

GRAMMAR AND WRITING SKILLS

PART 1

CONSTRUCTING SIMPLE SENTENCES AND PUNCTUATION



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GRAMMAR AND WRITING SKILLS

PART 1

CONSTRUCTING SIMPLE SENTENCES AND PUNCTUATION

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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. You will be tested on each part of this three-part training.

PART I

GRAMMAR: CONSTRUCTING SIMPLE SENTENCES AND PUNCTUATION

CHAPTER 1 – VERBS AND SUBJECTS

1-1 INTRODUCTION

In this section, you will learn:

- how to identify verbs, verb phrases, and adverbs
- the role a verb has in a sentence
- how verbs can change tense to show time
- how to identify a simple subject, a complete subject, and a compound subject in a sentence
- how to identify prepositional phrases

1-2 IDENTIFYING VERBS

Every English sentence must contain both a subject and a verb that expresses tense (or time). Knowing how to identify subjects and verbs enables you to master important rules for sentence punctuation and unity.

The part of the sentence which tells what the subject did, had, or was is called a **verb**. A tense-carrying verb forms the core of every English sentence. This verb is also called the main verb. In fact, an English sentence may consist of just one word:

Run! Hurry! Stop!

These one-word sentences are commands, and "you" is the implied subject.

1-3 Questions

1) What is the verb (or action) in the following sentence? _____

People laughed at the crazy comedian at the Comedy Club.

1-4 What Verbs Express

Some verbs express physical action:

Bob slammed the book and threw it on the desk.

Some express invisible action:

He feared that he would never understand physics.

Some express possession:

He had problems with math and science.

Some express state of being:

He was an excellent English student.

1-5 Questions

2) What is the main verb in the following sentence? It shows physical action.

The elephant worked for peanuts while training for the circus.

3) Which word in the following sentence shows invisible action?

Fabian loves grammar.

4) What is the physical action verb in the following sentence?

John kissed Mary at the prom.

5) Which word is the verb that shows possession in the following sentence?

My roommate Harry has a violent temper.

1-6 Linking Verbs

Words that show state of being are also called **linking verbs**:

is, am, are, was, were, feel, taste, smell, look, become, appear, seem, and sound

1-7 Questions

6) What is the linking verb in the following sentence? _____

The boy is happy about his award.

1-8 Verb Tense

Whether they show physical action, invisible action, possession, or state of being, all main verbs carry **tense**: that is, they express a clear sense of time.

Present tense: *Right now I am working at Work Out West.*

Past tense: *Last year I was working at Work Out West.*

1-9 Questions

7) Which is the tense-carrying main verb in the following sentence? _____

Frightened, the crying child held tightly to the swaying merry-go-round.

1-10 Stable Verbs

While some words may shift from being main verbs carrying tense to verbs that do not carry tense, other verbs are more stable. They are often part of the main verb. If they appear alone, they are linking verbs (like "is") or the verb of possession ("have"). If they appear with action or invisible action verbs, they are called helping or auxiliary verbs.

Main verb (linking): *That boxer is a champ.*

Main verb (possession): *He has class.*

Helping (auxiliary) verb: *He was paid 1.5 million dollars for one night's work.*

1-11 Helping Verbs

Here are the most common helping verbs. Take a moment to study them well. The following words are always verbs:

be am are is was were been

have has had

do does did

can could may might must

shall should will would ought

Please note that the "-ing" forms "being," "having," and "doing" may be helping verbs. However, unlike the other words listed here, "-ing" forms also may serve as verbals.

1-12 Questions

8) What is the complete verb phrase in the sentence below? A verb phrase includes the main verb and any helping verbs. _____

Mary is working at the restaurant this weekend.

9) What is the complete verb phrase of the following sentence? _____

Sam might have been kissing Sheila.

1-13 Adverbs

An adverb is a word that modifies verbs, adjectives, other adverbs, prepositions, phrases, clauses, or sentences. When adverbs modify verbs they often answer questions like *when*, *where*, *how*, and *how often*.

Some examples of adverbs are:

quickly, carefully, daily, very, well, late, there

Sometimes words like not, just, never, only, and always appear inside the verb phrase. These words are **adverbs**, not verbs.

1-14 Questions

10) What is the complete verb in the sentence below? Do not include adverbs.

John is not speaking to Mary.

11) What is the complete verb in the sentence below? _____

The President was only joking with his advisors.

1-15 IDENTIFYING SUBJECTS

Now that you have learned to identify the verb in a sentence, you are ready to move on to identifying the subject.

The **subject** of a sentence tells who or what the sentence is about. When analyzing sentences, begin by finding the verb. Then, ask "Who or what performed the action of the main verb?"

1-16 Questions

12) **Who** or **what** performed the action in this sentence? _____

John slept in the car.

1-17 Finding the Subject

The sentence "*John slept in the car*" is, of course, about John. When you ask "Who or what slept?" the answer must be "John." "John" is the subject of this sentence.

Remember, the subject of any sentence always tells who or what the sentence is about. If you want to find the subject, ask yourself, "Who or what performed the action suggested by the verb?"

1-18 Questions

13) Who or what is the subject of the following sentence? _____

Annie laughed at Aunt Mary's terrible joke.

14) Please find the subject in this sentence. _____

Sam cries during sad songs like "Bridge over Troubled Water."

1-19 Describing Words

So far, all the subjects you found were simple one-word subjects. Sometimes extra words are added to describe this simple subject (appositives). For example, here's more about Sam:

Sam, the super-sensitive, cries at sad movies.

Sam is still the subject of this sentence. The extra words "the super-sensitive" tell more about Sam. These describing words function as an appositive.

Complete Subject

The complete subject, then, includes both the simple subject and appositives. As you identify subjects in this section, please find just the simple subject, the one word that tells who or what the sentence is about.

1-20 Questions

15) Select the simple subject in this sentence. _____

The ferocious dog, Bruiser, barked loudly at the neighbors.

16) Select the simple subject in this sentence. _____

The small tree grew among the tall pines in the forest.

1-21 Compound Subjects

Sometimes two or more words joined by "and" create a **compound subject**. Here are some examples:

Ferns and columbine grew under the tall trees.
Ice cream and strawberries make a great dessert.
Jerry, Jack, and Jerome are having a party tonight.

1-22 Questions

17) Who or what is the compound subject in this sentence? _____

Stuart and Suzy went to the movies last Saturday night.

18) Who or what is the compound subject in this sentence? _____

The owl and the pussycat went to sea in a beautiful pea-green boat.

1-23 Compound Subject and Compound Verb

A sentence may contain both a compound subject and a compound verb. Please look at the sentence below:

Jim and Dan sat at the computers all day and left seeing green everywhere.

The **compound subject** in this sentence consists of the words "Jim" and "Dan."
The **compound verb** in this sentence consists of the words "sat" and "left."

1-24 Questions

19) Enter the simple subject and the verbs that form the core of this sentence.

The old gentleman sat on the park bench and fed the pigeons.

Simple subject: _____ Verbs: _____ and _____

CHAPTER 2 – PREPOSITIONAL PHRASES AND PRONOUNS

2-1 INTRODUCTION

In this section, you will learn:

- to recognize prepositional phrases
- the format of prepositional phrases and the role they play in a sentence
- the difference between prepositional phrases and infinitive phrases

2-2 Recognizing Prepositional Phrases

Prepositional phrases are word groups that often keep people from seeing the real subject of a sentence. A prepositional phrase typically consists of a preposition and a noun phrase.

Prepositions are words that express time, location, position, and other more abstract relationships.

Format of a Prepositional Phrase

A prepositional phrase always starts with a preposition followed by an object (either a pronoun or a noun with or without descriptive words).

Common Prepositions

Sometimes, the object of a prepositional phrase looks like the subject of the sentence. However, the subject is never contained in a prepositional phrase. Here is a list of common prepositions:

about above across amount around at

before behind below beneath beside between

by during except for from in

inside into of off on onto

over through to toward under with

2-3 Questions

1) What is the subject of the following sentence? _____

Flashes of lightning lit the stormy night.

