The Sentence

I. The sentence

A. Definition: The sentence is made up of words which are constructed properly to express a complete thought. Each word in a sentence may be designated as a part of speech. Every sentence MUST HAVE A AT LEAST ONE SUBJECT AND AT LEAST ONE VERB.

2 subjects = compound subject (or is share same verb)

The [woman] on the corner [ran] around the block

Subject — Simple Subject

predicat — Simple Predicat

can reduce to (The) Woman ran

B. Eight parts of speech:

1. Noun	2. Pronoun	3. Verb	4. Adverb
5. Adjective	6. Preposition	7. Conjunction	8. Interjection

*the part of speech of a word must be determined by its use in a sentence:

↑ not always can just tell

C. Natural order: the subject comes before the verb or verb phrase in a sentence

i.e. The vice-president *sat* behind the president.

The girls *were standing* near the aisle.

D. Inverted Sentences: The complete verb phrase or part of the verb phrase precedes the subject. Sentences which ask a question are usually considered inverted sentences.

Verb

i.e. Behind the president *sat* the vice president.

Were the girls *standing* near the aisle? - can't convert questions

Near the aisle, stood the girls

- Don't want to do this in formal papers

E. Modifiers: A modifier is any word or group of words which describes, changes, or limits the meaning of another word. Modifiers may be single words, phrases, or clauses. ***They are always used as adjectives or adverbs.***

What makes writing good

Modifiers = adjectives + adverbs

i.e. Before the class meeting began, the new students, who had recently enrolled in school, were introduced by the president.

can be clauses

Their misuse - see handout

F. The Clause: A group of related words which must contain a subject and a verb. A clause is either independent or dependent.

1. Independent- can stand alone in a the expression of a thought without the aid of other words.
   i.e. a ballot vote was taken.
2. Dependent—can not stand alone but relies on the help of other words in the sentence to complete its meaning.
   i.e. after each had expressed his views

while
although

almost always start w/ subordinate conjuctions

G. The Phrase: different from a clause because it does not contain a subject or a verb or verb phrase. A phrase may be designated as a single part of speech.

i.e. To win the trophy was the earnest desire of the boys entering the debate tournament.

no subject and verb in phrase (can be only 1)

need to make sense

H. Forms of sentences

1. Simple sentence: a group of words containing one complete subject and one complete verb or verb phrase.
   i.e. many vacationers travel to all parts of the world seeking relaxation.

   Subject + Verb = 1 independent clause

   Complicate ≠ simple sentence
   (as long as it has 1 subject + 1 verb = simple sentence)

2. Compound Sentence: contains two or more independent clauses. A conjunction often joins the clauses.
   can stand on it's own
   i.e. Television repairing *may be* interesting to some men, but to others it only *proves* to be very perplexing.

   Independent Clause + Coordinating Conjunction + Independent Subject

   (2 or more independent clauses joined by [and, but, or, ; , ,, etc]
   coordinating conjunction

3. Complex sentence: contains one independent and one or more dependent clauses.
   subordinating conjunction
   i.e. Although Ashley *promised* to make it to the party, she *was held* up in traffic all night.

   Independent Clause + Dependent Clause
   or
   Dependent Clause + Comma + Independent Clause

4. Compound-complex sentence: a compound sentence with the addition of one or more dependent clauses.
   i.e. The dog *bit* Ryan and the cat *scratched* Kerry because both fools *teased* them.

   any order

   (Independent Clause + Coordinating conjunction + independent Clause)
   + dependent clause

I. Uses of sentences

1. Declarative sentence: states a fact and is followed by a period
   i.e. a school is the most important building in the city.

2. Interrogative sentence: asks a question and is followed by a question mark.
   i.e. Do you realize the value of your school?

3. Imperative sentence: expresses a command or a request and is followed by a period. An imperative sentence often has an "understood" subject.
   i.e. Treat your school well.

4. Exclamatory sentence: expresses strong feeling and is followed by an exclamation point
   i.e. What a great movie!

11/4

Name: Michael Plasmeier Honors English

Sentences and Parts of Speech

Directions: Write a sentence following the directions given

1. Write a sentence using **Jeff** as the subject

   Jeff will beat Paul at basketball

2. Write a sentence using **look** (or looking, looked) as the verb

   Michael looked for the book

3. Write a sentence using **English, History and Science** as the compound subject

   Enlish, Histor, and Science Sucks Can't say "I have Hist, Eng, Sci today"

4. Write a sentence using **running and hiding** as the compound verb

   Joe was running and hiding from Jeff

5. Fix the following fragments:

   - Liz and her friends. ate Pie
     Went shoping

   - Getting lost and asking for directions. is bad

   - Corinne running away from Mark. was
     is + was are being verbs + can be part of other verbs

   - Because the movie scared her. Joe laughted

   - While driving to school, I crashed

BE CAREFUL WHEN CONSTRUCTING THE FOLLOWING SENTENCES!!!!!

6. Write a sentence using **run** as a NOUN

I went for a run

7. Write a sentence using **mail** as a VERB

I will mail a postcard to Joe.

8. Write a sentence using **foul** as an ADJECTIVE

Thoes foul Montagues, run around the school

9. Write a sentence using **quickly** as an ADVERB

Please study quickly, Jack

10. Write a sentence using **but** as a CONJUNCTION

I wanted to mail a letter, but the post office was closed

? 11. Write a sentence using **across** as an PREPOSITION

relasionship of noun to pronoun

I will run across the state

The book is across the table

12. Write a sentence using **buried** as an ADJECTIVE

I want to find buried treasure

14. Write a sentence using **novel** as a NOUN

the ← must be noun or pronoun

I read a novel.

15. Write a sentence using **shovel** as a VERB

I will shovel that dirt

Dangling Modifiers

A **dangling modifier** is a phrase or clause which says something different from what is meant because words are left out. The meaning of the sentence, therefore, is left "dangling."

Incorrect: While driving on Greenwood Avenue yesterday afternoon, a tree began to fall toward Wendy H's car.
(It sounds like the tree was driving! This actually appeared in a newspaper article. An alert reader wrote, "Is the Department of Motor Vehicles branching out and issuing licenses to hardwoods? Have they taken leaf of their senses?")

Adding a word or two makes the sentence clear.

Correct: While Wendy H was driving on Greenwood Avenue yesterday afternoon, a tree began to fall toward her car.

When a modifier "dangles" so that the sentence is meaningless (or means something other than your intent), restate it and add the words it needs in order to make sense.

Misplaced Modifiers

This is a common problem in American speech. Writing has to be more precise than speaking, or it will be misunderstood.

A **misplaced modifier** is simply a word or phrase describing something but not placed near enough the word it is supposed to modify. The modifying word or phrase is not dangling; no extra words are needed; the modifier is just in the wrong place.

Incorrect: I had to take down the shutters painting the house yesterday.

It sounds like the shutters painted the house! Place the modifying phrase *painting the house* near or next to the word it is meant to modify.

Correct: Painting the house yesterday, I had to take down the shutters.

MISPLACED AND DANGLING MODIFIERS

Rule 1. If you start a sentence with an action, place the actor immediately after.

Incorrect While walking across the street, the bus hit her.

Correct While walking across the street, she was hit by a bus. OR
She was hit by a bus while walking across the street.

Rule 2. Place modifiers near the words they modify.

Incorrect I have some pound cake Mollie baked in my lunch bag.

Correct In my lunch bag, I have some pound cake that Mollie baked.

Name: Michael Plasmeier

Period:

Date: 12/29

MISPLACED AND DANGLING MODIFIERS

Rewrite the following sentences.

1. Looking back, the dog was following us.

When we looked back, the dog was following us

2. Lying on a stretcher, they carried him out.

while he was lying on a stretcher, they carried him out

3. Flying out the window, he grabbed the papers.

He grabbed the papers that were flying out of the window

4. Stepping off the bus, the shopping center was just ahead.

The shoping center was just ahead, as I stepped off the bus

5. Mollie came over while I was playing the piano, with a piece of pound cake.

While I was playing piano, Mollie came over w/ a piece of pound cake

6. While asleep, the flea bit the dog.

While the dog was asleep, the flea bit him

7. I tried calling to tell you about that TV show five times.

you ?

8. Although very spicy, Dana managed to finish the enchilada.

Dana managed to finish the enchilada, although it was very spicy.

Quiz on Modifier Placement

Michael Plasmeier

1. Select the correctly written sentence in this group.

Spending way too much money on his old car, Fred's salary just wasn't enough.

Spending way too much money on his old car, Fred soon found he'd used up his salary.

You're right!

2. Select the correctly written sentence in this group.

To become a respected politician, one must administer campaign funds carefully.

To become a respected politician, campaign funds must be carefully administered.

You're right!

3. Select the correctly written sentence in this group.

I like to listen to rock music doing my homework.

I like to listen to rock music while I do my homework.

You're right!

4. Select the correctly written sentence in this group.

The soccer team only won four games in the last three years.

The soccer team won only four games in the last three years.

You're right!

5. Select the correctly written sentence in this group.

Without a plan for the weekend, we decided to take in a Saturday matinee.

Without a plan for the weekend, a Saturday matinee seemed a good idea

at the time.

You're right!

---

6. Select the correctly written sentence in this group.

The children were delighted by the monkeys swinging wildly through the trees.

Swinging wildly through the trees, the children were delighted by the monkeys.

You're right!

Results: 6 Correct -- 0 Wrong -- 0 Skipped

Modifiers

Quiz List

Guide to Grammar and Writing

Michael Plasmeier

Circle the modifiers adj or adv, phrases

1. The beautiful, expensive necklace that was given to her for her birthday was hopelessly lost. subjective adj

The necklace was lost.

2. Ashley terribly frightened us with her ferocious sneeze that she let out yesterday.

prep phrase

3. The action movie, which was on yesterday, is her little brother's favorite. ??

4. The mother, tired and unappreciated, continued to do the dirty laundry, feed the hungry kids, and clean the old house.

5. My poor old dog that I've had since I was four, lazily mopes around the house.

Some of the following passages are clauses, with a predicate (and usually, a subject), while others are simply phrases. See if you can spot the clauses. Remember: a phrase will not have a subject and a predicate of its own.

---

1. I love to eat Montréal bagels
1. clause
2. phrase

---

2. the big, bad wolf
1. clause
2. phrase

no predicate

---

3. rode the bus to Halifax
1. clause
2. phrase

who?
no subject

---

4. they were thinking about the language issue
1. clause
2. phrase

---

5. the student considering everything written on this subject
1. clause
2. phrase

no verb
as predicate

---

6. stay on the Trans-Canada highway through British Columbia
1. clause
2. phrase

implied you ← yes

---

7. after the morning rush hour
1. clause
2. phrase

who?

---

8. they hate politics
1. clause
2. phrase

---

9. because of the coat which I bought in the West Edmonton Mall
1. clause
2. phrase

---

3. when the train arrived at the station
1. clause
2. phrase

the train arrived

when shows it is dependent clause

Dependent Clauses

12/19

Noun Clause

A noun clause takes the place of another clause or phrase
↑ acts like the noun

noun - I know Latin
noun clause - I know that Latin is no longer spoken

Many noun clauses = indirect questions

Adj Clause

12/19

dependent clause that takes place in another clause

adj - the red coat (before)
adj clause - the coat which I bought yesterday (after)

in formal writing - have relative pronoun - whom / that

Adv Clause

takes place of adv dependent clause

adv - The man gave a speech here
adv clause - The man gave a speech where the men were.

Underline the dependent clauses and then write the part of speech

1. Ken's address book, which is small and black, is lost. adj
2. She walked as though she had hurt her foot. adv
3. We missed the first five minutes of the movie because Allison's watch stopped. adv

can be substituted w/ this noun Ex: Dogs make her angry

4. That he had even asked her made her angry. noun
5. Many roads that the Romans built are still in use. adj
6. We discovered what he had asked her. noun
7. You can call him what you wish. adj
8. When the bell rings, we will go into the auditorium. adv
9.
10. A dog that has black and white spots was found in the park. adj

Dependent Clauses

See if you can determine the function of the hilighted dependent clause in each of the following passages. Remember that a noun clause answers questions like "who(m)?" or "what?"; an adjective clause answers questions like "which (one)?"; and an adverb clause answers questions like "when?", "where?", "when?", "why?", "with what goal/result?", and "under what conditions?".

