

GRAMMAR AND WRITING SKILLS

PART 2

ADVANCED GRAMMAR



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GRAMMAR AND WRITING SKILLS

PART 2

ADVANCED GRAMMAR

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CREDITS

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PREFACE

Grammar and Writing Skills Parts 1-3 are designed to provide the student with a basic knowledge of writing English. Topics include parts of speech, punctuation, and letter and report writing. Once you have completed this training, you should have a better understanding of grammar and proper writing skills which will enable you to produce concise, correct, and easily understood business communications.

TO THE STUDENT

This is a self-instructional study course which allows you to proceed at your own speed. The course is designed to provide you with information, then to test your recall by immediately providing questions about the material just presented. This process allows you to read the information, actively participate in the course by answering questions, and learn promptly, if you are correct. Therefore, a mistake is prevented before it happens and you spend your time learning - not unlearning. This procedure reinforces what you have just read and should enable you to retain what you have studied for a longer period of time than a lecture or a regular textbook.

HOW THIS PROGRAM WORKS

You will be given blocks of information (frames) in sequence. These frames will be followed by questions which require a written response. You are to follow the instructions for the type of question being asked. After you have responded to the questions, you may turn to the back of the book for the corresponding answers.

If you have missed any answers, you should reread the appropriate frame or frames and make a special effort to recall this information.

PART 2

COMPLEX SENTENCES AND ADVANCED GRAMMAR

CHAPTER 1 – COMPLEX SENTENCES

1-1 INTRODUCTION

In this section you will:

- learn about complex sentences and types of sentence fragments
- define dependent clauses
- explain isolated relative clauses
- recognize independent clauses

1-2 ISOLATED DEPENDENT CLAUSES

Independent Clause

A subject and verb unit composes the core of a sentence, also called an **independent clause**. Here is an example:

I won a million dollars in the lottery.

This is a clause because it contains a subject and verb. It is independent because it makes sense alone.

Dependent Clauses

If you add a subordinating word at the beginning of an independent clause, you create a **dependent clause** that no longer makes sense alone. (Subordinate conjunctions connect two unequal parts, e.g., dependent and independent clauses)

Here is an example:

When I won a million dollars in the lottery. . .

Don't you want to know what happened when I won? This covers isolated dependent clauses -- one common type of sentence fragment.

Common Subordinate Conjunctions

Here is a list of common **subordinate conjunctions**. Take a moment to study them.

Examine the following words:

<i>after</i>	<i>if</i>	<i>until</i>
<i>although</i>	<i>in order that</i>	<i>when</i>
<i>as</i>	<i>since</i>	<i>whenever</i>
<i>as if</i>	<i>so that</i>	<i>where</i>
<i>as though</i>	<i>though</i>	<i>wherever</i>
<i>because</i>	<i>unless</i>	<i>while</i>
<i>before</i>	<i>even though</i>	<i>whereas</i>

These words are also called subordinators. They begin dependent or subordinate clauses.

1-3 Questions

1) Does this dependent clause make sense by itself? _____

If I can't get a bank loan

1-4 Dependent Clauses

Even though it contains a subject and a verb, a dependent clause cannot stand alone as a sentence. It exists solely to tell more about an independent clause. The dependent clause offers additional information about the independent clause.

1-5 Questions

2) What is the dependent clause in the sentence below?

Even though the student studied for hours, he still failed his economics examination.

1-6 Clause Placement

A dependent clause is often placed at the beginning of a sentence before the independent clause. However, a dependent clause may also follow the independent clause. Whenever the dependent clause follows the independent clause, no comma is needed.

1-7 Questions

3) What is the dependent clause in this sentence?

Young Bart will sneak off to his friend's house unless his mother finds out.

1-8 Use of Comma

Now that you can identify a dependent clause, you need to remember to check whether it is correctly attached to an independent clause. Remember, no comma is needed between the dependent and the independent clauses in a sentence if the independent clause comes first.

1-9 Questions

4) Is there anything wrong with the following word groups? _____

When prices for all goods and services rise. We call the result inflation.

1-10 Use of Period

When a dependent clause is joined to the independent clause it modifies, the two sentences form a complete complex sentence. HOWEVER, when a period separates a dependent clause from the independent clause, it modifies, a dependent word sentence fragment results. Because sentence fragments confuse your reader, they are considered serious grammatical errors.

1-11 Questions

5) Below are two strategies for editing the following word groups. Which is correct? _____

After I graduated from college. I became a ski bum for two years.

- a. Join the dependent and the independent clauses to form one complex sentence.
- b. Don't change anything. There is no fragment here.

1-12 Complex Sentence

When the main idea expressed in an independent clause starts the sentence, no comma is required before the following dependent clause. This complex sentence is punctuated correctly without the comma.

Separating Word Groups

On the other hand, when the dependent clause comes before the independent clause, a comma should separate the two word groups. The comma sets off introductory material and thus helps the reader see where the main idea of the sentence begins.

1-13 Questions

6) Which sentence below is grammatically correct? _____

- a. Since the students loved working on the computers. They spent many long hours glued to the terminals.
- b. Although the fancy restaurant appeared clean, it was actually infested with cockroaches.

1-14 Isolated Dependent Clause Fragments

A second strategy will also correct isolated dependent clause fragments: Instead of joining the dependent clause and the independent clause to form a complex sentence, you may delete the subordinator from the dependent clause, creating two simple sentences. However, if you remove the subordinator, you may weaken the logical relationship that helps create strong and coherent writing.

1-15 ISOLATED RELATIVE CLAUSES

Isolated relative clauses are sentence fragments. They do not make sense on their own. Here is an example of an isolated relative clause:

The senator who was featured in Time.

The subordinating word *who* makes the clause "who was featured in Time" dependent. You need to complete the independent clause by adding a verb to go with the initial subject "the senator."

Relative Pronouns

Several subordinators, also called **relative pronouns**, typically do not begin sentences. Instead, they begin dependent clauses in the middle or at the end of sentences. Here are some examples:

The test that I failed counts 25% of my final grade.

I got a green card from the professor who teaches Math 250.

The Kentucky Derby, which was run last Saturday, is part of the "triple crown" of horse racing.

Relative Pronoun List

Here is a list of relative pronouns:

Examine the following words:

<i>who</i>	<i>whichever</i>	<i>what</i>
<i>that</i>	<i>whom</i>	<i>whoever</i>
<i>whose</i>	<i>which</i>	<i>whomever</i>

A word group that begins with any one of these words is called a relative clause and cannot stand alone.

Example:

The word "that" is a relative pronoun; therefore, "*that won the ugliest pet contest*" is a relative clause and cannot stand alone.

Use who, whoever, whom, and whomever to refer to animate (living) things. Use which and whichever to refer to inanimate (non-living) things. The relative pronoun "that" may refer to either people or things. However, formal usage recommends using "that" for inanimate objects and using "who/whom" for people.

1-16 Questions

7) Does the following sentence contain a relative clause? _____

The girl who loves chocolate-covered ants is my sister.

8) What is the appropriate relative pronoun for the following sentence?

The woman (which, who) won the contest flew to Europe.

1-17 Punctuating Relative Clauses

Punctuating relative clauses is tricky. Relative clauses that provide necessary information require no commas. These necessary clauses identify the word they describe and are called restrictive.

Relative clauses that provide extra information are set off by a pair of extra commas. These clauses are not necessary to identify the word they describe and are called non-restrictive. Remember:

Necessary information ...no commas

Extra information ...extra commas

Necessary Information

Here is an example of necessary information:

All students who study for the final exam will pass their English class.

No commas set off the relative clause "who study for the final" because it provides necessary information. Without this information, the sentence would read: All students will pass their English class. In fact, not all students will pass their English class. Omitting the relative clause changes the meaning of the sentence.

Extra Information

Here is an example of extra information.

Robert Redford, who always studies hard, will pass the final.

The relative clause who always studies hard provides extra information, so it is set off by a pair of extra commas. Even without the descriptive clause, the sentence would be clear because "Robert Redford" is identified by name.

1-18 Questions

9) Are the commas needed in this sentence? _____

Hemingway's first novel, which he wrote in 1926, was very popular.

1-19 MORE SENTENCE FRAGMENTS

In this section you will learn to:

- Recognize added detail fragments
- Explain missing subject fragments
- Describe the verbal phrase fragments "ing" and "to"

1-20 Detail Fragments

The following words often begin **added detail fragments**.

also; except; such as; including; especially; for instance

The added detail is correctly attached to the sentence it describes.

Here is the same detail detached from the original sentence — now the added detail has become a sentence fragment. When adding extra supporting detail to strengthen an argument or prove a point, be sure to create a complete sentence or integrate the information into the previous sentence so that it does not create a fragment.

1-21 Questions

10) Bart likes many computer games. For example, Zork, Castle Wolfenstein, and Backgammon.

Can the above added detail fragment be corrected with either of the two following strategies? _____

Add a subject and verb to the fragment.

