

ENGLISH

**GRAMMAR REFRESHER
PACKET**

**ENGLISH GRAMMAR
REFRESHER PACKET
EDUCATION ENHANCEMENT CENTER**

This English grammar refresher packet is compiled to assist students in refreshing some of the most common grammar skills that may have become rusty from lack of use. By reviewing this packet, your memory of those grammar skills learned in the past will improve. This packet holds six units. They are:

- _____ 1. Sentences, fragments, and run-ons
- _____ 2. Nouns (plurals and possessives)
- _____ 3. Pronouns
- _____ 4. Verbs
- _____ 5. Subject-verb agreement
- _____ 6. Commas
- _____ 7. Colons and Semicolons

These materials should be reviewed in the order that they are listed. Each unit presents materials and then gives you practice exercises. Each unit has an answer key so that you may check your own work.

INFORMATION SHEET SENTENCES, FRAGMENTS, AND RUN-ONS

The Sentence -- A complete thought. A sentence is a group of words expressing a complete thought. If a group of words does not express a complete thought, it is not a sentence. It is a fragment.

Fragment -- Mr. Adams, who is Chairman of the Board.

Sentence -- Mr. Adams, who is Chairman of the Board, announced an increase in stock dividends.

Sentences should contain one main idea. Sentences that are too long and contain too many ideas are called run-on sentences.

Run-on: Mrs. Jones went to the store and then she went home and later she discovered she had lost her wallet.

Sentences: Mrs. Jones went to the store and then went home. Later she discovered she had lost her wallet.

PRACTICE #1

Write S next to the sentences, F next to the fragments, and R next to the run-ons.

- ___ 1. The letter which is on his desk.
- ___ 2. Everyone in the office was invited to the open house.
- ___ 3. The files on the Smith manufacturing proposal are gone.
- ___ 4. Now that we have completed the report.
- ___ 5. We invite all employees to attend the meeting.
- ___ 6. Dr. Perry will retire next month we are planning a party for him.

PARTS OF SENTENCES

The Subject -- A noun or pronoun. Every sentence has two parts: the subject and the verb. The subject of a sentence names a person, place, or thing about which something is being said.

- Example: **Who is speaking:** Eleanor became the new manager of the store.
Who is spoken to: You have a month to finish the report.
Who is spoken about: Barbara is qualified to be our next president.
What is spoken about: Springfield is the capital of Illinois.
What is spoken about: Her enthusiasm is contagious.

PRACTICE #2

Underline the subjects in the following sentences.

1. Freedom is precious to all of us.
2. Will you please brief us since you have studied the case so well?
3. The senators voted to give themselves a pay increase.
4. Alberta can do the work a lot faster than anyone else.

The Understood Subject. In sentences that give a command or make a request, the subject is not stated but is understood to be you.

Example: Please write a report on motivation.
Assign points to each item on the scale.

PRACTICE #3

Underline the subject of each sentence. If it is understood, write you next to the sentence.

- _____ 1. The format for the report includes the introduction, body, and conclusion.
- _____ 2. Were you interested in going to the convention in Dallas?
- _____ 3. The questions asked in an interview determine the kind of information gathered.
- _____ 4. Discuss the factors contributing to traffic flow at this intersection.
- _____ 5. The procedures manual contains useful information.
- _____ 6. Research the topic at the local library.

The Verb – The action word. The verb is a word (or words) that tell what the subject does, what the subject is, or what happens to the subject.

Example: Tells what the subject does: Our manager visited the new building.
Tells what the subject is: Ms. Carlyle is our department chairperson.
Tells what happens to the subject: Robert was initiated into the fraternity.

INFORMATION SHEET (CONT.)

PRACTICE #4

Underline the verbs in the following sentences.

1. Everyone looked tired at the meeting this afternoon.
2. Call me with the July sales figures.
3. We had expected them on Monday.
4. Read the user's manual first.
5. I am a student at Francis Tuttle Vo-Tech Center.

ANSWER SHEET

PRACTICE #1

1. F
2. S
3. S
4. F
5. s
6. R

PRACTICE #2

1. Freedom
2. you
3. senators
4. Alberta

PRACTICE #3

1. format
2. you
3. questions
4. you
5. manual
6. you

PRACTICE #4

1. looked
2. Call
3. had expected
4. Read
5. am

INFORMATION SHEET NOUNS

Noun (N): The name of a person, place, thing, event, quality, or idea. Always acts as subject or an object in a sentence.

Example: A person: Sue Carl woman child
A place: London Detroit town Muir Woods
A thing: computer printer vehicle building
An idea: capitalism freedom patriotism democracy
A quality: freshness richness love job

Managers, supervisors, and directors attended the convention in New Orleans. (Managers, supervisors, directors, convention, and New Orleans are all nouns. Each word names something.)

Common Noun: A noun that names a general person, place, or thing is called a common noun. Example: girl, school, dog.

Proper Noun: A noun that names a particular or special person, place or thing is called a proper noun. Proper nouns are capitalized. Example: David, Oklahoma City.

PRACTICE #1

Underline the nouns in the following sentences.

1. Over a thousand shares of stock were traded on Wall Street this afternoon.
2. You can send Brown Brothers a copy of the invoice.
3. The goods were shipped from our plant in Chicago.
4. Please order supplies for Ms. Rinehard.
5. Henry, please take this tray down to the cafeteria.