Ask the Questions 2

---

1. Some people buy expensive cars simply **because they can**.

1. noun clause
2. adjective clause
3. adverb clause

why

---

2. Many people hope **that Canada can resolve its economic problems**.

1. noun clause
2. adjective clause
3. adverb clause

under what conditions

---

3. The bankers need to know **what they should do**.

1. noun clause
2. adjective clause
3. adverb clause

what

---

4. Which one is the person **who stole your car**?

1. noun clause
2. adjective clause
3. adverb clause

who

5. **Wherever there is a large American city**, there will be poverty.

1. noun clause
2. adjective clause
3. adverb clause

where/under what conditions

---

6. The books **which the professor assigned** were very expensive.

1. noun clause
2. adjective clause
3. adverb clause

which

---

7. Canada might give up its marketing boards **if the European Community gives up its grain subsidies**.

1. noun clause
2. adjective clause
3. adverb clause

Under what conditions

---

8. That is the place **where Wolfe's and Montcalm's armies fought**.

1. noun clause
2. adjective clause
3. adverb clause

?but where

Is the what question are you asking thing always right???

Name _____ Date _____

The Necklace Guy de Maupassant

Grammar in Action Worksheet

Varying Sentences

Writers vary the structure of their sentences to achieve a smoothly flowing style, avoiding the monotony created by repetition of sentences of the same type and length.

The chart below reviews the four types of English sentences. Pay particular attention to the examples on the chart, which are from "The Necklace."

Four Types of Sentences		
Type	Definition	Example
Simple	one independent clause	She would weep for whole days at a time from sorrow, regret, despair, and distress.
Compound	two independent clauses	All at once, in a box lined with black satin, she came upon a superb diamond necklace, and her heart started beating with overwhelming desire.
Complex	one independent clause and one or more dependent clauses	He fell silent, amazed and bewildered to see that his wife was crying.
Compound-complex	two independent clauses and one or more dependent clauses	She had a rich friend, a schoolmate from the convent she had attended, but she didn't like to visit her because it always made her so miserable when she got home.

EXERCISE A Recognizing Types of Sentences The sentences in the items below are from the story. Write the type of each on the line provided.

1. "They dismissed the maid; they moved into an attic under the roof."

Compound

2. "The next day she went to see her friend and related her tale of woe."

~~Complex~~ Simple w/ compound verb

more than one

Can't be pulled apart

Name _____ Date _____

3. "As the day of the ball grew closer, Madame Loisel seemed depressed, disturbed, worried—despite the fact that her dress was ready."

Complex

4. " 'I've been through some pretty hard times since I last saw you, and I've had plenty of trouble—and all because of you!' " Compound Complex

5. "She had become the sort of strong woman—hard and coarse—that one finds in poor families." ~~Simple~~ Complex

← that = sub. ord conjunction

EXERCISE B Appreciating Sentence Variety On the line after each item, write *yes* if the passage contains an effective variety of sentences. Write *no* if the passage does not.

1. We hurried down the hall and into the street. Norma was at least a block ahead of us. Charlie began to run down the street toward her. I was in no hurry to catch up. I strolled along looking at displays in windows. I didn't care whether we had lunch or not. Charlie and Norma bored me. I often eat alone. No, all simple, + some phrases + compound verbs

2. Almost as soon as she could talk, she declared that she liked pretty things. By the time she was six, she was offering fashion advice to her parents and their friends. She most assuredly had artistic talent, and she directed much of this talent to the world of fashion. That she is a successful clothing designer today comes as no surprise to those who have known her all these years; it might be said that she was born to it. No, ~~all~~ compound + compound (mostly) others say Yes - the lenghts are varied

3. I hate Mondays. First you have to get into the whole weekday routine all over again and whether you've had a good weekend or a bad one doesn't matter one little bit because either way it's not easy to get into that routine. Then comes school. That evening there's homework. Yes, although there is a run-on (not technically a run-on) drastic variety

4. Grandma Maggie asked us to come over, and we went. She wanted ham for supper, and Donna cooked ham and greens. She thought it would be fun to look at old pictures, and I got out her albums. I was just getting interested, and the phone rang. No, all ~~complex~~ compound

5. I've never understood why my parents named me Billy and my little sister Tilly. But then I've never understood a lot of things about my family, and I doubt that I ever shall. My twin uncles are named Dalton and Walton. I have twin cousins named Terri and Shari despite the fact that their father, Uncle Dalton, cast a dissenting vote on these names. My father is 6′6″ and slightly overweight, and his nickname is Tiny. My older sister, who was elected homecoming queen, has been called Spider for as long as I can remember. Yes

has phrases

Name Michael Plasmeier

Honors English 9

Sentence Structure Quiz

75 pts.

-1 74/75 99

T✓ F✗

True or False (10 pts.)

1. F✗ Some words in a sentence cannot be named as a part of speech.
2. T✓ You must see a word in a sentence before determining its use in a sentence.
3. F✗ The subject always precedes the verb in a sentence.
4. T✓ A modifier describes, changes, or limits the meaning of another word or group of words in the sentence.
5. F✗ A modifier is always a single word.
6. F✗ Modifiers are always nouns or pronouns.
7. T✓ A clause contains a subject and a verb.
8. T✓ A phrase may be designated as a single part of speech. like non clause
9. T✓ A compound sentence contains two or more independent clauses.
10. T✓ An interrogative sentence asks a question.

Are the following sentences natural (N) or inverted (I)? (10 Pts.) Sub → verb

Passive → Freebee but correct

11. N The notes on the board were written by the students.
12. I Behind the lady walked the man.
13. N Mike walked across the street.
14. I Into the pole crashed the car.
15. N Lindsay went down the shore.
16. N Beau went to his grandparent's house for Dinner.
17. N Gabi drove the car.
18. N The pictures were taken by Dijana. ← ohh, caught
19. I Down the field ran Kristen.
20. N The dog chased the cat.

Write "I" if the clause is independent or "D" if the clause is dependent. (10 pts.)

21. D Since her father took a vacation, he has been in a great mood.
22. I Since her father took a vacation, he has been in a great mood.
23. I The students still had to work since they still had a week left before vacation.
24. D DJ stood up to the bully since he was brave.
25. D Although they knew it was wrong, many kids made fun of the boy.
26. I Catherine was in a panic because she hadn't done any shopping yet.
27. D Mary is getting nervous because her test is tomorrow.
28. I After a long day at school, Dan likes to relax.
29. D You better keep up with your work unless you want to fail.
30. ~~D~~ Laura gets an answer whenever she asks a question.

I is correct

subject + verb

Write "C" if the underlined part of the sentence is a clause, or "P' if it is a phrase. (10 pts.)

31. P Emma walked into the room
32. C Liz ran home because she left the stove on.
33. C Although it was raining this morning, the sun came out this afternoon.
34. P Clinging to a branch, the Naomi was crying for he firefighter to help her.
35. P Mollie looked graceful diving into the pool.
36. C Even though his mom said he would shoot his eye out, Ralphie got a Red Rider for Christmas.
37. C Though the weather outside is frightful the fire is so delightful.
38. P Taking tests is my favorite thing to do.
39. ~~P~~ C Wherever she goes, trouble follows and Melissa ends up punished.
40. C I wish it wouldn't snow since spring is coming.

Sim comp comx comp-com x

1. On the first line write SIMPLE, COMPOUND, COMPLEX OR COMPOUND-COMPLEX. (1 pt. each)

dec int Imp

2. On the second line write DECLARATIVE, INTEROGATIVE, IMPERATIVE, OR EXCLAMATORY. (1 pt. each)

exc

3. Finally, Supply the correct punctuation at the end of each sentence*(1 pt. each)

41. Compound / dec Kelly likes to ride the bus and Tom likes to walk.
42. Comp-comx / dec Although the party was fun, Jeff went home and Tom fell asleep.
43. Comx / int Are you afraid of dogs because one bit you before?
44. Sim / exc How horrible that nightmare was!
45. Comp / imp. Sit down and be quiet!
46. ~~Comx~~ / dec. Camping was fun but fishing was boring because we didn't catch anything.
47. Simp. / int Is he your father?

I I D

S V S V

Compound-Complex Not Just Complex

But is coordinating conjunction, so it is indepent

48. Comx Do you like Britney Spears because she sings well ?
int

49. Comx Don't eat veal or lamb because they are baby animals.
imp

50. simp Honey Mustard is my favorite condiment,
dec

(1 pt. each for the following)

51. Write a simple sentence.

I wrote a story.

52. Write a compound sentence.

I wrote a story and I gave it to Joe.

53. Write a complex sentence.

I wrote a story although I don't know what a sentace is.

54. Write a compound-complex sentence.

I wrote a story and I gave it to Joe, althoug I knew he would hate it.

55. Write an interrogative sentence.

Do you know what a simple sentance is?

Teaching Grammar

Each student in our class will work in a pair to teach a grammar or language concept to our class. Your grammar presentations will be about 20 minutes long and will need to accomplish the following:

- Each group will need to submit a lesson plan along with handouts two class days before the lesson for approval and discussion.
- Each member of the group will need to present. The group should equally divide the responsibilities of the presentation.
- Presentations should incorporate at least one handout that includes the specific grammar concept or rule and ideas for how to identify and correct potential problems. Students may want to use the Writers Inc. handbooks to help them create the handout.
- The presentation should include a practice exercise that incorporates the entire class in identifying and correcting problems. Groups could have the class take practice quizzes, create games to help the class remember concepts, create a PowerPoint with examples and questions, or have the class work individually on a worksheet. Students can utilize handouts, the overhead projector, computer applications, or the web to find or create their practice activities.

SCHEDULE:

DATE	GROUP MEMBERS	TOPIC
March 3RD	Dijana and Emma	Fragments & run-ons
March ~~7th~~ 9	Melissa and Kelly	Comma Splice
March 9th	~~Mike~~ Pat	10 Comma Rules
March 13th	Gabi, Cathy and Melanie	Pronoun-antecedent agreement
March 15th	Kristen and Liz	Subject-Verb Agreement
March 17th	Dan and DJ	Verb tense
March 21ST	Naomi and Lauren	Parallel Construction
March 23RD	Jamie	Using the right word
March 27th	Alyssa	Possessives (nouns, pronouns)
March 29th	Jeff and Beau, Tom	Objects

RESOURCES:

You may want to use anyone of the following resources to help you put together your presentation:

Print:

- Writers Inc. Handbooks – located on the bookshelf on the side of the room and they contain a wealth of information about a variety of mechanics, usage, and grammar problems.

Web:

- Guide to Grammar-http://grammar.ccc.commnet.edu/grammar/
  This page has a wealth of information on how to fix particular grammar and usage problems as well as practice activities and quizzes.
- Perdue University's Online Writing Lab-http://owl.english.purdue.edu/handouts/grammar/
  A great source of information on how to identify particular grammar and structural errors. The site also features a number of well-designed handouts saved to the site as PDF files.
- Grammar Help-http://www.ruthvilmi.net/hut/help/grammar_help/
  A site featuring a number of links to other grammar resources.

Teaching Grammar

Each student in our class has selected both a small group and a grammar concept to teach to the class. Groups will take turns on Wednesdays teaching the focus grammar concept from our daily MUG sentences and weekly MUG paragraph to the class. Your group presentations will need to accomplish two specific goals:

1. Identify and correctly explain your grammar concept to the class. Groups will need to explain how to both recognize and correct problems with their assigned grammar concept.
2. Provide the class with the opportunity to practice recognizing and correcting problems with the group's assigned grammar problem.

Your grammar presentations will only be about 10 minutes long and will need to accomplish the following:

- Each member of the group will need to present. The group should equally divide the responsibilities of the presentation.
- Presentations should incorporate at least one handout that includes the specific grammar concept or rule and ideas for how to identify and correct potential problems. Students may want to use the Writers Inc. handbooks to help them create the handout.
- The presentation should include a practice exercise that incorporates the entire class in identifying and correcting problems. Groups could have the class take practice quizzes, create games to help the class remember concepts, create a PowerPoint with examples and questions, or have the class work individually on a worksheet. Students can utilize handouts, the overhead projector, computer applications, or the web to find or create their practice activities.

