



CHAPTER 4

Basics of English Grammar

- 4.1 *Parts of Speech and Sentences***
- 4.2 *Nouns, Pronouns, and Adjectives***
- 4.3 *Verbs and Adverbs***
- 4.4 *Prepositions, Conjunctions, and Interjections***

To Hire or Not to Hire?

Chara has been in the United States for two years, and she loves living here. Since being a young girl in Africa, she has wanted to be an assistant to a lawyer. Chara graduated from high school in her native country. She entered a business school as soon as she arrived in the United States. Chara graduated from Coastal Banks Business College with a 3.5 grade point average. Her grades in English were very good. Now she is applying for her dream job—an assistant to a lawyer.

Chara is going to her first interview. When Chara enters the law office, she is a little nervous. During the interview, Chara makes the following statement, "When I lived in Africa, I took English in high school and received straight A's. While in business school, I took courses that prepared me to be a lawyer's assistant. Thus, I feel that I speak English good and that my thorough understanding of the law would enable me to function good in a law office." She also indicates that her African heritage would be beneficial to the firm because many people in the surrounding neighborhoods are from her native land.

Because the position will require a lot of writing, the law firm looked at Chara's application form very carefully. When filling out the form, Chara quoted a friend. She wrote, "A friend indicated that my English is real solid, and she do not think that I would have trouble being an excellent assistant to a lawyer."

Questions

1. For this job, is speaking and writing English correctly important? Why or why not?
2. What other characteristics about Chara (which are not given in the case) would affect your decision about whether to hire her?
3. If you were the lawyer in this case, would you hire Chara? Why or Why not?

4.1

Parts of Speech and Sentences

OBJECTIVES

After completing Section 4.1,
you should be able to:

1. Identify the eight major parts of speech.
2. Identify subjects and predicates in sentences.
3. Identify clauses and phrases in sentences.

Key Point

Understanding the parts of speech will help you communicate more effectively.

Parts of Speech

Every word in a message has a use. Familiarity with the parts of speech will help you choose appropriate words. The eight parts of speech are listed below. You will study each one in more detail later in this chapter.

- A noun names a person, place, or thing. *Car, girl, and clock* are examples of nouns.
- A pronoun takes the place of a noun. *She, he, and they* are examples of pronouns.
- An adjective describes a noun or pronoun. *Big, red, and cool* are examples of adjectives.
- A verb is a word or phrase that describes the action, state of being, or condition of a person, place, or thing. *Run, is, and talk* are examples of verbs.
- An adverb describes a verb, an adjective, or another adverb. *Quickly, late, and now* are examples of adverbs.
- A preposition connects a noun or pronoun to other words to form a phrase. *To, from, and for* are examples of prepositions.
- A conjunction joins words, phrases, or clauses. *And, but, and so* are examples of conjunctions.
- An interjection expresses surprise or strong feeling. *Oh! and Help!* are examples of interjections.

check point 1

1. Which of the eight parts of speech modifies an adjective?
2. Which of the eight parts of speech joins words, phrases, or clauses?
3. Explain the difference between a noun and a pronoun.

Check your answers in Appendix C.

Sentence Parts

A **sentence** is a group of related words that contains a subject and a predicate and expresses a complete thought. The sentence is the core of all communication. When forming sentences, the parts of speech are arranged into subjects and predicates.

Sentence Subjects

A **subject** of a sentence is the person who is speaking, the person who is spoken to, or the person, place, or thing spoken about. A simple subject is the main word in the *complete subject* that specifically names what the sentence is about. The simple subject of a sentence is never in a prepositional phrase. The simple subject is in italics in the following examples.

John, the young journalist, writes articles.

The chair behind the girl is vacant.

A complete subject includes the simple subject plus all the sentence that is not part of the *complete predicate*. The complete subjects are in italics in the following sentences.

John writes articles.

John, the young journalist, has written articles.

A compound subject is two or more simple subjects joined by conjunctions, such as *and*, *or*, *nor*, *not only/but also*, and *both/and*.

John and Halle work for our company.

His brother or my sister will accompany us.

When two nouns in a subject refer to one person, the article *the* (or *a*) is omitted before the second noun.

The teacher and counselor is my friend.

When two nouns in a subject refer to two people, the article *the* (or *a*) is placed before both nouns.

The teacher and the counselor are my friends.

Sentence Predicates

The complete **predicate** is everything in the sentence said by, to, or about the subject. It always includes the main verb of the sentence. Whatever is not included in the *complete subject* of a sentence belongs in the *complete predicate*.

Key Point

A simple subject specifically names what the sentence is about.

Key Point

The complete predicate always includes the main verb of a sentence.

John writes articles.

John, the young journalist, has written articles.

The simple predicate is the verb in the *complete predicate*.

John writes articles.

John, the young journalist, has written articles.

A compound predicate consists of two or more verbs with the same subject. The verbs are connected by conjunctions, such as *and*, *or*, *nor*, *not only/but also*, and *both/and*.

John and Halle discussed the matter and concluded that we are handling this situation incorrectly.

The engineer not only complained but also refused to finish the project.

Sara agreed to mow the lawn and trim the shrubs for Jack.

Objects and Subject Complements

Objects and subject complements help to complete the thought expressed by a subject and simple predicate.

Objects

An object is a noun, pronoun, clause, or phrase that functions as a noun. It may be direct or indirect. A **direct object** helps complete the meaning of a sentence by receiving the action of the verb. In fact, only action verbs can take direct objects. Direct objects answer the questions *what?* or *whom?* raised by the subject and its predicate.

Louis closed the door. (Louis closed what?)

The boy lost his mother. (The boy lost whom?)

Key Point

A sentence cannot have an indirect object without a direct object.

An **indirect object** receives the action that the verb makes on the direct object. A sentence cannot have an indirect object without a direct object. Neither the direct object nor the indirect object can be part of a prepositional phrase. The indirect object usually answers the question *to whom is this action being directed?* You can locate the indirect object by inverting the sentence and adding *to*. In the following sentences, the direct object is in *italics* and the indirect object is in **bold**.

Rafael gave Thomas the candy bar. (The candy bar was given by Rafael to Thomas.)

Nancy brought the twins their broccoli. (The broccoli was brought to the twins by Nancy.)

Lacy sold Andrew her car. (The car was sold to Andrew by Lacy.)

Subject Complements

A subject complement is either a noun or pronoun that renames the subject or an adjective that describes the subject. In either case, it always follows a state-of-being or linking verb (such as *am, is, are, was, were, has been, seems, appears, feels, smells, sounds, looks, and tastes*). In the following examples, the subject and subject complement are in *italics* and the linking verb is in **bold**.

Peter **is** an honest *banker*. (The noun *banker* renames *Peter*.)

We **have** *been* sleepy before. (The adjective *sleepy* describes *we*.)

Her *writing* **appears** magical. (The adjective *magical* describes *writing*.)

check point 2

Identify the simple subject and the simple predicate in each sentence.