Compound Noun: Formed from two words that may be written as one word, as two separate words, or as a hyphenated word.

ONE WORD	TWO SEPARATE WORDS	HYPHENATED WORD
goodwill	home run	mother-in-law
trademark	sea gull	life-style
halftime	money order	attorney-at-law

Example: Do you have a *life insurance* policy?
It's the law in Michigan to wear your *seat belt*.

Some proper nouns contain a compound noun, such as: Edison High School, Tourist Airlines, The Penguin Bookstore, or Mountain Community College.

Example: We're flying out of Chicago on *Midpoint Airlines*.
Several of the students attend *Harper Community College*.

INFORMATION SHEET (CONT.)

Singular and Plural: Singular means one; plural means more than one. Most plurals are formed by adding *s*. Example: Singular - boy; Plural - boys

Exceptions:

Nouns ending in *s, x, z, sh, ch*, add *es*. Examples: fox, foxes

Nouns ending in *y*. If the letter before the *y* is a consonant, change *y* to *i* and add *es*. Example: story, stories. If the letter before the *y* is a vowel, just add *s*. Example: attorney, attorneys.

Nouns ending in an *o* and relating to musical items, add *s*. Example: piano, pianos.

Nouns ending in *o* and the *o* is preceded by a vowel, add *s*. Example: radio, radios.

Other nouns ending in *o*, add *es*. Example: potato, potatoes; echo, echoes.

Many nouns ending in *f* or *fe*, change the *f/fe* to *ve* and add *s*. Example: leaf, leaves. (Listen for the *v* sound in the plural.)

Other nouns ending in *f* or *fe* simply add *s*. Example: chief, chiefs.

Some nouns are irregular. Example: child, children; tooth, teeth.

Some nouns have one form for both the singular and the plural. Example: trout, fish, deer, sheep.

Compound nouns usually form their plural by adding *s* to the most important word. Example: father-in-law, fathers-in-law; right-of-way, rights-of-way.

PRACTICE #2

Write the plurals of the following nouns in the spaces provided.

1. veto, church _____
2. hero, safe _____
3. music, piccolo _____
4. wolf, thief _____
5. deer, child _____
6. shelf, tornado _____
7. city, survey _____
8. policy, proof _____
9. giraffe, chief of staff _____
10. class, solo _____

INFORMATION SHEET (CONT.)

Collective Noun: Names a group or collection of persons, places, or things. They are usually considered as one person, place, or thing.

Example: Group of persons: crew team navy people committee
Group of places: republic nation federation
Group of things: herd bunch flock swarm litter

Our *team* is practicing three nights a week. (The team is acting as one unit.)

The *audience* applauds the performer. (The audience is acting as one unit.)

Collective nouns take plural verbs when the group is acting as individuals.

Example: The *audience* take their seats. (The members of the audience are acting as individuals.)

Possessive Nouns: Possessive nouns show ownership or possession.

Singular: To form the possessive of a singular noun, we usually add 's.

Example:

<u>Singular</u>	<u>Singular Possessive</u>
boy	boy's hat
child	child's toy

If the word ends in s, add ' or 's. The apostrophe alone (') is normal, but if you pronounce an extra syllable, then add 's.

Example:

<u>Singular</u>	<u>Singular Possessive</u>
Mr. Roberts	Mr. Roberts' car
boss	boss's office

Plural: To form the possessive of a plural noun, first make the word plural.

Example:

<u>Singular</u>	<u>Plural</u>	
boy	boys	(no possession shown yet.)
child	children	

Then add ' or 's to make the word plural possessive.

Example:

<u>Plural</u>	<u>Plural Possessive</u>
boys	two boys' hats
children	children's toys

INFORMATION SHEET (CONT.)

PRACTICE #3

In the following sentences, if the underlined word needs an apostrophe, place the apostrophe correctly. Write in the space provided what is "owned". (If you can't find anything that is owned, you don't need that apostrophe.)

1. There are clouds in the sky today.
2. His three sisters like TV.
3. Her mothers back is sore.
4. The teams captain is bossy.
5. That cats meows are loud.

What Is "Owned"

In the spaces provided, write the singular possessive, the plural, and the plural possessive for each of the nouns listed below.

	SINGULAR POSSESSIVE	PLURAL	PLURAL POSSESSIVE
6. sister-in-law	_____	_____	_____
7. client	_____	_____	_____
8. purchaser	_____	_____	_____
9. saleswoman	_____	_____	_____
10. The Roberts	_____	_____	_____
11. county	_____	_____	_____
12. senator	_____	_____	_____
13. son	_____	_____	_____
14. cameraman	_____	_____	_____
15. The Sims	_____	_____	_____

ANSWER SHEET

PRACTICE #1

1. shares stock Wall Street afternoon
2. Brown Brothers copy invoice
3. goods plant Chicago
4. supplies Ms. Rinehard
5. Henry tray cafeteria

PRACTICE #2

1. vetoes churches
2. heroes safes
3. music piccolos
4. involves thieves
5. deer children
6. shelves tornadoes
7. cities surveys
8. policies proofs
9. giraffes chiefs of staff
10. classes solos

PRACTICE #3

1. --
2. --
3. mother's back
4. team's captain
5. cat's meows
6. sister-in-law's sisters-in-law
sisters-in-law's
7. client's clients clients'
8. purchaser's purchasers
purchasers'
9. saleswoman's saleswomen
saleswomen's
10. The Robert's The Robertses
The Robertses'
11. county's counties counties'
12. senator's senators senators'
13. son's sons sons'
14. cameraman's cameramen
cameramen's
15. The Sims's The Simses
The Simses'

INFORMATION SHEET PRONOUNS

Pronouns (P): A word that takes the place of a noun.