Grading:
Presentations will be worth 50 points and will be graded on the following:

Presentation Aspects: (10 points)	The presentation was well organized. The group was well prepared with their handout and practice activity in advance which added to a seamless presentation of their materials. Each member of the group presented equally. The group was easy to hear and easy to understand.
Grammar Concept: (20 points)	The group clearly and correctly explained their assigned grammar concept to the class. The group was able to articulate how to recognize the grammar concept in daily writing and how to fix problems with the assigned concept.
Handout: (10 points)	The handout on the concept was easy to read and understand. The handout was prepared in advance, does not contain spelling or factual errors, and gives credit to appropriate sources where the information was originally found.
Exercise: (10 points)	The exercise incorporated the entire class and helped the class generate ways to recognize and correct problems with the assigned concept.

8th Grade Work

Rules for Using Commas

1/20

1. Use commas to seperate items of 3 or more things
   ex pizzas, pretzels, and hot dogs

2. Use a comma before a conjunction (FanBoys) that connect 2 Independent clauses
   ex: Eagles are in the playoffs, and they are playing G

3. Use commas to set off intro phrases
   ex: On a Sunday afternoon, I will watch Eagles play

4. Use a comma to set off an appositive (Extra info)
   ex. My teacher, Mr. Williams, is wearing purple

5. Use a comma to seperate 2 or more adj
   ex I will go to the big grey Lincoln Financial field.

6. Use a comma to set of quotes
   ex I said, "What are we doing"

7. Use a comma to set of a direct address for the name
   ex: "Joe, go to the man"

8. Use a comma to set off the express contrast
   ex: I hope the Packers win, not the Eagles.

9. Use a comma to set off transition words
   ex: Unfortanly, it will be cold.
   It may, unfortunaly, it will be cold.

10. Use a comma to set off mild interjections
    ex: Oh, it will be freezing

11. Use a comma for Date, cities #'s
    Nov. 19, 2004 2,800 Phila, PA

Comma Usage Rule	Example from Article
1. Separate items in a series, list	milk, bread, and chese
2. Before a conjunction, connecting 2 indep. clauses (Fan Boys)	Joe had seven chickens, and Jack has three
3. Set off introductory phrases	~~[illegible]~~ - Becase it cold, I got a sweet Shirt
4. Set off appositives	Joe, the Corn boy, when in the bars
5. Separate adjectives	The black, big man said
6. Set off quoted words & dialogue	I said, "Go get Joe".
7. Direct address	Mom, go get me some food
8. Set off phrases that express contrast	Chore/adding practice is today, not tme.
9. Set off transition words I like the Cowboys, →	However, the Eagles will win.
10. Set off mild interjections (Don't need this part)	Oh, I cant stand you
11. Date & year, numbers, city & state, name & title	December, 6 2004

Using Commas

Brought to you by the Purdue University Online Writing Lab at http://owl.english.purdue.edu.

The comma is a valuable, useful punctuation device because it separates the structural elements of sentences into manageable segments. The rules provided here are those found in traditional handbooks; however, in certain rhetorical contexts and for specific purposes, these rules may be broken.

1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: *and*, *but*, *for*, *or*, *nor*, *so*, *yet*.

> The game was over, but the crowd refused to leave.
> The student explained her question, yet the instructor still didn't seem to understand.
> Yesterday was her brother's birthday, so she took him out to dinner.

2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.

> a. Common starter words for introductory clauses that should be followed by a comma include *after*, *although*, *as*, *because*, *if*, *since*, *when*, *while*. (For more information, see our handout on introductory clauses at http://owl.english.purdue.edu/handouts/grammar/g_commaint.html.)
>
> > While I was eating, the cat scratched at the door.
> > Because her alarm clock was broken, she was late for class.
> > If you are ill, you ought to see a doctor.
> > When the snow stops falling, we'll shovel the driveway.
>
> However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).
>
> > 1. ~~She was late for class, because her alarm clock was broken.~~ (incorrect)
> > 2. ~~The cat scratched at the door, while I was eating.~~

(incorrect)
3. She was still quite upset, although she had won the Oscar. (correct: extreme contrast)

b. Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words). (For more information, see our handout on verbals at http://owl.english.purdue.edu/handouts/grammar/g_verbals.html and our handout on appositives at http://owl.english.purdue.edu/handouts/grammar/g_appos.html.)

Having finished the test, he left the room.
To get a seat, you'd better come early.
After the test but before lunch, I went jogging.
The sun radiating intense heat, we sought shelter in the cafe.

c. Common introductory words that should be followed by a comma include *yes*, *however*, *well*.

Well, perhaps he meant no harm.
Yes, the package should arrive tomorrow morning.
However, you may not be satisfied with the results.

3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.

Here are some clues to help you decide whether the sentence element is essential:

- If you leave out the clause, phrase, or word, does the sentence still make sense?
- Does the clause, phrase, or word interrupt the flow of words in the original sentence?
- If you move the element to a different position in the sentence, does the sentence still make sense?

If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:

Clause: That Tuesday, *which happens to be my birthday*, is the only day when I am available to meet.
Phrase: This restaurant has an exciting atmosphere. The food, *on the other hand*, is rather bland.
Word: I appreciate your hard work. In this case, *however*, you seem

to have over-exerted yourself.

4. Do not use commas to set off essential elements of the sentence, such as clauses beginning with *that* (relative clauses). *That* clauses after nouns are always essential. *That* clauses following a verb expressing mental action are always essential.

That clauses after nouns:

The book *that I borrowed from you* is excellent.
The apples *that fell out of the basket* are bruised.

That clauses following a verb expressing mental action:

She believes *that she will be able to earn an A*.
He is dreaming *that he can fly*.
I contend *that it was wrong to mislead her*.
They wished *that warm weather would finally arrive*.

Examples of other **essential** elements (no commas):

Students *who cheat* only harm themselves.
The baby *wearing a yellow jumpsuit* is my niece.
The candidate *who had the least money* lost the election.

Examples of **nonessential** elements (set off by commas):

Fred, *who often cheats*, is just harming himself.
My niece, *wearing a yellow jumpsuit*, is playing in the living room.
The Green party candidate, *who had the least money*, lost the election.
Apples, *which are my favorite fruit*, are the main ingredient in this recipe.
Professor Benson, *grinning from ear to ear*, announced that the exam would be tomorrow.
Tom, *the captain of the team*, was injured in the game.
It is up to you, *Jane*, to finish.
She was, *however*, too tired to make the trip.
Two hundred dollars, *I think*, is sufficient.

5. Use commas to separate three or more words, phrases, or clauses written in a series.

The Constitution establishes the legislative, executive, and judicial branches of government.
The candidate promised to lower taxes, protect the environment, reduce crime, and end unemployment.
The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, and who had access to the murder weapon, was guilty of homicide.

6. Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself or to use commas with non-coordinate adjectives.

Coordinate adjectives are adjectives with equal ("co"-ordinate) status in describing the noun; neither adjective is subordinate to the other. You can decide if two adjectives in a row are coordinate by asking the following questions:

- Does the sentence make sense if the adjectives are written in reverse order?
- Does the sentence make sense if the adjectives are written with *and* between them?

If you answer yes to these questions, then the adjectives are coordinate and should be separated by a comma. Here are some examples of coordinate and non-coordinate adjectives:

He was a difficult, stubborn child. (coordinate)
They lived in a white frame house. (non-coordinate)
She often wore a gray wool shawl. (non-coordinate)
Your cousin has an easy, happy smile. (coordinate)
The 1) relentless, 2) powerful 3) summer sun beat down on them.
(1-2 are coordinate; 2-3 are non-coordinate.)
The 1) relentless, 2) powerful, 3) oppressive sun beat down on them.
(Both 1-2 and 2-3 are coordinate.)

7. Use a comma near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or shift.

He was merely ignorant, not stupid.
The chimpanzee seemed reflective, almost human.
You're one of the senator's close friends, aren't you?
The speaker seemed innocent, even gullible.

8. Use commas to set off phrases at the end of the sentence that refer back to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion. (If the placement of the modifier causes confusion, then it is not "free" and must remain "bound" to the word it modifies.)

1. Nancy waved enthusiastically at the docking ship, laughing joyously. (correct)
2a. ~~Lisa waved at Nancy, laughing joyously.~~ (incorrect: Who is laughing, Lisa or Nancy?)
2b. Laughing joyously, Lisa waved at Nancy. (correct)
2c. Lisa waved at Nancy, who was laughing joyously. (correct)

9. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

Birmingham, Alabama, gets its name from Birmingham, England.
July 22, 1959, was a momentous day in his life.
Who lives at 1600 Pennsylvania Avenue, Washington, DC?
Rachel B. Lake, MD, will be the principal speaker.

(When you use just the month and the year, no comma is necessary after the year: "The average temperatures for July 1998 are the highest on record for that month.")

10. Use a comma to shift between the main discourse and a quotation.

John said without emotion, "I'll see you tomorrow."
"I was able," she answered, "to complete the assignment."
In 1848, Marx wrote, "Workers of the world, unite!"

11. Use commas wherever necessary to prevent possible confusion or misreading.

To George, Harrison had been a sort of idol.

Comma Abuse

Commas in the wrong places can break a sentence into illogical segments or confuse readers with unnecessary and unexpected pauses.

12. Don't use a comma to separate the subject from the verb.

~~An eighteen-year old in California, is now considered an adult.~~ (incorrect)
~~The most important attribute of a ball player, is quick reflex actions.~~ (incorrect)

13. Don't put a comma between the two verbs or verb phrases in a compound predicate.

~~We laid out our music and snacks, and began to study.~~ (incorrect)
~~I turned the corner, and ran smack into a patrol car.~~ (incorrect)

14. Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.

~~The music teacher from your high school, and the football coach from mine are married.~~ (incorrect: compound subject)
~~Jeff told me that the job was still available, and that the manager wanted to interview me.~~ (incorrect: compound object)

15. Don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

1. ~~She was late for class, because her alarm clock was broken.~~ (incorrect)
2. ~~The cat scratched at the door, while I was eating.~~ (incorrect)
3. She was still quite upset, although she had won the Oscar. (correct: extreme contrast)

There are five exercises (with answer keys) on using commas that you can try, available at the following URLs:

exercise 1:
http://owl.english.purdue.edu/handouts/grammar/g_commaEX1.html
exercise 2:
http://owl.english.purdue.edu/handouts/grammar/g_commaEX2.html
exercise 3:
http://owl.english.purdue.edu/handouts/grammar/g_commaEX3.html
exercise 4:
http://owl.english.purdue.edu/handouts/grammar/g_commaEX4.html
exercise 5:
http://owl.english.purdue.edu/handouts/grammar/g_commaEX5.html

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Comma Rules

Rule 1:

Use commas to separate items written in a series such as separate items or words, phrases and subordinate clauses and short independent clauses in a series.

Example: The mountains, the lakes, the meadows and the wildlife should be protected in this area.

Note: The conjunction AND in the above sentence for the last item in the series does not need a comma as the comma in a series actually functions as a conjunction. However, use a comma before the conjunction to avoid confusion with series of long phrases.

Rule 2:

Use a comma to separate two or more adjectives (descriptive words) BEFORE a noun if the word order of the two could be reversed and the word "and" could be substituted for the comma.

Example: The weary, emaciated man collapsed.
The emaciated and weary man collapsed.

Note: Do not put a comma between the last adjective and the noun.

Wrong: The lazy, rebellious, boy was suspended. (Microsoft Word does not catch this.)

Right: The lazy, rebellious boy was suspended.

Rule 3:

Direct address - use commas to set off direct address. (When you write a situation where one character speaks directly to another person and uses their name.)

Rule 4:

Interrupters - Use commas to set off introductory words and expressions which interrupt the sentence. These expressions are often called parenthetical expressions because the words themselves are not essential to the sentence and could be placed in parentheses.

Examples of introductory words and interrupters: yes, no, well, indeed, nevertheless, however, I believe, in fact , of course, in my opinion, on the other hand, to tell the truth, on the contrary.

Rule 5:

Addresses and dates - Use commas to separate and enclose the separate items in dates and addresses.

Example: Florence-Carlton School, located at 5602 Old Highway 93, Florence, Montana 59833, started school this year September 4, 1990.

