

English Writing Skills

REVIEW



Source: Lenoir Community College

ENGLISH SEMINAR

I. Parts of Speech

Every word in a sentence is used as a particular part of speech. Some words can function as more than one part of speech.

Part of Speech	Use	Examples
Noun	names, person, place, or thing	Martha likes <u>trout</u> . Did the <u>class</u> see the <u>President</u> ?
Pronoun	takes place of a noun	<u>You</u> and <u>I</u> must try to help <u>everyone</u> .
Adjective	Modifies noun or pronoun	What a <u>hot</u> day! They were <u>delighted</u> .
Verb	Shows action or expresses a state of being	They <u>played</u> and <u>sang</u> . He <u>is</u> a freshman. They <u>have been singing</u> . I <u>will have been chosen</u> .
Adverb	Modifies verb, adjective, or another adverb	We <u>soon</u> quit. I am <u>very</u> excited. It happened <u>quite suddenly</u> .
Preposition	Relates its noun or pronoun object to another word	Two <u>of</u> the gifts <u>under</u> the Christmas tree had my name <u>on</u> them.
Conjunction	Joins words, phrases, or clauses	Ed <u>or</u> Joe attended. <u>After</u> I finish, I will call. <u>Neither</u> Tom <u>nor</u> Jane came.
Interjection	Expresses moderate or strong feelings	<u>Wow!</u> <u>Ouch!</u> <u>Oh</u> , I don't mind.

Identify the part of speech of each underlined word.

1. Light the candles now. []
2. A light rain fell all afternoon. []

3. A blue light flashed in my rear view mirror. [_____]
4. Cars whizzed by. [_____]
5. Dad traveled by airplane to the medical conference. [_____]
6. Look up. [_____]
7. We will sail up the river. [_____]
8. Can you top that? [_____]
9. Lock the top drawer. [_____]
10. We climbed to the top. [_____]
11. Help! [_____]
12. That looks beautiful on her. [_____]
13. He did it for you. [_____]
14. I slept, for I was tired. [_____]
15. While you take the test, I will wait. [_____]

II. Parts of the Sentence

A sentence is a group of words with a subject and predicate in an independent clause. It begins with a capital letter and ends with a period, a question mark, or an exclamation mark. Parts include subjects, predicates, objects, objective complements, subjective complements, phrases, and clauses.

A. Subjects and Predicates

Simple Subject – person, place, or thing doing the action or shown to exist.

- The old road along the coast leads you to the bridge.

Compound Subject – two or more persons, places, or things used as subjects to the same verb.

- The old road and the bridge need repair.

Complete Subject – the simple or compound subjects and their modifiers.

- The old road along the coast leads you to the bridge.

Simple Predicate – any helping verbs plus main verb which tell what the subject does or what the subject is.

- A noted scientist will speak here tonight.
- Dr. Jones is finally retiring from the college.

Compound Predicate – two or more main verbs plus helping verbs.

- Literature delights and teaches us many lessons.

Complete Predicate – helping and main verbs and their modifiers and complements.

- Literature teaches us many lessons.

Identify the underlined word groups as simple subject, compound subject, complete subject, simple predicate, compound predicate or complete predicate.

1. Seagulls were flying around the pier. []
2. Seagulls were flying around the pier and were searching for food. []
3. Seagulls were flying around the pier. []
4. The members of the Student Government Association have arrived. []
5. The members of the Student Government Association have arrived. []
6. Tom and Craig won the local talent contest. []
7. Listen carefully. []
8. There are many questions. []
9. Down the corridor came the college president. []
10. Where are you going? []

B. Objects, Object Complements, and Subject complements

Direct Object – noun or pronoun that receives the action or is acted upon.

- I completed the application form. Jane called you.

Indirect Object – noun or pronoun that comes between verb and direct object and receives or benefits from the direct object.

- Karen sent Tony a present. I gave you the message.

Object of Preposition – noun or pronoun following preposition that establishes a relationship between the noun or pronoun and another word in sentence.

- I found the book on the fiction shelf in the library.

Object Complement – noun or adjective following the direct object and renaming or describing the direct object.

- We elected Beth chairman. They considered him lucky.

Predicate Nominative – noun or pronoun following linking verb and renaming the subject.

- Tim Hill was the Democratic candidate. It is I.

Predicate Adjective – adjective following linking verb and describing the subject.

- He is happy. He has always been athletic and competitive.

Identify the underlined group of words as one of the above:

1. The lead in the operetta is my cousin. []

2. A recording provided the background music. []
3. Jane sold the girls tickets to the LCC musical. []
4. At that time, labor was very cheap. []
5. The club members voted Kathryn president. []
6. Those clothes look stylish. []
7. I said that. []
8. The engineer found himself prepared for the job. []
9. A stranger gave Joe and Stephen five dollars. []
10. It is he. []
11. Tony will become a pediatrician. []
12. I bought the books from the bookstore in the student union. []

C. Phrases: Groups of words without subjects and predicates

Prepositional – The children rode on the bus.