1. Brandon ran three marathons this year.
2. Lucille is a trained nurse.
3. Ramon and Maria work at this company.
4. We have been to every store in the mall.
5. Elena will finish her report on time.

Check your answers in Appendix C.

Clauses, Phrases, and Fragments

A **clause** is a group of words with a subject and a predicate; a **phrase** is a group of related words with no subject or predicate.

Clauses

An independent clause can stand alone as a complete sentence. A dependent clause must be attached to an independent clause to make sense.

Independent Clause One of our sales managers has developed an excellent training manual

Dependent Clause Which we plan to use in future training sessions

Complete Sentence One of our sales managers has developed an excellent training manual, which we plan to use in future training sessions.

Key Point

A dependent clause does not express a complete thought.

Phrases

A phrase is a group of related words that does not contain both a subject and a predicate. A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a noun substitute.

Place both cartons on the desk.

The boxes in the office belong to him.

Key Point

A verb phrase consists of a main verb and one or more helping verbs.

Frequently, sentences have a main verb and helping verbs. The combination of a main verb, either action or linking, preceded by a helping verb or verbs forms a verb phrase. The most common helping verbs are forms of the verb *to be* and forms of the verb *to have*. Examples are *is, are, was, were, has, have, and had*.

*Julita spoke to her peers. (The verb is *spoke*.)*

*Julita has spoken to her peers. (The main verb is *spoken*; the helping verb is *has*; thus the verb phrase is *has spoken*.)*

Additional helping verbs include *can, could, may, might, must, ought, should, will, and would*.

*Julita could have spoken to her peers. (The main verb is *spoken*; the helping verbs are *could have*; the verb phrase is *could have spoken*.)*

For a verb to be classified as a helping verb, it must have a main verb to help. Compare the following sentences.

*Jim has assisted Ms. Wang. (The helping verb *has* precedes the main verb *assisted*.)*

*Jim has a new computer. (The verb is *has*.)*

*Ms. Madena will be looking for it. (The helping verb *will be* precedes the main verb *looking*.)*

*Ms. Madena will be here. (The linking verb is *will be*.)*

Fragments

Key Point

A fragment is an incomplete sentence that may or may not have meaning.

A **fragment** is an incomplete sentence that may or may not have meaning. Fragments that have meaning in context (*Good luck on your trip!*) can be used in business messages. However, do not use fragments that have no meaning.

Fragment Sam, the vice president's brother.

Sentence Sam, the vice president's brother, got a hefty raise.

Fragment Because the beds were uncomfortable.

Sentence Because the beds were uncomfortable, she slept on the floor.

**check
point**
3

Identify the independent clause and the dependent clause in each sentence.

1. She took many pictures on her trip, which lasted a month.
2. The report that you wrote contains valuable information.
3. I will go if I am invited.
4. Since John will be out of town, he will not attend the meeting.
5. The work will be completed as soon as time allows.

Check your answers in Appendix C.

Sentence Structure

Your messages will be more interesting if you vary the types of sentences you write. Sentence structures are classified on the basis of the number and type of clauses they have.

Recall that the two types of clauses are independent (main) and dependent (subordinate). As an effective writer, you can put emphasis on an idea by placing it in an independent clause. You can de-emphasize an idea by placing it in a dependent clause.

Simple Sentences

A simple sentence contains one independent clause and no dependent clauses. There may be any number of phrases in a simple sentence. A simple sentence can be a clear, direct way to present an idea because there are no distracting dependent clauses. However, if overused, too many simple sentences in one paragraph can sound monotone or abrupt. The following examples are simple sentences.

Theodore sings. (simple sentence)

Theodore and Jason sing. (simple sentence with compound subject)

Theodore sings and acts. (simple sentence with compound predicate)

Theodore Carson, a famous tenor, sings like an angel. (simple sentence with various phrases)

Key Point

A simple sentence may contain a number of phrases but only one clause.

Key Point

The main ideas in a compound sentence are of equal importance.

Compound Sentences

A compound sentence contains two or more independent clauses and no dependent clauses. In other words, two main ideas share equal importance. Note in the following examples that the two independent clauses are joined by a coordinating conjunction, a conjunctive adverb, or a semicolon.

Mr. Feinstein is the founder, and he was the first president of FSI.

It's getting late; however, I am glad to stay here and finish this project.

Erin loves to ride horses; Manuel loves to draw horses.

Complex Sentences

Key Point

In a complex sentence, one or more ideas are dependent upon the main idea.

A complex sentence contains one independent clause and one or more dependent clauses. The less important or negative ideas can be de-emphasized by using a complex sentence structure. In the following examples, the dependent clauses are in *italics*.

Although it is important to proofread a written message, many people feel they do not have the time.

Renaldo, who cannot swim, hates wading in Lake Waldo because he thinks it is polluted.

A compound-complex sentence contains two or more independent clauses and one or more dependent clauses. In the following examples, the independent clauses are in **bold** and the dependent clauses are in *italics*.

Since Noni left the folders on the desk, her assistant decided to finish up, and he did a good job, even though he was very tired.

Sierra and Casey, who are cousins, play together often; however, their fathers, who are brothers, don't see enough of each other.

check point 4

Indicate whether each sentence has simple, complex, or compound structure.

1. The beautiful butterfly landed on a flower.
2. The string beans, which were planted early, yielded a good harvest.
3. The meeting lasted two hours, and I was late for my next appointment.
4. Because he was hungry, he ordered a large meal.
5. You should review the report before the meeting.

Check your answers in Appendix C.

Section 4.1 ***Applications***

A. Parts of Speech

Identify the nouns, pronouns, and verbs in the sentences.

1. You did an excellent job, Catherine.
2. Sign the voucher and attach it to your order.
3. All coaches will follow her instructions.
4. Dr. DeMarco spoke to us.
5. Shawn and I were delayed in London.

B. Subjects and Predicates

Identify the complete subject and the complete predicate in each sentence.

1. The leadership committee will meet soon.
2. The park was named last summer.
3. You will receive a copy of the report.
4. That company makes small engine parts.
5. I doubt that the proposal will be approved.

C. Clauses and Phrases

Identify the dependent clause in each sentence.

1. After I bake the cookies, we will go to the party.
2. The bicycle was left behind because it had a flat tire.
3. You will receive a copy of the report, which was prepared yesterday.
4. Later in the day, the game will resume.

Identify the verb phrase (main and helping verbs) in each sentence.

5. With practice, you can improve your reading skills.
6. The club members could have voted to take the trip.
7. The winner will be named next month.
8. You have cleaned your room well.

4.2

Nouns, Pronouns, and Adjectives

OBJECTIVES

After completing Section 4.2, you should be able to:

1. Identify nouns, pronouns, and adjectives.
2. Create the plural form of nouns.
3. Use nouns, pronouns, and adjectives correctly in sentences.



Diversity

English does not have masculine and feminine forms of nouns, but many other languages, such as French and Spanish, do.

Key Point

A plural noun refers to more than one person, place, or thing.