Attach the fragment to the preceding independent clause.

1-22 To Summarize

Use either of these strategies to correct added detail fragments:

- Attach the additional information to the independent clause it modifies.
- Add a subject and verb to the fragment, thereby making it a complete sentence.

Missing Subject Fragment

Another type of sentence fragment is the **missing subject fragment**.

As the name implies, missing subject fragments lack stated subjects. The intended subject of a missing subject fragment is usually located in a nearby independent clause.

1-23 Questions

11) What is the intended subject of the missing subject fragment below? _____

The busy student studied hard for her finals. And forgot to eat all day.

- a. student
- b. her finals
- c. neither

1-24 Intentional fragments are sometimes used to create an informal, conversational effect

-- as you see in this course:

"Right on target."

However, formal academic writing generally excludes fragments.

1-25 Questions

12) Are the following word groups appropriate for a formal paper? _____

The linguist recorded the number of elaborated structures in the discourse. And analyzed the types of truncated expressions.

1-26 To Summarize

Correct missing subject fragments by using either of the following strategies:

- Combine the fragment with the independent clause containing its stated subject.
- Rewrite the fragment so that it contains the stated subject and verb it needs.

1-27 "ING" and "TO" VERBS

Verbal Phrase Fragments

The **verbal phrase fragment** contains a verbal phrase but lacks a subject and a helping verb that indicates tense (time). There are two types of verbal phrase fragments:

"-ing" verb fragments

"to" verb fragments

Examples:

Trying to hitchhike to California. - "-ing" verb fragment

To avoid a fine for parking in a restricted lot. - "to" verb fragment

Correcting Verb Fragments

To correct an "-ing" fragment you can usually attach it to a nearby independent clause. Example:

Trying to hitchhike to California, I met my wife.

or

I met my wife trying to hitchhike to California.

In the above sentences the "-ing" fragment is corrected by attaching it to the independent clause (*I met my wife*).

1-28 Questions

13) Is there a helping verb in the sentence fragment below? _____

Trying to hitchhike to Alabama.

1-29 Infinitives

The last few questions have dealt with "-ing" verbal phrase sentence fragments. Another type of verbal phrase begins with the word "to" followed by a verb form. This structure is called an infinitive. Example:

To avoid a fine for parking in a restricted lot.

The example does not make sense. It is a sentence fragment.

1-30 Questions

14) Does the following word group contain a complete thought? _____

To avoid a \$5.00 fine for parking in a restricted lot.

1-31 Correcting "to" Fragments

The word group "to win the game" is a fragment because it does not make sense alone. It lacks both a subject and a verb that shows time. You can easily correct a "to" fragment by attaching it to an independent clause. Example:

To win a game you must outscore your opponent.

1-32 Questions

15) Identify the following word groups as **S** for sentence and **F** for fragment.

The teacher enrolled in graduate level courses. To keep his certification and earn credit for his Master's degree.

a. The teacher enrolled in graduate level courses. _____

b. To keep his certification and earn credit for his Master's degree. _____

1-33 To Summarize

- An "-ing" fragment usually lacks both a subject and a helping verb that expresses a sense of time.
- A "to" fragment consists of an isolated infinitive ("to" plus a verb) and lacks a subject and main verb.

1-34 Attaching Independent Clauses

The easiest way to correct these fragments is to attach them to a nearby independent clause, but you may also change the verbal form and add a new subject.

INCORRECT: Staring at the computer. I got a sore neck.

CORRECTION 1: Staring at the computer, I got a sore neck.

CORRECTION 2: I stared at the computer. I got a sore neck.

The first correction method generally offers more stylistic sophistication than the second.

1-35 Know the Rules

You should be aware that experienced writers sometimes use fragments deliberately for emphasis. However, in formal writing situations, writers are wise to avoid fragments because they may confuse or annoy the reader. Before you break a rule, you should prove that you know it well!

1-36 RUN-ON SENTENCES

In this section you will be able to:

- Explain what grammatical errors create run-on sentences
- Identify fused sentences
- Find comma splices

1-37 FUSED SENTENCES AND COMMA SPLICES

Run-On sentences

A **run-on sentence** does just what its name implies: It runs on and on, jamming two or more independent clauses together without appropriate separating punctuation or connecting words. The result of this collision is confusion for the poor reader.

1-38 Understanding Run-Ons

To understand run-ons, you must first be able to identify an independent clause. An independent clause contains a subject and a verb that shows tense. An independent clause must make sense alone.

1-39 Questions

16) Which of the following word groups is an independent clause? ____

- a. While the others were watching the game
- b. The boys were watching the game
- c. If you go to the game

1-40 Independent Clauses

When independent clauses are run together without appropriate separation, the resulting grammatical error is called a run-on sentence. Example:

I went to the bank my daughter needed money.

1-41 Questions

17) Which word group below is a run-on sentence? ____

- a. John went to bed early he was tired.
- b. He slept like a rock.

1-42 Fused Sentences

The type of run-on you have looked at so far is called a **fused sentence**. In a fused sentence, two independent clauses are tightly fused together, just as two pieces of metal might be fused or welded together. The two independent clauses need to be separated with a period or joined with an appropriate connecting word. Fused together, they confuse the reader.

Comma Splices

Whereas a fused sentence joins independent clauses tightly with no separation whatsoever, another type of run-on called a **comma splice** joins two independent clauses together loosely, with just a comma.

Fused sentence: *We ate roast pig and plum pudding we had quite a feast.* (no separation)

Comma splice: *We ate roast pig and plum pudding, we had quite a feast.* (only a comma for separation) You should be careful to avoid both types of run-ons.

Joining Independent Clauses

You may join two independent clauses correctly with a comma plus a connecting word (a coordinator or subordinator):

We ate roast pig and plum pudding, so we felt fat.

Because we ate roast pig and plum pudding, we felt fat.

Or you may separate two independent clauses with a period or a semicolon:

We ate roast pig and plum pudding. We felt fat.

We ate roast pig and plum pudding; we felt fat.

Serious Grammatical Error

However -- A comma alone is never enough to join independent clauses. Whenever you see two independent clauses linked with just a comma, you have found a serious grammatical error called a comma splice.

Incorrect: *Reluctantly, we boarded the plane home, we were sad to go.*

Correct: *Reluctantly, we boarded the plane home. We were sad to go.*

1-43 Questions

18) How many independent clauses comprise the following word group? _____

My grandfather takes good care of his garden his flowers seem to thrive.

1-44 Visualizing Run-On Sentences

To visualize the problem with run-on sentences, you might think of two independent moving trucks colliding. In a fused sentence, these two colliding trucks are crashing head-on:

He fell asleep at the wheel he crashed into the bridge.

In a comma splice, the same two colliding trucks are still crashing, but they have smashed into a pole (the comma) that provides some slight separation:

He fell asleep at the wheel, he crashed into the bridge.

1-45 Questions

19) Which of the following sentences is grammatically correct? _____

- a. I went to the mall and spent two hundred dollars on a leather jacket for my boyfriend Joel.
- b. It's a beautiful dark brown bomber jacket, I know he'll love it.
- c. I'm worried, though, I really can't afford to spend that much.

1-46 Finding Run-On Sentences

So far you've identified individual run-on sentences, but in normal writing situations the errors might be hidden in a complete paragraph.

1-47 Questions

20) Which is the run-on sentence? _____

- a. My Aunt Bertha has a strange disposition.
- b. She is sixty-three years old and thinks she's sixteen.
- c. At the break of dawn, she pounds on her chest and hollers like Tarzan.

d. Hurriedly, she races into the yard, she quickly climbs into a large mulberry tree.

1-48 Proofreading

When proofreading for run-ons, try reading your work aloud, so you can hear the full stops that end complete sentences. Also, watch for the common lead-on words that often begin run-ons, such as the following personal pronouns:

I, you, he, she, it, we, they.

1-49 Questions

21) Do the following word groups contain a run-on? _____

Starting today, there's a great sporting goods show at the mall. We should go look at all the summer camping gear on display.

1-50 Lead-On Words

Here are some more lead-on words:

here, there, this, that, now, then, next, soon and also.

Like the personal pronouns, these words often begin run-ons. Besides watching for lead-on words, you should also be alert for run-ons within quoted material.

1-51 Questions

22) Which of the following is a comma splice? _____

a. Motocross is my favorite sport, full of excitement and risks. Also, each race presents a new challenge.

b. Last Saturday I registered for my first race, This was a day I'll never forget.

1-52 CORRECTING RUN-ONS

In this section you will learn to:

- Explain the strategies used to correct sentence run-ons
- Determine the strategy to use for a particular type of run-on

1-53 CORRECTION STRATEGIES

Correction Method One

The previous question dealt with one correction method for run-on sentences: Use a period and a capital letter to separate the run-on sentence into two complete sentences. This method is safe and simple, but when overused, it can create a choppy, immature style.

