He's the one who tripped.)

What is the second one about? *Brakes*. (They are what squeal.)

Who is the third one about? *She*. (She's the one who owns three motorcycles.)

What is the fourth one about? *Depression*. (It's a common mood disorder.)

So, in the sentences above, the subjects are *Eric*, *brakes*, *she*, and *depression*.

Note Each of these subjects is either a **noun** (the name of a person, place, or thing—including a quality or an idea) or a **pronoun** (a word—such as *I*, *you*, *he*, *she*, *it*, *we*, or *they*—that stands for a noun). The subject of a sentence will always be either a noun or a pronoun.

The Subject Is Never in a Prepositional Phrase

The subject of a sentence will never be part of a prepositional phrase. A **prepositional phrase** is a group of words that begins with a preposition, ends with a noun or pronoun (the object of the preposition), and answers a question such as "Which one?" "What kind?" "How?" "Where?" or "When?"

Here are some common prepositions:

Prepositions

about	around	beside	for	off	under
above	at	between	from	on, onto	until
across	before	by	in, into	over	up
after	behind	down	inside	through	upon
along	below	during	like	to	with
among	beneath	except	of	toward	without

As you look for the subject of a sentence, it may help to cross out any prepositional phrases that you find.

The vase ~~on the bedside table~~ belonged to my grandparents. (*Vase* is the subject; *on the bedside table* is a prepositional phrase telling us which vase.)

~~With smiles or frowns~~, students left the exam room. (*Students* is the subject; *with smiles or frowns* is a prepositional phrase describing how they left.)

The noise ~~during the thunderstorm~~ was frightening. (*Noise* is the subject; *during the thunderstorm* is a prepositional phrase telling when it happened.)

FINDING THE VERB

The subject of a sentence is what that sentence is about. The **verb** explains what that sentence says about the subject. Consider the four sentences on the previous page:

What does the first sentence say about Eric? He *tripped*.

What does the second sentence say about the brakes? They *squeal*.

What does the third sentence say about the woman? She *owns* (three motorcycles).

What does the last sentence say about depression? It *is* (a mood disorder).

The verbs in the sentences above are *tripped*, *squeal*, *owns*, and *is*.

Here are two other ways to identify a verb:

- 1 Try putting a pronoun such as *I*, *you*, *he*, *she*, *it*, or *they* in front of it. If the word is a verb, the resulting sentence will make sense. Notice that in the examples above, *he tripped*, *they squeal*, *she owns*, and *it is* all make sense.
- 2 Look at what the verb tells us. Most verbs show action; they are called **action verbs**. (*Tripped*, *owns*, and *squeal* are action verbs.) A few verbs, however, are **linking verbs**. They link (join) the subject to something that is said about the subject. In the fourth example, *is* is a linking verb. It connects the subject, *depression*, with an idea about depression (it is a *common mood disorder*). *Am*, *are*, *was*, *were*, *look*, *feel*, *sound*, *appear*, *seem*, and *become* are other common linking verbs.

Practice 1

In each of the sentences below, cross out the prepositional phrases. Then underline the subject once and the verb twice. The first one is done for you as an example.

1. Nikki waited ~~in the supermarket checkout line for nearly half an hour.~~
2. A dog with muddy paws padded ~~across the clean kitchen floor.~~
3. One ~~of my cousins~~ is a tightrope walker ~~in the circus.~~
4. Those kittens ~~at the animal shelter~~ need a good home.
5. ~~By the end of the month,~~ I have very little money ~~in my wallet.~~

ADDITIONAL FACTS ABOUT VERBS

The hints that follow will further help you find the verb in a sentence.

- 1** Verbs do not always consist of just one word. Sometimes they consist of a main verb plus one or more **helping verbs**, such as *do, have, may, would, can, could, or should*. Here, for example, are some of the forms of the verb *love*:

love	could love	is loving	may have loved
loves	would love	was loving	might have loved
loved	will love	will be loving	must have loved
may love	do love	has loved	should have loved
must love	does love	have loved	could have loved
should love	did love	had loved	would have loved

- 2** Although words like *not, just, never, only, and always* may appear between the main verb and the helping verb, they are never part of the verb.

Ellen might not make the basketball team this year.

You should always count the change the cashier gives you.

That instructor can never end her class on time.

- 3** The verb of a sentence never comes after the word *to*.

Sal chose to live with his parents during college. (Although *live* is a verb, *to live* cannot be the verb of the sentence.)

- 4** A word ending in *-ing* cannot by itself be the verb of the sentence. It can be part of the verb, but it needs a helping verb before it.

The strikers were hoping for a quick settlement. (You could not correctly say, “The strikers hoping for a quick settlement.”)

Practice 2

In each of the sentences below, cross out the prepositional phrases. Then underline the subject once and the verb twice.

1. Everyone ~~at the plant~~ is working overtime ~~during August~~.
2. The middle child ~~in a family~~ may experience neglect.
3. ~~Around midnight~~, a police siren began to wail ~~in the nearby street~~.
4. That shirt should not have been put ~~in the washing machine~~.
5. ~~On hot days~~, you must always remember to provide extra water ~~for the dog~~.

Note Additional information about subjects and verbs appears on pages 208–209.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 5 = _____ %

■ Subjects and Verbs: Test 1

In each sentence below, cross out the prepositional phrases. Then underline the subject once and the verb twice. Remember to underline all the parts of the verb.

Note To help in your review of subjects and verbs, use the explanations given for half of the sentences.

1. My brother plays computer games ~~until well past midnight~~.

Until is a preposition, so *until well past midnight* is a prepositional phrase. The sentence is about my *brother*. *Plays* (computer games) is what he does.

2. ~~With a satisfied grunt~~, Darnell lifted the hundred-pound barbell ~~over his head~~.

3. ~~Without a doubt~~, Ramon will win the race.

Without is a preposition, so *without a doubt* is a prepositional phrase. The sentence is about Ramon. *Will win* (*win* plus the helping verb *will*) is what the sentence says about him.

4. Some students have had a terrible case ~~of the flu for two weeks~~.

5. The stars ~~in the cloudless sky~~ seem especially bright tonight.

In the cloudless sky is a prepositional phrase. The verb *seem* (a linking verb) joins what the sentence is about (*stars*) to a statement describing them (*especially bright*).

6. That freshly baked apple pie ~~on the kitchen counter~~ smells heavenly.

7. The boss's temper tantrums are impossible to ignore.

The sentence is about the boss's temper *tantrums*. The linking verb *are* joins the subject to a statement about the subject (*impossible to ignore*). Since *ignore* has the word *to* in front of it, it cannot be the verb of the sentence.

8. Our neighbors have complained ~~about the old car in our front yard~~.

9. Some people can never forget an insult.

People are the ones doing something in the sentence. What the sentence says about people is that they *can never forget*. The word *never* describes the verb, but it is not part of the verb.

10. ~~During the warm weather~~, homeless people have not been coming ~~into the shelter~~.

Name _____ Section _____ Date _____
 Score: (Number right) _____ × 5 = _____ %

■ Subjects and Verbs: Test 2

In each sentence below, cross out the prepositional phrases. Then underline the subject once and the verb twice. Remember to underline all the parts of the verb.

1. The tree ~~in our backyard~~ looks dead.
2. It always relaxes me to walk ~~along the path around the lake~~.
3. My roommate has been sending romantic e-mails ~~to her new boyfriend during computer lab~~.
4. ~~In all his career~~, Simon has never missed one day ~~of work~~.
5. Several shark attacks ~~during the summer~~ alarmed people ~~about swimming in the ocean~~.
6. The last three pages ~~of Elena's term paper~~ vanished ~~from her computer screen~~.
7. The quartz battery ~~in my watch~~ did not need to be replaced ~~for a period of three years~~.
8. Several companies ~~in the city~~ are planning to move ~~to the suburbs~~ to escape the city wage tax.
9. ~~From my bedroom window~~, I can watch all the games ~~on the high school football field~~.
10. The service agreement ~~for the copying machine~~ covers the cost ~~of any kind of breakdown, regardless of the number of the copies~~.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 5 =$ _____ %

■ Subjects and Verbs: Test 3

Cross out the prepositional phrases. Then, on the lines provided, write the subject and verb of each of the sentences. Remember to find all the parts of the verb.

Note To help in your review of subjects and verbs, use the explanations given for half of the sentences.

1. The manager ~~of the hospital thrift shop~~ dresses ~~in unusual outfits~~. Today she is wearing a man's tuxedo and a baseball cap.
 - a. Subject: manager Verb: dresses
The sentence is about the *manager*. *Dresses* is what she does.
 - b. Subject: she Verb: is wearing
2. ~~With a shout of delight~~, the girls leaped ~~into the huge pile of dry leaves~~. They could not resist the urge to crunch the leaves ~~under their feet~~.
 - a. Subject: girls Verb: leaped
The girls are the ones doing something. *Leaped* is what they did.
 - b. Subject: They Verb: could resist
3. An enormous oil truck was racing ~~down the highway at a dangerously high speed~~. Fortunately, a police car ~~with flashing red lights~~ soon appeared.
 - a. Subject: truck Verb: was racing
The sentence is about a *truck*. *Was racing* is what it did.
 - b. Subject: car Verb: appeared
4. The young couple stood ~~in front of the jewelry store for a long time~~. The diamond rings ~~in the window~~ seemed to fascinate them.
 - a. Subject: couple Verb: stood
The young *couple* are performing an action. *Stood* is what they did.
 - b. Subject: rings Verb: seemed
5. The icy sidewalk gleamed ~~in the morning sunshine~~. But ~~to nervous pedestrians~~, it did not look beautiful.
 - a. Subject: sidewalk Verb: gleamed
The sentence is about a *sidewalk*. *Gleamed* is what it did.
 - b. Subject: it Verb: did look

Name _____ Section _____ Date _____

Score: (Number right) _____ × 5 = _____ %

■ Subjects and Verbs: Test 4

Cross out the prepositional phrases. Then, on the lines provided, write the subject and verb of each of the sentences. Remember to find all the parts of the verb.

1. Our office has not been cleaned ~~for several days~~. The wastebaskets are full of ~~discarded paper and smelly lunch leftovers~~.

a. Subject: office Verb: has been cleaned

b. Subject: wastebaskets Verb: are

2. The model's fingernails were extremely long. They prevented the free use of ~~her hands~~.

a. Subject: fingernails Verb: were

b. Subject: They Verb: prevented

3. Walking ~~into the dusty, moldy attic room~~, Lori began to sneeze violently. ~~After just five minutes~~, her allergies forced her to leave.

a. Subject: Lori Verb: began

b. Subject: allergies Verb: forced

4. ~~With ice~~ encrusting their leaves, daffodils are poking ~~through the unexpected snow~~. The unusually cold springtime weather caught both flowers and people ~~off guard~~.

a. Subject: daffodils Verb: are poking

b. Subject: weather Verb: caught

5. Old-fashioned locomotives seem romantic ~~to us~~ today. But their clouds of ~~black coal smoke~~ damaged the environment.

a. Subject: locomotives Verb: seem

b. Subject: clouds Verb: damaged

Name _____ Section _____ Date _____

Score: (Number right) _____ × 5 = _____ %

■ Subjects and Verbs: Test 5

Cross out the prepositional phrases. Then, on the lines provided, write the subject and verb of each of the sentences in the passage. Remember to find all the parts of the verb.

Note To help in your review of subjects and verbs, use the explanations given for five of the sentences.

¹A delicious smell can make you hungry. ²Certain perfumes, ~~on the right people,~~ turn your thoughts ~~to romance.~~ ³Now researchers have discovered even more information ~~about the subject of odors.~~ ⁴Pleasant smells seem to raise people's productivity. ⁵The effects of ~~fragrance~~ have been studied ~~at several universities.~~ ⁶Researchers there rated the productivity of ~~people in boring jobs.~~ ⁷Then they gave the workers brief puffs of ~~pleasantly scented air.~~ ⁸The workers seemed to do better ~~with peppermint or floral scents in the air.~~ ⁹In other studies, pleasant scents helped people to get along better ~~with each other.~~ ¹⁰Maybe peace negotiations should be conducted ~~in rose-scented rooms.~~

1. Subject: smell Verb: can make
The sentence is about a delicious *smell*. *Can make* (you hungry) is what it does.
2. Subject: perfumes Verb: turn
3. Subject: researchers Verb: have discovered
About the subject and of odors are prepositional phrases. *Researchers* are the ones doing something in the sentence. *Have discovered* (information) is what they have done.
4. Subject: smells Verb: seem
5. Subject: effects Verb: have been studied
Of fragrance and *at several universities* are prepositional phrases. The sentence is about *effects*. *Have been studied* is what the sentence says about the effects.
6. Subject: Researchers Verb: rated
7. Subject: they Verb: gave
Of pleasantly scented air is a prepositional phrase. The persons who did something in the sentence are *they* (that is, the researchers); *gave* is what they did.
8. Subject: workers Verb: seemed
9. Subject: scents Verb: helped
In other studies and *with each other* are prepositional phrases. The sentence is about *scents*; *helped* (people to get along) is what they did.
10. Subject: negotiations Verb: should be conducted

Name _____ Section _____ Date _____
 Score: (Number right) _____ × 5 = _____ %

■ Subjects and Verbs: Test 6

Cross out the prepositional phrases. Then, on the lines provided, write the subject and verb of each of the sentences in the passage. Remember to find all the parts of the verb.

~~¹On summer evenings, in my childhood,~~ I often went ~~with my father~~ to visit his friends, the Wilsons. ~~²The three adults always spent the evening talking about gardening,~~ their favorite hobby. ~~³During their visits,~~ I played ~~with the Wilsons' terrier,~~ Christine. ~~⁴I liked to throw apples down the hill for Christine~~ to retrieve. ~~⁵Then we would race around the garden.~~ ~~⁶Afterward,~~ I sprawled ~~with Christine on the grass,~~ watching the goldfish ~~in Mrs. Wilson's pond.~~ ~~⁷After a winter of long illness,~~ Mrs. Wilson suddenly died. ~~⁸One of the strangest things imaginable happened on our first visit, about three months later.~~ ~~⁹Christine sat down at my feet,~~ howling sadly. ~~¹⁰She must have been trying to tell me about Mrs. Wilson's death.~~

1. Subject: _____ I _____ Verb: _____ went _____
2. Subject: _____ adults _____ Verb: _____ spent _____
3. Subject: _____ I _____ Verb: _____ played _____
4. Subject: _____ I _____ Verb: _____ liked _____
5. Subject: _____ we _____ Verb: _____ would race _____
6. Subject: _____ I _____ Verb: _____ sprawled _____
7. Subject: _____ Mrs. Wilson _____ Verb: _____ died _____
8. Subject: _____ One _____ Verb: _____ happened _____
9. Subject: _____ Christine _____ Verb: _____ sat _____
10. Subject: _____ She _____ Verb: _____ must have been trying _____

2 More about Verbs

Seeing What You Know

For each pair, circle the letter of the sentence that you believe is correct. Then read the explanations that follow.

- I brang the hot dogs to the picnic, but Jerry forgot the rolls.
 - I brought the hot dogs to the picnic, but Jerry forgot the rolls.
- Many children be afraid of thunder and lightning.
 - Many children are afraid of thunder and lightning.
- Please phone me as soon as the package arrives.
 - Please phone me as soon as the package arrive.
- Reba thought her boyfriend was faithful, but then she noticed him holding hands with another woman.
 - Reba thought her boyfriend was faithful, but then she notices him holding hands with another woman.

Understanding the Answers

- In the first pair, *b* is correct.
Bring is an irregular verb; its past tense is *brought*, not *brang*.
- In the second pair, *b* is correct.
“Many children *be* afraid” is nonstandard English.
- In the third pair, *a* is correct.
Package is singular. In standard English, the verb that goes with it must end in *-s*.
- In the fourth pair, *a* is correct.
Since the action in the first part of the sentence is in the past (*thought her boyfriend was faithful*), the other verb in the sentence should be in the past as well (*noticed*, not *notices*).

This chapter covers three areas in which verb mistakes commonly occur: regular and irregular verbs, standard and nonstandard verbs, and shifts in verb tense.

REGULAR AND IRREGULAR VERBS

Verbs have four principal parts: the **basic form** (used to form the present tense), the **past tense**, the **past participle** (used with the helping verbs *have, has, had, is, are, was, and were*), and the **present participle** (the basic form of the verb plus *-ing*). All of the verb tenses come from one of the four principal parts of verbs.

Most English verbs are **regular**. That is, they form their past tense and past participle by adding *-d* or *-ed* to the basic form, like this:

<i>Basic Form</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
ask	asked	asked	asking
drop	dropped	dropped	dropping
raise	raised	raised	raising

Irregular verbs, however, do not follow this pattern. They can have many different forms for the past and past participle. (The present participles, however, are formed in the usual way, by adding *-ing*.) Here are the four principal parts of some common irregular verbs:

<i>Basic Form</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
become	became	become	becoming
begin	began	begun	beginning
blow	blew	blown	blowing
break	broke	broken	breaking
bring	brought	brought	bringing
catch	caught	caught	catching
choose	chose	chosen	choosing
cut	cut	cut	cutting
drink	drank	drunk	drinking
drive	drove	driven	driving
eat	ate	eaten	eating
fall	fell	fallen	falling
feel	felt	felt	feeling
find	found	found	finding
freeze	froze	frozen	freezing
get	got	got, gotten	getting
go	went	gone	going
hide	hid	hidden	hiding
keep	kept	kept	keeping
know	knew	known	knowing
lay	laid	laid	laying
leave	left	left	leaving

<i>Basic Form</i>	<i>Past Tense</i>	<i>Past Participle</i>	<i>Present Participle</i>
lend	lent	lent	lending
lie	lay	lain	lying
lose	lost	lost	losing
make	made	made	making
read	read	read	reading
ride	rode	ridden	riding
rise	rose	risen	rising
run	ran	run	running
say	said	said	saying
see	saw	seen	seeing
sell	sold	sold	selling
set	set	set	setting
shake	shook	shaken	shaking
sit	sat	sat	sitting
sleep	slept	slept	sleeping
spend	spent	spent	spending
swim	swam	swum	swimming
take	took	taken	taking
teach	taught	taught	teaching
tell	told	told	telling
think	thought	thought	thinking
throw	threw	thrown	throwing
wear	wore	worn	wearing
win	won	won	winning
write	wrote	written	writing

If you think a verb is irregular, and it is not in the list above, look it up in your dictionary. If it is irregular, the principal parts will be listed.

Practice 1

Underline the correct form of the verb in parentheses.

1. We (began, begun) to argue about which route to take to the stadium.
2. The high jumper has just (broke, broken) the world record.
3. After Gino had (ate, eaten) the salty pretzels and peanuts, he (drank, drunk) several glasses of water.
4. After the campers had (drove, driven) away, they looked back and (saw, seen) their dog running after them.
5. Before the writing course ended, students had (read, readed) fifteen essays, had (wrote, written) ten short papers, and had (took, taken) a midterm and a final exam.

STANDARD AND NONSTANDARD VERBS

Some of us are accustomed to using nonstandard English with our families and friends. Like slang, expressions such as *it ain't*, *we has*, *I be*, or *he don't* may be part of the rich language of a particular community or group.

However, nonstandard English can hold us back when used outside the home community, in both college and the working world. Standard English helps ensure that we will communicate clearly with other people, especially on the job.