Appositive – John, my best friend, served in the U.S. Army.

Verbal verb forms functioning as another part of speech

Gerund – phrase beginning with -ing verb and used as a noun (subject, object, predicate nominative).

- Winning the bridge game required concentration.
- He enjoys playing cards. His hobby is singing.

Infinitive – phrase beginning with to plus a verb and used as a noun, an adjective, or an adverb.

- To win the bridge game required concentration.
- He prefers to eat at Hardee's.
- The executive to talk with is Mr. Smith.
- He exercised to improve his health.

Participial – phrase beginning with -ing, -ed, -en, -n verb and used as adjective.

- The young man reading the mystery novel is my son.
- Reading the mystery novel, my son did not hear me.
- John, having applied for the job, waited for a reply.

Label the underlined phrase as prepositional, appositive, or verbal.

1. Gene Simpson, the captain of the team, received the award
[]
2. Our physical education teacher is one of the boys on our campus.

- []
3. To enlist in the U.S. Navy is his present plan.
[]
 4. Carrying a large package, the messenger stumbled into the room.
[]
 5. Understanding my mistakes takes time.
[]
 6. I wanted to attend the memorial service.
[]
 7. The child, left alone in the dark, began to cry.
[]
 8. Wallace enjoys reading novels.
[]
 9. John, reading the newspaper, forgot the time.
[]
 10. Mr. Adams, a man of integrity, never cheats anyone.
[]

D. Clauses: Groups of words with subjects and predicates

Independent – stands alone as a sentence.

- The meeting was scheduled for five o'clock because other times were inconvenient.

Dependent – begins with a subordinate conjunction (although, because, if, etc.) or a relative pronoun (who, whom, that, which) but cannot stand alone, and is used as an adjective, an adverb, or a noun.

- The meeting was scheduled for five o'clock because other times were inconvenient.
- The young man whom I saw in my office has registered for fall quarter classes.

Identify the underlined clause as independent or dependent.

1. I heard the telephone ringing before you did. []
2. After the rain stopped, I ran to the car. []
3. When my family traveled to New York last summer, we visited the Theodore Roosevelt Museum. []

4. The children, whom you met, are mine. []
5. What you say during an interview is important. []
6. I heard the announcement early this morning. []
7. John will stay with us while his parents are away on business. []
8. Listen carefully. []
9. The book that I lost has been found. []
10. You are known by what you do and say. []

E. Simple, Compound, Complex, and Compound-Complex Sentences

Sentences classified according to form are simple, compound, complex, and compound complex.

1. A simple sentence contains only one independent clause, and the subject, predicate, or both may be compound.
 - The courthouse is the oldest building in our town.
 - Gina and Louise are baking a yellow cake.
2. A compound sentence consists of two or more independent clauses.
 - You did an excellent job, and you deserve good pay.
 - This is the right way; that way leads to the pond.
3. A complex sentence consists of one independent clause and one or more dependent clauses.
 - The person who carries these packages will receive a Coke.
 - When you are sick, you need rest.
4. A compound-complex sentence has at least two independent clauses and at least one dependent clause.
 - After he played ball, he ate his dinner; then he studied.
 - The old man complained because no one had asked his advice, and he felt neglected and worthless.

Identify each sentence as simple, compound, complex, or compound-complex.

1. The chicken and three chicks crossed the highway.
2. We cannot read unless there is more light.
3. I drive safely, but I can have an accident at any time.
4. Georgia will telephone you today.

5. When my uncle visited here, he was charmed by the beauty of the seashore, and he enjoyed the calm of the mountains.

III. FRAGMENTS, RUN-ONS, AND SENTENCES

A. Fragments

Every sentence has a subject and a predicate and expresses a complete thought. A word group that does not express a complete thought is a fragment. The most common types of fragments are as follows:

1. dependent clause – fragments starting with words such as after, because, since, when, then, before.
 - After the game ended.
2. -ing and to – fragments with -ing or to at or near the beginning of a word group.
 - Learning about computers.
 - To learn about various kinds of computers.
3. added-detail – fragments starting with words such as for example, such as, also, especially.
 - Especially during the final quarter of the game.
4. missing-subject – fragments with a verb but no subject.
 - Was beginning his college career.
5. missing verb – fragments with a subject but no verb.
 - The boy in the yard with his sister.

Correct fragments by adding them to preceding or following independent clauses, by adding a subject or predicate or both, by adding a helping verb, or by totally revising the sentence.

Rewrite the following fragments as sentences.