Nominative	I	he	she	we	they	who	you	it
Objective	me	him	her	us	them	who	you	it
Possessive	my mine	his	her hers	our ours	their theirs	whose	your yours	its

Forms: There are three pronoun forms.

1. Nominative forms are used as subjects of verbs.

Example: Susan and I attended the banquet.

Nominative forms are also used following the verbs: am, is, are, was, were, be, been, or being.

Example: It was I.

The two winners were Rhonda and she.

2. Objective forms are used as direct objects of verbs. The direct object follows the verb and answers the question what or whom.

Example: Sue will sell them today.

Objective forms are also used as indirect objects. An indirect object follows the verb and answers the question to whom, for whom, to what, or for what.

Example: Bill gave her a book.

Also, objective forms are used as objects of prepositions.

Example: Give the report to her.

3. Possessive forms are used to show ownership.

Example: Their flipchart and my markers were left in the room.

Pronoun Agreement - Pronouns, like nouns, can be either singular or plural. If the pronoun refers to a singular noun, use a singular pronoun. If the pronoun refers to a plural noun, use a plural pronoun.

Example: The two teams won their events.

(Teams is plural, so use their.)

Pronouns must also agree in gender. Gender refers to male, female, or neutral (neither masculine nor feminine). Companies and businesses are neutral.

Example: Has Bob submitted his expense forms? (M)

Sally went to her high school reunion. (F)

Learner and Sons held its picnic last Friday. (N)

INFORMATION SHEET (CONT.)

PRACTICE#1

Circle the correct pronoun in the parentheses.

1. Deborah and (her, she) witnessed the accident.
2. It is (me, I) who called you yesterday.
3. That is (her, she) on the front cover of the magazine.
4. Our manager and (him, he) reviewed the plans for the new addition.
5. The finance manager wants (they, them) to attend the workshop.
6. Check with (she, her) about the plans for the advertisement.
7. (He, Him) and she were both chosen to be co-sponsors.
8. Several of us wanted to work with (he, him) on the brochure.
9. Give (they, them) the resources they need to complete the task.
10. (I, me) was selected to design the new company logo.

Replace the word or words in parentheses with a possessive pronoun. Write the pronoun in the space provided.

11. The manager and supervisor made (the manager and supervisor's) decision.

12. You're right. The company decided to renew (the company's) lease.

13. I'm sure that this is (Mike's) sweater.

14. I look forward to (Eileen's) calling me for an interview.

15. The committee members were aware of (the committee members') influence.

16. Jake obviously wants to sell (Jake's) stock in the company.

17. Did Hilda ask them to forward (Hilda's) mail?

INFORMATION SHEET (CONT.)

Pronoun Troublemakers:

When words are missing: Usually this problem occurs when comparisons are being made. You have to look at the intended meaning of the sentence. The words than and as are hints that words may be missing.

Example: Dawna likes basketball better than (I, me).

With I, the sentence means that Dawna likes basketball better than I like basketball.

With me, the sentence means that Dawna likes basketball better than she likes me.

Solution: Determine what you are really trying to say and fill in the missing sentence ending.

Example: I enjoy going to the theater as much as (she,her).

Think: I enjoy going to the theater as much as (she) likes going to the theater.

PRACTICE #2

Choose the correct pronoun in the parentheses and write your answer in the space provided.

1. (I, me) No one was more appreciative than _____.
2. (she, her) The recently hired consultant, Jeff Meyer, is as energetic as _____.
3. (they, them) We walked as many miles as _____.
4. (he, him) As a vice president, Sally was more competent than _____.
5. (he, him) The land was surveyed by our engineer and _____.
6. (I, me) My sister and _____ discussed our plans last week.
7. (she, her) Is the new secretary younger than _____?
8. (he, him) Ms. Smith worked harder on the assignment than _____.
9. (they, them) Those typists produced more invoices in the last hour than _____.
10. (we, us) Mike's departure will hurt the company more than _____.
11. (we, us) Because of the delay at the airport, the Martins arrived much later than _____.

INFORMATION SHEET (CONT.)

Indefinite Pronouns: Refers to people, places, or things in general.

Singular:

one	everyone	either	somebody	each
something	nobody	anybody	everything	every
someone	neither	everybody	no one	anyone
anything	nothing			

Example: Anybody who wants a copy should ask Mrs. Roberts.

Plural: many, few, several, both

Example: Both enjoy working overtime.

Singular or Plural (often you can decide singular or plural by the prepositional phrase following the pronoun): all, any, none, some, more, most

Example: **None of the money is missing.** (Money is singular, so none is singular and uses is.)

None of the players were absent. (Players is plural, so none uses the plural verb were.)