2) What is the prepositional phrase in the following sentence? _____

Al walked to the store, artfully avoiding the puddles.

2-4 Parts of a Prepositional Phrase

A word group that begins with a preposition and ends with a noun or pronoun is called a prepositional phrase. The other words that follow the preposition compose the object of the preposition.

Object of the Preposition

To find the object of the preposition, find the preposition first.

The cat sat by the cabinet.

"By" is the preposition. Now ask, "By what?" The answer is: "by the cabinet." The object is the noun "cabinet" plus a modifier, "the." The object of a preposition is always a noun or a pronoun. This word is never the subject of the sentence.

2-5 Questions

3) What is the prepositional phrase in the following sentence?

At midnight, we heard creepy footsteps echoing overhead.

4) What is the prepositional phrase in the following sentence?

John left for New Orleans early this afternoon.

2-6 A Prepositional Phrase Is Never Subject or Verb of Sentence

It is important to know that neither the subject nor the verb of a sentence will ever be found inside a prepositional phrase.

When looking for the subject of a sentence, try crossing out all prepositional phrases. You will then have a much easier time finding the subject-verb sentence core, because you will eliminate many distracting words.

2-7 Questions

5) Remembering that you will never find the subject inside a prepositional phrase, what is the subject of the following sentence? _____

None of the students failed the grammar test.

6) What's the subject of the following sentence? _____

One of the naughty boys broke the car window.

7) What's the subject of the following sentence? _____

All of the boys in the band went to the big city to play.

8) What is the simple subject in the following sentence? _____

The opened bottle of soda spilled on the stereo.

2-8 INFINITIVE PHRASES

Prepositional and Infinitive Phrases

Now that you can identify prepositional phrases, you must learn to distinguish them from infinitive phrases. A prepositional phrase begins with any of the prepositions (including "to") and ends with a noun or pronoun:

To travel to Japan is my ambition.

An **infinitive phrase** begins with the preposition "to" and ends with a verb:

To be quite honest, I dislike sailing.

What Is the Difference

You may be wondering, who cares? Why is the difference between prepositional and infinitive phrases important?

She moved to New Orleans. (prepositional phrase as an adverb--tells where she moved)

2-9 An Infinitive May Be Essential

An infinitive, however, may act as the subject or object of a sentence; therefore, an infinitive may be essential for sentence completion.

To drive drunk is dangerous. (an infinitive as a noun--subject of sentence)

Remember: an infinitive contains the preposition "to" followed by a verb in present tense form.

2-10 Questions

9) Does the following sentence contain an infinitive or a prepositional phrase? _____

The Broncos hope to defeat the Patriots.

10) What does the following sentence contain an infinitive or a prepositional phrase? _____

We are flying to Atlanta to attend a conference.

11) "To mail" is the infinitive phrase in the following sentence. T F

It's time to mail your financial aid application to Iowa.

2-11 SUBJECT-VERB AGREEMENT

In this section, you will learn:

- about subject-verb agreement
- how to determine subject-verb agreement even if intervening words are present
- rules for singular and plural subjects
- how to determine subject-verb agreement when dealing with a compound subject

2-12 INTERVENING WORDS

Subject-Verb Agreement

Intervening words may alter the sound of a sentence, confusing the issue of subject-verb agreement. But intervening words between the subject and the verb should not affect subject-verb agreement.

2-13 Singular Subjects Require Singular Verbs

In standard written English, every verb must agree with its subject. A singular subject must take a singular verb:

First person singular: *I work hard.*

Second person singular: *You work hard.*

Third person singular: *He works hard.*
 She works hard.
 It works hard.

Notice that only the third person singular verbs require a special ending to indicate agreement. That special added ending is the letter "s."

2-14 Plural Subjects Require Plural Verbs

Just as a singular subject must take a singular verb, so too, a plural subject must take a plural verb:

First person plural: *We work hard.*

Second person plural: *You work hard.*

Third person plural: *They work hard.*

No special ending is required to indicate agreement on any of the present tense plural verbs.

2-15 Third Person Singular Verbs

A typical third person singular subject does not end in "s," but a third person singular verb does end in "s":

Singular subject	Pronoun	Singular verb
The phone	(it)	rings
The girl	(she)	laughs
Robert	(he)	swims

Third Person Plural Verbs

On the other hand, a typical plural subject does end in "s", but a plural verb does not end in "s."

Plural subject	Pronoun	Plural verb
The phones	(they)	ring
The girls	(they)	laugh
The athletes	(they)	swim

2-16 Summary of Subject-Verb Agreement

If the subject does not end in "s" (singular), the verb that agrees (singular) does end in "s." Example: *The boy swims.*

If the subject does end in "s" (plural), the verb that agrees (plural) does not end in "s." Example: *The boys swim.*

Note: As with any rule of thumb, there may be exceptions. For example, irregular plurals do not follow this pattern, e.g. Freshmen (plural but no "s") work hard (plural).

2-17 Questions

12) Which is the correct verb choice in the following sentence? _____

The movie (start, starts) at 8 pm.

2-18 Using Your Ear

Often your ear will tell you which verb correctly agrees with your subject. But if other words are placed between the subject and the verb, your ear is no longer a reliable guide.

2-19 Questions

13) Which verb in the following sentence shows correct agreement? _____

Every summer the politicians in the Fourth of July parade (wave, waves) to the crowd of spectators.

2-20 Ignoring Intervening Words

Words that come between the subject and verb do not affect agreement. When you are checking for subject-verb agreement, ignore intervening words such as prepositional phrases. Remember, prepositional phrases always *begin* with a preposition.

2-21 Questions

14) Enter **C** or **I**. Is the subject-verb agreement correct (C) or incorrect (I) in the sentences below?

- a. The stack of old newspapers are at least four feet high. _____
- b. The airline pilots at United have called a strike for next month. _____

15) Which of the following sentences lacks correct subject-verb agreement? ____

- a. My friend from Lake Charles drives home every weekend.
- b. One of my professors give daily pop-quizzes.

16) Which of the following lacks correct subject-verb agreement? _____

- a. The movie version of Mozart's life last almost four hours.
- b. The lawn chairs in the garage need to be washed off before the party.

17) Enter **C** or **I**. Do the sentences below contain correct (C) or incorrect (I) subject-verb agreement?

- a. Freshmen who live on the college campus makes new friends. _____
- b. Students who live with their parents save money. _____

2-22 COMPOUND AND INVERTED SUBJECTS

Compound Subjects and Verb Agreement

A common problem in subject-verb agreement involves compound subjects. When subjects are joined by the word "and," a plural verb is required. For example:

Alison and I plan to climb Pike's Peak.

The compound subject joined with "and" is plural and therefore requires a plural verb. Now try some questions.

2-23 Questions

18) Answer the following question with is or are. Which is the correct verb choice in the following sentence? _____

The President and his advisors (is, are) discussing the energy crisis.

19) Enter **C** or **I**. Do the following sentences show correct (C) or incorrect (I) subject-verb agreement?

a. The Governor and his new bride enjoys life royally. _____

b. Giant toads and lizards infest the deserted yard. _____

2-24 Compound Subjects Joined by *Or* or *Nor*

When compound subjects are joined by "or" or "nor," the verb agrees with the subject closer to the verb.

2-25 Questions

20) What is the appropriate verb form for the sentence below? _____

Neither Dad nor the boys (like, likes) to fish.

21) Enter **C** or **I**. Do the sentences below show correct (C) or incorrect (I) subject-verb agreement?

a. Either Sharon or her sister has the overdue books. _____

b. Either wild rice or cornbread stuffing go well with turkey. _____

22) Choose **two**. Remember: "and" takes a plural verb; "or" requires agreement with the closer subject. Which sentences show correct subject-verb agreement?

- a. The ceremony and the reception are planned for Friday night. ____
- b. Either your mom or your sisters are picking up your mail. ____
- c. The final test and project for CHEM 101 is scheduled for tonight. ____

23) What is the correct verb form for the following sentence? _____

Giant ants and spiders (star, stars) in my new video.