1. My little brother and his friend.
[_____]
2. Heard the good news this morning.
[_____]
3. After I left work yesterday.
[_____]
4. Driving to LCC one morning last week.
[_____]
5. For example, the President of the United States.
[_____]
6. He thinking of July 4th celebrations.

[]

B. Run-ons

Run-on sentences are two or more sentences combined without adequate punctuation.

- The class was canceled then I had to register again.
- The class was canceled, then I had to register again.

Correct run-ons by using one of the following methods:

1. Use a period and a capital to separate the two thoughts.
 - The class was canceled. Then I had to register again.
2. Use a comma plus a coordinating conjunction (and, but, or, nor, yet, so, for) to connect the two complete thoughts.
 - The class was canceled, so I had to register again.
3. Use a semicolon to separate the two complete thoughts.
 - The class was canceled; I had to register again.
4. Use subordination.
 - Because the class was canceled, I had to register again.
5. Use a conjunctive adverb.
 - The class was canceled; therefore, I had to register again.
 - The class was canceled; thus I had to register again.

Using various methods, rewrite each run-on as a complete sentence.

1. William and Robert attended the concert in Raleigh, Mary met them later.
[]
2. We like to skate, swim, and row they are outdoor sports.
[]
3. The door was locked, I was worried.
[]
4. He had the Buick inspected, it should be in good shape.
[]
5. You should see Out of Africa it has breathtaking views of the African countryside.
[]

Identify each word group as a fragment, a run-on, or a sentence.

1. I taken a course in English. []
2. Police arrested the suspect he resisted their efforts. []

3. The circus came to town, everyone was thrilled. []
4. When he was ill last winter. []
5. Running a supermarket near the mall.

IV. MODIFIERS: ADJECTIVES AND ADVERBS

Adjectives describe nouns and pronouns and are capitalized when derived from proper nouns.

- A French customer preferred this green cocktail dress for the ambassador's state dinner.

Adverbs modify verbs, adjectives, and other adverbs.

- He is not really excited about performing immediately on stage.

Adjectives and adverbs form positive, comparative, and superlative degrees.

Positive degree describes one thing:

- Adjective – Tom is tall. He is intelligent.
- Adverb – Tom runs quickly. He thinks intelligently.

Comparative degree describes two things:

- Adjective – Tom is taller than Tim.
Tom is more intelligent than I am in science.
- Adverb – Tom runs more quickly than I do.
Tom runs faster than I do.

Superlative degree describes three or more things:

- Adjective – Tom is the tallest student in his freshman class.
Tom is the most intelligent of all the students in his class.
- Adverb – Tom runs most quickly of all the competitors.
Tom runs fastest of all the five boys.

Circle the choice appropriate to formal English:

1. The number of countries burdened by war has risen (considerable, considerably)
2. This looks like the (better, best) apartment of the five to rent.
3. He feels (good, well) all the time.
4. The economic reports are (pretty, mighty, rather) depressing.
5. The situation looks (bad, badly) now.
6. The days were (amazing, amazingly) hot.
7. The other tie is (more narrow, narrower) than this one.

8. The old house on the hill is the (more mysterious, most mysterious) dwelling in town.

V. DANGLING AND MISPLACED MODIFIERS

A. Dangling Modifiers

Dangling modifiers do not logically modify anything in the sentence. Correct dangling modifiers by (1) retaining the modifier and adding an appropriate subject immediately following the comma or (2) converting the dangling modifier into a dependent clause.

- Incorrect – Running in a race, the finish is the hardest.
- Correct – When you are running in a race, the finish is the hardest.
Running in a race, I find the finish the hardest.
- Incorrect – When selecting a car, an honest salesperson must be found.
- Correct – When selecting a car, you must find an honest salesperson.

Underline the dangling modifier, and then correct it by using one or both of the methods listed.

1. As a science major, my ambition is to work in a research lab.
[_____]
2. While going to college, much time must be spent studying.
[_____]
3. By merely punishing the criminal, the problem is not solved.
[_____]
4. Television is most distracting when trying to study.
[_____]
5. Walking in the door, the first thing I heard was a crash.
[_____]

B. Misplaced Modifiers

Misplaced modifiers are words, phrases, or clauses that, because of awkward placement, do not describe the words the writer intended to describe. Place modifiers as closely as possible to the words they modify.

- Misplaced – They could see the rainbow sitting on the front porch.
- Corrected – Sitting on the front porch, they could see the rainbow.

Rewrite the sentences by moving the misplaced modifiers to the correct position.

1. Have you only eaten one piece of apple pie?
[_____]
2. I saw two deer hunting in the woods.
[_____]
3. I saw a beautiful valley walking along the trail.
[_____]
4. I gave the books to my friend with leather bindings.
[_____]
5. We bought a cake at the bakery which was delicious.
[_____]

VI. Verbs, Irregular Forms, Tenses, Voice, Tense Shifts

A. Verbs

Verbs tell the time or tense of an action. Irregular verbs do not add –ed to show past time. Verbs have four principal parts from which all the tenses are derived.