The Differences between Standard and Nonstandard Verb Forms

Study the chart below, which shows both standard and nonstandard forms of the regular verb *like*. Practice using the standard forms in your speech and writing.

Nonstandard Forms		Standard Forms	
<i>Present Tense</i>			
I likes	we likes	I like	we like
you likes	you likes	you like	you like
he, she, it like	they likes	he, she, it likes	they like
<i>Past Tense</i>			
I like	we like	I liked	we liked
you like	you like	you liked	you liked
he, she, it like	they like	he, she, it liked	they liked

Notes

- 1 In standard English, always add *-s* or *-es* to a verb in the present tense when the subject is *he*, *she*, *it*, or any one person or thing (other than *I* or *you*).

Nonstandard: Aunt Bessie play bingo regularly at her church.

Standard: Aunt Bessie plays bingo regularly at her church.

- 2 Always add the ending *-d* or *-ed* to a regular verb to show it is past tense.

Nonstandard: Last year, Aunt Bessie play bingo 104 times.

Standard: Last year, Aunt Bessie played bingo 104 times.

Practice 2

Underline the standard form of the verb in parentheses.

1. On April Fools' Day, the principal (dress, dresses) up like a clown.
2. The fans groaned when the receiver (drop, dropped) the pass in the end zone.

3. I (look, looked) all over for my keys and finally found them in my coat pocket.
4. Most people (hate, hates) going to the dentist.
5. Though Kia moved last year, she still (manage, manages) to keep in touch.

Three Problem Verbs

Three irregular verbs that often cause special problems are *be*, *do*, and *have*. Non-standard English often uses forms such as *I be* (instead of *I am*), *you was* (instead of *you were*), *they has* (instead of *they have*), *he do* (instead of *he does*), and *she done* (instead of *she did*). Here are the correct present- and past-tense forms of these three verbs.

Present Tense		Past Tense	
Be			
I am	we are	I was	we were
you are	you are	you were	you were
he, she, it is	they are	he, she, it was	they were
Do			
I do	we do	I did	we did
you do	you do	you did	you did
he, she, it does	they do	he, she, it did	they did
Have			
I have	we have	I had	we had
you have	you have	you had	you had
he, she, it has	they have	he, she, it had	they had

Practice 3

Underline the standard form of the verb in parentheses.

1. To my surprise, my little sister (did, done) a terrific job of cleaning the house.
2. Jamal (have, has) the best handwriting in our family.
3. You (was, were) wrong to assume that because the instructor gave you an F, he dislikes you.
4. It (doesn't, don't) make sense to sign up for a course and then not go to class.
5. Fran (were, was) halfway to the supermarket when she realized she had no money in her wallet.

SHIFTS IN VERB TENSE

In writing and in conversation, people sometimes shift from one verb tense (the form of the verb that tells us when something happened) to another. Note the tense shifts in the following passage:

With his oversized T-shirt, the little boy looked even smaller than he was. His skinny arms extend out of the flopping sleeves that reach to his elbows. He needed a haircut; he has to brush his bangs out of his eyes to see. His eyes fail to meet those of the people passing by as he asked them, “Could you give me fifty cents?”

Although the action is in the past, the writer continuously shifts from the past tense (*boy looked . . . he was . . . He needed . . . he asked*) to the present (*arms extend . . . that reach . . . he has . . . eyes fail*). These tense shifts will confuse a reader, who won’t know when the events happened. In the above passage, the verbs should be consistently in the past tense:

With his oversized T-shirt, the little boy looked even smaller than he was. His skinny arms extended out of the flopping sleeves that reached to his elbows. He needed a haircut; he had to brush his bangs out of his eyes to see. His eyes failed to meet those of the people passing by as he asked them, “Could you give me fifty cents?”

In your own writing, shift tenses only when the time of the action actually changes.

Practice 4

Cross out the one verb in each item that is not in the same tense as the others. Then write the correct form of that verb on the line provided.

- | | |
|-------------------|--|
| <u>realized</u> | 1. The mossy green log lay in the shallow water. When it began to move, I realize that it was an alligator. |
| <u>disappears</u> | 2. Every time my mother feels like snacking, she brushes her teeth and the hunger disappeared . |
| <u>discovered</u> | 3. I came home early because I felt sick; then I discover I was locked out of my house. |
| <u>want</u> | 4. The children love going to the school library because they can take out any book they wanted , even if they can’t read it yet. |
| <u>yelled</u> | 5. After the coach yells at him, Gary thought all night about quitting the team, but then he decided to give himself one more chance. |

Note Additional information about verbs appears on pages 209–212.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ More about Verbs: Test 1

For each sentence below, fill in the correct form of the verb.

Note To help you master the different verb skills in this chapter, directions are given for half of the sentences.

fell
fallen

1. The security guard broke his hip when he fell at the store.

Use the past tense of the irregular verb *fall*.

stops
stop

2. The police officers in this town stop anyone who has out-of-state license plates.

don't
doesn't

3. Charles gets pretty good grades, but he doesn't seem to have much common sense.

Use the standard present tense form of the verb *do*.

ate
eaten

4. The children have already eaten all the Halloween candy.

starts
started

5. A colorful hot-air balloon drifted over the meadow, and then it started a slow descent to the landing area.

The sentence begins in the past tense, so the past tense of *start* is needed.

forgets
forgot

6. The man began to introduce his boss; then, in his nervousness, he forgot his boss's name.

be
is

7. My brother and I are outgoing, but our sister is very shy.

Use the standard present tense form of the verb.

has
have

8. Some people brag a lot about their money-making schemes, but they never actually have very much cash.

ran
run

9. When the girls returned to the locker room run after their softball game, they were arguing about who had run the bases the fastest.

Use the past participle of the irregular verb *run*.

wore
worn

10. Martin enjoys wearing his old blue shorts so much that he has practically worn them out.

To the Instructor Additional tests on verbs can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____
 Score: (Number right) _____ × 10 = _____ %

■ More about Verbs: Test 2

For each sentence below, fill in the correct form of the verb.

- drove*
drove
- are*
were
- wrote*
written
- was*
were
- needs*
needed
- did*
done
- jams*
jam
- froze*
frozen
- serve*
served
- took*
taken
- To get home in time for her family's Thanksgiving dinner, Eve drove the whole night without stopping.
 - Two flavorings that seem to go well with just about everything are garlic and lemon juice.
 - So many students had written such poor essays that over half the class failed the exam.
 - In the original *Star Trek* series, Captain James T. Kirk's middle name was Tiberius.
 - The manager of the auto repair shop telephoned a customer with the bad news that his car's transmission needed replacing.
 - Even though I did the reading for the course, I still felt lost in class.
 - The copying machine always jams when someone tries to make more than ten copies of anything.
 - Helen bought a lot of chicken when it was on sale; she has frozen most of it to use later.
 - The waiter took our order, disappeared for twenty minutes, and then served us the wrong food.
 - Delores didn't do very much work on the project, but she has taken all the credit.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ More about Verbs: Test 3

Each of the items below contains two of the types of verb errors discussed in this chapter. Find these errors and cross them out. Then, in the spaces provided, write the correct forms of the verbs.

Note To help you master the different verb skills in this chapter, directions are given for half of the sentences.

1. The boy ran into the house and angrily ~~throws~~ his books on the kitchen table. "I've ~~spended~~ enough time on school," he shouted. "On Monday I'm quitting and getting a job."
 - a. threw Change the one present tense verb to the past tense.
 - b. spent
2. Even though Rita ~~winned~~ her company's "Employee of the Month" award, she doesn't believe she ~~be~~ doing a good enough job. She worries all the time that she's about to be fired.
 - a. won Use the past tense of the irregular verb *win*.
 - b. is
3. I tried to stay interested in the movie, but as it ~~turn~~ more and more boring, I began to feel sleepy. Next thing I knew, my brother had ~~shook~~ me awake. "You slept through the whole second half," he said accusingly.
 - a. turned Use the standard English past tense of the regular verb *turn*.
 - b. shaken
4. The dog circled the tree and then ~~barks~~ as if he spotted something. We looked up and ~~seen~~ a raccoon hiding among the leaves.
 - a. barked Other verbs in the passage (*circled*, *looked*, etc.) are in the past tense.
 - b. saw
5. Toshio asked me to lend him twenty dollars until payday. I ~~knowed~~ he wasn't working then, so I asked, "Just when is your payday?" He ~~glares~~ at me and said, "If you don't want to help me out, just say so."
 - a. knew Use the past tense of the irregular verb *know*.
 - b. glared

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

More about Verbs: Test 4

Each of the items below contains two of the types of verb errors discussed in this chapter. Find these errors and cross them out. Then, in the spaces provided, write the correct forms of the verbs.

- The office workers did not like their new supervisor at all. After a month, they went to the company vice president to present their complaints. The vice president said, "You should have ~~came~~ to me about this sooner." Then he ~~arranges~~ for the supervisor to be transferred.
 - come
 - arranged
- Last year my nephew ~~readed~~ *Charlotte's Web*, a story about a spider who made friends with a pig. He liked the story a great deal. In fact, afterward he ~~refuse~~ to eat bacon or kill spiders.
 - read
 - refused
- The housepainters didn't seem to be very well organized. First, they forgot what day they were supposed to begin work. Then once they ~~finish~~ the job, they ~~leaved~~ a ladder behind.
 - finished
 - left
- When she was in her twenties, Belle ~~decide~~ to become a registered nurse. For years, she worked during the day, ~~attends~~ classes in the evening, and then came home and cared for her children.
 - decided
 - attended
- Every time Megan placed her new puppy out on the porch for the night, he ~~cries~~ pitifully. After she brought his box into the living room, he ~~were~~ quiet for the rest of the night.
 - cried
 - was

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ More about Verbs: Test 5

Each of the sentences in the following passage contains one of the verb problems discussed in this chapter. Underline these errors. Then, in the spaces provided, write the correct forms of the verbs.

Note To help you master the different verb skills in this chapter, directions are given for five of the sentences.

¹My favorite day of the whole summer be the Fourth of July. ²To begin with, since I don't have to work, I sleeps late. ³Then my family and I pack up hot dogs, potato salad, and lots of cold drinks and headed over to my aunt's house. ⁴We spent the rest of the afternoon eating and visiting with a big gang of friends and relatives, and there are usually games of volleyball, horseshoes, and softball going on as well. ⁵Last year many of the children brang along wading pools and had fun splashing around together. ⁶The greatest thing about my aunt's house is that it is right beside a fairground where the town fireworks is shot off after dark. ⁷Instead of sitting on crowded bleachers at the fairground, we stretches out on blankets or sit in lawn chairs in the yard, enjoying the beautiful display in the sky above. ⁸Every year more of my relatives come to my aunt's for the Fourth; last year I seen two cousins I hadn't seen since we were in third grade. ⁹One time it rained on the Fourth, so we all go to the movies instead—about thirty of us. ¹⁰When we sitted down, we took up two complete rows.

1. _____ is _____

Use the standard English form of the verb.

2. _____ sleep _____3. _____ head _____

The second verb should match the present tense form of the first verb.

4. _____ spend _____5. _____ brought _____Here the passage switches briefly to the past tense. Use the correct past tense of the irregular verb *bring*.6. _____ are _____7. _____ stretch _____Use the standard English form of the regular verb *stretch*.8. _____ saw _____9. _____ went _____Here the passage switches again to the past tense. Use the correct past tense form of the irregular verb *go*.10. _____ sat _____

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ More about Verbs: Test 6

Each of the sentences in the following passage contains one of the verb problems discussed in this chapter. Underline these errors. Then, in the spaces provided, write the correct forms of the verbs.

¹Vincent Van Gogh were one of the greatest painters of all time. ²But during his own lifetime, people consider Van Gogh a failure, even a madman. ³Only one Van Gogh painting sold while he was alive. ⁴Van Gogh was an odd, passionate man with whom few people feeled comfortable. ⁵An illness that causes him to behave in violent, self-destructive ways made his life difficult. ⁶During one attack of this illness, he remove part of his ear with a razor. ⁷Lonely and isolated, Van Gogh threw himself into his work. ⁸He often produce a wonderful painting in just one day. ⁹His intense, colorful paintings of sunflowers and wheat fields have became world-famous since his death, and collectors now pay millions of dollars for them. ¹⁰Sadly, Van Gogh ends his own unhappy life when he was only thirty-seven.

1. _____ *was* _____
2. _____ *considered* _____
3. _____ *sold* _____
4. _____ *felt* _____
5. _____ *caused* _____
6. _____ *removed* _____
7. _____ *threw* _____
8. _____ *produced* _____
9. _____ *become* _____
10. _____ *ended* _____

3 Subject-Verb Agreement

Seeing What You Know

Underline the verb that you think should be used in each of the following sentences. Then read the explanations below.

1. The two gray cats sitting by the trash can (belongs, belong) to a neighbor.
2. Which one of the bikes (is, are) Enrique going to buy?
3. Nobody in my family (carries, carry) a gun.
4. Chicago and Atlanta (has, have) the busiest airports in the United States.

Understanding the Answers

1. The two gray cats sitting by the trash can **belong** to a neighbor.
The subject, *cats*, is plural, so the verb must be plural as well.
2. Which one of the bikes **is** Enrique **going** to buy?
The subject, *Enrique*, and the verb, *is going*, are both singular.
3. Nobody in my family **carries** a gun.
The subject, *nobody*, is a singular indefinite pronoun, so it requires a singular verb.
4. Chicago and Atlanta **have** the busiest airports in the United States.
Chicago and Atlanta is a compound subject and requires a plural verb.

In a correctly written sentence, the subject and verb **agree** (match) **in number**. Singular subjects have singular verbs; plural subjects have plural verbs.

In a simple sentence of few words, it's not difficult to make the subject (*s*) and verb (*v*) agree:

s *v* (*plural*) *s* *v* (*singular*)

My parents work at two jobs. My grandmother takes care of the children.

However, not all sentences are this straightforward. This chapter will present four types of situations that can pose problems in subject-verb agreement: (1) subject and verb separated by a prepositional phrase, (2) verb coming before the subject, (3) indefinite pronoun subject, and (4) compound subjects.

1 SUBJECT AND VERB SEPARATED BY A PREPOSITIONAL PHRASE

In many sentences, the subject is close to the verb, with the subject coming first. But in some sentences, the subject and verb do not appear side by side:

s *v*

Most stores in the mall are having sales this weekend.

Who or what is the sentence about? The answer is *stores* (not *mall*). What are the stores doing? They *are having* (sales). Since the subject (*stores*) is plural, the verb (*are having*) must be plural as well.

In the sentence above, a prepositional phrase, *in the mall*, separates the subject and the verb. (A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. *In, on, for, from, of, to,* and *by* are prepositions; a longer list of prepositions is on page 20.) Remember that the subject of the sentence is never part of a prepositional phrase. To find the subject, cross out prepositional phrases. Then make the verb agree with the subject—not with a word in the prepositional phrase.

Practice 1

Cross out the prepositional phrases in the sentences below. Then underline the subject of each sentence. Finally, double-underline the verb in parentheses that agrees with the subject.

1. The guys ~~behind the counter~~ (likes, like) to joke ~~with their customers~~.
2. Two women ~~on my bowling team~~ always (scores, score) over 250.
3. The noise ~~in the city streets~~ sometimes (hurts, hurt) my ears.
4. A bag ~~of nonfat potato chips~~ (contains, contain) 440 calories.
5. The instructions ~~for downloading software from the Internet~~ (is, are) confusing ~~for many people~~.

2 VERB COMING BEFORE THE SUBJECT

In most English sentences, the verb follows the subject. (I saw an eagle. The knife fell to the floor. A train crashed.) But in some sentences, the verb comes *before* the subject. These sentences often are questions, or they may begin with prepositional phrases or word groups like *there is* and *here are*. The verb must agree with the subject—even when the verb comes before the subject.

There **are** many starving **actors** in Hollywood. (*plural verb, plural subject*)

Here **is** the computer **disk** for that project. (*singular verb, singular subject*)

In that box **are** other **supplies**. (*plural verb, plural subject*)

What **was** the **purpose** of that assignment? (*singular verb, singular subject*)

If you are not sure of the subject in a sentence, find the verb and then ask “Who?” or “What?” In the first sentence above, for example, you would ask, “What are there in Hollywood?” The answer, “starving *actors*,” is the subject. For the second sentence, the question would be, “What is here?” The answer: “The computer *disk*.”

Practice 2

Cross out the prepositional phrases in the sentences below. Then underline the subject of each sentence. Finally, double-underline the verb in parentheses that agrees with the subject.

- Where (is, are) the keys ~~to the minivan~~?
- ~~Underneath that big rock~~ (lives, live) hundreds ~~of bugs~~.
- There (was, were) seventeen people ~~ahead of me in the bank line~~ today.
- Why (does, do) geese always fly ~~in a V-shaped group~~?
- ~~Inside each cardboard carton~~ (is, are) a dozen boxes ~~of Girl Scout cookies~~.

3 INDEFINITE PRONOUN SUBJECTS

The following **indefinite pronouns** always take singular verbs.

Singular Indefinite Pronouns

each	anyone	anybody	anything
either	everyone	everybody	everything
neither	someone	somebody	something
one	no one	nobody	nothing

Note the subject-verb relationships in the following sentences with indefinite pronouns:

One of those writing courses **is** still open. (*singular subject, singular verb*)

Neither of my parents **has** called. (*singular subject, singular verb*)

Somebody was reading my mail. (*singular subject, singular verb*)

Everyone loves to get something for nothing. (*singular subject, singular verb*)

Practice 3

Underline the subject of each sentence. Then double-underline the verb in parentheses that agrees with the subject.

1. Everything on those shelves (is, are) on sale at 50 percent off.
2. Neither of the lights in the basement (works, work).
3. No one in my family (is, are) right-handed.
4. Each of the fires (appears, appear) to have been set by the same person.
5. Everybody in my apartment building (knows, know) when someone is having a party.

4 COMPOUND SUBJECTS

A **compound subject**—usually two or more subjects joined by *and*—requires a plural verb.

Rent and car insurance **were** my biggest expenses each month.

There **are** canoes and sailboats for rent.

Do the TV and DVD player **provide** stereo sound?

Practice 4

Underline the compound subject of each sentence. Then double-underline the verb in parentheses that agrees with the compound subject.

1. Our cats and dog (stays, stay) at a neighbor's house when we go on vacation.
2. (Is, Are) all the CDs and DVDs in the store included in the sale?
3. Staples and Scotch tape (holds, hold) all the old record album covers together.
4. The scratches and dents on our new car (was, were) definitely our son's fault.
5. My accounting course and my statistics course (requires, require) long written reports.

Note Additional information about subject-verb agreement appears on pages 212–213.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Subject-Verb Agreement: Test 1

In each sentence, fill in the correct form of the missing verb.

Note To help you learn subject-verb agreement, explanations are given for five of the sentences.

likes

like

smells

smell

is

are

makes

make

gives

give

plans

plan

is

are

is

are

is

are

Does

Do

- Nobody likes to be laughed at.
Nobody is an indefinite pronoun that always requires a singular verb.
- Everything in our attic smells of mothballs.
- Black and white are the only colors Jermaine wears.
Black and white is a compound subject requiring a plural verb.
- Bright yellow daisies and blue morning glories make the tiny yard beautiful.
- The lamps on either side of the couch give very little light.
Lamps, the subject, is a plural noun and so needs a plural verb. On either side and of the couch are prepositional phrases. The subject is never in—or affected by—a prepositional phrase.
- All the teachers except one plan to give final exams.
- There is no doubt that the witnesses are telling the truth.
When a sentence begins with here or there, the subject will come after the verb. Doubt, the subject, is singular and requires a singular verb.
- Here are the names of three doctors you can call.
- When is the deadline for dropping a course?
In a question, the subject often follows the verb. The subject, deadline, is singular, so it requires a singular verb form.
- Do your aunt and uncle know that you wrote an essay about them?

