



English Concepts

A Review of the Basics

Level One

Student Handbook





English Concepts – A Review of the Basics - Level One
Student Guide
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Pre-Test

Spelling

For the following items, mark the choice that is spelled **incorrectly**.

- | | |
|--|--|
| 1. A) furious
B) worrisome
C) committed
D) referred | 3. A) courtyard
B) wonderous
C) courteous
D) reconsider |
| 2. A) convenience
B) concieted
C) loveable
D) remembrance | 4. A) personnel
B) conscience
C) noticeable
D) nickle |

Parts of Sentences

5. Choose the underlined part that is the **simple subject**:

The tiny ladybug landed on my nose.
(a) (b) (c) (d)

6. Choose the underlined part that is the **simple predicate**:

Putting on his shirt, the boy noticed the missing button.
(a) (b) (c) (d)

7. Choose the underlined part that is the **direct object**:

Close the door behind you so that the bugs don't get in.
(a) (b) (c) (d)

8. Choose the underlined part that is the **adjective**:

This year, the winner of the contest is brilliant.
(a) (b) (c) (d)

9. Choose the underlined part that is the **adverb**:

Sometimes, we order two large pizzas and freeze one.
(a) (b) (c) (d)

Grammar and Punctuation

For the following items, select one sentence in the group that is **best** and **most effective** from the standpoint of SENTENCE STRUCTURE and ENGLISH USAGE.

10. A. The writer had one chapter to go when the computer crashed.
B. She climbed on her bike then she realized she forgot her helmet.
C. He unpacked the groceries, the bananas were bruised.
D. The Internet offers great courses; such as environmental policy.

11. A. The board was ready to draft their rules of conduct.
B. The tire store blew its monthly budget on an ad campaign.
C. Each union worker considered the agreement on their own terms.
D. Everyone on the team must bring their release form.

For the following questions, select the one sentence containing grammar or punctuation that is **incorrect**.

12. A. Either the tortoise or the hare is going to win the race.
B. Neither the three blind mice nor the three little pigs are really in danger.
C. Either Jack or Jill who went up the hill falls down.
D. Either the Prince or the Seven Dwarfs saves Snow White.
13. A. Although the sky was cloudy, the temperature hit a record high.
B. My writing instruments include pens, pencils, markers, and crayons.
C. While he was "singing in the rain," Gene Kelly had the flu.
D. Although you may hear "Daylight Savings Time", it's really "Daylight Saving Time."



Notes:

SPELLING

English spelling rules are complex, with many exceptions. Here are a few rules. Keep the principles in mind—but don't bog down in the rules.

Doubling Final Consonants

One syllable words:

If the word ends in a short vowel and then a consonant (*e.g., tap*).... double the last consonant when you add a suffix beginning with a vowel (*e.g., ing*).

tap	tapped	tapping		
drag	dragged	dragging		
star	starred	starring		
wrap	wrapped	wrapping	wrapper	
big			bigger	biggest

Multi-syllable words:

If the word ends in a **single** vowel and then a consonant, double the consonant when

- 1) the suffix begins with a vowel (*e.g., ing*) AND
- 2) the last syllable of the word is accented (*e.g., begin*)

begin		beginning
prefer	preferred	preferring
forbid	forbidden	forbidding

With these rules, you can see why the following words are spelled with a single instead of a double consonant: **beating, softest, focused.**

Dropping Final Silent -e

Drop the final silent -e when you add a suffix beginning with a vowel.

care	caring
shine	shining
continue	continual
guide	guidance

(**Exceptions:** dyeing, noticeable, changeable, canoeing)

Keep the final silent -e when you add a suffix beginning with a consonant.

care	careful
achieve	achievement
like	likely

(**Exceptions:** truly, argument, judgment)



Notes:

-i before -e OR -e before -i

Remember the rhyme:

-i before -e
except after -c
– usually

Some -ie words

(notice all follow a consonant and are pronounced **with a long e sound**):

believe	grief	shield
chief	piece	thief
field	relief	yield

(Exceptions:

- ✓ deity, either, height, leisure, neither, seize, weird
- ✓ words in which -ei sounds like a long a:
eight, freight, neighbor, reign, sleigh, vein, weigh)

Some -ei words following -c:

ceiling	conceive	niece
conceit	deceive	receipt

(Exceptions: financier, science, species)

Changing -y to -i

When a word ends in -y preceded by a consonant, you should usually change the -y to -i before adding the suffix:

curly *becomes* **curlier**
party *becomes* **parties**
thirty *becomes* **thirties, thirtieth**

However, if the suffix already begins with -i, keep the -y
(except before the suffix -ize):

thirty *becomes* **thirtyish**
fry *becomes* **frying**

but

agony *becomes* **agonize**
memory *becomes* **memorize**

When the ending -y is preceded by a **vowel**, -y does not change to -i:

journey *becomes* **journeying**
trolley *becomes* **trolleys**



Notes:

Silent Letters

The letters **k**, **w**, and **g** are sometimes silent. A few words include:

knapsack	answer	playwright
knead	wreathe	straight
knock	wretched	through
knuckle	wriggle	weight

-ize or -ise

About 35 words end in *-ise*; more than 400 end in *-ize*.

