

# Elements of a Complete Sentence – Unit 1

An **independent clause** is a clause containing a subject, a verb, and a complete thought. An independent clause can stand alone as a sentence.

**INDEPENDENT CLAUSE by itself = SENTENCE:** *Steve excels in the classroom.*

<b>Subject</b>	<b>Verb</b>
<p>The subject of a sentence is the person, place, thing, or idea that is doing or being something.</p> <p><b>S</b> Joe purchased a new car.</p> <p>A subject is not always one word. Sometimes an entire phrase (in these cases gerund phrases) acts as the subject.</p> <p><b>S</b> Being on time for work is important.</p> <p><b>S</b> Doing things for others generates happiness.</p>	<p>a word used to show an action or to indicate a state of being</p> <p><b>V</b> Joe purchased a new car.</p> <p><b>V</b> The car is red.</p>
<b>Linking Verbs</b>	<b>Helping Verbs</b>
<p>verbs that indicate a state of being</p> <p>am is are was were be been</p> <p>seem look appear taste</p> <p><b>V</b> Joe seems tired.</p> <p><b>V</b> The window is open.</p>	<p>a verb that works with a main verb to create a verb phrase</p> <p>am be have do can may will is been has does could must shall are being had did should might was would were</p> <p><b>HV HV MV</b> Gary should have gone to the party.</p>

If a group of words lacks a subject, a verb, or a complete thought, it is not a complete sentence. Instead, it is called a sentence fragment.

A **sentence fragment** is a group of words that is not a complete sentence. Sometimes, writers will intentionally use fragments in a piece of literature. However, in most formal compositions, we want to avoid unintended sentence fragments.

FRAGMENT: The quarterback near the ten-yard line. (What is the quarterback doing? No verb.)

FRAGMENT: Shifted into lower gear. (Who shifted? No subject.)

FRAGMENT: Because I really enjoy football. (No complete thought)

**Label the subjects and verbs / verb phrases in the following examples. Then, determine whether or not each word group is a sentence (S) or a fragment (F). Remember, an independent clause / sentence must contain a subject, a verb, and a complete thought.**

1. Joe plays the piano.

\_\_\_\_\_

2. The waitress had cleaned off the table. \_\_\_\_\_

3. Two stuffed animals on the bed. \_\_\_\_\_

4. Seeking the truth is the job of a good reporter. \_\_\_\_\_

5. While the waitress had cleaned off the table. \_\_\_\_\_

# Elements of a Complete Sentence 1.1

Activating Background Knowledge			
<p>* The _____ of a sentence is the person, place, thing, or idea that is doing or being something.</p> <p>* A _____ is a word used to show an action or to indicate a state of being. In some cases, a linking verb (am, is, are, was, were) simply connects the subject with a modifier.</p> <p>* An _____ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.</p> <p>* A _____ is a group of words that is not a complete sentence.</p>			
<b>Physical Action Verbs</b> run      wrestle purchase   throw   attend climb	<b>Mental Action Verbs</b> understand   think analyze      wonder   ponder consider	<b>Common Linking Verbs</b> verbs that indicate a state of being  am   is   are   was   were   be been	<b>Helping Verbs</b> a verb that works with a main verb to create a verb phrase  am      be      have      do can      may      will is      been      has      does could      must      shall are      being      had      did should      might was would were

## Identifying Subjects and Verbs / Verb Phrases in Simple Sentences

**DIRECTIONS:** Underline and label the subjects and verbs / verb phrases in the following examples. Then, determine whether or not each word group is a sentence (S) or a fragment (F). Remember, an independent clause / sentence must contain a subject, a verb, and a complete thought.

**SAMPLE:** The storm may sink your parents' boat. \_\_\_\_\_

1. The bus lost its wheel. \_\_\_\_\_
2. After I have spoken to the principal. \_\_\_\_\_
3. Riding roller coasters excites me. \_\_\_\_\_

*\* Make sure that you can explain WHY one of the above examples is a fragment.*

### Two-word sentence

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Anger flared.

**4. Your Sentence:** \_\_\_\_\_

**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

5.
  - A. Even though none of us appreciated the whether being so dreary, all of us tried to enjoy ourselves.
  - B. In spite of the dreary weather. All of us tried to enjoy ourselves.
  - C. All of us tried to enjoy ourselves in spite of the dreary whether.

- D. All of us tried to enjoy ourselves. In spite of the dreary weather.
- E. In spite of the dreary weather, all of us tried to enjoy ourselves.

## Elements of a Complete Sentence 1.2

Activating Background Knowledge			
<p>* The _____ of a sentence is the person, place, thing, or idea that is doing or being something</p> <p>* A _____ is a word used to show an action or to indicate a state of being. In some cases, a linking verb (am, is, are, was, were) simply connects the subject with a modifier.</p> <p>* An _____ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.</p> <p>* A _____ is a group of words that is not a complete sentence.</p>			
<b>Physical Action Verbs</b> run      wrestle purchase   throw   attend climb	<b>Mental Action Verbs</b> understand      think analyze      wonder   ponder consider	<b>Common Linking Verbs</b> verbs that indicate a state of being  am   is   are   was   were   be been	<b>Helping Verbs</b> a verb that works with a main verb to create a verb phrase  am    be      have   do can    may    will is    been    has    does could   must   shall are    being   had    did should   might was would were

### Identifying Subjects and Verbs / Verb Phrases in Simple Sentences

**DIRECTIONS:** Underline and label the subjects and verbs / verb phrases in the following examples. Then, determine whether or not each word group is a sentence (S) or a fragment (F). Remember, an independent clause / sentence must contain a subject, a verb, and a complete thought.

**SAMPLE:** Drinking untreated water will destroy your digestive system. \_\_\_\_\_

- Joe and Ronda argued for hours. \_\_\_\_\_
- Although I understand your point of view. \_\_\_\_\_
- My suitcase is missing. \_\_\_\_\_

### Gerund phrase as subject

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Listening to music relaxes me.

### 4. Your Sentence:

**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- Unless your willing to sacrifice, you will have a difficult time achieving your goals.
- Unless you're willing to sacrifice. You will have a difficult time achieving your goals.
- You will have a difficult time achieving your goals unless you're willing to sacrifice.
- Have a difficult time achieving your goals without sacrificing.

E. You will have a difficult time achieving your goals. Unless you are willing to sacrifice.

# Elements of a Complete Sentence 1.3

Activating Background Knowledge			
Be able to define each of the following terms:			
Subject =			
Verb =			
Independent clause =			
Sentence fragment =			
<b>Physical Action Verbs</b> run      wrestle purchase   throw   attend climb	<b>Mental Action Verbs</b> understand      think analyze      wonder   ponder consider	<b>Common Linking Verbs</b> verbs that indicate a state of being  am   is   are   was   were   be been	<b>Helping Verbs</b> a verb that works with a main verb to create a verb phrase  am      be      have      do can      may      will is      been      has      does could      must      shall are      being      had      did should      might was would were

## Identifying Subjects and Verbs / Verb Phrases in Simple Sentences

**DIRECTIONS:** Underline and label the subjects and verbs / verb phrases in the following examples. Then, determine whether or not each word group is a sentence (S) or a fragment (F). Remember, an independent clause / sentence must contain a subject, a verb, and a complete thought.

**SAMPLE:** Left the office in a state of disarray. \_\_\_\_\_

1. Winston discovered my secret stash of chocolate bars. \_\_\_\_\_
2. Opened his mouth at the wrong time. \_\_\_\_\_
3. The sound of his voice is annoying. \_\_\_\_\_

### Simple Sentence with Compound Verbs

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Alyssa cried out, fell to her knees, and began to pray.

#### 4. Your Sentence:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- 5.
- A. When there mother and father arrive, Steve and Luisa will have to leave.
  - B. Steve and Luisa will have to leave when their mother and father arrive.
  - C. When their mother and father arrive. Steve and Luisa will have to leave.
  - D. Will have to leave when their mother and father arrive.
  - E. Steve and Luisa will have to leave. When there mother and father arrive.



# Elements of a Complete Sentence 1.4

Activating Background Knowledge			
<p>Subject =</p> <p>Verb =</p> <p>Independent clause =</p> <p>Sentence fragment =</p>			
<b>Physical Action Verbs</b> run      wrestle purchase   throw   attend climb	<b>Mental Action Verbs</b> understand      think analyze      wonder   ponder consider	<b>Common Linking Verbs</b> verbs that indicate a state of being  am   is   are   was   were   be been	<b>Helping Verbs</b> a verb that works with a main verb to create a verb phrase  am      be      have      do can      may      will is      been      has      does could      must      shall are      being      had      did should      might was would were

## Identifying Subjects and Verbs / Verb Phrases in Simple Sentences

**DIRECTIONS:** Underline and label the subjects and verbs / verb phrases in the following examples. Then, determine whether or not each word group is a sentence (S) or a fragment (F). Remember, an independent clause / sentence must contain a subject, a verb, and a complete thought.

**SAMPLE:** Ryan was screaming at the top of his lungs. \_\_\_\_\_

1. Discussing the problem in a calm manner failed. \_\_\_\_\_
2. The glare of his headlights flickered outside our windows. \_\_\_\_\_
3. The policeman on the corner of our street. \_\_\_\_\_

## Simple Sentence with Compound Subject and Compound Verbs

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The board president and the superintendent sat in the corner and discussed the merits of the student's complaints.

### 4. Your Sentence:

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DIRECTIONS: Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

5.     A. If I am aloud to leave work early, I will meet you at Johnson's for lunch.  
       B. I will meet you at Johnson's for lunch if I am allowed to leave work early.  
       C. I will meet you at Johnson's for lunch. If I am allowed to leave work early.  
       D. Will meet you at Johnson's for lunch.  
       E. If I am allowed to leave work early. I will meet you at Johnson's for lunch.

## Clauses and Phrases – Unit 2

An **independent clause** is a clause containing a subject, a verb, and a complete thought. An independent clause can stand alone as a sentence.

**INDEPENDENT CLAUSE by itself:** *Steve excels in the classroom.*

**INDEPENDENT CLAUSE as part of a sentence:**

Because he studies regularly, *Steve excels in the classroom.*

**TWO INDEPENDENT CLAUSES joined in a compound sentence:**

*Steve is not a great athlete, but he excels in the classroom.*

A **dependent clause** contains a subject and a verb but does not express a complete thought. It cannot stand alone as a sentence.

**DEPENDENT CLAUSE as part of a sentence:**

*Because he studies regularly,* Steve excels in the classroom.

Steve excels in the classroom *because he studies regularly.*

**AAAWWUBBIS** is an acronym to help you remember the basic subordinating conjunctions. An AAWWUBBIS turns a sentence/independent clause into a dependent clause.

After Although As When/Whenever While Until/Unless Because Before  
If Since

**SENTENCE:** I studied for the test.

**DEPENDENT CLAUSE / FRAGMENT:** Although I studied for the test.

**CORRECT:** Although I studied for the test, I still did poorly.

A **phrase** is a group of words that does not contain its own subject or verb. It cannot stand alone as a sentence.

**PHRASE ALONE / FRAGMENT:** *Hoping that his mother would soon arrive.*

**CORRECT:** *Hoping that his mother would soon arrive,* Steve paced impatiently.

**PHRASE ALONE / FRAGMENT:** Joe dribbled up court. *His sparkling new Nikes squeaking with each cut.*

**CORRECT:** Joe dribbled up court, *his sparkling new Nikes squeaking with each cut.*

**CORRECT:** Joe, his sparkling new Nikes squeaking with each cut, dribbled up court.

**DIRECTIONS:** Identify the boldfaced portion as either an independent clause (IC), a dependent clause (DC), or a phrase (P).

1. **Until you learn how to play defense**, you will have to sit the bench. \_\_\_\_
2. **Embarrassed and emotionally-drained**, Ron locked himself in his room. \_\_\_\_

3. ***The students worked on their tests*** while the teacher graded papers. \_\_\_\_
4. Most of the students, ***even the ones with failing grades***, respected the teacher. \_\_\_\_
5. Until you learn how to play defense, ***you will have to sit the bench***. \_\_\_\_
6. Embarrassed and emotionally-drained, ***Ron locked himself in his room***. \_\_\_\_
7. The students worked on their tests ***while the teacher graded papers***. \_\_\_\_
8. ***Most of the students***, even the ones struggling to pass the class, ***respected the teacher***. \_\_\_\_

## Clauses and Phrases 2.1

**Activating Background Knowledge:** Fill in the blanks.

An \_\_\_\_\_ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.

A \_\_\_\_\_ clause contains a subject and a verb, but it does not contain a complete thought. This is why a dependent clause cannot stand alone as a sentence.

A \_\_\_\_\_ is a word group that does not contain its own subject and verb. It cannot stand alone as a sentence.

The acronym AAWWUBBIS helps you to remember the subordinating conjunctions. If you put an AAWWUBBIS in front of a sentence, the sentence becomes a \_\_\_\_\_ clause.

After  
Although  
As  
When / Whenever  
While Until  
Because  
Before  
If  
Since

If you leave a dependent clause or a phrase by itself, what sentence error do you create?

### Identifying Clauses and Phrases

**DIRECTIONS:** Circle phrases, underline dependent clauses, and put brackets around independent clauses. Complete the sample sentence with your teacher.

**SAMPLE:** We won't be able to meet unless I can move my 3:30 appointment.

1. After I finish speaking with you, I will talk with your mother.
2. The band played while the crowd stood at attention.
3. Listless and emotionally-spent, Jan collapsed on the couch.

### Dependent clause opener

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Until Doug apologizes to the athletic director, he will not see the court.

### 4. Your Sentence:

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## Clauses and Phrases 2.2

**Activating Background Knowledge:** Fill in the blanks.

The acronym AAWWUBBIS helps you to remember the subordinating conjunctions. If you put an AAWWUBBIS in front of a sentence, the sentence becomes a \_\_\_\_\_ clause. Use the acronym below to help you list some of the subordinating conjunctions.

A  
A  
A  
W  
W  
U  
B  
B  
I  
S

If you leave a dependent clause or a phrase by itself, what sentence error do you create?

### Dependent clause opener

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Before our orders had even arrived, Gary had filled up on bread.

#### 1. Your Sentence:

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If the **dependent clause comes second** in the sentence, a comma is generally not needed. In other words, if you were to take the model sentence above and flip the order, you wouldn't need to use a comma between the two clauses.

**Model Sentence:** Gary gorged himself on bread and butter before our orders even arrived.

#### 2. Your Sentence:

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**DIRECTIONS:** Which version is properly punctuated? Be prepared to explain why.

3. A. Some students will not give full effort. Unless they are faced with the possibility of failure.  
B. Unless they are faced with the possibility of failure, some students will not give full effort.  
C. Unless they are faced with the possibility of failure. Some students will not give full effort.  
D. Some students will not give full effort, unless they are faced with the possibility of failure.



## Clauses and Phrases 2.3

Activating Background Knowledge: Fill in the blanks.		
An _____ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.	A _____ clause contains a subject and a verb, but it does not contain a complete thought. This is why a dependent clause cannot stand alone as a sentence.	A _____ is a word group that does not contain its own subject and verb. It cannot stand alone as a sentence.
<p>The acronym AAAWWUBBIS helps you to remember the subordinating conjunctions. If you put an AAAWWUBBIS in front of a sentence, the sentence becomes a _____ clause.</p> <p> <b>A</b>fter  <b>A</b>lthough  <b>A</b>s  <b>W</b>hen / <b>W</b>henever  <b>W</b>hile <b>U</b>ntil  <b>B</b>ecause  <b>B</b>efore  <b>I</b>f  <b>S</b>ince         </p>		If you leave a dependent clause or phrase by itself, what sentence error do you create?

### Identifying Clauses and Phrases

**DIRECTIONS:** Circle phrases, underline dependent clauses, and put brackets around independent clauses. Complete the sample sentence with your teacher.

**SAMPLE:** My brother, a kind and gentle soul, said nothing.

1. As I entered, the door squeaked, awaking my parents.
2. Joe's dog, a tiny but vicious creature, barked furiously.
3. I sat in the hall while my classmates worked on their projects.

**Use commas to set off an interrupting word or phrase**

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**Model Sentence:** Joe thought of his grandmother's farm, a warm and welcoming place, and immediately wished that he could escape the prison-like atmosphere of Aunt Marcia's sterile home.