2-26 Inverted Sentences and Verb Agreement

To complicate subject-verb agreement further, writers sometimes compose inverted sentences. Such **inverted sentences**, which place the verb before the subject, allow the writer to emphasize key ideas or achieve sentence variety.

Inverted order: *From the depths of the cave come the cries of the missing child.*

Normal order: *The cries of the missing child come from the depths of the cave.*

Make Verbs Agree with Subject

Even in inverted sentences, a verb must agree with its subject. Inverted sentences often begin with prepositional phrases or words like "there, here, where, who, what," and "which." When you see such sentence openers, be careful to read the whole sentence, looking for the real subject. These pointing-out words, question words, and introductory phrases are never subjects.

2-27 Questions

24) Which of the following sentences contains an error in subject-verb agreement? _____

- a. There are too many seeds in this orange.
- b. Along the curb there was slush and scraps of paper.

25) Which sentence contains an error in subject-verb agreement? _____

- a. There is an ugly black spider crawling up your leg.
- b. In the back of the cage is a big hairy ape and a chimpanzee.

c. Who are the best students in this class?

26) Which sentences contain correct subject-verb agreement? _____

a. How is the track team doing?

b. In my medicine cabinet there is many types of vitamins.

27) What is the correct verb choice for the following sentence? _____

Who (is, are) the new rock stars I've been hearing so much about?

2-28 PRONOUNS

In this section, you will learn:

- how to correctly use pronouns in sentences to make sure that your ideas are clearly understood
- how to make subjects and verbs agree when dealing with pronouns
- about two types of pronouns, indefinite and relative

2-29 Pronoun Use

A pronoun is a word that substitutes for another noun (person, place, or thing) in the sentence. Indeed, the word pronoun itself means "for a noun."

Here is a list of some common pronouns:

<i>I</i>	<i>me</i>	<i>my</i>	<i>we</i>	<i>us</i>	<i>ours</i>
<i>you</i>	<i>your</i>	<i>mine</i>	<i>they</i>	<i>their</i>	<i>theirs</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>this</i>	<i>that</i>	
<i>she</i>	<i>her</i>	<i>hers</i>	<i>which</i>	<i>what</i>	
<i>it</i>	<i>its</i>				

Pronouns are also shortcuts. They eliminate the need for unnecessary repetition of nouns in speech or writing. For example: The pronouns "he" and "his" substitute for the noun "Steve."

2-30 Questions

28) What word substitutes for a noun (person, place, or thing) in the following sentence? _____

Sharon said she would take the mauled cat to the vet.

29) The pronoun *they* replaces what noun(s) in the following sentence? _____

Bob and Sue love baseball; they attend every game and cheer wildly.

2-31 Pronoun Use Errors

Errors in pronoun reference occur when pronouns lack clear antecedents (previously mentioned nouns).

No antecedent: *On the radio they said classes were canceled.* (who said?)

Ambiguous antecedent: *Marcia told Mary her jeans were too tight.* (whose jeans?)

Unclear Pronoun Reference

Sentences with unclear pronoun reference are confusing to a reader. Look at the example below:

John made it clear to Max that he needed to mow the lawn.

The pronoun "he" could refer to either of the two nouns. Any time a pronoun does not clearly refer to a specific noun, faulty pronoun reference results.

2-32 Questions

30) Who should be going on vacation in the following sentence? _____

Annabell told Hilda that she should go on a vacation.

31) The pronouns "this" and "which" often cause errors in pronoun reference.

To what noun or idea does the pronoun "which" refer in the following sentence?

The professor did not explain the assigned homework, which made Jennifer very angry. _____

- a. The professor's not explaining the homework
- b. The assigned homework
- c. Either the assigned homework or the professor's not explaining the homework

32) Enter **C** or **I**. Do the following sentences contain correct (C) or incorrect (I) pronoun reference?

- a. John told Jane, "You should play rugby." _____
- b. Dawn told Jim to begin washing his dishes. _____

33) Which sentence contains an error in pronoun reference? _____

- a. I don't drink beer because it gives me a headache.
- b. I failed math because they grade unfairly.

2-33 Singular and Plural Pronouns

Besides needing a specific antecedent (reference), a pronoun must also agree in number (singular or plural) with its antecedent (the noun it replaces). Singular antecedents need singular pronouns, while plural antecedents need plural pronouns.

Singular	Plural
I, me, my, mine he, him, his she, her, hers it, its, this, that	we, us, our, ours they, them, their these, those

"You" may be singular or plural.

2-34 Questions

34) In which sentence do the stated antecedent and the following pronoun fail to agree _____

- a. My parents won't let me drive his car.
- b. The children forgot to pick up their toys.

35) Enter **C** or **I**. Do these sentences show correct (C) or incorrect (I) pronoun agreement?

- a. The coach told us to buy her a Coke. _____
- b. Each child must bring their own money tomorrow. _____

2-35 Note:

Many errors in pronoun reference occur because English lacks a singular pronoun that can refer to an unspecified male or female antecedent.

You may resist saying "*The child must bring his money*" if you are unsure whether "the child" is a boy or a girl.

Many such problems can be avoided by choosing a plural antecedent. Then the plural pronoun is correct. "*The children must bring their money.*"

2-36 Questions

36) Is the following sentence grammatically correct? _____

Nobody remembered to finish their homework.

37) Which sentences contain correct pronoun agreement? ____

- a. Somebody on the team left her tennis racket on the bus.
- b. Everyone in this class did a great job on their midterm.

2-37 Point of View and Pronoun Use

Pronoun problems also occur when writers shift unnecessarily from one point of view to another. These shifts generally occur from third person (he, she, they) to second person (you).

Incorrect = *Freshmen should carefully plan your time.*

Correct = *Freshmen should carefully plan their time.*

Correct = *You should carefully plan your time.*

2-38 Questions

38) Which of the following sentences contains an unnecessary shift of point of view? ____

a. Athletes can't give peak performances if you use drugs

b. European tourists must plan their budgets carefully.

39) Which pronoun is required to show consistent point of view in the following sentence? _____

Students who eat in the cafeteria must watch (your, their, his, her) diet.

2-39 INDEFINITE AND RELATIVE PRONOUNS

Indefinite Pronouns

Errors in subject-verb agreement also occur when indefinite pronouns act as subjects. These words are always singular, even if the meaning seems plural.

-one words	-body words	-thing words	
<i>one</i>	<i>nobody</i>	<i>nothing</i>	<i>each</i>
<i>anyone</i>	<i>anybody</i>	<i>anything</i>	<i>either</i>
<i>everyone</i>	<i>everybody</i>	<i>everything</i>	<i>neither</i>
<i>someone</i>	<i>somebody</i>	<i>something</i>	

These indefinite pronouns always take a singular verb.

2-40 Questions

40) Which of the following sentences contains an error in subject-verb agreement? _____

- a. Somebody in this room is the guilty party.
- b. Everyone in the dorms are excited about homecoming.

41) Which sentences show correct subject-verb agreement? _____

- a. Someone from those districts call every day.
- b. Everything in the garage needs to be moved.

2-41 Neither and Either as Indefinite Pronouns

Did you notice when the words "either" or "neither" appear alone as indefinite pronouns, they always take a singular verb: Neither (one) of the monitors is available. Either (one) of the tutors is well qualified to help you.

However, when the words "either" or "neither" are used with the coordinators "or" or "nor," they set up a choice so that the verb agrees with the closer subject.

Neither the teachers nor the students like finals week.

Either the coach or the managers have your equipment. This is a bit tricky, but logical when you think about it.

2-42 Questions

42) What is the correct verb form for the following sentence? _____

Each of those girls (wear, wears) too much eye shadow.

2-43 Relative Pronouns

The last common problem in subject-verb agreement involves the relative pronouns "who, which," and "that." When these words serve as the subject of a

dependent clause, the verb of the dependent clause agrees with the antecedent of the relative pronoun. That is, the verb agrees with the word that the relative pronoun stands for. In this sentence, the verb "love" agrees with the antecedent "people."