A few common *-ise* words include:

advertise	devise	exercise	supervise
compromise	enterprise	merchandise	surprise

-cede, -ceed, or -sede

Only one word ends in *-sede*: **supersede**

Three words end in *-ceed*: **exceed, proceed, succeed**

The others of this kind end in *-cede*: **concede, precede, secede, recede**

TIPS:

1. Do not "second-guess" yourself. Research has indicated that your first hunch is more likely to be correct.
 2. Pronounce the words, saying each syllable, making sure not to include extra sounds
-



Notes:

PARTS OF SENTENCES

Subjects

The subject is who or what the sentence is about. It will be a noun or pronoun. You can find the subject of a sentence by asking “who?” or “what?” performed the action of the verb.

The children cheered loudly for their team.

Who cheered? The answer, the *children*, is the subject of the sentence.

The wooden bridge collapsed under the weight of the trucks.

What collapsed? The *bridge* collapsed, so *bridge* is the subject of the sentence.

REMEMBER: The subject of the sentence is *who* or *what* the sentence is about.

Predicates

The simple predicate is the main verb in the sentence.

There are two kinds of verbs:

- action verbs
- linking verbs.

An **action verb** expresses the action that the subject is performing (*play, talk, fumble, know*).

David wrote the report in less than three hours.

Amber thinks for herself when making a decision.

A **linking verb** links the subject to words that describe or identify it.

The corner grocery store is my favorite place to shop.

Morgan seems unusually happy today.

Common Linking Verbs

appear	seem
become	smell
feel	sound
look	taste

and all forms of the verb “be”:

is, am, are, was, were, has been,
have been, had been...

TIP: If you cannot identify the verb in a sentence, try adding “yesterday,” “today,” or “tomorrow” to the front of the sentence. The word in the sentence that changes is the verb.

I worked until midnight to finish the report.

(Tomorrow) I **will work** until midnight to finish the report.

The word that changed—**worked**—is the verb.



Notes:

Finding Simple Subjects and Simple Predicates

All sentences are built around a principle subject and a principle verb. This is the sentence core. We then build on that core to say exactly what we want to say. Therefore, the subject and the verb may have words before, between, or after them.

1. Cats sleep.
 2. Domestic cats sleep a lot.
 3. Domestic cats, which are descended from wild animals, sleep a lot.
 4. Whether they live indoors or outdoors, domestic cats, which are descended from wild animals, sleep a lot.
-
1. The weather is terrible.
 2. The weather in the east is terrible.
 3. Summer weather in the east is terrible, unlike the climate in the west.
 4. Always hot and humid, summer weather in the east is terrible, unlike the climate in the west.

TIP: To help find the subject and the predicate, eliminate:

- all prepositional phrases
(e.g., *in the east, at this time, under the rug*)
 - clauses beginning with who, which, or that
(e.g., *which are descended from wild animals*)
 - clauses beginning with subordinating conjunctions
(e.g., *whether they live indoors or outdoors*)
-



Stop and Check

Underline the subject and circle the verb in each sentence.

1. Deanna and her daughters decided to move to North Carolina.
2. Learning to communicate by e-mail is very important.
3. All of the children will compete at noon.
4. People who live in glass houses should not throw stones.
5. To pass the test is the objective.
6. Can you fix this?
7. Quickly answer each question.
8. There will be a lunch break in about 20 minutes.
9. Through the halls slithered the snakes that had escaped their cages.
10. Although she was exhausted, she could not sleep.



Notes:

Direct Objects

The direct object is the word that receives the action of an action verb.
The direct object can be found by asking “who?” or “what?” after the verb.

Ricardo wants a new job. (*Ricardo wants **what?** Job.*)

After the movie, we saw Rosey in her new car. (*We saw **who?** Rosey.*)

Turn in your papers before you leave.

He checked out the book of short stories.

Do you want a break before we finish this section?

Adjectives

Adjectives are words (or phrases or clauses) added to describe nouns or pronouns. Adjectives modify—that is, describe, limit, or qualify—the noun by telling:

	<u>Adjective</u>	<u>Noun</u>
<i>what kind:</i>	difficult	<i>test</i>
<i>which kind:</i>	proficiency	<i>test</i>
<i>which one:</i>	that	<i>test</i>
<i>how many:</i>	many	<i>tests</i>

Adjectives can come either **before** or **after** the noun they modify.

Adjectives **before** nouns:

The sudden noise frightened everyone.

He wanted to give a valentine to the pretty, redheaded girl.

Those two clumsy girls knocked over the expensive crystal glassware.

Adjectives **after** nouns, joined by a linking verb:

We felt marvelous.

The actor in the movie looked uncomfortable in the role.