To the Instructor Additional tests on subject-verb agreement can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Subject-Verb Agreement: Test 2

In each sentence, fill in the correct form of the missing verb.

stands
stand

1. Across the avenue stands the post office.

belongs
belong

2. The leather jacket beside the books belongs to our teacher.

is
are

3. Rags and spray cleaner are needed to wash the windows.

annoys
annoy

4. Junk e-mail and chain letters annoy many Internet users.

Is
Are

5. Are those parking spaces in front of the administration building reserved for the faculty?

attracts
attract

6. The flowers in my neighbor's garden attract many butterflies.

is
are

7. Magnolia trees and Spanish moss are common in many parts of the South.

was
were

8. Running down the back alley toward the fire were several police officers.

seems
seem

9. Tom and Caroline's marriage seems like a happy one.

is
are

10. Every one of my roommates is depressed over getting poor grades on the psychology exam.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Subject-Verb Agreement: Test 3

Each of the following passages contains **two** mistakes in subject-verb agreement. Find and underline the two verbs that do not agree with their subjects. Then write the correct form of each verb in the spaces provided.

Note To help you learn subject-verb agreement, explanations are given for the first mistake in each passage.

1. Construction of the apartment buildings have been going on for months. The noise from the bulldozers, cranes, and backhoes are deafening. Everyone in the neighborhood wants it to end.
 - a. has *Of the apartment buildings is a prepositional phrase. The subject of the first sentence, construction, is singular.*
 - b. is
2. It is not true that the skin of snakes are slimy. Also, warts are not caused by touching a toad. Why does reptiles and amphibians have so many false stories told about them?
 - a. is *The subject of the first sentence is skin; of snakes is a prepositional phrase.*
 - b. do
3. Nothing about my restaurant job bother me as much as the way the chef makes fun of the mentally challenged man who runs the dishwasher. The chef simply doesn't realize that people with a disability also has feelings.
 - a. bothers *The subject nothing is an indefinite pronoun. It takes a singular verb.*
 - b. have
4. The new employee's quick wit and willingness to work hard pleases her boss very much. She is the kind of person whom everyone in the office enjoy having as a coworker.
 - a. please *The compound subject, wit and willingness, requires a plural verb.*
 - b. enjoys
5. "Having a successful marriage is not easy," admitted Neal. "There has been many times I've thought about leaving. However, my commitment to my marriage and my love for my family stops me. Later, I'm always glad that I stayed."
 - a. have *The subject of the second sentence, times, is plural.*
 - b. stop

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Subject-Verb Agreement: Test 4

Each of the following passages contains **two** mistakes in subject-verb agreement. Find and underline the two verbs that do not agree with their subjects. Then write the correct form of each verb in the spaces provided.

- The students and the teacher is having a disagreement about the upcoming test. The teacher says it is scheduled for Friday, but every one of the students believe she announced it for the following Monday.
 - are
 - believes
- There are a lot of young women in my office. It seems as if everyone have had a baby recently. All the baby presents costs me a fortune.
 - has
 - cost
- High on the closet shelf is several brightly wrapped packages—the little girl’s birthday presents. The girl knows that they are there. Every day, she and her sister tries for hours to guess what might be inside those mysterious boxes.
 - are
 - try
- Cara invited her two sisters to the party, but neither of them are coming. Each sister is busy, one with a work deadline and the other with a school reunion. “Why,” Cara complained, “does the only important events in their lives this month have to happen at the same time?”
 - is
 - do
- The computers in the office gives me heartburn. Everybody, it seems, have success with them except me. I’d rather work with a pen and paper than deal with a computer.
 - give
 - has

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Subject-Verb Agreement: Test 5

Each sentence in the following passage contains one mistake in subject-verb agreement. Find and underline the ten verbs that do not agree with their subjects. Then write the correct form of each verb on the lines below.

Note To help you learn subject-verb agreement, explanations are given for five of the mistakes.

¹I used to think there was few tasks more difficult than picking out birthday presents for my friends. ²Since my husband and I don't have much extra money, big luxuries are out, and the household goods on sale at K-Mart is not the kinds of presents they'd enjoy getting. ³But birthday shopping has become simpler since I decided that what everybody really like is toys. ⁴Forget the big, expensive department stores; children's catalogs and novelty shops is where I do my buying. ⁵My favorites of the whole toy collection has been the rubber stamp sets. ⁶One of them contain funny pictures of parts of faces: eyes, ears, noses, and so on. ⁷With it, anyone become a cartoonist, creating silly faces to decorate all kinds of things. ⁸To another friend was sent flying saucers that soar into the air when you pull their strings. ⁹There is now saucers all over the roof of her apartment building, and she tells me her neighbors and the building superintendent have no idea where the saucers came from. ¹⁰I'm actually looking forward to shopping for another friend's birthday—I think a couple of trick hand buzzers and a glow-in-the-dark yo-yo is what we'll buy next.

1. were The subject is *tasks*. *Was*, a singular verb, needs to be replaced by a plural verb.
2. are
3. likes *Everybody*, an indefinite pronoun, is singular and thus needs a singular verb.
4. are
5. have The subject is *favorites*. *Of the whole collection* is a prepositional phrase that does not affect the number of the subject.
6. contains
7. becomes *Anyone* is an indefinite pronoun and needs a singular verb.
8. were
9. are When a sentence begins with *here* or *there*, the subject will follow the verb. The subject is *saucers*, which requires a plural verb.
10. are

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Subject-Verb Agreement: Test 6

Each sentence in the following passage contains one mistake in subject-verb agreement. Find and underline the ten verbs that do not agree with their subjects. Then write the correct form of each verb on the lines below.

¹The aroma from skillets of Southern fried chicken fill the air. ²In the warm breezes wave the Confederate flag, symbol of the old South. ³Here in Americana, Brazil, lives the descendants of about 3,500 Southerners who left the United States after the Civil War. ⁴Almost every one of these people get together with the others once a year to picnic, hear a band play “Dixie,” and remember their American ancestors. ⁵The American settlers in Brazil was attracted by reports sent back by American missionaries. ⁶“If anyone really want to work, he can make a living raising cotton here,” the missionaries said. ⁷Today there are little of the old South left in Americana. ⁸Only 300 of the 160,000 people living in this place is directly descended from those American settlers. ⁹Both Portuguese and English is spoken in Americana, with fewer people remembering English every year. ¹⁰Intermarriage with Brazilians has become common, and the language, names, and customs of Brazil has been adopted by these grandchildren and great-grandchildren of Confederates.

1. _____ *fills*
2. _____ *waves*
3. _____ *live*
4. _____ *gets*
5. _____ *were*
6. _____ *wants*
7. _____ *is*
8. _____ *are*
9. _____ *are*
10. _____ *have*

4 Sentence Types

Seeing What You Know

A. In each blank, add a word that fits the sentence.

Answers will vary.

1. The noisy _____ woke the baby.
2. The forest ranger _____ at the campers.

B. In each sentence that follows, insert *and*, *but*, or *so*. Use each word once.

3. My pencil is broken, _____ *and* _____ my pen is out of ink.
4. The pool is closed, _____ *so* _____ we can't go swimming.
5. I have an envelope, _____ *but* _____ I can't find a stamp.

C. In each sentence that follows, insert *after*, *although*, or *because*. Use each word once.

6. We called an exterminator _____ *because* _____ we have termites.
7. _____ *After* _____ their big fight, Jessica sent her boyfriend flowers.
8. _____ *Although* _____ my closet is full of clothes, I have nothing to wear.

Understanding the Answers

A. Sentence 1 could be completed with a subject such as *party*; the verb is *woke*. Sentence 2 could be completed with a verb such as *waved*; the subject is *ranger*.

Some sentences in English are **simple**, made up of one subject-verb combination expressing a complete thought. Sentences 1 and 2 are examples of simple sentences.

B. You should have inserted *and* in sentence 3, *so* in 4, and *but* in 5.

Other sentences are **compound**, made up of two or more complete thoughts connected by a joining word such as *and*, *so*, or *but*. Sentences 3–5 are all compound sentences.

C. You should have inserted *because* in sentence 6, *after* in 7, and *although* in 8.

Yet other sentences are **complex**, made up of one complete thought and at least one dependent thought. Dependent thoughts begin with a dependent word such as *because*, *although*, or *after*. Sentences 6–8 are all complex sentences.

The three most basic kinds of sentences in English are simple, compound, and complex sentences. This chapter explains and provides practice in all three sentence types. It also discusses two types of words you can use to combine ideas into one sentence: (1) joining words (for compound sentences) and (2) dependent words (for complex sentences).

THE SIMPLE SENTENCE

A **simple sentence** has only one subject-verb combination and expresses a complete thought.

An owl hooted.

The winning contestant could have chosen money or a car.

A simple sentence may have more than one subject:

Lemons and limes taste sharp and tangy.

(In this sentence, *lemons* and *limes* are the subjects.)

A simple sentence may have more than one verb:

The puppies nipped and nuzzled one another playfully.

(In this sentence, *nipped* and *nuzzled* are the verbs.)

A simple sentence may even have several subjects and verbs:

Every New Year's Eve, my parents, aunts, and uncles eat, dance, and welcome the new year together.

(There are three subjects in this sentence: *parents*, *aunts*, and *uncles*. There are also three verbs: *eat*, *dance*, and *welcome*.)

Practice 1

Complete the simple sentences below by filling in one or more subjects, one or more verbs, or both. *Answers will vary. Some possibilities are given.*

1. The library is unusually crowded today.
2. A thoughtless driver threw an empty soda can onto the highway.
3. Roast beef and Swiss cheese make a delicious sandwich combination.
4. Mike and Sylvia often jog together in the park.
5. My aunt and uncle looked at old family photographs and then ate dinner on the porch.

THE COMPOUND SENTENCE

A **compound sentence** is made up of two or more complete thoughts. For instance, look at the following simple sentences:

Supper is ready.

The guests have not arrived.

These two simple sentences can be combined to form one compound sentence:

Supper is ready, **but** the guests have not arrived.

The process of joining two ideas of equal importance is known as **coordination**. Put a comma plus a joining word (also known as a coordinating conjunction), such as *and*, *but*, or *so*, between the two complete thoughts. (Additional joining words appear on page 75.)

The cover is torn off this book, **and** the last few pages are missing. (**And** means *in addition*: The cover is torn off this book; *in addition*, the last few pages are missing.)

The kittens are darling, **but** we can't have another pet. (**But** means *however*: The kittens are darling; *however*, we can't have another pet.)

Kendra has to get up early tomorrow, **so** she isn't going to the party tonight. (**So** means *as a result*: Kendra has to get up early tomorrow; *as a result*, she isn't going to the party tonight.)

Practice 2

Use a comma and a suitable joining word to combine each pair of simple sentences into a compound sentence. Use each of the following joining words once.

and

but

so

- Rodrigo is usually cheerful.
He seems quiet and troubled today.

Rodrigo is usually cheerful, but he seems quiet and troubled today.

- All my clothes were dirty this morning.
I'm wearing my husband's shirt.

All my clothes were dirty this morning, so I'm wearing my husband's shirt.

- Virginia has learned karate.
She carries a can of self-defense spray.

Virginia has learned karate, and she carries a can of self-defense spray.

THE COMPLEX SENTENCE

As you have learned, a compound sentence is made up of two or more complete thoughts. Each thought could stand alone as an independent statement. A **complex sentence**, on the other hand, includes one independent statement and at least one dependent statement, which *cannot* stand alone. Look at the following example:

If it thunders, our dog hides under the bed.

The second statement in this sentence is **independent**. It can stand alone as a simple sentence: *Our dog hides under the bed*. The first statement, however, cannot stand alone. It is **dependent**—it depends on the rest of the sentence to finish the thought *If it thunders*. Dependent statements begin with dependent words (also known as subordinating conjunctions), such as *after*, *although*, *as*, *because*, *when*, and *while*. (A full list is on page 62.) A dependent statement also includes a subject and a verb. (The subject of the dependent statement above is *it*; the verb is *thunders*.)

Punctuation note Put a comma at the end of a dependent statement that begins a sentence, as in the example above.

Practice 3

Combine each pair of simple sentences into a complex sentence. To change a simple sentence into a dependent statement, add a dependent word to it, as shown in the example. Choose a suitable dependent word from the following:

after

although

as

Use each word once. Put a comma after a dependent statement that starts a sentence.

Example We ate the pork chops with our hands.
We were out of clean silverware.

We ate the pork chops with our hands because we were out of clean silverware.

1. The family members were enjoying the wedding.
Burglars stole the wedding gifts from their home.

As the family members were enjoying the wedding, burglars stole the wedding gifts from their home.

2. Jeff broke out in red blotches.
He walked through a bank of poison ivy.

Jeff broke out in red blotches after he walked through a bank of poison ivy.

3. Mei Lin scrubbed for an hour.
She could not get the crayon marks off the wall.

Although Mei Lin scrubbed for an hour, she could not get the crayon marks off the wall.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 20 =$ _____ %

■ Sentence Types: Test 1

Part A Use a comma and a suitable joining word to combine the following pairs of simple sentences into compound sentences. Choose from *and*, *but*, and *so*.

Answers may vary.

1. Alvin could not stop yawning.

He decided to take a nap until dinnertime.

Alvin could not stop yawning, so he decided to take a nap until dinnertime.

2. My niece is an excellent basketball player.

She does not plan to try out for the team.

My niece is an excellent basketball player, but she does not plan to try out for the team.

Part B Use a suitable dependent word to combine the following pairs of simple sentences into complex sentences. Choose from *although*, *because*, and *when*. Use each word once. Place a comma after a dependent statement when it starts a sentence.

3. Sandra never rides the Ferris wheel.

She is afraid of heights.

Sandra never rides the Ferris wheel because she is afraid of heights.

4. I get home after work.

I'll give you a call.

When I get home after work, I'll give you a call.

5. I had promised never to tell the secret.

I couldn't resist telling my wife.

Although I had promised never to tell the secret, I couldn't resist telling my wife.

To the Instructor Additional tests on sentence types can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 20 =$ _____ %

■ Sentence Types: Test 2

Part A Use a comma and a suitable joining word to combine the following pairs of simple sentences into compound sentences. Choose from *and*, *but*, and *so*.

Answers may vary.

1. The bookstore is out of history textbooks.

I will have to borrow my roommate's book.

The bookstore is out of history textbooks, so I will have to borrow my roommate's book.

2. The workers dripped paint on the carpet.

They stomped through the flower bed.

The workers dripped paint on the carpet, and they stomped through the flower bed.

Part B Use a suitable dependent word to combine the following pairs of simple sentences into complex sentences. Choose from *although*, *because*, and *when*. Use each word once. Place a comma after a dependent statement when it starts a sentence.

3. Strawberries become ripe.

They must be picked quickly.

When strawberries become ripe, they must be picked quickly.

4. Gingko trees are very pretty.

Their fruit smells dreadful.

Although gingko trees are very pretty, their fruit smells dreadful.

5. I was nervous all morning.

I had to get a tooth extracted in the afternoon.

I was nervous all morning because I had to get a tooth extracted in the afternoon.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 20 =$ _____ %

■ Sentence Types: Test 3

Combine each group of simple sentences into compound sentences, complex sentences, or both. Write two sentences for item 1 and three sentences for item 2. Use any of the following joining words and dependent words.

Joining words: **and** **but** **so**
Dependent words: **after** **although** **because** **when**

Here are two hints about commas: (1) Use a comma between two thoughts joined by *and*, *but*, or *so*. (2) Place a comma after a dependent statement when it starts a sentence.

Answers may vary.

1. My company is very conservative.

I have to wear a suit every day.

I get home from work.

I immediately slip into a sweatshirt and jeans.

My company is very conservative, so I have to wear a suit every day. When I

get home from work, I immediately slip into a sweatshirt and jeans.

2. Grandpa never graduated from high school.

He strongly believes in education.

He was the first one to take me to a library.

He has always encouraged me to study hard.

Grandpa retired from his job at the factory.

He began studying to get a high school diploma.

Grandpa never graduated from high school, but he strongly believes in

education. He was the first one to take me to a library, and he has always

encouraged me to study hard. After Grandpa retired from his job at the

factory, he began studying to get a high school diploma.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 20 = _____ %

■ Sentence Types: Test 4

Combine each group of simple sentences into compound and/or complex sentences. Write two sentences for item 1 and three sentences for item 2. Use any of the following joining words and dependent words.

Joining words: **and** **but** **so**
Dependent words: **after** **although** **because** **when**

Here are two hints about commas: (1) Use a comma between two thoughts joined by *and*, *but*, or *so*. (2) Place a comma after a dependent statement when it starts a sentence.

Answers may vary.

1. Robert Louis Stevenson wrote about Dr. Jekyll and Mr. Hyde.
 He heard about a man named William Brodie.
 Brodie was a respected businessman during the day.
 At night he led a gang of robbers.

Robert Louis Stevenson wrote about Dr. Jekyll and Mr. Hyde after he heard about a man named William Brodie. Brodie was a respected businessman during the day, but at night he led a gang of robbers.

2. You want to save money in the supermarket.
 You should learn where the bargains are and are not.
 Managers want to sell high-cost items like imported mustard.
 They place those items on eye-level shelves.
 Shoppers are less likely to look on lower shelves.
 Managers put less profitable items there.

Because you want to save money in the supermarket, you should learn where the bargains are and are not. When managers want to sell high-cost items like imported mustard, they place those items on eye-level shelves. Shoppers are less likely to look on lower shelves, so managers put less profitable items there.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 20 =$ _____ %

■ Sentence Types: Test 5

Combine the five pairs of italicized simple sentences into compound or complex sentences. Write the new sentences on the lines provided, adding commas as needed. Use any of the following joining words and dependent words. (Remember that there is more than one way of revising these sentences.)

Joining words: **and** **but** **so**
Dependent words: **although** **as** **because** **while**

Here are two hints about commas: (1) Use a comma between two thoughts joined by *and*, *but*, or *so*. (2) Place a comma after a dependent statement when it starts a sentence. *Answers may vary.*

Jay's fishing trip with his buddies was not exactly a success. *They drove to the cabin in the mountains. They had a flat tire.* As they drove to the cabin in the mountains, they had a flat tire.

Once they arrived at the cabin, they found the last renters had left the place in terrible condition. *The cabin was full of dirty dishes, empty food containers, food scraps, and newspapers. Jay and his friends had to spend a long time cleaning.* The cabin was full of dirty dishes, empty food containers, food scraps, and newspapers, so Jay and his friends had to spend a long time cleaning.

They did manage to catch a few trout before suppertime. Bad luck soon struck again. Although they did manage to catch a few trout before suppertime, bad luck soon struck again.

Jay was frying fish over the campfire. His flannel shirt burst into flames. While Jay was frying fish over the campfire, his flannel shirt burst into flames.

Thinking quickly, Jay jumped into the nearby lake and put the fire out. The guys went to bed early after their unlucky first day. *"Surely tomorrow will be better," thought Jay, climbing into his bunk. He was wrong.* "Surely tomorrow will be better," thought Jay, climbing into his bunk, but he was wrong.