2-44 Questions

43) Enter **C** or **I**. Do these sentences show correct (C) or incorrect (I) verb choice?

a. My uncle who lives in Houston hates humidity. _____

b. My uncle who live in Houston hates humidity. _____

44) Enter **C** or **I**. Do these sentences contain correct (C) or incorrect (I) agreement?

a. My cousin who work at Toddy's is a marketing major. _____

b. My cousin who works at Toddy's is a marketing major. _____

45) Which sentences contain correct agreement?

a. This lesson, which are finally nearing the end, is long but important. ____

b. This drink, which tastes like Coke, is really the next best thing. _____

2-45 Subject and Verb Agreement Review

To create clear, correct, and coherent sentences, you must be sure to combine singular subjects with singular verbs and plural subjects with plural verbs. Watch out for agreement errors when:

- Words come between subjects and verbs
- Subjects are compound (with "and" or "or")
- Sentences are inverted
- Indefinite pronouns act as subjects
- Relative pronouns act as subjects

CHAPTER 3 - IRREGULAR VERBS

3-1 INTRODUCTION

In this section, you will learn:

- the proper use of irregular verbs in written and spoken English
- rules for dealing with verb forms such as simple past tense and past participles

3-2 Irregular Verb Use

So far in this course you have seen material covering subjects, verbs and pronouns. Most of the verbs used in the earlier units were regular verbs. This unit covers the use of irregular verbs in written and spoken English. Some of the most obvious errors in both written and spoken English involve the use of irregular verbs.

3-3 Simple Past Tense and Past Participles

Regular verbs use the same forms for both simple past tense and past participles (both with "ed" endings):

Simple past	Past participle
I walked to school.	I have walked to school.

Irregular verbs use varied forms for both simple past tense and past participles (no "ed" endings):

Simple past	Past participle
I saw her yesterday.	I have seen her often.

3-4 Know Your Irregular Verbs

In this unit, you will practice with some of the more troublesome irregular verbs. Be sure to keep track of the particular verbs that you find confusing! Knowing the verbs which you find difficult is one of the important steps to verb mastery.

Note: Dictionaries and grammar books all list the forms of irregular verbs.

3-5 Correct Verb Usage

Another important step to verb mastery is to understand this guide to correct usage:

1) Simple past tense forms are always used alone (no helping verbs):

I saw her. (not "I have saw her")

2) Past participles are always used with helping verbs such as "was, were, has, had, did.

I have seen her often. (not "I seen her often.")

3-6 Familiar Irregular Verbs

Most irregular verbs are familiar to you, and you already use them correctly. For instance, you say, "*Sally ran to the store,*" never "*Sally runned to the store.*" But some forms are less familiar.

3-7 Grouping Similar Verbs

It's easier to learn the irregular verb forms if you group the ones with similar spellings. For example, if you know "drink, drank, drunk," you also know "stink, stank, stunk," and "sink, sank, sunk."

3-8 Questions

1) Which of the following sentences is correct? _____

a. Sue has dranked a beer.

b. Sue has drunk a beer.

2) Which of the following sentences is correct? _____

a. The dog stunk badly.

b. The dog stank badly.

3) What is the correct verb form for the following sentence? _____

The Titanic (sank, sunk) long ago.

3-9 More Irregular Verbs

Be careful not to over generalize. (Would you say "think, thank, think?" I hope not!) Here's another group to memorize:

	Simple past (no helper)	Past participle (needs helper)
<i>ring</i>	<i>rang</i>	<i>rung</i>
<i>sing</i>	<i>sang</i>	<i>sung</i>
<i>*bring</i>	<i>brought</i>	<i>brought</i>
<i>*swing</i>	<i>swung</i>	<i>swung</i>
<i>*wring</i>	<i>wrung</i>	<i>wrung</i>

3-10 Questions

4) Enter **C** or **I**. Are the verb forms in the following sentences correct (C) or incorrect (I)?

a. The choir sung beautifully. _____

b. The batter swang at the ball. _____

5) Which verb correctly completes the following sentence? _____

Columbo (bring, brought) _____ the suspects for questioning yesterday.

6) Which verb correctly completes the following sentence? _____

The maid (wring, wrung) out the mop.

3-11 More Irregular Verbs

Here's another group of verbs for you to learn.

	Simple Past (no helper)	Past Participle (needs helper)
<i>blow</i>	<i>blew</i>	<i>blown</i>
<i>grow</i>	<i>grew</i>	<i>grown</i>
<i>know</i>	<i>knew</i>	<i>known</i>
<i>throw</i>	<i>threw</i>	<i>thrown</i>

Nice and regular, aren't they? Have you noticed how many of the past participles end with an "N" sound? You could say that "N" means "needs helping verb."

3-12 Questions

7) Which of the following sentences is correct? _____

- a. The building had blowed up.
- b. The building had blown up.

8) Enter **C** or **I**. Are the verb forms in the following sentences correct (C) or incorrect (I)?

- a. Drew Brees threw a great pass. _____
- b. I known "Miss Manners" at Wellesley. _____

3-13 Other Irregular Verbs

Here are some everyday verbs that can trip you up.

	Simple Past (no helper)	Past Participle (needs helper)
do	<i>did</i>	<i>done</i>
go	<i>went</i>	<i>gone</i>
eat	<i>ate</i>	<i>eaten</i>
give	<i>gave</i>	<i>given</i>
see	<i>saw</i>	<i>seen</i>

3-14 Questions

9) Is the following sentence correct? _____

I seen the butler do it.

10) Is the following sentence correct? _____

Columbo has gone to examine the body.

3-15 Final List of Irregular Verbs

Here's one last list of important irregular verbs.

	Simple Past (no helper)	Past Participle (needs helper)
begin	<i>began</i>	<i>begun</i>
break	<i>broke</i>	<i>broken</i>
freeze	<i>froze</i>	<i>frozen</i>
bite	<i>bit</i>	<i>bitten</i>
write	<i>wrote</i>	<i>written</i>

Notice again all the "N" endings on the past participle forms.

3-16 Questions

11) Which verb correctly completes the following sentence? _____

I (began, begun) my term paper yesterday.

12) Which of the following sentences are correct? _____

a. They have broke the window again.

b. The lake froze last year.

3-17 The Verb "To Write"

Please pay special attention to the spelling of the verb "to write."

Present--*He writes.*

Simple Past--*She wrote.*

Present Participle--*We are writing.*

** Past Participle--*They have written.*

** Only the past participle has a double "t" spelling!

3-18 Questions

13) Enter **C** or **I**. Identify which sentences contain correct (C) and incorrect (I) verb form spelling?

a. I have read everything he has written. _____

b. They are writing a proposal. _____

3-19 Tips for Other Irregular Verbs

There are many other irregular verbs, but the ones just covered are the most common troublemakers. To use irregular verbs not covered here, follow these three simple steps:

- Check the simple past and past participle forms in your dictionary
- Always use the simple past form without a helping verb
- Always use the past participle with a helping verb

3-20 TRANSITIVE AND INTRANSITIVE VERBS

In this section you will learn:

- the difference between transitive and intransitive verbs
- about three pairs of irregular verbs which prove to be confusing to many people
- how to use transitivity and meaning to determine their proper usage

3-21 TRANSITIVE AND INTRANSITIVE DIFFERENCES

Trouble Verbs

Three pairs of irregular verbs are especially troublesome for most people: To use these verbs correctly, you must first understand the distinction between transitive and intransitive verbs.

Lie and lay

Sit and set

Rise and raise

Transitive verbs require objects to complete their meaning. Objects are nouns that answer the question "What?" or "Whom?" after a verb. For example:

"Tom threw the ball."

If we ask "What did Tom throw?" the answer, "the ball" is the object of the transitive verb "throw".

3-22 Questions

14) What is the object of the following sentence? _____

Mary gave the package to the doorman.

15) What is the object in the following sentence? _____

Martha's boss fired her this morning.