PRACTICE #3

Decide whether a singular or a plural verb is needed to complete each of the following sentences. Circle the correct verb from each pair in parentheses.

1. Both of the officers (has, have) over five years' experience.
2. All of the participants (was, were) able to finish their projects.
3. If someone (need, needs) a ride to the meeting, please let me know.
4. Everyone (want, wants) to voice his or her opinion.
5. Most of the sugar (was, were) spilled.

ANSWER SHEET FOR PRACTICES

Practice #1

1. she
2. I
3. she
4. he
5. them
6. her
7. he
8. him
9. them
10. I
11. their
12. its
13. his
14. her
15. their
16. his
17. her

Practice #2

1. I
2. she
3. they
4. he
5. him
6. I
7. she
8. he
9. they
10. us
11. we

Practice #3

1. have
2. were
3. needs
4. wants
5. was

INFORMATION SHEET VERBS

Verbs (V): As you know, sentences must have a subject and a verb. Verbs tell what is happening in the sentence. Most verbs show action. This action may be physical or mental.

Example: go, jump, receive, think, assume

Helping Verbs: Sometimes verbs need help. Together, a main verb and its helpers make up a verb phrase.

Example: They have written several books. (Have written is the verb phrase; have is the helper; written is the main verb.)

She should have been selected. (Should have been selected is the verb phrase; should, have, and been are helpers; selected is the main verb.)

PRACTICE #1

Identify verbs and verb phrases. Place one line under the main verb and two lines under each helping verb.

1. Three people purchased bicycles today at our north store.
2. Her beautiful flowers were trampled yesterday by the energetic children.
3. We visit our relatives in Texas frequently.
4. They live between Dallas and Fort Worth in the rapidly growing town of Arlington.
5. The students had been attending school for three weeks.

Linking Verbs: Some verbs join, or "link" the subject to a noun, or adjective that follows the verb. These are called linking verbs.

Examples:

1. *To be* (be, am, are, is, was, were, been, being):
I am the general manager. (Am links I to general manager.)
2. *To appear*:
He appeared tired after the long trip. (Appeared links he and tired.)
3. *To seem*:
Thelma seems unhappy about the new policy. (Seems links Thelma and unhappy.)
4. Verbs of the senses, such as *to feel*, *to look*, *to smell*, *to taste*, *to hear*:
It tasted too salty. (Tasted links it and salty.)

INFORMATION SHEET (CONT.)

Notice that the linking verb is never followed by an object. The linking verb does not show action. The function of the linking verb is to "link" the subject with the noun, pronoun, or adjective that follows the verb.

	SUBJECT	LINKING VERB	COMPLETER
Predicate nouns:	Mr. Hamilton Ms. Armstrong	is was	president. the director.
Predicate pronouns:	It The announcers	is are	I. they.
Predicate adjectives:	Iris I	looks feel	beautiful. bad*.

*It is incorrect to say "I feel badly" – unless your sense of touch is poor.

PRACTICE #2

Underline the linking verbs.

1. Georgia's car was green.
2. The Browns were thrilled with their lottery winnings.
3. It was she at the door.
4. Our visitors were clients from Seattle.
5. Kathy is the new manager.
6. They seemed happy about the merger.
7. The chef's chili is spicy.
8. My law clerk is she.

INFORMATION SHEET (CONT.)

Troublesome Verbs

Lie and Lay

Lay means "to place". Lie means "to rest or recline".

PRESENT	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
lay	laid	laid	laying
lie	lay	lain	lying

Notice that *lay* always takes a direct object or has a receiver of the action. *Lie* never takes a direct object. Substituting the correct form of to place or to rest often helps.

Example: Please *lay* the *book* on the table. *Book* is the direct object of the verb *lay*. Lay what? The *book*. (Place the book on the table.)

Example: The book has been laid on the table. *Book* is the subject of *has been laid*. What has been laid? *Book*. The subject, *book*, is the receiver of the action. (The book has been placed on the table.)

Now you will see that *lie* never has a direct object.

Example: Our cat *lies* on the carpet. Lies what? No answer. There is no direct object to receive the action. (Our cat rests on the carpet.)

Example: The leaves *lie* on the ground. (The leaves rest on the ground.)

Example: Kelly *lay* down for an hour. (Kelly rested for an hour.)

Example: The exhausted children *have lain* on the bed for several hours. (The exhausted children have rested on the bed for several hours.)

INFORMATION SHEET (CONT.)

PRACTICE # 3

Beware! *Lay* is used as both the past tense of *lie* and the present tense of *lay*. Circle the correct verb from each pair in parentheses. If there is a direct object, underline it.

1. She and her friends (lie, lay) on the beach any chance they get.
2. Do you want those letters (lying, laying) over there to be mailed this afternoon?
3. Will and Andy have (lain, laid) the new carpet.
4. He (lies, lays) about 50 miles of pipe each day.
5. The painter (lies, lays) his brushes on the palette when he's not using them.
6. Please (lie, lay) the portfolio on the counter in the lobby.
7. The cat just (lies, lays) there so peacefully all morning.
8. The mason is (laying, lying) the new foundation.
9. Bill said he (laid, lain) the letter on the desk.
10. Your hat is (laying, lying) on the table.
11. (Lay, Lie) the cartons by the elevator.
12. She (~~lain~~, laid) the memo on Mr. Herbert's desk.
13. They (lain, laid) the reports on the cabinet.
14. Our house (lies, lays) on a steep hill.
15. I (laid, lie) the blanket on the shelf.
16. Gary is (laying, lying) under the tree.