Notes:

Adverbs

Adverbs are words (or phrases or clauses) that **primarily modify verbs** by answering simple questions:

when?
where?
why?
how?
how long, how much, how many, how often?

Lacey sings loudly. (*Sings how? Loudly.*)

Lacey sings annually at the banquet. (*Sings when? Annually.*)

Lacey sings anywhere that she can. (*Sings where? Anywhere.*)

Adverbs that modify verbs can appear anywhere in the sentence (but not all places are correct all of the time):

Slowly, Joan filled out the application for a position in the central office.

Terry bicycled to work occasionally.

Our team easily defeated our rivals from across town.

Perhaps you should eat breakfast.

In addition to modifying verbs, adverbs can **modify adjectives**.

The ^{adj}extremely hot temperature made the trip difficult.

The situation is ^{adj}nearly hopeless.

And adverbs can **modify other adverbs**.

The clean-up crew worked ^{adv}quite rapidly

She performed ^{adv}very well on her entrance exams.

TIP: Many adverbs end in *ly*, especially those made from adjectives:

regularly	usually	carefully
skillfully	rarely	safely

But certainly not all adverbs end in *ly*:

well	quite	often
very	perhaps	whenever



Notes:



Stop and Check

Parts of Sentences

Choose the underlined part that is the **simple subject**:

1. Although the building was large, its offices seemed rather small.
(a) (b) (c) (d)
2. Do you know the way to Monterey?
(a) (b) (c) (d)

Choose the underlined part that is the **simple predicate**:

3. Whenever my gas mileage drops, I check the air in my tires.
(a) (b) (c) (d)
4. Select the movie from these four titles.
(a) (b) (c) (d)

Choose the underlined part that is the **direct object**:

5. Of all the master chefs, you take the cake.
(a) (b) (c) (d)
6. If you start the fire, I will get the marshmallows in the cupboard.
(a) (b) (c) (d)

Choose the underlined part that is the **adjective**:

7. Jimmy pulled out the wagon and piled his heavy comics on board.
(a) (b) (c) (d)
8. Although the texture is rough, I really like the pattern.
(a) (b) (c) (d)

Choose the underlined part that is the **adverb**:

9. Not only was Victor a comedian, but he also played the piano beautifully.
(a) (b) (c) (d)
10. As they left on vacation, Mom was absolutely sure she turned off the iron.
(a) (b) (c) (d)



Notes:

GRAMMAR AND PUNCTUATION

Sentence Fragments

If a group of words does not contain a principal subject and a principal verb, then the group of words is not a complete sentence but rather a sentence fragment. A fragment is grammatically incorrect because it does not contain an independent thought.



Stop and Check

Identify why each of the following are fragments.

1. *Peered deep into the interviewer's eyes.*
2. *A large, mottled dog with big teeth and sharp claws.*
3. *Always up to date in fashions, Trina wearing a poncho.*
4. *To pass the test with a good grade.*
5. *Because the Victorian houses are selling so quickly.*

Run-on Sentences

A run-on sentence occurs whenever you run one complete sentence into another complete sentence.

A run-on sentence might have NO punctuation between the two sentences:

The Great Sand Dunes National Monument is eight thousand feet above sea level it sits just at the foot of the Sangre de Cristo range.

A run-on sentence might have a comma between the two sentences:

Walking steeply uphill in fine sand at that altitude promotes heavy breathing, I paused now and again to catch my breath and enjoy the scenery.

Between two complete sentences, you must use END punctuation—either a period (.) or a semicolon (;).

The Great Sand Dunes National Monument is eight thousand feet above sea level. It sits just at the foot of the Sangre de Cristo range.

Or, you can connect the two sentences with a conjunction.

Walking steeply uphill in fine sand at that altitude promotes heavy breathing, so I paused now and again to catch my breath and enjoy the scenery.



Stop and Check

Which of the following are correct and which are run-ons?

1. *Bobbie took the train from downtown to the valley the trip took three hours.*
2. *We are giving you this project to manage because you are so qualified.*
3. *Walking quickly into the office, the secretary spilled her coffee.*
4. *The stairs were just painted, don't walk on them.*
5. *I ran and ran and ran, never considering what the pounding was doing to my body.*
6. *His father was wealthy, but he never offered a penny of support.*



Notes:

Subject-Verb Agreement

Subjects of sentences must agree in **number** with their verbs.

Singular subjects require singular verbs:

*The **roster** is missing.*
*The **principal** knows all the students.*

Plural subjects require plural verbs:

*The **rosters** are not on the desk.*
*The **principals** know about the new policy.*

Inverted Sentences

When verbs precede subjects, they still must agree.

Who are the people in this picture?
There is no reason for your complaint.
In the corner were the outdated books.

Compound Subjects

Subjects connected by “and” require a **plural verb**.

Pencil and paper are all you need.
Supervisors and support staff were invited to the training.

Exception: If the two singular subjects refer to the same person or thing or form a single unit, use a singular verb.

Peaches and cream is our last choice for a dessert.
My best friend and worst critic is my husband.