**4. Your Sentence:**

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## Clauses and Phrases 2.4

**Activating Background Knowledge:** Fill in the blanks.

An \_\_\_\_\_ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.

A \_\_\_\_\_ clause contains a subject and a verb, but it does not contain a complete thought. This is why a dependent clause cannot stand alone as a sentence.

A \_\_\_\_\_ is a word group that does not contain its own subject and verb. It cannot stand alone as a sentence.

The acronym AAWWUBBIS helps you to remember the subordinating conjunctions. If you put an AAWWUBBIS in front of a sentence, the sentence becomes a \_\_\_\_\_ clause.

After  
Although  
As  
When / Whenever  
While Until  
Because  
Before  
If  
Since

If you leave a dependent clause or a phrase by itself, what sentence error do you create?

### Identifying Clauses and Phrases

**DIRECTIONS:** Circle phrases, underline dependent clauses, and put brackets around independent clauses. Complete the sample sentence with your teacher.

**SAMPLE:** Wishing that John would return, Alesia nervously fiddled with her hair.

1. After the World Series ended, the football season began in earnest.
2. I will not be your friend until you tell the truth.
3. Having spoken to Steve's parents, I now want to talk with him.

### Phrase opener

**SHAPE \\* MERGEFORMAT Model Sentence:** Angry and alone, Gary desperately scanned the crowd for a friendly face.

### 4. Your Sentence:

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## Clauses and Phrases 2.5

**Activating Background Knowledge:** Fill in the blanks.

An \_\_\_\_\_ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.

A \_\_\_\_\_ clause contains a subject and a verb, but it does not contain a complete thought. This is why a dependent clause cannot stand alone as a sentence.

A \_\_\_\_\_ is a word group that does not contain its own subject and verb. It cannot stand alone as a sentence.

### Phrase opener

**SHAPE \\* MERGEFORMAT Model Sentence:** Wandering aimlessly in search of water, Alyssa began to hallucinate.

### 1. Your Sentence:

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### Phrase closer

**SHAPE \\* MERGEFORMAT Model Sentence:** Bobby walked down the avenue in a state of ecstasy, his eyes rapidly surveying each of the skyscrapers towering above him.

### 2. Your Sentence:

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## Best Version

**DIRECTIONS:** Which version is properly punctuated? Be prepared to explain why.

3. A. Holding his knees and rocking back and forth. Joe cried softly.  
B. Holding his knees and rocking back and forth, Joe cried softly.  
C. Joe cried softly. Holding his knees and rocking back and forth.  
D. Joe cried softly holding his knees and rocking back and forth.  
E. Holding his knees and rocking back and forth Joe cried softly.

## Clauses and Phrases 2.6

**Activating Background Knowledge:** Fill in the blanks.

An \_\_\_\_\_ clause contains a subject, a verb, and a complete thought. It can stand alone as a sentence.

A \_\_\_\_\_ clause contains a subject and a verb, but it does not contain a complete thought. This is why a dependent clause cannot stand alone as a sentence.

A \_\_\_\_\_ is a word group that does not contain its own subject and verb. It cannot stand alone as a sentence.

The acronym AAWWUBBIS helps you to remember the subordinating conjunctions. If you put an AAWWUBBIS in front of a sentence, the sentence becomes a \_\_\_\_\_ clause.

After  
Although  
As  
When / Whenever  
While Until  
Because  
Before  
If  
Since

If you leave a dependent clause or a phrase by itself, what sentence error do you create?

### Identifying Clauses and Phrases

**DIRECTIONS:** Circle phrases, underline dependent clauses, and put brackets around independent clauses. Complete the sample sentence with your teacher.

**SAMPLE:** The nurse nodded while I winced in pain.

1. Joe walked away, his bag dragging on the pavement.
2. Dreaming of a better life, Juan traveled north to America.
3. His mother will be attending the game although his father won't be there.

### Phrase closer

**SHAPE \\* MERGEFORMAT Model Sentence:** Garret turned his head to the side and looked downward, offering no answer to Dan and Lisa's question.

### 4. Your Sentence:

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## Using Relative Clauses – Unit 3

A **relative clause** is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. A relative clause will always begin with a relative pronoun (who, whom, whose, that, which). Look at how the relative clauses below are used to combine two sentences.

I like the person. The person spoke to me on the subway.

I like the person **who spoke to me on the subway**.

I dislike the cat. The cat killed my pet hamster.

I dislike the cat **that killed my pet hamster**.

I am moving to Grand Rapids, Michigan. It is hometown of Floyd Mayweather.

I am moving to Grand Rapids, Michigan, **which is the hometown of Floyd Mayweather**.

A relative clause always begins with a “**relative pronoun**,” which substitutes for a noun or a pronoun when sentences are combined.

### RELATIVE PRONOUN USED FOR SUBSTITUTES FOR

who

People

subjects (people performing an action) – think of names or pronouns such as he, she, we, they

whom

People

objects (people receiving an action) – think of names or pronouns such as him, her, us, them

whose

People – shows possession

possessive nouns or pronouns (his, hers, ours, their)

that

People or things

Subjects or objects – only used in essential / restrictive clauses – never set off with commas

which

Things

Subjects or objects – used in non-restrictive clauses – set off with commas

**Essential (or restrictive) relative clauses** give information that is needed to define the noun. NEVER use commas to set off an essential clause.

I like the sculptures **that are in front of Warriner Hall**.

Students **who complete all of their work** will pass this class.

I hope to hear from the girl **whom I spoke with last night**.

I hope to hear from the girl **with whom I spoke last night**.

**Non-essential (or non-restrictive) relative clauses** give extra information that is not essential to the meaning of a sentence. Use a comma or commas to set off non-essential relative clauses.

My brother, **who teaches at Grandville High School**, is an avid hunter and fisherman.

I am planning on growing broccoli, **which I find quite delicious**.

Steve is teaching a Sunday School class with four and five year-olds, **which can be quite demanding**.

Identify whether each boldfaced clause is essential (E) or non-essential (NE). If the clause is non-essential, insert commas where needed.

1. \_\_\_\_\_ Gary **who won the spelling bee** became the first one in our class to receive an award.
2. \_\_\_\_\_ John's wrist **which he broke last fall** is still too weak for him to throw discus.
3. \_\_\_\_\_ Few stockbrokers **who claim to be able to navigate the market** can actually do so.
4. \_\_\_\_\_ Were Mr. Stark's directions **which seemed rushed** understandable to the class?
5. \_\_\_\_\_ The home **that was destroyed by fire** belonged to Reverend Hitzeroth.



## Using Relative Clauses 3.1

A **relative clause** is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. A relative clause will always begin with one of these relative pronouns: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Essential (or restrictive) relative clauses** give information that is needed to define the noun. NEVER use commas to set off an essential clause.

I like the sculptures **that are in front of Warriner Hall**.

Students **who complete all of their work** will pass this class.

I hope to hear from the girl **whom I spoke with last night**.

I hope to hear from the girl **with whom I spoke last night**.

**Non-essential (or non-restrictive) relative clauses** give extra information that is not essential to the meaning of a sentence. Use a comma or commas to set off non-essential relative clauses.

My brother, **who teaches at Grandville High School**, is an avid hunter and fisherman.

I am planning on growing broccoli, **which I find quite delicious**.

### Identifying Essential and Non-Essential Clauses

DIRECTIONS: Identify whether the clause in bold is essential (E) or non-essential (N). Insert commas to set off any non-essential clauses. Complete the following example with your teacher.

**SAMPLE:** \_\_\_\_\_ Steven who has no sense of irony couldn't see what made the t-shirt funny.

1. \_\_\_\_\_ Brian's new assignment **which is far less stressful than his previous job** gives him the opportunity to travel the world.
2. \_\_\_\_\_ Some students don't enjoy any activity **that forces them to think**.
3. \_\_\_\_\_ My teacher Mr. Lloyd taught at a small school in Myanmar **which was then called Burma**.
4. \_\_\_\_\_ Our high school **which was built in 1962** is not big enough to handle an influx of new students.
5. \_\_\_\_\_ People **who get all of the breaks in life** often end up unhappy.

Non-essential clause as closer

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Gary dyed his hair blue, which infuriated his mother.

**6. Your Sentence:**

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Use commas to set off a non-essential clause that interrupts the flow of a sentence.

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**Model Sentence:** My childhood home, which was adjacent to a dairy farm, now sits next to a new real estate development.

**7. Your Sentence:**

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## Using Relative Clauses 3.2

A **relative clause** is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. A relative clause will always begin with one of these relative pronouns: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Essential (or restrictive) relative clauses** give information that is needed to define the noun. NEVER use commas to set off an essential clause.

I like the sculptures **that are in front of Warriner Hall**.

Students **who complete all of their work** will pass this class.

I hope to hear from the girl **whom I spoke with last night**.

I hope to hear from the girl **with whom I spoke last night**.

**Non-essential (or non-restrictive) relative clauses** give extra information that is not essential to the meaning of a sentence. Use a comma or commas to set off non-essential relative clauses.

My brother, **who teaches at Grandville High School**, is an avid hunter and fisherman.

I am planning on growing broccoli, **which I find quite delicious**.

### Identifying Essential and Non-Essential clauses

**DIRECTIONS:** Identify whether the clause in bold is essential (E) or non-essential (N). Insert commas to set off any non-essential clauses. Complete the following example with your teacher.

**SAMPLE:** \_\_\_\_\_ My coach Mr. London is from a town named Greenville **which has struggled economically since Electrolux moved its operations to Mexico**.

1. \_\_\_\_\_ My friend Joe **who has tried a dozen different types of jobs** is now a real estate agent.
2. \_\_\_\_\_ I can't find a sweater **that my wife will like**.
3. \_\_\_\_\_ His 2001 Oldsmobile Alero **which is on its second engine** has traveled over 220,000 miles.
4. \_\_\_\_\_ Our manager was annoyed when Lance **who lives right across the street from the restaurant** was late.

### Non-essential clause as closer

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Mr. Kapolka yelled at Jeff, who seemed unaware that his repeated tardiness was a problem.

### 5. Your Sentence:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- A. In spite of her promise to attend, Lauren skipped the dinner. Which infuriated the event's organizers.
- B. In spite of her promise to attend. Lauren skipped the dinner, infuriating the event's organizers.
- C. In spite of her promise to attend, Lauren skipped the dinner, which infuriated the event's organizers.

Lauren skipped the dinner, infuriating the event's organizers. Having already promised to attend.

Lauren skipped the dinner, which infuriated the event's organizers. Because she had promised to attend.

## Using Relative Clauses 3.3

A **relative clause** is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. A relative clause will always begin with one of these relative pronouns: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Essential (or restrictive) relative clauses** give information that is needed to define the noun. NEVER use commas to set off an essential clause.

I like the sculptures **that are in front of Warriner Hall**.

Students **who complete all of their work** will pass this class.

I hope to hear from the girl **whom I spoke with last night**.

I hope to hear from the girl **with whom I spoke last night**.

**Non-essential (or non-restrictive) relative clauses** give extra information that is not essential to the meaning of a sentence. Use a comma or commas to set off non-essential relative clauses.

My brother, **who teaches at Grandville High School**, is an avid hunter and fisherman.

I am planning on growing broccoli, **which I find quite delicious**.

### Identifying Essential and Non-Essential clauses

DIRECTIONS: Identify whether the clause in bold is essential (E) or non-essential (N). Insert commas to set off any non-essential clauses. Complete the following example with your teacher.

**SAMPLE:** \_\_\_\_\_ People **who live in glass houses** shouldn't throw stones.

1. \_\_\_\_\_ My friend Jeremy **who currently lives in Indonesia** has traveled to multiple countries on missionary trips.
2. \_\_\_\_\_ Steve is the type of person **who never wants to listen to criticism**.
3. \_\_\_\_\_ Brian looked Lieutenant Hammond right in the eye and shook his hand **which impressed the old soldier**.
4. \_\_\_\_\_ I am looking for the person **whom I spoke to on the phone**.

Use commas to set off a non-essential clause that interrupts the flow of a sentence.

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**Model Sentence:** My cousin Anthony, who traveled through Europe on his own when he was nineteen, is a very independent person.

### 5. Your Sentence:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- 6.
- A. Before we could start interviewing candidates. We needed to review the company's hiring standards, which was a painstaking process.
  - B. Before we could start interviewing candidates, we needed to review the company's hiring standards. Which was a painstaking process.
  - C. We needed to review the company's hiring standards. Before we could start interviewing candidates.
  - D. Before we could start interviewing candidates, we needed to painstakingly review the company's hiring standards.
  - E. Needing to go through the painstaking process of reviewing the company's hiring standards. We could not start interviewing candidates.

## **Avoiding Sentence Fragments– Unit 4**

A **sentence fragment** is a group of words that is not a complete sentence. Sometimes, writers will intentionally use fragments in a piece of literature. However, in most formal compositions, we want to avoid unintended sentence fragments.

## COMMON CAUSES OF A SENTENCE FRAGMENT

### 1. Missing subject or verb

FRAGMENT: The guard near the entrance.

What is the guard *doing*? (no verb)

FRAGMENT: Changed into new clothes.

*Who* changed into new clothes? (no subject)

### 2. Dependent clause (AAAWWUBBIS) left alone

FRAGMENT: Because I really enjoy football.

CORRECT: Because I really enjoy football, I'm going to purchase Lions' season tickets.

### 3. PHRASE left alone

FRAGMENT: Stranded in the middle of a darkening forest. Laura desperately searched for civilization.

CORRECT: Stranded in the middle of a darkening forest, Laura desperately searched for civilization.

FRAGMENT: Hoping that his mother would soon arrive.

CORRECT: Hoping that his mother would soon arrive, Steve fiddled and paced impatiently.

FRAGMENT: Mark slipped away. Leaving his empty cereal bowl on the table.

CORRECT: Mark slipped away, leaving his empty cereal bowl on the table.

4. Generally, try to avoid beginning a sentence with “**And, Which, But, Or, Such as...**” unless you're doing it KNOWINGLY and with a PURPOSE.

FRAGMENT: Steve graciously stopped and waited for Leeann. *Which impressed her mother greatly.*

CORRECT: Steve graciously stopped and waited for Leeann, *which impressed her mother greatly.*

FRAGMENT: Many problems infest our cities. *Such as crime, a crumbling infrastructure, home foreclosures, and poor public services.*

CORRECT: Many problems infest our cities, *such as crime, a crumbling infrastructure, home foreclosures, and poor public services.*





## Fragments 4.1

**Activating Background Knowledge:** Draw a line from the fragment to the BEST description of the cause. Each fragment is italicized.

## Fragments

1. *Shifted into higher gear.*
2. *Many problems infest our cities. Such as crime, a crumbling infrastructure, home foreclosures, and poor public services.*
3. *Stranded in the middle of a darkening forest.*  
Laura desperately searched for civilization.
4. *Because I enjoy football.* I am going to purchase Lions' season tickets.

## Causes

- Dependent clause left alone  
Missing a subject  
Generally, don't start a sentence with "And, Which, Such as..."  
Phrase left alone

## Fixing Sentence Fragments

**DIRECTIONS:** Below this box are several word groups. Edit each fragment in order to make it a complete sentence.

1. Because Steve arrived right on time. The job went well.
2. Screaming at the top of his lungs while driving in his dad's car. Joe blew past a stop sign.

**Use commas to set off an interrupting word or phrase**

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**Model Sentence:** Joe turned to his boss, a mousy-looking woman with a scowl etched on her face, and asked her if he could leave early.

### 3. Your Sentence:

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DIRECTIONS: Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- 4.
- A. The bleachers in the stadium are uncomfortable. Which forces many fans to bring their own cushions or fold-up seats.
  - B. The bleachers in the stadium are uncomfortable, forcing many fans to bring there own cushions or fold-up seats.
  - C. Because the bleachers in the stadium are uncomfortable, many fans bring their own cushions or fold-up seats.
  - D. Many fans bring their own cushions or fold-up seats. Because the bleachers in the stadium are uncomfortable.
  - E. The bleachers in the stadium are uncomfortable. Forcing many fans to bring their own cushions or fold-up seats.