Practice #1

1. purchased
2. were trampled
3. visit
4. live
5. had been attending

Practice #2

1. was
2. were
3. was
4. were
5. is
6. seemed
7. is
8. is

Practice #3

- | | |
|------------------------------|-------------------------|
| 1. lie | 9. laid <u>letter</u> |
| 2. lying | 10. lying |
| 3. laid <u>carpet</u> | 11. lay <u>cartons</u> |
| 4. lays <u>miles of pipe</u> | 12. laid <u>memo</u> |
| 5. lays <u>brushes</u> | 13. laid <u>reports</u> |
| 6. lay <u>portfolio</u> | 14. lies |
| 7. lies | 15. laid <u>blanket</u> |
| 8. laying <u>foundation</u> | 16. lying |

INFORMATION SHEET SUBJECT-VERB AGREEMENT

As you know, sentences are made up of two major parts: subjects and verbs. The *subject* is the part which is doing something or about which something is said. The *verb* is the part which says something about the subject—what the subject does, what the subject is, or what happens to the subject.

Verbs must agree with their leaders—the nouns or pronouns to which they refer. The verb must agree with its subject in *person* (first, second, or third) and in *number* (singular or plural).

Example:

	Singular	Plural
First Person:	I prefer	we prefer
Second Person:	you prefer	you prefer
Third Person:	he prefers	they prefer
	she prefers	
	it prefers	

If you can substitute *he*, *she*, or *it* for the subject, the verb must be third person singular. If you can substitute *they*, the verb will be third person plural.

Here are the most common agreement rules.

Rule One: Make sure that the subject and verb agree in number. A singular subject must have a singular verb. Often, a singular verb ends with an *s* in the present tense.

Example: The manager runs the theater.

Rule Two: Plural subjects must have plural verbs.

Example: The managers run the theater.

- Be careful of subjects that look plural, but are really singular.

Example: Parrish and Company has a new location.
Dillards is a large department store.

Rule Three: Don't confuse the subject with its modifiers. Sometimes a verb does not immediately follow the subject. Remove these words so that the subject and verb are together.

Example: The box containing all of the missing materials was found in Louisville. (Since box is the subject think, *the box was found.*)

Example: Program managers, along with the speaker, have to meet at the breakfast meeting. (Think: *Program managers have to meet.*)

Rule Four: When a sentence is not in normal order, the correct verb may not be clear. Change the sentence to normal order: subject, then verb.

Example: Where (is, are) the "rush" cartons? (Think: *The "rush" cartons are where?*)

INFORMATION SHEET (CONT.)

A sentence beginning with *there* or *here* also reverses the subject and verb. Remember *there* is never a subject. Try changing the word order.

Example: There (is, are) several participants. (Think: *Several participants are there.*)

Rule Five: Compound subjects (joined by *and*) require plural verbs. (Substitute the word *they* for the subject to find the correct verb form.)

Example: Mrs. Short and Mrs. Williams are English teachers. (*They are English teachers.*)

PRACTICE #1 (Rules 1-5)

Circle the correct verb in parentheses. Write the rule number in the space provided.

- ___ 1. Edmond (celebrate, celebrates) his birthday on May 23.
- ___ 2. Janice and Johanna (was, were) visiting our office.
- ___ 3. Carl (move, moves) into his new apartment the first of the month.
- ___ 4. The new books (has, have) over 500 pages.
- ___ 5. There (is, are) several articles in this magazine that I would like you to read.
- ___ 6. You and I (have, has) been asked to serve on the editorial board for the journal.
- ___ 7. Members of the audience (was, were) returning to their seats after the intermission.

Rule Six: Compound subjects modified by *each* or *every* require singular verbs.

Example: Every man and woman is a loyal employee.
Every shirt and every tie is color coordinated.
Each man and each woman has a name tag.
Each woman and child is making a puppet.

Rule Seven: Compound subjects joined by *or* or *nor* require a singular verb if the subject closest to the verb is singular. They require a plural verb if the subject closest to the verb is plural. (Cover up everything except the subject closest to the verb.)

Example: The dogs or the cat was in the kennel. (The cat was in the kennel.)
The cat or the dogs were in the kennel. (Dogs were in the kennel.)
Neither the supervisors nor the assistant has the authority to approve the change.
Neither the assistant nor the supervisors have the authority to approve the change.

INFORMATION SHEET (CONT.)

Rule Eight: Remember, collective nouns may require singular or plural verbs, depending upon their meaning. Use a singular verb if the group is acting as one. Use a plural verb if the members of the group are acting as individuals.

Example: The faculty meets once a month.
The faculty were given various responsibilities.

Rule Nine: Remember, indefinite pronouns may be singular or plural.

Singular: each, either, everyone, everybody, neither, nobody, someone, every, one, another much.

Plural: both, few, many, others, several.

Either: some, none, most, all, more, any.