3-23 Intransitive Verbs

Some verbs, however, don't require an object to complete their meaning.

"Alice slept."

In this sentence, there is no answer to the question "what or whom was slept by Alice?" The question doesn't make sense because the meaning of the sentence is complete without an object. Verbs that don't require an object to complete their meaning are **intransitive verbs**. "Slept" is an intransitive verb.

3-24 Questions

16) Answer with transitive or intransitive. In the following sentence, is "laughed" a transitive or intransitive verb? _____

Jeremy laughed out loud.

3-25 Either Transitive or Intransitive

Some verbs may be either transitive or intransitive, depending upon the context of the sentence they are in.

The following sentences are both grammatically correct, and both make sense. In one sentence, "throws" is transitive; in the other, "throws" is intransitive.

The quarterback throws well.

The quarterback throws the ball down field.

3-26 Questions

17) Does the following sentence contain a transitive verb? _____

The quarterback throws the ball down field.

18) In the following sentence, is "lie" a transitive or intransitive verb? _____

I lie awake all night when it is stormy.

3-27 Lay and Lie

Unlike some verbs which can be either transitive or intransitive, the verbs "lay" and "lie" (and others) cannot. One is always transitive; one is always intransitive. They may be easily confused because they have some forms in common.

"Lie" is intransitive (remember the "i" in "lie" stands for "intransitive").

"Lay" is transitive.

Below are their principle parts:

Infinitive	Present Participle	Past	Past Participle
lie	lying	lay	lain
lay	laying	laid	laid

3-28 Questions

19) What is the correct verb for the following sentence? _____

The cat is (lying, laying) on the table.

20) What is the appropriate verb for the following sentence? _____

Sarah (lain, laid) the paper on the coffee table.

3-29 Distinguishing Lay and Lie

The verbs "lie" and "lay" can also be distinguished by meaning.

"Lie" means to rest in a horizontal position.

"Lay" means to place something down.

3-30 Questions

21) Which verb correctly completes the following sentence? _____

Alan is going to (lie, lay) down to take a nap.

22) Which verb do you need in the following sentence? _____

Wendy got a bad burn (laying, lying) out on the beach.

3-31 Sit and Set

Another troublesome pair is "sit" and "set." Like "lie" and "lay," they can be distinguished by either transitivity or meaning. "Sit" is intransitive ("i" in "sit" for "intransitive), and it means "to be seated."

"Set" is transitive. Like "lay" it means "to place something (its object) somewhere." Compare the following principle parts:

Infinitive	Present Participle	Past	Past Participle
sit	sitting	sat	sat
set	setting	set	set

3-32 Questions

23) Does the verb correctly complete the following sentence? _____

I set in that chair every evening.

24) Which verb correctly completes the following sentence? _____

The dog (set, sat) at his owner's command.

25) Which verb correctly completes the following sentence? _____

Mother (sat, set) the pie in the window to cool.

3-33 Rise and Raise

The third set of bothersome pairs is "rise" and "raise." Again, they can be distinguished by transitivity and meaning. "Rise" (with an "i") is intransitive and means "to move up" or "to get up." "Raise" is transitive, requiring an object, and means "to lift something (the object) up" or "to increase something (the object) in amount."

Infinitive	Present Participle	Past	Past Participle
rise	rising	rose	risen
raise	raising	raised	raised

3-34 Questions

26) Is the verb in the following sentence correct? _____

The balloons have risen high in the air.

27) Which verb fits the following sentence? _____

Congress (rose, raised) the taxes to an all-time high.

28) Is the verb in the following sentence correct ? _____

Grandpa raised slowly out of the chair.

3-35 Irregular Verb Tips

These three pointers will help you master irregular verbs:

- Check spellings of verb forms in a dictionary
- Use no helping verbs for simple past tense, but always use helping verbs for past participle
- When using the three most difficult verb pairs, consider meaning and transitivity

CHAPTER 4 - PUNCTUATION

4-1 INTRODUCTION

In this section, you will learn:

- the proper use of apostrophes and quotation marks
- the two main uses of the apostrophe: indicating contractions and possession

4-2 MAJOR USES: CONTRACTIONS

Apostrophes to Indicate Contractions

The apostrophe (') has two main uses. It is used to indicate contractions and possession. Contractions often reflect the sounds of spoken English words.

For example, if you say "they are" rapidly, you can hear that the two words are shortened into "they're."

A **contraction** is a word made by combining two words while leaving out some letters. The apostrophe takes the place of the letters that were left out. Examples:

I have = I've

were not = weren't

they are = they're

4-3 Questions

1) In the following sentence, what two words could be joined to create a contraction _____, _____

Bill believes there is only one way to skin a cat.

2) A contraction is used in the sentence below. However, the apostrophe has been left out. How should the contraction appear in this sentence? _____

Pat moved away, but were still good friends.

4-4 A Common Contraction

One of the most common contractions is made by combining the word "not" with a verb and shortening "not" to "n't." For example:

- would not = wouldn't
- is not = isn't
- do not = don't
- have not = haven't

4-5 Questions

3) Enter **C** or **I**. Do these sentences use correct (C) or incorrect (I) contractions?

- a. The principal informed the boys that they should'nt run in the halls. ____
- b. They answered rudely that they didn't care what he said. ____

4-6 Using Contractions in Informal Writing

Since contractions often reflect speech patterns, they are appropriate for use in informal writing, especially in dialogue for stories and plays. Generally avoid using contractions in formal writing.

4-7 Questions

4) Is the following sentence acceptable for a formal business report? _____

The state of Texas isn't lacking natural resources.

4-8 MAJOR USES: POSSESSION

Apostrophes to Indicate Possession

Apostrophes provide a concise method for indicating the possessive form of nouns and indefinite pronouns. Whereas in contractions the apostrophe marks an omitted letter, in possessive form the apostrophe marks the omission of a full prepositional phrase.

For example, instead of saying "the kitten belonging to Sharon," you say "Sharon's kitten." (The apostrophe replaces the words "belonging to.") Instead of saying "the first day of the New Year," you say "New Year's Day." (The apostrophe replaces "of.")

4-9 Types of Possessive Relationships

Many possessive relationships are obvious, as when a person owns a thing ("Sharon's kitten"). But some relationships are more abstract ("New Year's Day"). Here are some types of possessive relationships:

- Ownership --Ed's motorcycle (the motorcycle belonging to Ed)
- Description --ladies' hats (hats designed for ladies)
- Source or origin --Blake's poetry (poetry written by Blake)
- Unit of measure --an hour's wait (a wait for an hour)
- Subject of act --Ray's decision (a decision made by Ray)
- Object of act --Chrissie's defeat (a defeat experienced by Chrissie)

In all these cases, the possessive relationship could be expressed either with an apostrophe or with a prepositional phrase.

4-10 Using an Apostrophe with Singular and Plural Forms

When deciding where to place the apostrophe, remember: most singular forms use "s" and most plural forms use "s'."

Examine the following table:

singular	plural
the little girl's jacket the puppy's tail the car's engine	the three girls' jackets the two puppies' tails the cars' engines

Note: Note that in most cases, the owner (marked with the apostrophe) appears before the thing owned.

4-11 Questions

5) Enter **C** or **I**. Do the following sentences show correct (C) or incorrect (I) possession?

a. The quarterbacks' knee was injured during practice. ____

b. The quarterback's knee was injured during practice. ____

6) The sentence below requires an apostrophe to indicate possession. Does the apostrophe belong before or after the "s" of "bridesmaids" in this sentence?

The bridesmaids dresses worn at the wedding were a pale pink.

7) Which of the following sentences show possession correctly? ____

a. The five hijack victims' nerves were shot.

b. The three leading candidate's speeches were dull.

4-12 Only Use Apostrophes for Possessive Relationships

A word of warning: Before you insert an apostrophe, be sure you really want to express a possessive relationship, not just a plural.

No apostrophes are used to form noun plurals.

Three new TV shows debut tonight.