## Fragments 4.2

**Activating Background Knowledge:** List four common causes of a sentence fragment.

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### Fixing Sentence Fragments

**DIRECTIONS:** Below this box are several word groups. Edit each fragment in order to make it a complete sentence.

1. It's a beautiful day for outdoor activities. Such as canoeing, hiking, or swimming.
2. The book being left on the floor of Mr. Sabinas's classroom.

#### Dependent clause opener

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** As I entered the room, the professor abruptly stopped lecturing and stared directly at me.

#### 3. Your Sentence:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- A. When I get an opportunity to speak with Mr. Popeil, I will ask him about your project.  
When I get an opportunity to speak with Mr. Popeil. I will ask him about your project.  
I will ask Mr. Popeil about your project. When I get an opportunity to speak with him.  
Having the opportunity to speak with Mr. Popeil. I will ask him about your project.  
I have the opportunity to speak with Mr. Popeil. Which will give me a chance to ask about your project.

## Fragments 4.3

**Activating Background Knowledge:** List four common causes of a sentence fragment.

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### Fixing Sentence Fragments

**DIRECTIONS:** Below this box are several word groups. Edit each fragment in order to make it a complete sentence.

1. She would have helped you. If she could have.
2. Mrs. Lattimer bowed her head. Praying that her husband's cancer was in remission.

#### Phrase closer

**SHAPE \\* MERGEFORMAT Model Sentence:** Gary moved to the shallow end of the pool, hoping that nobody would notice his absence from the high-diving competition.

#### 3. Your Sentence:

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**DIRECTIONS:** Choose the letter of the best answer to the following questions.

Several of us want to give Dr. Kellogg  
a birthday

4

party. Because he is so kind and  
generous.

Unfortunately, we still have many  
preparations to

5

make. Such as reserving a room, sending  
out

invitations, and purchasing gifts.

4. A. NO CHANGE.  
B. party because  
C. party, because  
D. party; because

5. A. NO CHANGE.  
B. make such  
C. make, such  
D. make; such

## Compound Sentences – Unit 5

An **independent clause** is a clause containing a subject, a verb, and a complete thought. An independent clause can stand alone as a sentence.

**INDEPENDENT CLAUSE by itself:** *Steve excels in the classroom.*

**INDEPENDENT CLAUSE as part of a sentence:**

Because he studies regularly, *Steve excels in the classroom.*

**TWO INDEPENDENT CLAUSES joined in a compound sentence:**

*Steve is not a great athlete, but he excels in the classroom.*

**FANBOYS** is an acronym representing the seven coordinating conjunctions (for, and, nor, but, or, yet, so). You can use a comma + one of the FANBOYS to join two sentences together.

I'd love to go to the dance with you, *but* I'm going to be in Colorado.

Joe will be on time tomorrow, *or* he will be fired.

**A semicolon** can also be used to join two sentences. You can use the semicolon by itself, or you can use the semicolon with a transition.

The editor puts together the newsletter; the publisher distributes it.

I'd love to go to the dance with you; unfortunately, I'm going to be in Colorado.

**Put brackets around the independent clauses in the following compound sentences. Then, label the subjects and verbs / verb phrases in each independent clause. Remember, an independent clause / sentence must contain a subject, a verb, and a complete thought. Do not include coordinating conjunctions (FANBOYS) as a part of the independent clause. Think of the coordinating conjunctions as a train hitch, linking two independent clauses.**

Fans of the Detroit Tigers dislike the Chicago White Sox, but they hate the New York Yankees.

Lisa will turn in her paper, or she will not receive credit for the semester.

Gary manages day-to-day operations; Andrea handles marketing.

The team is better; still, it remains in last place.

# Compound Sentences 5.1

## Activating Background Knowledge

An **independent clause** contains a \_\_\_\_\_, a \_\_\_\_\_, and a complete \_\_\_\_\_. An independent clause can stand alone as a simple sentence, or it can act as a part of a sentence.

**SIMPLE SENTENCE:** *Steve excels in the classroom.*

**INDEPENDENT CLAUSE as part of a sentence:** Because he studies regularly, *Steve excels in the*  
*classroom.*

**TWO INDEPENDENT CLAUSES joined in a compound sentence:**

\* *Steve is not a great athlete, but he excels in the classroom.*

\* *Steve is not a great athlete; however, he excels in the classroom.*

**DIRECTIONS:** Put brackets around the independent clauses in the following compound sentences. Complete the sample sentence with your teacher.

**SAMPLE:** Joe is the best player on the team, but he doesn't play well under pressure.

1. There sat the book; Susan grabbed it and ran.
2. Gary was very tired, but he continued to fight.

## SHAPE \\* MERGEFORMAT

**Model Sentence:** The embarrassment of receiving negative feedback might force some students to aspire for better grades, yet it might cause others to shut down and drop out.

**3. Your Sentence:**

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Use a semicolon to join two closely related independent clauses.

**SHAPE \\* MERGEFORMAT Model Sentence:** Dress codes are either extremely vague or mind-bogglingly detailed; they force school administrators to make ridiculous judgments on a daily basis.

**4. Your Sentence:**

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## Compound Sentences 5.2

### Activating Background Knowledge

An **independent clause** contains a \_\_\_\_\_, a \_\_\_\_\_, and a complete \_\_\_\_\_. An independent clause can stand alone as a simple sentence, or it can act as a part of a sentence.

**SIMPLE SENTENCE:** *Steve excels in the classroom.*

**INDEPENDENT CLAUSE as part of a sentence:** Because he studies regularly, *Steve excels in the*  
*classroom.*

**TWO INDEPENDENT CLAUSES joined in a compound sentence:**

\* *Steve is not a great athlete, but he excels in the classroom.*

\* *Steve is not a great athlete; however, he excels in the classroom.*

### Identifying Independent Clauses in Compound Sentences

**DIRECTIONS:** Put brackets around the independent clauses in the following compound sentences. Complete the sample sentence with your teacher.

**SAMPLE:** The team was excited, and the coach was confident.

1. Erin is an outstanding writer, but she doesn't speak well.
2. Moisture filled the air; the weather was about to change for the worse.

**Use a semicolon and a transition to join two independent clauses.**

**Model Sentence:** The coach wanted to draft a left tackle; however, the general manager chose a wide receiver.

**3. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

4. A. The teacher had warned the students to behave for the substitute, he was angry when he received a bad report.
- B. The teacher had warned the students to behave for the substitute; thus, he was angry when he received a bad report.
- C. Because the teacher had warned the students to behave for the substitute. He was angry when he received a bad report.
- D. The teacher had warned the students to behave for the substitute he was angry when he received a bad report.
- E. He was angry when he received a bad report. Since the teacher had warned the students to behave for the substitute.

## Compound Sentences 5.3

### Activating Background Knowledge

An **independent clause** contains a \_\_\_\_\_, a \_\_\_\_\_, and a complete \_\_\_\_\_. An independent clause can stand alone as a simple sentence, or it can act as a part of a sentence.

**SIMPLE SENTENCE:** *Steve excels in the classroom.*

**INDEPENDENT CLAUSE as part of a sentence:** Because he studies regularly, *Steve excels in the*  
*classroom.*

**TWO INDEPENDENT CLAUSES joined in a compound sentence:**

\* *Steve is not a great athlete, but he excels in the classroom.*

\* *Steve is not a great athlete; however, he excels in the classroom.*

**DIRECTIONS:** Put brackets around the independent clauses in the following compound sentences. Complete the sample sentence with your teacher.

**SAMPLE:** A good student does not necessarily drive well; a "book-smart" person may lack common sense and judgment.

1. Joe became frustrated with his homework for Algebra II; he was on the verge of an emotional meltdown.
2. Bill enjoys playing soccer, yet he attends far more baseball games than soccer matches.

**Comma + fanboys (for, and, nor, but, or, yet, so)**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** I'm not saying that having good grades isn't important, but I do believe this law is unfair because it incorrectly links academic ability to driving ability.

**3. Your Sentence:**

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**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT Model Sentence:** Maybe it's the school's fault for not having stricter rules; maybe it's the student's fault for failing to abide by the rules that are in place.

**4. Your Sentence:**

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## Compound Sentences 5.4

### Activating Background Knowledge

An **independent clause** contains a \_\_\_\_\_, a \_\_\_\_\_, and a complete \_\_\_\_\_. An independent clause can stand alone as a simple sentence, or it can act as a part of a sentence.

**SIMPLE SENTENCE:** *Steve excels in the classroom.*

**INDEPENDENT CLAUSE as part of a sentence:** Because he studies regularly, *Steve excels in the*  
*classroom.*

**TWO INDEPENDENT CLAUSES joined in a compound sentence:**

\* *Steve is not a great athlete, but he excels in the classroom.*

\* *Steve is not a great athlete; however, he excels in the classroom.*

**DIRECTIONS:** Put brackets around the independent clauses in the following compound sentences. Complete the sample sentence with your teacher.

**SAMPLE:** Cabrera's hip was sore; the manager doubted he would be able to play.

1. Will your wife be attending the ceremony, or will you be there?
2. Most sixteen year-old kids don't drive well enough to be given complete independence behind the wheel; hence, many states have adopted graduated licensing procedures.

**Comma + fanboys (for, and, nor, but, or, yet, so)**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Is an inexperienced driver going to know what to do, or is he going to panic and swerve into the ditch?

**3. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

4. A. When staff members and students share a goal. They work together to attain it.

- B. Share a goal and work together to reach that goal.
- C. Staff members and students share a goal, and they work together to attain it.
- D. Staff members and students share a goal, they work together to attain it.
- E. Staff members and students share a goal they work together to attain it.

## Avoiding Run-Ons – Unit 6

A **run-on** occurs when two sentences are improperly connected together. A common misconception is that a run-on is a really long sentence. That's not necessarily true. A sentence can be really long as long as it is properly punctuated.

Most run-ons actually occur because writers either forget end punctuation or try to use a comma to join two complete sentences.

### HOW YOU GET A RUN-ON

#### 1. Lack of punctuation

RUN-ON: The contestant hesitated the buzzer sounded.

#### 2. Comma splice (using a comma improperly to connect two sentences)

RUN-ON: The judge entered the courtroom, everyone rose.

### HOW YOU FIX A RUN-ON

RUN-ON: The judge entered the courtroom, everyone rose.

#### 1. Use a period.

The judge entered the courtroom. Everyone rose.

#### 2. Comma + FANBOYS

The judge entered the courtroom, so everyone rose.

#### 3. Semicolon

The judge entered the courtroom; everyone rose.

#### 4. Semicolon + transition (conjunctive adverb)

The judge entered the courtroom; thus, everyone rose.





## Run-ons 6.1

### Activating Background Knowledge:

Define run-on sentence:

What are the two common causes of a run-on?

2.

**DIRECTIONS:** Identify each example as a run-on (RO) or correct (C).

Although I enjoy my teacher's personality, I don't know if I'm learning much. \_\_\_\_

I enjoy my teacher's personality, but I don't know if I'm learning much. \_\_\_\_

I enjoy my teacher's personality, I don't know if I'm learning much. \_\_\_\_

I enjoy my teacher's personality I don't know if I'm learning much. \_\_\_\_

5. About 20% of students are struggling readers, a school must provide focused interventions to help these students catch up with their peers. \_\_\_\_

6. About 20% of students are struggling readers; a school must provide focused interventions to help these students catch up with their peers. \_\_\_\_

7. About 20% of students are struggling readers a school must provide focused interventions to help these students catch up with their peers. \_\_\_\_

8. A school must provide focused interventions, so the 20% of students who are struggling can catch up with their peers. \_\_\_\_

**Comma + fanboys (for, and, nor, but, or, yet, so)**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Will students be able to adjust to these new expectations, or will they flounder and fail?

**9. Your Sentence:**

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## Run-ons 6.2

**Activating Background Knowledge:** As a whole class, define "run-on sentence."

What are the two common causes of a run-on?

1.

2.

**DIRECTIONS:** Fix the following run-ons using each of the methods specified. You do not need to rewrite the entire sentence (see example provided).

**RUN-ON:** His personality was attractive, his job performance was pathetic.

**EX.** (Use a period):   attractive. His

1. (comma + fanboys):

2. (semicolon):

3. (semicolon + transition):

**Comma + fanboys** (for, and, nor, but, or, yet, so)

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** John searched the hills, and Lisa searched the valley.

**4. Your Sentence:**

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**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT Model Sentence:** Maybe it's the school's fault for not having stricter rules; maybe it's the student's fault for failing to abide by the rules that are in place.

**5. Your Sentence:**

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## Run-ons 6.3

**Activating Background Knowledge:** As a whole class, define "run-on sentence."

What are the two common causes of a run-on?

1.

2.

**DIRECTIONS:** Fix the following run-ons using each of the methods specified. You do not need to rewrite the entire sentence (see example provided).

**RUN-ON:** Gary never saved a dime, he had to work full-time until age 70.

Ex. USE A PERIOD: dime. He

COMMA + FANBOYS:

SEMICOLON:

SEMICOLON + transition:

**Use a semicolon and a transition to join two sentences.**

**Model Sentence:** Bob had a passion for football; unfortunately, he was only five feet tall and weighed 124 pounds.

**4. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- 5.
- A. Joe never completed his share of the closing tasks on time. Which provoked resentment and anger from his colleagues.
  - B. Joe never completed his share of the closing tasks on time, this provoked resentment and anger from his colleagues.
  - C. Joe never completed his share of the closing tasks on time. Provoking resentment and anger from his colleagues.
  - D. Provoking resentment and anger from his colleagues; Joe never completed his share of the closing tasks on time.
  - E. Joe never completed his share of the closing tasks on time, provoking resentment and anger from his colleagues.

# Commas - Unit 7

A comma indicates a **pause**. It can either **separate** something, or it **can connect** two sentences if used with one of the FANBOYS.

## WHEN TO USE A COMMA:

1. Use a comma after an **opener** (introductory word, phrase, or clause). An opener is a single word or fragment that is located at the start of a sentence and is followed by a comma.

Furthermore, I find the wording of your proposal to be offensive.

Broken and bruised, Diaz was ready to call it a day.

Because she had a sore throat, Janna was unable to sing her solo.

2. Use a comma to set off an **interrupter** (a nonessential phrase or clause) - a word or phrase that interrupts the flow of a sentence. You can tell if something is an interrupter by checking to see whether or not it is essential to the sentence. If you can take it out, and the meaning of the sentence doesn't really change, the interrupter is **nonessential**, and should be set off with commas.

William, in fact, made the all-state hockey team.

Timmy, the smallest of the boys, was teasing my sister.

3. Use a comma to set off a **closer** - a fragment that is added after an independent clause (could be a complete sentence) and is preceded by a comma.

Joe dribbled up court, his sparkling new Nikes squeaking with each move he made.

There sat Steve, blissfully unaware of the chaos he had created.

4. Use commas to separate items in a **series**.

Getting to school on time, doing all my assignments, and behaving well are all things I can do to ensure my success in school.

5. Use a **comma + one of the FANBOYS** to make a compound sentence.

I'd love to help you finish your project, but I have to be to work by nine.

Gary will turn in his final project, or he will flunk the class.

6. Use a comma to introduce a **quotation** when used with explanatory words like *he said* or *she exclaimed*.

"Wait," demanded Stevie, "you can't leave yet."

Jerry said, "I want some swimming goggles."

7. Use a comma in **dates** and **addresses**.

On September 11, 2001, the United States was attacked.

I lived at 13768 Fruit Ridge Avenue, Kent City, Michigan, for thirteen years.

## When NOT to use a COMMA...

1. Don't use a comma if the dependent clause (AAAWWUBBIS) comes second.

INCORRECT: The boy knocked on the door, while I was eating.

**CORRECT: The boy knocked on the door while I was eating.**

2. Don't automatically use a comma just because you see one of the FANBOYS.

INCORRECT: We sat down at the table, *and* began to talk.

**CORRECT: We sat down at the table and began to talk.** (In this case, *and* is connecting two verbs, not two complete sentences.)

3. Don't use a comma to set off an **ESSENTIAL** phrase or clause. Ask yourself this question: if you were to take the phrase or clause out of the sentence, would the basic meaning of the sentence change? If the answer is yes, then the phrase or clause is essential.

INCORRECT: I recognized many of the students, who stood with me, in front of the school.