Rule 6:

Compound sentences - Use a comma before AND, BUT, FOR, NOR, OR in a compound

sentence.

Example: The menacing dog growled, and I approached him cautiously.

Rule 7:

Appositives and appositive phrases - use commas to set off and enclose an appositive (a word or phrase which can be substituted for a name - do not confuse this rule for renaming a noun with merely describing a noun.)

Example: Tony Ahern, the captain of the soccer team, is in my English class.

Note: Short or one word appositives are not set off with commas such as my friend Bill or my sister Maresa.

Rule 8:

Non-essential phrases or clause - Use commas to set off and enclose nonessential phrases or clauses (participial phrases or dependant clauses which are not essential to the meaning of the sentence.) Generally, nonessential phrases or clauses serve to provide extra information or clarification.

Example: My all-time favorite car, with its teardrop head lights and classic grill, is a 1940 Ford coupe.

The whitetail buck, scenting the air and scanning the trail ahead of him, cautiously entered the grain field.

Some nonessential clauses begin with who, whom, which or that and include a verb.

Example: The president of our student body, **who is an honor student**, studied diligently for the exam every night for a week.

- Consider the comma as hooks; the clause "who is an honor student" could be unhooked and dropped out of the sentence because it is not necessary to identify which student studied all week. It is merely extra information and not essential to the basic meaning of the sentence.

ESSENTIAL CLAUSES = NO COMMAS!

The following are examples of clauses which are essential to identifying the person or subject and which, consequently, can not be unhooked and dropped from the sentence.

The man who is wearing a tan jacket looks suspicious. (If you dropped the clause "who is wearing a tan jacket," you wouldn't know which man looks suspicious.

At the end of the day, all girls **who are on the basketball team** report to the gym. (If you removed the clause "who are on the basketball team," the sentence would be absurd.)

Rule 9:

Introductory clause or phrases - Use a comma after an introductory clause or more than one phrase at the beginning of a sentence.

Example: After we won the game, we celebrated at Wagon Wheel.

Note: No comma is used when the clause is at the end of the sentence.

Rule 10:

Letters - use a comma after the greeting in a friendly letter and after the closing expression

Example: Dear Mom,

Comma (punctuation)

From Wikipedia, the free encyclopedia

A **comma** (,) is a punctuation mark. It has the same shape as an apostrophe or single closing quotation mark in many typefaces, but it differs from them in being placed on the baseline of the text.

Some typefaces render it as a small line, slightly curved or straight, some like a small filled-in number 9. It is used in many contexts, principally for separating things. According to the *Oxford English Dictionary*, the word "comma" comes directly from the Greek *komma*, which means "something cut off" or "a short clause".

Punctuation marks

apostrophe (') (’)
brackets (( )) ([ ]) ({ }) (〈 〉)
colon (:)
comma (,)
dashes (–) (–) (—) (—)
ellipsis (…) (...)
exclamation mark (!)
full stop/period (.)
hyphen (-) (-)
interrobang (‽)
question mark (?)
quotation marks (‘ ’) (“ ”)
semicolon (;)
slash/solidus (/)
space ( )
interpunct (·)

Other typographer's marks

ampersand (&)
asterisk (*)
asterism (⁂)
at (@)
backslash (\ )
bullet (•, more)
dagger († ‡)
degrees (°)
number sign (#)
prime (′)
tilde (~)
underscore/understrike (_)
vertical bar/vertical line/pipe (|)

Contents

Grammar

The comma has several uses in English grammar:

1. It is used to mark off separate elements in a sentence:
   - introductory words and phrases
     - "Once upon a time, I didn't know how to use commas."
   - parenthetical phrases
     - The parenthetical phrase is an important, often misunderstood use. It is often used for thought interruptions. Information that is unnecessary to the meaning of the sentence must be set off and enclosed by commas. If the information is necessary, no commas should be used.
       - For example, the sentences "I cut down all the trees**, which** were over six feet tall" and "I cut down all the trees **that** were over six feet tall" look similar but actually describe two different realities. In the first sentence, all the trees were cut down, and a detail (that they were over six feet) is added. In the second, only some trees were cut down--those over six feet tall--which implies that there were shorter trees there, too, and that they were left standing. In the first case, "**which** were over six feet tall" is set off by a comma because it's a non-restrictive clause (i.e., its removal doesn't alter the meaning of the sentence). In the second, "**that** were over six feet tall" is a restrictive clause and takes no comma

(because if you left it out, the sentence would then say that all the trees were cut down, not just the ones over six feet).

1. - - Parenthetical phrases in sentences include explanations of noun subjects ("The film's star, Tom Cruise, said..."), years following dates (in American use) and months ("On December 7, 1941, Pearl Harbor..." [see #7 below]), and states following cities ("John F. Kennedy was shot in Dallas, Texas, in 1963."). In each case, the parenthetical (as if in parentheses) is both **preceded** and **followed** by a comma.
2. The comma is also used to separate two independent clauses (a group of words that can function as a sentence) that are joined by a co-ordinating conjunction ("for", "and", "nor", "but", "or", "yet", & "so" when they are used to connect; the acronym "fanboys" can be used as a memory aid).
   - "I passed the test**, but** he failed." -- "I passed the test" and "He failed" can function as separate sentences
   - "I walked home and left shortly after." -- Although "I walked home" is independent, "left shortly after" is dependent on the first part of the sentence
3. Commas are used to separate items in lists. However, if the individual items in the list also contain commas, the list should be separated by a semicolon(";")
   - A comma before the word "and" or "or" in a list of more than two things is called a serial comma, or an Oxford comma:
     - "We had tea, biscuits, and cake."
     - It is so named because its usage is recommended in the style guide of the Oxford University Press.
     - Although the Oxford comma is not always used, it is essential in certain sentences to avoid ambiguity.
       - "I spoke to the boys, Sam and Tom." -- "The boys" refers to Sam and Tom
       - "I spoke to the boys, Sam, and Tom." -- "The boys," Sam, and Tom are separate units
4. A comma is used in a sentence before a quotation.
   - Mr. Kershner says, "You should know how to use a comma."
     - (An exception can be made if the sentence is structured as a single, fluid event: Mr. Kershner told me that I "should know how to use a comma.")
5. Commas are used in some (mostly English-speaking) countries to present large numbers in a more readable form.
   - "1,000"
   - "1,000,000"
6. Commas are used when writing names that are presented last name first.
   - Bond, James
7. Two commas used when writing the date in the following forms:
   - *American English*: September 11, 2001, was a momentous day.
   - *British English*: Tuesday, 11 September 2001, was a momentous day.
8. A comma is written in an address between the city and the state
   - My dog's masseuse lives in New York, NY.
9. Fowler's Modern English Usage demonstrates an optional use of commas with two sentences, differing only by a comma:
   - "The teacher beat the scholar with a whip". A simple description.
   - "The teacher beat the scholar, with a whip". Expression of outrage.
     - This second example does not specifically require a comma, and is considered nonstandard usage.

The comma is easy to misuse in multiple ways; see comma splice.

Numbers

In many European languages, commas are used as decimal separators. The only English-speaking country which uses

this convention is South Africa. Thus, "1,5 V" means "one and one-half volts".

Another method of writing numbers is the international system writing style [1] (http://standards.ieee.org/guides/style/section6.html#695) . They write the number fifteen million as "15 000 000". The only punctuation mark is the decimal mark; a period in English text, a comma in all other languages (however ISO standards recommends the use of comma instead of points also in english speaking countries). For example, "twelve thousand fifty-one dollars, seven cents, and half a mill", is written in symbols as "$12 051.070 5" in English text, but "$12 051,070 5" in text of any other language.

In many places, English writers often put commas between each group of three digits. They would write the number fifteen million as "15,000,000". A number with a decimal does not use commas in the fractional portion. Thus, "twelve thousand fifty-one dollars, seven cents, and half a mill" is written in symbols as "$12,051.0705".

Historically, writers in many European languages used exactly the opposite convention. They would write the above quantities something like "15.000.000" and "₣12 051,070 5" [2] (http://mathforum.org/library/drmath/view/63335.html) .

Diacritic

As a diacritic mark, **comma** is used in Romanian under *s*: Ş (ş), and under *t*: Ţ (ţ). A cedilla is occasionally used instead (notably in the Unicode glyph names), but this is technically incorrect.

Comparatively, some consider the diacritics on the Latvian consonants *g*, *k*, *l*, *n*, and formerly *r* to be commas as well. While their Adobe glyph names are commas, they are actually cedillas.

Computer programming

In computer programming, the **comma** corresponds to Unicode and ASCII character 44, or 0x002C.

In the C programming language, "," is an operator which evaluates its first argument (which presumably has side-effects) and then returns the value of its second argument. This is useful in "for" statements and macros.

References

This article was originally based on material from the Free On-line Dictionary of Computing, which is licensed under the GFDL.

External links

- English comma rules (http://www.ego4u.com/en/cram-up/writing/comma) and exercises
- Use of comma, semicolon, and colon (http://www.wiwi.tu-freiberg.de/englisch/downloads/Comma_Semicolon_Colon.PDF) (PDF) — a somewhat more formalistic information
- Rules governing comma usage (http://www.dbu.edu/uwc/QR_Flyers/commasmenu.htm)
- Major Comma Uses (http://wwwnew.towson.edu/ows/moduleCOMMA.htm)
- Rules for Comma Usage (http://www.kwiznet.com/p/takeQuiz.php?ChapterID=2295&CurriculumID=16)

Categories: FOLDOC sourced articles | Diacritics | Punctuation | Typography

1 # Plaz's Comma Rules

Presented by: Michael Plasmeier
ThePlaz.com

2 ## Introduction

- The comma is a valuable, useful punctuation device because it separates the structural elements of sentences into manageable segments.
- "comma" comes directly from the Greek *komma*, which means "something cut off" or "a short clause".
- The rules provided here are those found in traditional handbooks; however, in certain rhetorical contexts and for specific purposes, these rules may be broken.

3 ## Before Coordinating Conjunctions for Compound Sentences

- Use comma before an coordinating conjunction (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*)
- Used to connect two independent clauses in a compound sentence
- Ex: Joe has seven chickens**, but** Jack has three.
- Ex: I asked you to repeat that**, yet** you didn't.

4 ## Set off an Introductory Phrase or Clause

- Introductory clauses are dependent clauses that provide background information or "set the stage" for the main part of the sentence, the independent clause. For example:
- *If they want to win*, athletes must exercise every day. (introductory dependent clause, main clause)
- *Because he kept barking insistently*, we threw the ball for Smokey. (introductory dependent clause, main clause)
- **Clue:** Introductory clauses start with adverbs like *after*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *until*, *when*, etc.
- (We call this a complex sentence)

5 ## Important Exception

- Ex: Because she fell, she was late to class.
- Don't put a comma when the dependent clause comes after the independent clause
- Ex: She was late for class, because she fell.
- Instead: She was late for class because she fell.

6 ## Transition/Introductory Words and Phrases

- Use a comma to set off transition words from the rest of the sentence
- Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).
- Ex: Unfortunately, there is no free lunch
- Ex: I don't want to take the test, however, I need to.

7 ## Set off an Appositives and Parenthetical Phrases

- An appositive is a noun or pronoun -- often with modifiers -- set beside another noun or pronoun to explain or identify it.
- Parenthetical = (like Parentheses)
- Only put commas before and after appositives when the sentence would make still sense without the appositive (non-restrictive)
- Ex: Bill, my brother, got a job.

8 ▒ Don't use a comma

- after a brief prepositional phrase. (Less then five words)
- after a restrictive (essential) appositive phrase.
- to separate the subject from the predicate.

- Ex: Preparing and submitting his report to the committee for evaluation and possible publication [x] was one of the most difficult tasks Bill had ever attempted.
- To start a new business without doing market research and long-term planning in advance [x] would be foolish.
- Extracting the most profit for the least expenditure on labor and materials [x] is the primary goal of a capitalist.

9 ▒ Review

- Before Coordinating Conjunctions for Compound Sentences
- Set off an Introductory Phrase or Clause
- Transition/Introductory Words and Phrases
- Set off an Appositives and Parenthetical Phrases
- Ready, lets continue…

10 ▒ Separate Adjectives

- Use a comma to separate two or more adjectives that describe the same noun
- (coordinating adjectives) describe the same noun equally (Does it make sense to put in and **and**?)
- Ex: I will go into the small, cramped room.
- Not: The powerful [x] summer sun beat down upon them.