Present	Present Participle	Past	Past Participle
walk	(is) walking	walked	(have) walked
(regular) give	(was) giving	gave	(has) given (irregular)

Underline the correct form of the verb.

1. We have (reach, reached) our goal.
2. Brian had (says, said) traffic might be heavy.
3. We have (bring, brought) snacks for the party.
4. The car in front of us (ran, run) out of gas.
5. We (rode, ridden) to the beach.
6. A bird (flew, flown) overhead.
7. I (knew, known) the combination to the lock.
8. Yesterday, I (saw, seen) the newspaper.

B. Present, Past, and Future.

The perfect tenses are present perfect, past perfect, and future perfect (use helping verbs and past participle).

Present: I sing.
Past: I sang.

Future: I will sing.
Present Perfect: I have sung. He has sung.
Past Perfect: When Jane arrived, I had sung.
Future Perfect: I shall have sung before the play ends.

Write present, past, future, present perfect, past perfect, or future perfect to identify the tense of the verb in each sentence.

1. Who wrote this book? []
2. Mr. Smith had learned new welding techniques. []
3. They will unveil the portrait during the ceremony. []
4. Mark enjoys the computer course. []
5. Christina has applied for that position. []
6. You will have mastered many skills by then. []

C. Active and Passive Voice of Verbs

Use the active voice of the verb as often as possible because it is more effective. A verb is in the active voice when the subject does the action.

- Passive Voice – Bill is often invited to parties by Tina.
- Active Voice – Tina often invites Bill to parties.

Rewrite each sentence so that the verb is in the active voice.

1. The practice was canceled by the coach.
[]
2. The reading list has been distributed by Dr. Hamilton.
[]
3. The exams were always graded by Mr. Young.
[]
4. Martin was driven to the airport by Aunt Louise.
[]
5. The editorial in the school newspaper was written by Louis.
[]

D. Unneeded Tense Shifts

Avoid unneeded shifts in showing time.

- Tense Shift – He reads the paper and listened to the radio each day.
- Corrected – He read the paper and listened to the radio each day.
He reads the paper and listens to the radio each day.

Rewrite the sentences, avoiding shifts in verb tense.

1. Last year, Al played lead guitar in a rock band and sings most of the vocals.
[_____]
2. After the patient has undressed, the doctor began the exam.
[_____]
3. The three men entered the bank, draw guns, and announced a holdup.
[_____]
4. Jane told the instructor that Anne finish the test ten minutes ago.
[_____]
5. Yesterday, I washed the curtains and wax the kitchen floor.
[_____]

VII. Subject-Verb Agreement

A verb must agree in number with its subject. A singular subject (one person or thing) takes a singular verb; a plural subject (more than one person or thing) takes a plural verb. Mistakes in subject-verb agreement are sometimes made in the following situations:

1. When words come between –the subject and the verb.
 - The daffodils in the pasture are beautiful.
2. When a verb comes before the subject.
 - Down the side walk run the four children. Where is the team?
3. With indefinite pronouns.
 - Everyone has finished. Few have arrived.
4. With compound subjects
 - Mary or her parents sign the documents.
 - Mary and her brother attend UNC-CH.
5. With collective nouns.
 - The team plays an opponent from Texas today.

Circle the verb that agrees with the subject.

1. Jill (calls, call) her car “Wheels.”
2. The two pilots (flies, fly) each day.
3. I (eats, eat) too much.
4. Everybody (does, do) his best.

5. It (doesn't don't) matter.
6. Neither of the contestants (knows, know) the answer.
7. Dogs and cats (makes, make) good pets.
8. Most of the apples (has, have) been eaten.
9. Many streets in our town (lacks, lack) bicycle lanes.
10. Harry, one of the ball team members, (tutors, tutor) in math.
11. In the living room (was, were) a stereo, a television, and a radio.
12. The army (is, are) on maneuvers in the Pacific.
13. The doctor or the three nurses (signs, sign) the form.
14. The students who really (studies, study) usually succeed.

VIII. Pronouns: Pronoun-Antecedent Agreement, Pronoun Reference, and Pronoun Case

A. Pronoun-Antecedent Agreement

The word to which a pronoun refers is its antecedent. Who and whom usually refer to human beings, which and that usually refer to animals or things. A pronoun must agree in number with its antecedent. If the antecedent is singular, the pronoun must be singular, if the antecedent is plural, the pronoun must be plural.

Circle the pronoun that agrees with its antecedent.

