

Grammar Units— *To coincide with each vocabulary unit.*

- 1- MLA Rules (Paper set-up, Parenthetical Citations, Works Cited Pages)
- 2- Dependent vs. Independent Clauses
- 3- Comma Rules: Starting with a dependent clause, Commas to set off nonessentials
- 4- To/Too/Two, There/Their/They're
- 5- You're/Your, Sea/See, Right/Rite
- 6- Identifying Run-On Sentences
- 7- Fixing Run-On Sentences, Commas and Semi-Colons
- 8- The "You and I" vs. "Me and you" rules
- 9- Integrating quotes into your writing
- 10 and 11- The 25 Most Commonly Misspelled Words according to BusinessWriting.com
- 12- Using Quotations—Block quotations and punctuation
- 13- Unnecessary Commas
- 14- Comma Splices and how to fix them
- 15- Missing Commas: Nonrestrictive Elements
- 16- Sentence fragment identification and how to correct it
- 17- Unnecessary/Missing Capitalization
- 18- Faulty Sentence Structure
- 19- Shift Verb Tense
- 20- Unnecessary/Missing Apostrophe

Note: Past grammar units will be included on assessments, so avoid the dreaded "study and dump." Major summative assessments will be included for potential midterms/ finals.

Keep this information, as you will not receive additional copies. A PDF version of this packet is available on mrmartinwhs.weebly.com.

Source: <https://undergrad.stanford.edu/tutoring-support/hume-center/resources/student-resources/grammar-resources-writers/top-twenty-errors-undergraduate-writing>

Unit One—MLA Rules Worksheet

1. You have a paper due on September 10, 2016 for my American Literature class, what is your heading?

2. In your own words, how do you insert the correct page number header using Google docs?

3. All papers must use font _____ size _____ spaced.

4. What do you do with a title?

5. What do you do to start a new paragraph?

6. Do you press enter to create a space for your new paragraph?

7. What do you need to press before you begin a works cited page?
 - a. “Enter” until you are on a new page.
 - b. “Enter” once
 - c. Press “Insert” -> “Page Break”
 - d. Start a new document

8 and 9. How do you format the following titles?

Novel: The Great Gatsby by F. Scott Fitzgerald

Poem: America by Langston Hughes

Play: Raisin in the Sun by Lorraine Hansberry

Short Story: The Body by Stephen King

Newspaper Article: Mr. Martin rated best teacher of all time by totally fake survey

Publication: Rolling Stone magazine

10. Set up and write the following works cited page including the following titles:

Title 1: 100% Official Justin Bieber: First Step 2 Forever, My Story

Author: Justin Bieber

Publisher: HarperCollins, Published February 7, 2012

240 Pages

Title 2: A [buzzfeed.com](http://www.buzzfeed.com) article titled, A High School Student Got Her Teacher A Cake To Apologize For Being Late Every Day from August 2, 2016

11.) (I know this is extra, sorry)

Using the information set below, write correct parenthetical citations for each example.

Note: remember where the punctuation goes.

Information Set:

Donaldson, Sam. *Bantering on Watergate*. New York: Penguin Books, 1985.

Jennings, Peter. *Pushing the Limits of Political Journalism*. Washington: Greater Politics Press, 1994.

Joyce, James. *Ulysses*. New York: Vantage International, 1934.

Xavier, Jason. *Somewhere in the Political Realm*. New York: Ballantine, 2002.

- 1) "He spoke to us in German and then left us behind" ()
--from Donaldson's *Bantering on Watergate*, page 45
- 2) "I never thought of myself as proud", says Jennings in his book Pushing the Limits of Political Journalism ()
--This source was located on page 107.
- 3) "Enraged is how he felt after the episode" ()
--From Jason Xavier's book *Somewhere in the Political Realm*, page 233.

Unit Two— Dependent vs. Independent Clauses

From Purdue OWL:

Independent Clause

An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.

Jim studied in the Sweet Shop for his chemistry quiz.

Dependent Clause

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. Often a dependent clause is marked by a **dependent marker word**.

When *Jim studied in the Sweet Shop for his chemistry quiz . . . (What happened when he studied? The thought is incomplete.)*

Dependent Marker Word

A dependent marker word is a word added to the beginning of an independent clause that makes it into a dependent clause.

When *Jim studied in the Sweet Shop for his chemistry quiz, it was very noisy.*

Some common dependent markers are: **after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.**

Dependent vs. Independent Clause Activity

Below there are sentences, each sentence has both an independent clause and a dependent clause. By using either highlighters or different color writing utensils, mark the dependent clause with one color and the independent clause with another color.

- 1) I've applied for three jobs, hoping to get one.
- 2) Whenever she's nervous, she bites her nails.
- 3) Moving quickly up the field, Roberto was in a position to score. 4) Since we all pitched in to help, it didn't take long at all.
- 5) We'll go as soon as I'm off the phone.
- 6) I have many computer skills, but my sister is the real expert.

- 7) That's Carla, whose brother is a famous actor.
- 8) I drank the whole pitcher of lemonade that she made.
- 9) Although they should know better, many students smoke.
- 10) Racing around the track, Sally headed for the finish line.
- 11) You should allow extra time, in case there's traffic.
- 12) Before you leave, would you please shut the windows?
- 13) I stood at the window, but I didn't see him.
- 14) Julie is determined to climb Yosemite's Half Dome although she is afraid of heights. 15) Don't bother to call me on Thursday nights because I'll be watching Survivor.
- 16) Proofreading his resume one last time, Antonio discovered a spelling error.
- 17) If you do the laundry, I'll mow the lawn.
- 18) As long as you're up, will you let the cat outside?
- 19) If I had a job like yours, I'd quit.
- 20) Even if I ace the final exam, I can't possibly earn an A in French.