Nouns

A **noun** is a word used to name people, places, or things. A proper noun names a specific person, place, or thing. Proper nouns are always distinguished by capital letters. Examples of proper nouns are *Mary Ann*, *Seattle*, and *Pepsi*.

A common noun is a word that identifies a person, place, or thing in a general way. *Girl*, *team*, *rock*, and *car* are examples of common nouns.

Common nouns can be made up of more than one word. These nouns are called compound nouns. *Editor in chief*, *pocketbook*, *son-in-law*, and *board of directors* are examples of compound nouns. Note that some compound nouns are hyphenated and others are not.

Singular and Plural Nouns

A singular noun is one that refers to one person, place, or thing. A plural noun is one that refers to more than one person, place, or thing. Plural nouns are formed in various ways. Refer to a dictionary when you are unsure of the correct plural form of a word.

- Many plural nouns may be formed by adding *s* to the end of the singular form. Examples of these nouns are *books* and *guys*.
- Some plural nouns are formed by adding *es* to a singular noun that ends in *s*, *x*, *z*, *sh*, *ch*, or *o*. Examples of these nouns are *lenses*, *bushes*, *taxes*, and *potatoes*.
- Some plural nouns are formed by changing a *y* at the end of the word to *i* and then adding *es*. Examples of these nouns are *cities* and *territories*.
- Some nouns have irregular plural forms. These nouns are formed by changing letters in the word. Examples of these nouns are *man* and *men*, *child* and *children*, *foot* and *feet*.
- Some nouns are always singular. Examples of these nouns are *advice* and *information*.
- Some nouns are always plural. Examples of these nouns are *pants* and *goods*.

- A **collective noun**, such as *tribe* or *jury*, represents a group that usually acts as a single unit. These words are treated as singular nouns. *The jury eats in the cafeteria at noon.*

Possessive Nouns

Possessive nouns are ones that show ownership. To form a possessive noun, add an apostrophe plus *s* (') to a singular noun. Examples of possessive nouns are shown below.

man	+ 's	= man's opinion
Ms. Lopez	+ 's	= Ms. Lopez's car
district attorney	+ 's	= the district attorney's actions

Add only an apostrophe (') to a plural noun if it ends in *s*.

executives	+ '	= three executives' goals
district attorneys	+ '	= the district attorneys' ideas

Irregular plural nouns and some compound plural nouns do not end in *s*. Add an apostrophe plus *s* (') to form the possessive of these nouns.

men	+ 's	= the men's coats
brothers-in-law	+ 's	= my two brothers-in-law's cars

check
point
5

1. What is a noun?
2. Explain the difference between a proper noun and a common noun. Give examples of each one.
3. What is the plural form of each of these nouns?
woman, cat, brush, facility, sister-in-law, district attorney
4. What is a collective noun? Give an example of a collective noun.
5. What is the possessive form of each of these nouns?
men, dog, tables, sister-in-law, district attorney

Check your answers in Appendix C.

Key Point

Possessive nouns show ownership.

Pronouns

Pronouns are words used in the place of nouns. A personal pronoun is a substitute for a noun that refers to a specific person or thing. Personal pronouns may be in the nominative case, objective case, or possessive case.

Key Point

A personal pronoun is a substitute for a noun that refers to a specific person or thing.

Key Point

An objective case pronoun may be used as a direct or indirect object of a verb or as the object of a preposition.

- A nominative case pronoun (*I, we, you, he, she, it, who, whoever*) may be used as a subject or a predicate nominative in a sentence. A predicate nominative is a noun or pronoun that refers to the subject and follows a form of the verb *to be* (*am, is, are*).
- An objective case pronoun (*me, us, you, him, her, it, them, whom, whomever*) may be used as a direct or indirect object of a verb or as the object of a preposition.
- A pronoun that indicates ownership is a possessive case pronoun (*my, mine, our, ours, your, yours, his, her, hers, its, their, theirs, whose*). Unlike nouns, pronouns do not need an apostrophe to signal possession.

Note these examples:

Nominative Case	Anita and <i>I</i> voted for him. It is <i>she</i> who received all the attention.
Objective Case	Please send <i>them</i> by express mail. Lamar brought <i>her</i> a burrito.
Possessive Case	These are <i>our</i> folders. The fancy clothes are <i>hers</i> .

Intensive and Reflexive Pronouns

Key Point

Intensive pronouns are used to provide emphasis in a sentence.

An intensive pronoun (*myself, yourself, herself, himself, itself, ourselves, yourselves, themselves*) is a compound pronoun created by joining a pronoun with *self* or *selves*, such as *myself* and *yourselves*. Use intensive pronouns to provide emphasis in a sentence.

I myself completed the project in two days.

Only you yourselves are responsible for this budget.

A reflexive pronoun is also a compound pronoun that ends in *self* or *selves*. However, a reflexive pronoun refers to a noun or pronoun that appears earlier in a sentence.

*We found ourselves reminiscing at the reunion. (The reflexive pronoun *ourselves* refers to *we*.)*

Interrogative and Demonstrative Pronouns

An interrogative pronoun begins a question that leads to a noun or pronoun response. Interrogative pronouns are *who, whose, whom, which, and what*.

Who is in your office?

Whose books are these?

What are your plans?

Whom do you want to call you?

Which of those are important?

A demonstrative pronoun is used to point to a specific person, place, or thing. The four demonstrative pronouns are *this*, *that*, *these*, and *those*.

Do you prefer *this* monitor or *that* one?

These books should be moved next to *those* shelves.

**check
point
6**

Edit the sentences for correct use of nominative, objective, and possessive case pronouns. Write *correct* if a sentence has no errors.

1. These are they books.
2. Buy extra pencils for Jane and I.
3. Give the report to whoever you find at home.
4. My horse won the race.
5. Mark and I left work on time.
6. Gloria and me went to the movies.

Check your answers in Appendix C.

Pronoun-Antecedent Agreement

The noun or noun phrase that is replaced or referred to by the pronoun is called the **pronoun antecedent**. The pronoun must agree with its antecedent in person, number, and gender.

- Use a first-person pronoun to represent the persons speaking (*I, we*). Use a second-person pronoun to represent the persons spoken to (*you*). Use a third-person pronoun to represent the persons spoken about (*he, she, it, they*).
- Use a singular pronoun (*he, she*) to refer to an antecedent that is a singular noun. Use a plural pronoun (*they*) to refer to an antecedent that is a plural noun.
- Use a masculine pronoun (*he, his*) to refer to an antecedent that is a masculine noun. Use a feminine pronoun (*she, her*) to refer to an antecedent that is a feminine noun.
- Use a gender-neutral pronoun (such as *it*) to refer to an antecedent that is a gender-neutral noun (such as *table*).
- When the gender of the antecedent in a sentence is not obvious, writers can use both masculine and feminine pronouns (*he or she*). Another option is to change the antecedent to a plural form and use the gender-neutral plural pronoun (*they, their*).

Key Point

A pronoun must agree with its antecedent in person, number, and gender.