Some Writers Use Run-ons

Often writers who create run-ons are trying to produce longer, more sophisticated sentences. These writers may also be trying to keep logically connected sentences linked closely together.

The following correction methods will allow you to avoid run-ons while at the same time combining clauses into mature and effective structures.

Correction Method Two

Here's correction method two: Use a comma and one of the following coordinating conjunctions to join two independent clauses into one compound sentence.

for but and or nor yet so

Method Two Results

Correcting run-ons with method two results in the following grammatical structures:

Examine the following table:

Independent clause	coordinating conjunction	independent clause
I love movies	, and	Mary does, too.
Either your dog goes	, or	I do.
He didn't sing	, nor	did he dance.
John must be happy	, for	he's dancing.
I caused the accident	, so	I must pay for repairs.
I'd rather be well	, but	I'm quite ill.
I like coffee	, yet	caffeine sickens me.

Note that the comma comes before the coordinator.

1-54 Questions

24) Using a comma and a coordinating conjunction, how do you correct this comma splice? _____

My car has broken down again, now I'll have to find some money to fix it.

- a. ...down again, so, now I'll...
- b. ...down again, so now I'll...
- c. ...down again so, now I'll...

1-55 Correction Method Three

A compound sentence also results when you join two independent clauses with a semicolon instead of a comma and a coordinator. This is correction method three: Use a semicolon (;) to connect two closely related independent clauses

The river is too wide; I cannot get across it.

1-56 Questions

25) After which word should a semicolon be placed to correct the following comma splice? _____

The summer night was hot and humid, I feared that I would never get to sleep.

1-57 Conjunctive Adverbs

While it may be used alone to separate independent clauses, the semicolon is more often used with special transition words called conjunctive adverbs (adverbs that connect).

Examine the following words:

<i>also</i>	<i>however</i>	<i>otherwise</i>	<i>furthermore</i>
<i>nevertheless</i>	<i>indeed</i>	<i>moreover</i>	<i>still</i>
<i>instead</i>	<i>consequently</i>	<i>meanwhile</i>	<i>accordingly</i>
<i>therefore</i>	<i>afterwards</i>	<i>similarly</i>	<i>thus</i>
<i>then</i>	<i>in addition</i>	<i>as a result</i>	<i>next</i>
<i>in fact</i>	<i>first, second, etc.</i>	<i>on the other hand</i>	

Note that most, but not all, of these words are fairly long, formal transitions.

Common Conjunctive Adverb Meanings

The following table explains the meanings of the most common conjunctive adverbs. Be sure to use them appropriately in your writing.

Examine the following table:

Contrast

however = but

nevertheless = however, but

Addition

in addition = also

furthermore = in addition

on the other hand = however, but
instead = as a substitute
otherwise = under other conditions

moreover = in addition
indeed = in fact

Time

meanwhile = in the intervening time
afterwards = next
then = next

Logical Consequence

thus = as a result
consequently = as a result
therefore = as a result

Using the Semicolon and Conjunctive Adverbs

Sentences using the semicolon and conjunctive adverb to join independent clauses look like this:

clause + semicolon + conj. adv. + comma + independent clause

1-58 Questions

26) Which of the sentences below correctly utilizes the semicolon and the conjunctive adverb? _____

- a. I like; to travel, however my friend does not.
- b. I like to travel; however; my friend does not.
- c. I like; to travel; however my, friend does not.

1-59 Using Correct Punctuation

People often wonder why two words with similar meanings -- like "but" and "however" -- need different punctuation when they come between two independent clauses: a comma with the coordinator "but"; a semicolon with the conjunctive adverb "however."

Grammatically Strong Coordinators

Coordinators are strong grammatically because they always stand between the independent clauses that they join:

I'd like to go to the movies, but it's cheaper to rent a video.

You could never move the coordinator around and say *I'd like to go to the movies; it's cheaper, but, to rent a video.* Nor would you say *I'd like to go to the movies; it's cheaper to rent a video, but.* It sounds crazy when you try to move a coordinator!

Grammatically Weak Adverbs

On the other hand, the conjunctive adverb is strong logically but weak grammatically -- because it is movable.

You could say:

I'd like to go to the movies; however, it's cheaper to rent a video.

or *I'd like to go to the movies; it's cheaper, however, to rent a video.*

or *I'd like to go to the movies; it's cheaper to rent a video, however.*

Because it is movable, a conjunctive adverb that joins two independent clauses requires a semicolon. Conjunctive adverbs also allow you to achieve more variety in your sentence structure than do coordinators.

1-60 Remember

When joining two independent clauses with a conjunctive adverb, you must insert a semicolon (for a full stop) after the first independent clause, not a comma (used for a weak pause).

Don't think that every time you see a word like "however" or "nevertheless" you can always zap in a semicolon. Use a semicolon only when the adverb or conjunctive adverb joins two independent clauses.

Correct: *My throat is scratchy; therefore, I'm going to take some vitamin C.*

Incorrect: *My throat is scratchy, therefore, I'm going to take some vitamin C.*

Don't use a semicolon when the adverb or conjunctive adverb interrupts one independent clause.

1-61 Questions

27) Does the following sentence correctly punctuate the conjunctive adverb?

My daughter is sick today, therefore; she's staying at home.

28) Which of the following sentences needs a semicolon? ____

a. I brushed my dog's coat until it glistened, then I clipped her toenails and gave her some biscuits.

b. We went to buy a new ball, then to the park to play and chase cats.

1-62 Correction Method Four

Now that you've seen these methods of creating compound sentences, try correction method four: Subordinate one of the independent clauses, making it dependent on the other clause. This method creates complex sentences. The following subordinators are used to create dependent clauses:

Examine the following words:

<i>after</i>	<i>in order that</i>	<i>when as</i>
<i>although</i>	<i>since</i>	<i>whenever</i>
<i>as if</i>	<i>so that</i>	<i>where</i>
<i>as though</i>	<i>though</i>	<i>whereas</i>
<i>because</i>	<i>unless</i>	<i>wherever</i>
<i>if</i>	<i>until</i>	<i>while before</i>

1-63 Compound and Complex Sentences

In a compound sentence, both ideas are equal:

I like Batman, but Superman is my real hero.

or I like Batman; however, Superman is my real hero.

Either of these two independent clauses could stand alone.

However, in a complex sentence, one idea is less important than the other, since one clause has been subordinated or made dependent on the other.

Although I like Batman, Superman is my real hero. or I like Batman although Superman is my real hero.

While the independent clause can stand alone, the dependent clause cannot.

1-64 Questions

29) How could this comma splice be corrected with subordination? _____

The lake is badly polluted, no one will swim in it.

- a. The lake is badly polluted, and no one will swim in it.
- b. The lake is badly polluted; therefore, no one will swim in it.
- c. Since the lake is badly polluted, no one will swim in it.

1-65 Punctuating Subordinators

When you use a subordinator to begin a sentence, you should place a comma after the dependent clause, right before the independent clause. The comma helps your reader see your main idea.

If your fever continues, you should see a doctor.

But no comma is needed when the dependent clause follows the independent clause (as it does here).

You should see a doctor if your fever continues.

Using Semicolons

Never use a semicolon between a dependent clause and the independent clause to which it belongs.

Correct: *When he applied for the job, he was hired on the spot.*
Incorrect: *When he applied for the job; he was hired on the spot.*

Think of a semicolon as a weak period, and remember that a dependent clause can't stand alone.

1-66 Questions

30) Which sentence contains an error in semicolon use? _____

- a. I love Aunt Bertha dearly; however, her Amazonian tactics are enough to drive anyone crazy.
- b. She sometimes mounts her pogo stick and hops around, peeking into the neighbors' yards.
- c. Indeed, she has always been the inquiring type; even though I'm sure she means no harm.

1-67 COMMAS

In this section you will learn the wide range of uses for the comma and how to:

- Separate items in a series
- Set off introductory material
- Set off extra (parenthetical) information
- Separate independent clauses joined by a coordinator
- Separate a direct quotation from the rest of the sentence
- Set off certain everyday material

1-68 COMMA USAGE

Use of a Comma

The first main use of a comma is to separate items in a series. A series is comprised of more than two items. This separation helps your reader distinguish discrete ideas. The final comma before the coordinator "and" is optional, but it often clarifies the divisions of the list.

1-69 Questions

31) Does the sentence below correctly use commas to separate items in a series? ____

John, Susan, and Mary went to the market.

1-70 Second Use of Comma

The second main use of a comma is to separate introductory material from the rest of the sentence. This separation helps your reader to see the main or independent clause. Example:

Surprisingly, Ned refused to eat anything off of the buffet.

1-71 Questions

32) Is the comma placed correctly to set off the introductory information in this sentence? ____

Nervously the two, brothers waited to tell their mother about the broken window.

1-72 Third Use of Comma

The third main use of a comma is to separate words that interrupt the flow of the sentence. Note that the extra material does not provide identifying information. Extra information is set off by a pair of extra commas. Example:

Ana, the girl next door, is from Bosnia.