11 ▒ Quoted Words and Dialogue

- Use a comma to set off quoted words and dialogue
- Before the quote
  - Ex: I said, "go to the mall."
- After the quote
  - Ex: "Go to the mall," I said.

12 ▒ Direct Address

- Use a comma to set off the noun you are directly talking to.
- Ex: Mom, go get me a soda.

13 ▒ Phrases that Express Contrast

- Use a comma to set off phrases that express contrast or a distinct pause or shift
- Ex: You need to pay attention now, not later.
- Ex: The game is today, not tomorrow.

14 ▒ Mild Interjections

- Use a comma to set off mild interjections!
- Ex: Oh, it will freeze.
- Ex: My gosh, that's smart.

15 ▒ More Comma Abuse

- Don't use a comma to separate a subject from the verb
  - An ant, is the smallest bug.
- Don't put a comma between 2 verbs in a compound predicate
  - We put on our music, and began to study.
- Don't put a comma between 2 nouns (or noun phrases) in a compound subject
  - The music teacher, and the football coach are married

16 ▒ Review 2

- Separate Adjectives
- Quoted Words and Dialogue
- Direct Address
- Phrases that Express Contrast
- Mild Interjections

- And now the obvious (easy) ones…

17 ▒ Separate Items in a Series or List

- Use commas to separate items of three or more things
- The last comma is sometimes left out (serial comma)
- Ex: Milk, bread, and cheese

18 ▒ Dates and Years

- Used to separating the day from the year when also writing the month.
- Ex: March 19, 2005
- Ex: June 17, 1905

19 ▒ Large Numbers

- Used to present large numbers in more readable forms
- Every 3 Places
- Ex: 1,500,275 = One million, five hundred thousand, two hundred seventy-five
- **Fun fact – In Europe and other countries, they use commas as decimal points and spaces for commas**

20 ▒ City and States

- Used to separate the city from the state
- Ex: Havertown, PA
- Ex: Orlando, Florida

21 ▒ Names and Titles

- Ex: Dr. Brown, PhD.

- Ex: Mrs. Smith, R.N, B.S.

- Also when using the last name first
- Ex: Bond, James
- Used often in books (and MLA)

22 ## Easy Ones Review

- Separate Items in a Series or List
- Dates and Years
- Large Numbers
- City and States
- Names and Titles
- Last Name First

23 ## Review 1

- Before Coordinating Conjunctions for Compound Sentences
- Set off an Introductory Phrase or Clause
- Transition/Introductory Words and Phrases
- Set off an Appositives and Parenthetical Phrases

24 ## Review 2

- Separate Adjectives
- Quoted Words and Dialogue
- Direct Address
- Phrases that Express Contrast
- Mild Interjections

25 ## And finally:

You have the power to put a comma in wherever necessary to prevent confusion or misreading

Ex: To George, Harrison had been a sort of idol.

(note how it still sort of fits one of our rules)

26 ## More Help

- For more help ask me or download the presentation from the PlazWiki at http://theplaz.com/wiki/index.php?title=Image:OWLComma.PPT

27 ## Exercise

- Pick: Shift one or two
- Your Shift: Get laptops
- Connect to the internet and go to http://theplaz.com
- Hit "Log in" at the top right of the page
- Type "Comma Rules" in to the search bar and hit "Go"

28 Exercise (cont)

- Find your number which I assigned to you and click on that
- Hit edit at the top of the page
- Edit the paragraph by inserting the commas where necessary. Fill in the total number of mistakes you found.
- Hit "Save this page" and call me over.
- The winner wins a "ThePlaz.com" T-Shirt

29 Sources

- My notes from 8th Grade.
- http://owl.english.purdue.edu/handouts/grammar/g_comma.html (and other OWL pages)
- "Comma (punctuation)." *Wikipedia, The Free Encyclopedia*. 3 Mar 2006, 19:32 UTC. 5 Mar 2006, 22:27 <http://en.wikipedia.org/w/index.php?title=Comma_(punctuation)&oldid=42089644>. (and other pages)

The Comma Rules – Taught by: Michael Plasmeier

Introduction

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- "comma" comes directly from the Greek komma, which means "something cut off" or "a short clause".
- The rules provided here are those found in traditional handbooks; however, in certain rhetorical contexts and for specific purposes, these rules may be broken.

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- Use comma before an coordinating conjunction (for, and, nor, but, or, yet, so)
- Used to connect two independent clauses in a compound sentence
- Ex: Joe has seven chickens, but Jack has three.
- Ex: I asked you to repeat that, yet you didn't.

Set off an Introductory Phrase or Clause

- Introductory clauses are dependent clauses that provide background information or "set the stage" for the main part of the sentence, the independent clause. For example:
- If they want to win, athletes must exercise every day. (introductory dependent clause, main clause)
- Because he kept barking insistently, we threw the ball for Smokey. (introductory dependent clause, main clause)
- Clue: Introductory clauses start with adverbs like after, although, as, because, before, if, since, though, until, when, etc.
- (We call this a complex sentence)

Important Exception

- Ex: Because she fell, she was late to class.
- Don't put a comma when the dependent clause comes after the independent clause
- Ex: She was late for class, because she fell.
- Instead: She was late for class because she fell.

Transition/Introductory Words and Phrases

- Use a comma to set off transition words from the rest of the sentence
- Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).
- Ex: Unfortunately, there is no free lunch
- Ex: I don't want to take the test, however, I need to.

Set off an Appositives and Parenthetical Phrases

- An appositive is a noun or pronoun -- often with modifiers -- set beside another noun or pronoun to explain or identify it.
- Parenthetical = (like Parentheses)
- Only put commas before and after appositives when the sentence would make still sense without the appositive (non-restrictive)
- Ex: Bill, my brother, got a job.

Don't use a comma when...

- after a brief prepositional phrase. (Less then five words)
- after a restrictive (essential) appositive phrase.
- to separate the subject from the predicate.
- Ex: Preparing and submitting his report to the committee for evaluation and possible publication [x] was one of the most difficult tasks Bill had ever attempted.
- To start a new business without doing market research and long-term planning in advance [x] would be foolish.
- Extracting the most profit for the least expenditure on labor and materials [x] is the primary goal of a capitalist.

Separate Adjectives

- Use a comma to separate two or more adjectives that describe the same noun
- (coordinating adjectives) describe the same noun equally (Does it make sense to put in an and?)
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- Ex: I said, "go to the mall."
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- Ex: "Go to the mall," I said.
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- Ex: The game is today, not tomorrow.

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- Ex: My gosh, that's smart.

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- Don't use a comma to separate a subject from the verb
- An ant, is the smallest bug.
- Don't put a comma between 2 verbs in a compound predicate
- We put on our music, and began to study.
- Don't put a comma between 2 nouns (or noun phrases) in a compound subject
- The music teacher, and the football coach are married

Separate Items in a Series or List

- Use commas to separate items of three or more things
- The last comma is sometimes left out (serial comma)
- Ex: Milk, bread, and cheese

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- Used to separating the day from the year when also writing the month.
- Ex: March 19, 2005
- Ex: June 17, 1905

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- Used to present large numbers in more readable forms
- Every 3 Places
- Ex: 1,500,275 = One million, five hundred thousand, two hundred seventy-five
- **Fun fact – In Europe and other countries, they use commas as decimal points and spaces for commas**

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- Used to separate the city from the state
- Ex: Havertown, PA
- Ex: Orlando, Florida

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- Ex: Dr. Brown, PhD.
- Ex: Mrs. Smith, R.N, B.S.
- Also when using the last name first
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- Used often in books (and MLA)

And finally:

- You have the power to put a comma in wherever necessary to prevent confusion or misreading
- Ex: To George, Harrison had been a sort of idol.
- (note how it still sort of fits one of our rules)

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J A K R W Q B P P E O D J N E N W P N D
S M P D Q G H E H I C R B O O M U M T K
J E S A R H P L A N O I T I S O P E R P
J S P T F Z P D X I V D T T D D E B O Q
U T W E B Z C K X S F C G C X L C J D J
R I U S R U F K H H E Q I N Y E S Z U O
Z T S Y I A B P F J E N Y U I C G R C I
Q L Z E T N T R R W Z G M J Y K S W T A
L E O A E A X E B G Y N U N O B T M A R
A S Y R M T T V A T C B O O L C X N R C
R S E S S N V E V D D B O C L I S H Y D
G S J C I A N N A G J S M G B A X L P I
E H B D N S S T W I Y E G N Z D I I H N
N Z L B S A B C N U I S C I Q W W D R D
U I E N E D T O T L P A N T B I R F A I
M P X Y R H S N A N F R F A I T R R S B
B P F E I K M F E H D H K N C V W G E O
E F V Y E G G U C S S P E I C K E J V J
R I L G S V S S I J D G N D C B A S I V
S D R O W N O I T I S N A R T V A U T X
U X Y Y B A A O Y P Q I U O B I Y B I R
Y V P T U L M N S G D T E O H X B T S V
X N J D R K M T T G X S O C P C R F O B
N S J Z B U K D A T F A V I I M O B P C
R S S E R D D A T C E R I D L N O I P F
N T Q T P P H L E A D T F D Q K L C A S
L O O E A F P F W G C N Y C O M Z L F P
R M W M Q A L P K V W O Y Q P L V G C C
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APPOSITIVES
CITYSTATE
COMPOUNDSENTANCES
CONTRASTINGPHRASES
COORDINATINGCONJUNCTIONS
DATESYEARS
DIALOUGE
DIRECTADDRESS
INTRODUCTARYPHRASE
ITEMSINSERIES
LARGENUMBERS
MILDINTERJECTIONS
NAMESTITLES
PREPOSITIONALPHRASE
PREVENTCONFUSION
SEPERATEADJECTIVES
TRANSITIONWORDS

Emma + Dijinan

Fragments + Run-ons

3/3

Run-on sentance

- 2 or more sentances that are written as one sentance They are seperated by a comma or no mark of punctuation at all.

  example; The boy showed us his tickets someone gave it to him.

Fragment – A fragment is a group of words used in a sentance. It is not a sentance, because it lacks a subject, verb or some other essential part. (It is incomplete.

  example: Yesterday, I

NAME _____ DATE _____

RUN-ON SENTENCES

(*page 148*)

A **run-on sentence** is two or more sentences that are written as one sentence. They are separated by a comma or no mark of punctuation at all.

EXERCISE 1 On the blank line, label each group of words *sentence* or *run-on*.

EXAMPLE Reindeer aren't native to Alaska they were imported from Siberia. — run-on

1. Some shrimp shells look like clown suits, others have stripes like flags. — 1. run on
2. Raccoons are good climbers and like hollow trees for their homes. — 2. sentance
3. Saturn has several rings, they circle around its equator. — 3. comma splice
4. The pig is probably descended from wild boars. — 4. sentance
5. Who invented the piano, was it an Italian musician? — 5. run on
6. Oranges grow in Florida, they also grow in California. — 6. run on
7. Pearls form inside the shells of certain oysters. — 7. sentance
8. Squirrels live in this park pigeons do, too. — 8. run on
9. Parrots have large beaks, some hang by their beaks. — 9. comma splice
10. Pandas look like bears they are related to raccoons. — 10. run on
11. Coins are made of metal, bills are made of paper. — 11. run on
12. The Pacific Ocean contains many islands, some were formed by volcanoes. — 12. comma splice
13. The world's first maker of paper was the wasp. — 13. sentance
14. Otters are playful in the water, they also make snow slides. — 14. comma splice
15. The afternoon sun cast a pattern of light and shadow over the distant hills. — 15. sentance

Comma splice = run-on

EXERCISE 2 Underline the run-on sentences in the following paragraph. On the blank line, write the number you find.

X5

Nowadays we check the television or radio for weather forecasts. Few of us can forecast weather by reading clouds. However, some people can it is something anyone can learn. Look up in the sky, can you tell anything about the weather? Clouds are not all alike. They come in different sizes, shapes, and colors. The height of clouds is one clue to the weather, their movement is another. High clouds may get thicker, they may increase in number and get lower. Then you can expect a storm. Low, dense clouds may rise, they may thin out, patches of blue sky may appear. Then fair weather is on the way.