Diversity

Use gender-neutral nouns and pronouns when the gender is not known. For example, use *police officer* instead of *policeman*.

In the following examples, the antecedents are in *italics* and the pronouns are in **bold**.

Kim encouraged **his** staff.

Anyone can state **his** or **her** opinion on the matter.

The British *man* **who** completed the two projects received a promotion.

A good *manager* consults with **his** or **her** staff.

A *doctor* tends to **his** or **her** patients without favoritism.

The *students* completed **their** software installation on time.

The *astronauts* cooperate 100 percent with **their** peers at NASA.

The *panel* submitted **its** report.

Compound Antecedents

A compound antecedent is one that consists of two or more elements.

Determining agreement in number may present a problem when an antecedent is compound. To eliminate errors when this occurs, follow these guidelines.

- When two or more elements are connected by *and*, use a plural pronoun to refer to the antecedent.

After Shawn and I drafted the proposal, we sent it to Ms. Jones.

*The manager and the word processor planned **their** itinerary.*

After Joe and Robert played ball, they went home.

*The teacher and the coach discussed **their** assignments.*

*Maria and Yuki practiced **their** songs for the play.*

- Two or more elements of a compound antecedent may be joined by *or/nor*, *either/or*, and *neither/nor*. Use a singular pronoun if all elements are singular. Use a plural pronoun if all elements are plural.

*Faye or Tom can work on **her** or **his** papers now.*

*Neither Mateo nor Hal has completed **his** book report.*

*The trainees or **their** supervisors will finish **their** statistical computations.*

*Neither the men nor the women plan to share **their** profits on the sale.*

- When one part of the antecedent is singular and the other is plural, the pronoun must agree with the part that is closest to the verb.

*Neither the women nor the man expressed **his** opinion.*

*Either the engineers or Ms. Mendoza will give **her** suggestions for renovation.*

*Neither the manager nor the boxers expressed **their** opinions.*

*Either the architect or the engineers will give **their** suggestions for renovation.*

Key Point

When one part of the antecedent is singular and the other is plural, the pronoun must agree with the part that is closest to the verb.

Indefinite Pronoun Agreement

An indefinite pronoun refers in general terms to people, places, and things. Some pronouns in this category are always singular, such as *one*, *each*, *every*, *anybody*, and *anything*. They require a singular pronoun. Other indefinite pronouns are always plural, such as *many*, *few*, *both*, and *several*. They require a plural pronoun. Some pronouns (*all*, *some*, *more*) can be singular or plural.

Every person had an opportunity to ask his or her questions.

Many will hand in their questionnaires.

Some will return their books on time.

Key Point

Some indefinite pronouns are always singular and some are always plural.

check point 7

Edit the sentences for correct pronoun and antecedent agreement. Write *correct* if a sentence has no errors.

1. Alice Wong delivered his speech well.
2. The manager and employees read his bulletins.
3. Each of the boys ate their lunch.
4. Bill or Ray can complete their assignment.
5. Mr. Lau and I took my seats on the airplane.

Check your answers in Appendix C.

Adjectives

An **adjective** is a word that describes or limits nouns, pronouns, and phrases that act as nouns. Adjectives answer questions about nouns, such as the following.

- Which one? *this* proposal, *those* appointments
- How many? *six* calls, *few* tourists
- What kind? *ambitious* student, *creative* teacher

Articles

Although classified as adjectives, the words *the*, *a*, and *an* are also called articles. *The* denotes a specific noun or pronoun. *A* and *an* denote a nonspecific noun or pronoun.

- Place the article *the* before a noun to designate that the noun is specific, not general.

Key Point

The adjectives *the*, *a*, and *an* are also called articles.

The man (a specific man)

The toy (a specific toy)

- Place the article *a* before a noun that begins with a consonant sound to designate that the noun is general, not specific.

A man (a nonspecific man)

A toy (a nonspecific toy)

- Place the article *an* before a noun that begins with the sound of a vowel.

an honorable leader

an attractive child

Nouns and Pronouns Used as Adjectives

Nouns or pronouns that precede and modify other nouns and answer questions, such as *which one* or *what kind* are used as adjectives.

Key Point

Nouns and pronouns can be used as adjectives.

Luis had four theater tickets. (*Theater* serves as an adjective describing the kind of tickets.)

Our family thoroughly enjoys Thanksgiving dinner. (*Thanksgiving* is used as an adjective to identify which dinner.)

Compound Adjectives

A compound adjective is two or more hyphenated words that precede and modify nouns.

The well-known mystery writer is signing copies of his book.

Vivian is selling long-term service plans.

Ms. Woo will attend a high-level meeting.

Ethics

Companies often use the superlative degree (*excellent, best*) for adjectives that describe their products when the positive (*good*) or comparative (*better*) degree would be more accurate. Is this practice unethical?

Comparison of Adjectives

Regular adjectives have three degrees of comparison: the *positive* degree, the *comparative* degree, and the *superlative* degree. The positive degree describes one item. The comparative degree describes two items. The superlative degree describes three or more items.

To create the comparative degree of regular adjectives, add *er, more,* or *less* to the positive degree form. To create the superlative degree of regular adjectives, add *est, most,* or *least* to the positive degree form.

Positive Degree *The box is a big carton.*

Montel is an efficient worker.

He is as big as you.

Comparative Degree	The box is a <i>bigger</i> carton than the first one. Montel is <i>less efficient</i> than Charles. He is <i>bigger</i> than you.
Superlative Degree	The box is the <i>biggest</i> carton of the three. Montel is the <i>least efficient</i> of the new employees. He is the <i>biggest</i> boy in his class.

A few frequently used adjectives do not form their comparisons in the usual manner (adding *er*, *more*, *est*, or *most*). Examples are *good*, *bad*, *little*, *many*, and *much*.

Positive	Comparative	Superlative
<i>good</i> book	<i>better</i> book	<i>best</i> book
<i>many</i> reports	<i>more</i> reports	<i>most</i> reports
<i>little</i> amount	<i>less</i> amount	<i>least</i> amount

Absolute Adjectives

Some adjectives cannot be compared because they do not have degrees; they are already at their highest level. These adjectives are referred to as absolute adjectives. Some examples of absolute adjectives are *immaculate*, *perfect*, *square*, *round*, *complete*, *excellent*, and *unique*. When you use these words in your sentences, use them alone or precede them with the terms *more nearly* or *most nearly*.

The food at Benito's restaurant is *excellent*.

Your yard is *more nearly square* than your neighbor's yard.

Key Point

Absolute adjectives do not have degrees. They are already at the highest level.

check point 8

Edit the sentences for correct use of adjectives. Write *correct* if a sentence has no errors.

1. Kim is efficienter than Robert.
2. Of the three books, the first one is the better one.
3. Your performance was more excellent than mine.
4. Her daughter is an pretty child.
5. His speed was the fastest of all the runners.

Check your answers in Appendix C.

Section 4.2 *Applications*

A. Proper, Common, and Possessive Nouns

Write ten sentences using each of the following proper, common, and possessive nouns.