**CORRECT: I recognized many of the students who stood with me in front of the school.**





## Commas 7.1

Match the sentence with the appropriate comma rule.

1. The boy threw his books, shouted at the teacher, and walked away.
2. Alice Walker, the famous writer, was born in Georgia. \_\_\_\_\_
3. Women who oppose the healthcare bill recently held a rally in Washington. \_\_\_\_\_
4. Whenever I see John, my stomach churns and my palms sweat. \_\_\_\_\_
5. Vincent's mother is a successful attorney, but his father is a deadbeat. \_\_\_\_\_
6. The well-kept and orderly shop stood apart, an oasis in a desert of decrepit buildings. \_\_\_\_\_
7. "I hope you're happy," said Steve. \_\_\_\_\_
8. On June 7<sup>th</sup>, 2013, school is dismissed. \_\_\_\_\_
9. The boy knocked on the door while I was eating. \_\_\_\_\_
10. We sat down at the table and began to talk. \_\_\_\_\_

USE A COMMA...

- A. Use commas in **dates and addresses**.
- B. Use commas to set off an **interrupting** word or phrase.
- C. Use a comma after an **opener**.
- D. Use a comma to set off a **closer**.
- E. Use a comma with explanatory words to set off a **quotation**.
- F. Use a **comma with one of the FANBOYS to connect two independent clauses**.
- G. Use commas to set off items in a **series**.

DON'T USE A COMMA...

- H. Don't use a comma to set off an **essential phrase or clause**.
- I. Don't use a comma **just because you see one of the FANBOYS**.
- J. Don't use a comma if the **dependent clause comes second** in the sentence.

## Dependent clause opener

## SHAPE \\* MERGEFORMAT

**Model Sentence:** Although Joe was an intelligent person, he was out of his league.

### 11. Your Sentence:

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**Use commas to set off an interrupting word or**

**phrase**

**Model Sentence:** My position on this issue, however, has not changed.

## 12. Your Sentence:

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## Commas 7.2

Match the sentence with the appropriate comma rule.

<ol style="list-style-type: none"> <li>1. The Mississippi River, which is over 2,300 miles long, is the second-longest river in the United States. _____</li> <li>2. Nancy read the information about commas carefully, but she received a low score on the practice quiz. _____</li> <li>3. Nancy read the information about commas carefully but received a low score on the practice quiz. _____</li> <li>4. The principal needs to speak to you when you are available. _____</li> <li>5. Whistling and skipping happily, Gretta made her way down the sidewalk. _____</li> <li>6. His powerful legs, quick feet, and agile hands make him a nightmare for offensive tackles. _____</li> <li>7. His comment was horrifying, a type of educational heresy. _____</li> <li>8. On December 7<sup>th</sup>, 1941, America was attacked. _____</li> <li>9. "Wait," said Steve, "you can't leave yet." _____</li> <li>10. Some of the students who were protesting against the war were arrested. _____</li> </ol>	<p>USE A COMMA...</p> <ol style="list-style-type: none"> <li>A. Use commas in <b>dates and addresses</b>.</li> <li>B. Use commas to set off an <b>interrupting</b> word or phrase.</li> <li>C. Use a comma after an <b>opener</b>.</li> <li>D. Use a comma to set off a <b>closer</b>.</li> <li>E. Use a comma with explanatory words to set off a <b>quotation</b>.</li> <li>F. Use a <b>comma with one of the FANBOYS to connect two independent clauses</b>.</li> <li>G. Use commas to set off items in a <b>series</b>.</li> </ol> <p>DON'T USE A COMMA...</p> <ol style="list-style-type: none"> <li>H. Don't use a comma to set off an <b>essential phrase or clause</b>.</li> <li>I. Don't use a comma <b>just because you see one of the FANBOYS</b>.</li> <li>J. Don't use a comma if the <b>dependent clause comes second</b> in the sentence.</li> </ol>
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### Phrase opener

SHAPE \\* MERGEFORMAT

**Model Sentence:** Having known Ben for years, I did not believe the charges were true.

11. YOUR SENTENCE:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

12.
  - A. The committee recommended that the school make personnel changes. Such as hiring a diagnostic reading specialist, a librarian, and an at-risk counselor.
  - B. The committee recommended that the school make personnel changes it suggested that the school hire a diagnostic reading specialist, a librarian, and an at-risk counselor.
  - C. The committee recommended that the school make personnel changes, it suggested that the school hire a diagnostic reading specialist, a librarian, and an at-risk counselor.

D. The committee recommended that the school hire a diagnostic reading specialist, a librarian, and an at-risk counselor.

E. After carefully considering the data. The committee recommended that the school hire a diagnostic reading specialist, a librarian, and an at-risk counselor.

## Commas 7.3

Match the sentence with the appropriate comma rule.

<p>1. After surviving this ordeal, the trapper felt relieved. _____</p> <p>2. Mark Twain's early novels, I believe, stand the test of time. _____</p> <p>3. September 11<sup>th</sup>, 2001, will never be forgotten. _____</p> <p>4. I returned the book after I read it. _____</p> <p>5. The field seemed safe, a place of peaceful respite in the midst of a concrete jungle. _____</p> <p>6. Our new principal is very intelligent, but he sometimes can be forgetful. _____</p> <p>7. The parent sat next to me and started telling me her life story. _____</p> <p>8. "I'm not sure what my role is," said Bob. _____</p> <p>9. Eating, drinking, and sitting on the couch are Joe's only talents. _____</p> <p>10. Many of the people who are protesting the war are veterans themselves. _____</p>	<p>USE A COMMA...</p> <p>A. Use commas in <b>dates and addresses</b>.</p> <p>B. Use commas to set off an <b>interrupting</b> word or phrase.</p> <p>C. Use a comma after an <b>opener</b>.</p> <p>D. Use a comma to set off a <b>closer</b>.</p> <p>E. Use a comma with explanatory words to set off a <b>quotation</b>.</p> <p>F. Use a <b>comma with one of the FANBOYS to connect two independent clauses</b>.</p> <p>G. Use commas to set off items in a <b>series</b>.</p> <p>DON'T USE A COMMA...</p> <p>H. Don't use a comma to set off an <b>essential phrase or clause</b>.</p> <p>I. Don't use a comma <b>just because you see one of the FANBOYS</b>.</p> <p>J. Don't use a comma if the <b>dependent clause comes second</b> in the sentence.</p>
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### Phrase closer

**SHAPE \\* MERGEFORMAT Model Sentence:** The wind was relentless and tyrannical, ceaselessly tossing wave after wave across the deck of the boat.

### 11. Your Sentence:

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### Comma + fanboys (for, and, nor, but, or, yet, so)

**SHAPE \\* MERGEFORMAT Model Sentence:** The speaker tried to answer the question, but he simply couldn't.

### 12. Your Sentence:

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## Commas 7.4

**Activating Background Knowledge:** List the key words in our seven comma rules.

- |    |    |    |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. |    |
| 3. | 6. |    |

**When NOT to use commas....**

1. Not for essential clauses
2. not every time you see one of the FANBOYS
3. Not needed if the dependent clause comes second

**DIRECTIONS:** Cross out commas that are not needed. Insert commas where needed.

EX. The retiring teacher, was applauded more than he expected to be.

1. The novel a legal thriller was an instant bestseller.
2. The salmon population has been seriously damaged by run-off pollution, and by poaching.
3. Although, most families eat around their television sets mine does not.
4. Secretaries today need skills in, typing on a computer using a calculator and organizing the work flow.
5. Even people, who are fit, should be wary of falling on a hike.

Use a **comma** to introduce a quote with explanatory words like *he said* or *she exclaimed*.

My

**6. YOUR SENTENCE:**

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## Commas 7.5

**Activating Background Knowledge:** Fill in the missing blanks.

- |                     |                      |    |
|---------------------|----------------------|----|
| 1. opener           | 4. items in a series | 7. |
| dates and addresses |                      |    |
| 2. interrupter      | 5. comma + FANBOYS   |    |
| 3. closer           | 6. quotation         |    |

**When NOT to use commas....**

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

**DIRECTIONS:** Insert commas where needed in the following sentences.

1. Steve walked into the store and he bought some milk.
2. Steve walked into the store and bought some milk.
3. Unless I get a raise I'm going to struggle to pay the rent.
4. I'm going to struggle to pay the rent unless I get a raise.
5. "Wait" said Bob "I'm going to need your help."
6. The leader forgot three things: his flashlight his clothes and his canteen.
7. I lived on 35 Oak Street Rockford Michigan for much of my life.
8. My brother who worked on a farm during high school is quite strong.
9. People who work on a farm are quite strong.
10. In fact I graduated on June 3rd 1992 from Sparta High School.
11. My sister by the way is an outstanding singer.

**Dependent clause opener**

**SHAPE \\* MERGEFORMAT Model Sentence:** Although Joe was an intelligent person, he



was out of his league.

12. Your sentence:

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## Semicolons and Colons - Unit 8

### Semicolons ;

A semicolon is stronger than a comma but weaker than a period. It is used to **link two independent clauses** with similar ideas, or it can be used to avoid confusion when there are already **too many commas** in a sentence.

### Colons :

A colon indicates a **stop** and then **introduces** something. In the words of Jeff Anderson, “The colon acts like a drum roll, announcing what will follow.”

#### WHEN TO USE A SEMICOLON

1. Use a **semicolon to join two independent clauses**, creating a compound sentence.

Students with jobs lose focus on their school work; their grades begin to slip and their futures dim.

2. Use a **semicolon and a transition** (conjunctive adverb) **to join two independent clauses**, creating a compound sentence.

Students with jobs lose focus on their school work; hence, their grades begin to slip and their futures dim.

3. Use a semicolon to **separate items in a series that contain commas**.

My cousin has lived in Detroit, Michigan; Cleveland, Ohio; and Las Vegas, Nevada.

Bobby hired Joe, the carpenter; Larry, the mason; and Steve, the electrician.

On this plan, I can eat whole-grain breads, pastas, and tortilla chips; citrus fruits, green vegetables, and some ruffage; and lean meats, such as turkey or fish.

#### WHEN TO USE A COLON

1. Use a colon after a stop to introduce a **list**.

Our guide told us to bring the following items: a lantern, a sleeping bag, and a tent.

2. Use a colon after a stop to introduce a **quotation**.

The President's attitude was cold and detached: "We must not let emotion interfere with our mission."

3. Use a colon after a stop to **introduce another sentence or a summary**.

It's obvious why you're tired: you're staying up too late.

DIRECTIONS: Insert semicolons or colons where needed in the following sentences.

1. I'd like to help you out unfortunately, I don't have the time.
2. The principal made the following announcement "School will be closed at 12:30."
3. Joe has worked in Austin, Texas, Tulsa, Oklahoma, and Boise, Idaho.

4. I grabbed everything I would need a fishing pole, bait, and my water bottle.
5. The writer's job is to write the editor's job is to edit.
6. You failed the test for one reason you didn't study.

## Semicolons 8.1

**Activating Background Knowledge:** In what situations do we use a semicolon?

- 1.
- 2.
- 3.

**DIRECTIONS:** Insert commas and/or semicolons in the following sentences.

1. Last spring I traveled to San Antonio Texas Phoenix Arizona and Santa Fe New Mexico.

2. I have a great time when I visit my grandfather it's a shame that he doesn't have time to be there for Steve's Gary's or Mike's birthday.

Gone With The Wind was the novel we were supposed to be discussing however each of the members of the book club forgot to bring a copy this week.

Use a **semicolon and a transition** to join two independent clauses.

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**Model Sentence:** The evidence was overwhelming; **consequently**, the jury returned a verdict of guilty.

**4. Your Sentence:**

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DIRECTIONS: Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

5. A. Michael is a conscientious student, unfortunately, his meticulous nature causes him to struggle on timed tests.
- B. Because Michael is a very deliberate and conscientious student. His meticulous nature causes him to struggle on timed tests.
- C. Michael is a conscientious student; unfortunately, his meticulous nature causes him to struggle on timed tests.
- D. Although Michael is a very deliberate and conscientious student his meticulous nature causes him to struggle on timed tests.
- E. Michael is a conscientious student his meticulous nature causes him to struggle on timed tests.

## Semicolons 8.2

**Activating Background Knowledge:** In what situations do we use a semicolon?

- 1.
- 2.
- 3.

**DIRECTIONS:** Insert commas or semicolons where needed.

1. Every one of the board members forgot the materials if I would have known I could have printed off extras for each person.
2. Gary and Grandfather knew Aaron Shipley the congressman Steve Wright the former senator and Lisa Stanton the attorney general.
3. The dictator is in violation of the most recent United Nations' resolution therefore the United States will disarm him.

**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Steve had been a close friend of mine when we were young boys; we grew apart during our teenage years.

**4. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

5. A. The agent had not given the team an answer, hence, he maintained leverage in the negotiation.

B. The agent had not given the team an answer; hence, he maintained leverage in the negotiation.

C. Because the agent had not given the team an answer. He still had leverage in the negotiation.

D. Maintaining his leverage in the negotiation. The agent refused to give the team an answer.

E. The agent maintained his leverage in the negotiation, because he refused to give the team an answer.

## Semicolons 8.3

**Activating Background Knowledge:** In what situations do we use a semicolon?

- 1.
- 2.
- 3.

**DIRECTIONS:** Correct the following sentences, inserting commas and/or semicolons where necessary.

1. Sue and Matt become really angry when they lose at anything each of them is incredibly competitive.
2. Jerry has been absent for six days thus he is failing trigonometry.

**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The captain gave the orders; the crew followed them.

**3. Your Sentence:**

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**Use a semicolon and a transition** to join two independent clauses.

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**Model Sentence:** The class was inattentive during the review session; accordingly, several students failed.

**4. Your Sentence:**

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## Colons 8.4

**Activating Background Knowledge:** What does a colon signify? In what situations do we use a colon?

- 1.
- 2.
- 3.

**DIRECTIONS:** Edit the sentence below. Insert commas, semicolons, or colons where necessary.

1. The success of the action depended upon three variables one that the weather would be calm two that the supplies would arrive on time and three that the enemy would be short on ammunition.
2. Winston Churchill made the most famous statement of the war "We shall never surrender."
3. I sat there, horrified at what I had become a foolish insensitive jerk.

**Use a colon after a stop to introduce a series.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** I mentally added up the destruction: the torn-off roof, the crumbling front porch, the mangled wooden fence.

**4. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

5. A. We noticed several signs of the couple's love kissing, holding hands, referring to each other by pet names.

B. We noticed several signs of the couple's love: one, their constant kissing; two, their holding hands; and  
three, their sickening use of cheesy pet names for each other.

C. We could tell the couple was in love because they were: kissing, holding hands, referring to each other by  
pet names.

D. We noticed several signs of the couple's love: one, their constant kissing, two, their holding hands, and  
three, their sickening use of cheesy pet names for each other.

E. We noticed several signs of the couple's love; one their constant kissing, two their holding hands, and  
three their sickening use of cheesy pet names for each other.

## Colons 8.5

**Activating Background Knowledge:** What does a colon signify? In what situations do we use a colon?

- 1.
- 2.
- 3.

**DIRECTIONS:** Insert commas, semicolons, or colons where needed in the following sentences.

1. We studied the effect of the sun on the following planets Mars the red planet Jupiter the largest planet and Earth the third planet from the sun.

2. Having been betrayed by his mother Hamlet questions his own existence "To be or not to

be? That is the question."

3. The professor told us to do the following read the text underline key passages and write a one-page

response to the literature.

**Use a colon after an independent clause to introduce a word, phrase, or clause that explains or summarizes the first clause.**

**Model Sentence:** If Joe was going to escape, it was now or never: all of the guards were distracted by the fight.

**4. Your Sentence:**

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DIRECTIONS: Read the following sentence carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answer.

A

B

C

D

5. Many members of my family think my Aunt Joe is paranoid; she is suspicious of: door-to-door salesmen, doctors, and contractors. E. NO CHANGE.

Explain your answer:

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## Colons 8.6

**Activating Background Knowledge:** In what situations do we use a colon?

- 1.
- 2.
- 3.

**DIRECTIONS:** Correct the sentence below. Insert commas, semicolons, or colons where necessary.

1. My mother gave me instructions for preparing the dessert first mix the filling then roll the dough finally put the pie in the oven.
2. The President made the following announcement "We are now at war."