Apostrophes are used for possessive relationships.

The TV shows' ratings were terrible. (ratings belonging to the TV shows)

4-13 Questions

8) Which word in the following sentence needs an apostrophe to show possession? _____

The distinct aroma of Moms apple pies made my mouth water.

4-14 Showing Possession for Irregular Forms

Now you know that " 's " shows possession for most singular nouns, " s' " shows possession for most plural nouns, and no apostrophe is used to form simple plurals.

But there are some irregular forms to remember. Most singular words do not end in "s," but a few do: Louis, Charles. If a singular noun ends in "s," simply add the apostrophe after the "s": "Louis' house," "Charles' party"

4-15 Questions

9) Which of the following sentences shows the correct possession for James? ___

a. James' house is old.

b. James's house is old

4-16 Irregular Plurals

The other important irregular words are a few special plurals that do not end in "s."

Some common irregular plurals are "men, women," and "children."

If a plural noun does not end in "s," add " 's " (just as you do to form singular possessives).

Examine the following table:

singular	plural
the man's appointment the woman's phone call the child's class	the men's breakfast the women's meeting the children's recital

4-17 Questions

10) Answer with children's or childrens'. Whose outing was a success?

The (children's, childrens') outing was a success.

11) Is the following sentence correct? _____

The mens' golf game was rained out.

4-18 Possession and Indefinite Pronouns

Apostrophes are also used to show possession with indefinite pronouns:

someone's gloves
nobody's fault
everyone's goal

Some indefinite pronouns suggest a plural idea, but because these words do not end in "s," always add " 's " to form the possessive.

4-19 Questions

12) Enter **C** or **I**. Do the following sentences show correct (C) or incorrect (I) apostrophe use?

a. Nobody's parents had arrived yet. _____

b. Everyones' bikes were stolen. _____

4-20 Possessive Personal Pronouns

On the other hand, unlike indefinite pronouns, personal pronouns do not use apostrophes to show possession. Instead, they change their spellings. Here are the possessive personal pronouns:

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

4-21 Its and It's

Probably the most common apostrophe error occurs when people confuse the possessive pronoun "its" with the contraction "it's."

Look at this incorrect sentence: *"The dog lost it's bone."*

This sentence really says *"The dog lost it is bone."*

Be sure to leave out the apostrophe when you want to show possession for personal pronouns. The correct sentence reads *"The dog lost its bone."*

4-22 Questions

13) Which of the following sentences are correct? _____

- a. The aspen tree lost all its leaves last night.
- b. The fisherman forgot his' lucky hat.

4-23 QUOTATIONS

In this section, you will learn:

- the two main uses of quotation marks
- to set off the exact words of a speaker or writer and to set off the titles of short works
- the rules concerning where to place the capital letters and punctuation marks that accompany quotation marks

4-24 EXACT WORDS

Showing a Speaker or Writer's Exact Words

Always use quotation marks (" ") to show the exact words of a speaker or writer.

A writer's exact words: *"Truth has disappeared," writes R.D. Laing in his newest essay.*

A speaker's exact words: *Susan said, "I want peppermint banana fudge ice cream."*

Remember that quotation marks come in pairs. Be careful not to omit the second half of the pair. Also, if the first word of a quotation starts a complete sentence, it should begin with a capital letter.

4-25 Questions

14) Which of the following sayings is correctly quoted? _____

- a. Levin wrote, "he was a poet aflame with vision.
- b. Levin wrote, "He was a poet aflame with vision."

4-26 Punctuation Rules for Quotation Marks

Correct placement of end punctuation with closing quotation marks can be a little tricky. These rules govern the most common forms of punctuation:

- Commas and periods always go inside ending quotation marks. "I'll be there soon," said April. April said, "I'll be there soon."
- Semicolons and colons always go outside ending quotation marks. Jerry said, "I'm hungry"; his stomach was growling.
- Question marks and exclamation marks go inside or outside depending on meaning. Who said, "Don't give up the ship"? Alice asked, "Did you study for the history test?"

4-27 Questions

15). Enter **C** or **I**. Do the following sentences show correct (C) or incorrect (I) punctuation?

- a. "I'm always last in line," sighed Horton. _____
- b. "I'm always last in line", sighed Horton. _____

4-28 Question Marks and Exclamation Points

Now that you know commas and periods go inside and semicolons and colons go outside the ending quotation marks, let's consider question marks and exclamation points. Here, you must consider the meaning of the quoted material:

- If the words inside the quotation marks form a question, then put the question mark inside the closing quotation mark
- If the words outside the quotation marks form the question, then put the question mark outside the closing quotation mark

Exclamation marks are used in exactly the same way.

4-29 Questions

16) Is the following sentence punctuated correctly? _____

He ran shouting, "Did you hear the crash"?

4-30 Setting Off Interjectory Material

Another punctuation problem with quotes involves setting off the interjectory material that tells who said or wrote the quote (he said, she wrote, etc.). Some marks of punctuation, usually a comma, must always separate the interjectory material from the quotation. Here are some typical patterns:

At the beginning: They said, "."
 At the end: ".," they said.
 In the middle: ". . .," they said, "."

4-31 Questions

17) Which of the following quotations is correctly punctuated? _____

- "Sleep, gently sleep," crooned the mother.
- "Sleep, gently sleep", crooned the mother.

4-32 Interjectory Material in the Middle

Now you know how to set off interjectory material at the beginning and at the end of a quotation. But what do you do if the interjectory material comes in the middle?

"My love," Gertrude cried, "I have found you at last!"

4-33 Using Commas to Set Off Interjectory Material

When the interjectory material splits up a one-sentence quotation, use a pair of commas to set off the interrupting material. Do not use a capital letter to start the second part of a split sentence unless the first word is a proper noun or "I."

"You will never know," she sighed, "how much I have missed you."

The second part is not capitalized because it's a continuation of the sentence

4-34 Questions

18) Enter **C** or **I**. Do the sentences below have correct (C) or incorrect (I) punctuation?

a. "But alas, I must hasten away" she moaned, "as my dying mother needs me." _____

b. "But alas, I must hasten away," she moaned, "As my dying mother needs me." _____

4-35 One Sentence or Two

Be careful to determine whether the interjectory material really divides a single sentence (a "split quote") or whether it appears between two separate sentences.

4-36 Questions

19) Which of the following sentences contains an error in punctuation? _____

- a. "Please don't forget me," exclaimed Gertrude, "now I must bid you adieu."
- b. "But if fate is kind," he continued, "we will meet again one day."

4-37 Direct and Indirect Quotations

Now that you can correctly punctuate direct quotations, you must be careful to distinguish between direct and indirect quotations. A **direct quotation** is a word-for-word report of someone's exact words, either spoken or written. A direct quote is always placed within quotation marks. An **indirect quotation** reports approximately what someone said or wrote, often preceded by the word "that." No quotation marks are used around indirect quotations.

Examples of Direct and Indirect Quotations

Direct: Becky barked, "Get out of my house!"
Indirect: Becky barked that we should get out of her house.

Note that the speaker's original words have been changed a little in the indirect quote.

4-38 Questions

20) The sentences below are correctly punctuated. Are the quotations in the sentences **direct** or **indirect** quotations?

- a. John said that he would not be home for supper. _____
- b. John said, "Hey, Mom, I'm not going to be home for supper!" _____

4-39 TITLES

Indicating Titles

Titles of (books, magazines, newspapers) are underlined or *italicized*. All important words in titles are capitalized. Titles of unpublished papers are capitalized, but not placed in quotes or underlined.

4-40 Questions

21) Is the book title written correctly in the following sentence? _____

I read the information in "*Asphaltic Concrete Paving Inspection Volume II*."

CHAPTER 5 – CAPITALIZATION, NUMBERS, AND ABBREVIATIONS

5-1 INTRODUCTION

In this section, you will learn:

- the rules which govern capitalization
- how and when to capitalize the beginnings of sentences, proper nouns, adjectives, and titles

5-2 CAPITALIZING SENTENCE BEGINNINGS

Applying Capitalization Rules

Although it may seem easy at first, capitalization has some complications that this unit helps you understand. Most of the rules have to do with the beginnings of sentences, proper nouns and adjectives, and titles.