As Jay ran down the stairs the next morning, a step broke under his weight. He spent the rest of the day in a nearby emergency room, having a cast put on his broken ankle.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 20 = _____ %

■ Sentence Types: Test 6

Combine the five pairs of italicized simple sentences into compound or complex sentences. Write the new sentences on the lines provided, adding commas as needed. Use any of the following joining words and dependent words. (Remember that there is more than one way of revising these sentences.)

Joining words: **and** **but** **so**
 Dependent words: **although** **as** **because** **where**

Answers may vary.

Mental illness has always frightened people. It is so little understood.

Mental illness has always frightened people because it is so little understood.

As a result, some past attempts to treat mental illness were very strange and even cruel. *In the Middle Ages, for instance, some mentally ill people were thought to be witches. They were burned alive at the stake.*

In the Middle Ages, for instance, some mentally ill people were thought to be witches, so they were burned alive at the stake.

Later, communities established asylums for the mentally ill. *Offering disturbed people a place to live was better than treating them as witches. These places were not run humanely.*

Although offering disturbed people a place to live was better than treating them as witches, these places were not run humanely.

In colonial Philadelphia, for instance, insane people were kept in unheated basement cells. They were chained to the wall and displayed like zoo animals.

In colonial Philadelphia, for instance, insane people were kept in unheated basement cells where they were chained to the wall and displayed like zoo animals.

The doctors then believed mentally ill people to be unaware of their surroundings. The patients were quite aware of pain—and embarrassment.

The doctors then believed mentally ill people to be unaware of their surroundings, but the patients were quite aware of pain—and embarrassment.

5 Fragments

Seeing What You Know

Underline the statement in each item that you think is *not* a complete sentence. Then read the explanations below.

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 pincushion.
3. Some young people are learning old-fashioned dances. Such as the waltz, polka, and lindy.
4. The manager always wears a suit and tie to the office. Then takes off his jacket and tie by ten o'clock.

Understanding the Answers

1. *After the shopping mall opened* is not a complete sentence.
The writer does not follow through and complete the thought by telling us what happened after the shopping mall opened. Correct the fragment by adding it to the sentence that follows it.
2. *Trying to take a blood sample* is not a complete sentence.
The word group lacks both a subject and a verb, and it does not express a complete thought. Correct the fragment by adding it to the sentence that precedes it.
3. *Such as the waltz, polka, and lindy* is not a complete sentence.
Again, the word group lacks a subject and a verb, and it does not express a complete thought. Correct the fragment by adding it to the sentence that precedes it.
4. *Then takes off his jacket and tie by ten o'clock* is not a complete sentence.
The word group lacks a subject. Correct the fragment by adding the subject *he*.

To be a complete sentence, a group of words must contain a subject and a verb. It must also express a complete thought—in other words, it must make sense by itself. A **fragment** is *less than a sentence* because it lacks a subject, lacks a verb, or does not express a complete thought.

This chapter describes the most common types of fragments: dependent-word fragments, *-ing* and *to* fragments, added-detail fragments, and missing-subject fragments.

DEPENDENT-WORD FRAGMENTS

Although dependent-word fragments contain a subject and a verb, they do not express a complete thought. To complete the thought, they depend on another statement, usually one that comes after the fragment. For instance, below is a word group that starts with the dependent word *because*. The incomplete thought it expresses is completed in the statement that follows it.

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

The dependent-word group 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.

Here is a list of some common dependent words:

Dependent Words				
after	even if	since	until	wherever
although	even though	so that	what	whether
as	how	that	when	which
because	if	though	whenever	while
before	in order that	unless	where	who

Whenever you begin a statement with a dependent word, make sure that you complete your thought. Look at the following examples:

Although we had eaten a full meal. We still ordered dessert. The rum cake was irresistible.

Some people are victims of migraine headaches. That force them to lie motionless in bed for many hours. Medications do not offer much relief.

The word groups that begin with the dependent words *although* and *that* are fragments. Neither word group expresses a complete thought. The reader wants to know *what happened* although a full meal had been eaten and *what* forces people to lie motionless in bed for many hours.

A common way to correct a dependent-word fragment is to connect it to the sentence that comes before or after it. For example,

Although we had eaten a full **meal**, **we** still ordered dessert. The rum cake was irresistible.

Some people are victims of migraine **headaches that** force them to lie motionless in bed for many hours. Medications do not offer much relief.

Punctuation note Put a comma at the end of a dependent-word group that starts a sentence. (See the first example above.)

Practice 1

Underline the dependent-word fragment in each of the following. Then correct it on the lines provided. *Corrections may vary.*

1. When the Wal-Mart discount store opened outside town. Stores on Main Street lost a lot of business.
When the Wal-Mart discount store opened outside town, stores on Main Street lost a lot of business.
2. Because smoke detectors are so important to a family's safety. Their batteries should be checked often.
Because smoke detectors are so important to a family's safety, their batteries should be checked often.
3. After the children washed the family car. They had a water fight with the wet sponges.
After the children washed the family car, they had a water fight with the wet sponges.
4. Please hang up the damp towel. That you just threw on the floor.
Please hang up the damp towel that you just threw on the floor.

-ING AND TO FRAGMENTS

When *-ing* or *to* appears at or near the beginning of a word group, a fragment may result. Consider this example:

Cliff sat by the telephone for hours. Hoping that Lisa would call.

The first statement is a complete sentence. However, the second word group is not a complete thought, so it cannot stand on its own as a sentence.

Consider the following example as well:

To balance their checkbooks without making mistakes. Many people use pocket calculators.

The second statement is a complete sentence. But the first word group lacks a subject and verb *and* fails to express a complete thought.

There are two ways to correct *-ing* and *to* fragments:

- a** Connect an *-ing* or a *to* fragment to the sentence it explains.

Cliff sat by the telephone for **hours hoping** that Lisa would call.

To balance their checkbooks without making **mistakes, many** people use pocket calculators.

- b** Create a complete sentence by adding a subject and a verb to the fragment. To do so, revise the material as necessary.

Cliff sat by the telephone for hours. **He hoped** that Lisa would call.

Many people use pocket calculators. **They want** to balance their checkbooks without making mistakes.

Practice 2

Underline the *-ing* or *to* fragment in each of the following. Then correct it on the lines provided, using one of the two methods given above. *Corrections may vary.*

- Police officers stood near the corner. Directing people around the accident.
Police officers stood near the corner. They were directing people around

the accident.

- The magician ran a sword through the box. To prove no one was hiding inside.
The magician ran a sword through the box to prove no one was hiding inside.

- Sitting quietly on the couch. The dog didn't look as if he'd eaten my sandwich.
Sitting quietly on the couch, the dog didn't look as if he'd eaten my

sandwich.

- The restaurant has introduced a new vegetarian menu. To attract diners who prefer not to eat meat.
The restaurant has introduced a new vegetarian menu. Its purpose is to

attract diners who prefer not to eat meat.

ADDED-DETAIL FRAGMENTS

Another common kind of fragment often begins with one of the following words: *like, including, especially, also, for example, for instance, except, without, or such as.*

Almost everyone loves ice cream. Especially vanilla.

Many college students experience a great deal of stress. For instance, about money, grades, and personal relationships.

In the above examples, the second word group lacks both a subject and a verb.

There are two ways to correct an added-detail fragment:

- a** Simply add the fragment to the sentence it explains. In most cases, use a comma to set off the fragment from the rest of the sentence.

Almost everyone loves ice **cream, especially** vanilla.

- b** Create a new sentence by adding a subject and verb to the fragment.

Many college students experience a great deal of stress. For instance, **they worry** about money, grades, and personal relationships.

Practice 3

Underline the added-detail fragment in each of the following. Then correct it on the lines provided, using one of the two methods given above.

Corrections
may vary.

1. Television censors watch out for material that viewers might find offensive. Such as sexual or racial jokes.

*Television censors watch out for material that viewers might find
offensive, such as sexual or racial jokes.*

2. The children's toys were everywhere. Except in the toy chest.

The children's toys were everywhere except in the toy chest.

3. All applicants at that company must take a skills assessment test. Also a personality profile test.

*All applicants at that company must take a skills assessment test.
They must also take a personality profile test.*

4. The film class saw every Dustin Hoffman film. Including his first one, *The Graduate*.

*The film class saw every Dustin Hoffman film, including his first one,
The Graduate.*

MISSING-SUBJECT FRAGMENTS

Some word groups are fragments because, while they do have a verb, they lack a subject. Here are examples:

The telephone caller kept asking questions. But did not identify herself.

The children dug a large hole in the grass. And then tried to fill it with water.

There are two ways to correct a missing-subject fragment:

- a** Connect the missing-subject fragment to the sentence it follows.

The telephone caller kept asking **questions but** did not identify herself.

The children dug a large hole in the **grass and** then tried to fill it with water.

- b** Create a new sentence by adding a subject to the fragment. Normally, you will add a pronoun standing for the subject of the previous sentence.

The telephone caller kept asking questions. **She** did not identify herself.

The children dug a large hole in the grass. Then **they** tried to fill it with water.

Practice 4

Underline the missing-subject fragment in each of the following items. Then correct it on the lines below, using one of the two methods given above.

Corrections
may vary.

1. Greta is friendly to people's faces. But criticizes them behind their backs.

Greta is friendly to people's faces but criticizes them behind their backs.

2. A mouse's face popped out of a hole near the sink. Then disappeared quickly.

A mouse's face popped out of a hole near the sink. Then it disappeared quickly.

3. The nurse brought the patient an extra pillow and a glass of water. But forgot his pain medication.

The nurse brought the patient an extra pillow and a glass of water. But she forgot his pain medication.

4. The pot of coffee sat on the burner for hours. And became too strong and bitter to drink.

The pot of coffee sat on the burner for hours and became too strong and bitter to drink.

Note Not all word groups beginning with *and*, *but*, *so*, or another joining word are fragments. A sentence beginning with a joining word is grammatically complete—and correct—if both a subject and a verb follow the joining word.

Name _____ Section _____ Date _____
 Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Fragments: Test 1

Underline the fragment in each item that follows. Then correct the fragment, using one of the methods described in the chapter.

Note To help you recognize and correct these fragments, directions are given for half of the items.

Corrections
may vary.

1. Before the tornado appeared. The air became perfectly still.
Before the tornado appeared, the air became perfectly still.

 The first word group begins with the dependent word *Before*. Correct the fragment by adding it to the second word group.
2. Until an American reaches the age of eighteen. He or she cannot vote in a presidential election.
Until an American reaches the age of eighteen, he or she cannot vote in a presidential election.

3. To let students get home before the storm. The school dismissed classes early.
To let students get home before the storm, the school dismissed classes early.

 The first word group lacks a subject and verb. Connect it to the complete statement that follows it.
4. To make a long story short. I lost my job.
To make a long story short, I lost my job.

5. Every surface in the apartment was cluttered. Including the top of the stove.
Every surface in the apartment was cluttered, including the top of the stove.

 The second word group lacks a subject and verb. Connect it to the complete statement that comes before it.
6. The six-year-old girl already loves to read. Especially books about animals.
The six-year-old girl already loves to read, especially books about animals.

7. Near the end of the race, the runner felt a cramp developing in her leg. But gritted her teeth and continued running.
Near the end of the race, the runner felt a cramp developing in her leg. But she gritted her teeth and continued running.

 Add a subject to the second word group to make it a complete thought.
8. The party had barely gotten started. And was already so noisy that the neighbors were complaining.
The party had barely gotten started. It was already so noisy that the neighbors were complaining.

To the Instructor Additional tests on fragments can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Fragments: Test 2

Underline the fragment in each item that follows. Then correct the fragment, using one of the methods described in the chapter.

Corrections
may vary.

1. Often barking all night. The neighbor's dog has become a serious nuisance.
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.
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.
The restaurant specializes in Mexican food. Its menu includes burritos, tacos, and refried beans.
4. The moon rose, full and silvery. And cast its magical light over the countryside.
The moon rose, full and silvery, and cast its magical light over the countryside.
5. Hundreds of people called the radio station. Hoping to win the concert tickets.
Hundreds of people called the radio station. They were hoping to win the concert tickets.
6. All the food in the refrigerator will certainly spoil. Unless the power comes back on soon.
All the food in the refrigerator will certainly spoil unless the power comes back on soon.
7. No one could believe the honor student had committed the crime. Especially his family.
No one could believe the honor student had committed the crime, especially his family.
8. The luscious-looking cake was covered with a cherry glaze. And decorated with sugar swans.
The luscious-looking cake was covered with a cherry glaze and decorated with sugar swans.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Fragments: Test 3

Underline the two fragments in each short passage that follows. Then correct the fragments, using one of the methods described in the chapter.

Note To help you recognize and correct fragments, explanations are given for two of the passages.

Corrections may vary.

1. Many people have poor telephone manners. Such as beginning all of their conversations by saying, "Who's this?" Some people don't ask if their call has come at a convenient time. Or identify themselves when calling.

Many people have poor telephone manners, such as beginning all of their conversations by saying, "Who's this?" Some people don't ask if their call has come at a convenient time or identify themselves when calling.

The word group beginning with *Such as* needs a subject and verb. It can be added to the previous sentence. The word group beginning with *Or* needs a subject.

2. Although hot dogs, french fries, and rich ice cream are not healthy foods. They're still favorites for many Americans. People are determined to enjoy themselves. And don't want to hear about fat and cholesterol.

Although hot dogs, french fries, and rich ice cream are not healthy foods, they're still favorites for many Americans. People are determined to enjoy themselves. They don't want to hear about fat and cholesterol.

3. Sarita boasts that she can read a book in one evening. But she doesn't read the whole book. For example, a chapter here and a page there. She misses a lot of the book's detail. Because she skips parts that she thinks won't interest her.

Sarita boasts that she can read a book in one evening. But she doesn't read the whole book. For example, she reads a chapter here and a page there. She misses a lot of the book's detail because she skips parts that she thinks won't interest her.

The word group starting with *For example* needs a subject and verb. The word group starting with *Because*, a dependent word, needs to be added to the sentence it explains.

4. Unless the teachers' strike ends tonight. School will not open on schedule this year. Parents and their lawyers have called for a special meeting. To pressure the school board into reaching a settlement.

Unless the teachers' strike ends tonight, school will not open on schedule this year. Parents and their lawyers have called for a special meeting. They want to pressure the school board into reaching a settlement.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Fragments: Test 4

Underline the two fragments in each short passage that follows. Then correct the fragments, using one of the methods described in the chapter.

Corrections
may vary.

1. Because members of a youth group in Finland once felt that Donald Duck was immoral. They tried to have Donald Duck cartoons banned from their town. They objected to the fact that Donald had been keeping company with Daisy Duck for more than fifty years. Without ever getting married.

Because members of a youth group in Finland once felt that Donald Duck was immoral, they tried to have Donald Duck cartoons banned from their town.

They objected to the fact that Donald had been keeping company with Daisy Duck for more than fifty years without ever getting married.

2. Itching for several days. Mosquito bites are one of the little miseries of summer. The itch is the result of the mosquito's saliva. Which produces a mild allergic reaction in most people.

Itching for several days, mosquito bites are one of the little miseries of summer. The itch is the result of the mosquito's saliva, which produces a mild allergic reaction in most people.

3. Although Western movies show cowboys as being mainly white and American-born. The facts about America's cowboys are otherwise. Many of the cowboys were black or Mexican. Also Native Americans.

Although Western movies show cowboys as being mainly white and American-born, the facts about America's cowboys are otherwise. Many of the cowboys were black or Mexican. Also, some were Native Americans.

4. In 1891, an English sailor was swallowed by a whale. And lived to tell the story. James Bartley survived for most of a day in the belly of a whale that his ship had been chasing. When the animal was butchered. Bartley was found unconscious but unharmed.

In 1891, an English sailor was swallowed by a whale and lived to tell the story. . . . When the animal was butchered, Bartley was found unconscious but unharmed.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Fragments: Test 5

The following passage contains eight fragments. Underline each fragment and then rewrite it correctly on the lines below.

Note To help you recognize and correct fragments, explanations are given for half of the items.

Corrections
may vary.

Some people drink in secret. Others binge on chocolate. I, too, have a secret passion. Not drinking, smoking, or gambling. Instead, loving to visit office-supply stores. I feel a thrill of excitement as I walk into one of these stores. And stroll down the aisles. The smooth blank pages of notebooks make me itch. To write a masterpiece. I'm inspired by the packs of new pens and pencils. That wait on the shelves. The colorful file folders and sleek drawer dividers make me believe that I'm going to become incredibly organized. Even though that will never happen. Recently I came home from a buying spree with a bagful of treasures. Including a load of bright new paper clips, a pad of clean white paper, and markers in assorted colors. I felt a sense of pleasure. Which lasted for days.

1. It is not drinking, smoking, or gambling.

*The words **Not drinking, smoking, or gambling** need a subject and verb.*

2. Instead, I love visiting office-supply stores.

3. I feel a thrill of excitement as I walk into one of these stores and stroll down the aisles.

***And stroll down the aisles** needs a subject. It can be added to the previous sentence.*

4. The smooth blank pages of notebooks make me itch to write a masterpiece.

5. I'm inspired by the packs of new pens and pencils that wait on the shelves.

***That wait on the shelves** is a dependent-word fragment. Adding it to the sentence it explains will complete its meaning.*

6. The colorful file folders and sleek drawer dividers make me believe that I'm going to become incredibly organized, even though that will never happen.

7. They included a load of bright new paper clips, a pad of clean white paper, and markers in assorted colors.

*The word group beginning with **Including** is a fragment. It needs a subject and a verb.*

8. I felt a sense of pleasure which lasted for days.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Fragments: Test 6

The following passage contains eight fragments. Underline each fragment and then rewrite it correctly on the lines below.

Corrections
may vary.

To have fun and raise some money. The children in our neighborhood have a circus every summer. For weeks before the event, they post signs on every telephone pole announcing the date and time of the show. Everyone in the neighborhood looks forward to the big day. Since it is one of the top social events of the summer. On the day of the show, everybody crowds into the Nelsons' big garage. Which has been transformed into a "big top." Small people in clown suits pass out snacks. Like Kool-Aid and pretzels. The circus always includes a fortune-teller. Who sits at a covered table and kicks her hidden assistant, telling him how many times to flash a light into her "crystal ball." "Wild animals," of course, are part of any circus. The local cats and dogs patiently sit in cages, wearing signs saying they are "Rare Siberian Tigers" and "Fierce Wolves." Somebody's dad usually volunteers to be the "hairy wild man." Jumping around in a wig and pounding his chest. The comedy show is always hilarious. Imagine a bunch of five- and six-year-old comedians. Forgetting punch lines and sometimes entire jokes. After the show everyone applauds and hugs and kisses the performers. And looks forward to next year's circus.

1. To have fun and raise some money, the children in our neighborhood have a circus every summer.
2. Everyone in the neighborhood looks forward to the big day since it is one of the top social events of the summer.
3. On the day of the show, everybody crowds into the Nelsons' big garage, which has been transformed into a "big top."
4. Small people in clown suits pass out snacks like Kool-Aid and pretzels.
5. The circus always includes a fortune-teller who sits at a covered table and kicks her hidden assistant, telling him how many times to flash a light into her "crystal ball."
6. Somebody's dad usually volunteers to be the "hairy wild man," jumping around in a wig and pounding his chest.
7. They forget punch lines and sometimes entire jokes.
8. After the show everyone applauds and hugs and kisses the performers and looks forward to next year's circus.