1-73 Questions

33) What is the interrupting material in this sentence? _____

Bob, my pet cat, is quite large.

1-74 Non-Essential Information

Information not essential to the meaning of the sentence is set off by commas. Extra information requires extra commas.

Essential Information

In contrast, information essential to the meaning of the sentence is NOT set off by commas. If this information is deleted from the sentence, the meaning changes. Necessary information needs no commas.

No person who weighs over 250 pounds should stand on that ladder.

1-75 Questions

34) Is the sentence below correctly punctuated? _____

All food which is rotten should not be eaten.

1-76 MORE COMMA USAGE

Fourth Use of Comma

The fourth important use of a comma is to separate independent clauses joined by a coordinator. This use helps your reader see where one clause ends and where the next clause begins.

Separating Independent Clauses

Sentences using a comma to separate two independent clauses look like the ones below:

I love watching football, and I go to all the games.

Sam will play cards tonight, or he will go to the movies.

John does not smoke, nor does he drink.

He must love children, for he always has time for them.

The two independent clauses are joined by a comma and a coordinator.

1-77 Questions

35) Which of the sentences below correctly uses a comma and a coordinator to form a compound sentence? _____

- a. He must love to read, for I always see him with a book.
- b. He must love to read for, I always see him with a book.
- c. He must love to read, for, I always see him with a book.

1-78 Optional Commas

Remember, however, that the comma is optional when the two independent clauses in the sentence are very short.

Both of the sentences below use acceptable punctuation.

John loves Mary, and she likes him, too.
John loves Mary and she likes him, too.

No Unnecessary Commas

Also, be careful not to add an unnecessary comma in simple sentences containing one subject and two verbs. The sentence below is correctly punctuated without a comma.

I ran all the way home and then watched the game.

1-79 Questions

36) To be correct, should the sentence below use a comma? _____

My roommate and I went to the park and then played hacky-sack for two hours.

1-80 Fifth Use of Comma

The fifth main reason to use a comma is to separate direct quotations from the rest of the text. This helps separate an exact quotation from the material that tells who said or wrote it. Example:

"I will always love you," shouted Alice as I boarded the bus.

1-81 Questions

37) Which of these sentences is correctly punctuated? _____

- a. "You still owe me my money," claimed the irate customer.
- b. "You still owe me my money", claimed the irate customer.
- c. "You still owe me my money" claimed the irate customer.

1-82 Sixth Rule of Comma Usage

The sixth reason to use a comma is to separate everyday material from the rest of the text. Examples of everyday material include the following:

- numbers
- dates
- addresses
- openings and closings of a letter
- names of persons spoken to

1-83 Questions

38) Does the following sentence correctly use the comma to separate the name of the person being addressed from the rest of the text? _____

Ward, I'm worried about Beaver.

1-84 Separating Day and Year

Commas also separate the day from the year.

I was born on October 8, 1966.

When a date interrupts the flow of a sentence, place commas before and after the year.

On December 7, 1941, the Japanese bombed Pearl Harbor.

1-85 Questions

39) Which of the following dates is correctly punctuated? _____

- a. On May 31, 1988 Walter bought his first new car.
- b. On May 31 1988 Walter bought his first new car.
- c. On May 31, 1988, Walter bought his first new car.

1-86 Separating Parts of Addresses

Next, commas are used to separate parts of an address. Study this example:

Send the application to 1234 Dizzy Drive, Anytown, NY 10001.

The comma separates street address, town, and state. NO comma is needed between state and zip code.

1-87 Questions

40) Do the following sentences correctly or incorrectly use commas to separate the parts of the address?

- a. My friend lives at 222 Main Street, Otis, Colorado, 80221. ____
- b. My friend lives at 222 Main Street, Otis, Colorado 80221. ____
- c. My friend lives at 222 Main Street Otis, Colorado, 80221. ____

1-88 Additional Comma Usage

You probably have no trouble with the last two comma uses in:

- 1. Openings and closings of informal letters

Dear Mary, Sincerely yours, Dearest Heathcliff, All my love,

- 2. Numbers

The wrecked truck was carrying 30,000 pounds of bananas.

Marking Strategic Pauses

As you can see, commas mark strategic pauses in your writing, thus helping your reader to separate key ideas.

Don't become "comma happy." Don't mark every breath-pause with a comma. Too many commas are more distracting than too few.

Remember the old rule, "If in doubt, leave it out."

1-89 Comma Usage Summary

Commas are used to:

- separate items in a series
- set off introductory material
- set off extra (parenthetical) information
- separate independent clauses joined by a coordinator
- separate a direct quotation from the rest of the sentence
- set off certain everyday material

1-90 FAULTY PARALLELISM

In this section you will learn to:

- arrange words in a pair or a series to employ parallel structure for clear and concise expression
- insure that clauses also use parallel structure when balanced ideas are being expressed
- define comparisons and contrasts that are created using parallel structures

1-91 BALANCING SENTENCE STRUCTURES

Parallel Grammatical Forms

Similar ideas in a series should be expressed in similar or parallel grammatical forms. That is, the words must all be of the same type: "-ing" words, "to" verbs, descriptive words, etc. The following sentence demonstrates correct parallelism:

The boy showed his elation by singing and dancing.

The highlighted words are both verbals ("-ing" words). Since they are the same type of words, they are said to be parallel (or balanced) in structure.

Every afternoon, the bag lady hid her cat, entered the church, and slept in a pew.

The items telling what the lady did every afternoon are parallel (hid, entered, slept). They all contain a verb in the past tense and are consistent in word order. The first two verbs are followed by direct objects while the third verb is followed by a prepositional phrase.

1-92 Parallel Structure

Words in a pair or a series should have a parallel structure. That is, ideas joined by coordinators ("and, or, but, yet, for") should be expressed in parallel grammatical form.

Parallel or balanced sentence: *My neighbors are noisy, rude, and obnoxious.*
Nonparallel or unbalanced sentence: *My neighbors are noisy, rude, and have obnoxious habits.*

The parallel series contains three adjectives. The non-parallel series contains two adjectives and one verb with an object.

1-93 Questions

41) Which of the following sentences is not parallel? _____

- a. I'm tired of memorizing formulae and writing reports.
- b. He took out the garbage and cleaning the sink.
- c. She washed, cut, and styled his hair.

42) Do the following sentences show correct or incorrect parallel structure?

- a. Word processing is great because students can print out papers neatly, are rearranging ideas easily, and correct errors quickly. _____
- b. Word processing is great because students can print out papers neatly, rearrange ideas easily, and correct errors quickly. _____

1-94 Correcting Faulty Parallel Structures

The simplest way to correct faulty parallel structure is to change the one unbalanced structure so that it uses the same structure as the others. For example, look at the sentence below.

The gardener mowed the grass, raked the leaves, and the hedge was trimmed.

Correcting the Nonparallel Structure

To correct the nonparallel structure, change it as follows:

The gardener mowed the grass, raked the leaves, and trimmed the hedge.

The items in the series all have a common subject and all contain a verb followed by an object. For example:

Unbalanced: *Penelope went to the store to get one jar of snake eyes, a half pound of bat wings, and hoping to buy a cubic yard of spider fur.*

Balanced: *Penelope went to the store to get one jar of snake eyes, a half pound of bat wings, and a cubic yard of spider fur.*

Now all three items work logically with the one verb "get."

1-95 Questions

43) What is the one word that corrects the following error in parallelism?

When a student enters Carter Hall, she expects professional individuals to offer advice and providing guidance.

1-96 Infinitives

As you may remember, an infinitive is composed of the preposition "to" plus a verb. When you are using a series of infinitives, either use one initial "to" for all the verbs or repeat the word "to" with every verb. Example:

It is better to eat lettuce than to starve.

It is rewarding to live in a nicer school district and attend the better schools.

1-97 Questions

44) Is this comparison correctly expressed in parallel form? _____

It would be better to live in a dungeon than what Mrs. King went through.

1-98 Repeating Helping Verbs

Just as repeating prepositions can help maintain parallelism, repeating helping verbs can also assure good balance.

1-99 Questions

45) The following sentence does not use correct parallel structure. Which word should replace the last three words of the sentence? _____

People fall naturally into two classes: the producers and the *ones who consume*.

1-100 Dependent Clauses

Pairs of words and items in a series are not the only structures that illustrate parallelism. Dependent clauses and entire sentences should also be written in parallel form when parallel ideas are being expressed.

Here is an example of parallel dependent clauses:

He was furious because of what she said and what she did.

Top soil, once blown away, can never be returned; virgin prairie, once plowed, can never be reclaimed.

1-101 Questions

46) Does this sentence display parallel structure? _____

Poor college grades may result if students fail to take appropriate college preparatory classes, to select demanding high school teachers, and to form good study habits.