**Use a colon after a stop to introduce a series.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The coach demanded three things from every player: effort, execution, and determination.

**3. Your Sentence:**

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**Use a colon after a stop to introduce a quotation that is a complete sentence or longer.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The famous quarterback shocked the world when he made the following announcement: "I have desired to give up the game of football."

**4. Your Sentence:**

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# Apostrophes - Unit 9

An apostrophe shows **possession** or **contraction**. Make sure you understand how to use apostrophes properly in your writing.

## WHEN TO USE AN APOSTROPHE

1. To show **possession**, use an 's after any singular noun or any word that does not end in s.

Jimmy's car	the school's furnace	the children's toys
the clock's hands	Arianna's bike	Ross's house

2. To show possession, use an s' if a **plural word** ends in s.

All of the teachers' desks were moved out into the hall. (teachers is plural)

Some of the drivers' cars were damaged. (drivers is plural)

3. Use an apostrophe in **contractions**.

she's = she is    hasn't = has not    they're = they are    won't = will not    it's = it is

We'll succeed.

They're going to be late.

4. Avoid using an apostrophe when using a **possessive pronoun**.

### POSSESSIVE PRONOUNS (don't need apostrophes)

#### Singular

my  
your  
his   her   its

#### Plural

our  
your  
their

The car had lost **its** wheel.

Jenna left **her** book in her locker.

The team members left **their** equipment behind.

**Whose** file is this?

5. If two or more people **share possession** of something, you only need to use an apostrophe with name of the last owner mentioned.

Steve and Lisa's apartment was destroyed.

If each person individually **possesses** something, you need to use an apostrophe with each name.

Gary's and Arthur's clothes were destroyed in the fire.

DIRECTIONS: Edit and correct any errors in apostrophe usage.



“Its time for you to leave,” said Lindas mother.

The group of hikers has lost it’s way.

Its parents night at the high school, so Steve and Lisas dad wont be home.

If you were absent, copy either Andreas or Eastons notes.

# Apostrophes 9.1

**Activating Background Knowledge:** Match the example with the appropriate rule.

1. The car lost its wheel. ____	A. To show <b>possession</b> , use an 's after any singular noun or any word that does not end in s.
2. James's mother was angry. ____	B. To show possession, use an s' if a <b>plural word</b> ends in s.
3. All of the competitors' jerseys were spread out on the table. ____	C. Use an apostrophe in <b>contractions</b> .
4. I'll be home at midnight. ____	D. Avoid using an apostrophe when using a <b>possessive pronoun</b> .
5. Lisa's and Andrea's coats were left in the lecture hall. ____	E. If two or more people <b>share possession</b> of something, you only need to use an apostrophe with name of the last owner mentioned.
6. Cliff and Lisa's home was damaged by the tornado. ____	F. If each person <b>individually possesses</b> something, you need to use an apostrophe with each name.

**DIRECTIONS:** Insert or remove apostrophes where necessary.

- Its time to leave. Were supposed to be at John and Lindas house by 7:00.
- Chimpanzees diet's include various bugs.
- Its clear that grooming is important in chimps lives.

**Use commas to set off an interrupting word or phrase**

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**Model Sentence:** I'd like to believe that Jerry, my friendly and outgoing neighbor, didn't steal my sister's purse.

\* Include an apostrophe to show singular possession somewhere in your sentence.

**10. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

A. For the first time ever, the two clubs joined together to raise money for Mr. Jones children.

B. For the first time, the two clubs worked together to raise money for Mr. Jones' children.

C. Having come together for the first time, the two clubs joined together to raise money for

Mr. Jones's children.

D. Coming together for the first time, the two clubs raised money for Mr. Jones's children.

E. Coming together for the first time. The two clubs raised money for Mr. Jones's children.

## Apostrophes 9.2

**Activating Background Knowledge:** Match the example with the appropriate rule.

1. Steve's family lives in London. ____	A. To show <b>possession</b> , use an 's after any singular noun or any word that does not end in s.
2. My truck is on its final set of tires. ____	B. To show possession, use an s' if a <b>plural word</b> ends in s.
3. All of the students' lockers were damaged. ____	C. Use an apostrophe in <b>contractions</b> .
4. It's time for you to go. ____	D. Avoid using an apostrophe when using a <b>possessive pronoun</b> .
5. That guitar is either Justin's or Ross's. ____	E. If two or more people <b>share possession</b> of something, you only need to use an apostrophe with name of the last owner mentioned.
6. Pete and Tina's project is on the table. ____	F. If each person <b>individually possesses</b> something, you need to use an apostrophe with each name.

**DIRECTIONS:** Insert or cross out apostrophes where necessary.

7. The suns heat bakes the streets of Phoenix.
8. Stephens and Garys backs are sunburned.
9. The cars mirrors reflected the light.

**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The engine of the car still looked good; its body did not.

Use the possessive pronoun "its" correctly in your sentence.

**10. Your Sentence:**

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**DIRECTIONS:** Read the following sentence carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answer.

11. Joe walked into the classroom, and struck up a conversation with their professor. E.

NO ERROR.

Explain your answer:

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## Apostrophes 9.3

**Activating Background Knowledge:** Match the example with the appropriate rule.

1. Gary's and Brian's trucks are parked out back. ____	A. To show <b>possession</b> , use an 's after any singular noun or any word that does not end in s.
2. The engine has lost its source of power. ____	B. To show possession, use an s' if a <b>plural word</b> ends in s.
3. All of the owners' votes were cast in favor of the new commissioner. ____	C. Use an apostrophe in <b>contractions</b> .
4. Wouldn't you help him if you could? ____	D. Avoid using an apostrophe when using a <b>possessive pronoun</b> .
5. Could you take Jason's keys with you? ____	E. If two or more people <b>share possession</b> of something, you only need to use an apostrophe with name of the last owner mentioned.
6. Glen and Cindy's cottage is cute. ____	F. If each person <b>individually possesses</b> something, you need to use an apostrophe with each name.

**DIRECTIONS:** Insert or cross out apostrophes where necessary.

7. Bess' friend tried to help your parents' make a decision.
8. The car lost it's wheel on the way to parents night at the high school.
9. Steves and Larrys records were destroyed in the fire.
10. Odysseus journey is amazing in it's scope.

**Use a colon after a stop to introduce a list of items.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** All of the following items were on my parents' list: hot dogs, hamburgers, ketchup, pickles, mustard, chips, carrots, and veggie dip.

\* Include an apostrophe after an s to show plural possession.

**11. Your Sentence:**

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## Dashes - Unit 10

Dashes may be used to set off a major interruption within a sentence. Dashes can replace commas, but only in cases in which the writer wishes to indicate a stronger break than a comma would provide.

A writer may also use a dash to set off a summary or explanation that follows a list. In this case, the dash acts almost like a colon in reverse.

Use dashes sparingly. If overused, they can create a choppy rhythm and damage the coherence of a composition.

Dashes may be used to set off a <b>major interruption</b> within a sentence.	<p>My father – and it is hard to blame him given the poverty in which he grew up – grows very angry if he feels that someone is denigrating the poor.</p> <p>My uncle – I strongly suspected – knew nothing about remodeling houses.</p> <p>Things I used to be good at – crossword puzzles, trivia games, and chess – became exercises in frustration after my head injury.</p>
A writer may also use a dash to set off a <b>summary or explanation that follows a list</b> .	<p>Volkswagen, BMW, and Mercedes – these are all German auto companies.</p> <p>Joe, Jason, and Cliff – they all objected to Marc’s engagement to Clarissa.</p>

**DIRECTIONS:** Insert dashes where necessary in the following sentences.

1. Mr. Jones the type of person who could silence of a room filled with dozens of hyperactive band

students was at a loss for words around the group of kindergartners.



2. Chemistry, Algebra II, and American Government these courses were all required for graduation.
3. Even my closest friends Sue, Daniel, and Alyssa would not support me.

## Dashes 10.1

**Activating Background Knowledge:** In what two situations should you use dashes?

\*

\*

**DIRECTIONS:** Insert dashes where needed.

1. Patience, intelligence, and strength these are all qualities needed to be a good leader.
2. The audience grew restless twenty minutes had passed with no sign of the band and began to shout at the twenty-two security guards standing in front of the stage.

**Use dashes to set off a MAJOR interruption which may represent a shift from the main idea. Don't overuse dashes.**

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**Model Sentence:** Things I used to be good at – crossword puzzles, trivia games, and chess – became exercises in frustration after my head injury.

**3. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

- A. Until Joanne walked through the door, I was incredibly bored.
- B. I was incredibly bored, until Joanne walked through the door.
- C. Joanne walked through the door until then I was incredibly bored.

- D. Until Joanne walked through the door; I was incredibly bored.
- E. I was incredibly bored, then Joanne walked through the door.

## Dashes 10.2

**Activating Background Knowledge:** In what two situations should you use dashes?

\*

\*

**DIRECTIONS:** Insert dashes where needed.

1. Petroleum is used in many products soaps, cosmetics, toothpaste that are sold in grocery stores.
2. The middle linebacker in spite of a separated shoulder made twelve tackles.

**Use a dash to set off a summary or explanation that follows a list.**

, , and - .

**Model Sentence:** Volkswagen, BMW, and Mercedes – these are all German auto companies.

### 3. Your Sentence:

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DIRECTIONS: Read the following sentence carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answer.

D

A

B

C

4. The chief executive needed an experiment to study the effect of the company's actions a test of

some sort. E. NO ERROR.

5. Joseph, my <sup>A</sup>brothers boss, introduced me to several important <sup>B</sup>people; Bob Jones, <sup>C</sup>the floor director;

<sup>D</sup>Gary Halter, the lighting expert; and Steven Sadley, the producer. E. NO ERROR.

<sup>C</sup>6. The impact of <sup>A</sup>Mercutio's death on Romeo is <sup>B</sup>immense, Romeo questions his own manhood and  
<sup>D</sup>responds with rage.

## Dashes 10.3

**Activating Background Knowledge:** In what two situations should you use dashes?

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\*

**DIRECTIONS:** Insert dashes where needed. Correct any other errors you notice.

The child was sitting actually sprawling at his desk.

Protein bars, trail mix, and beef jerky I bring these foods with me on fishing trips.

**Use dashes to set off a MAJOR interruption which may represent a shift from the main idea. Don't overuse dashes.**

- - .

**Model Sentence:** My uncle – I strongly suspected – knew nothing about remodeling houses.

**3. Your Sentence:**

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**Use a dash to set off a summary or explanation that follows a list.**

, , , and - .

**Model Sentence:** Joe, Jason, and Cliff – they all objected to Marc's engagement to Clarissa.

**4. Your Sentence:**

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# Avoiding Wordiness and Redundancy – Unit 11

**Avoid wordiness and redundancy by** taking out unnecessary words or phrases or by taking out any words or phrases that repeat themselves. You can also avoid wordiness by eliminating unnecessary helping verbs (am, is, are, was, were) and using active rather than passive voice.

## **Eliminate unnecessary words.**

WORDY: In spite of the fact that I like you, at this particular point in time I will not be investing.

REDUCED: Although I like you, I won't be investing now.

## **You can trim “It is” or “There are” from virtually any sentence.**

WORDY: There are three rivers that run through this county.

REDUCED: Three rivers run through this county.

WORDY: It is the satisfaction of completing a project that makes construction work rewarding.

REDUCED: The satisfaction of completing a project makes construction work rewarding.

## **Eliminate redundant expressions.**

REDUNDANT: Joe is going to fix the broken heater, which is not working.

CORRECT: Joe is going to fix the broken heater.

REDUNDANT: The Lions lost six consecutive games in a row.

CORRECT: The Lions lost six consecutive games.

## **Avoid using helping forms of “to be” (am, is, are, was, were) whenever possible.**

WORDY: Eurylochus is serving as a foil for Odysseus.

REDUCED: Eurylochus serves as a foil for Odysseus.

## **Use active rather than passive voice.**

WORDY / PASSIVE VOICE: America was discovered by Christopher Columbus.

BETTER / ACTIVE VOICE: Christopher Columbus discovered America.

WORDY / PASSIVE VOICE: Hester is forced to look inward and to question the central tenets of Puritanism by her isolation.

BETTER / ACTIVE VOICE: Hester's isolation forces her to look inward and to question the central tenets of Puritanism.

DIRECTIONS: Make these wordy sentences more concise.



There are a great deal of people at this particular time in history who avoid making any statements that might be considered controversial.

Dimmesdale is prevented from finding redemption throughout the action of the novel by cowardice.

## Avoiding Wordiness & Redundancy 11.1

**Activating Background Knowledge:** In order to write with clarity and precision, it is important to avoid

1. WORDINESS =

2. REDUNDANCY=

**DIRECTIONS:** Revise the following sentences, eliminating wordiness or redundancy.

1. Joe came to the realization that he did not want to take AP Statistics.
2. Alyssa thought that this was something that could take place only in the movies; therefore, she never once expected this problem to happen in her life.

**Dependent clause opener**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Because Joe was named the team captain, he needs to speak with the referees.

**3. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Keep an eye out for wordiness or redundancy. Be prepared to explain why the other four examples won't work.

4. A. The sermon went on for nearly a half an hour the congregation began to get restless.

After listening to the sermon of the new pastor drag on and continue for nearly half an hour, the congregation began to get restless.

The new pastor's sermon dragged on for over a half an hour; the congregation grew restless.

Because the pastor's sermon dragged on for over half an hour. The congregation grew restless.

The congregation grew restless, because the pastor's sermon dragged on for over half



## Avoiding Wordiness & Redundancy 11.2

**Activating Background Knowledge:** In order to write with clarity and precision, it is important to avoid

1. WORDINESS =

2. REDUNDANCY=

ACTIVE VOICE means that the subject of the sentence is doing something. PASSIVE VOICE means that something is being done to the subject. USING ACTIVE VOICE promotes clarity and reduces wordiness.

PASSIVE VOICE: America was discovered by Christopher Columbus.

ACTIVE VOICE: Christopher Columbus discovered America.

**DIRECTIONS:** Revise the following sentences, eliminating wordiness or redundancy. Remember to rewrite sentences in active, not passive, voice.

1. The class was begun by the teacher.
2. His rudeness is caused by the fact that he has a sense of inferiority about himself.

**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The wisdom of requiring students to take so many standardized tests is in doubt; many educators believe that too much testing stifles creativity.

**3. Your Sentence:**

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**Punctuation Review:** Insert commas, semicolons, colons, or apostrophes where necessary.

4. I was surrounded by Mr. Jones the electrician Mr. Wilson the contractor and Mrs. Atlas the company CEO.
5. The schools new principal began her speech "Its now time for us to reflect on our goals for the school year."
6. The scoutmaster told the troop to bring these items a tent a sleeping bag and a pillow.

## Avoiding Wordiness & Redundancy 11.3

**Activating Background Knowledge:** In order to write with clarity and precision, it is important to avoid

1. WORDINESS =

2. REDUNDANCY=

**REMEMBER:** You can trim “it is” or “there are” from virtually any sentence.

WORDY: There are three rivers that run through this county.

REDUCED: Three rivers run through this county.

**DIRECTIONS:** Revise the following sentences, eliminating wordiness or redundancy.

1. There are several factors that determine whether or not a new employee will be successful.
2. It is the pleasure of seeing young people grow that makes being a mentor a worthwhile pursuit.

**Use commas to set off an interrupting word or phrase**

,

•

,

,

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**Model Sentence:** Glen London, a world-renowned teacher, is also an outstanding golf coach.

**3. Your Sentence:**

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**DIRECTIONS:** Read the following sentences carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answers.

A

B

C

D

4. Clarissa expected Gary to attend the concert, she was disappointed when he wasn't

there. E. NO ERROR.

5. <sup>A</sup>Even when we were <sup>B</sup>angry. <sup>C</sup>Our father made <sup>D</sup>us laugh. E. NO ERROR.

6. Just over <sup>A</sup>half of the students <sup>B</sup>received a B or better in <sup>C</sup>Algebra II, a big improvement from the  
previous <sup>D</sup>year's numbers. E. NO ERROR.

## Avoiding Wordiness & Redundancy 11.4

**Activating Background Knowledge:** In order to write with clarity and precision, it is important to avoid

1. WORDINESS =

2. REDUNDANCY=

**Avoid using helping forms of “to be” (am, is, are, was, were) whenever possible.**

WORDY: Eurylochus is serving as a foil for Odysseus.