Either...or...

The verb should agree with the subject closest to it when an “either...or...” or “neither...nor...” construction is used.

*Either the principal or the **teachers** are coming.*
*Either the teachers or the **principal** is coming.*

Separation of Subject and Verb

The verb must agree with its subject, not with a noun that comes in between.

*The **instructions** for assembling the bookcase **are** missing.*
*A **case** of test tubes **has** arrived.*
*The **girl** holding the bottles **is** in charge.*
*The new **policy**, which has many restrictions, **is** very unpopular.*
***Attendance**, along with test scores, **is** important.*

Agreement in Relative Clauses

The verb in a relative clause (*who*, *which*, *that*... clause) must agree with the word the relative pronoun (*who*, *which*, or *that*) refers to.

*Laptop **computers**, **which** are more expensive than desktops, seem to be everywhere.*
*A **computer** **that** is more than 2 years old can not run the program.*

*Mr. Snap is one of the **teachers** **who** stay after school.*
*Ms. Krackle is the only **one** of the teachers **who** stays after school.*



Notes:

Collective Nouns

Collective nouns and expressions with time, money, and quantities are **usually singular**, but can be plural if the meaning clearly intends to emphasize the individual members. Collective nouns include: *staff, jury, committee, team, group, family, couple, class*.

*The **staff does** all the work.*

*The **staff do** not agree on what holidays should be declared.*

***Five years is** a long time to wait.*

***Five years are** listed in the claim.*

Indefinite Pronouns

Some are **singular**:

another	each	much	one
any	either	neither	somebody
anybody	everybody	nobody	someone
anyone	everyone	no one	something
anything	everything	nothing	the number

***Everyone is** expected to attend.*

***Each of the problems has** a definite solution.*

Some are **plural**:

a number	few	others
both	many	several

***Both are** expected to participate in the planning*

***Several of the problems have** solutions.*

Some can be **singular or plural**, depending on the noun they refer to:

all	more	none	half
	most	some	two-thirds

***All of the work has** been finished. (singular – refers to a quantity)*

***All of the errors have** been found. (plural – refers to a countable item)*

***Some of the test is** quite difficult.*

***Some of the questions are** quite difficult.*



Stop and Check

Choose the correct verb in each sentence.

1. Our primary concern (**is, are**) the parents.
2. There (**is, are**) a video or a DVD included in the kit.
3. Against the wall (**leans, lean**) the forgotten crutches.
4. Working and going to school (**takes, take**) all my time.
5. Either the desk or the file cabinets (**has, have**) to be moved.
6. Either the file cabinets or the desk (**has, have**) to be moved.
7. Another plate of tacos (**was, were**) ordered.
8. The main course, as well as all the side dishes, (**is, are**) delicious.
9. The class (**likes, like**) the new teacher.
10. The committee (**is, are**) debating among themselves.
11. Each of the girls (**invites, invite**) a friend.
12. A few (**is, are**) sometimes enough.



Notes:

Verb Tense

Verb tense indicates the time of the action or condition of the verb: past, present, or future.

1. In the **past**, I worked very hard.
2. **Now**, I work very hard.
3. In the **future**, I will work very hard.

Each tense has four different forms

	Past	Present	Future
Simple:	I worked. I spoke.	I work. I speak.	I will work. I will speak.
Progressive:	I was working. I was speaking.	I am working. I am speaking.	I will be working. I will be speaking.
Perfect:	I had worked. I had spoken.	I have worked. I have spoken.	I will have worked. I will have spoken.
Perfect Progressive:	I had been working. I had been speaking.	I have been working. I have been speaking.	I will have been working. I will have been speaking.

Think of each tense as on a timeline. Simple past, present, and future each indicate a particular point on that line. The other forms indicate various points along that line and indicate whether the action or condition is completed (*I had worked*) or is ongoing (*I was working*).

Irregular Verbs

Simple past tense verbs ending in *-ed* are regular verbs. But many verbs are **irregular**, which means that their form changes in the simple past tense and when used with a helper verb.

For example:

<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Participle</u> (used with a helper)
begin	began	begun
eat	ate	eaten
fly	flew	flown
hear	heard	heard
hit	hit	hit
lay	laid	laid
lie	lay	lain
run	ran	run



Notes:

Consistency of Tense

Within a sentence, the verb tense should stay consistent. Do not shift from one verb tense to another—for example, from past to present—unless you really intend to indicate different times.

I walked into the room, and he ~~yells~~ ^{yelled} at me.

I listen intently and ~~heard~~ ^{hear} the birds singing.

Appropriate shift in tense

I took an English class last year, but now I am taking a math class.

By the time he arrives, I will have finished the preparations.



Stop and Check

Identify and correct the verb tense error in each sentence.

1. I built these bookcases now for three days.
2. Advertisers have broke with the tradition of using only mainstream music.
3. I have taught two classes yesterday.
4. Francis made the basket, and the crowd goes wild.
5. He had been employed by the company for 20 years before he gets a raise.
6. When he was four, he had been learning to read.
7. While he is teaching Spanish, his English improved.
8. If you told me before, I would not have made the mistake.