CHAPTER 2 - ADVANCED GRAMMAR

2-1 INTRODUCTION

In this section you will learn:

- how pronouns take the place of nouns
- that while nouns retain essentially the same form regardless of their function in a sentence, pronouns do not
- the different functions performed by pronouns
- the different forms appropriate for each use
- the pronoun types (also called pronoun case)

2-2 SUBJECT AND OBJECT PRONOUNS

Subject Pronoun Types

The first important type of pronoun is the subject pronoun.

Examine the following table:

Person	Singular	Plural
First	I	we
Second	you	you
Third	he, she, it	they

These subject forms are used

- As the subject of a verb
- After linking verbs
- After the subordinators "as" and "than"

2-3 Single Subjects

Mistakes with subject pronouns seldom occur when a single pronoun stands alone as the subject of a verb, as in:

"She swims well."

You'd never say *"Her swims well!"*

But mistakes are common when a pronoun appears as part of a compound subject.

2-4 Compound Subjects

To determine the correct pronoun choice in a compound structure, rephrase the sentence using each subject separately, as in:

"George swims every day." or

"She swims every day." or

"George and she swim every day."

If you follow this procedure, your ear helps you select the correct pronoun.

Note: Sometimes the verb form changes in accordance with the rules of subject-verb agreement as you change from a compound subject to a singular subject.

2-5 Questions

1) What is the correct pronoun for the following sentence? _____

Rosemary and (she, her) ride to work together.

2-6 Pronouns and Linking Verbs

Subject pronouns are also used after linking verbs such as the verb "to be." The linking verbs act like an equal sign; therefore, a subject form should both precede and follow a linking verb — "am, are, is, was, were," and so forth. For example, use:

"It was he who killed the butler."

The pronoun "he" may sound odd to you. The force of word order in English makes us expect the object form "him" after a verb. But after the verb "to be," the subject pronoun "he" is correct.

2-7 Subordinators

A final problem with subject pronouns occurs when the subordinators "as" or "than" join two ideas. When you say:

"Jim takes notes faster than I."

what you really mean is:

"Jim takes notes faster than I take notes."

Even if the final verb is omitted, you are really joining two sentences. In most cases, a subject pronoun should follow the words "as" or "than," because this pronoun is understood to be the subject of the unstated clause.

2-8 Questions

2) What should you say when you answer the telephone? _____

- a. This is she.
- b. This is her.

2-9 Object Pronouns

Just like subject pronouns, object pronouns are often misused. Here is a list of object pronouns:

Examine the following table

Person	Singular	Plural
First	me	us
Second	you	you
Third	him, her, it	them

These pronoun forms are used as the following:

- Object of the verb
- Object of a preposition

2-10 Object Pronoun Usage

It's easy to see the need for an object form when just one pronoun is used, as in:

"Uncle Joe fooled me." (object of verb) or

"Aunt Alice gave the ring to me." (object of preposition)

But the choice is not obvious when the pronoun is part of a compound structure, as in:

"Uncle Joe fooled Bill and me." or

"Aunt Alice gave the rings to Wendy and me."

Try Each Pronoun Separately

If you are unsure about which pronoun form to use in a compound structure, try using each component separately, as in "He yelled at Judy and (I? me?). Split it into:

"He yelled at Judy." and *"He yelled at me."*

You'd never say, *"He yelled at I."*

2-11 Questions

3) What is the correct pronoun for the following sentence? _____

Cherri and (I, me) were terrified by the monster movie.

2-12 POSSESSIVE PRONOUNS

Possessive Pronoun Types

Pronoun errors often occur with possessive pronouns.

Examine the following table:

Person	Singular	Plural
First	my, mine	our, ours
Second	your, yours	your, yours
Third	his, her, hers, its, whose	their, theirs, whose

None of these possessive pronouns uses an apostrophe. Errors generally occur when writers confuse the possessive pronoun, which has no apostrophe, with a contraction, which has an apostrophe indicating a missing letter. For example:

"Do you have its number?" (possessive) or
"Yes, it's 262-1541." (contraction of "it is")

Many people have trouble distinguishing possessive pronouns, which use no apostrophes, from contractions, which require apostrophes. If you are uncertain of this distinction, you may wish to review apostrophes in *Grammar: Punctuation*.

2-13 Pronouns Before Gerunds

One final problem with possessive pronouns involves their use before a gerund — a verbal noun ending in "-ing." For example, you write:

"Their arguing delayed our departure by twenty minutes." not
"Them arguing delayed our departure by twenty minutes."

2-14 More About Gerunds

You'd never say *"Them argument delayed us."*

Instead you'd use a possessive pronoun before the subject, as in

"Their argument delayed us."

In the same way, a gerund (an "-ing" word used as a noun) should be preceded by a possessive pronoun, as in:

"Their arguing delayed us."

2-15 Questions

4) What is the correct pronoun for the following sentence? _____

Our car needs (it's, its, its') oil changed every four thousand miles.

5) What is the correct pronoun for the following sentence? _____

(Whose, Who's) backpack is that in the corner?

2-16 REFLEXIVE AND DEMONSTRATIVE PRONOUNS

Reflexive Pronoun Types

Reflexive pronouns always refer to a previously mentioned noun or pronoun, as in:

"Margo loves to bathe herself in sudsy bubble bath."

Examine the following table:

Person	Singular	Plural
First	myself	ourselves
Second	yourself	yourselves
Third	himself, herself, itself	themselves

Reflexive pronouns are often used for emphasis, as in:

"Mother, I would rather do it myself!"

2-17 Reflexive Pronoun Alternatives

Many people use reflexive pronouns as an easy alternative when they are unsure about choosing a subject or object pronoun. They may say, "The prize was awarded to Rupert and myself" when they can't decide between "I" and "me."

2-18 Reflexive Pronoun Usage

Of course, you know that the correct sentence is:

"The prize was awarded to Rupert and me."

The use of a reflexive pronoun to replace a subject or object pronoun is incorrect. The reflexive pronoun should only be used to refer to a previously mentioned noun or pronoun.

2-19 Spelling Reflexives

When using reflexive pronouns **watch your spelling!**

Common misspellings are hisself, theirself, ourself.

Correct spellings are himself, themselves, ourselves.

Note that the singular self becomes the plural selves.

2-20 Questions

6) Use either I for incorrect or C for correct. Do these sentences contain correct or incorrect pronoun use?

- a. I ate all of the cake myself. _____
- b. The coach blamed Randy and myself. _____
- c. Albert opened the safe himself. _____

2-21 Demonstrative Pronoun Types

The last special group of pronouns is called demonstrative. Demonstrative pronouns point out a person, place, or thing.

Examine the following table:

Demonstrative Type	Singular	Plural
Points out things close by	this	these
Points out things far away	that	those

For example:

"Is anyone using this pen (these pens)?" or

"I just bought that bike (those bikes)."

2-22 Questions

7) What is the correct pronoun for the following sentence? _____

(That, those) golden retriever is our family pet.

2-23 ADJECTIVES AND ADVERBS

In this section, you will learn to distinguish between adjectives and adverbs and how to correctly use them. You will also review the linking verbs and learn what modifiers should be used in these special cases. And finally, you will learn how to correctly use adjectives and adverbs to express comparisons.

After completing this section, you should be able to:

- Use adjectives correctly
- Use adverbs correctly
- Use comparison modifiers correctly

2-24 USING ADJECTIVES

What Are Adjectives?

An **adjective** is a word used to modify a noun or a pronoun. Adjectives make the meaning of a noun or pronoun more exact by identifying what kind, which ones, or how many. For example:

"The chair is comfortable."

"The blue notebook is mine."

"There were three apples in the basket."

The adjectives above include "comfortable," "blue," "mine" and "three".

2-25 Linking Verbs

Do you remember the linking verbs?

Examine the following words:

Be become seem smell feel

Appear taste sound look

These words are usually followed by adjectives, not adverbs, because the describing word refers to the noun or pronoun that is the subject of the sentence.

Use Adjectives for example, if your dog has been in the garbage, say:

"Fido smells bad." (He has a bad odor.)

 | |
noun adjective

If your dog has lost his sense of smell, say:

"Fido smells badly." (He can't smell the sizzling T-bone steak.)

 | |
verb adverb

2-26 Questions

8) Which word is the adjective in this sentence? _____

There had been a sudden change in the weather.

9) Which word is the adjective in this sentence? _____

John is an enthusiastic performer.

2-27 USING ADVERBS

What Are Adverbs?

Now that you're familiar with adjectives, let's talk about adverbs. You already know that adjectives modify a noun or a pronoun. **Adverbs**, on the other hand, modify verbs. An adverb answers the questions when, how, how much, and how often, about the action of the verb. For example,

- "Sally walked slowly." (how)
- "Tomorrow my father will arrive." (when)
- "The sun shines frequently in Colorado." (how much)

Note: Most adverbs, but not all, end in "ly."

2-28 Adverbs Modify Adjectives

Besides modifying verbs, adverbs can modify adjectives as well.

Examine the following words:

- very cold extremely cold
- quite cold so cold
- somewhat cold too cold

These adverbs all modify the adjective "cold."