6 Run-Ons

Seeing What You Know

Read the following pairs of items and, for each pair, check the item that is punctuated correctly. Then read the explanations below.

- 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.
- 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.
- a. My father had no brothers or sisters, he never learned to share.
 b. Because my father had no brothers or sisters, he never learned to share.

Understanding the Answers

- Item *b* is punctuated correctly.
Item *a* is a comma splice. It is made up of two complete statements that are incorrectly connected by only a comma. In item *b*, the two statements are correctly connected—by a comma and a joining word, *and*.
- Item *a* is punctuated correctly.
Item *b* is a run-on sentence. It is made up of two complete statements: (1) *Sue seldom got to play in an actual game.* (2) *She was tempted to quit the team.* In item *a*, each of these two complete thoughts is stated in a separate sentence.
- Item *b* is punctuated correctly.
Item *a* is a comma splice. It is made up of two complete statements: (1) *My father had no brothers or sisters.* (2) *He never learned to share.* In item *b*, the first statement is subordinated to the second statement with the addition of the dependent word *because*.

A **run-on** is two complete thoughts that are run together with no adequate sign given to mark the break between them. This chapter will show you how to recognize and how to correct run-ons.

FUSED SENTENCES

When there is *no* punctuation at all separating two complete statements, the run-on sentence is called a **fused sentence**. The two statements are simply fused, or stuck together, into one sentence.

Complete statement 1: Test anxiety is a very real condition.

Complete statement 2: Some symptoms are stomach cramps and headaches.

Fused sentence: Test anxiety is a very real condition some symptoms are stomach cramps and headaches.

Complete statement 1: Computer skills are useful in college.

Complete statement 2: They will help you in the job market as well.

Fused sentence: Computer skills are useful in college they will help you in the job market as well.

A good way to prevent fused sentences is to read your work aloud. You will naturally tend to pause between complete thoughts. Also look within the sentence for words like *I, you, he, she, it, we, they, there, this, that, now, then, and next*. Such words often signal the beginning of a second complete thought.

Correcting Fused Sentences

Here are three methods of correcting a fused sentence:

- 1 Divide the fused sentence into two sentences.

Fused: Test anxiety is a very real condition some symptoms are stomach cramps and headaches.

Corrected: Test anxiety is a very real condition. **Some** symptoms are stomach cramps and headaches.

- 2 Put a comma plus a joining word (such as *and, but, or so*) between the two complete thoughts.

Fused: Computer skills are useful in college they will help you in the job market as well.

Corrected: Computer skills are useful in college, **and** they will help you in the job market as well.

Fused: I'd love to go out to eat tonight I'm short of money right now.

Corrected: I'd love to go out to eat tonight, **but** I'm short of money right now.

Fused: Carmen has a broken foot she won't do any hiking this fall.

Corrected: Carmen has a broken foot, **so** she won't do any hiking this fall.

Note 1 Be sure to use a logical joining word. In the first example, *and* is appropriate because it means *in addition*. (Computer skills are useful in college; *in addition*, they will help you in the job market as well.) In the second example, *but* is appropriate because it means *however*. (I'd love to go out to eat tonight; *however*, I'm short of money right now.) In the third example, *so* means *as a result*. (The third example tells us that Carmen has a broken foot; *as a result*, she won't do any hiking this fall.)

Note 2 The comma always goes *before* the joining word—not after it.

Note 3 Other joining words are *for* (which means *because*), *or*, *nor*, and *yet*.

3 Use subordination to make one of the complete thoughts dependent on the other one.

To subordinate a complete thought, change it from a statement that can stand alone as a sentence to one that cannot stand by itself. To do so, begin the thought with an appropriate dependent word, such as *because*, *when*, *if*, *before*, *since*, *until*, *unless*, *while*, *as*, *although*, and *after*. (Additional dependent words appear on page 62.)

Fused: Carmen has a broken foot she won't do any hiking this fall.

Corrected: **Because** Carmen has a broken foot, she won't do any hiking this fall.

Punctuation note Put a comma at the end of a dependent-word group that begins a sentence.

Practice 1

Draw a slash (/) between the two complete thoughts in each of the fused sentences that follow. Then correct each fused sentence, using one of the methods described above. Use a different method for each sentence.

Corrections
may vary.

1. It's easy to begin smoking/**it's** much harder to quit.

It's easy to begin smoking, but it's much harder to quit.

2. Some people at the office have been laid off/**the** other workers are nervous.

Because some people at the office have been laid off, the other workers are nervous.

3. The patient's blood pressure was low/**his** temperature was low as well.

The patient's blood pressure was low. His temperature was low as well.

COMMA SPLICES

When a comma alone separates two complete thoughts, the result is called a **comma splice**. A comma alone is not enough to mark the break between complete statements. Something stronger is needed.

Complete statement 1: Kevin was always nervous about tests.

Complete statement 2: His grades were usually the highest in the class.

Comma splice: Kevin was always nervous about tests, his grades were usually the highest in the class.

Correcting Comma Splices

A comma splice can be corrected by using one of the same three methods suggested for correcting a fused sentence:

- 1** Divide the comma splice into two sentences: Kevin was always nervous about tests. **His** grades were usually the highest in the class.
- 2** Connect the two complete thoughts by placing a joining word (such as *and*, *but*, or *so*) after the comma: Kevin was always nervous about tests, **but** his grades were usually the highest in the class.
- 3** Use subordination (add a dependent word to one of the complete thoughts): Kevin was always nervous about tests **although** his grades were usually the highest in the class.

Practice 2

Correct each of the comma splices that follow, using one of the methods described above. Use a different method for each sentence.

Answers
may vary.

1. Hakim was talking on the phone, he was switching TV channels with his remote control at the same time.

Hakim was talking on the phone, and he was switching TV channels with his remote control at the same time.

2. I chose the shortest checkout line at the supermarket, then the one customer in front of me pulled out dozens of coupons.

I chose the shortest checkout line at the supermarket. Then the one customer in front of me pulled out dozens of coupons.

3. The electricity at Jasmin's house went out, she had to write her paper by candlelight.

Since the electricity at Jasmin's house went out, she had to write her paper by candlelight.

Note Additional information about run-ons appears on pages 213–215.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Run-Ons: Test 1

Put a slash (/) between the two complete thoughts in each of the following fused sentences or comma splices. Then rewrite the sentences, using, variously, (1) a period and capital letter, (2) a comma and a joining word, or (3) a dependent word.

Note To help you correct run-ons, explanations are given for half of the sentences.

Corrections
may vary.

1. My alarm clock rang like a fire bell, / I slowly rolled out of bed.

When my alarm clock rang like a fire bell, I slowly rolled out of bed.

My alarm clock rang like a fire bell is a complete thought. I slowly rolled out of bed is also a complete thought. Use the subordinating word when before the first thought.

2. Rosa got a parking ticket, / she decided to go to traffic court.

After 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.

One student made a lasting impression at his interview. He arrived an hour late.

The word group he arrived an hour late is a second complete thought. Put each complete thought into its own sentence.

4. Tyrone got lost driving to the wedding, / he refused to stop to ask for directions.

Tyrone got lost driving to the wedding, but he refused to stop to ask for directions.

5. The salad included shredded carrots, / chopped peanuts were sprinkled on top.

The salad included shredded carrots, and chopped peanuts were sprinkled on top.

Use a comma and the joining word and to connect the two complete thoughts.

6. Prices were high at the concession stand, / the lines were long as well.

Prices were high at the concession stand, and the lines were long as well.

7. Sharon drove halfway home, / then she noticed her pocketbook was missing.

Sharon drove halfway home. Then she noticed her pocketbook was missing.

Put each complete thought into its own sentence.

8. Bicycles may be the world's best method of transportation, / they require little maintenance and don't pollute.

Bicycles may be the world's best method of transportation. They require little maintenance and don't pollute.

To the Instructor Additional tests on run-ons can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 12.5 = _____ %

■ Run-Ons: Test 2

Put a slash (/) between the two complete thoughts in each of the following fused sentences or comma splices. Then rewrite the sentences, using, variously, (1) a period and capital letter, (2) a comma and a joining word, or (3) a dependent word.

Corrections
may vary.

1. David tried to appear calm/~~his~~ trembling hands gave him away.
David tried to appear calm, but his trembling hands gave him away.
2. The couple both came down with measles/~~they~~ had to postpone their wedding.
The couple both came down with measles, so they had to postpone their wedding.
3. The customer waited impatiently/~~the~~ clerk seemed to be filling his grocery bags in slow motion.
The customer waited impatiently. The clerk seemed to be filling his grocery bags in slow motion.
4. My doctor can seem cold and distant/~~he~~ cares deeply for his patients.
Although my doctor can seem cold and distant, he cares deeply for his patients.
5. The boy in “The Boy Who Cried Wolf” was finally telling the truth/~~nobody~~ believed him.
The boy in “The Boy Who Cried Wolf” was finally telling the truth, but nobody believed him.
6. The substitute teacher was ready to quit by ten o’clock/~~he~~ had no idea eighth-graders could be such savages.
The substitute teacher was ready to quit by ten o’clock. He had no idea eighth-graders could be such savages.
7. The flashlight was very bright/~~even~~ its beams could not reach the back of the deep cave.
The flashlight was very bright, but even its beams could not reach the back of the deep cave.
8. Many people never buy hardcover books/~~they~~ prefer to wait for the paperback versions.
Many people never buy hardcover books because they prefer to wait for the paperback versions.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Run-Ons: Test 3

Correct the two run-ons in each passage by using (1) a period and capital letter, (2) a comma and a joining word, or (3) a dependent word. Be sure to use all three methods.

Note To help you correct run-ons, explanations are given for two of the passages.

Corrections
may vary.

- 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, the keepers finally gave up hope.

Because 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.

Correct the first run-on by adding the dependent word *Because* before the first complete thought. Correct the second run-on by adding the joining word *so* between the two complete thoughts.

- My nephew goes to the fairgrounds every night, he doesn't 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.

My nephew goes to the fairgrounds every night, but he doesn't go to see the sights. . . . He searches the ground for coins that people have dropped. One night he collected almost five dollars.

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

Many of us have heard warnings about swimming on a full stomach. The truth is that we are better off swimming when full. Because muscles are starved for energy in a hungry body, they cannot work efficiently and may cramp.

Correct the first run-on by using a period and a capital letter. Correct the second run-on by adding *Because* before the first complete thought.

- 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 to "Happy Birthday to You."

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," but later the sisters changed the words to "Happy Birthday to You."

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Run-Ons: Test 4

Correct the two run-ons in each passage by using (1) a period and capital letter, (2) a comma and a joining word, or (3) a dependent word. Be sure to use all three methods.

Corrections may vary.

1. June is a month of nice weather that doesn't explain why it is the most popular month for weddings. The month is named after Juno, the Roman goddess of marriage. People believed that Juno would bless couples married during her month, we've now forgotten about Juno but still prefer June weddings.

June is a month of nice weather, but that doesn't explain why it is the most popular month for weddings. . . . People believed that Juno would bless couples married during her month. We've now forgotten about Juno but still prefer June weddings.

2. Teenagers often have a strong need to show their independence this desire often brings them into conflict with their parents. Some teens rebel in harmless ways, others show their independence in more dangerous fashion, such as by drinking and driving.

Teenagers often have a strong need to show their independence, and this desire often brings them into conflict with their parents. Some teens rebel in harmless ways. Others show their independence in more dangerous fashion, such as by drinking and driving.

3. On their first date, Alicia and Mark went to a movie. The story was very sad Alicia tried to keep from crying. She glanced over at Mark she was surprised to see a tear running down his cheek. Alicia was glad that she didn't have to hide her feelings from Mark.

. . . The story was very sad, but Alicia tried to keep from crying. When she glanced over at Mark, she was surprised to see a tear running down his cheek. . . .

4. Everyone has a cure for hiccups, there's holding your breath, breathing into a paper bag, or having someone scare you. These methods do not work for me, the only home remedy that really helps is sugar. Swallowing a teaspoon of white granulated sugar always stops my hiccups.

Everyone has a cure for hiccups. There's holding your breath, breathing into a paper bag, or having someone scare you. These methods do not work for me. The only home remedy that really helps is sugar. . . .

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Run-Ons: Test 5

The following passage contains ten run-ons. Correct each run-on in the space provided by using (1) a period and capital letter, (2) a comma and a joining word, or (3) a dependent word. Be sure to use all three methods.

Note To help you correct the run-ons, explanations are given for half of the sentences.

¹Terry is a lively talker, her listening skills are underdeveloped. ²She calls herself a caring person the truth is, however, that she never really listens to anyone. ³Terry is thinking about what to say next, she only *seems* to be listening. ⁴Her friends know she doesn't listen to them, they don't discuss important things with her. ⁵One friend learned the hard way he told Terry that his mother had cancer. ⁶Terry was full of sympathy, she kept saying, "I'm so glad you told me." ⁷She sounded very supportive, the friend felt better. ⁸His mother died, Terry asked, "Why didn't you tell me your mother wasn't well?" ⁹Terry thinks she is a kind and loyal friend she doesn't realize the truth. ¹⁰She isn't a real friend at all, her only real friend is herself.

Corrections
may vary.

1. Terry is a lively talker, but her listening skills are underdeveloped.
Correct the run-on by inserting *but* between the two complete thoughts.
2. She calls herself a caring person. The truth is, however, that she never really listens to anyone.
3. Since Terry is thinking about what to say next, she only seems to be listening.
Correct the run-on by inserting *since* before the first complete thought.
4. Her friends know she doesn't listen to them, so they don't discuss important things with her.
5. One friend learned the hard way when he told Terry that his mother had cancer.
Correct the run-on by inserting *when* before *he told Terry that his mother had cancer*.
6. Terry was full of sympathy. She kept saying, "I'm so glad you told me."
7. She sounded very supportive, so the friend felt better.
Correct the run-on by inserting *so* before *the friend felt better*.
8. After his mother died, Terry asked, "Why didn't you tell me your mother wasn't well?"
9. Terry thinks she is a kind and loyal friend. She doesn't realize the truth.
Correct the run-on by putting a period and capital after *kind and loyal friend*.
10. She isn't a real friend at all, and her only real friend is herself.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Run-Ons: Test 6

The following passage contains ten run-ons. Correct each run-on in the space provided by using (1) a period and capital letter, (2) a comma and a joining word, or (3) a dependent word. Be sure to use all three methods.

In-Ho-Oh, a young man living in Korea, was a bright student he was accepted at the University of Pennsylvania. His parents were not wealthy, they did everything they could to make his trip possible. In-Ho-Oh worked very hard at the university he wrote to his parents frequently. One day his parents received a message with tragic news. In-Ho-Oh had been mailing a letter, a group of boys ganged up on him. They beat him, then they took his wallet. He was taken to the hospital, he was too badly hurt to live. In-Ho-Oh's parents mourned for their son, they were sad as well that the boys could receive the death penalty. The boys were poor and had no education the parents felt sorry for them. They wrote to the judge hearing the boys' case. Their letter said, "We cannot help our son any more, but we would like to help someone else." In-Ho-Oh's parents asked that the boys be given the lightest sentence possible. They wanted the boys to have a second chance they even set up a fund to help them get training and jobs. In-Ho-Oh's parents had lost their son, they did not want his life to go to waste.

Corrections
may vary.

1. In-Ho-Oh, a young man living in Korea, was a bright student. He was accepted at the University of Pennsylvania.
2. Although his parents were not wealthy, they did everything they could to make his trip possible.
3. In-Ho-Oh worked very hard at the university, and he wrote to his parents frequently.
4. In-Ho-Oh had been mailing a letter when a group of boys ganged up on him.
5. They beat him, and then they took his wallet.
6. He was taken to the hospital, but he was too badly hurt to live.
7. While In-Ho-Oh's parents mourned for their son, they were sad as well that the boys could receive the death penalty.
8. The boys were poor and had no education, so the parents felt sorry for them.
9. They wanted the boys to have a second chance. They even set up a fund to help them get training and jobs.
10. Although In-Ho-Oh's parents had lost their son, they did not want his life to go to waste.

7 Pronouns

Seeing What You Know

Cross out the pronoun mistake in each of the following sentences, and write the corrections above the mistakes. Then read the explanations below.

Some answers may vary.

1. Each of my sons required two chances to pass ~~their~~^{his} driver's test.
2. If there are stains on any hotel towels, ~~they~~^{the towels} should be removed immediately.
3. I don't shop at that supermarket because ~~they~~^{the clerks} are so slow at the checkout counters.
4. People go to the local diner because ~~you~~^{they} 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 singular. It needs a singular pronoun, his, to refer to it.
2. If there are stains on any hotel towels, **the towels** should be removed immediately.
Which does the writer want us to remove—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 don't shop at that supermarket because **the clerks** are so slow at the checkout counters.
Who are they? The word they doesn't refer to anything specific. The sentence should be clarified by replacing they with what it is meant to represent.
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 the second person, you.

To the Instructor Students unfamiliar with pronouns should first study the material in Chapter 19, “Parts of Speech: A Review,” pages 190–198. More detailed information appears in Chapter 20, “Pronoun Types,” pages 198–202.

Pronouns are words that stand for nouns (names of persons, places, or things). Personal pronouns are *I, me, my, mine, you, your, yours, he, him, his, she, her, hers, it, its, we, us, our, ours, they, them, their, and theirs*.

Freddy is a wrestler. **He** weighs 270 pounds. (*He* stands for *Freddy*.)

Rita always writes **her** letters in purple ink. (*Her* stands for *Rita's*.)

“If **my** kids talk back, **I** let **them** know **they** are asking for trouble,” Jeff said. (*My* stands for *Jeff's*; *I* stands for *Jeff*. *Them* and *they* stand for *kids*.)

This chapter shows you how to avoid the three most frequent kinds of pronoun mistakes: in pronoun agreement, in pronoun reference, and in pronoun point of view. Additional information about pronouns appears on pages 198–202.

PRONOUN AGREEMENT

A pronoun must agree in number with the word it refers to (sometimes called the pronoun's *antecedent*). Singular words require singular pronouns; plural words require plural pronouns.

The book Henry lent me is missing **its** cover. (*Its*, a singular pronoun, refers to *book*, a singular noun.)

If your cousins don't get here soon, **they** will miss the movie. (*They*, a plural pronoun, refers to *cousins*, a plural noun.)

The indefinite pronouns listed below are always singular. (See also page 43.)

Singular Indefinite Pronouns

each	anyone	anybody	anything
either	everyone	everybody	everything
neither	someone	somebody	something
one	no one	nobody	nothing

Each of the wild horses raced for **its** freedom.

Neither of my sisters ever feels like cleaning **her** room.

No one in the class wanted to read **his** (or **her**) paper out loud.

Note In the last example, choose a pronoun that fits the situation. If all the members of the class are male, use *his*. If they all are female, use *her*. If the class includes both men and women, use *his or her*:

No one in the class wanted to read **his or her** paper out loud.

Or avoid the extra words by rewriting the sentence in the plural:

No **students** in the class wanted to read **their papers** out loud.

Practice 1

Underline the correct word or words in the parentheses in the sentences below.

1. Each of the actresses who auditioned believes (she / they) should be chosen for the starring role.
2. Many high schools now require (its / their) students to take a computer course.
3. If anybody here has a cell phone, (they / he or she) should turn it off now so that it doesn't ring during the performance.
4. Either exercise is fine, but (it / they) must be done regularly to do any good.
5. Somebody in the men's locker room stole Paco's wristwatch, and Paco would love to get back at (him / them).