1. Harvey brought (his, their) camera on the trip.
2. Each person is taking (his or her, their) own photographs.
3. Neither of the boys wants (his, their) picture taken.
4. Susan and Louise develop (her, their) own film.
5. Everyone enjoyed (his or her, their) vacation.
6. Jane's kitten is the one (that, who) hid under the steps.
7. Either the coach or his players will give (his, their) views.
8. That group of musicians practiced (its, their) program every day.
9. Look for the blanket with flower designs on (it, them).
10. The committee proposed a solution at (its, their) last meeting.

B. Pronoun Reference

Pronouns must clearly refer to the nouns they replace.

- Incorrect – Kenneth dropped a hammer on his toe. The he bandaged it.
(It refers to both hammer and toe.)
- Correct – Then he bandaged his toe.
- Incorrect – Mary told Sue that she had the job.
- Correct – Mary told Sue that Sue (or Mary) had the job.
Mary told Sue, "You (I) have the job."
- Incorrect – My brother is a salesman, but I'm not interested in it.

- Correct – My brother is a salesman, but I'm not interested in becoming one.

Rewrite each of the following sentences to make clear the vague pronoun reference. Add, change, or omit as necessary.

1. The defendant told the judge he was mentally ill.
[_____]
2. Frances removed the blanket from the chair and folded it.
[_____]
3. Before the meeting, they distributed booklets.
[_____]
4. The students saw a film on cancer, which really bothered them.
[_____]
5. Because I didn't rinse the dishes, it smells like a garbage can.
[_____]

C. Pronoun Case

The four cases or uses of personal pronouns are as follows:

1. Nominative (or subjective) case pronouns (I, you, he, she, it, we, you, they, who) are used as subjects and predicate nominatives.
 - Subject – She received the application form today.
 - Predicate nominative – The president is he.
2. Objective case pronouns (Me, you, him, her, it, us, you, them, whom) are used as direct objects, indirect objects, and objects of prepositions.
 - Direct object – Andy took us to lunch.
 - Indirect object – Mother gave me a lecture.
 - Object of preposition – May Johnny ride with them?
3. Possessive case pronouns (my, mine, your, yours, his, her, hers, its, our, ours, their, theirs, whose) show ownership.
 - My customers loved their bargains.
 - This paper is hers.
4. Reflexive case pronouns (myself, yourself, herself, himself, themselves) are used to show a subject performing action upon itself.
 - He groomed himself before the date.
 - They claim to support themselves.

Underline the correct pronoun case in each sentence.

1. (We, Us) will provide the entertainment.
2. I did not hear the conversation between John and (she, her).
3. Andy weighs less than (I, me).
4. It was my mother (who, whom) wanted to go to Hawaii.
5. Dwight wrote the poem for (himself, hisself).
6. The contest winners are (they, them) and (he, him).
7. (We, Us) students are responsible adults.
8. The auditor and (they, them) will inspect the company's records.
9. The teacher gave (we, us) the assignment before class ended.
10. This gift is (your, your's, yours', yours) to keep.

IX. Parallelism

One way to improve your sentence structure is by using parallelism. Parallelism is similarity of grammatical form between two or more parts serving the same function. The underlying principle is that in a series, nouns should be balanced with nouns, verbs with verbs, infinitive phrases with the same, etc.

I have an apple, an orange, and a banana. (parallel nouns)

This summer I want to rest, to attend summer school, and to play tennis. (parallel infinitive phrases)

Rewrite each of the following sentences, correcting the faulty parallelism.

1. Joan runs to lose weight, for exercise, and because she enjoys the outdoors.
[_____]
2. Participants could ride bicycles, tricycles, or they could even ride unicycles.
[_____]
3. Your goals in typing class are to increase speed and reducing errors.
[_____]
4. Our front lawn needs mowing and to be trimmed.
[_____]
5. Mrs. Barnes asked that her employees refrain from excessive noise during breaks and if they would avoid smoking on the elevator.
[_____]
6. Students want to grow physically, academically, and to develop social skills.
[_____]

X. Capitalization

The main uses of capital letters include the following:

1. The first word in a sentence or direct quotation

2. Names of persons and the pronoun I
3. Names of particular places
4. Names of the days of the week, months, and holidays
5. Names of commercial products
6. Titles of books, magazines, articles, film, television shows, songs, poems, stories, and papers that you write
7. Names of companies, associations, unions, religions, political groups, and other organizations
8. Family relationships (Mother, Father, etc.) when used as names
9. Titles of persons when used with their names
10. Specific school courses
11. Languages
12. Geographic locations
13. Historical periods and events
14. Races, nations, and nationalities
15. Opening and closing of a letter

Capitalize as needed.