Adverbs Modify Adverbs

Finally, adverbs may be used to modify other adverbs. These adverbs all modify the adverb "awkwardly."

"very" awkwardly
"quite" awkwardly
"rather" awkwardly
"too" awkwardly

2-29 Questions

10) What is the adverb in the following sentence? _____

Raymond ran awkwardly to the bus.

11) Which word is the adverb in the following sentence? _____

The cat will get her shots tomorrow.

2-30 Adjectives or Adverbs?

To make your writing clear and correct, use adjectives to describe nouns and pronouns, but use adverbs to describe verbs, adjectives, and other adverbs. For example:

"Her breathing was very heavy."

In this sentence, "heavy" is an adjective modifying the noun "breathing."

"Tom breathed heavily."

In this sentence, "heavily" is an adverb modifying the verb "breathed."

2-31 Good or Well

Many people confuse the common adjective "good" with the common adverb "well." Be sure to use these words correctly. Also, remember that "well" may be used as an adjective to describe someone's health.

"He is a good ballplayer." (adjective)

"Good" describes the noun "ballplayer."

"He plays ball well." (adverb)

"Well" describes the verb "plays."

2-32 Real or Really

Another confusing set of words is the adjective "real" and the adverb "really." To use these words correctly, you need to remember that the adjective "real" means true or genuine.

"Real" modifies a noun, as in:

"The man wore a real leather jacket."

The adverb "really" means "truly" or "very." It modifies an adjective, as in:

"After the softball game, I felt really tired."

2-33 Questions

12) What word in the following sentence is incorrect? _____

I rest comfortable in bed.

13) Pick the adjective or adverb that correctly completes this sentence.

The boxer struck (violent, violently).

2-34 COMPARISON MODIFIERS

Express Comparisons

By now you have a good understanding of the different uses of adjectives and adverbs. However, despite the differences, these words do share one important feature. Both adjectives and adverbs may be used to express comparisons.

Examine the following table:

Adjectives	Adverbs
The "Garfield" comic strip is amusing.	"Garfield" fans laugh loudly.
"Peanuts" is more amusing.	"Peanuts" fans laugh more loudly.
"Calvin and Hobbes" is the most amusing.	"Calvin and Hobbes" audience laughs most loudly.

2-35 Compare Adjectives

When comparing adjectives,
Use "-er" or "-est" for short words (one syllable), as in:
"Brutus was the bravest conspirator."

Use "more" and "most" for long words (three or more syllables), as in
"Cassius was the most suspicious."

Caution: Two syllable words use either "-er/-est" or "more/most." It is redundant and incorrect to use both "-er" and "more" or to use both "-est" and "most."

Compare Two

The number of items compared also influences the choice of adjective and adverb form. The comparative forms "-er/more" are used for comparing two items, as in:

*"Allen is now taller than his dad."
"Marion plays more beautifully than Mario."*

Compare Three or More

The superlative forms "-est/most" are used for comparing three or more items.

"Allen is the tallest member of the family."

"Marion plays the most beautifully of all."

2-36 Irregular Adjectives

You should be aware that a few adjectives have irregular forms, as seen in this table.

Examine the following table:

Adjective	Comparative (two)	Superlative (three or more)
bad	worse	worst
good, well	better	best
much, many	more	most
little	less	least

For example, use:

"My dad is a worse (not "badder") driver than my mom."

Few or Less

Many errors are made with the adjectives "few" and "less."

Use "few" for things you can count, as in

*"I found fewer pennies in my piggybank than I expected." or
"Lucy ate fewer cookies than Linus."*

Use "less" for quantities or things you can't realistically count, as in

*"I used less paint than I expected." or
"Lucy ate less ice cream than Linus."*

2-37 Questions

14) Which sentence contains an error in comparative form? _____

- a. The Saints are a faster team than the Vikings.
- b. The cheesecake is more tastier than the pies.

2-38 COLONS AND SEMICOLONS

In this unit, you will learn how to correctly use two of the special marks of punctuation, the colon (:) and the semicolon (;).

After completing this unit, you should be able to:

- Recognize the correct usage for the colon
- Recognize the correct usage for the semicolon

2-39 THE COLON

Specialized Marks

The first special mark is called the *colon* :

If the period is like a red light, requiring the reader to make a complete stop, the colon is like one of those flashing yellow arrows often seen at construction sites, directing the reader to move directly ahead for further information. This mark of punctuation says, "Look out, here comes some important information."

2-40 When Do You Use Colons?

The colon is always preceded by a grammatically complete sentence that makes sense alone. Often the sentence has a subject, verb, and object.

A colon is used to introduce:

- A list
- A long quotation
- An explanation

2-41 Use a Colon to Introduce a List

Here is an example of the colon before a list.

"Mary Kay has several hobbies: writing poetry, sewing, and raising Australian Shepherd puppies."

The colon must always follow a complete sentence, although the lead-in may include the words "as follows" or "following."

"Joann's sisters' names are the following: Lu, Mary, and Kathy." (correct)

"Joann has three sisters: Lu, Mary, and Kathy." (correct)

"Joann's sisters' names are: Lu, Mary, and Kathy." (incorrect)

2-42 Colons and Long Quotations

A colon may also be used to introduce a long quotation, as in:

For my paper I used a quotation from Joseph Conrad: "My task which I am trying to achieve is, by the power of the written word, to make you hear, to make you feel — it is, before all, to make you see. That — and no more, and it is everything."

2-43 Mouth Words

There is an important rule to remember when using a colon to introduce a quotation, that is colons should never follow mouth words.

Mouth words are words like "said," "whispered," and "shouted." A comma is used to set off the quoted words, not a colon. Colons generally introduce material quoted from a book or an old saying. They do not belong in dialogue.

2-44 Colons Before Explanations

A colon may also be used to introduce an explanation of the preceding complete sentence, as in:

"Suddenly, he became aware of his predicament: he had to stop quickly or his car would hit a tree."

2-45 Special Uses for Colons

A colon is also used in the opening of a formal letter, as in:

Dear Sir:

between the hour and the minutes, as in

2:47 pm

and between numbers of chapters and verses in the Bible, as in

Acts 7:18

2-46 Questions

15) Which sentence uses the colon correctly before a list? _____

- a. Michael loves to eat: Mary does, too.
- b. June is a wonderful summer month: because of the green grass and warm sunshine.
- c. Here are a few of my favorite things: wild flowers, the ocean, and a good book.

16) Is the colon used correctly in the following sentence? _____

My most favorite word in the whole world is: beach.

2-47 THE SEMICOLON

The semicolon is like a weak period. If the period represents a red light, requiring the reader to make a full stop, then the semicolon represents a flashing red light, stronger than a comma — the yellow caution light — but weaker than a period.

Two Uses for Semicolons

There are two main uses of the semicolon:

- To separate two independent clauses
- To separate items in a list that already contains commas

2-48 Between the Thoughts

Whereas a colon introduces words after a complete sentence, a semicolon stands between two complete sentences with or without a conjunctive adverb. Here are two examples of semicolon use:

*"Alison ought to pay her bill; otherwise, she will be dropped from all her classes."
"Gary got a job right away; Terry did not."*

2-49 Parallel Sentences

Sentences joined by a semicolon must express closely related ideas. Often, the sentences are written in parallel or balanced form, as in:

"Cathy craves caramel crunch ice cream; Kari prefers chocolate chip."

2-50 Conjunctives and Conjunctions

While semicolons are often used with conjunctive adverbs (however, therefore, instead, moreover), they are not used with coordinators (and, but, or, nor) or subordinators (after, before, because, although, as). Some examples are shown below:

Conjunctive adverb with semicolon

"Miss Dilly hurried to the stop; however, she still missed the transit."

Coordinating conjunction with comma
"Bob Binkowski always avoids the sun, for he burns badly."

Subordinator with comma
"When I walk on the south end of the beach, I find it to be much too hot."

2-51 Questions

- 17) Which of the following sentences uses a semicolon correctly? ____
- a. Although I remembered to buy the hotdogs; I forgot to get the buns.
 - b. Later that day I went back to the store; and bought some buns.
 - c. The party didn't turn out as I had hoped; nobody wanted any of my hotdogs.

2-52 Watch Your Grammatical Weight

As you have seen, the semicolon acts like a weak period, standing between two complete thoughts that are closely related or balanced in structure.

"Lola loves to eat Oreo cookies; however, they give her hives." (correct)
"Lola loves to eat Oreo cookies; although they give her hives." (incorrect)

Note that the structure before the semicolon must be of the same grammatical weight as the structure that follows the semicolon.

2-53 Long and Complex Lists

Occasionally, the semicolon is used instead of commas to separate items in a long and complex list that already contains internal commas, as in:

"This weekend I washed and waxed the car, vacuuming the upholstery and emptying pop cans, papers, and sweaters out of the backseat; cleaned my bedroom closet, tossing out old letters and worn-out shoes; and scrubbed the moldy basement shower."