5-3 Indicating the Beginning of a Sentence

The first use of a capital letter is to mark the beginning of a sentence. Of course, you say--I know that! Okay, then, carry that rule over into direct quotations, too. The first word is capitalized only when it begins a new sentence.

Examples

First word in a sentence: My little dog likes to jump rope and ride skateboards.
First word in a quotation (when the quote is a complete sentence):

The dentist said, "This won't hurt a bit." - or –

"Why should I let you drive?" Jose's mom said. "You'll kill us all!"

5-4 Questions

1) Which words should be capitalized in the following sentences?

"my sister is no fool," exclaimed johnny. "she is too smart for your games!"

5-5 A Tricky Situation

Watch out for interrupted sentences like these:

"My uncle," said Joseph, "makes the worst pizza in town."

"Eating the pizza," said Joe, "is like eating a piece of rubber topped with tomato sauce."

The words "makes" and "is" are not capitalized because they do not begin a new sentence.

5-6 Questions

2) Do the following sentences containing quotations have the correct capitalization? _____

"I can't come to your party tonight," said Fred. "My boss wants me to work."

5-7 CAPITALIZING PROPER NOUNS

Capitalizing Names of Particular Persons

The next familiar use of capital letters is for names of particular persons, including the pronoun "I." For example:

"Mommy," said little Amy, "who colors the rainbow?"

Even though I hate to eat whole cranberries, I really love to drink cranberry juice.

5-8 Questions

3) What words should be capitalized in the following sentence?

"do you have any idea, beth, what kind of trouble you've caused?" said arnold, meanly.

5-9 Capitalizing Words that Substitute for People's Names

Even words that show family relationships are capitalized when they substitute for people's names.

*Hey, Mom, where are the brownies you made?
I think Dad ate them all last night!*

5-10 An Exception to the Rule

However, there is one tricky part to capitalizing words that show family relationships. Relationship words are not capitalized when they are preceded by a possessive pronoun.

*My mom makes great brownies.
Unfortunately, my dad ate them all last night.*

5-11 Questions

4) Which words in the following sentence should be capitalized?

"hey mom, when is dad bringing over our aunt and uncle to see the new vacuum cleaner," yelled muffy.

5-12 Rules for Capitalizing Titles

There's another rule that applies in connection with people's names. This covers the use of official titles.

Capitalize people's titles when they precede a person's name. Don't capitalize people's titles when no specific name is given.

Look at the following sentences:

Title capitalized with a name:

"Senator Smith, do you have any comments for the press?"

Title not capitalized when the name does not appear:

The senator had no comment for the press.

There's just one exception you need to remember. (Don't worry, it's an easy one.) The word "president" - when meaning the President of the United States - is usually capitalized.

5-13 Questions

5) Which word in the following sentence needs to be capitalized? _____

The president spent time away from the White House visiting his wife's family.

5-14 Proper Nouns

All these names that you've been looking at are part of a grammatical category called proper nouns.

Proper nouns are simply names of specific people, places, groups, activities, or things. So long as the names are specific, they are capitalized: General Westmoreland. But names for general categories are not capitalized: the general.

Place Names

Another major category of proper nouns includes place names. Capitalize names of specific places, but not general places, areas, regions, or directions.

Examine the following table:	
Specific Names	General Names
Denver	the city
Colorado	my home state
Montrose High School	his high school
the West Coast	travel west
Rocky Mountain Park	the mountains
The National Museum of Art	an art museum
The Fulton Building	a building downtown

5-15 Questions

6) Which words should be capitalized in the following sentence?

we went from clock tower square back to the shopping mall.

5-16 Geographic Regions and General Directions

You may have problems trying to figure out when you are dealing with a geographic region, which needs to be capitalized, or a general direction, which doesn't. Here are some examples to help you:

I live in the South. I live in the southern United States.

He loves the East Coast. He loves to travel the road east.

5-17 Questions

7) Which words in the following sentence need capital letters?

she traveled south from georgia to key west.

5-18 Other Proper Nouns

Now that you've learned how to capitalize the proper nouns that are names of specific people and places, look at some additional categories of proper nouns:

- National, ethnic, and religious groups
- Names of school classes
- Historical periods and events
- Organizations, clubs, and associations
- Trademarks and brand names
- Holidays, days of the week, months

Proper Noun Examples:

Specific names	General names
Roman Catholics	church members
American Indian	an ethnic minority
The Vietnam War	a destructive civil war
The Computer Club	one of the clubs
The Xerox machine	the copy machine
Christmas, Monday, June	spring, summer, fall, winter

5-19 National, Ethnic, and Religious Groups

Names for national, ethnic, and religious groups are capitalized because they are specific. They are either proper nouns or derivatives of proper nouns (proper adjectives).

Note: The names of specific gods and sacred religious books or national documents are also proper nouns and should be capitalized.

Examine the following table:	
Specific	General
God, Zeus, Buddha	the gods
The Torah	a book about the Jewish faith
The U.S. Constitution	the country's constitution

5-20 Questions

8) Is the following sentence correctly capitalized? _____

As a member of the Jewish faith, I knew Yahweh would be offended by my contribution, so I declined.

5-21 Names of School Classes

Another category of proper nouns is often confusing. The names of specific classes taken in school are capitalized, but not the general subject areas.

Examine the following table:	
Specific	General
Psychology of Learning	my psychology class
Business and Technical Writing	a business course
Art 346	upper-level art class

5-22 Always Capitalize Nationalities and Race

However, remember that nationalities and races are always capitalized. So even if a class is a general English or Spanish class, it must be capitalized because it is a derivative of a proper noun (called a proper adjective).

an *English* literature class
a course in *Russian*
undergraduate *Latin* courses

5-23 Questions

9) Which words should be capitalized in the following sentence?

which section of english 122 are you taking for your basic english requirement?

5-24 NUMBERS AND ABBREVIATIONS

In this section, you will learn:

- how to use numbers in formal writing
- some of the practices that need to be followed when writing numbers
- how to use abbreviations in formal writing
- some of the rules governing the correct use of abbreviations

5-25 NUMBER DESIGNATIONS

Numbering Conventions

Conventions governing the use of numbers vary considerably within different disciplines.

Journalists and technical writers usually spell out the words for the numbers one through nine and use figures for numbers ten and above.

The Modern Language Association (MLA) handbook also recommends using figures for numbers ten and above in papers that frequently use of numbers.

Recommendations for Formal Writing

However, most essays and general books do not make frequent use of numbers. In such writing, and in this unit, you should follow these recommendations:

- Spell out numbers that are expressed in one or two words: eleven, eighteen million, thirty-six, and one hundred.
- Use figures for numbers that are expressed in three or more words: 234, 3.23, 6007, and 10,000,012.

5-26 Questions

10) Does the following sentence use numbers correctly? _____

Why do I always end up with only 20 minutes to eat lunch when I'm supposed to have 1 hour?

5-27 Numbering Series Consistently

Consistency is important in the expression of a series of numbers. If some numbers in a series require three or more words, all should be written as figures. For example:

In his piggy bank, Punky had 10 dimes, 13 marbles, and 364 pennies.

5-28 Questions

11) Does the following sentence use numbers correctly? _____

Roger and Emily have 256 records, 110 tapes, and 32 compact discs in their collection.

5-29 Numbers Starting Sentences

No matter how big or how small, a number that starts a sentence must always be spelled out.

5-30 Questions

12) Enter **C** or **I**. Are the following sentences written correctly (C) or incorrectly (I)?

a. 117 people applied for two positions at Perkins Road Hardware. _____

b. One hundred seventeen people applied for two positions at Perkins Road Hardware. _____

5-31 Dates, Times, and Addresses

In several common situations, figures are always used, no matter how large or small the numbers involved. Always use figures for:

Dates -- June 22, 1986

Exact times -- 6:30 p.m. (BUT use words with "o'clock": six o'clock)

Addresses -- 1505 Dead End Road

5-32 Questions

13) Does the following sentence contain an error? _____

I'll meet you at the Armory around 8 o'clock.