1. did you meet dr. oscar d. greene friday at the college?
2. I am taking biology 101 at east carolina university in greenville, north carolina.
3. The teacher lectured about charles dickens novel, oliver twist.
4. The scientist has visited several mexican towns this spring.
5. The boston tea party occurred early in american history.
6. She prefers crest toothpaste, which is fairly cheap at food lion.
7. On sunday, he attends queen street methodist church on queen street in the city.
8. I would like to visit the west one day.
9. Last thanksgiving, my family viewed the lincoln memorial.
10. Jane, did mother call aunt julia?

XI. Punctuation

A. Commas

Commas are used mainly as follows:

1. To separate items in a series.
2. To set off introductory prepositional phrases, participial phrases, dependent clauses, adverbs, conjunctive adverbs.
3. To set off words interrupting the flow of thought in a sentence.
4. To separate two independent clauses joined by a coordinating conjunction.
5. To set off a direct quotation from the rest of a sentence.
6. To dictate persons addressed, dates, addresses, openings and closings of letters, numbers.

Insert needed commas

1. Wake her up Vickie!
2. We will be leaving on Monday March 16 1996 for Paris France.
3. On August 20 1989 she celebrated her seventieth birthday.
4. Nora Jim and Mary are in charge of the dance.
5. I handle the editorials and Lynn draws the cartoons.
6. Joe our student government photographer develops the film.
7. If you will wait I'll get my magnifying glass.
8. Walking briskly they began their tour.

B. Semicolons

Semicolons have the following uses:

1. To join two closely related complete thoughts that are not already connected by a coordinating conjunction.
 - That coat is mine; this one must be yours.
2. To join two complete thoughts that include a transitional word or conjunctive adverb.
 - My watch stopped; however, I guessed the time correctly.
3. To separate items in a series when the items themselves contain comma.
 - Here are the contributions we have received: Mr. Bland, \$5.00; Miss Smith, \$19.00; and Mrs. Jones, \$20.00.

Insert needed semicolons:

1. Whales are not fish they are mammals.
2. Mammals breathe air therefore, whales breathe air.
3. We elected Tom, chairman Joan, vice-chairman Carol, secretary and Kevin, treasurer.

C. Colons

The colon has the following uses:

1. To introduce a list or a series.
 - Buy the following groceries; apples, oranges, and bananas.
2. To introduce a long or important quotation.
3. To introduce an explanation
 - There is one way to do something: the right way.
4. After the greeting in a formal letter.
 - Dear Gentlemen:

5. To separate the minute and hour in writing time.
 - He departed the train at 3:45 p.m.
6. To separate the chapter and verse in biblical references.
 - He repeatedly read and quoted John 3:16, one of the most well-known passages from Scripture.

Insert needed colons.

1. There are three courses to take English, math, and biology.
2. The book made a definite point every good student is a good listener.
3. Speaking of remedies, one wise man commented “Laughter is the best medicine.”
4. Did you leave home before 6:45 yesterday morning?
5. JFK said “Ask not what your country can do for you. Ask what you can do for your country.”

D. Apostrophes

The apostrophe has three major uses:

1. To show the omission of one or more letters in a contraction.
 - aren’t
2. To show possession.
 - Mary’s job
3. To indicate the plural of letters, figures, words.
 - K6’s, t’s, and ‘s

Insert needed apostrophes:

1. Pats car needs new tires.
2. That trees limbs are slowly dying.
3. Its strange that I didn’t hear you.
4. Someones keys have been found.
5. Your 6s and bs look very similar.

E. Quotation Marks

Quotation marks are used mainly in two ways:

1. To set off the exact words of a speaker or writer.
 - Bengy announced, “Here I am.”
 - “Here I am, “Bengy announced.
 - “Where,” his sister asked, “have you been?”
2. To set off the titles of short works, such as poems, short stories, magazine and newspaper articles, chapters of books.
 - Annette liked the poem “Invictus” and the story “The Necklace.”

- He read “Barbara Bush,” an article in Time magazine, and “The Presidency,” a chapter in his history textbook.

Insert needed quotation marks.

1. I told Charles about the article called Dreams Do Come True.
2. Was it good? Charles asked.
3. Yes, I answered. It was taken from a book.
4. I think you will like it, I said, because it is so helpful.
5. He turned to the chapter entitled A Smart Start in Your Freshman Year.

XII. Sentence Variety

One part of effective writing is to vary the kind of sentences that you write. Use the following methods to make simple sentences more effective.