PRONOUN REFERENCE

A pronoun must also refer *clearly* to the word it stands for. If the meaning of a pronoun is uncertain, the sentence will be confusing. For example,

Gloria told Renée that she had gotten an A on her paper. (Who got the A—Gloria or Renée? The words *she* and *her* could refer to either one.)

I wanted a ham and cheese sandwich, but they were all out of cheese. (Who was all out of cheese? The word *they* has no one to refer to.)

There were no questions after the lecture, which was regrettable. (What was regrettable—the lecture or the lack of questions? Be careful how you use the pronouns *which* and *this*. They must clearly refer to *one* thing or situation.)

Both of Ben's parents are accountants, but this doesn't interest Ben. (What doesn't interest Ben? The pronoun *this* doesn't refer to anything in the sentence.)

To avoid mistakes like these, simply write what you mean by the pronoun.

Gloria told Renee, “**You** got an A on **your** paper.”

Or: Gloria told Renee, “**I** got an A on **my** paper.”

I wanted a ham and cheese sandwich, but **the deli** was all out of cheese.

There were no questions after the lecture. **Not having questions** was regrettable.

Both of Ben's parents are accountants, but **accounting** doesn't interest Ben.

Practice 2

Underline the correct word or words in the parentheses in the sentences below.

1. As Rudy told his father about being arrested, (Rudy / he) began to cry.
2. Students complain that (they / the maintenance people) keep the library too hot.
3. While Eric was adding sugar to his coffee, he spilled (it / the sugar) all over the table.

4. Someone offered to show me a copy of next week's history test, but I said that I didn't believe in (this / cheating).
5. Many older people shop at the mall because (they / the stores) give a 15 percent discount to senior citizens.

PRONOUN POINT OF VIEW

Pronouns are either **first person** (referring to the speaker), **second person** (referring to the one spoken to), or **third person** (referring to everyone else):

	<i>First person</i>	<i>Second person</i>	<i>Third person</i>
<i>Singular</i>	I, me, my, mine	you, your, yours	he, him, his; she, her, hers; it, its
<i>Plural</i>	we, us, our, ours	you, your, yours	they, them, their, theirs

When you write, your pronoun point of view must stay the same. Do not shift unnecessarily from one point of view to another, as in the following sentences:

What **I** like best about vacations is that **you** don't have to set an alarm.

The **workers** here have to take a break at 10:30 whether **we** want to or not.

Instead, write the entire sentence in the same person:

What **I** like best about vacations is that **I** don't have to set an alarm.

The **workers** here have to take a break at 10:30 whether **they** want to or not.

Practice 3

Underline the correct pronoun in the parentheses in the sentences below.

1. First-year students at this school are required to take a math course. (You / They) must also take a computer course.
2. My father says he prefers to drive at night because then the sun won't get in (his / your) eyes.
3. I know spring is really here when (I / you) see neighborhood kids playing softball.
4. Although Sharon and I were good friends, (we / you) could tell that we would not be good roommates.
5. If you want to advance in this company, (we / you) must be willing to work overtime and to move to a new location every couple of years.

Note Additional information about pronouns appears on pages 191–192 and 198–202.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Pronouns: Test 1

Underline the correct word or words in the parentheses in the sentences below.

Note To help you recognize and correct pronoun mistakes, explanations are given for half of the items.

1. Neither of the friends wants to work in (his / their) family business.
Neither, an indefinite pronoun, is singular. The second pronoun must agree with it in number.
2. If anyone doesn't want (his or her / their) dessert, I'll eat it.
3. My mother told my girlfriend (she looked marvelous. / , "You look marvelous.")
*The pronoun *she* could refer to either *my mother* or *my girlfriend*.*
4. Mrs. Owen told her daughter (that she couldn't baby-sit Friday night. / , "I can't baby-sit Friday night.")
5. When you drive from New York to South Carolina, (you / one) should plan to stay overnight at a motel on the way.
*The sentence begins in the second person (*you*). Do not shift the pronoun point of view.*
6. We don't want the local clinic to close because then (you / we) would have to drive all the way to the city for medical treatment.
7. Both travel agents thought that (she / they) had won the free trip to Hawaii.
Agents is plural. The second pronoun must agree in number.
8. For Halloween, Dave and Scott both dressed up in (his / their) sisters' cheer-leading uniforms.
9. When Lian learned that her new sister-in-law was a Navy pilot, she became interested in (it / a Navy career) too.
For the sentence to be clear, the writer must state what Lian is interested in.
10. Many people enjoy hiking and camping, but I'm not interested in (them / those activities).

To the Instructor Additional tests on pronouns can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 12.5 = _____ %

■ Pronouns: Test 2

Underline the pronoun mistake in each of the sentences that follow. Then correct the mistake by rewriting the sentence in the space provided.

Corrections
may vary.

1. Mario told the manager that he needed to hire more help.

Mario told the manager, "You need to hire more help." Or: Mario told the manager, "I need to hire more help."

2. Each of the sisters is a successful artist in their own field.

Each of the sisters is a successful artist in her own field.

3. I won't go to the concert tonight because there's no way you could get a ticket.

I won't go to the concert tonight because there's no way I could get a ticket.

4. Maria enjoys reading to her little girl even though she sometimes gets sleepy during the stories.

Maria enjoys reading to her little girl even though the little girl (or: her daughter) sometimes gets sleepy during the stories.

5. Any basketball player who fails a course will lose their scholarship.

Any basketball player who fails a course will lose his or her scholarship.

6. Every time Barb paints her nails, I have to leave the room because the smell of it makes me sick.

Every time Barb paints her nails, I have to leave the room because the smell of the nail polish makes me sick.

7. Many people love trying foreign restaurants where you can experience a whole new way of cooking.

Many people love trying foreign restaurants where they can experience a whole new way of cooking.

8. When I was stopped for speeding, he said I'd been going fifteen miles over the limit.

When I was stopped for speeding, the police officer said I'd been going fifteen miles over the limit.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Pronouns: Test 3

Each of the following passages contains **two** pronoun mistakes. Find and underline these two mistakes. Then write the corrections in the spaces provided.

Note To help you recognize and correct pronoun mistakes, explanations are given for the first error in each passage.

Corrections
may vary.

1. The bookstore clerks don't go to the deli next door any more, even though the food is pretty good. They complain that you get bad service there. For instance, it's not unusual to wait twenty minutes for them to make a simple sandwich.
 - a. they *You is a shift in pronoun point of view.*
 - b. the people at the deli counter
2. A sad, angry man stood outside of the bank, shouting that they had stolen his money. Passersby walked around him quickly because you did not know what he might do.
 - a. the bank employees *They has nothing in the sentence to refer to.*
 - b. they
3. In the department store, women often block the aisles and spray perfume samples on the shoppers. This annoys many people, so you have to avoid that part of the store.
 - a. Being sprayed with perfume *This could refer to either blocking the aisles or spraying the perfume.*
 - b. they
4. Although every person has the right to their own opinion, heckling a speaker is not the way to express a view. Instead, one should picket a speech or write a letter to their local newspaper.
 - a. his or her *Every person is singular and requires a singular pronoun.*
 - b. his or her
5. Bob told Luis that he needed a new car. Bob went on to say, "I still like my old Corvette, but the car spends more time in the garage than on the road." Luis agreed that anybody who had to pay for so many repairs to their car should buy a new one.
 - a. Luis, "I need a new car." *He could refer to either Bob or Luis.*
 - b. his

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Pronouns: Test 4

Each of the following passages contains **two** pronoun mistakes. Find and underline these two mistakes. Then write the corrections in the spaces provided.

Corrections
may vary.

- The thing that customers like about shopping at McRay's Hardware is that you get a great deal of assistance from the clerks there. He must spend a lot of time training people after he hires them.
 - they
 - Mr. McRay
- Everyone in my family was late to their job on Tuesday. A storm had knocked down power lines during the night. The utility plant got all of their workers to restore power, but most people's alarm clocks fell behind by two hours during the outage.
 - his or her
 - its
- The town diner isn't making a profit these days, and there's a good reason why. During an inspection last month, they found rats and mice in the kitchen. The diner was closed for a week for cleanup, and the owners promised to be more careful about this in the future.
 - health officials
 - cleanliness
- A well-known columnist advises us not to respond to e-mail messages from strangers. Somebody who tries to start a relationship by e-mail could be lying about their age, marital status, or even gender. Or the writer could be tempting us to go to a Web site where your password or credit card number will be stolen.
 - his or her
 - our
- As we watched, two movers carried the piano out to their double-parked van, then left it in the middle of the street while they went for coffee. Fifteen minutes later, the movers had still not come back, and you could see cars backed up for several blocks.
 - the van
 - we

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Pronouns: Test 5

Each sentence in the following passage contains one pronoun mistake. Find and underline these ten mistakes. Then write the corrections on the lines below.

Note To help you recognize and correct pronoun mistakes, explanations are given for five of the errors.

¹When Aunt Rose and Uncle Morris finally arrived, we all jumped up from the dinner table and rushed to the door, shouting their greetings. ²“I’m sorry we’re late,” said Morris, “but Rose insists on driving forty-five miles an hour, no matter how late you are.” ³“But don’t forget we were late in coming home from shopping and also in leaving the house, and it’s your fault,” Rose teased. ⁴“The worst thing for me about living with Morris is you always have to wait for him to finish selecting his wardrobe, trimming his beard, and combing his hair just right.” ⁵Then everyone sat back down to eat, and Rose told her sister Nancy that her red dress fit better than ever. ⁶Both Morris and his brother-in-law ate more than his share of the roast beef. ⁷The dinner was interrupted when Mr. Nichols came to the door and said, “Sorry to bother you, folks, but someone parked their car partly in front of my driveway. ⁸This could lead to a scratched and dented car—unless the car gets moved.” ⁹Rose had stepped out of the room for a minute, and Morris responded, “I told Rose that nobody would be able to get their car around ours if she parked there—I’ll go park the car somewhere else.” ¹⁰When Uncle Morris went to move the car, the rest of us immediately sprang into action—quickly clearing the table, hanging up streamers, bringing out their presents, and opening the back door to let in the other guests for Morris’s surprise birthday party.

Corrections
may vary.

1. our
We is a first-person pronoun. Their is a shift to the third-person point of view.
2. we

3. the lateness is
It does not refer to anything in the sentence.
4. I

5. Nancy, “Your red dress fits better than ever.”
The pronoun her could refer to either Rose or Nancy.
6. their

7. his or her
Someone is an indefinite pronoun. Indefinite pronouns are singular and need another singular pronoun to keep the point of view consistent.
8. Parking there

9. his or her
Nobody is an indefinite pronoun, so it is singular. Their is plural.
10. our

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Pronouns: Test 6

Each sentence in the following passage contains one pronoun mistake. Find and underline these ten mistakes. Then write the corrections on the lines below.

¹I work in a twenty-four-hour coffee and doughnut shop in New York, and in my job, I think you see every type of person in the city. ²Early morning brings in the sleepy, grumpy commuters; it's a time of day when everybody seems at their worst. ³Most early-morning customers don't even say hello—they just grunt out his or her orders. ⁴Little kids and their parents come in later in the morning, and some of them are absolutely adorable. ⁵Yesterday in the store a lady told her little girl she had to wash her hands before eating. ⁶The little girl said, "I don't understand why I have to wash my hands—I'm going to eat a chocolate doughnut, and they're the same color as the dirt." ⁷Late at night, when we're surprisingly busy, anyone might come in for their nightly cup of coffee. ⁸The door is always opening, and they could be cops, homeless people, or night-shift factory workers. ⁹Part of the reason I like my job is you never know who will drop by. ¹⁰One night the door opened and I said, "What'll you have?" before I realized he was Nick Nolte, one of my favorite actors.

Corrections
may vary.

1. I
2. his or her
3. their
4. the kids
5. , "You have to wash your hands before eating."
6. it's
7. his or her
8. the patrons
9. I
10. the customer

8 Comma

Seeing What You Know

Insert commas where needed in the following sentences. Then read the explanations below.

1. The restaurant dessert tray featured carrot cake, coconut cream pie, and something called death-by-chocolate.
2. Because I was three hours short of graduation requirements, I had to take a course during the summer.
3. The weather, according to last night's forecast, will improve by Saturday.
4. Students hurried to the campus store to buy their fall textbooks, but several of the books were already out of stock.
5. 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 something called death-by-chocolate.
Commas are needed to separate the items in a series.
2. Because I was three hours short of graduation requirements, I had to take a course during the summer.
The comma separates the introductory words from the rest of the sentence.
3. The weather, according to last night's forecast, will improve by Saturday.
*The words *according to last night's forecast* interrupt the flow of the rest of the sentence, so they are set off by commas.*
4. Students hurried to the campus store to buy their fall textbooks, but several of the books were already out of stock.
*The comma separates two complete thoughts connected by the joining word *but*.*
5. My sister asked, "Are you going to be on the phone much longer?"
The comma separates a direct quotation from the rest of the sentence.

This chapter explains five main uses of the comma.

1 BETWEEN ITEMS IN A SERIES

Commas are used to separate three or more items in a series.

Bears, chipmunks, raccoons, and groundhogs all hibernate during the winter. Felipe groaned when he learned that his exams in biology, economics, and sociology were scheduled for the same day.

The mechanic started the engine, fiddled with the fan belt, and announced that the problem was solved.

But Do not use a comma when the series contains only two items. The mechanic started the engine and fiddled with the fan belt.

Practice 1

In the following sentences, insert commas between items in a series.

1. Most communities now recycle newspapers, aluminum, and plastic.
2. Walking, bicycling, and swimming are all good aerobic exercises.
3. We collected the kids, loaded the van, and set off for the amusement park.
4. Signs of burnout include insomnia, inability to concentrate, and depression.

2 AFTER INTRODUCTORY MATERIAL

A comma is used to separate introductory material from the rest of the sentence. (If you were reading the sentence aloud, you would probably pause slightly at the end of the introductory material, where the comma belongs.)

Although the county issues a large number of jury-duty notices, many people find reasons not to serve.

Pushing and laughing, the second-graders spilled onto the playground.

In the middle of the thunderstorm, all the lights on our street went out.

Practice 2

Insert a comma after the introductory material in each of the following sentences.

1. During the first-aid course, one student accidentally broke her finger.
2. When the power went back on, all the digital clocks in the house began to blink.
3. Pausing in the doorway, the actress smiled warmly at the photographers.
4. After waiting in line for two hours, the students were told that the registrar's office was closing for lunch.

3 AROUND WORDS THAT INTERRUPT THE FLOW OF A SENTENCE

Sentences sometimes contain material that interrupts the flow of thought. Such words and word groups should be set off from the rest of the sentence by commas. For example,

My brother, who is very neat, complains that I am too messy.

If you read this sentence out loud, you can hear that the words *who is very neat* interrupt the flow of thought. Such interrupters often contain information that is less important to the sentence.

Here are some other examples of sentences with interrupters:

The owner of the blue Ford, *grumbling angrily*, came out to move his car.

Our house, *which was built in 1975*, needs a new roof and extra insulation.

The house's storm windows, *though*, are in fairly good shape.

Note Some interrupters, however, are needed to make the sentence clear. Information about punctuating these word groups appears on pages 215–216.

Practice 3

Insert commas around the interrupting words in each of the following sentences.

1. The Beatles, who originally called themselves the Quarrymen, released twenty-nine single records in their first year.
2. Frozen yogurt, which is relatively low in calories, is as delicious to many people as ice cream.
3. Some dieters, on the other hand, would rather give up desserts completely.
4. The new office building, forty stories high, provides a fine view of the parkway.

4 BETWEEN COMPLETE THOUGHTS CONNECTED BY A JOINING WORD

When two complete thoughts are combined into one sentence by a joining word like *and*, *but*, or *so*, a comma is used before the joining word.

They were five strangers stuck in an elevator, **so** they told each other jokes to ease the tension.

Each part of the sentence is a complete thought: *They were five strangers stuck in an elevator. They told each other jokes to ease the tension.* The parts are combined into one sentence by the joining word *so*.

Here are more sentences with complete thoughts connected by joining words:

Money may not buy happiness, **but** it makes misery a lot more comfortable.

Ved has a restaurant job this summer, **and** his sister has an office position.

Punctuation note Don't add a comma just because a sentence contains the word *and*, *but*, or *so*. Use a comma only when the joining word comes between two complete thoughts. Each of those thoughts must have its own subject and verb.

Comma: Lois spent two hours in the gym, **and then she went** to class. (Each complete thought has a subject and a verb: *Lois spent* and *she went*.)

No comma: Lois spent two hours in the gym **and then went** to class. (The second thought isn't complete because it doesn't have its own subject.)

Practice 4

Insert a comma before the joining words in the following sentences.

1. Someone had broken into the house, but nothing had been taken.
2. Melba wasn't wearing her glasses, so she couldn't read the fine print in the ad.
3. I used to be able to type very quickly, but now I'm out of practice.
4. Frequent TV watchers spend less time interacting with friends and family, and their reading is often limited to magazines such as *TV Guide*.

5 WITH DIRECT QUOTATIONS

A comma is used to separate directly quoted material from the rest of the sentence.

Someone shouted, "Look out below!"

The customer grumbled to the waiter, "This coffee tastes like mud."

"To learn more about lions," the zookeeper told the visiting children, "you should read the book *Born Free*."

Punctuation note When the comma is placed at the end of a quotation, it is included within the quotation marks.

Practice 5

Insert commas to set off quoted material in the following sentences.

1. When the bank robber Willie Sutton was asked why he robbed banks, he replied, "Because that's where the money is."
2. "Only fifteen more minutes until this class ends," Sharon whispered.
3. "We have everything for tall women," the mall store owner bragged, "except tall men."
4. "When you hear the beep, you know what to do," says the message on my friend's answering machine.

Note Additional information about the comma appears on pages 215–218.

Name _____ Section _____ Date _____
 Score: (Number right) _____ $\times 10 =$ _____ %

■ Comma: Test 1

On the lines provided, write the word or words in each sentence that need to be followed by a comma. Be sure to include each comma.

Note To help you master the comma, explanations are given for five of the sentences.

1. The kids' Halloween bags were full of quarters peanuts gum and candy bars.
quarters, peanuts, gum, **Commas separate items in a series.**
2. Opal has evening classes on Mondays Wednesdays and Thursdays.
Mondays, Wednesdays,
3. Carrying her popcorn Sylvia looked for an empty seat in the theater.
popcorn, **Use a comma after introductory material.**
4. After she read the Harry Potter books Yoko began calling her younger brothers and sisters "Muggles."
books,
5. That pizza the one with broccoli and mushrooms is the best I've ever eaten.
pizza, mushrooms, **Place commas around interrupting words in a sentence.**
6. Mata Hari a famous spy and exotic dancer reportedly charged her lovers at least \$7,500 to spend a night with her.
Hari, dancer,
7. My father wanted to attend college but his family didn't have the money.
college, **A comma is needed before the word that joins two complete thoughts.**
8. Bad weather destroyed much of last season's orange crop so the price of orange juice is high this year.
crop,
9. "You look as if you've seen a ghost" my brother remarked when he saw the scared expression on my face.
ghost," **The comma separates a direct quotation from the rest of the sentence.**
10. "All I want" said Jeff wearily "is to crawl into bed and stay there for a week."
want," wearily,

To the Instructor Additional tests on the comma can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Comma: Test 2

In the space provided, write the letter of the one comma rule that applies to each of the following sentences. Then insert one or more commas where they belong in each sentence.