Notes:

Pronoun Agreement

Pronouns must agree with their antecedents (the noun they refer to) in **number, person, and case**

<u>Number</u>	<u>Person</u>	<u>Subjective Case</u>	<u>Objective Case</u>	<u>Possessive Case</u>
Singular	First	I	me	my/mine
	Second	you	you	your/yours
	Third	he	him	his
		she	her	her/hers
		it	it	its
Plural	First	we	us	our/ours
	Second	you	you	your/yours
	Third	they	them	their/theirs
Singular or Plural		who	whom	whose

Number

If the antecedent (noun) is singular, the pronoun must be singular; if the antecedent is plural, the pronoun must be plural.

***Melissa** did not know what happened to **her** folder. (singular)*

*The **men** complained until **they** were allowed to participate. (plural)*

***Christine and Brittany** brought **their** workout bags. (plural)*

Either...or

Make the pronoun agree with the nearest antecedent.

*Either Robert or **Quentin** will read **his** essay.*

*Neither the principal nor the **teachers** could find **their** way to the conference.*

Collective Nouns

Treat collective nouns as singular unless the meaning is clearly plural.

*The **committee** has reached **its** decision.*

*The **jury** sat quietly with smiles on **their** faces.*

Indefinite or Generic Nouns

Indefinite singular nouns (see list under Subject Verb Agreement) and generic nouns that represent a typical member of a group require singular pronouns.

***Neither** of the two women paid for **her** ticket to the banquet.*

*When **someone** cheats, **he or she** is likely to get caught.*

*Every **teacher assistant** must pass a test if **he or she** is to continue employment.*

Person

Be careful not to shift the point of view of the person in your sentences.

I love her paintings because ~~you~~ feel like ~~you are~~ there.
*A **runner** should train and eat well or else ~~you~~ will suffer in the race.*
he or she



Notes:

Case

Pronouns change case according to whether they function as subjects or objects or show possession.

Subjects

I gave the information to the evaluators.

***We** took the day off.*

*My friend and **I** applied for the job.*

*Michael and **she** talked forever.*

***Who** is in charge?*

Objects

of verbs...

*The publisher sent **us** the wrong books.*

*My mother took my father and **me** to the play.*

*Can you see **him and her** now?*

of propositions...

*Just between **you and me**, I hate grammar.*

*The credit was attributed to Mary and **him**.*

*You are saving the position for **whom**?*

Possessives

A pronoun that modifies a gerund should appear in the possessive case.

A gerund is a verb form ending in *-ing* that functions as a noun

*The teacher always tolerates **their** talking during lessons.*

*I don't want to listen to **your** screaming.*

*The janitor objected to **his** emptying the office trashcans.*

Who and Whom – a troublesome pair

Use WHO as the SUBJECT of a clause

Who put the flyers in the mail?

Perry is a person who seldom wastes words.

Dr. Wells, who is a famous author, will give the keynote address.

Taxes will go up no matter who is elected.

They worried about who would be hurt.

Send an invitation to whoever wants come.

These are the students who I think will win.

Use WHOM as the OBJECT of a clause

To whom were the flyers sent?

Perry is a person whom you don't want to anger.

Dr. Wells, a famous author to whom we are indebted, will give the keynote address.

Taxes will go up no matter whom we elect.

They worried about whom the new rule might hurt.

Send an invitation to whomever you'd like to come.

These are the students whom we nominated to run.



Notes:



Stop and Check

Choose the correct answer for each sentence.

1. Neither the movers nor the electrician called in **(his, their)** quote.
2. Each member of the cast performed **(his or her, their)** best.
3. Anyone who harms animals should have **(his or her, their)** license revoked.
4. Either the accountant or the secretary must sign **(his, his or her, their)** name.
5. Several supervisors will voice **(his or her, their)** views.
6. When a person studies, **(he or she, they)** should not listen to the radio.
7. When I walked into the room, **(I, you)** could see the fear on their faces.
8. The District sent Yolanda, Frank, and **(I, me)** to the conference.
9. The entire office and **(he, him)** have decided to quit.
10. This was a special agreement between Colin and **(I, me)**.
11. Everyone failed the test except **(she, her)**.
12. No wonder your pack is so heavy; you brought much more than **(I, me)**.
13. The actress, **(who, whom)** refused the award, was applauded.
14. It doesn't matter **(who, whom)** we send to the conference.
15. Cathy hated **(him, his)** leading the troops.



Notes:

Comma Rules

1. Put a comma before a coordinator when joining independent clauses.

Think of the "comma + coordinator" as equivalent to a period or a semi-colon.

- . ⇒ *He was tired. He went home.*
- ; ⇒ *He was tired; he went home.*
- , and ⇒ *He was tired, so he went home.*

2. Put a comma between all terms in a series, including the last two.

Michael, Peter, Paul, and Mary will take turns hosting the meeting.