Example: Everybody believes you. (singular)
Both of them were gone. (plural because them is plural)
All of the people attend class regularly. (plural)
All of the cake was ruined. (singular because cake is singular)
Some of the trees were burned. (plural because trees is plural)
Some of the forest was burned. (singular because forest is singular)

PRACTICE #2 (Rules 6-9)

Circle the correct verb in parentheses. Write the rule number in the space provided.

- _____ 1. Neither the pen nor the papers (was, were) on the desk.
- _____ 2. A few of the people (is, are) here already.
- _____ 3. Most of the work (was, were) finished by noon.
- _____ 4. Each of the students (has, have) an assignment to complete.
- _____ 5. Several of their furnishings (was, were) antiques.
- _____ 6. The jury (has, have) reached a decision.
- _____ 7. Each of the candidates (was, were) present at the rally.
- _____ 8. Each staff member and each supervisor (deserve, deserves) merit pay this year.
- _____ 9. Neither Conrad nor Hilton (has, have) the authority to change those blueprints.
- _____ 10. Both of our chemists (was, were) working on the same experiment.
- _____ 11. Bill or Paula (is, are) being considered for the opening in the Accounting Department.
- _____ 12. None of the performers (is, are) more celebrated than our vocal artists.

ANSWER SHEET FOR PRACTICES

Practice #1

1. Rule 1 celebrates
2. Rule 5 were
3. Rule 1 moves
4. Rule 2 have
5. Rule 4 are
6. Rule 5 have
7. Rule 3 were

Practice #2

- | | |
|----------------|--------------------|
| 1. Rule 7 were | 7. Rule 9 was |
| 2. Rule 9 are | 8. Rule 6 deserves |
| 3. Rule 9 was | 9. Rule 7 has |
| 4. Rule 9 has | 10. Rule 9 were |
| 5. Rule 9 were | 11. Rule 7 is |
| 6. Rule 8 has | 12. Rule 9 are |

**INFORMATION SHEET #1
COMMAS**

Commas are very commonly used in sentences to prevent confusion, provide emphasis, or prevent wordiness.

Rule 1: Use a comma right after the salutation or greeting in a friendly letter. Do not use a comma in a business letter.

Example: Friendly: Dear Frank,
Dear Aunt Nancy,

Business: Dear Mr. Smith:
Dear Mr. Smith (open punctuation)

Rule 2: Use a comma following the closing of a letter if you used punctuation in the greeting.

Example: Yours truly,
Sincerely yours,

Rule 3: Use commas between the part of the date: this means between the day of the week and the day of the month, as well as between the day of the month and the year.

Example: Saturday, July 13, 1968

You should also use a comma to separate the last item in the date from the rest of the sentence if a year is included with the month and day. Omit commas when only the month and year are given.

Example: On June 22, 1979, she became old enough to vote.
In August 1991 we dissolved our partnership.

Rule 4: Always use a comma between a city and a state.

Example: Detroit, Michigan

A comma is used to separate a person's name from his or her street address, and the street address from the city and state when placed like this:

Example: Ron Slater, 2229 Park Street, St. Louis, Missouri 63104

When written on separate lines, use only a comma between city and state.

Example: Ron Slater
2229 Park Street
St. Louis, Missouri 63104

(Notice that a comma is NOT put between the state and the ZIP Code.)

When there is a city and state in the middle of a sentence, a comma follows the city and follows the state.

Example: We visited Lincoln, Nebraska, on our last vacation.

INFORMATION SHEET #1 (CONT.)

Rule 5: Use commas between things in a series. A series is a list of things that are alike. If you've got a list of at least three things—like names of people, places, or things—put commas between them.

Example: I saw Dan, Rose, Anita, and Mike.

The comma takes the place of the word and. Using the comma is easier than writing "I saw Dan and Rose and Anita and Mike."

PRACTICE #1

(Rules 1-5) Insert commas where needed. Use proofreader's mark (^).

1. Coffee cocoa and tea were once considered luxury drinks.
2. We had to mail the package back to St. Paul Minnesota.
3. Her address is 1234 S. Robinson Tulsa Oklahoma 74136.
4. We are planning a party on Friday April 23.
5. On October 17 1973 OPEC raised oil prices by calling for an oil embargo.

Rule 6: Use commas between words that describe someone or something. Words that describe someone or something are called adjectives. The person, place, or thing that an adjective describes is called a noun.

Here are some nouns: John (person) New York (place) car (thing)

We can use adjectives to tell something about them. Place commas between the adjectives if "and" could be substituted. If you cannot substitute "and", then no commas are needed.

mean, cruel, unkind John
busy, exciting, fantastic New York
shiny, new, red sports car (You can't put "and" between red and sports, so no comma is necessary.)

Rule 7: Use a comma before the coordinating conjunction in a compound sentence. (A compound sentence has two complete sentences in it.)

Coordinating conjunctions: and, but, or, nor, for, yet

To make a compound sentence, all you have to do is put in one of the coordinating conjunctions—and a comma.

Example: Tim went to the store, and Ann stayed home to call her friends.

Remember: Each part of a compound sentence must be a complete sentence and be able to stand alone.

Rule 8: Use a comma after interjections and the words "yes" and "no" at the beginning of a sentence.

INFORMATION SHEET #1 (CONT.)