1. Add a second complete thought (coordination).
 - Frank worked on the engine for three hours, but the care still would not start. (two independent clauses joined by coordinating conjunction)
2. Add a dependent thought (subordination)
 - Although the exam room was quiet, I could not concentrate. I could not concentrate although the exam room was quiet. (one independent clause and one dependent clause with subordinating conjunction)
3. Begin with a special word or phrase.
 - a. (-ed word)
 - concerned about his son’s fever, Paul called the doctor.
 - b. (-ing word)
 - Humming softly, the mother rocked the baby to sleep.
 - c. (-ly word)
 - Hesitantly, Sue approached the instructor’s desk.
 - d. (to word group)
 - To protect her hair, Ellen uses Prell shampoo.
 - e. (prepositional phrase)
 - During the exam, drops of water fell from the ceiling.
4. Place adjectives or verbs in a series.
 - a. Adjectives:
 - I gently applied a sticky new Band-Aid to the deep, ragged cut on my finger.

b. Verbs:

- The truck bounced off a guardrail, sideswiped a tree, and plunged down the embankment.

Rewrite the following sentences using the method shown.

1. Combine these two sentences with subordination.

Kathy arrived at the supermarket. She had a painful thought.

[_____]

2. Combine these two sentences with coordination.

He had clipped coupons from the paper. He had forgotten them.

[_____]

3. Combine with an –ed word.

The night sky glittered. It was studded with thousands of stars.

[_____]

4. Begin with an –ing word.

She wondered how to tell the children the news. She sat in the cold living room.

[_____]

5. Begin with –ly word.

Sam signed the repair contract. He was reluctant.

[_____]

6. Begin with to word group.

Alan volunteered to work overtime. He wanted to improve his chances of promotion.

[_____]

7. Begin with prepositional phrase.

The accused murderer grinned at the witnesses. He did this during the trial.

[_____]

Answer Key

<p>I. Parts of Speech</p> <ol style="list-style-type: none">1. Verb2. Adjective3. Noun4. Adverb5. Preposition6. Adverb7. Preposition8. Verb9. adjective	<ol style="list-style-type: none">10. noun11. verb12. pronoun, pronoun13. preposition14. conjunction15. conjunction
<p>II. Parts of the Sentence</p> <p>A. Subjects and Predicates</p> <ol style="list-style-type: none">1. Simple predicate2. Compound predicate3. Complete predicate4. Simple subject5. Complete subject6. Compound subject7. Simple predicate8. Simple subject9. Simple subject10. Simple predicate	<p>B. Objects, Objective Complements, and Subjective Complements</p> <ol style="list-style-type: none">1. Predicate nominative2. Direct object3. Indirect object4. Predicate adjective5. Object complement6. Predicate adjective7. Direct object8. Object complement9. Direct object10. Predicate nominative11. Predicate nominative12. Objects of preposition

<p>C. Phrases</p> <ol style="list-style-type: none"> 1. Appositive 2. Prepositional 3. Infinitive 4. Participle 5. Gerund 6. Infinitive 7. Participial 8. Gerund 9. Participial 10. Appositive 	<p>D. Clauses</p> <ol style="list-style-type: none"> 1. Independent 2. Dependent 3. Dependent 4. Dependent 5. Dependent 6. Independent 7. Independent 8. Independent 9. Dependent 10. Dependent
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<p>E. Simple, Compound Complex and Compound-Complex Sentences</p> <ol style="list-style-type: none"> 1. Simple 2. Complex 3. Compound 4. Simple 5. Compound-complex 	
<p>III. Fragments, Run-ons, and Sentences</p> <p>A. Fragments (Answers vary)</p> <ol style="list-style-type: none"> 1. My little brother and his friend <u>enjoy fishing</u>. 2. <u>I</u> heard the good news this morning. 3. After I left work yesterday, <u>I drove to the mall</u>. 4. Driving to LCC one morning last week, <u>I almost had an accident</u>. 5. <u>I would like to meet many famous people</u>. For example, the President of the United States <u>is my first choice</u>. 6. He <u>is</u> thinking of July 4th celebrations. 	
<p>B. Run-ons</p> <ol style="list-style-type: none"> 1. Raleigh; Mary 2. Row. They 3. Locked, and 4. Because he... inspected, 5. <u>Out of Africa</u>. It 	<ol style="list-style-type: none"> 1. Fragment 2. Run-on 3. Run-on 4. Fragment 5. Fragment
<p>IV. Modifiers: Adjectives and Adverbs</p> <ol style="list-style-type: none"> 1. Considerably 2. Best 	

3. Well
4. Rather
5. Bad
6. Amazingly
7. Narrower
8. Most mysterious

V. Dangling and Misplace Modifiers

A. Dangling Modifiers

1. As a science major, I want to work in a research lab. Since I am a science major, I want to work in a research lab.
2. While going to college, I must spend much time studying. While I am going to college, I must spend much time studying.
3. By merely punishing the criminal, the justice system does not solve the problem.
4. Television is most distracting when I am trying to study.
5. Walking in the door, I first hear a crash.

B. Misplaced Modifiers

1. Have you eaten only one piece of apple pie?
2. Hunting in the woods, I saw this deer.
3. Walking along the trail, I saw a beautiful valley.
4. I gave the books with leather bindings to my friend.
5. At the bakery, I bought a cake which was delicious.