In this example, equal phrases are separated by semicolons, not equal clauses. Still, a grammatically balanced relationship exists among the items.

2-54 Questions

18) Is the semicolon used correctly in this list of things Nancy has to do? _____

I will wash my hair, conditioning it with that special conditioner I got at the beauty salon; finish all of my paperwork, mailing the bills and depositing my paycheck; go to the store, buying food for my parents' visit next weekend; and clean the house, vacuuming the floor and washing the dishes.

2-55 MORE SPECIAL PUNCTUATION MARKS

In this lesson you will learn to use three more special punctuation marks:

- the dash —
- the hyphen –
- the parentheses ()

2-56 THE DASH

How Is a Dash Used?

The colon and the semicolon are rather formal marks of punctuation. The dash is a more casual mark, often used in personal letters or dialogue.

The dash should be used sparingly in formal writing when you wish to add a dramatic pause or to gain emphasis, as in:

"After a long, bitter quarrel, he stormed out of the door — laughing."

"I'm too tired to study — but I must!"

When typing, make a dash by using two hyphens.

2-57 Questions

19) Which sentence below uses the dash correctly? _____

- a. My motorcycle is in great condition — except that it doesn't work!
- b. Before vacation I must — write some letters.
- c. I need to take — my dog to the vet.

2-58 THE HYPHEN

How Is a Hyphen Used?

Another mark of specialized punctuation is the hyphen. You are probably familiar with the use of the hyphen to divide a word at the end of a line of writing, as in:

*"I waited for the jury to de-
cide my fate."*

Use these rules when dividing a word:

- Divide only between syllables
- Do not divide one-syllable words
- Do not separate an inflectional ending ("-s," "-ed," "-ing") from its base word

Avoid dividing words whenever possible.

2-59 More Uses for Hyphens

Hyphens are also used to join two or more words that work together to describe one noun. These words are called compound adjectives.

*"My mother gave my apartment her famous white-glove test."
"He fell for the blue-eyed blonde from Alabama."*

2-60 Hyphens in Prefixes and Suffixes

Hyphens are used to separate certain prefixes and suffixes from the base word, as in:

"all-knowing," "self-inflicted," "ex-chairman," and "president-elect."
Hyphenate between a prefix and the base word when

- The second word is capitalized, as in "un-American"
- A confusing double letter will result, as in "anti-intellectual"
- Mispronunciation may result, as in "re-creation" (so as not to be confused with recreation)

These rules are often confusing, so if you aren't sure whether or not to hyphenate, check a dictionary.

2-61 Hyphens and Numbers

There is one more use of the hyphen that you need to remember. The hyphen is used between the numbers twenty-one through ninety-nine and in two-word fractions like three-fourths or eight-elevenths.

2-62 Questions

20) Are both hyphens used correctly in this sentence? _____

The hard-working farmer hoped for dry weather to help his rain-soaked fields.

2-63 THE PARENTHESES

You've now studied several special punctuation marks: the colon, the semicolon, the dash, and the hyphen. Finally, let's look at the rules governing the use of parentheses.

How Are Parentheses Used?

Parentheses are always used in pairs, and they are used in the following ways:

To set off any extra or incidental information from the rest of the sentence, as in:

"Chapter 10 (pages 210-245) explains three important causes of the Korean War."

To enclose letters or numbers that signal items in a series, as in:

"There are two methods for opening a door: (1) using your keys and (2) picking the lock."

2-64 Questions

21) In the sentence below, which words provide additional, specific information and should be surrounded by parentheses. _____

The high price of the concert tickets fifteen to thirty dollars made me decide to wait until the concert came on television.

2-65 Commas, Dashes, and Parentheses

You may remember that commas may also be used to set off extra information. Choose a pair of commas to set off moderately important extra information, as in:

"Joe Morgan, my college roommate, just won the lottery."

Choose a pair of dashes to emphasize extra information, as in:

"Joe's winnings — two thousand dollars — will help put him through college."

Choose parentheses if you wish to de-emphasize the extra information, as in:

"Joe (in my opinion) is a lucky guy."

2-66 Questions

22) Which of the following sentences from Andy's essay contains an error in the use of special punctuation? _____

- a. My friend Miguel is the sneaky one of the group: he knows more practical jokes than anyone I've ever met!

- b. Once he called me on his cordless phone; which was okay, but he was standing at my front door knocking madly at the same time.
- c. Even though his jokes are sometimes tiring — often we don't stop laughing for hours! — Miguel is one of the best friends anyone could ask for.
- d. His quick-as-lightning mind can think of a joke in less than a minute, or a way out of certain trouble just in time to avoid our parents or the police.

2-67 MISPLACED AND DANGLING MODIFIERS

In this section, you will learn how to:

- Recognize misplaced modifiers
- Identify dangling modifiers

2-68 MISPLACED MODIFIERS

What Is a Modifier?

A modifier may be a word, phrase, or clause that describes another word in the sentence.

What Is a Misplaced Modifier?

Okay, it's easy to see that a modifier adds more information to a sentence. What, then, is a misplaced modifier?

A **misplaced modifier** is a word or phrase which, due to its awkward placement, does not describe what the writer intended it to describe. To avoid creating a misplaced modifier, always place a modifier next to the word it describes.

An Example of a Misplaced Modifier

"We called a policeman scared by a prowler."

If, in fact, we were the ones who were scared, the modifier should be moved, as:

"Scared by a prowler, we called a policeman."

You can usually correct a misplaced modifier simply by moving it closer to the word or words that it is supposed to modify.

2-69 Questions

23) Does the following sentence contain a misplaced modifier? ____

We ate pizza after the football game, which was greasy and tasteless.

24) Does the following sentence contain a misplaced modifier? ____

Eggs don't sell well in the stores that are broken.

2-70 DANGLING MODIFIERS

What Is a Dangling Modifier?

When studying misplaced modifiers, you learned that modifiers are words, phrases, or clauses that describe another word in the sentence. Sometimes, writers create interesting modifiers but forget to state specifically the word or words that the modifier is supposed to describe. The omission of an explicitly stated word or words for the modifier to describe produces a **dangling modifier**.

More Dangling Modifiers

Here's another dangling modifier:

"After cramming all week, the exam was a snap."

There are two ways to correct this error:

- Revise the modifier so that the person or thing that it describes is named within the opening word group, as in "After I crammed all week, the exam was a snap."
- Mention the person or thing described immediately after the opening modifier, as in "After cramming all week, I found that the exam was a snap."

Either correction clarifies and corrects the dangling modifier. Just be sure to state explicitly the person or thing that the modifier describes.

2-71 What Causes Dangling Modifiers?

Dangling modifiers are often accidentally created when writers try to avoid using the informal pronoun "you," as in:

"To enjoy a higher quality of life, regular exercise is needed." (incorrect)

To make the correction, try:

"To enjoy a higher quality of life, you should exercise regularly." (informal), or

"To enjoy a higher quality of life, a person should exercise regularly." (formal)

The first sentence sounds more formal, but it has a dangling modifier. The second sentence, although informal, is correct because the subject "you" is clearly stated. The third sentence is both formal and correct.

2-72 Watch Out for Passive Constructions

Dangling modifiers are often created when writers use passive constructions. Passive sentences take the logical subject of a sentence and hide it in a "by" phrase or eliminate it entirely. The passive verb is composed of a past participle and a form of the verb "to be." For example:

"Jimmy caught a fish." (active)

"A fish was caught by Jimmy." (passive) or

"A fish was caught today." (passive)

Here's an example of a passive construction that creates a dangling modifier:

"After sitting for hours, a fish was caught."

Who sat for hours? The fish? The general rule is to avoid passive verbs whenever possible.

2-73 Questions

25) Which sentence contains a dangling modifier? _____

- a. While riding his skateboard, the poodle bit Jim's ankle.
- b. While Jim was riding his skateboard, the poodle bit his ankle.
- c. While riding his skateboard, Jim was bitten by a poodle.

This is the end of Part 2 – Advanced Grammar. You must successfully complete the examination for this part of the course before taking Part 3.