1. bank
2. First National Bank
3. college
4. Union College
5. children
6. Mr. Smith
7. Mr. Smith's
8. memo's
9. telephones'
10. editor in chief's

B. Pronoun Case

Edit the sentences to correct errors in nominative, objective, and possessive case pronouns.

1. Gloria's outdated typewriter was her to keep.
2. Did Bettina ask for the operator whom assisted her?
3. We voted for they for treasurer and parliamentarian.
4. It's Appendix F is incomplete.
5. Him working on the budget keeps him busy.

C. Adjectives

Identify the adjectives in each sentence.

1. The brick house is obviously the largest and most beautiful on the block.
2. We invited Jeremy, a friend, to join us at the cottage.
3. The antiques dealer appraised the teak chest at \$6,000.
4. Liberty Place is the taller of the two new buildings downtown.
5. A quick-witted applicant is needed for this job.
6. Patricia has a bigger payment than her brother.

4.3 Verbs and Adverbs

Verbs

The most important part of speech in a sentence is probably the verb. A **verb** expresses action, a state of being, or a condition of the subject of the sentence. No sentence is complete without a verb, and some sentences have more than one verb.

Types of Verbs

Every sentence must have a verb in order to be complete. Verbs are either action or linking verbs. Linking verbs include state-of-being verbs and condition verbs.

Action verbs help to create strong, effective sentences. Action verbs may take objects and indirect objects.

Mr. Gomez teaches me Finance 102.

Juanita purchased a stock certificate.

Alana wrote legibly.

State-of-being linking verbs, sometimes called *to be* verbs, do not have objects or indirect objects. Instead, these verbs have *predicate nominatives* and *predicate adjectives*. The verb *to be* has many different forms to denote the present, past, or future state of being.

*The new president is Mr. Chow. (The predicate nominative, *Mr. Chow*, is linked to the subject by the verb *is*.)*

*The old software programs were expensive. (The predicate adjective is *expensive*.)*

A condition linking verb does not have an object or an indirect object. Instead, it connects an adjective to the subject. Condition linking verbs either refer to a condition or appeal to the senses. Examples are *taste*, *smell*, *seem*, *appear*, and *become*.

The assistant appears cooperative.

The health food tastes delicious.

OBJECTIVES

After completing Section 4.3, you should be able to:

1. Identify types of verbs.
2. Identify adverbs and words they modify.
3. Use verbs and adverbs correctly in sentences.

Key Point

Every sentence must have a verb to be complete.



Diversity

When you hear people from foreign countries speaking English, be patient and understanding. Learning English as a second language is a long-term endeavor.

Key Point

A perfect tense verb describes the action of the main verb in relation to a specific time period.

Verb Tenses

There are six verb tenses in English. The **verb tense** indicates the time an action takes place. These six tenses are categorized into two groups, simple and perfect.

Simple Tenses

The simple tenses are called *present*, *past*, and *future*. A present tense verb expresses present occurrences (what is happening now).

Computer services *sell* information.

Georgia *is teaching* a course in merchandising.

Rachel *sings* in the shower.

A past tense verb expresses action recently completed.

Restless, the commander *walked* all night.

Tammy *was visiting* her bedridden father.

Joe *ate* lunch before noon.

A future tense verb expresses action or condition yet to come. Future tense is formed by placing the helping verb *will* before the main verb.

I *will vote* on election day.

The accountants *will be consulting* with their clients.

The president *will take* office on January 20.

Perfect Tenses

A perfect tense verb describes the action of the main verb in relation to a specific time period that is in the past, from the past to the present, or in the future. The three perfect tenses are *present perfect*, *past perfect*, and *future perfect*. Form the perfect tense by preceding the past participle form of the main verb with either *have*, *has*, or *had*.

A present perfect tense verb indicates continuous action from the past to the present. *Has* or *have* precedes the past participle form of the main verb.

George *has voted* in every election since 1986.

They *have been jogging* every day since the beginning of the month.

A past perfect tense verb indicates action that began in the past and continued to the more recent past when it was completed. *Had* precedes the past participle form of the main verb.

George *had voted* in every election until last week.

They *had been jogging* every day until this past Monday.

A future perfect tense verb indicates action that will be completed at a specific point in the future. *Will have* precedes the past participle form of the main verb.

Including next year, George *will have voted* in every election since 1986.

By next Tuesday, they *will have been jogging* for a month.

By the end of the day, the train *will have reached* Phoenix.

Transitive and Intransitive Verbs

A transitive verb is a verb that must have an object to complete the meaning of a sentence.

Corrina *suggested* (Suggested what? Not complete)

Corrina *suggested* a profitable method. (Complete)

William *has rejected* (Rejected what? Not complete)

William *has rejected* our help. (Complete)

Jason *promised* (Promised what? Not complete)

Jason *promised to return by Tuesday*. (Complete)

An intransitive verb is a verb that does not need an object to complete the meaning of a sentence.

The recruits *laughed*.

The merchandise *is here*.

He *will be treasurer*. (*Treasurer* is a predicate nominative.)

Key Point

A transitive verb needs an object to complete the meaning of the sentence.

Active and Passive Voice

Voice indicates whether the subject is doing the action or receiving the action of a verb. **Active voice** means that the subject of a sentence is doing the action.

Mr. Park *completed his report using his computer*.

The young sprinter *won the race*.

Gloria *presented the sales figures*.

Passive voice means that the subject of a sentence is receiving the action. Passive voice is more indirect than active voice.

The ball *will be caught by Yoko*.

The report *was completed by Mr. Park*.

The poem *is recited by the young actor*.

Key Point

Active voice means that the subject of a sentence is doing the action.

check
point
9

Identify the verbs in the sentences. Tell the tense of each verb.

1. Since joining the restaurant, he has worked as a chef.
2. Our local high school will play in the basketball tournament.
3. I am happy about the change.
4. My team won the race.
5. She is our new teacher.

Check your answers in Appendix C.

Subject-Verb Agreement

Good communicators make sure that their subjects and verbs always agree (*he walks, they walk*). Grammatical errors in subject-verb agreement label the person who erred as a careless writer or speaker.

Agreement in Number

Key Point

Subjects and verbs should agree in number.

Lora *telephones* her parents daily.

Geraldo *drives* to his client's warehouse every Monday.

Third-person plural pronouns and plural nouns require a plural verb that does not end in *s* when the present tense is used.

Joy's parents *telephone* her daily.

The musicians *record* their music when they have a chance.

If a sentence is inverted (the predicate precedes the subject), putting the sentence in normal order will help you check subject-verb agreement:

Inverted Order In the box *are* two *bags* of apples.

Normal Order Two *bags* of apples *are* in the box.

Intervening Phrases

Intervening words do not affect subject-verb agreement and should be ignored. In the following examples, the intervening words are in **bold** and the subjects and verbs are in *italics*.

The *manager of the sports teams* *is traveling* to New Orleans.

The *members of the audience* *have* different reactions.