Name: Michael Plasencia **Basic #** 3/3

Directions: Write **SIMPLE**, **COMPOUND**, **FRAGMENT**, or **RUN-ON** next to the sentence.

1. Sim — Brandon walked to the party.
2. sim — Brandon and Sean walked to the party.
3. Frag — Walking to the party last night.
4. Compound — Shala went to the party, and Prince stayed home.
5. Compound — Krystal had fun, but Billy did not like the music.
6. run on — Tina liked the food it was very good.
7. Sim — Devon ran to the house and rang the doorbell.
8. sim — Jackie and Hilliary went the door and opened it.
9. Compound — The party was over, yet everyone stayed.
10. ~~run on~~ frag — The paddywaggon with police in it.
11. run on — The cops banged on the door the music was too loud.
12. comp. — The party ended, and everyone went home.

Comma Splice Review By: Kelly and Melissa

What is a comma splice?

A comma splice is a sentence with two independent sentences combined with a comma.

How do you know if you have a comma splice?

A comma alone can not join two sentences.

Ex. Jack went up the hill, he wanted to beat Jill.

That is a comma splice because it is two complete sentences in one.

How do you fix a comma splice?

Options:

1. Separate the sentences into two different sentences using a period.
   Ex. Jack went up the hill. He wanted to beat Jill.

2. Separate the sentences with a semi colon, which connects the two thoughts
   Ex. Jack went up the hill; he wanted to beat Jill.

3. Separate the two sentences with a coordinating conjunction. This indicates the relationship between the sentences, but allows you to keep them in one sentence. It is applied after the comma.
   Coordinating conjunction-a conjunction that joins together words or word groups of equal grammatical rank **Ex**. and, but, or, nor, for, so, yet
   Ex. Jack went up the hill, so he could beat Jill.

4. Separate the sentence using a subordinating Conjunction- Once again, this is applied after a comma. Ex. while, although, because, if, since, unless, whether, when, why, as, before, after, if, whether, that, once
   Subordinating conjunction- A conjunction that introduces a dependent clause.
   Ex. Jack went up the hill, because he wanted to beat Jill.

How not to fix a comma splice

Never try to join two sentences with a comma, followed by a conjunctive adverb. A conjunctive adverb is a adverb that acts as a transition between complete ideas. They normally show comparison, contrast, cause/effect, or other relationships. The most commonly used conjunctive adverb is *however*.
Ex. Consequently, Furthermore, nevertheless, instead, moreover, then, thus, meanwhile, accordingly, Also, hence, however, still, likewise, otherwise, therefore, conversely, rather

Review - Part 2

Make the following comma splices correct. Use a semi colon, a period, a coordinate conjunction, and a subordinate conjunction only once, and use each. If you think they are correct, leave them blank.

1. He gave her his homework to look at, but she didn't understand the work.

_____

2. They were going on vacation because they like to see the sights.

Don't use a comma before dep. clause

_____

3. She sometimes watches TV although she'd rather play on the computer.

_____

4. He couldn't decide what electives to chose. He didn't like any of them.

_____

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J S P T F Z P D X I V D T T D D E B O Q
U T W E B Z C K X S F C G C X L C J D J
R I U S R U F K H H E Q I N Y E S Z U O
Z T S Y I A B P F J E N Y U I C G R C I
Q L Z E T N T R R W Z G M J Y K S W T A
L E O A E A X E B G Y N U N O B T M A R
A S Y R M T T V A T C B O O L C X N R C
R S E S S N V E V D D B O C L I S H Y D
G S J C I A N N A G J S M G B A X L P I
E H B D N S S T W I Y E G N Z D I I H N
N Z L B S A B C N U I S C I Q W W D R D
U I E N E D T O T L P A N T B I R F A I
M P X Y R H S N A N F R F A I T R R S B
B P F E I K M F E H D H K N C V W G E O
E F V Y E G G U C S S P E I C K E J V J
R I L G S V S S I J D G N D C B A S I V
S D R O W N O I T I S N A R T V A U T X
U X Y Y B A A O Y P Q I U O B I Y B I R
Y V P T U L M N S G D T E O H X B T S V
X N J D R K M T T G X S O C P C R F O B
N S J Z B U K D A T F A V I I M O B P C
R S S E R D D A T C E R I D L N O I P F
N T Q T P P H L E A D T F D Q K L C A S
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NAMESTITLES
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PREVENTCONFUSION
SEPERATEADJECTIVES
TRANSITIONWORDS

Name: Michael Plasmeier

Comma Review

Eng. 9
25 pts.

A

25/25

Directions: Fill in commas where they are needed. There should be a total of 25 commas. You will receive a point for each comma correctly placed, and you will lose a point for every comma that is misplaced.

If that was others, it would be a compound sentence and you would put a comma.

1. Many people think that grammar is fun and other think that it may be boring.
2. Some people think that reading can help you escape from everyday life learn vocabulary and become better readers.
3. Reading can be done at home on a bus or in school.
4. The new shiny blue car crashed into the old retirement home.
5. The student asked an intriguing question but nobody was listening.
6. The tired old miserable woman yelled at the kids who were playing on her lawn picking her flowers and teasing her cat.
7. Listening to her mother Jamie nodded her head.
8. I have no idea to tell you the truth what Ms. Kaiser is saying.
9. Nick talking relentlessly got in trouble for disrupting the class.
10. The young playful cute child was ready for a nap.
11. The principal Dr. Rotoli held a class meeting with the sophomores.
12. Football a major professional sport is also a popular college sport.
13. Before you sign that document be sure to read the small print.
14. Some students if they don't hand in their work will get a failing grade.

2/25

A

Mike Plaz

Pronoun-Antecedent Agreement

What is a pronoun?
A pronoun is used to replace a noun. Like a noun, it refers to a person, place, thing or feeling. The difference is that a pronoun does not actually name what you are describing.

Example with a noun:
Henry was standing in the driveway.

Example with a pronoun:
He was standing in the driveway.

What is an antecedent?
An antecedent is a word, phrase, or clause that a pronoun refers to. It should be placed close the pronoun.

Examples:
I found my dog and put **him** in the house. The dancers stayed on **their** feet.

Making them agree:
A pronoun and an antecedent **must** agree in person, number, gender, and case.

Number: Determine if the word is plural or singular.

Singular: One person
Examples: I, he, she, it, you
Plural: More than one person
Examples: their, them, we, they, you

Example with nouns:
Cindy was talking to the **girls**.
Example with pronouns:
She was talking to **them**.

Gender: The pronoun must agree with the gender of the noun. The gender may be either masculine, feminine, common, or neuter.

Masculine: he, himself, his, him
Feminine: she, herself, her, hers
Common: them, our, their, us, we
Neuter: it, which, these, that

Neuter Example:
The monster came out of the lake.
It came out of the lake.

Common example:
The students were sitting on the floor.
They were sitting of the floor.

Feminine example:
Sally felt sick.
She felt sick.

Masculine example:
John walked around town.
He walked around town.

Person: The pronoun may be first, second, or third person. It may be something someone is speaking about, to, or the person themself.

First person: Sounds as though I am telling the story. (**I** yelled...) (**My** dog ran away)
Some pronouns include: I, me, we, us

Second person: Sounds as though you are telling the story. (**You** yelled) (**Your** bike fell down)
Some pronouns include: you, yours, your

Third person: Sounds as though someone else is telling the story. (Wow! Cried Mary as she opened her present. She felt so excited!)
Some pronouns include: their, hers, his, them, her, him, they, he, she

Case: The relationship between the noun or pronoun in the sentence. It can be in the possessive case, subjective case, or the objective case.

Possessive Case: Shows what something belongs to (ownership)
Some pronouns include: my, mine, your, yours, whose, their, theirs, our, ours, it, its, her, hers, his
Examples: This is **our** dog. She stole **my** bike.

Subjective/Nominative Case: Is the subject of a sentence or clause and sometimes appears after linking verbs.
Some pronouns include: I, he, she, you, we, who, they
Examples: **He** is here. It is **I**.

Objective Case: May occur in the position of a direct object, indirect object, or object of the preposition.
Some pronouns include: whom, them, us, it, her, him, you, me
Examples: I like **her**. They gave **us** the sandwiches. It was sitting next to **them**.

Personal pronouns (excluding it) refer to a place or thing. It changes its form to indicate person, number, case, or gender.

First person: The speaker.
Examples: **I (We)** went for a walk. My uncle took **me (us)** fishing.

Second person: The person spoken to.
Examples: **You** won! The teacher want to talk to **you**. (You can be singular or plural.)

Third person: The thing that is being spoken about.
Examples: Give that back to **us (me, them)**.

Some compound personal pronouns are: themselves, yourselves, ourselves, itself, herself, himself, yourself, myself, and oneself (indefinite compound personal pronoun).
Hisself and theirselves should not be used unless intensively or reflexively.

Intensive: When the personal pronoun, or the noun or pronoun that it refers to is the same.
Examples: He had to do everything **himself**. We, **ourselves**, will have to drive all night.

Reflexive: When the compound personal pronoun is the same person or thing as the subject and is the direct object, indirect object, or object of a preposition.

Examples: We shared the work between **ourselves**. On Valentine's Day she sent flowers to **herself**.

Relative pronouns: Begin dependent clauses which talk about something that was already mentioned in the sentence.

Some relative pronouns include: which (things), that (people or things), who, whom , whose (people), whomever, whoever

Example: Mary, **who** had taken a long walk, felt exhausted as she returned home.

Interrogative pronouns: Used to ask questions.

Examples: **Who** wrote The Necklace? To **whom** did I speak to?

Indefinite pronouns: do not have a clear antecedent and refer to an unidentified person or thing. If the pronoun is the antecedent and there is a pronoun that follows, that pronoun has to agree with the indefinite pronoun.
Singular indefinite pronouns include: one, anyone, nobody, anybody, everybody, everyone
Plural pronouns include: many, some, several, few, both

Example: **Everyone** helped to clean up after the food fight, but **some** were still upset about their clothes being ruined.

Demonstrative pronouns: connected to the nouns that they refer to.
Some demonstrative pronouns include: this, these (persons and things that are within reach), that, those (persons and things that are not within reach),

If this, that, these, and those are referring to a noun, they become adjectives.
This is my house. (Pronoun) This house is mine. (Adjective)

Subject-Verb Agreement!

Copy for Mike

By Kristen and Liz

Fill in the Blank Handout. The words and phrases are exactly the same as the words and phrases in the power point. Pay Attention because later there will be candy in it for you if you do.

The Basic Principle

Singular Subjects need Singular verbs while Plural subjects need Plural verbs.

Example:
Your dog IS well trained.
Your dogs are well trained.
Notice that there is an 's' on the end of dogs to make it plural.

Indefinite Pronouns

Anyone/Anybody
Someone/Somebody
No one/Nobody
They are always singular therefore they require Singular verbs.
EXAMPLE!
Anyone who has seen her, knows Liz is smart!
DON'T SAY:
Anyone who have seen her, knows Liz is smart.

refer to groups

More Indefinite Pronouns

Everyone, Everybody and Each
The pronouns, everyone and everybody are ALWAYS singular. Therefore, they should be used with singular verbs.
EXAMPLE!
Everyone has finished the quiz.
Everybody has fun at the amusement park.
Each is often followed by a prepositional phrase ending in a plural word. (Each of the foods. Note: foods is plural.)
Each of the pies is responsible for the delightful smell.
Don't be confused by pies because is, is a singular verb.

Neither and Either

The pronouns *neither* and *either* are singular and require singular verbs even though they seem to be referring to two things.
Neither of the two dogs is angry with him.
Either is fine with me.

Plural or Singular Pronouns?

This includes....
All and Some
Be Careful when deciding what verb to use! Usually if the noun before it is plural, the verb should be plural and if the noun is singular, the verb should be singular.
EXAMPLE!
All of the cookies are missing.

Some of the people are working hard.
OR
Some of the sign is gone.
All of the work is very important.

Here and There

The words *there* and *here* are never subjects.
The subject follows the verb but still determines it's plurality.
Example!
There are girls in this class.
There is a boy sitting next to me.
Here are the trees.
Here is the tree.