5-33 More Examples of Using Figures

Here are three more times when figures are always used:

For exact sums of money: \$9.25 (but round amounts may be spelled out: ten dollars)

For sections of a book: Chapter 2, page 16

For percentages: 15 percent (but always use the word percent, not the symbol)

5-34 Questions

14) Fill in the missing information with the correct written format (% or percent).

My dog became a dog school drop-out when she passed only 35 _____ of the drills.

5-35 Using Punctuation with Figures

Several forms of punctuation are used to clarify the expression of figures:

The period sets off decimal fractions (including cents) from whole numbers: 1.5 percent or \$2.75.

The comma sets off three-digit groups in figures larger than 999: 1,234,567.

The colon separates hours from minutes and chapter from verse: 4:15 p.m. or Gen. 1:22.

The apostrophe may be used or omitted for the plurals of figures: 1960s or 1960's.

5-36 Ordinals

The use of ordinals (first, tenth, etc) can also be confusing. These words should always be spelled out. They should never be written as a combination of letters and figures.

Correct: eighth, twentieth Incorrect: 8th, 20th

5-37 Combining Figures and Words

Generally, a combination of figures and words is unacceptable, but, as you might imagine, there is an exception. When writing big numbers, like 23 million, it is grammatically correct to combine figures and words. This is so your readers won't be confused trying to read "eight hundred and forty-two million."

5-38 Questions

15) Which number(s) in the following sentence should be spelled out?

She owes me \$3.50 for the date we had on April 2, when I took her to the 5 o'clock movie.

5-39 ABBREVIATIONS

Using Abbreviations

Abbreviations are useful shortcuts acceptable in technical manuals, reference books, scholarly citations, and personal correspondence. However, very few

abbreviations are acceptable in the body of a formal paper.

5-40 Abbreviating Titles

Titles such as Mr., Mrs., Dr., and St., are always abbreviated when they come before proper nouns. Academic titles such as Ph.D., M.D, and D.D.S. and the word "Junior" (Jr.), which follow proper nouns, are also abbreviated. Remember that you should use a title either before the name or after the name, but not before and after.

Correct: Dr. Sally Smith

Correct: Sally Smith, M.D.

Incorrect: Dr. Sally Smith, M.D.

5-41 Questions

16) Which two words in the following sentence may be abbreviated? _____,

Doctor C. Everett Koop and Mister Ronald Nelson debated the best approach for teaching sex education in the public schools.

5-42 The Title Ms.

The title Ms., although not an abbreviation, is followed by a period and should be used the same way as Mr., Mrs., Dr., and St. Ms. is a combination of Miss and Mrs. and has been adopted by women who don't want their titles to reveal their marital status. Newspapers and magazines use Ms., Miss, or Mrs. as requested by the woman or avoid the use of titles all together by using a person's full name in the first reference and last name only in subsequent references. Either style is correct, but it is important to be consistent.

5-43 Abbreviating Organizations and Brand Names

So long as clarity is assured, abbreviations or acronyms for familiar organizations and brand names are acceptable. GE, NBC, NATO, FAA

If any ambiguity might result from the use of an abbreviation, write the proper name in full the first time it is needed, with the abbreviation following in parentheses:

The University of Northern Colorado (UNC)

Thereafter, the abbreviation may be used alone (with no parentheses). When the abbreviation is composed entirely of capital letters, the periods may be omitted.

5-44 Information Not Abbreviated in Text

While streets, states, countries, and dates are often abbreviated on envelopes and letter headings, these terms are generally not abbreviated within the body of a text. Measurements and amounts are also not abbreviated in text.

not lbs. but pounds
not doz. but dozen
not ln. but lane
not Can. but Canada
not Feb. but February

5-45 Latin Abbreviations

Some Latin abbreviations can be used in documentation; however, English substitutions are preferred in the body of a paper:

<u>Latin</u>	<u>English substitution</u>
e.g. (exempli grata)	(for example)
i.e. (id est)	(that is)
n.b. (nota bene)	(note well)
etc. (et cetera)	(and so forth, and others)

5-46 Questions

17) Which of the following sentences contains an abbreviation that is unacceptable in formal writing? _____

- a. Cindy got a job in the cafeteria at UCLA.
- b. One night she ate two doz. doughnuts stored in the dorm's kitchen.

5-47 Abbreviation Summary

These abbreviations are acceptable in the body of a paper: titles used with proper names (Mr., Mrs.) academic degrees (Dr., Ph.D.) well-known organizations and brand names.

These abbreviations are acceptable in documentation (footnotes or bibliographies), headings, and on envelopes only: Latin terms, street names, countries, states months and days of the week. If in doubt, write it out.

This is the end of Part 1 – Construction Simple Sentences and Punctuation. You must successfully complete the examination for this part of the course before taking Part 2.

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 phrase fragment

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

PART 1 - ANSWER KEY

CHAPTER I

1-3

1) laughed

1-5

2) worked

3) loves

4) kissed

5) has

1-7

6) is

1-9

7) held

1-12

8) is working

9) might have been

1-14

10) is not speaking

11) was joking

1-16

12) John

1-18

13) Annie

14) Sam

1-20

15) dog

16) tree

1-22

17) Stuart, Suzy

18) owl, pussycat

1-24

19) gentlemen, sat, fed

CHAPTER 2

2-3

- 1) Flashes of lightning**
- 2) to the store**

2-5

- 3) At midnight**
- 4) for New Orleans**

2-7

- 5) none**
- 6) one**
- 7) all**
- 8) bottle**

2-10

- 9) I**
- 10) P**
- 11) True**

2-17

12) starts

2-19

13) wave

2-21

14a) I

14b) C

15) b

16) I

17) C

2-23

18) are

19a) I

19b) C

2-25

20) like

21a) C

21b) I

22a) C

22b) C

22c) I

23) star

2-27

24) b

25) b

26) a

27) are

2-30

28) she

29) Bob, Sue

2-32

30) Hilda

31) a

32a) C

32b) C

33) b

2-34

34) a

35a) C

35b) I

2-36

36) yes

37) b

2-38

38) a

39) their

2-40

40) b

41) b

2-42

42) wear

2-44

43a) C

43b) I

44a) I

44b) C

45a) I

45b) C

CHAPTER 3

3-8

1) b

2) a

3) sank

3-10

4a) I

4b) I

5) brought

6) wrung

3-12

7) b

8a) C

8b) I

3-14

9) no

10) yes

3-16

11) began

12) b

3-18

13a) C

13b) C

3-22

14) package

15) her

3-24

16) intransitive

3-26

17) yes

18) transitive

3-28

19) lying

20) laid

3-30

21) lie

22) lying

3-32

23) no

24) sat

25) set

3-34

26) yes

27) raised

28) no

CHAPTER 4

4-3

1) there, is

2) we're

4-5

3a) I

3b) C

4-7

4) no

4-11

5a) I

5b) C

6) after

7) a

4-13

8) Mom's

4-15

9) a

4-17

10) children's

11) no

4-19

12a) C

12b) I

4-22

13) a

4-25

14) b

4-27

15a) C

15b) I

4-29

16) no

4-31

17) a

4-34

18a) I

18b) I

4-36

19) a

4-38

20a) indirect

20b) direct

4-40

21) yes

CHAPTER 5

5-4

1) My, Johnny, She

5-6

2) yes

5-8

3) Do, Beth, Arnold

5-11

4) Hey, Mom, Dad, Muffy

5-13

5) President

5-15

6) We, Clock Tower Square

5-17

7) She, Georgia, Key West

5-20

8) yes

5-23

9) Which, English

5-26

10) no

5-28

11) yes

5-30

12a) I

12b) C

5-32

13) yes

5-34

14) 35 percent

5-38

15) second, five

5-41

16) Dr., Mr.

5-46

17) b