A Number, The Number

When used as a subject, the expression *a number* is considered plural and needs a plural verb. When used as a subject, the expression *the number* is considered singular and needs a singular verb.

A number of inquiries come to our office each day.

There are a number of tourists at our concert.

The number of inquiries has decreased since last month.

The number of attorneys in Philadelphia is on the rise.

Names of Companies

Names of companies are usually considered singular. Although a firm's name may end in *s* or include more than one individual's name, it is still one business and should have a singular verb.

Gordon, Rodriguez, and Ramirez is representing the plaintiff.

Silkowski and Daughters manufactures computer chips.

Park and Sons sells hardware and supplies.

Amounts

An amount that is plural in form takes a singular verb if the amount is considered one item. An amount that is plural in form takes a plural verb if the amount is considered to be more than one item.

One hundred dollars is a generous wedding gift.

Fifty-one books are on my shelf.

Twelve students do not have their work completed.

Key Point

Compound subjects may require a plural or a singular verb depending on the use intended.

Compound Subjects

Errors in subject-verb agreement commonly occur with compound subjects. Usually a compound subject joined by *and* is plural and requires a plural verb. Sometimes, however, compound subjects are treated as one item and require a singular verb.

Francesca and Lorenzo are visiting their parents in Wuxi.

Peanut butter and jelly is popular in the middle school.

If *each*, *every*, *many a*, or *many an* precedes a compound noun, always use a singular verb. When a compound subject is joined by *or*, *nor*, *either/or*, or *neither/nor*, the verb agrees with the subject that is closest to the verb.

Many an investor and homeowner has supported this tax increase.

Tracey or Hal seems to be well qualified for the position.

Either George or his sisters are catering the buffet.

Neither the supervisors nor the security guard has seen the criminal.

check
point
10.

Correct errors in subject and verb agreement in the sentences.

1. Ben or Jan need to finish the report.
2. Fifty dollars are the amount we paid.
3. The team members races to the finish.
4. Malloy and Moss manufacture toys.
5. A number of bills is past due.

Check your answers in Appendix C.

Adverbs

An **adverb** is a word that modifies an action verb, an adjective, or another adverb. Most adverbs end in *ly*. An adverb answers the questions *how*, *when*, *where*, *how often*, or *to what extent*.

He wrote the report *correctly*. (How?)

He wrote the report *yesterday*. (When?)

He wrote the report *here*. (Where?)

He wrote the report *twice*. (How often?)

He wrote the report *very quickly*. (To what extent? How?)

Key Point

Adverbs modify action verbs, but they do not modify linking verbs.

Modifying Verbs, Adjectives, and Other Adverbs

Adverbs modify action verbs (but not linking verbs). Because adverbs modify action verbs and verb phrases that include action verbs, adverbs such as *never* or *always* frequently appear in the middle of verb phrases.

She gave it to me *gladly*.

The dog sat up and begged *just once*.

Ned is *always* writing e-mail messages.

That has *already* been ordered.

An adverb can modify an adjective. An adverb usually answers the question *to what extent* about an adjective that it modifies.

The cookies Granny bakes are *very good*.

That new project is *tremendously complex*.

An adverb can modify another adverb. An adverb often answers the question *to what extent* about another adverb in a sentence.

The middle school pupil did her work *too quickly*.

We purchased the new printer *very recently*.

Conjunctive Adverbs

A conjunctive adverb is a transitional word that joins two independent but related sentences. Examples of conjunctive adverbs are *therefore*, *moreover*, *however*, *nevertheless*, and *furthermore*.

They remained at work late; *therefore*, they were able to complete the project.

The student works after school as a messenger; *moreover*, she waits on tables in the evening.

Key Point

A conjunctive adverb joins two independent but related sentences.

Comparison of Adverbs

Like adjectives, adverbs have three degrees of comparison: positive, comparative, and superlative. To create the comparative form of an adverb, add *er*, *more*, or *less* to the simple form (positive degree). To create the superlative form of an adverb, add *est*, *most*, or *least* to the simple form.

Positive	Comparative	Superlative
arrived <i>late</i>	arrived <i>later</i> than she	arrived <i>latest</i> of all
clearly written	more clearly written	most clearly written
keyed <i>fast</i>	keyed <i>faster</i> than he	keyed <i>fastest</i> of all

check point 11

Identify the adverbs in each sentence. Indicate the word the adverb modifies.

1. The children read quietly.
2. The car was traveling very fast.
3. The really big dog chased the cat.
4. He watched the movie today.
5. The work has already been completed.

Check your answers in Appendix C.

Section 4.3 *Applications*

A. *Types of Verbs*

Identify the verbs in each sentence. Indicate whether each verb shows action or a state of being.

1. The man is tired.
2. The cows are grazing in the field.
3. Ten robins flew into the yard.
4. I am ready to begin.
5. The lamp shines brightly in the night.

B. *Verb Tenses*

Indicate the tense of the verbs in each sentence.

1. The water is boiling.
2. Madison baked cookies yesterday.
3. Ashley will travel to Madrid.
4. Alice Wong has walked to school every day this week.
5. By Saturday afternoon, I will have completed the quilt.

C. *Adverbs*

Write a sentence that correctly uses each adverb.

1. here
2. now
3. highly
4. too
5. therefore

4.4 Prepositions, Conjunctions, and Interjections

Prepositions

A **preposition** connects a noun or pronoun to other words to form a phrase. *About, after, at, before, below, between, from, for, into, on, under, and up* are examples of prepositions. A preposition usually indicates direction, position, or time.

Direction She walked *into* the classroom.

Position She stood *behind* the open gate.

Time She left work *before* lunch.

A prepositional phrase begins with a preposition and ends with a noun or noun substitute that functions as the object of the preposition. One or more adjectives that modify the object may appear in a prepositional phrase. The prepositional phrases in the following sentences are in italics.

Place the carton *behind* the tall cabinet.

Mr. Fong believes that learning a spreadsheet program is *beyond* him.

Prepositional phrases may modify nouns (acting as adjectives) or action verbs, adjectives, or adverbs (acting as adverbs).

Roberto is *among* those here. After lunch, Jalicia filed the papers.

Ms. Torres is very knowledgeable *about* the subject.

OBJECTIVES

After completing Section 4.4, you should be able to:

1. Identify prepositions, conjunctions, and interjections.
2. Use prepositions, conjunctions, and interjections correctly in sentences.

Key Point

A prepositional phrase may act as an adjective or an adverb.

check
point
12

Identify the prepositional phrases in each sentence.

1. Effective reading is important for workplace success.
2. The item was found under the desk.
3. Please finish this work for me.
4. Before eating, always wash your hands.
5. Come into the garden and through the back gate.

Check your answers in Appendix C.

Conjunctions

A **conjunction** is a word or phrase that joins two or more words, phrases, or clauses. Examples of conjunctions are *and*, *but*, *either/or*, and *when*. Different types of conjunctions are used to join words, phrases, and clauses.