- a** Between items in a series
- b** After introductory material
- c** Around interrupting words
- d** Before a word that joins two complete thoughts
- e** With direct quotations

- c 1. The caged panther, which kept striding from one side of its enclosure to the other, looked both magnificent and pitiful.
- b 2. When I first picked up the telephone, I didn't recognize Roger's voice.
- a 3. You'll know my uncle immediately—he has a walrus mustache, an eye patch, and a wooden leg.
- d 4. The roast should have been ready, but I had forgotten to turn on the oven.
- e 5. "I'll go to the party," said Vicky, "if you promise to be there."
- c 6. Many parents, although they dearly love their children, sometimes dream about being young and free again.
- d 7. Being educated doesn't mean having a head full of facts, but it does mean knowing how and where to find the facts.
- e 8. The insensitive TV reporter shouted to his camera crew, "Make sure you get some close-ups of the accident victims!"
- a 9. The supermarket is having specials this week on ground beef, coffee, and cereal.
- b 10. On the other hand, the store has raised its prices on fish and milk.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Comma: Test 3

On the lines provided, write out the parts of each passage that need commas. Be sure to include the commas.

Note To help you master the comma, explanations are given for half of the items.

1. The principal announced in a loud voice “Please welcome our graduates!” The graduating class wearing royal blue caps and gowns then marched into the auditorium.
 - a. voice,
A comma is needed to separate quoted words from the rest of the sentence.
 - b. class, wearing royal blue caps and gowns,
2. My psychology class is very practical. We’ve learned about causes of stress everyday defense mechanisms and coping skills. In addition I now understand a good deal about the anger I have toward my parents.
 - a. stress, everyday defense mechanisms,
Commas are needed to separate the items in a series.
 - b. addition,
3. A fire siren outside woke Kim at 5:30 so she got dressed and went for an early morning run. “You’re up bright and early” a neighbor called to her.
 - a. 5:30,
Put a comma before the word that joins two complete thoughts.
 - b. early,
4. Alvin who weighs 260 pounds works as a bouncer in a nightclub. When he tells people it’s time to leave few of them argue with Alvin.
 - a. Alvin, who weighs 260 pounds,
Commas are needed around the words that interrupt the first sentence.
 - b. leave,
5. Home from his first day at kindergarten the little boy stumbled into the house. He dropped his brightly colored book bag on the floor collapsed on the couch and promptly fell asleep.
 - a. kindergarten,
Put a comma after the introductory words.
 - b. floor, collapsed on the couch,

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Comma: Test 4

On the lines provided, write out the parts of each passage that need commas. Be sure to include the commas.

1. The trees especially the newly planted maples were badly damaged by the construction trucks. Broken branches oozing bark and wilted leaves were all signs that the trees might die.
 - a. trees, especially the newly planted maples,
 - b. branches, oozing bark,
2. After Gerald smashed the front end of the family car he called his parents. "I wasn't driving carelessly" he said. "The other driver was entirely at fault. Even he admits he caused the accident."
 - a. car,
 - b. carelessly,"
3. The cable company despite its claim of providing superior service has not been welcomed in our town. High prices power outages and limited channel coverage are all reasons why the company is unpopular.
 - a. company, despite its claim of providing superior service,
 - b. prices, power outages,
4. P. T. Barnum the master showman once hitched an elephant to a plow in order to promote his circus. As a result it is still a crime in North Carolina to plow a field with an elephant.
 - a. Barnum, the master showman,
 - b. result,
5. Early in the twentieth century women did not have the right to vote. That was not the only injustice experienced by women. Many people thought that higher education was wasted on women so very few women had the opportunity to attend college.
 - a. century,
 - b. on women,

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Comma: Test 5

On the lines provided, write the word or words in each sentence that need to be followed by a comma. Be sure to include the commas. One comma rule applies in each sentence.

Note To help you master the comma, explanations are given for half of the items.

¹Edgar Allan Poe the famous American short-story writer died in 1849. ²He was drunk alone and friendless at his death. ³His family purchased a tombstone for him but it was smashed on its way to the cemetery by a runaway freight train. ⁴Because his family could not afford another one Poe was buried in an unmarked grave. ⁵A group of Baltimore teachers admirers of Poe's work began to raise money for a tombstone. ⁶They held fund-raisers asked for donations invested what they earned and waited. ⁷After ten long years they raised the \$1,000 they needed. ⁸The newspaperman H. L. Mencken wrote angrily "During all this time not a single American author of position gave the project any aid." ⁹The Baltimore group made it possible for teachers students or anyone who admires Poe's work to visit his grave. ¹⁰Twenty-six years after his death Edgar Allan Poe finally had a tombstone bearing his name.

1. Poe, the famous American short-story writer,

Use commas around interrupting words in a sentence.

2. drunk, alone,

3. him,

Use a comma before a word that joins two complete thoughts.

4. one,

5. teachers, admirers of Poe's work,

Use commas around interrupting words in a sentence.

6. fund-raisers, asked for donations, invested what they earned,

7. years,

Use a comma after introductory material.

8. angrily,

9. teachers, students,

Use commas to separate items in a series.

10. death,

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Comma: Test 6

On the lines provided, write the word or words in each sentence that need to be followed by a comma. Be sure to include the commas. One comma rule applies in each sentence.

¹I love old-fashioned horror films that feature vampires werewolves mummies and zombies. ²The monster movie I love best of all is *Frankenstein* but it was only recently that I read the original book by that name. ³I was surprised to learn that its author Mary Shelley was very young. ⁴The daughter of scholars Mary was an intelligent and talented young woman. ⁵She eloped at seventeen with Percy Shelley a well-known poet and traveled to Switzerland. ⁶In Switzerland, their party included Mary her husband another poet (Lord Byron) and Byron’s physician. ⁷Someone in the group said “Let’s each write a story about the supernatural.” ⁸Mary’s contribution a story about a living creature made from dead bodies was *Frankenstein*. ⁹The story published when Mary was twenty-one years old became an instant classic. ¹⁰Because of its wide appeal it has been the subject of many movies—and nightmares.

1. vampires, werewolves, mummies,
2. Frankenstein,
3. author, Mary Shelley,
4. scholars,
5. Shelley, a well-known poet,
6. Mary, her husband, another poet (Lord Byron),
7. said,
8. contribution, a story about a living creature made from dead bodies,
9. story, published when Mary was twenty-one years old,
10. appeal,

9 Apostrophe

Seeing What You Know

Insert apostrophes where needed in the four sentences below. Then read the explanations that follow.

1. It's impossible for water to run uphill.
2. The prosecutor can't try the date-rape case until next month.
3. No one likes the registrar's new procedures for dropping a course.
4. The omelets at the Greens' diner are the best in town. Mrs. Green is the chef, and her husband is the host.

Understanding the Answers

1. **It's** impossible for water to run uphill.
It's is the contraction of the words *it is*. The apostrophe takes the place of the letter *i*, which has been left out.
2. The prosecutor **can't** try the date-rape case until next month.
Can't is the contraction of the words *can not*. The apostrophe shows that two letters, *n* and *o*, have been left out.
3. No one likes the **registrar's** new procedures for dropping a course.
The apostrophe plus *s* shows that the new procedures belong to the registrar. The apostrophe goes after the last letter of *registrar*. *Likes* does not get an apostrophe; it is a verb. *Procedures* also does not get an apostrophe, because it is not possessive. It is a plural word meaning "more than one procedure."
4. The omelets at the **Greens'** diner are the best in town. Mrs. Green is the chef, and her husband is the host.
The apostrophe after the *s* shows that the Greens own the diner. With possessive plural words ending in *s*, the apostrophe alone shows possession. *Omelets* does not need an apostrophe, because it is simply a plural word meaning "more than one omelet."

The apostrophe is a punctuation mark with two main purposes. It is used in a **contraction** to show that one or more letters have been left out of a word. The apostrophe is also used to show **possession**—that is, to show that something belongs to someone or something.

APOSTROPHE IN CONTRACTIONS

A contraction is formed when two words are combined to make a new word. The apostrophe takes the place of the letter or letters omitted in forming the contraction. It goes where the missing letters used to be.

Here are a few common contractions:

I + am = **I'm** (the letter *a* in *am* has been left out)

it + is = **it's** (the *i* in *is* has been left out)

does + not = **doesn't** (the *o* in *not* has been left out)

do + not = **don't** (the *o* in *not* has been left out)

she + will = **she'll** (the *wi* in *will* has been left out)

you + would = **you'd** (the *woul* in *would* has been left out)

will + not = **won't** (*o* takes the place of *ill*; the *o* in *not* has been left out)

Contractions are commonly used in everyday speech and writing, as seen in this passage:

Let's go to the movies tonight. There's a film I've been wanting to see, but it hasn't been in town until now. Didn't you say you've been wanting to see it too? Shouldn't we ask Michael and Ana to go with us? They're always ready to see a good film. And they don't have anything to do this evening.

Practice 1

In the spaces provided, write the contractions of the words in parentheses.

- When the timer goes off, (*you will*) you'll know (*it is*) it's time to take the potatoes out of the microwave.
- (*I would*) I'd like to speak to the person (*who is*) who's in charge of the shoe department.
- (*What is*) What's the answer to the question (*that is*) that's at the bottom of the page?
- It (*is not*) isn't fair that some companies (*are not*) aren't hiring older workers.
- The game show contestants (*did not*) didn't win the trip to Hawaii, but (*they are*) they're getting a box of pineapples as a consolation prize.

Four Confusing Pairs

Four contractions that can cause problems are **they're** (meaning *they are*), **it's** (meaning *it is* or *it has*), **you're** (meaning *you are*), and **who's** (meaning *who is*). They are easily confused with the possessive forms **their** (meaning *belonging to them*), **its** (meaning *belonging to it*), **your** (meaning *belonging to you*), and **whose** (meaning *belonging to whom*). Notice how each of these words is used in the sentences below:

They're (*they are*) very angry about the damage done to **their** new mailbox (*the new mailbox belonging to them*).

It's (*it is*) a shame that your car has blown **its** engine (*the engine belonging to it*).

Your parents (*the parents belonging to you*) said that **you're** (*you are*) supposed to be home by midnight.

Who's (*who is*) the person **whose** car (*the car belonging to whom*) is taking up two parking spaces?

Practice 2

Underline the correct word in each set of parentheses.

1. (It's, Its) too late now to give the dog (it's, its) bath.
2. Have Matt and Sara told (they're, their) parents that (they're, their) planning to start their own business?
3. (Who's, Whose) going to tell me (who's, whose) drink this is?
4. I think that (you're, your) best quality is (you're, your) sense of humor.
5. (It's, Its) revealing that only four pieces of United States currency have had women's pictures on (they're, their) front or back sides. The women (who's, whose) faces have been on U.S. money are Martha Washington, Pocahontas, Susan B. Anthony, and Sacajawea. What's (your, you're) guess as to why this has happened?

THE APOSTROPHE TO SHOW POSSESSION

To show that something belongs to someone or something, we could say, for example, *the truck owned by Sally*, *the radial tires belonging to the car*, or *the Great Dane of the neighbor*. But it's much simpler to say the following:

Sally's truck

the car's radial tires

the neighbor's Great Dane

To make a singular word (or a plural word not ending in *s*) possessive, add an apostrophe plus an *s*. To decide *what* to make possessive, ask yourself the following:

- 1 Who or what is owned?
- 2 Who or what owns something?

Then put the apostrophe plus an *s* after the name of the owner.

For example, look at the following word group:

the truck owned by Sally

First ask yourself, “What is owned?” The answer is *the truck*. Then ask, “Who is the owner?” The answer is *Sally*. So add an apostrophe plus *s* after the name of the owner: *Sally’s truck*. The apostrophe plus *s* shows that the truck belongs to Sally.

Here is another example:

the toys belonging to the children

Again, ask yourself, “What is owned?” The answer is *toys*. Then ask, “Who is the owner?” The answer is *the children*. So add an apostrophe plus *s* after the name of the owner: *the children’s toys*. The apostrophe plus *s* shows that the toys belong to the children.

Notes

- 1 An apostrophe plus *s* is used to show possession, even with a singular word that already ends in *s*:

Tess’s purse (the purse belonging to Tess)

the boss’s car (the car owned by the boss)

- 2 But an apostrophe alone is used to show possession with a plural word that ends in *s*:

several students’ complaints (the complaints of several students)

the two teams’ agreement (the agreement of the two teams)

Practice 3

Two apostrophes are needed to show possession in each sentence below. In each space provided, write the word or words that need the apostrophe (the owner) as well as what is owned. The first sentence is done for you as an example.

1. The spiders web glistened with moisture from last nights rain.

spider’s web

last night’s rain

2. The mail carriers job is not made any easier by that mans vicious dog.

mail carrier’s job

that man’s vicious dog

3. Everyones assignment is to prepare a two-minute speech for Mondays class.

Everyone’s assignment

Monday’s class

4. Ben Franklins inventions were often a combination of other peoples ideas.
Ben Franklin's inventions people's ideas
5. Doriss grades are better than both of her brothers grades ever were.
Doris's grades her brothers' grades

When Not to Use an Apostrophe: In Plurals and Verbs

People sometimes confuse possessive and plural forms of words. Remember that a plural is formed simply by adding an *s* to a word; no apostrophe is used. Look at the sentence below to see which words are plural and which are possessive:

Tina's new boots have silver buckles.

The words *boots* and *buckles* are plurals—there is more than one boot, and there is more than one buckle. But *Tina's*, the word with the apostrophe plus *s*, is possessive. Tina owns the boots.

Also, many verbs end with just an *s*—for example, the word *owns* in the sentence “Tina owns the boots.” Do not put an apostrophe in a verb.

Practice 4

In the spaces provided under each sentence, add the one apostrophe needed and explain why the other words ending in *s* do not get apostrophes.

Example The little boys daily temper tantrum seems to last for hours.

boys: boy's, meaning "belonging to the little boy"

seems: verb

hours: plural meaning "more than one hour"

- One of the police officers asked to see my owners card.
officers: plural meaning "more than one officer"
owners: owner's, meaning "belonging to the owner"
- That old storefronts grimy window has not been cleaned in many years.
storefronts: storefront's, meaning "belonging to the storefront"
years: plural meaning "more than one year"
- The managers mood is much better after she gives out the assignments for the day.
managers: manager's, meaning "belonging to the manager"
gives: verb
assignments: plural meaning "more than one assignment"

4. This years new television shows are much worse than the programs of past seasons.
 years: year's, meaning "belonging to this year"
 shows: plural meaning "more than one show"
 programs: plural meaning "more than one program"
 seasons: plural meaning "more than one season"
5. The motor of our sons old car coughs and wheezes whenever it starts.
 sons: son's, meaning "belonging to our son"
 coughs: verb
 wheezes: verb
 starts: verb
6. One of Theos failings is jumping to conclusions.
 Theos: Theo's, meaning "belonging to Theo"
 failings: plural meaning "more than one failing"
 conclusions: plural meaning "more than one conclusion"
7. Dieters should drink eight glasses of water a day because of waters ability to make the stomach feel more full.
 Dieters: plural meaning "more than one dieter"
 glasses: plural meaning "more than one glass"
 waters: water's, meaning "belonging to water"
8. On the game reserve, dozens of elephants crowded around the two water holes edges.
 dozens: plural meaning "more than one dozen"
 elephants: plural meaning "more than one elephant"
 water holes: water holes', meaning "belonging to the two water holes"
 edges: plural meaning "more than one edge"

Note Additional information about the apostrophe appears on page 218.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Apostrophe: Test 1

Each of the sentences below contains one word that needs an apostrophe. Write each word, with its apostrophe, in the space provided.

Note To help you master the apostrophe, explanations are given for half of the sentences.

1. The teachers broken leg kept her out of class for two weeks.

_____ *teacher's* _____

The broken leg belongs to the teacher.
Weeks is plural.

2. That insurance companys best customers are construction workers.

_____ *company's* _____

3. Im planning to take a night school course next semester.

_____ *I'm* _____

An apostrophe should take the place of the missing *a* in the contraction.

4. The students know that they cant fool Mrs. Striker with phony excuses.

_____ *can't* _____

5. The huge green frogs sticky tongue soon captured several flies.

_____ *frog's* _____

The frog owns the sticky tongue. *Flies* is a simple plural.

6. Endorphins, the bodys natural painkillers, are released when people exercise.

_____ *body's* _____

7. A sign in front of the store entrance says, "Dont even *think* of parking here!"

_____ *Don't* _____

Don't is a contraction of *do not*, with the *o* in *not* left out. *Says* is a verb.

8. Its supposed to rain for the next three days, so we can skip watering the lawn.

_____ *It's* _____

9. A tornado destroyed the barns roof, but no animals were killed.

_____ *barn's* _____

The roof belongs to the barn. *Animals* is a simple plural.

10. Even though they live a thousand miles apart, the two brothers relationship has remained strong through the years.

_____ *brothers'* _____

To the Instructor Additional tests on the apostrophe can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Apostrophe: Test 2

Each of the sentences below contains one word that needs an apostrophe. Write each word, with its apostrophe, in the space provided.

1. The shrinking of Earths ozone layer will result in rising temperatures.

Earth's

2. When the ballparks gates opened, hundreds of fans were already waiting outside.

ballpark's

3. Why should Leroy forgive your insult when you havent even apologized?

haven't

4. Many of the streets residents have lived there for at least twenty years.

street's

5. If the canary hasnt eaten its food by morning, you should take the canary to the veterinarian.

hasn't

6. Baby-sitters dont usually agree to take care of those twins a second time.

don't

7. More than one-fourth of the librarys books are missing from the shelves.

library's

8. My grandmothers hairdo looks the same today as it did when she was twenty.

grandmother's

9. I went to the post office, but its open only until noon on Saturdays.

it's

10. Ramona couldnt start either of her cars, so she had to call a tow truck.

couldn't

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Apostrophe: Test 3

Each of the short passages below contains two words that need apostrophes. Underline the words that need apostrophes. Then write each word, with its apostrophe, in the space provided.

Note To help you master the apostrophe, explanations are given for the first sentence in each passage.

- Greg's jeans should go into the ragbag. They've got to be at least fifteen years old.

 - Greg's The jeans belong to Greg.
 - They've
- Whos the person in charge of repairs around here? The copy machines red light is flashing again.

 - Who's An apostrophe should take the place of the missing *i* in the contraction.
 - machine's
- Im surprised that you take my grades so seriously," said Ned to his father. "Grades are no measure of a persons true worth."

 - I'm An apostrophe should take the place of the missing *a* in the contraction.
 - person's
- Kates tights began to slip down to her knees as she walked back from the school stage. She couldnt do anything about it, so she kept her head down and hoped nobody would notice.

 - Kate's The tights belong to Kate.
 - couldn't
- A tiny crack appeared in the fish tanks corner. The goldfish looked unconcerned, but their owner didnt feel as calm.

 - tank's The corner belongs to the fish tank.
 - didn't

Name _____ Section _____ Date _____
Score: (Number right) _____ × 10 = _____ %

■ Apostrophe: Test 4

Each of the short passages below contains two words that need apostrophes. Underline the words that need apostrophes. Then write each word, with its apostrophe, in the space provided.