You'll know the words "yes" and "no" when you see them, but what about interjections? Interjections are words that are added onto a sentence to express feeling. The sentence would be fine without the interjection. Here are some interjections that are used quite a lot.

Oh Hey Hello Gosh Well Hi Heck

Interjections usually show up as the first word in the sentence. They can be punctuated with or without commas.

Example: Oh, I thought so.

Hello! How are you?

Rule 9: Use a comma to separate a term of address from the rest of the sentence.

When someone calls you by name, they are addressing you. Names and other words used to address people are called terms of address. A term of address can be the first word or last word in a sentence. A term of address can also come in the middle of a sentence. If it comes in the middle of a sentence, two commas are needed to set it off.

Example: John, please close the door.

Please close the door, John.

I want to know, Doctor, just how sick I am.

PRACTICE #2 (Rules 5-9)

Use proofreader's marks to show where commas are needed in the following sentences (^).

1. A star has been added for each new state and now there are fifty stars.
2. Dad did you know that the flag flies continuously over the grave of Francis Scott Key?
3. Massachusetts Rhode Island and New Hampshire were part of the original thirteen colonies.
4. Yes we should be thankful that we live in America!
5. Oh I wanted to leave too.
6. Mike stopped stared and then began to laugh.
7. Mark is a competent bright industrious employee.

INFORMATION SHEET #1 (CONT.)

Rule 10: Use commas to set off certain words that interrupt or are just added on to a sentence.

Some of these include:

however	moreover	furthermore	therefore
nevertheless	in my opinion	by the way	for example
of course			

These words often show up in the middle of a sentence, but they may also come at the beginning or end. When they come in the middle, two commas are needed to set them off. As with interjections, the sentence would still make sense without them.

Example: In my opinion, it was a dull party.
We decided, therefore, to leave early.

PRACTICE #3

Put in commas where they are needed in the following sentences.

1. I'll stay of course if you want me to stay.
2. I'd known him for ten years. Therefore I thought I should help him.
3. He doesn't like jazz. Nevertheless he went with her to the concert.
4. There's no reason why she can't be home on time. Furthermore I'm going to tell her so when she gets home.
5. Science in my opinion is a very interesting subject.

ANSWER SHEET FOR PRACTICES

Practice #1

1. Coffee, cocoa, and tea were once considered luxury drinks.
2. We had to mail the package back to St. Paul, Minnesota.
3. Her address is 1234 S. Robinson, Tulsa, Oklahoma 74136.
4. We are planning a party on Friday, April 23.
5. On October 17, 1973, OPEC raised oil prices by calling for an oil embargo.

Practice #2

1. A star has been added for each new state, and now there are fifty stars.
2. Dad, did you know that the flag flies continuously over the grave of Francis Scott Key?
3. Massachusetts, Rhode Island, and New Hampshire were part of the original thirteen colonies.
4. Yes, we should be thankful that we live in America!
5. Oh, I wanted to leave too.
6. Mike stopped, stared, and then began to laugh.
7. Mark is a competent, bright, industrious employee.

Practice #3

1. I'll stay, of course, if you want me to stay.
2. I'd known him for ten years. Therefore, I thought I should help him.
3. He doesn't like jazz. Nevertheless, he went with her to the concert.
4. There's no reason why she can't be home on time. Furthermore, I'm going to tell her so when she gets home.
5. Science, in my opinion, is a very interesting subject.

**INFORMATION SHEET #1
COLONS**

Use a colon (:) in the following situations:

Rule 1: After the salutation or greeting in a business letter.

Example: Dear Mrs. Jennings:

Rule 2: To introduce a list, statement, or illustration,

Example: Rod took only one class: geometry.

Example: Mother works three days a week: Monday, Wednesday, and Friday.

DO NOT USE a colon if the series follows a preposition.

Wrong: The firemen were called out at: 9:00, 11:00, and 5:30.

Right: The firemen were called out at 9:00, 11:00, and 5:30.

Right: The firemen were called out at the following times: 9:00, 11:00, and 5:30.

Rule 3: Between the hour and minutes when telling time.

Example: 8:35

Rule 4: When a clause contains an anticipatory expression (the following, as follows, thus, and these) and directs attention to a series of explanatory words, phrases, or clauses.

Example: We are opening new motels in the following locations: Fort Smith, Port Arthur, and Tempe.

DO NOT USE a colon if the series follows a dependent clause that does not express a complete thought.

Wrong: This set of china includes: 12 plates, 12 cups, and 12 saucers.

Right: This set of china includes 12 plates, 12 cups, and 12 saucers.

Right: This set of china includes the following items: 12 plates, 12 cups, and 12 saucers.

Rule 5: Bible verses—between the book and the verse.

Example: Psalms 25:36-37

INFORMATION SHEET #1 (CONT.)

PRACTICE #1

Directions: Put colons, commas, and end punctuation where they belong in the following sentences.