I must write the report, make three copies, and submit them to the committee.

3. Use a comma after a sentence opener.

A sentence opener is a modifier that comes before the main subject and predicate.

- Besides, she hated it.* (single word)
- For several reasons, she hated it.* (phrase)
- Although it was beautiful, she hated it.* (clause)

4. Use a PAIR of commas to enclose sentence interrupters.

If a modifier is enclosed with a pair of commas, it means you can pull the information out of the sentence and the sentence will still make sense.

Nonrestrictive Phrases or Clauses

My secretary, who is ill, will not attend.

(**Compare:** Employees who are ill should stay home.)

The taxes, which are reasonable, will be paid.

Jeff, my friend, is on the phone.

Transitions

The case was, nevertheless, closed.

You will find, for example, many luxuries.

Names

Please, Chris, do not say that.

States (when following the city) and Years (when following month and date)

The Atomic Age began July 16, 1945, about fifty air miles from Alamogoro, New Mexico, in a lonely desert.

Degrees and Titles

Clay Capp, Ph.D., will write the report. (Jr. , Treasurer)

5. Throwback Comma

If the participial phrase comes at the end of the sentence, put a comma BEFORE it IF the participle refers to the SUBJECT of the sentence.

Claude drew a picture of Marianne sitting calmly by the lake.

Claude drew a picture of Marianne, sitting calmly by the lake.

6. Quotes

- Use a comma to separate a quoted sentence from the phrase *he said* or its equivalent.
- Put a comma inside ALL end quotation marks.

Charles pleaded, "Give me another chance."

"You don't deserve it," Susan replied.

She called him a "jerk," and then she left.



Notes:

More Punctuation

Semicolons

Use a semicolon:

1. When you have two complete sentences but feel a period would be too strong.
We don't need anymore options; we have more than enough.
2. To replace a coordinator.
Mark wouldn't call her; he wouldn't forget her either.
3. Before a transition that introduces a new sentence.
I want to learn as much as possible; therefore, I sign up for many workshops.
4. To separate elements in a series when the elements contain commas.
We invited Bill Smith, President of Smith Industries; Penny Lane, Manager of Streetworks; and Norman Conquest, the Mayor.

Colons

Use a colon:

1. To introduce lists or examples:
Don't forget the refreshments: bagels, coffee, fruit, and juice.
2. To introduce a block of quoted material.
*The speaker made his point very clear by saying:
"Any deviation from the curriculum must be cleared
with the front office before...."*

Dashes (provide emphasis)

Use a dash:

1. To link introductory or concluding thoughts to the rest of the sentence.
Speed and efficiency—that's her greatest asset.
He distrusted most the person he was closest to—his partner.
2. To replace a colon when you're looking for an informal air.
We drove for days—through California, Oregon, and Washington.
3. To set off content, like commas.
Michael does not care—although his boss does—about getting to work on time.
4. Instead of commas to avoid confusion when the elements of a sentence would run into each other.
The refreshments—drinks, sandwiches, and cookies—were delivered.
5. To indicate a break in thought.
I want—no, I need—a new computer.

Parentheses (decrease emphasis)

Use parentheses:

1. To enclose supplementary or less important material that you include as further explanation or as added detail or examples.
Please invite one teacher from the middle grades (either grade 6, 7, or 8) to the event.

You will need to bring your own materials (paper, pencil, eraser).



Notes:



Stop and Check

Add commas, semicolons, colons, dashes, or parentheses where needed.

- 1) I want to get a promotion so I am attending night school.
- 2) You must bring the following gear sleeping bag canteen and flashlight.
- 3) Tell me Amy what time you want me to be there.
- 4) The supplies which can be found at any hardware store must be purchased in advance.
- 5) Use an ellipsis a series of three spaced periods to indicate that you are omitting words.
- 6) His speech was not however in very good taste.
- 7) Connie told a joke making the audience laugh.
- 8) Please bring me the scissors the glue and the construction paper.
- 9) Send your registration in by July 11 2006 to the Irvine California office
- 10) Fred will freely give never receive criticism.
- 11) If we continue eating the speaker will be distracted.
- 12) I wanted to have Indian food she wanted to have sushi.
- 13) In the spelling bee she misspelled "jaguar" "giraffe" and "lemur."
- 14) I have not had a vacation in two years consequently I am burned out.
- 15) Eat drink and be merry these were his goals.

TAKE HOME PRACTICE ITEMS

Spelling

For the following items, mark the choice, which is spelled **incorrectly**.