- The janitors job is made more difficult by thoughtless students. They hide his brooms and dump wastebaskets in the school buildings corridors.
 - janitor's
 - building's
- The books cover shows a beautiful woman and a handsome man in each others arms. That is odd, because the book is not a love story at all.
 - book's
 - other's
- "Ricks sneakers are in the middle of the kitchen floor," his father said. "So hes sure to be around here somewhere."
 - Rick's
 - he's
- Some peoples lack of consideration is beyond belief. Our neighbors, for example, have parties every Saturday night where they sing and play loud music until dawn. And they havent invited us to a single one.
 - people's
 - haven't
- "Youre not thinking of asking me for my car keys again, are you?" Ivan said to his sixteen-year-old daughter. "Getting a drivers license does not mean you automatically get a car to go with it."
 - You're
 - driver's

Name _____ Section _____ Date _____

Score: (Number right) _____ × 10 = _____ %

■ Apostrophe: Test 5

Each sentence in the following passage contains a word that requires an apostrophe. Underline the ten words. Then, on the lines following the passage, write the corrected form of each word.

Note To help you master the apostrophe, explanations are given for five of the sentences.

¹When I was in high school, my family lived near Chicago, and my sister and I enjoyed the citys museums, parks, and zoos. ²I've got many happy memories of time spent there; however, one visit was a different story. ³We were walking down the sidewalk eating hot dogs, enjoying the suns warmth on a beautiful May day. ⁴My sister said, "Let's feed the pigeons." ⁵I knelt on the sidewalk and began throwing bits of bread to the hungry birds, and then I felt someones hands closing around my neck from behind. ⁶I wasnt scared because I thought it was just my sister goofing around. ⁷Suddenly I heard her scream, "Whos that?" ⁸I realized a strangers hands were beginning to choke me. ⁹I jumped up, ran as fast as I could, and looked back to see an unshaven man in a ragged raincoat laughing at me and calling, "Im going to catch you!" ¹⁰He didnt follow us, and I never saw him again, but I had nightmares about him for weeks.

- | | |
|----------------------|---|
| 1. <u>city's</u> | The museums, parks, and zoos belong to the city. |
| 2. <u>I've</u> | |
| 3. <u>sun's</u> | The writer means "the warmth of the sun." |
| 4. <u>Let's</u> | |
| 5. <u>someone's</u> | Someone owns the hands. |
| 6. <u>wasn't</u> | |
| 7. <u>Who's</u> | The contraction of <i>who is</i> needs an apostrophe. |
| 8. <u>stranger's</u> | |
| 9. <u>I'm</u> | The contraction of <i>I am</i> needs an apostrophe. |
| 10. <u>didn't</u> | |

Name _____ Section _____ Date _____
 Score: (Number right) _____ × 10 = _____ %

■ Apostrophe: Test 6

Each sentence in the following passage contains a word that requires an apostrophe. Underline the ten words. Then, on the lines following the passage, write the corrected form of each word.

¹One of historys most fascinating figures is Cleopatra, a queen of ancient Egypt. ²She was born in the year 69 B.C., and in keeping with one of the ancient Egyptian traditions, she became her brothers wife when she was made queen. ³Her brother soon drove her from Egypt's throne, however, and she began making plans to go to war against him. ⁴When Cleopatras beauty and charm caught the eye of the Roman general Julius Caesar, they became lovers. ⁵Caesars feelings for Cleopatra were so strong that he went to war for her, killing her brother. ⁶She became queen again, marrying a younger brother, but it wasnt long before she poisoned her new husband. ⁷Later on, Caesar was murdered, and Cleopatra became the mistress of one of Romes most powerful military figures, Mark Antony. ⁸But when Antonys soldiers were defeated in battle, Cleopatra agreed to join the plot of an enemy, Octavian, by pretending to commit suicide. ⁹Antony didnt want to live without her, so he killed himself. ¹⁰When she couldnt persuade Octavian to become her lover and ally, Cleopatra put an end to her own violent life.

1. history's
2. brother's
3. Egypt's
4. Cleopatra's
5. Caesar's
6. wasn't
7. Rome's
8. Antony's
9. didn't
10. couldn't

10 Quotation Marks

Seeing What You Know

Insert quotation marks or underlines as needed in the following sentences. One sentence does not need quotation marks. Then read the explanations below.

1. The mechanic said, “Your car needs more than a tune-up.”
2. “To tell you the truth,” said my husband, “I’m thinking of quitting my job.”
3. My sister called to say that she needed heart surgery.
4. According to The Book of Answers, the most widely sung song in the English-speaking world is “Happy Birthday to You.”

Understanding the Answers

1. The mechanic said, “Your car needs more than a tune-up.”
The words *Your car needs more than a tune-up* need quotation marks. These are the exact words that the mechanic said. Since *Your* is the first word of a quoted sentence, it is capitalized.
2. “To tell you the truth,” said my husband, “I’m thinking of quitting my job.”
Each of the two word groups spoken by the husband, since they are his exact words, needs a set of quotation marks.
3. My sister called to say that she needed heart surgery.
The words *that she needed heart surgery* are not the speaker’s exact words. (Her exact words would have been “I need heart surgery.”) In such an indirect quotation, no quotation marks are used.
4. According to The Book of Answers, the most widely sung song in the English-speaking world is “Happy Birthday to You.”
Titles of short works, such as songs, are put in quotation marks. Titles of longer works, such as books, are either italicized or underlined.

Quotation marks enclose the exact words of a speaker or writer. Quotation marks also set off the title of a short work.

QUOTATION MARKS TO SET OFF THE WORDS OF A SPEAKER OR WRITER

Use quotation marks to set off the exact words of a speaker or writer.

After the bombing of Pearl Harbor, President Franklin Roosevelt described the day as “a date which will live in infamy.”

(President Roosevelt’s exact words are enclosed between quotation marks.)

“When we’re done with the dishes,” said Terry, “we’ll be ready to go.”

(Terry’s exact words are set off by two sets of quotation marks. The words *said Terry* are not included in the quotation marks since they were not spoken by him.)

Opal told her uncle, “We’ll serve dinner at seven o’clock. If you can’t make it then, stop in later for dessert.”

(Because the two sentences give Opal’s words without interruption, they require just one set of quotation marks.)

“Experience,” wrote Vernon Law, “is a hard teacher because she gives the test first, the lesson afterward.”

(The exact words that Law wrote are enclosed in quotation marks.)

Punctuation note Quoted material is usually set off from the rest of the sentence by a comma. When the comma comes at the end of quoted material, it is included inside the quotation marks. The same is true for a period, exclamation point, or question mark that ends quoted material:

Incorrect: “If it rains”, said Connie, “the ball game will be canceled”.

Correct: “If it rains,” said Connie, “the ball game will be canceled.”

Notice, too, that a quoted sentence begins with a capital letter, even when it is preceded by other words.

Incorrect: Marco said, “let’s go to the fair tonight.”

Correct: Marco said, “Let’s go to the fair tonight.”

Practice 1

Insert quotation marks where needed.

1. “My throat is so sore I can’t talk,” Larry whispered.
2. Wilson Mizner once said, “Life’s a tough proposition, and the first hundred years are the hardest.”

3. “Don’t go in that door!” the audience shouted to the actor on the movie screen.
4. Louise was just about to park in back of the administration building when she saw a sign reading, “Parking By Permit Only—Violators Will Be Towed.”
5. “After all the trouble the customers at that table have caused,” grumbled the waitress, “they’d better leave a decent tip.”

Direct and Indirect Quotations

Often we communicate someone’s spoken or written thoughts without repeating the exact words used. We quote indirectly by putting the message into our own words. Such **indirect quotations** do not require quotation marks. The word *that* often signals an indirect quotation.

The following example shows how the same material could be handled as either a direct or an indirect quotation.

Direct Quotation

Keshia said, “If I pass all my exams, I will graduate this June.”
(These are Keshia’s exact words, so they are put in quotation marks.)

Indirect Quotation

Keshia said that if she passes all her exams, she will graduate this June.
(These are *not* Keshia’s exact words. No quotation marks are used.)

Practice 2

Turn each of the following indirect quotations into a direct quotation. You will have to change some of the words as well as add quotation marks. The first one is done for you as an example.

1. Emmet asked if he could borrow my dictionary.
Emmet asked, “Could I borrow your dictionary?”
2. Coach Hodges told Lori that she had played an outstanding game.
Coach Hodges told Lori, “You played an outstanding game.”
3. Manuel insisted that his new glasses haven’t improved his vision one bit.
Manuel insisted, “My new glasses haven’t improved my vision one bit.”
4. The detective exclaimed that he knew the murderer’s identity.
The detective exclaimed, “I know the murderer’s identity!”
5. I told Dr. Patton that I hadn’t been to a dentist since high school.
I told Dr. Patton, “I haven’t been to a dentist since high school.”

QUOTATION MARKS TO SET OFF THE TITLES OF SHORT WORKS

The titles of short works are set off in quotation marks. Short works include short stories, newspaper and magazine articles, song titles, poems, episodes of television shows, and chapters of books.

Note The titles of longer works, such as books, newspapers, magazines, plays, movies, television series, and albums, should be underlined when written. (When longer works are mentioned in printed material, their titles are usually set in *italic type*.)

“The Body,” a short story by Stephen King, was later made into the movie Stand By Me.

I remember memorizing Robert Frost’s poem “Stopping by Woods on a Snowy Evening” when I was in eighth grade.

“Jimmy’s World,” an article in the Washington Times about a drug-addicted child, won a Pulitzer Prize, but the story was later proved to be a fake.

Bing Crosby’s recording of the song “White Christmas” is still one of the biggest sellers of all time.

Practice 3

Insert quotation marks or underlines where needed in the sentences below.

1. I bought a copy of the cookbook titled The Good Food Book because I wanted to read the chapter called “How to Eat More and Weigh Less.”
2. Professor Porter told the class that the next exam would be on the short story “The Garden Party.”
3. Whenever Gina sees the movie The Sound of Music, the song near the end, “Climb Every Mountain,” makes her cry.
4. Randy couldn’t remember whether he had read the article “All Gamblers Lose” in Newsweek or in Time.
5. An article called “Will the Circle Be Unbroken?” in The Atlantic Monthly includes interviews with four people about death and dying.

Note Additional information about quotation marks appears on pages 219–220.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 12.5 =$ _____ %

■ Quotation Marks: Test 1

On the lines provided, rewrite the following sentences, adding quotation marks as needed. Two of the sentences do not need quotation marks.

Note To help you master quotation marks, explanations are given for half of the sentences.

1. Beverly said, I'm not doing your share of the work.

Beverly said, "I'm not doing your share of the work."

Beverly's words and the period at the end of the sentence should be included within quotation marks.

2. Stop shouting or you'll wake the children, Chris whispered.

"Stop shouting or you'll wake the children," Chris whispered.

3. I'm furious, shouted Kareem, about your constant lies!

"I'm furious," shouted Kareem, "about your constant lies!"

*Each of the two parts of Kareem's statement requires a set of quotation marks. The words *shouted Kareem* do not get quotation marks because they are not part of his statement.*

4. You are fortunate, Vera said, to have a job you enjoy.

"You are fortunate," Vera said, "to have a job you enjoy."

5. Carole said that she was staying home for the weekend.

No quotation marks are needed.

Carole's message is communicated indirectly.

6. The student explained that he'd fallen asleep during class.

No quotation marks are needed.

7. Is that a wig? Can I touch it? the little girl asked her uncle.

"Is that a wig? Can I touch it?" the little girl asked her uncle.

The little girl's two questions are uninterrupted, so they are included within one set of quotation marks.

8. You're right! It is snowing! exclaimed Raymond.

"You're right! It is snowing!" exclaimed Raymond.

To the Instructor Additional tests on quotation marks can be found in the *Instructor's Manual*.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Quotation Marks: Test 2

On the lines provided, rewrite the part or parts of each sentence that need quotation marks. One of the ten items does not need quotation marks.

1. The waitress asked, Aren't you leaving me a tip?

"Aren't you leaving me a tip?"

2. The food machines in the lunchroom should offer healthier choices, suggested Tran.

"The food machines in the lunchroom should offer healthier choices,"

3. Those shoes, the salesclerk assured me, will never go out of style.

"Those shoes," . . . , "will never go out of style."

4. The bookstore manager told us that he couldn't buy back books with writing in them.

No quotation marks are needed.

5. I told Ava that she was a cheat. It takes one to know one, she responded.

"It takes one to know one,"

6. Can't you work any faster than that? the supervisor barked at the new stock boy.

"Can't you work any faster than that?"

7. Did you read the funny article called What People Really Want for Christmas in today's newspaper?

"What People Really Want for Christmas"

8. I'm afraid of only one thing, the Scarecrow told Dorothy. That's a lighted match.

"I'm afraid of only one thing," . . . "That's a lighted match."

9. The Black Cat and The Tell-Tale Heart are two of Edgar Allan Poe's most chilling stories.

"The Black Cat" and "The Tell-Tale Heart"

10. Yogi Berra, who was famous for his odd remarks, once said, You can observe a lot just by watching.

"You can observe a lot just by watching."

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Quotation Marks: Test 3

Place quotation marks where needed in the short passages that follow. Each passage needs two sets of quotation marks.

Note To help you master quotation marks, explanations are given for one set of quotation marks in each passage.

1. "May I ask you a personal question?" asked my nosy neighbor, as if she needed my permission. "You may ask it, but I don't promise to answer it," I replied.
The neighbor's question should be set off with one set of quotation marks.
2. Benjamin Franklin is famous for his witty sayings. Many of them give advice on how to behave; others are comments on human nature. For instance, he once wrote, "To lengthen thy life, lessen thy meals." He also commented, "Three may keep a secret, if two of them are dead."
Franklin's advice on behavior should be set off with one set of quotation marks.
3. When Mr. Benton asked to withdraw some money from his account, the bank teller said, "I'm sorry, but your account is overdrawn." Mr. Benton answered, "Nonsense, I must still have money in my account. See, I have lots of checks left."
The teller's words should be set off with quotation marks.
4. I asked James how, if he couldn't find his shoes, he expected to get dressed for the wedding. "I could always wear my sneakers," he answered. "We'll have to sit in back where nobody sees us, then," I told him.
James's exact words should be set off with one set of quotation marks.
5. This article titled "How to Find Your Perfect Mate" in *Cosmopolitan* is the dumbest thing I've ever read. It actually suggests that before you go on a first date, you ask your date, "Please fill out this questionnaire on your likes and dislikes."
The title of an article is put in quotation marks.

Name _____ Section _____ Date _____
Score: (Number right) _____ $\times 10 =$ _____ %

■ Quotation Marks: Test 4

Place quotation marks where needed in the short passages that follow. Each passage needs two sets of quotation marks.

1. "Lights out right now!" my mother shouted up the stairs. The lights were turned off, but a great deal of noise and giggling ensued. Mother waited patiently for things to quiet a bit and then called up, "You'll be too tired for school tomorrow if you don't get to sleep."
2. An angry-looking woman marched up to the customer service desk and slammed a large box on the counter. "You sold me this juicer, and now I want my money back," she told the clerk. "Every time I turn it on, it spits carrot pieces all over my kitchen table."
3. My father, never very excited about having visitors, once said, "I never try to make people feel at home. If they wanted to feel at home, they would have stayed there." He then quoted the famous saying, "Fish and visitors begin to smell after three days."
4. "Hey, you," called the homeless man sitting on the sidewalk. A well-dressed young man paused. "Are you talking to me?" he asked.
5. "You bet I am. How would you like to trade places with me?" said the homeless man. The young man smiled nervously and then said that he would prefer not to. The older man nodded. "I don't blame you," he said and lay back down on the pavement.

Name _____ Section _____ Date _____

Score: (Number right) _____ $\times 10 =$ _____ %

■ Quotation Marks: Test 5

Ten of the sentences in the passage below require a set of quotation marks. Insert the quotation marks where needed. On the lines provided at the bottom, write the numbers of the sentences to which you have added quotation marks.

Note To help you master quotation marks, five of the sentences that need quotation marks are identified for you.

¹Last summer I went with my husband Lenny to his ten-year high school reunion. ²He kept telling me, “Oh, boy, are you going to love my old gang.” ³I’d heard a lot about the old gang, and I wondered about that. ⁴Not only are we going to have a great time, but I’m going to be master of ceremonies,” he announced.

⁵On the big night, we’d barely driven into the parking lot when we were surrounded by a crowd of apparently grown men shouting, “Li-zard! Li-zard! Lenny the Lizard has arrived!” ⁶I turned and looked at my husband. ⁷“Lenny the Lizard?” I asked. ⁸He didn’t have time to answer. ⁹“Party time!” he roared, leaping out of the car and disappearing into the building.

¹⁰When I caught up with him, he was being hugged and kissed by a good-looking redhead. ¹¹“Oooooohhhh,” she said, looking me over. ¹²“You sure don’t look like the type that Lenny would have married!”

¹³After a year or so we sat down to dinner. ¹⁴There, people kept saying things like “Do you remember the time Jock dissected the frog and gave its heart to Diane on Valentine’s Day?” ¹⁵Everybody at the table would break up laughing at that point, while I was still waiting to hear what had happened.

¹⁶Finally it was time for Lenny to get up and speak. ¹⁷He actually did a pretty good job, and he finished his remarks by asking the class members to introduce their spouses. ¹⁸To get things started, he had me stand as he said, “And this is my wonderful wife, Betty.” ¹⁹Unfortunately, my name is Linda.

²⁰When it’s time for Lenny’s twentieth, I’m going to stay home and write an article called “Surviving Your Spouse’s Reunion.”

1. Sentence 2 6. Sentence 11 2. Sentence 4 7. Sentence 12 3. Sentence 5 8. Sentence 14 4. Sentence 7 9. Sentence 18 5. Sentence 9 10. Sentence 20

Name _____ Section _____ Date _____
 Score: (Number right) _____ × 10 = _____ %

■ Quotation Marks: Test 6

Ten of the sentences in the passage below require a set of quotation marks. Insert the quotation marks where needed. On the lines provided at the bottom, write the numbers of the sentences to which you have added quotation marks.

¹Our family recently hosted another family visiting from South America. ²We soon learned from Mr. and Mrs. Rojas that the image people receive of American life in other countries is not always accurate.

³Soon after we picked the family up at the airport, Mrs. Rojas asked, “How many servants do you have?” ⁴She was surprised to hear we didn’t even know anyone who had servants. ⁵“On American TV shows, everyone has cooks and maids!” she exclaimed.

⁶We stopped for a bite to eat on our way home. ⁷As we walked toward the restaurant, a homeless man asked us for some change. ⁸“You have beggars here?” Mr. Rojas said in astonishment. ⁹“But on American TV shows, everyone is rich.”

¹⁰During our meal, a couple of police officers came in to eat. ¹¹Mr. and Mrs. Rojas eyed them nervously. ¹²“Maybe we should leave,” Mr. Rojas said. ¹³“Why?” my father asked in surprise. ¹⁴“They have guns,” replied Mr. Rojas. ¹⁵“We know from American TV shows how often there is shooting.”

¹⁶That night we had some neighbors in to meet the Rojas family. ¹⁷We had a great time talking and laughing together while the children played hide-and-seek throughout the house. ¹⁸One neighbor asked, “Well, what do you think about the United States now that you’ve spent a whole day in it?” ¹⁹Mrs. Rojas laughed. ²⁰“I think I shouldn’t believe everything I see on American TV shows!” she replied.

1. Sentence 3

6. Sentence 13

2. Sentence 5

7. Sentence 14

3. Sentence 8

8. Sentence 15

4. Sentence 9

9. Sentence 18

5. Sentence 12

10. Sentence 20