Third Person Pronouns

Verbs in the present tense for third-person, that have singular subjects such as he, she and it, require an –s ending at the end of their verb.
EXAMPLE!
He rides his bike.
She eats a pretzel.
It adds to the sentence.
Other pronouns don't need an –s ending on their verb.
EXAMPLE!
They ride their bikes.
We eat a pretzel.
You add to the sentence.

Odd Words

All of these are singular subjects.
•Civics
•Mathematics
•News
•Measles
•Dollars

actually Pies

Although they seem like plural words, they are actually referring to only one thing, like a group.

All of these are plural subjects.
•Trousers
•Pants
•Scissors
•Shears
•Tweezers
Although these look like the same instance as the other group, these words refer to a PAIR of things, making them plural.
EXAMPLE!
Civics is a class I will be taking in a year or so.

The pants are made of denim.

Expressions

These words do not change the number of the verb depending on if the subject is singular or plural.

Words like

- **With**
- **Together _____**
- **Including**
- **Accompanied ___**
- **In addition ___**
- **As well ___**

EXAMPLE!

The girl, accompanied by her mother, is standing in line.

The girls accompanied by their mother, are standing in line.

THANKS FOR PAYING ATTENTION!!!!!

Name: Michael Plasmeier **Honors English 9**

Read over/check notes

Subject-Verb Agreement

20/20

Choose the correct form of the verb that agrees with the subject.

comp. subject

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.

3. The dog or the cats (is, are) outside. or: what is closest to verb

away from verb

4. Either my shoes or your coat (is, are) always on the floor.

5. George and Tamara (doesn't, don't) want to see that movie.

6. Benito (doesn't, don't) know the answer.

7. One of my sisters (is, are) going on a trip to France.

8. The man (appositive) with all the birds (live, lives) on my street.

9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.

11. Either answer (is, are) acceptable.

subject

12. Every one of those books (is, are) fiction.

13. Nobody (know, knows) the trouble I've seen.

14. (Is, Are) the news on at five or six?

sing

15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.

16. Eight dollars (is, are) the price of a movie these days.

17. (Is, Are) the tweezers in this drawer?

pl

18. Your pants (is, are) at the cleaner's.

19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!

20. The committee (debates, debate) these questions carefully.

Recognizing Shifts in Sentences

Check the following sentences for confusing shifts in tense. If the tense of each underlined verb expresses the time relationship accurately, write S (satisfactory). If a shift in tense is not appropriate, write U (unsatisfactory) and make necessary changes. In most cases with an inappropriate shift, there is more than one way to correct the inconsistency. Reading the sentences aloud will help you recognize differences in time.

S 1. If the club limited its membership, it will have to raise its dues.

U 2. While Barbara puts in her contact lenses, the telephone rang. rung

S 3. Thousands of people will see the art exhibit by the time it closes.

S 4. By the time negotiations began, many pessimists have expressed doubt about them.

U 5. After Capt. James Cook visited Alaska on his third voyage, he is killed by Hawaiian islanders in 1779. was

S 6. I was terribly disappointed with my grade because I studied very hard.

S 7. The moderator asks for questions as soon as the speaker has finished.

U 8. Everyone hopes the plan would work. will

S 9. Harry wants to show his friends the photos he took last summer.

S 10. Scientists predict that the sun will die in the distant future.

S 11. The boy insisted that he has paid for the candy bars.

S 12. The doctor suggested bed rest for the patient, who suffers from a bad cold.

Can't identify tenses, do I need to be able to?

Verb Tense

DJ + Dan W. 3/17

Present Tense - normal ending "I go to the market."

Past Tense - -ed ending commonly "He mowed the lawn."

Future Tense - "will" or "to be" ending sometimes with "-ing" ending
"She will be cooking tmo."

* Present Perfect Tense - starts in past but contines to present
  - two verbs in one sentance
  "She went to the market and is now shopping

* Past Perfect Tense - starts in past + ends in past
  - two verbs in one sentance
  - time reference usually included
  "He went to the market and came home an hour ago"

* Future Perfect Tense - starts in future + ends at a certain time
  - two verbs in one sentance
  "He will go to the market and get back at 1:00"

Name:_____
Date:_____

Grammar Lesson-Verb Tenses

Fill in the blank with a word with the correct tense to fit the paragraph.

Present- I go down to the market every day and buy food for dinner each night. Then, I go over to the special shops, and buy small trinkets for my children and a nice gift for my wife. After that, I go along the road that goes/leads over the creek, and through the hills. As I get closer to my home, I watch my children playing in the yard, and I shout. T?

Past- walked I went down to the market today and bought food for dinner tonight. Then, I went over to the special shops, and bought some small trinkets for my children and a nice gift for my wife. After that, I went along the road that went/goes over the creek, and through the hills. As I get closer to my home, I saw my children playing in the yard, and I shouted.

Future- I will go down to the market today and I will buy food for dinner tonight. Then, I will go over to the special shops, and I will buy some small trinkets for my children and a nice gift for my wife. After that, I will go through the hills, and past the creek. When I get closer to my home, I will watch my children playing in the yard, and I will shout.

Use the correct form of each word(s) to complete the sentences.

Present Perfect-

1. A: Did you like the movie "Star Wars"?
B: I don't know. I (see, never) never saw that movie.

2. Sam (arrive) arrived in San Diego a week ago.

3. My best friend and I (know) have known each other for over fifteen years. We still get together once a week.

4. Stinson is a fantastic writer. He (write) wrote ten very creative short stories in the last year. One day, he'll be as famous as Hemingway.

5. I (have, not) have not had this much fun since I (be) ~~have been~~ was a kid.

Past Perfect-

1. When I (arrive) arrived home last night, I discovered that Jane (prepare) prepared a beautiful candle-lit dinner.

2. Since I began acting, I (perform) have performed in two plays, a television commercial and a TV drama. However, I (speak, never even) have never publicly before I came to Hollywood in 1985. even spoken

3. By the time I got to the office, the meeting (begin, already) had begun without me. My boss (be) ~~will~~ was furious with me and I (be) ~~will~~ had been + past fired.

4. When I (turn) turned the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) had not heard the song in years, and it (bring) ~~had brought~~ back some great memories.

5. Last week, I (run) ran into an ex-girlfriend of mine. We (see, not) had not each other in years, and both of us (change) ed a great deal. I (enjoy) ed talking to her so much that I (ask) ed her out on a date. We are getting together tonight for dinner.

Future Perfect-

1) Margaret: Do you think everything will be finished when I get back from the store?
Jerry: Don't worry. By the time you get back, I (pick) will have picked up the living room and (finish) ed washing the dishes. Everything will be perfect when your parents arrive.
Margaret: I hope so. They (arrive) will around 6 o'clock.
Jerry: Everything (be) will spotless by the time they get here.

2) Nick: I just have two more courses before I graduate from university. By this time next year, I (graduate) will have graduated and I will already be looking for a job.
Stacey: Does that scare you? Are you worried about the future?
Nick: Not really. I (go) will to a career counselor and get some advice on how to find a good job.
Stacey: That's a good idea.
Nick: I am also going to do an internship so that when I leave school, I (complete, not, only) will not have completed over 13 business courses, but I (work, also) will also have in the real world.

3) Stan: Did you hear that Christine (take) is taking a vacation in South America this winter?
Fred: I can't believe how often she goes abroad. Where exactly does she want to go?
Stan: She (visit) ing Peru, Bolivia and Ecuador.
Fred: At this rate, she (visit) ed every country in the world by the time she's 50.

4) Judy: How long have you been in Miami?
Elaine: I have only been here for a couple of weeks.
Judy: How long do you plan on staying?
Elaine: I love Miami, so I (stay) will _____ here for an extended period of time. When I go back home, I (be) will have been _____ here for more than three months.
Judy: Wow, that's quite a vacation! You (see, definitely) _____ just about everything there are to see in Miami by then. will have be (ent) > have seen

5) Jane: I can't believe how late we are! By the time we get to the dinner, everyone (finish be already) _____ eating. will have
Jack: It's your own fault. You took way too long in the bathroom.
Jane: I couldn't get my hair to look right.
Jack: Who cares? By the time we get there, everyone (left) will have left _____. Nobody (see, even) _____ your hair.
will even see

Parallel Construction

What is it?
Parallel Construction, sometimes called parallel structure or parallelism, is when you take out repetitive words and combine similar ideas and sentences together. The main rule is that when listing or comparing two or more things in a sentence they must be in the same grammatical form.

So…

All items in a list must be all nouns, all infinitives, all prepositional phrases, all gerunds, or all clauses.

looks like

Gerund- a verb with the "ing" ending. Ex. Swimming, running, eating, dancing

but a noun

Eliminating Repetitive Words:

I went to the library.
I went to the supermarket.
I went to the pharmacy.

Instead write-
I went to the library, supermarket, and pharmacy.

Other Parallel Construction Examples:

Jumping rope, having fun, and cards are all memories from childhood.

Verb every time

Instead write-
Jumping rope, having fun, and playing cards are all memories from childhood.

It is more beneficial to read the newspaper than watching television.

Verb tense

Instead write-
It is more beneficial to read the newspaper than to watch television.

How we cook and the things that we make will be judged on Sunday.

Instead write-
How we cook and what we make will be judged on Sunday.

When do you use Parallel Construction?
Always use parallelism when writing list!!!

Some other cases in which parallel construction should be used are:

1. Both this and that
2. Not this but that
3. Not only this but also that
4. Neither this nor that
5. Either this or that

Example:

Both eating and exercising are part of a healthy lifestyle.

And Remember:

Choosing the correct preposition is important in parallelism!!!

The following sentence is wrong because it did not use the preposition "in" correctly.

The train comes in the morning and in noon.

In is not used correctly. You can tell this by proofreading. Ask yourself if it makes sense.
In the morning? Yes
In noon? No

The sentence should have been written like this:
The train comes in the morning and at noon.

Keep in Mind:

1. **Parallel construction can also be called parallel structure or parallelism.**
2. **Items must match in grammatical form.**
3. **Correctly choose the preposition or choose to leave it out.**
4. **Parallel construction is important. It helps to make your writing flow better and makes it easier to understand.**

Jamie Gross

Using the Right Word

1. **Can, may**

Can refers to ability.
Sentence: Stephen can hold his breath for two minutes.

May suggests permission.
Sentence: May I have some money?

2. **Farther, further**

Farther refers to a distance, literal or figurative.
Sentence: Marvin can run farther than Jonathan.

Further refers to additional time, quantity, or degree.
We made further observations on the living habits of the animals.

3. **Immigrate, emigrate**

Immigrate means *to come into a new country or environment.*
Sentence: The family immigrated to the United States for a better life.
Memory Tool: **I**mmigrate – **I** – **I**n.

Emigrate means *to go out of one country to live in another.*
The family emigrated from Ireland.

4. **Than, then**

Than is used in a comparison.
Sentence: An elephant is larger than a mouse.

Then refers to sequence.
Sentence: We are going to the mall, then we will eat dinner.
Memory Tool: Then tells when.

5. **There, Their, They're**

There is an adverb used to point out location.

Sentence: I see ice cream over there.

Their is a possessive personal pronoun.
Sentence: Their house caught on fire.

They're is a contraction for *they are*.
Sentence: They're going to the park.

6. Set, sit

Set means *to place*.
Sentence: Lee set his paper down on the teacher's desk.

Sit means *to put the body in a seated position*.
The teacher told the students to sit down in their seats.

7. Principal, principle

Principal has two different meanings. As an adjective, it means *primary*.
Sentence: Molly's principal goal was to pass the big test.
As a noun, it means *a school administrator*.
Sentence: Our principal is Mr. McGriff.
Memory Tool: The princi**pal** is your **pal.**

Principle means *idea or doctrine*.
Sentence: Smoking goes against my principles.

8. Good, well

Good is an adjective.
Sentence: That's good turkey, Mom.

Well is almost always an adverb.
Sentence: My mother cooks turkey very well.
Well is only an adjective when it is being used to describe a state of health.

9. Affect, effect

Affect is a verb, meaning *to cause change in something*, or in other words, *to make a difference to*.
Sentence: Lauren's headache would affect her performance in the basketball game.
Memory Tool: Think "A" for Action (verb).