Coordinate Conjunctions

Key Point

A coordinate conjunction joins words, phrases, and clauses that are considered to be equal in rank.

The teacher and the principal spoke outside the room.

Rafael did not agree with Craig, nor did he agree to take part in the arrangements.

Leo is studying computer science, for he plans to be a systems analyst.

Rosario wanted to attend the workshop, but she couldn't spare the time.

Janice loves him, so she said she would marry him.

They will swim or hike this weekend.

Helida says she loves to travel, yet she has never been on an airplane.

Correlative Conjunctions

A correlative conjunction also connects words, phrases, and clauses of equal rank. However, they are always used in pairs for emphasis. Examples of these conjunctions are *both/and*, *neither/nor*, *either/or*, and *not only/but also*.

Both Clinton and Barbara applied for the teaching position.

Either Clinton or Barbara applied for the teaching position.

Neither Clinton nor Barbara applied for the teaching position.

Not only Clinton but also Barbara applied for the teaching position.

Subordinate Conjunctions

Key Point

A subordinate conjunction joins words, phrases, and clauses that are considered to be unequal in rank.

A subordinate conjunction joins elements of unequal rank. These conjunctions are used primarily to connect dependent clauses with independent clauses. Examples of subordinate conjunctions are *after*, *as though*, *provided*, *though*, *whenever*, *although*, *because*, *since*, *unless*, *where*, *as*, *before*, *so that*, *until*, *while*, *as if*, *if*, *that*, and *when*.

Although we couldn't attend, we sent a donation.

They saw her as they were leaving the factory.

As if we could solve the problems, the men asked us for help.

Jules and Jalicia will visit provided they are allowed.

Parallel Construction

For messages to be clear, sentences should use parallel construction. A construction that is not parallel will have a conjunction that joins unmatched elements. Note the correct and incorrect uses of parallel construction in the following examples.

- | | |
|-----------|---|
| Incorrect | The exercise program was <i>rigorous</i> and <i>a challenge</i> . |
| Correct | The exercise program was <i>rigorous</i> and <i>challenging</i> . |
| Incorrect | The expert works <i>cleverly</i> and <i>with speed</i> . |
| Correct | The expert works <i>cleverly</i> and <i>speedily</i> . |
| Incorrect | Jack must <i>wash, iron, and to fold</i> the clothes. |
| Correct | Jack must <i>wash, iron, and fold</i> the clothes. |
| Incorrect | The apple was <i>juicer</i> and <i>more sweet</i> than the pear. |
| Correct | The apple was <i>juicer</i> and <i>sweeter</i> than the pear. |
| Incorrect | <i>Keying, writing, and addition</i> are skills needed for the job. |
| Correct | <i>Keying, writing, and adding</i> are skills required for the job. |

Key Point

Sentences that use parallel construction are easier to understand than those that do not.

Interjections

An **interjection** is a word or expression that has no grammatical relationship with other words in a sentence. An interjection is used primarily to express strong emotion. Therefore, it is often followed by an exclamation point.

Hey, get your coffee cup off my monitor!

Help! Do you hear that comment daily from your customers?

Your idea is sure to work. Super!

In specific situations, such as sales promotions, interjections add color and vitality. However, interjections should not be used routinely in business writing.

Key Point

Interjections should not be used routinely in business writing.

check
point
13

Identify the conjunctions and interjections in each sentence.

1. Oh! This present is lovely.
2. Mario and Jill attended the basketball game.
3. Help! The house is on fire.
4. Although I would like to go, I must stay here.
5. Both Raji and Kapoor ran for office.

Check your answers in Appendix C.

Section 4.4 *Applications*

A. *Prepositions*

Write a sentence that correctly uses each preposition.

1. about
2. before
3. after
4. below
5. between
6. from
7. for
8. into
9. on
10. under

B. *Conjunctions*

Write a sentence that correctly uses each conjunction.

1. and
2. but
3. or
4. yet
5. so
6. either/or
7. unless
8. although
9. before
10. until

Chapter ***Summary***

4.1 Parts of Speech and Sentences

- The eight parts of speech are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.
- A sentence is a group of related words that contains a subject and a predicate and expresses a complete thought.
- An object is a noun, pronoun, clause, or phrase that functions as a noun. It may be direct or indirect.
- A clause is a group of words with a subject and a predicate; a phrase is a group of related words with no subject or predicate.
- Sentences may be simple, compound, or complex in structure.

4.2 Nouns, Pronouns, and Adjectives

- A noun is a word used to name people, places, or things. A proper noun names a specific person, place, or thing. A common noun identifies a person, place, or thing in a general way.
- Pronouns are words used in the place of nouns. A personal pronoun is a substitute for a noun that refers to a specific person or thing.
- An adjective is a word that describes or limits nouns, pronouns, and phrases that act as nouns.

4.3 Verbs and Adverbs

- A verb expresses action, a state of being, or a condition of the subject of the sentence. The subject and verbs in a sentence should agree in number.
- An adverb is a word that modifies an action verb, an adjective, or another adverb.

4.4 Prepositions, Conjunctions, and Interjections

- A preposition connects a noun or pronoun to other words in the sentence to form a phrase.
- A conjunction is a word or phrase that joins two or more words, phrases, or clauses.
- For messages to be clear, sentences should use parallel construction.
- An interjection is a word or expression that shows strong emotion.

Vocabulary

Open the *Word* file *CH04 Vocabulary* from the student data files. Complete the exercise to review the vocabulary terms from this chapter.

active voice	passive voice
adjective	phrase
adverb	possessive noun
clause	predicate
collective noun	preposition
conjunction	pronoun
direct object	pronoun antecedent
fragment	sentence
indirect object	subject
interjection	verb
noun	verb tense

Critical Thinking Questions



CRITICAL THINKING

1. Grammar checkers in word processing programs can identify possible mistakes. Do you need to proofread for errors if you use a grammar checker? Why or why not?
2. What would language be without adjectives? Would you be able to express your thoughts well without them? Explain.
3. How are adjectives and adverbs similar? How are they different?
4. Why would a writer want to avoid using interjections in most business writing?

Chapter **Applications**

A. Parts of Speech

Identify the correct part of speech for each italicized word in the paragraph.

Ms. Callens *is* very efficient and knows a *great* deal about the *situation*. However, *a* discussion with her *should focus* on the principles. *Totally* omit any miscellaneous details, except *for* the grievance. The case *is scheduled* for court on February 22.

B. Plural and Possessive Nouns

Indicate the word that correctly completes each sentence.

1. Only three of the (prototypes, prototype's) are available.
2. This brochure explains all the (HMOs, HMO's) policies.
3. They plan to review all the (expenses, expenses').
4. We will replace the (headsets, headset's) next year.
5. The (booth's, booths') prime location ensured heavy customer traffic during exhibit hours.

C. Verb Use

Write each sentence. Correct any errors in verb use. Write *correct* if the sentence is correct.