- | | |
|---|---|
| 1. A) knowledge
B) explanation
C) exercize
D) compromise | 7. A) contributory
B) hysterical
C) formidable
D) lavetory |
| 2. A) lightning
B) rinkle
C) through
D) formalize | 8. A) hygeine
B) contingency
C) caffeine
D) conceivable |
| 3. A) occurence
B) embarrassment
C) aggressive
D) occupy | 9. A) compliance
B) fiend
C) argument
D) conferance |
| 4. A) outrageous
B) campaign
C) changeable
D) exagerate | 10. A) buoyant
B) judgment
C) cautious
D) ignorent |
| 5. A) caterpillar
B) utensul
C) ample
D) vengeance | 11. A) calender
B) runner
C) wonderful
D) endurance |
| 6. A) primitive
B) sergeant
C) category
D) propaganda | 12. A) changeable
B) sensible
C) bugle
D) recognizable |

Parts of Sentences

In the following sentences, choose the underlined part that is the **simple subject**.

1. During my stay, Grandmother baked a daily batch of cookies.
(a) (b) (c) (d)
2. The illustrious Nobel Prize awardees congregate in Stockholm, Sweden.
(a) (b) (c) (d)

In the following sentences, choose the underlined part that is the **simple predicate**.

3. Finally, I finished the 960-page book.
(a) (b) (c) (d)
4. In the foyer, a heavy chandelier dangled above me.
(a) (b) (c) (d)

In the following sentences, choose the underlined part that is the direct **object**.

5. Click your heels three times, if you wish to go home.
(a) (b) (c) (d)
6. The bowling ball hit the gutter on the right.
(a) (b) (c) (d)

In the following sentences, choose the underlined part that is the **adjective**.

7. The slithery snake crossed our path.
(a) (b) (c) (d)
8. Noses often become red in the cold or with a cold.
(a) (b) (c) (d)

In the following sentences, choose the underlined part that is the **adverb**.

9. The winning rose smelled incredibly bad.
(a) (b) (c) (d)
10. The water rose quite fast, spilling over the dam.
(a) (b) (c) (d)

Grammar and Punctuation

For the following items, select one sentence in the group that is **BEST** and MOST EFFECTIVE from the standpoint of SENTENCE STRUCTURE and ENGLISH USAGE.

1. A. After all the presents and rich food he enjoyed on his birthday.
B. Singing along with the car radio made the trip go quicker.
C. John needs a new roommate. Because Dave never cleans the apartment.
D. The dog stopped barking, they fell asleep.
2. A. The teacher, whom you had in third grade, still remembers you.
B. The teacher, whom you think was your favorite, just won an award.
C. The teacher, who the principal promoted, is admired by all.
D. Whomever dislikes that teacher must not know her very well.
3. A. Last month, the donor has pledged to name the new building.
B. Last month, the donor pledged to name the new building.
C. Last month, the donor had pledged to name the new building.
D. Last month, the donor was pledging to name the new building.
4. A. Your generosity and friendship is important to our success.
B. Your generous and friendly nature are important to our success.
C. Your generosity and friendship are important to our success.
D. Your generosity and friendship carries an important message.
5. A. The zebra originally came from Africa which lives in the zoo.
B. The mysterious woman, that rode the train, disappeared at the station.
C. In a cave, the deposits, which hang from the ceiling, are stalactites.
D. The deposits that project up from the cave floor are stalagmites.
6. A. The amount of money it takes to live today is proportionally higher than ever before.
B. I stopped listening to KWEW because of the amount of commercials.
C. The number of people in California are increasing every day.
D. These cookies have less calories than those.

For the following items, select the one sentence containing grammar or punctuation that is **INCORRECT**.

7. A. Many people think the media is biased rather than impartial.
B. A variety of chocolates was offered to the guests.
C. For the murder mystery, everyone in the audience plays a role.
D. Following the earthquake, the data were analyzed across the globe.
8. A. Measles is often dangerous when adults are afflicted.
B. The troupe of acrobats make the performance appear so effortless.
C. The stretch limo, scheduled to pick up the prom queen and her court, was not able to make the sharp turn.
D. The laboratory, with scientists from across campus, produces amazing results.

9. A. The policeman has gone, so let's leave the scene.
B. The policeman has went, so let's leave the scene.
C. The policeman went away, so let's leave the scene.
D. The policeman is gone, so let's leave the scene.
10. A. Sir Winston Churchill said, "We shape our buildings; thereafter, they shape us."
B. "Education Is Learning to Use the Tools Which the Race Has Found Indispensable" is carved inside UCLA's Royce Hall.
C. "Out, out, brief candle! Life's but a walking shadow." is from Shakespeare's *Macbeth*.
D. According to Winnie-the-Pooh, "It's a funny thing about Tiggers; they never get lost."
11. A. Several emeriti professors—most in their seventh or eighth decade—proudly joined the procession.
B. Her house was tidy (except for the back room), so we always wiped our feet before entering.
C. He scrubbed the stain—on the living room carpet—with a toothbrush.
D. The old man (at least 90) sits on his porch and watches all the activities.
12. A. Do you know the name of the speaker?
B. It did not matter what he wore?
C. Can you figure out how to open this locker?
D. When will the fireworks begin.
13. A. The dessert, which included a pound of butter and a pound of sugar, was particularly rich.
B. Would you like a hamburger, hotdog, or submarine sandwich?
C. The clothes, that are on the bed, need to be dry-cleaned.
D. So that you don't forget them, put your keys on the table.
14. A. The Beverly Hills stylist always won awards; however, his model's "bird-nest" hairdo failed to sway the judges this time.
B. The clothes hung on the line but the wind knocked some items onto the lawn.
C. The statue that stands near the museum is of my great-great-grandfather.
D. The word "racecar" is a palindrome; it reads the same forward and backward.
15. A. The National Institutes of Health (NIH) is comprised of 18 institutes and other key units.
B. She realized what she liked most about him—that cocked head and bent ear—and bought the puppy on the spot.
C. The boy wanted to believe—even though his sister teased him—that Santa Claus was real.
D. An airplane soars overhead (every five minutes), rattling our windows and nerves.