VI. Verbs-Irregular Forms, Tenses, Voice, Tense Shifts

A. Irregular Forms

1. Reached
2. Said
3. Brought
4. Ran
5. Rode
6. Flew
7. Knew
8. Saw

B. Tenses

1. Past
2. Past perfect
3. Future
4. Present
5. Present perfect
6. Future perfect

C. Active and Passive Voices.

1. The coach canceled the practice.
2. Dr. Hamilton has distributed the reading list.
3. Mr. Young always graded the exams.
4. Aunt Louise drove Martin to the airport.
5. Louis wrote the editorial in the school newspaper.

D. Unneeded Tense Shifts

1. Played, sang
2. Has undressed, begins or had undressed, began
3. Entered, drew, announced or enter, draw, announce
4. Told, had finished
5. Washed, waxed

VII. Subject-Verb Agreement

- | | |
|------------|------------|
| 1. Calls | 8. Have |
| 2. Fly | 9. Lack |
| 3. Eat | 10. Tutors |
| 4. Does | 11. Were |
| 5. Doesn't | 12. Is |
| 6. Knows | 13. Sign |
| 7. Make | 14. Study |

VIII. Pronouns

A. Pronoun-Antecedent Agreement

- | | |
|---------------|----------|
| 1. His | 6. That |
| 2. His or her | 7. Their |
| 3. His | 8. Its |
| 4. Their | 9. It |
| 5. His or her | 10. Its |

B. Pronoun Reference (Answers vary)

1. The defendant told the judge, "I am mentally ill."
2. Frances removed the blanket from the chair and folded the blanket.
3. Before the meeting, the leaders distributed booklets.
4. The students saw a film on cancer, a film which really bothered them.
5. Because I didn't rinse the dishes, the kitchen smells like a garbage can.

<p>C. Pronoun Case</p> <ol style="list-style-type: none"> 1. We 2. Her 3. I 4. Who 5. Himself 6. They and he 7. We 8. They 9. Us 10. Yours 	
<p>IX. Parallelism (Answers vary)</p> <ol style="list-style-type: none"> 1. Joan runs to lose weight, to get exercise, and to enjoy the outdoors. 2. Participants could ride bicycles, tricycles, or unicycles. 3. Your goals in typing class are to increase speed and to reduce errors. 4. Our front lawn needs moving and trimming. 5. Mrs. Barnes... breaks and avoid smoking on the elevator. 6. Students want to grow physically, academically, and socially. 	
<p>X. Capitalization</p> <ol style="list-style-type: none"> 1. Did, Dr. Oscar D. Greene, Friday 2. Biology, East Carolina University, Greenville, North Carolina 3. Charles Dickens', Oliver Twist 4. Mexican 5. Boston Tea Party, American 6. Crest, Food Lion 7. Sunday, Queen Street Methodist Church, Queen Street 8. West 9. Thanksgiving, Lincoln Memorial 10. Mother, Aunt Julia 	
<p>XI. Punctuation</p> <p>A. Commas</p> <ol style="list-style-type: none"> 1. Wake her up, Vickie! 2. Monday, March 16, 1996, for Paris, France 3. August 20, 1989, she 4. Nora, Jim, and Mary 5. Editorials, and Lynn 6. Joe, our student government photographer, develops 7. Wait, I'll 8. Briskly, they 	<p>B. Semicolons</p> <ol style="list-style-type: none"> 1. Fish; they 2. Air; therefore 3. Chairman; Joan, vice-chairman; Carol, secretary;

<p>C. Colons</p> <ol style="list-style-type: none"> 1. take: English 2. point: every 3. commented: “Laughter 4. 6:45 5. said: Ask 	<p>D. Apostrophes</p> <ol style="list-style-type: none"> 1. Pat’s 2. tree’s 3. It’s, didn’t 4. Someone’s 5. 6’s, b’s
<p>E. Quotation Marks</p> <ol style="list-style-type: none"> 1. Called “Dreams Do Come True.” 2. “Was it good?” 3. “Yes,” I answered. “It was taken from a book.” 4. “I think you will like it.” I said, “because it is so helpful.” 5. Entitled “A Smart Start in Your Freshman Year.” 	
<p>XII. Sentence Variety</p> <ol style="list-style-type: none"> 1. When Kathy arrived at the supermarket, she had a painful thought. 2. He had clipped coupons from the paper, but he had forgotten them 3. Studded with thousands of stars, the night sky glittered. 4. Sitting in the cold living room, she wondered how to tell the children the news. 5. Reluctantly, Sam signed the repair contract. 6. To improve his chances of promotion, Alan volunteered to work overtime. 7. During the trial, the accused murderer-grinned at the witnesses 	