REDUCED: Eurylochus serves as a foil for Odysseus.

**DIRECTIONS:** Revise the following sentences, eliminating wordiness or redundancy.

1. The team was gathering around the coach and was waiting for him to speak.
2. The governor’s belief is summed up by him as being the idea that running the government should be like running a business.

**Use a colon after a stop to introduce a series.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Jackson enjoys playing three sports: baseball, soccer, and golf.

**3. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Keep an eye out for wordiness or redundancy. Be prepared to explain why the other four examples won’t work.

4. A. At this point in time it is difficult to determine the nature of your problem because the x-rays are inconclusive.  
B. Because the x-rays are inconclusive. It is difficult to determine the nature of your problem.  
C. The x-rays are inconclusive, thus, it is difficult to determine the nature of your



problem.

D. Because the x-rays are inconclusive, the doctors can't determine the nature of your problem.

E. The doctors can't determine the nature of your problem, because the x-rays are inconclusive.

## Using Active Voice – Unit 12

Generally, a writer should **USE ACTIVE VOICE** instead of passive voice. The writer should also avoid shifting from active to passive voice (or vice versa).

ACTIVE VOICE = the subject is doing something

PASSIVE VOICE = something is being done to the subject

### USING ACTIVE VOICE TO AVOID AN AWKWARD CONSTRUCTION

PASSIVE VOICE = awkward

The new hit was sung by Beyonce.

(In the above example, the “new hit” is the subject; unfortunately, the “new hit” isn’t doing anything.)

ACTIVE VOICE - Much more direct:

**Beyonce sang** the new hit.

(In the above example, Beyonce is the subject. She is doing something – singing.)

PASSIVE VOICE = awkward

Joseph’s diary is read by Annabeth.

ACTIVE VOICE = direct

**Annabeth reads** Joseph’s diary.

The best strategy to avoid unnecessary use of passive voice is for students to consciously **use action verbs** and not forms of the verb “to be” whenever possible.

### INCORRECTLY SHIFTING VOICE

INCORRECT: Joe fractured his toe; therefore, the race was lost by him.  
(switches from active voice to passive voice)

CORRECT: **Joe fractured** his toe; therefore, **he lost** the race.

INCORRECT: Screams of joy could be heard (*passive*) as the rescue boat approached (*active*).

CORRECT: The **survivors screamed** joyfully (*active*) as the rescue **boat approached** (*active*).

**Proper Use of the Passive Voice**

Use the passive voice when you need to emphasize the action rather than the actor.

CORRECT: I was baptized in the Mississippi River. (The active voice – My minister baptized me in the Mississippi River – falsely emphasizes the minister.)

CORRECT: The boys were injured in an automobile accident. (The active voice – An automobile accident injured the boys – suggests that the accident was actively trying to injure the boys. )

**DIRECTIONS:** Rewrite each of the following sentences in the active voice.

I was invited by Steve to the movies.

Several difficult challenges are faced by first-year teachers.

## Active Voice 12.1

### Activating Background Knowledge

Generally, a writer should **USE ACTIVE VOICE** instead of passive voice. The writer should also avoid shifting from active to passive voice (or vice versa).

ACTIVE VOICE = the subject is doing something

PASSIVE VOICE = something is being done to the subject

PASSIVE VOICE = Darcy's letter was read by Elizabeth.

ACTIVE VOICE = Elizabeth read Darcy's letter.

**DIRECTIONS:** Revise the following sentences using active voice.

1. Finally, I was invited by Brad to the party.
2. Mashed potatoes were preferred by my grandfather to baked ones.

### Phrase opener

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Tired and listless, I sprawled out on the couch.

3. YOUR SENTENCE:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work. Keep an eye out for awkward use of the passive voice.

4. A. The weapon was snatched out of the criminal's hand by the police detective, foiling the robbery.  
B. The weapon having been snatched out of the criminal's hand. The police detective foiled the robbery.  
C. The police detective snatched the weapon from the criminal's hand, foiling the robbery.

D. Foiling the robbery, the weapon was snatched out of the criminal's hand by the police detective.

E. The police detective snatched the weapon from the criminal's hand, his actions foiled the robbery.

## Active Voice 12.2

### Activating Background Knowledge

Generally, a writer should **USE ACTIVE VOICE** instead of passive voice. The writer should also avoid shifting from active to passive voice (or vice versa).

ACTIVE VOICE = the subject is doing something

PASSIVE VOICE = something is being done to the subject

PASSIVE VOICE = Cleaning the bathroom was hated by Brian.

ACTIVE VOICE = Brian hated cleaning the bathroom.

**DIRECTIONS:** Revise the following sentences using active voice.

1. The chance for self-sufficiency and ownership is dreamed of by George and Lennie.

**Use dashes to set off a MAJOR interruption which may represent a shift from the main idea. Don't overuse dashes.**

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**Model Sentence:** Joe's brother — I strongly believe — mislead us about his involvement in the scheme.

**2. Your Sentence:**

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**DIRECTIONS:** Identify which version is "BEST." Then explain WHY it is the BEST option. Be prepared to explain why the other examples won't work.

3.
  - A. Many unimaginable challenges that wealthy children cannot fathom are faced by children living in poverty.
  - B. Unimaginable challenges are faced by children living in poverty that wealthy children

- cannot fathom.
- C. Children living in poverty face many unimaginable challenges that wealthy children cannot fathom.
- D. Impoverished children face challenges that wealthy children cannot fathom.
- E. Impoverished children face difficult challenges that wealthy children cannot imagine.

Explanation:

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## Active Voice 12.3

Generally, a writer should **USE ACTIVE VOICE** instead of passive voice. The writer should also avoid shifting from active to passive voice (or vice versa).

ACTIVE VOICE = the subject is doing something  
PASSIVE VOICE = something is being done to the subject

PASSIVE VOICE = America was discovered by Christopher Columbus.

ACTIVE VOICE = Christopher Columbus discovered America.

### Proper Use of the Passive Voice

Use the passive voice when you need to emphasize the action rather than the actor.

CORRECT: I was baptized in the Mississippi River.

(The active voice – My minister baptized me in the Mississippi River – falsely emphasizes the minister.)

CORRECT: The boys were injured in an automobile accident.

(The active voice – An automobile accident injured the boys – suggests that the accident was actively trying to injure the boys. )

**DIRECTIONS:** Revise the following sentences, using active voice.

1. The first meeting was attended by the entire committee.

**DIRECTIONS:** Identify which version is BEST. Then, explain your reasoning.

2. A. The two players were injured in a collision at the plate. (PASSIVE VOICE)  
B. A collision at the plate injured the two players. (ACTIVE VOICE)

EXPLANATION:

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- A. Steve was thanked by the teacher for his cooperation. (PASSIVE VOICE)  
B. The teacher thanked Steve for his cooperation. (ACTIVE VOICE)

EXPLANATION:

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**Phrase closer**

**SHAPE \\* MERGEFORMAT Model Sentence:** Aaron raced across the gym, waving his hands frantically to attract Jarrod's attention.

**4. Your Sentence:**



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# Awkward Constructions and Unclear Sentences – Unit 13

Fix awkward constructions and unclear sentences by

1. simplifying the sentence using active voice,
2. placing any descriptive words, phrases, or clauses next to the thing they are modifying,
3. and making sure descriptive words, phrases, or clauses have something to modify.

Simplify the sentence using <b>active voice</b> .	<p><b>CONFUSED:</b> My brother has his cell phone, which he is totally absorbed in playing with, raising his head only when somebody specifically calls his name.</p> <p><b>CLEAR:</b> My brother loses himself in his cell phone, raising his head only when someone calls his name.</p>
Make sure to place any <b>descriptive words, phrases, or clauses</b> are <b>NEXT to the word they are modifying</b> . Otherwise, you get a <b>misplaced modifier</b> .	<p><b>MISPLACED MODIFIER:</b> Joe packed all of his unwanted clothes and house wares into his truck, which he was donating to Goodwill.</p> <p><b>CLEAR:</b> Joe packed all of his unwanted clothes and house wares, which he was donating to Goodwill, into his truck.</p> <p><b>MISPLACED MODIFIER:</b> Having run out of gas, John was late for dinner.</p> <p><b>CLEAR:</b> Because his car ran out of gas, John was late for dinner.</p> <p><b>MISPLACED MODIFIER:</b> Last week during the tornado, I nearly lost all of the shingles on my roof.</p> <p><b>CLEAR:</b> Last week during the storm, I lost nearly all of the shingles on my roof.</p>

<p>A <b>dangling modifier</b> occurs when the noun that a phrase or clause is supposed to describe is not stated directly. Thus, the phrase or clause “dangles” without anything to clearly modify.</p>	<p><b>DANGLING MODIFIER:</b> Naïve and idealistic, teaching would be easy for me.  <i>(“Naïve and idealistic” is a dangling modifier. The person who is “naïve and idealistic” is not clearly connected to the phrase.)</i></p> <p><b>CLEAR:</b> Naïve and idealistic, I thought teaching would be easy.</p> <p><b>DANGLING MODIFIER:</b> To increase strength, weights should be lifted.  <i>(Who needs to lift weights?)</i></p> <p><b>CLEAR:</b> To increase their strength, athletes should lift weights.</p>
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Revise the following sentences, eliminating awkwardness or misplaced / dangling modifiers.

My brother, pointing to the television when I asked him a question, is a guy who watches hours of sports, hating to be interrupted.

Angry and excited, my heart began to race inside of me.

Ethan served ice cream to his friends in Styrofoam bowls.

## Avoiding Awkward Sentences 13.1

**Activating Background Knowledge:** In order to fix awkward or unclear constructions, a writer should

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any awkward or unclear constructions.

1. Jogging by the old house, the damage from the storm was clear.
2. To be well cooked, the cook should leave the pork roast in the oven for three hours.

### Phrase opener

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Curious and feisty, Grandpa Allen was a clever thinker and a brilliant debater.

3. YOUR SENTENCE:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Keep an eye out for wordiness, redundancy and awkwardness. Be prepared to explain why the other four examples won't work.

- A. My aunt, who was a university diver while attending college, took over as coach of the school's swim team.
- B. Taking over as a coach of the school's swim team, my aunt, a college diver, was highly qualified.
- C. Taking over as the school's swim team coach is my aunt, a diver in college.
- D. My aunt, a diver in college, took over as coach of the school's swim team.
- E. Having been a diver in college. My aunt took over as coach of the school's swim team.



## Avoiding Awkward Sentences 13.2

**Activating Background Knowledge:** In order to fix awkward or unclear constructions, a writer should

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any awkward or unclear constructions.

1. The laptop battery having died, the spreadsheet containing the data could not be opened by Joe.
2. Walking through the mobile home park, several chipmunks could be seen.

Use dashes to set off a MAJOR interruption which may represent a shift from the main idea. Don't overuse dashes.

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**Model Sentence:** My father – and it is hard to blame him given the poverty in which he grew up – grows angry if he feels that someone is denigrating the poor.

**3. Your Sentence:**

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**Punctuation Review:** Insert commas, semicolons, colons, or apostrophes where needed.

4. The halftime show was over twenty minutes long the crowd began to get restless.

5. I was surrounded by Jerry my cousin from Ohio Sue my uncles wife and Grandpa Willie the unofficial head of the family.

6. The teacher made the following announcement "Debate is closed. The test will be tomorrow."

## Avoiding Awkward Sentences 13.3

**Activating Background Knowledge:** In order to fix awkward or unclear constructions, a writer should

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any awkward or unclear constructions.

1. Joe just did his taxes last month.
2. In designing the top floor of the home, a master bathroom was forgotten.

**Phrase closer**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** The boss's presence brought everyone down, sucking the life out of the party and limiting the employees' fun.

\* Use an apostrophe to show possession in your sentence.

**3. Your Sentence:**

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**DIRECTIONS:** Read the following sentences carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answers.

A B C D.

4. The concert ended at 11:30, unfortunately, it took two hours to clean up the audience's mess.

E. NO ERROR.



A

B

C

D

5. Until I spoke with Katrina, I didn't know nothing about the death of her father. E. NO

ERROR.

## Avoiding Awkward Sentences 13.4

**Activating Background Knowledge:** In order to fix awkward or unclear constructions, a writer should

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any awkward or unclear constructions.

It was considered an easy match for the team by the coach and some of the players.

A thoughtful and charismatic student, the report was insightful.

Use a **semicolon and a transition** to join two independent clauses.

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**Model Sentence:** My economics instructor was sometimes dry and boring; nevertheless, I learned a great deal from the class.

**3. Your Sentence:**

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**DIRECTIONS:** Choose the letter of the best answer to the following question.

<p>Joe's mother Ada is not known for embracing</p> <p style="text-align: center;">4</p> <p>popular <u>culture</u>. <u>She still refuses</u> to allow a computer</p> <p style="text-align: center;">5</p> <p>in her home. Ada <u>says</u>, she can't imagine spending all of her time in front of a computer screen.</p> <p>Having been begged for years by her children to</p> <p style="text-align: center;">6</p> <p>purchase a laptop, <u>a purchase has still not been made</u></p> <p><u>by her</u>.</p>	<p>4. A. NO CHANGE. B. culture she still refuses C. culture still refusing, D. culture; in fact, she still refuses</p> <p>5. A. NO CHANGE. B. says C. says, that D. says, that,</p> <p>6. A. NO CHANGE. B. a purchase has not been made. C. Ada has yet to purchase one. D. she has still not made a purchase of one.</p>
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## Parallelism – Unit 14

When we talk about items in a sentence being **parallel**, we mean that each of the items is presented in the same form as the others. It is important to maintain parallelism when listing or comparing things.

INCORRECT: Even before he arrived at school, Jonas was anxious, restless, and felt that everyone was staring at him.

PARALLEL: Even before he arrived at school, Jonas was anxious, restless, and self-conscious.

INCORRECT: Most kids would rather eat a hamburger, chips, and cookies.

PARALLEL: Most kids would rather eat hamburgers, chips, and cookies.

INCORRECT: We saw her lack of interest and how negatively she acted around the counselors.

PARALLEL: We saw her lack of interest and her negative attitude toward the counselors.

INCORRECT: She likes taking hikes better than to play tennis.

PARALLEL: She likes taking hikes better than playing tennis.

EXAMPLE USING CLAUSES:

The main results of the “reforms” instituted by the new superintendent were that teachers grew frustrated with the new curriculum, students resented the constant testing, and parents started a petition calling for the superintendent to be fired.

*\* The results of the reforms listed are all in parallel form. Each follows a simple subject / verb construction.*

**DIRECTIONS:** Revise the following sentences to correct lapses in parallelism.

1. The story you just told me demonstrates Scott’s kindness, generosity, and how he could understand

other people's problems.

2. Hester notices Chillingworth's dark features and that he has grown bitter.

3. Schools should require students to wear uniforms in order to limit the distractions caused by inappropriate clothing, eliminating social distinctions based on economic status, and for the improvement in the school environment.

## Parallelism 14.1

**Activating Background Knowledge:** When we talk about items in a sentence being parallel, we mean that each of the items is...

**DIRECTIONS:** Revise the following sentences, correcting any errors in parallelism. Correct any other errors you find.

1. The students questioned many rules and how the teacher ran class.
2. Joe was angry, ornery, and a person who flew off the handle easily.

**Use a colon after a stop to introduce a series.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** I have three objections to your plan: it is too complicated, too expensive, and too risky.

**3. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.

4. A. After his reunion with Daisy, Gatsby is euphoric, incredulous, and unable to grasp the reality of her present life after having lived in a dream world for so long.  
B. After his reunion with Daisy, Gatsby is euphoric and incredulous having lived in a dream world for so long, he is unable to grasp the reality of Daisy's present life.  
C. After his reunion with Daisy, Gatsby is euphoric and incredulous but having lived in a

dream world for so long, he is unable to grasp the reality of Daisy's present life.

D. Gatsby is euphoric and incredulous after his reunion with Daisy, still, having lived in a

dream world for so long, he is unable to grasp the reality of Daisy's present life.

E. After his reunion with Daisy, Gatsby is euphoric and incredulous; unfortunately, he is unable to grasp the reality of Daisy's present life.