Effect is usually a noun, meaning *the result of something.*
Sentence: Advil had the desired effect and Lauren's headache went away.
Memory Tool: Think "E" for End Product.
-Less frequently, *effect* is used as a verb, meaning *to bring about (a result).*

When you **affect** a situation, you have an **effect** on it.

10. Who, whom

Who is used as the subject of a verb.
Sentence: Who stole the cookies from the cookie jar?

Whom is used as the object of a preposition or as a direct object.
Sentence: To whom am I speaking?

Memory tool: To double check, and make sure you are using the right word (who or whom), simply substitute the personal pronoun "he/him" or "she/her." If he or she would be the correct form, the proper choice is who." If "him" or "her" would be correct, use "whom."

Possessives

In Contractions

Use an **apostrophe** to show that one or more letters have been left out of a word to form a contraction

Hadn't – *o* is left out
it's – *i* is left out

You can also use an apostrophe to show that one or more numerals have been left out of numbers

Class of '99 – *19* is left out

To Form Plurals

Use an **apostrophe** and **s** to form the plural of a letter, a number, a sign, or a word discussed as a word.

B – B's
C - C's
8 – 8's

Ms. Kaiser says our conversations contain too many *cool's* and *no way's*

To Form Singular Possessives

Add **apostrophe** and **s** to form the possessive of most singular nouns.

spot's ears
Captain Kirk's singing
the ship's escape plan

Remember:
When a singular noun ends with an *s* or *z* sound, you may form the possessive by adding just an apostrophe. When the singular noun is a one-syllable word, you add both an apostrophe and an s.

San Carlos' government (two-syllable word)
Ross's essay (one syllable word)

Except for one syllable - must add 's

To Form Plural Possessives

The possessive form of plural nouns ending in *s* is usually made by adding **just an apostrophe.**

The MacKenzies' cottage
bossess' orders

It will help you punctuate correctly if you remember the word before the apostrophe is the owner.

Girl's guitar (girl is the owner)
Girls' guitar (girls are the owner)

In Compound Nouns

Form the possessive of a compound noun by placing the possessive ending **after the last word.**

Her lady-in-waiting's (singular) day off

If forming a possessive of a plural compound noun creates an awkward construction, you may replace the possessive with an **of phrase**.

Their father in law's birthdays (plural)
The birthdays of their fathers-in-law (plural)

To Show Shared Possession

When possession is shared by more than one noun, use the possessive form for the **last noun** in the series.

Sarah, Linda, and Heather's water skis (all three own the same skis.)
Sarah's, Linda's, and Heather's water skis (each owns her own skis.)

Exercise in Plurals and Possessives

Each space in the paragraph below is preceded by an "opportunity for error" in the formation of plurals or possessives. If the word is correct, write a C in the space; if it is incorrect, write an I.

THE FAMILY REUNION

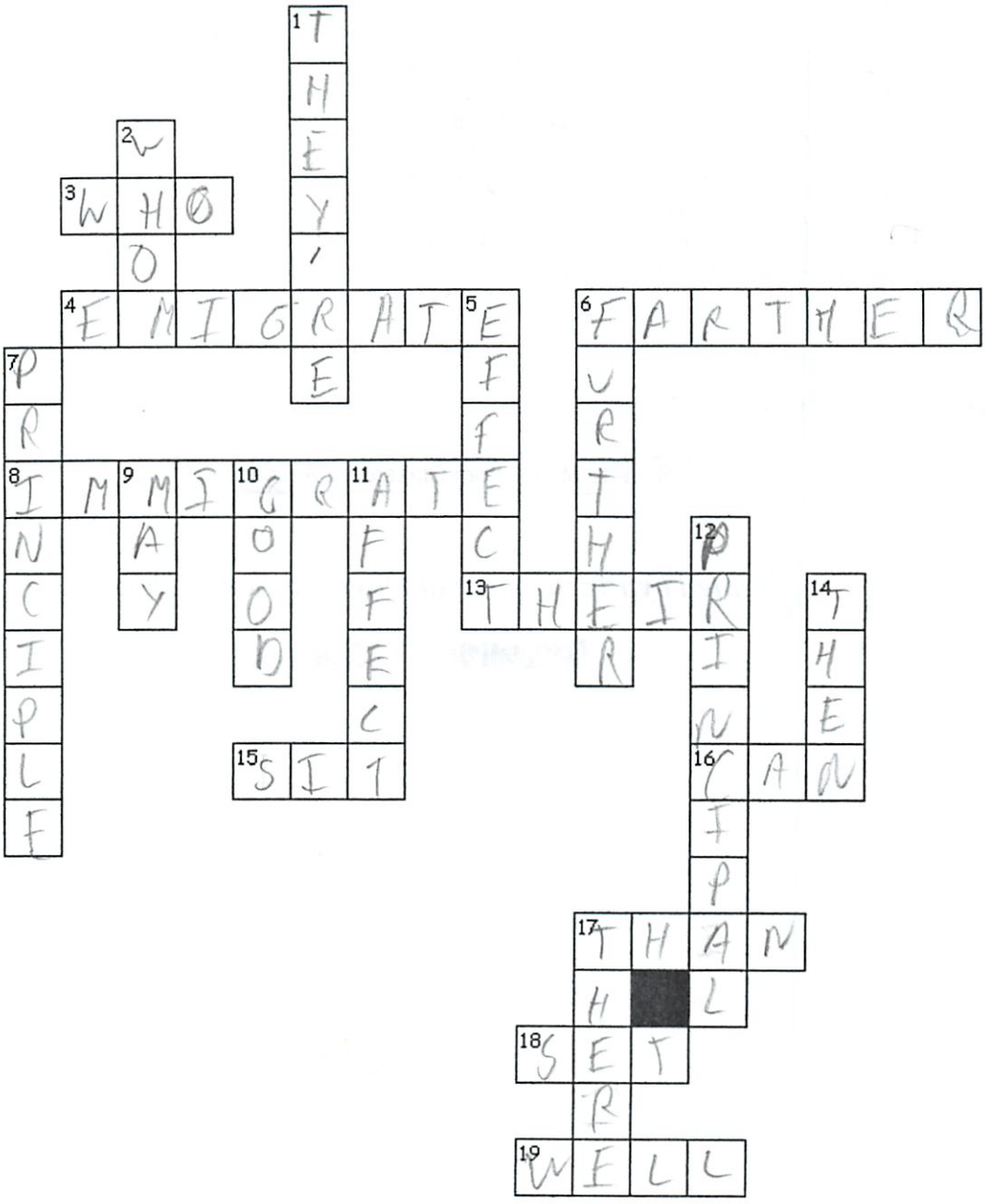
My friend's [I], the Rodriguez's [~~C~~ I - no possive], had a big family reunion last summer. They hadn't been together since the late 1980's [C ? - Should not?], according to Carmen, and there were many cousins [C] she hadn't seen since then and some new baby's [I] she'd never met before. "Aunt Flo [C] and Uncle Silvio's [C] family had really grown," she said. Flo, who already had five kids of her own, had divorced and remarried and Flo's [~~C~~ - have am kids] and Silvio's [C] kids -- like a bunch of elves [C] -- filled a minivan and two taxis [C]. Fortunately, Flo and Silvio have PhD's [C ?] in psychology with good incomes to match. "We should've leased busses [C] for everyone," Carmen added.

Both

both

They had their big dinner down at that place owned by Joe Pagani, Paganis [I] Ristorante, Illinois's [Dep] most popular and expensive restaurant. It was jammed and familys [C] kept arriving in bunch's [C] until some people ended up sitting on box's [C] and benches [C]. The waitresses [C] went crazy keeping up with the order's [C], especially with kids ordering from the childrens' [C] menu. When it came time to pay the bill, they couldn't find Agnes's [~~C~~ I] purse, and she had collected all the money. They had a lot of laughes [~~C~~ I (sp)] about washing all those dish's [~~C~~ dishes] until Uncle Antony found his baby girl, Eutrusca, curled up under his chair, sound asleep, using Agneses' [~~C~~ Agnes!] bag for a pillow. Eutrusca hadn't waited for her grandpas [C] long after-dinner speech to put her to sleep.

USING THE RIGHT WORD



Across

3. Beware of he _____ must not be named.
4. They will _____ from Europe to a new country.
6. How much _____ can you walk?
8. They will _____ to America for new job oppurtunities.
13. _____ dog is named Fluffy.
15. Go ahead, _____ down.
16. Fred _____ run for five miles.
17. Harry is stronger _____ Herman.
18. You can _____ the pen on the table.
19. David can play shuffleboard _____.

Down

1. _____ all running for student council.
2. This letter is to _____ it may concern.
5. The _____ of the medicine should wear off in a few hours.
6. Collect _____ data for the experiment.
7. Don't you have any _____ against stealing money?
9. You _____ go to the restroom.
10. Wow, you are _____ at chess.
11. This project will _____ your final grade.
12. The _____ gave me a detention.
14. First, do this, _____ , do that.
17. Try looking over _____.

21 of 21 words were placed into the puzzle.

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DiscoverySchool.com

Name Michael plasmeier

10/10

Parallel Structure Worksheet

Combining sentences to form parallel structures

In the following exercises combine the short sentences into one longer sentence with parallel structures. In many cases there are numerous possible solutions. Try for the most graceful and effective sentence that you can.

Example:
The car seemed to be impossible to control.
It shook violently.
It began to fishtail from side to side.

1. Curious human beings need explanations.
   These explanations could come from mythology.
   Theology might provide explanations.
   Other explanations might be from science.

   Curias human beings need explanations that could come from mythology, theology, or science.

2. The dog wagged his tail.
   A happy bark came from the dog.
   The dog leaped into the wagon.

   A happy bark came from the dog that wagged his tail and ~~leaped~~ into the wagon.
   hopt

3. She is a great athlete.
   She plays soccer.
   She plays basketball.
   She is on the swim team.

   She plays soccer, plays basketball, is on the swim team, and is a great athlete.

4. The jacket didn't fit.
   The pants were too big.
   I returned the jacket and the pants to the store.

I returned the jacket and the pants to the store because the jacket didn't fit and to pants were too big.

5. The boy was scared by the movie.
   The boy began to cry.

The boy was scared by the movie and began to cry.

6. Erin did all of her work.
   Erin studied for the test.
   She felt confident to take the test.

Erin felt confident to take the test because she studied and did all of her work.

7. Kevin sent an e-mail.
   Kevin called numerous times.
   Kevin wrote a letter.
   Kevin heard no reply.

Kevin sent an email, called numerous times, wrote a letter, but heard no reply.

8. The pitcher looked up intently.
   The pitcher glanced at first base.
   The pitcher threw a hanging curve.
   The batter hit the ball out of the park.

The pitcher looked up intently, glanced at first base, threw a hanging curve, but the batter hit the ball out of the park.

Tom Powell, Beau Friedman, Jeff Hall
Object Handout

Objects

Direct Objects

The **direct obj**ect is the noun, pronoun, or other noun substitute in a sentence that receives the action of the verb; it is the noun or noun phrase that is acted upon in a sentence.
Ex: Beau's mom made a bagel.
'Beau's mom' is the subject, 'making' is the verb, and 'a bagel' is the direct object.
Ex: Tom ate the bagel.
'Tom' is the subject, 'ate' is the verb, and 'the bagel' is the direct object.

To make it easier to find the direct object, you can ask yourself **what** or **whom** the subject is acting upon.
Ex: Tom ate the bagel.
What did Tom eat? The bagel.

Indirect Objects

An **indirect object** precedes the direct object and tells **to whom** or **for whom** the action of the verb is done and who is receiving the direct object. There must be a direct object to have an indirect object. Indirect objects are usually found with verbs of giving or communicating like *give, bring, tell, show, take,* or *offer*. An indirect object is always a noun or pronoun which is not part of a prepositional phrase.
Ex: Beau gave me the bagel.
'Beau' is the subject, 'gave' is the verb, 'me' is the indirect object, and 'the bagel' is the direct object'
Who received the bagel? Me

Objects of Preposition

A noun or noun phrase that follows a preposition is termed the object of the preposition.
Ex: We walked across the hall.
'across' is the preposition, and it is showing how we walked. We walked **across** the hall. This makes 'hall' the object of preposition.