1. Dear Mr. Santini
2. Turn off the oven at 7 15
3. You may take any of the following courses Math Science Language Arts and Gym
4. Sally I haven't seen the boys since 8 30 this morning
5. You will need the following supplies for your art class a ruler three paint brushes and a drawing pen
6. Because I arrived late on July 3 1983 I missed my train to Miami Florida
7. The minister asked us to turn to Isaish 55 10
8. Anson are you responsible for this mess or was it your brother's fault
9. Andrea my French cousin understands English but she does not like to speak it in front of a large group
10. Suddenly without warning a fierce raging tomado swept through the tiny unsuspecting town of Ross North Dakota

**INFORMATION SHEET #2
SEMICOLONS**

Use a semicolon in the following situations:

Rule 1: Between parts of a compound sentence when they are not joined by a conjunction. (It replaces the conjunction of *and*, *or*, *but*, or *nor*.)

Example: The rain came in torrents; we did not know what to do.

Rule 2: When one or both of the independent clauses contain a comma or commas even if there is a conjunction.

Example: As you know, team members must pass this test; or they will not play on Saturday.

Chuck mailed the letter; and he received a reply on Monday, June 2.

Rule 3: Before transitional words that connect two independent clauses. (A comma follows the transitional words.)

besides	however	of course	consequently	for instance
for example	meanwhile	otherwise	moreover	
(un)fortunately	nevertheless	therefore	in fact	
accordingly	thus	then	instead	

Example: The day was cold; therefore, we did not go for a ride.

WARNING: Sometimes these words are interrupting words and do not join independent clauses. Do not use a semicolon in this case.

Example: Gail, therefore, will return to school this week.

Rule 4: To prevent misreading.

Example: Jack, the captain; Jane, the president; and Joe, the hero were invited to the party.

Rule 5: Before *namely*, *as*, or *thus* when used to introduce examples.

Example: Four boys came; namely, Tom, Dick, Jack, and Jim.

INFORMATION SHEET #2 (CONT.)

PRACTICE #2

Directions: Place semicolons, commas, and end punctuation where needed. Use proofreader's marks.

1. The day was busy nevertheless we had time for fun
2. The clouds began to break the rain almost stopped
3. Besides I didn't like the color
4. Dallas Texas San Francisco California and Denver Colorado are my favorite cities
5. There were five categories namely history science literature sports and music
6. Ms. Wagford has been promoted to manager she certainly deserves it
7. Students were complaining about the many fees they had to pay namely the health fee the computer fee and the recreational fee
8. The committee members were excited about having the survey completed they were however unhappy with the results
9. Because of early retirement two positions will be available in the Art Department consequently we'll soon be announcing these positions
10. The new procedures worked very well we had only five calls asking for clarification of them
11. As you requested the original copy of the invoice was sent to your main office a copy of the invoice was sent to your branch office in Chicago
12. The departmental faculty meeting is scheduled for Tuesday May 5 at 3 o'clock all faculty are requested to attend
13. The bar graphs were designed by Stan Kallick the line graphs were designed by Shelley Bright
14. Ms. Estkowski has the skills for the job furthermore she has the experience
15. The receptionist at the doctor's office checked the appointment book no appointments were available until the first of next month
16. The large purchase order was to be shipped to several locations namely Louisville Kentucky New Orleans Louisiana and Baltimore Maryland

ANSWER SHEET FOR PRACTICES

Practice #1

1. Dear Mr. Santini :[^]
2. Turn off the oven at 7:15^o
3. You may take any of the following courses: Math[^], Science[^], Language Arts[^], and Gym^o
4. Sally, I haven't seen the boys since 8:30 this morning^o
5. You will need the following supplies for your art class: a ruler[^], three paint brushes[^], and a drawing pen^o
6. Because I arrived late on July 3, 1983, I missed my train to Miami, Florida^o
7. The minister asked us to turn to Isaiah 55:10^o
8. Anson, are you responsible for this mess, or was it your brother's fault?[^]
9. Andrea, my French cousin, understands English, but she does not like to speak it in front of a large group^o
10. Suddenly without warning, a fierce, raging tornado swept through the tiny, unsuspecting town of Ross, North Dakota^o

ANSWER SHEET FOR PRACTICES

Practice #2

1. The day was busy; nevertheless, we had time for fun.
2. The clouds began to break; the rain almost stopped.
3. Besides, I didn't like the color.
4. Dallas, Texas; San Francisco, California; and Denver, Colorado are my favorite cities.
5. There were five categories; namely, history, science, literature, sports, and music.
6. Ms. Wagford has been promoted to manager; she certainly deserves it.
7. Students were complaining about the many fees they had to pay; namely, the health fee, the computer fee, and the recreational fee.
8. The committee members were excited about having the survey completed; they were, however, unhappy with the results.
9. Because of early retirement, two positions will be available in the Art Department; consequently, we'll soon be announcing these positions.
10. The new procedures worked very well; we had only five calls asking for clarification of them.
11. As you requested, the original copy of the invoice was sent to your main office; a copy of the invoice was sent to your branch office in Chicago.
12. The departmental faculty meeting is scheduled for Tuesday, May 5 at 3 o'clock; all faculty are requested to attend.
13. The bar graphs were designed by Stan Kallick; the line graphs were designed by Shelley Bright.
14. Ms. Estkowski has the skills for the job; furthermore, she has the experience.
15. The receptionist at the doctor's office checked the appointment book; no appointments were available until the first of next month.
16. The large purchase order was to be shipped to several locations; namely, Louisville, Kentucky; New Orleans, Louisiana; and Baltimore, Maryland.

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