## Parallelism 14.2

**Activating Background Knowledge:** When we talk about items in a sentence being parallel, we mean that each of the items is...

**DIRECTIONS:** Revise the following sentences, correcting any errors in parallelism. Correct any other errors you find.

1. The new teacher was nervous, had no confidence, and weak, he needed some guidance.
2. The new spokesperson is beautiful, and she also has a lot of class.

**Use a dash to set off a summary or explanation that comes after a list.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Steve, Maria, and Justine – these were Aaron's closest childhood friends.

\* Use an apostrophe to show possession in your sentence.

**3. Your Sentence:**

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**DIRECTIONS:** Read the following sentences carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answers.

A B C D.

4. Before you leave the store, grab these items; a cutting board, a filet knife, and a sirloin steak.

E. NO ERROR.

A B C D

5. His recommendations were always appreciated, however, they were often long-winded. E. NO ERROR.



A

B

C

D

6. Although Joe always arrived there on time his boss still treated him badly. E. NO ERROR.

## Parallelism 14.3

**Activating Background Knowledge:** When we talk about items in a sentence being parallel, we mean that each of the items is...

**DIRECTIONS:** Revise the following sentences, correcting any errors in parallelism. Correct any other errors you find.

1. The grumpy stewardess was impolite, unfriendly, and she neglected her job.
2. The men waited patiently, hoping that they would either be assessed a minor fine or the judge would send them home.
3. Gene has the opportunity to act humbly and like a kind person.

### Simple Sentence with Compound Verbs

SHAPE \\* MERGEFORMAT

**Model Sentence:** The bird circled the sky, dove into the water, and emerged with a small fish.

#### 4. Your Sentence:

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## Subject-Verb Agreement – Unit 15

In any sentence, the subject and verb must agree. This simply means that the correct verb form must be used depending upon whether the subject is singular or plural.

Usually, native speakers don't even have to think about **subject-verb agreement**. If it's wrong, it sounds really wrong. For example, if someone says, "Joe and I is going to the store," that just doesn't sound right.

However, there are some circumstances in which subject-verb agreement errors are trickier to notice.

<b>A subject and a verb that are separated</b> must agree.	His <b>social status</b> , along with his income, <b>is</b> going to take a hit.  The <b>audience</b> of teenagers <b>is</b> about to explode.  A mob of people is overtaking the streets.  The herd of cows (sleep / sleeps ) in the barn.
<b>Compound subjects</b> (joined by and) take plural verbs. A present tense plural verb does NOT end in –s.  Gary and I <b>take</b> turns.	Joe's <b>lack of ambition</b> and <b>his poor energy level</b> eventually <b>lead</b> his girlfriends to dump him.  Joe and Steve (is / are ) best friends.  The principal's kindness and strength ( make / makes ) him a good leader.
<b>In either / or situations</b> , the verb must agree with the subject nearest to the verb.	Neither Lisa nor Betty is attending.  Either Joe or Gary brings a recorder to every meeting.  Neither the owner nor the manager ( help / helps) with inventory.  Neither Jan nor his friends (eat / eats) sushi.

If the subject of the sentence is a **singular indefinite pronoun**, use a singular verb form.

**SINGULAR INDEFINITE PRONOUNS:**

each	one
no one	anybody
every	everybody
everyone	nobody
someone	either
anyone	neither
somebody	

Nobody here knows the answer.

Everyone is here.

The men are bringing shovels.  
(*men is plural*)

Each of the men is bringing a shovel.  
(*each is singular*)

The workers ( is / are ) attending the meeting.

Every one of the workers ( is / are ) attending the meeting.

## Subject-Verb Agreement 15.1

**Activating Background Knowledge:** Match the example with the appropriate rule.

1. The principal's kindness and strength make him a good leader. \_\_\_\_
2. Neither Joe nor his classmates like the substitute teacher. \_\_\_\_
3. A group of students is gathering outside. \_\_\_\_
4. Each of the workers wears a hard hat. \_\_\_\_

- A. A **subject and a verb that are separated** must agree.
- B. **Compound subjects** (joined by and) take plural verbs. A plural verb does NOT end in -s.
- C. In **either / or situations**, the verb must agree with the subject nearest to the verb.
- D. If the subject of the sentence is a **singular indefinite pronoun** (each, every, someone, anyone, etc.) use a singular verb form.

**DIRECTIONS:** Simply circle the verb that would correctly complete the sentence.

5. The Student Senate ( is , are ) meeting next week.
6. A carton of cigarettes ( fall , falls ) from the back of the truck.
7. Neither the leader nor the followers ( are , is ) attending the meeting.
8. Every one of the executives ( was , were ) available.
9. Hope, along with faith and patience, (is , are) slipping away.
10. Each of the women ( is , are ) planning to attend.

**Use a colon after an independent clause to introduce a word, phrase, or clause that explains or summarizes the first clause.**

**Model Sentence:** Each of the teachers hates the new evaluation system: it is unnecessarily complex and chock full of meaningless buzzwords.

\* Use a singular indefinite pronoun (each, every, someone, anyone, either, neither...) at the start of your sentence. Make sure that your subject and verb agree.

**11. Your Sentence:**

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## Subject-Verb Agreement 15.2

**Activating Background Knowledge:** Match the example with the appropriate rule.

1. A herd of cows grazes in the pasture. \_\_\_\_

2. Neither Lisa nor Gary plays the piano. \_\_\_\_

3. Annabeth's intelligence and creativity are inspiring. \_\_\_\_

4. Each of the teachers was allowed to speak. \_\_\_\_

A. A **subject and a verb that are separated** must agree.

B. **Compound subjects** (joined by and) take plural verbs.

C. In **either / or situations**, the verb must agree with the subject nearest to the verb.

D. If the subject of the sentence is a **singular indefinite pronoun** (each, every, someone, anyone, etc.) use a singular verb form.

**DIRECTIONS:** Revise the following sentences, correcting any errors in subject-verb agreement.

5. Either Mr. Stark or the students has made an error.

6. Everyone have been invited to the party.

**Use dashes to set off a MAJOR interruption which may represent a shift from the main idea. Don't overuse dashes.**

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**Model Sentence:** My father – and it is hard to blame him given the poverty in which he was raised – grows very angry if he feels that someone is denigrating the poor.

**7. Your Sentence:**

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work.



- A. Because Melissa worked so hard to raise money for new uniforms, everybody on the team plan on coming to her party.
- B. Because Melissa worked so hard to raise money for new uniforms.  
Everybody on the team plans on coming to her party.
- C. Melissa worked so hard to raise money for new uniforms, everybody on the team plans on coming to her party.
- D. Everybody on the team plan on coming to Melissa's party because she has worked so hard to raise money for new uniforms.
- E. Everybody on the team plans on coming to Melissa's party because she has worked so hard to raise money for new uniforms.

## Subject-Verb Agreement 15.3

**Activating Background Knowledge:** Match the example with the appropriate rule.

1. Each of the girls is expected to speak. \_\_\_\_\_
2. A group of boys hangs out at the pool hall. \_\_\_\_\_
3. Neither Joe nor his brothers are involved. \_\_\_\_\_
4. His competitive spirit and work ethic are impressive. \_\_\_\_\_

- A. **A subject and a verb that are separated** must agree.
- B. **Compound subjects** (joined by and) take plural verbs.
- C. In **either / or situations**, the verb must agree with the subject nearest to the verb.
- D. If the subject of the sentence is a **singular indefinite pronoun** (each, every, someone, anyone, etc.) use a singular verb form.

**DIRECTIONS:** Revise the following sentences, correcting any errors in subject-verb agreement.

Clarissa came from a home where neither affection nor empathy were evident.

In the corner of the room stand an unidentified male with a notebook and pencil.

### Comma + fanboys (for, and, nor, but, or, yet, so)

**SHAPE \\* MERGEFORMAT Model Sentence:** Mr. Adams wouldn't give me the answer, nor would he tell me how to solve the problem.

### 7. Your Sentence:

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**DIRECTIONS:** Read the following sentences carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answers.

8. Because the dollar has lost value the cost of living, along with gas prices, is skyrocketing . E. NO ERROR.

A B C

D

9. Each of the researchers are planning to study the effect that illegal drugs may have on a teenager's

brain. E. NO ERROR.

## Pronoun-Antecedent Agreement – Unit 16

A **pronoun must agree with its antecedent** in number and gender. The antecedent is the word that the pronoun has replaced.

<p>You have to figure out if the sentence is talking <b>about each person individually or about more than one person.</b></p> <p>Then, you have to use the appropriate pronoun.</p> <p><b>Singular Personal Pronouns</b> he, she, it, his, her, its</p> <p>You have to use “he or she” or “his or her” if a singular noun is used and gender is unknown.</p> <p><b>Plural Personal Pronouns</b> they, we, their, our</p>	<p>A student left his or her bag in Mr. Stark's classroom.</p> <p>When students participate in community service, they learn to be more responsible.</p> <p>An athlete must be in command of _____ body.</p> <p>Athletes must be in command of _____ bodies.</p> <p><b>WRITING TIP:</b> <i>Because his/her sounds awkward, it is recommended that you generally use the plural construction in your writing.</i></p>														
<p><b>Singular indefinite pronouns can cause confusion.</b> That's because all of these pronouns are singular, but we often mistakenly think of them as referring to multiple people.</p> <p><b>SINGULAR INDEFINITE PRONOUNS:</b></p> <table border="0"> <tr><td>each</td><td>one</td></tr> <tr><td>no one</td><td>anybody</td></tr> <tr><td>every</td><td>everybody</td></tr> <tr><td>everyone</td><td>nobody</td></tr> <tr><td>someone</td><td>either</td></tr> <tr><td>anyone</td><td>neither</td></tr> <tr><td>somebody</td><td></td></tr> </table>	each	one	no one	anybody	every	everybody	everyone	nobody	someone	either	anyone	neither	somebody		<p>The team members have an obligation to give _____ best.</p> <p>Everybody has an obligation to give _____ best effort.</p> <p>Justin and Ben brought _____ guitars.</p> <p>Neither Justin nor Ben brought _____ guitar.</p> <p>Joe left _____ book in Mr. Stark's room.</p> <p>Somebody left _____ book in Mr. Stark's room.</p>
each	one														
no one	anybody														
every	everybody														
everyone	nobody														
someone	either														
anyone	neither														
somebody															
<p><b>Sometimes you may be referring to a group of people in the collective sense.</b> If the group is working together as a unit, you will use the pronoun <i>it</i> or <i>its</i>.</p> <p>EX. The <b>team</b> did not achieve all of <b>its</b> goals for the season.</p> <p>If you are referring to each member of a team in <b>an individual sense</b>, use <i>his</i> or <i>her</i>.</p> <p>EX. <b>Each member</b> of the committee expressed <b>his or her</b> opinion.</p>	<p>The committee gave _____ opinion on the matter.</p> <p>Each member of the committee gave _____ opinion on the matter.</p> <p>The group said that _____ purpose was to protect the Great Lakes.</p> <p>Every member of the group presented _____ thoughts during the meeting.</p>														

For simplicity's sake, it is recommended that you try to **consistently use the plural form** when you're writing a paper. This makes it much easier to avoid errors in subject-verb agreement.

**CORRECT:** When students participate in extra-curricular activities, they tend to earn better grades.

**CORRECT, but awkward:** When a student participates in an extra-curricular activity, he/she tends to earn better grades.

**INCORRECT:** When a student participates in an extra-curricular activity, they tend to earn better grades.

**DIRECTIONS:** Revise the following sentence, correcting any errors in pronoun-antecedent agreement.

When a teacher is given more autonomy, their attitude and sense of well-being improve.

## Pronoun – Antecedent Agreement 16.1

**Activating Background Knowledge:** Match the example with the appropriate description / rule.

1. When students participate in extra-curricular activities, they tend to earn better grades. \_\_\_\_
2. An athlete must be in command of his or her body. \_\_\_\_
3. Each of the boys is obligated to give his best effort. \_\_\_\_
4. The group released its report to the public. \_\_\_\_

You have to use “he or she” or “his or her” if a singular noun is used and gender is unknown. Singular indefinite pronouns (each, every, someone, anybody, etc.) can cause confusion. That's because all of these pronouns are singular, but we often mistakenly think of them as referring to multiple people. **Sometimes you may be referring to a group of people in the collective sense.** If the group is working together as a unit, you will use the pronoun *it* or *its*. For simplicity's sake, it is recommended that you try to consistently use the plural form when you're writing a paper.

**DIRECTIONS:** Revise the following sentences, correcting errors in pronoun-antecedent agreement.

5. Everyone has their own idea of the perfect home.
6. The counsel made their decision.
7. Either Joe or Bob will bring their guitar.
8. Hand the worksheet back, so each student can see their score.

**Use a semicolon to join two closely related independent clauses.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Students who read for pleasure generally perform well in school; they also tend to be more empathetic and open-minded.

\*Use a pronoun in the second independent clause. Make sure the pronoun you use agrees with its antecedent.

**9. Your Sentence:**

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**DIRECTIONS:** Identify which version is BEST. Then, explain why you say that.

10. A. When a young person engages in volunteer work, they learn to be more understanding and empathetic.
- B. When a young person engages in volunteer work, he or she learns to be more understanding and empathetic.
- C. When young people engage in volunteer work, they learn to be more understanding and empathetic.

## Pronoun – Antecedent Agreement 16.2

**Activating Background Knowledge:** Match the example with the appropriate description / rule.

1. Each of the girls is expected to do her best. ____	You have to use “he or she” or “his or her” if a singular noun is used and gender is unknown. Singular indefinite pronouns (each, every, someone, anybody, etc.) can cause confusion. That's because all of these pronouns are singular, but we often mistakenly think of them as referring to multiple people. <b>Sometimes you may be referring to a group of people in the collective sense.</b> If the group is working together as a unit, you will use the pronoun <i>it</i> or <i>its</i> . For simplicity's sake, it is recommended that you try to consistently use the plural form when you're writing a paper.
2. When athletes engage in deliberate practice, they tend to improve at a faster pace. ____	
3. A business leader must be in command of his or her employees. ____	
4. The committee released its research to the press. ____	

**DIRECTIONS:** Underline the antecedent (the word the pronoun is replacing). Then, circle the pronoun that agrees with the antecedent.

EX. Either of the women could have brought (her , their) copy of the proposal.

5. Neither of the businesspeople who visited brought (their , his or her) own copy of the presentation.
6. During the argument, every member of the school board stressed (their, his or her) viewpoint.
7. The squad had lost (its, their, his) focus.
8. Some of the ministers carried ( his or her, their) bibles.
9. None of the senators expressed (his or her, their) views on the matter.

### Dependent clause opener

**SHAPE \\* MERGEFORMAT Model Sentence:** Whenever a person brings up politics, he or she is likely to offend others.

Whenever people bring up politics, they are likely to offend others.

\*Use either “he or she” or “they” to take the place of a gender-neutral noun.

10. Your sentence:

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**DIRECTIONS:** Revise the following sentence, correcting any and all errors that you notice.



11. When a recent college graduate gets out of school and seeks to land a good job they will need to

research the job market, crafting a strong résumé, and to use all of their contacts.

## Pronoun – Antecedent Agreement 16.3

**Activating Background Knowledge:** Match the example with the appropriate description / rule.

1. A coach must earn the respect of his or her players. _____	You have to use “he or she” or “his or her” if a singular noun is used and gender is unknown. Singular indefinite pronouns (each, every, someone, anybody, etc.) can cause confusion. That's because all of these pronouns are singular, but we often mistakenly think of them as referring to multiple people. <b>Sometimes you may be referring to a group of people in the collective sense.</b> If the group is working together as a unit, you will use the pronoun <i>it</i> or <i>its</i> . For simplicity's sake, it is recommended that you try to consistently use the plural form when you're writing a paper.
2. Anybody is welcome to participate. _____	
3. The team took out its frustration on the opponent. _____	
4. When people focus on problems beyond their control, they grow depressed. _____	

**DIRECTIONS:** Revise the following sentences, correcting errors in pronoun-antecedent agreement.

- One of the managers should have voiced their disapproval.
- Neither of the gentlemen who visited brought their jacket.
- Every member of the panel argued for their viewpoint.
- The group had lost their ability to solve problems.