1. The nurse gone out of his way to care for the sick child.
2. After you get the mail, lie it on the kitchen counter.
3. Some residents of the town has traced their ancestry.
4. Frieda learned the business and begins looking for customers.
5. The officers am budgeting an extra \$5,000 for taxes next year.
6. I choose the materials last week.
7. The delegates should rise from their seats when Mr. Li arrives.

Editing Activities

Open and edit the Word file CH04 Editing from the student data files. Correct all spelling, punctuation, and grammar errors in the two activities.

CASE STUDY

Writing Skills

Since his graduation from Glenview Coast Community College, Diego Flores has been looking for a job in which he can use his writing skills. He currently works in the produce section at a local market. That part-time employment provides just enough income to provide for his basic needs.

A friend mentions to Diego that her aunt, Akina Hamacho, manages the Publications Department at Expert Services Group, a large computer consulting firm. She tells Diego that Ms. Hamacho is looking for someone to help with editing and writing tasks.

Diego applies for the job. He polishes his resume, checking it several times for grammar, formatting, and spelling errors. He is very happy when he gets a call from Expert Services Group to schedule an interview with Ms. Hamacho. After the interview, Diego senses that it went well. He takes an editing and proofreading test. At Ms. Hamacho's request, he submits some writing samples.

Several weeks pass before Diego receives a routine form letter from the company. The position he wanted so badly has been given to another applicant.

After pleading with his friend to ask her aunt whether he might speak with her, Diego is able to talk with Ms. Hamacho. She tells Diego that there were only a few errors in Diego's editing and proofreading test. However, the three writing samples Diego submitted contained numerous grammar and spelling errors.

1. What message did the grammar and spelling errors send to Diego's potential employer?
2. Why did Ms. Hamacho put so much emphasis on the mistakes Diego made in the writing samples?



Communication for Hospitality and Tourism

Peter Chapman has been employed in the hospitality and tourism industry for nine years. He recently took a job in the Marketing Department at a new resort. The resort, which is in Branson, Missouri, is building phase three of its apartment units. The resort is also doubling the size of its health club. Peter has been hired to lead the marketing effort that will advertise these changes. The resort has a beautiful lake that is perfect for swimming, boating, and fishing. Other on-site amenities at the resort include:

- An indoor pool
- Racquetball and tennis courts
- An 18-hole golf course
- A restaurant

Peter's main task is to design advertising materials that will attract guests to the resort. The ads should also encourage people to buy timeshare condominium units. When buying a timeshare, a person pays a one-time purchase price. A typical price is \$12,000 to \$20,000. The buyer may also have to pay low yearly upkeep fees. This purchase gives the buyer certain rights, typically for occupying the unit one or two weeks per year. The unit can be sold to another person or willed to a relative.

1. How can Peter promote the resort amenities to potential buyers?
2. How can Peter show the benefits of timeshare ownership over other vacation formats, such as staying in hotels or camping?
3. What would be the effect of having grammatical errors in the advertising materials that Peter and his staff will develop?

Ethics

Some companies that sell condos use high-pressure sales techniques. They offer buyers lower prices if they will make a purchase on the same day they tour the resort. This gives buyers little time to read or evaluate the fine print in the contract. Is this practice ethical?

Chapter 4 Answers

Checkpoint 1

1. Adverb
2. Conjunction
3. A noun names a person, place, or thing. *Car*, *girl*, and *clock* are examples of nouns. A pronoun takes the place of a noun. *She*, *he*, and *they* are examples of pronouns.

Checkpoint 2

The simple subject is shown in italics and the simple predicate is shown in bold.

1. *Brandon* **ran** three marathons this year.
2. *Lucille* **is** a trained nurse.
3. *Ramon* and *Maria* **work** at this company.
4. **We have been** to every store in the mall.
5. *Elena* **will finish** her report on time.

Checkpoint 3

The independent clause is shown in italics and the dependent clause is shown in bold.

1. *She took many pictures on her trip*, **which lasted a month**.
2. *The report* **that you wrote** contains valuable information.
3. **I will go if I am invited**.
4. **Since John will be out of town**, *he will not attend the meeting*.
5. *The work will be completed* **as soon as time allows**.

Checkpoint 4

1. Simple
2. Complex
3. Compound
4. Complex
5. Simple

Checkpoint 5

1. A noun is a word that names a person, place, or thing.
2. A proper noun names a specific person, place, or thing. Examples of proper nouns are *Mary Ann*, *Seattle*, and *Pepsi*. A common noun is a word that identifies a person, place, or thing in a general way. *Girl*, *team*, *rock*, and *car* are examples of common nouns.
3. women, cats, brushes, facilities, sisters-in-law, district attorneys
4. A collective noun is a word that represents a group that usually acts as a single unit. Examples of collective nouns are *tribe* and *jury*.
5. men's, dog's, tables', sister-in-law's, district attorney's

Checkpoint 6

Corrections are underlined.

1. These are their books.
2. Buy extra pencils for Jane and me.

3. Give the report to whomever you find at home.
4. Correct
5. Correct
6. Gloria and I went to the movies.

Checkpoint 7

Corrections are underlined.

1. Alice Wong delivered her speech well.
2. The manager and employees read their bulletins.
3. Each of the boys ate his lunch.
4. Bill or Ray can complete his assignment.
5. Mr. Lau and I took our seats on the airplane.

Checkpoint 8

Corrections are underlined.

1. Kim is more efficient than Robert.
2. Of the three books, the first one is the best one.
3. Your performance was more nearly excellent than mine.
4. Her daughter is a pretty child.
5. Correct

Checkpoint 9

Verbs are underlined.

1. Since joining the restaurant, he has worked as a chef.
Past tense
2. Our local high school will play in the basketball tournament.
Future tense
3. I am happy about the change. Present tense
4. My team won the race. Past tense
5. She is our new teacher. Present tense

Checkpoint 10

Corrections are underlined.

1. Ben or Jan needs to finish the report.
2. Fifty dollars is the amount we paid.
3. The team members race to the finish.
4. Malloy and Moss manufactures toys. (*Malloy and Moss* is a company name.)
5. A number of bills are past due.

Checkpoint 11

Adverbs are underlined.

1. The children read quietly. *Quietly* modifies the verb *read*.
2. The car was traveling very fast. *Fast* modifies the verb *was traveling*. *Very* modifies the adverb *fast*.
3. The really big dog chased the cat. *Really* modifies the adjective *big*.
4. He watched the movie today. *Today* modifies the verb *watched*.
5. The work has already been completed. *Already* modifies the verb *has been completed*.

Checkpoint 12

Prepositional phrases are underlined.

1. Effective reading is important for workplace success.
2. The item was found under the desk.
3. Please finish this work for me.
4. Before eating, always wash your hands.
5. Come into the garden and through the back gate.

Checkpoint 13

Conjunctions and interjections are underlined.

1. Oh! This is a lovely present. Interjection
2. Mario and Jill attended the basketball game. Conjunction
3. Help! The house is on fire. Interjection
4. Although I would like to go, I must stay here. Conjunction
5. Both Raji and Kapoor ran for office. Conjunction

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