16. A. The tram, filled with skiers and their gear, groans its way to the top.
B. The continental United States has four time zones.
C. Mumps are not a common childhood disease anymore.
D. Mathematics seems difficult at first.
17. A. Whoever wants to attend is welcome.
B. You must allow Paulette, Vivian, and me to help you.
C. Her and her husband won the tango contest.
D. Just between you and me, the best actor didn't win the Oscar.
18. A. I don't care who you vote for, just as long as you cast your ballot.
B. The rabbit's owner, who is my neighbor, grows carrots along our fence.
C. Whoever leaves the room last should turn out the lights.
D. Let's begin this letter with, "To Whom It May Concern."
19. A. The lady had just parked her car when the scooter hits it.
B. The lady had just parked her car when the scooter hit it.
C. The lady parked her car, and the scooter hit it.
D. After the lady parked her car, the scooter hit it.
20. A. She colored her hair green for the St. Patrick's Day party.
B. She colored her hair green, the St. Patrick's Day party was that night.
C. She colored her hair green, planning to go to the St. Patrick's Day party.
D. She colored her hair green, just for the St. Patrick's Day Party.
21. A. The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.
B. Though it looked ripe, the orange tasted sour.
C. The class sat quietly; they had never been so enchanted by a book.
D. For the hike, he brought his boots, but he forgot his socks.

Answer Key for Practice Items

Spelling

1. C
2. B
3. A
4. D
5. B
6. A
7. D
8. A
9. D
10. D
11. A
12. B

Parts of Sentences

1. B
2. B
3. B
4. D
5. A
6. C
7. A
8. B
9. C
10. B

Grammar and Punctuation

1. A – sentence fragment
B – Correct
C – sentence fragment
D – run-on sentence
2. **A – Correct**
B – *whom* should be *who*
C – *who* should be *whom*
D – *Whoever* should be *Whoever*
3. A – wrong verb tense
B – Correct
C – wrong verb tense
D – wrong verb tense
4. A – subject-verb disagreement
B – subject-verb disagreement
C – Correct
D – subject-verb disagreement
5. A – misplaced *which* clause
B – commas should be removed
C – commas should be removed;
which should be *that*
D – Correct
6. **A – Correct**
B – *amount* should be *number*
C – subject-verb disagreement
(*are* should be *is*)
D – *less* should be *fewer*
7. A – *media are*
8. B – *makes*
9. B – *has gone*
10. C – period should be a comma
11. C – dashes should be removed
11. B – question mark should be a period
13. C – commas should be removed
14. B – needs a comma after *line*
14. D – parentheses should be removed
16. C – *Mumps is*
17. C – *She and her husband*
18. A – *who* should be *whom*
19. A – *hits* should be *hit*
20. B – run-on sentence
21. A – comma is needed after *Neptune*

Resources

Internet Sites

Grammar and Vocabulary

<http://www.studygs.net/modcom.htm>

Practice on commas and misplaced modifiers

<http://a4esl.org/>

This site is for ESL students, but has good grammar and vocabulary quizzes.

<http://depts.gallaudet.edu/englishworks/exercises/main/index.html>

Reading, vocabulary, and grammar exercises

<http://www.sheppardsoftware.com/contst.htm>

Scroll down to *Word Quiz Set* for interactive vocabulary quizzes

<http://www.sylvum.com/sat/>

Interactive sentence completion for vocabulary

<http://quizhub.com/quiz/f-vocabulary.cfm>

Match vocabulary to definitions

<http://www.wordexplorations.info/quizzes-list.html>

Latin and Greek root quizzes

<http://www.west.net/~stewart/words/>

choose quizzes from *Vocabulary Quiz Time* on the right-hand side of the page

<http://www.studyhall.com/webpage2000/NOV/novela.htm>

Read a mystery Novella using SAT vocabulary words. Click on a word to see its meaning

<http://www.vocabulary.com>

Many interactive vocabulary activities

Spelling

<http://www.funbrain.com/spell/>

Spelling quizzes

<http://www.sentex.net/~mmcadams/spelling.html>

Choose the correctly spelled word from a pair

English Concepts, *A Review of the Basics*,
was developed by
Kay Ice
Educational Development Specialists

2004