APPENDIX

GLOSSARY

action items

Assigned tasks that result from discussion during a meeting.

added detail fragments

Are created when writers add specific support to their arguments.

adverb

A word that modifies verbs, adjectives, other adverbs, prepositions, phrases, clauses, or sentences.

analytical reports

One-time reports written to address a particular issue or problem. They communicate, investigate, compare and interpret the facts, then they provide opinions and offer recommendations about these facts.

appendix

The section of the document that includes any items which might detract from the flow of the document. This section might include such items as printouts, reports, samples, reference materials, and error messages.

appositive

Extra words added to describe a simple subject.

appropriateness

Selecting the right word for the specific communication context. It requires that you consider the reader's familiarity with the subject, the reader's word preference, and the occasion of the communication.

basic skills

The section of the document which describes any skills necessary to work through the system or process.

bibliography

The supplemental section of a formal report that displays a listing of reference works you consulted in preparing your report.

call for action

The section of a sales proposal that invites the customer to act on your proposal. The call for action should give precise information telling the reader how to act next.

causal analysis pattern

A pattern of organizing business communications where you identify a cause-and-effect relationship.

chronological order

A method of organizing the body of text in a formal report in which you develop the subject in a time sequence.

clarity

Choosing words that precisely identify your meaning to your reader.

classification pattern

A pattern of organizing business communications which groups similar objects together and then defines the characteristics of each group. The subjects can be people, jobs, ideas or objects.

comma splice

Joins two independent clauses together loosely, with just a comma.

comparison/contrast

A pattern of organizing business communications which helps you explain the similarities or differences between products, people or services.

conciseness

Presenting your message in as few words as possible. It also involves avoiding unnecessary words and repetition of ideas.

conclusions

Findings in a report based on the facts present in the body of the report.

concreteness

Choosing words and phrases that are specific, leaving little chance for misinterpretation.

contraction

A word made by combining two words while leaving out some letters.

cover page

The first page of a fax transmittal.

deductive approach

A writing logic which presents the main idea first and then follows it with the evidence. It is also referred to as the direct approach.

definition approach

A pattern of organizing business communications which is an extended explanation of a particular concept or object.

dependent clause

Created by adding a subordinating word at the beginning of an independent clause.

description pattern

A pattern of organizing business communications where you provide information about the subject's characteristics — size, shape, color, construction and other features.

direct quotation

A word-for-word report of someone's exact words, either spoken or written. It is always placed within quotation marks.

division into parts order

A method of organizing the body of text in a formal report in which you break the subject into discrete parts and discuss them separately.

electronic mail

A way to send written correspondence from one person to another. The message is usually sent to a host computer, which stores the message in the recipient's mailbox for later retrieval.

endnotes

The supplemental section of a formal report that displays the references of the information from any published material in your report. They are usually listed on a separate page in the order in which you quote them.

footer

Provides document information at the bottom of the page.

formal report

A report that is appropriate for formal situations such as business reports to management, boards of directors, stockholders, and government agencies.

format

The way information is presented. This can include the use of headings, sub-headings, notes, cautions, warnings, and other elements of a document.

fragment

An incomplete sentence. A fragment lacks an essential sentence component; either a subject or a workable verb.

freshness

Choosing words that have color and life. It also involves avoiding trite and cliché expressions and jargon.

functions and procedures

The section(s) of the document where the reader learns how to perform the functions or procedures being written about.

fused sentence

Two independent clauses that are tightly fused together.

glossary

A list of terms used in the documentation and their definitions.

header

Provides document information at the top of the page.

independent clause

A subject and verb unit that composes the core of a sentence.

index

A list of key words or phrases along with their respective page numbers. An index is arranged alphabetically.

indirect quotation

An approximate report of what someone said or wrote, often preceded by the word "that." No quotation marks are used around indirect quotations.

inductive approach

A writing logic that presents the evidence first and then follows it with the main idea. It is also referred to as the indirect approach.

infinitive phrase

A phrase that begins with the preposition "to" and ends with a verb.

informational reports

One-time or periodic reports that communicate facts without any analysis or recommendation.

input

Requests for work.

intentional fragments

These sentence fragments are sometimes used to create an informal, conversational effect such as "Right on target".

intransitive verb

A verb that does not require an object to complete its meaning.

introduction

The section of the document which gives a brief description of the subject and states the purpose and scope of the document.

inverted sentences

Sentences which place the verb before the subject.

isolated relative clause

These are sentence fragments. They do not make sense on their own.

linking verbs

Words that show state of being.

memo

Brief correspondence intended for use within an organization only.

missing subject fragment

This type of sentence fragment lacks a stated subject.

narration

A story, a telling of events in sequence. In its most common form, narration is organized chronologically or in time.

organizational sequence

The order in which the information is presented within the document.

output

Completed work.

persuasion pattern

A pattern of organizing business communications where you convince your reader that your ideas on a particular subject are correct or at least worth considering.

persuasive report

A report that communicates and interprets facts. Its main thrust, though, is its recommendation which is a specific call to action.

planning worksheet

A series of questions that are answered to analyze the needs and restrictions of a writing task. The three parts of the planning worksheet are initial analysis, audience analysis, and presentation analysis.

point-by-point pattern

A pattern by which you present the details about each point in matched pairs.

preface

A brief statement that explains the purpose of a report, the scope of the contents, and any acknowledgement of help with content.

preposition

A word that expresses time, location, position, and other more abstract relationships.

prepositional phrase

A phrase consisting of a preposition and noun phrase which expresses a modification or predication.

presentation of plan

The section of a sales proposal where you give the specific details of how you will implement your plan and what the final deliverables will be.

press release

A type of sales literature that gives the writer an opportunity to publish news about a company or product. Press releases are news-like in style — informational, not persuasive.

process

The work that occurs after work is requested and before it is completed.

process analysis pattern

A pattern of organizing business communications which explains a procedure or process.

progress report

A report written periodically to inform management about the status of a certain project or about the activities of a certain department.

pronoun

A word that substitutes for a noun (person, place, or thing).

proper nouns

Names of specific people, places, groups, activities, or things.

proposal

A type of sales literature used to persuade someone to do or buy something.

recommendations

Suggestions for actions based on the report facts and the conclusions drawn from them.

reference manual

Documentation designed to let users look up specific information.

relative pronouns

These words typically do not begin sentences. Instead, they begin dependent clauses in the middle or at the end of sentences.

routine request letter

A neutral newsletter used to provide complete and accurate information about what you want.

run-on sentence

Two or more sentences that are combined as though they are one. They can be corrected by separating and punctuating the sentences.

scope definition report

A report listing the specifications for the completed documentation.

solution to the problem

The section of a sales proposal letter where you state the customer's problem and briefly explain how you can solve it.

subject

The part of the sentence which tells who or what the sentence is about.

subject-by-subject pattern

A pattern by which you develop all the points relevant to the first subject, then you develop all the relevant points of the second subject.

subordinate conjunctions

Sometimes called subordinators. They begin dependent or subordinate clauses.

table of contents

The section of the document which lists all other major sections and subsections along with their respective page numbers.

task analysis

Procedures of a job listed in the order in which they are done.

tense

A distinction of form of the verb to express a clear sense of time.

title page

The part of the preliminary portion of a formal report which provides the title of the report, the author of the report, the date it was prepared and any other important identification, such as the report sponsor.

transitive verb

A verb that requires an object to complete its meaning.

transmittal letters

Neutral newsletters used to accompany materials and explain the package contents. They can also be used to highlight the advantages of a sales proposal.

travel reports

An informational communication whose purpose is to inform the reader about your activities outside the office and/or document your activities outside the office.

terms and conditions

The section of a sales proposal letter where you include information such as a breakdown of costs, the total cost and when payment is expected.

tutorial

Documentation which uses a step-by-step approach. Tutorials are designed for novice users.

user guide

Documentation which gives examples and uses step-by-step directions. User guides are designed for users of all skill levels.

verb

The part of the sentence which tells what the subject did, has or was.

verbal

a word that combines characteristics of a verb with those of a noun or adjective.

verbal phrase fragment

These sentence fragments contain a verbal phrase but lack a subject and a helping verb that indicates tense (time).

ANSWER KEY

CHAPTER I

1-3

1) no

1-5

2) Even though the student studied for hours

1-7

3) unless his mother finds out

1-9

4) yes

1-11

5) a

1-13

6) b

1-16

7) yes

8) who

1-18

9) yes

1-21

10) yes

1-23

11) a

1-25

12) no

1-28

13) yes

1-30

14) no

1-32

15a) S

15b) F

1-39

16) b

1-41

17) a

1-43

18) 2

1-45

19) a

1-47

20) d

1-49

21) no

1-51

22) b

1-54

24) b

1-56

25) humid

1-58

26) b

1-61

27) no

28) a

1-64

29) c

1-66

30) c

1-69

31) yes

1-71

32) no

1-73

33) my pet cat

1-75

34) yes

1-77

35) a

1-79

36) yes

1-81

37) a

1-83

38) yes

1-85

39) c

1-87

40a) I

40b) C

40c) I

1-93

41) b

42a) I

42b) C

1-95

43) provide

1-97

44) no

1-99

45) consumers

1-101

46) yes

CHAPTER 2

2-5

1) she

2-8

2) a

2-10

3) I

2-15

4) its

5) whose

2-20

6a) C

6b) I

6c) C

2-22

7) that

2-26

8) sudden

9) enthusiastic

2-29

10) awkwardly

11) will

2-33

12) comfortable

13) violently

2-37

14) b

2-46

15) c

16) yes

2-51

17) c

2-54

18) yes

2-57

19) a

2-62

20) yes

2-64

21) fifteen to thirty dollars

2-66

22) d

2-69

23) no

24) yes

2-73

25) a