**Use a colon after a stop to introduce a series.**

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Gary lost everything after he was convicted of manslaughter: his job, his friends, his wife.

**9. Your Sentence:**

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**DIRECTIONS:** Read the following sentences carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answers.

10. When the student stammered, the teacher impatiently repeated the question again: “In

what year did

the Nazis invade Poland?<sup>D</sup>” E. NO ERROR.

11. The <sup>A</sup>situation seemed <sup>B</sup>futile; the squadron <sup>C</sup>had lost <sup>D</sup>their leader. E. NO ERROR

## Avoiding Illogical Sentences – Unit 17

When constructing sentences, it is extremely important to make sure that your sentences are **logical**. This means that you need to **use transitions or conjunctions correctly**. You also need to make sure to make **logical comparisons** and to **logically link your subject and verb**.

<p>Don't use a coordinating conjunction (one of the <b>FANBOYS</b>) to make an illogical connection.</p>	<p><b>ILLOGICAL:</b> The real power in the company lies with Mr. Costanza, <b>and</b> he currently owns 55 percent of the stock.</p> <p><b>LOGICAL:</b> The real power in the company lies with Mr. Costanza <b>because</b> he currently owns 55 percent of the stock.</p>
<p>Use a <b>logical transitional word or subordinating conjunction (AAAWWUBBIS)</b> when connecting clauses.</p>	<p><b>INCORRECT:</b> Because in order to fix the television, we need to hire a repairman.</p> <p><b>CORRECT:</b> In order to fix the television, we need to hire a repairman.</p> <p><b>INCORRECT:</b> Bobby's Automotive Service was the only car repair place in town; however, he did great business.</p> <p><b>CORRECT:</b> Bobby's Automotive Service was the only car repair place in town; therefore, he did great business.</p> <p><b>INCORRECT:</b> These new technologies provide a student with the chance to access a huge amount of information. For example, they also present a student with many distractions.</p> <p><b>CORRECT:</b> These new technologies provide a student with the chance to access a huge amount of information. _____, they also present a student with many distractions.</p> <p><b>INCORRECT:</b> These types of reading experiences are helpful although they help students develop comprehension strategies.</p> <p><b>CORRECT:</b> These types of reading experiences are helpful _____ they help students develop comprehension strategies.</p>

<p>When comparing two things, make sure that the two things are equal. <b>Compare apples to apples.</b></p>	<p><b>INCORRECT:</b> Her salary was lower than a teacher.</p> <p><b>CORRECT:</b> Her salary was lower than a teacher's.</p> <p><b>INCORRECT:</b> The museums in New York are as impressive as any other large city.</p> <p><b>CORRECT:</b> The museums in New York are as impressive as those in any other large city.</p>
<p>Make sure that your <b>subject and verb fit together logically</b>.</p>	<p><b>INCORRECT:</b> According to researchers, the ages of twenty to thirty are subject to the most stress.</p> <p>(The "ages" are not subject to the most peer pressure, the people of those ages are.)</p> <p><b>CORRECT:</b> According to one source, twenty to thirty year-olds are subject to the most peer pressure.</p> <p><b>INCORRECT:</b> The low cost of internet classes may soon replace teacher-led courses.</p> <p>(The "low cost" will not replace the courses. The internet classes will.)</p> <p><b>CORRECT:</b> Low-cost internet classes may soon replace teacher-led courses.</p>

## Avoiding Illogical Sentences 17.1

**Activating Background Knowledge:** In order to write logical sentences, it is important to

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any errors in logic. Correct any other errors you find.

1. Although Gary was the owner, Steve took charge of the business, and he understood it's operational procedures.
2. Holding the training session in the morning was one of Joes better ideas; moreover, using the training session to review material that was boring and redundant was not.

### Dependent clause opener

**SHAPE \\* MERGEFORMAT**

**Model Sentence:** Although Doug's rants are entertaining, he can be long-winded.

### 3. Your Sentence:

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**DIRECTIONS:** Identify which of the following examples BEST expresses the idea using appropriate conventions of the English language. Be prepared to explain why the other four examples won't work. Remember that a sentence written in active voice is usually preferable to one written in passive voice.

4. A. The intensity of the P90X workout may replace Bob's current fitness routine.

B. Because of its intensity, the P90X workout may replace Bob's current fitness routine.

C. Bob's current fitness routine may be replaced by the P90X workout due to its intensity.

D. Because the P90X workout is so intense. It may replace Bob's current fitness routine.

E. The P90X workout may replace Bobs current fitness routine due to its intensity.

## Avoiding Illogical Constructions 17.2

**Activating Background Knowledge:** In order to write logical sentences, it is important to

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any errors in logic. Correct any other errors you find.

1. She trained her body with great intensity for seven years, becoming a world-class marathoner.
2. The low cost of foreign merchandise may replace American-made products.

Use a **semicolon and a transition** to join two independent clauses.

**Model Sentence:** Football is my favorite sport; however, my brother prefers baseball.

**3. Your Sentence:**

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**DIRECTIONS:** Read the following sentences carefully. If any of the underlined portions contains an error, circle the corresponding letter. Be prepared to explain your answers.



4. <sup>A</sup> Sharon's school record <sup>B</sup> is as <sup>C</sup> good as any of the other <sup>D</sup> students. E. NO ERROR.

5. My brother <sup>A</sup> hoping that he <sup>B</sup> would have a chance <sup>C</sup> to drive my <sup>D</sup> uncle's car. E. NO ERROR.

6. <sup>A</sup> Steve's <sup>B</sup> brother, a teacher who lives in <sup>C</sup> Oregon, is still a huge fan <sup>D</sup> of the Detroit Tigers.  
E. NO ERROR.

## Avoiding Illogical Constructions 17.3

**Activating Background Knowledge:** In order to write logical sentences, it is important to

- 1.
- 2.
- 3.

**DIRECTIONS:** Revise the following sentences, correcting any errors in logic. Correct any other errors you find.

1. By building a more efficient furnace will save energy.
2. Joe and Amy watched the horror movie, and Steve had a weak stomach, thus he went home.
3. The teachers methods were as sound as any other educator.

**Comma + fanboys (for, and, nor, but, or, yet, so)**

**SHAPE \\* MERGEFORMAT Model Sentence:** His bosses spoke of Joe in glowing terms, yet few of his co-workers liked him.

**4. Your Sentence:**

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## Supplemental Activities

On the next few pages, I've supplied some supplemental activities you might use in support of or in place of some of the numbered warm-ups. The activities I've included could be adapted for use with any of the short units in this book.

### **ACTIVITY ONE: Finding Sentence Structures in Literature**

This activity lends itself to multiple variations. Sometimes, I will have the kids look through a book or work of literature that they might be currently reading. Other times, I will assign different sections of the class to find one particular sentence structure and then they share out with other class members.

One of my favorite activities is to bring in a box full of children's books. I will grab about thirty books and hand one out to each kid in the class. I will then give the kids a minute or two try to find one of the sentence structures. After a minute or two, I will have the students shift desks so they can examine another children's book. I give the kids about five or six rotations and then have them share their findings with a partner. Finally, I randomly call on students to share some of the sentences they've discovered.

### **ACTIVITY TWO: Timed Quickwrite**

This activity is rather self-explanatory. I write a prompt based on our current area of study and give the kids a set amount of time to respond to it (generally 6 or 7 minutes). Before and after the quickwrite, I remind students to highlight the two sentence structures that they've used.

Generally, I will have the kids pair up and spend about five minutes peer editing. My peer editing guidelines are very simple for this type of exercise: 1) Partners sit next to each other. 2) The paper sits in the middle of the two students so each of them can see it. 3) Each partner takes turns reading his/her paragraph aloud, pausing to correct any errors noticed by either the reader or the partner. 4) After each partner has read aloud, students exchange paragraphs, proofread, and initial the different steps in the editing checklist.

### **ACTIVITY THREE: Which Sentence is Best and Why?**

This is a very simple, very quick activity. It is great to use as a review or as a simple check for understanding.

Start out by choosing a type of sentence error that you're noticing. Often times, I will take a sentence directly from a student paper. I will then come up with five to eight variations on that sentence, each of which includes a common student error.

It is important to give students a minute or two to talk about their answers before discussing as a whole class. It is also essential that you go over the wrong answers with

students.

# Finding Sentence Structures in Literature

**DIRECTIONS:** Look through a book, a story, or an article that you are currently reading. Find examples of the sentence structures shown below.

## Dependent clause opener

SHAPE \\* MERGEFORMAT

Title of Work: \_\_\_\_\_ Author: \_\_\_\_\_

\_\_\_\_\_

Sentence I Found:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Phrase opener

SHAPE \\* MERGEFORMAT Title of Work:

\_\_\_\_\_ Author: \_\_\_\_\_

Sentence I Found:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Phrase closer

SHAPE \\* MERGEFORMAT

Title of Work: \_\_\_\_\_ Author: \_\_\_\_\_

\_\_\_\_\_

Sentence I Found:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Timed Quick-write

**DIRECTIONS:** You will have approximately \_\_\_\_ minutes to draft a response to the prompt below. Write legibly and express your thoughts clearly. When we talk about clarity, we mean that each and every sentence makes sense so that the reader does not have to struggle to figure out exactly what you're trying to say. To ensure clarity, stop briefly after every sentence or two and read what you've just written back to yourself. Your response should be at least \_\_\_\_\_ words in length.

Incorporate the following sentence structures into your response:

<p>.</p> <p>,</p>	<p>,</p> <p>▪</p>
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When you finish drafting your response, make sure to highlight your use of each sentence structure.

**PROMPT:**

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**YOUR RESPONSE:**

[illegible]





The response is neat and legible.		
Did the writer avoid using sentence fragments? FRAGMENT: If Joe will not contribute. SENTENCE: If Joe will not contribute, he will need to leave the group.		
Did the writer highlight each of the assigned sentence structures? Did he/she punctuate the sentences correctly?		
Does the response meet the teacher-prescribed word count?		

<b>5</b> Excellent effort. The response is neat and legible and exceeds all requirements. The response exhibits attention to detail.	<b>4</b> Good effort. The response is neat and legible and meets all requirements. The response is generally well-written.	<b>3</b> Adequate effort. The response is legible and meets most requirements.	<b>2</b> Weak effort. The response is legible but may fall short of some requirements.	<b>0 to 1</b> Incomplete response.
<b>3</b> The student has highlighted the sentence structure(s) as directed. Both highlighted sentences are constructed correctly.	<b>2</b> The student has highlighted the sentence structure(s) as directed. One of the highlighted sentences is constructed correctly.	<b>0-1</b> The student either forgot to highlight or did not construct either sentence correctly.		

## Which Sentence is Best and Why?

**DIRECTIONS:** Read through each of the sentence constructions below. Pay attention to the writer's choice of punctuation and how it influences the meaning of the sentence. Note any errors. After we finish, choose which version you think is BEST and explain why.

- A. Although the Tigers were still in first place, it was clear that the team had lost  
it's way.
- B. Although the Tigers were still in first place. It was clear that the team had lost  
its way.
- C. It was clear that the team had lost it's way although the Tigers were still in first  
place.
- D. The team had lost it's way, although the Tigers were still in first place.
- E. Although the Tigers were still in first place, the team had lost its way.
- F. The team had lost its way. Although the Tigers were still in first place.
- G. Although the Tigers were still in first place the team had lost it's way.

I believe that sentence \_\_\_\_\_ is the best choice because

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Give a thorough explanation, making specific references to

the way the sentence is punctuated and how the punctuation influences the meaning.

PAGE

MECHANICS INSTRUCTION THAT STICKS - PAGE 39

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A sentence doesn't have to be long. It just needs to have a subject, a verb, and a complete thought.

+

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## Subject

## verb

A subject is not always one word. Sometimes an entire phrase (gerund phrase) acts as the subject.

+

.

## Gerund phrase

verb

A subject can perform more than one action in a sentence.

+

.

,

, and

.

## Subject

verb

verb

verb

A simple sentence can contain multiple subjects and verbs.

and • and .

Subject

subject

verb

verb

If a sentence starts with an **AAAWWUBBIS**, it will create a **dependent clause** or a phrase. A phrase or dependent clause cannot stand alone, but can be used as an "**opener**."

, •

Dependent clause

opener

independent clause

If a sentence starts with an **AAWWUBBIS**, it will create a **dependent clause** or a phrase. A phrase or dependent clause cannot stand alone, but can be used as an "**opener**."

,

•

Dependent clause

**opener**

independent clause

**ence**

**interrupter**

**Sent**

A phrase cannot stand alone as a sentence. However, you can use a phrase as an **opener**.

,

•

Phrase

**opener**

independent clause

A **phrase** cannot stand alone as a sentence. However, you can use a phrase as an **opener**.

,

•

,

•

Phrase

**opener**

independent clause

A **phrase** cannot stand alone as a sentence. However, you can use a phrase as a **closer**.

,

•

phrase

**closer**

Independent clause

A **phrase** cannot stand alone as a sentence. However, you can use a phrase as a **closer**.

,

•

phrase

**closer**

**Independent clause**

A **relative clause** cannot stand alone as a sentence. However, you can use a **non-essential** relative clause as a **closer**.

,

•

,

•



non-essential clause

**closer**

Independent clause

**ence**

non-essential clause **interrupter**

**Sent**

A **relative clause** cannot stand alone as a sentence. However, you can use a **non-essential** relative clause as a **closer**.

,

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,

.

non-essential clause

**closer**

Independent clause

**ence**

non-essential clause **interrupter**

**Sent**

**ence**

**interrupter**

**Sent**

If a sentence starts with an AAWWUBBIS, it will create a **dependent clause** or a phrase. A phrase or dependent clause cannot stand alone, but can be used as an "**opener**."

,

•

Dependent clause opener

independent clause

A **phrase** cannot stand alone as a sentence. However, you can use a phrase as a **closer**.

,

•

phrase

**closer**

## **Independent clause**

You can create a compound sentence by joining two independent clauses using a comma and one of the **fanboys**.

,

•

•

## **Independent clause**

**independent clause**

for  
and  
nor  
but  
or  
yet

so

•  
;

•

independent clause

Independent clause

•  
;

,

•



#### Transitions

therefore	however	nevertheless	hence
thus	consequently	accordingly	unfortunately
otherwise	similarly		

# independent clause

# Independent clause

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# Independent clause

independent clause

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nor  
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independent clause

Independent clause

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# Independent clause

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#### Transitional Words

therefore	however	nevertheless	hence
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Dependent clause opener

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independent clause

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,

In response to Circe's offer, Odysseus asks, "Circe, am I a boy, that you should make me soft and doting now?" (10.69-70).

# He / She said

# "Quotation" (#).

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Dependent clause opener

independent clause

## Transitional Words

therefore	however	nevertheless	hence
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independent clause

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independent clause

Independent clause

**Transitional Words**

therefore	however	nevertheless	hence
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;

,

.

independent clause

Independent clause

• , , •

**Independent clause**

(Drum roll and stop!)

li

s

t

•  
•

•

**Independent clause**

(Drum roll and stop!)

**summary/ explanation**

•

•

,

,

•

**Independent clause**

(Drum roll and stop!)

li

S

t

•  
•

**Independent clause**

(Drum roll and stop!)

“Quotation.”””

**ence**

**interrupter**

**Sent**

•  
;

•

independent clause

Independent clause

• , , •

**Independent clause**  
(Drum roll and stop!)

li

S

t

**ence**

**interrupter**

**Sent**

**Li**

**s**

**t**

**summary or explanation**

**ence**

**interrupter**

**Sent**

**Li**

**s**

**t**

**summary or explanation**

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**,**

**•**



Dependent clause opener

independent clause

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independent clause

Independent clause

**ence**

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**Sent**

• , , •

## Independent clause

(Drum roll and stop!)

li

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independent clause

Independent clause

• , , •

**Independent clause**  
(Drum roll and stop!)

li

S

t

, ,and - .

summary or explanation

**L**

is

t

A subject can perform more than one action in a sentence.

+ . , and .

Subject

verb

verb

verb

•

•

•

**Independent clause**

(Drum roll and stop!)

**summary/ explanation**

**ence**



# interrupter

## Sent

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Dependent clause opener  
(AAAWWUBBIS)

phrase closer

Independent clause