Unit Three—Comma Rules: *Starting with a dependent clause, Commas to set off nonessentials, Sufficient Identification*

The following are three comma rules: Know them, Love them, Use them.

Rule 1: Starting with a dependent clause:

If your sentence starts with a dependent clause followed by an independent clause, put a comma between them (still confused about independent vs. dependent clauses? Go back a page!)

Examples: Dependent clauses are *italicized* for your identification.

If I don't pass my Spanish quiz, my parents will destroy my life.

I swear to the heavens that if Justin Bieber doesn't favorite my tweet, I am going to deactivate all of my social media and live in a tent forever.

You may also combine these clauses with the following:**Coordinating Conjunctions**

The seven coordinating conjunctions used as connecting words at the beginning of an independent clause are **and**, **but**, **for**, **or**, **nor**, **so**, and **yet**. When the second independent clause in a sentence begins with a coordinating conjunction, a comma is needed before the coordinating conjunction:

Jim studied in the Sweet Shop for his chemistry quiz, **but** it was hard to concentrate because of the noise.

Independent Marker Words

An independent marker word is a connecting word used at the beginning of an independent clause. These words can always begin a sentence that can stand alone. When the second independent clause in a sentence has an independent marker word, a semicolon is needed before the independent marker word.

Example: Jim studied in the Sweet Shop for his chemistry quiz; **however**, it was hard to concentrate because of the noise.

Some common independent markers are: **also**, **consequently**, **furthermore**, **however**, **moreover**, **nevertheless**, and **therefore**.

Rule 2: Commas with Nonessential Elements

Use commas before **AND** after nonessential words, phrases, and clauses. Nonessentials are elements that do NOT change the essential meaning of the sentence.

Here's how you know if the element is essential: "**If you leave out the element or put it somewhere else in the sentence, does the essential meaning of the sentence change? If so, the element is essential; if not, it is nonessential.**"

Examples:

Nonessential: The average world temperature, **however**, has continued to rise significantly. (word)

Essential: The sixth-century philosopher *Boethius* was arrested, tortured, and bludgeoned to death. (word)

Nonessential: Company managers, **seeking higher profits**, hired temporary workers to replace full-time staff. (phrase)

Essential: The person *checking tickets at the counter* asked for a form of identification. (phrase)

Nonessential: My uncle, **who is eighty years old**, walks three miles every day. (clause)

Essential: The woman *who interviewed you* is my sister. (clause)

Unit Three Activity—Comma Rules

Place the comma(s) in the correct space (if needed) and identify the rule in each.

1. The Sears Tower the recently completed office building is a monument to concrete ugliness.
2. The Mississippi River which once flowed north into Hudson Bay flows south into the Gulf of Mexico.
3. Your cat watching the dog intently walked carefully away.
4. When I arrived after my long and tiring journey, the party was in full swing.
5. If I arrive home when the lights are out, I come in quietly.
6. Because I had lost my jacket with the key in it, I had to knock on the front door.
7. Although my mother was angry at first at being woken up, she soon calmed down.

Create a sentence with the following rules in use.

8. Starting with a dependent clause using a coordinating conjunction—

Unit Four— To/Too/Two, There/Their/They're**Which to/too/two should I use?**

To: Use **to** as a preposition before a noun or as an infinitive before a verb. To and Too can be tricky!

Examples: "Please take me **to** the dance"

"We don't need **to** buy that right now."

Too: Use **too** as a synonym for **also** or to indicate *excessiveness* before a verb. Usually, if you can replace **too** with **also** in the same sentence, and it still makes sense, then you are using it correctly.

Examples: "I am going to the mall, **too**."

"I had **too** many tacos for lunch."

Two: Use **two** to spell out the number **2**. If you can replace **two** with **2** in the same sentence, and it still makes sense, then you are using it correctly. This should be the easiest one!

Examples: "I have **two** hands and **two** feet."

"Can you give me **two** dollars?"

Their/There/They're— Which is best?

Their: **Their** is the third person plural possessive adjective, used to describe something as belong to them. **Their** is nearly always followed by a noun.

Examples: Where is **their** car?

Are these **their** pens?

Their books are on the table.

This is **their** room and this is ours.

What happened to **their** dog?

Their being here is causing some problems.

There: **There** has many different uses, here are each with examples following each.

1. Adverb that means the opposite of "here"

He's over **there**.

Stop right **there**.

Do you want to sit here or **there**?

2. Pronoun that introduces a noun or clause.

There is something strange going on.

Is **there** a phone?

3. Adjective that emphasizes which person.

That guy **there** seems to be in trouble.

Those **there** look good.

4. Noun that means "that place."

From **there**, we drove to Boston.

They're: **They're** is the contraction of "**they are**" and is often followed by the present participle (verb form ending in -ing).

Examples: **They're** going to be late.

Is that what **they're** saying?
 I think **they're** lying.
 If **they're** ready, we can go.
 I can't believe **they're** not here yet!
 When they're older, **they'll** understand.

Ask Mr. Martin for a MUCH easier way to learn and remember these two rules, write down what he says below:

Too/Two/To:

There/Their/They're:

Unit 4—Their/There/They're and Too/Two/To Activity

Part One: Place the right form of Their/There/They're in each space.

1. Let's go _____ the park.
2. I do not want _____ run for class president.
3. Can you take me _____ the movies tonight?
4. I want to play football _____.
5. Your music is playing _____ loud!
6. You have _____ many toys already.
7. We need _____ more players _____ the game.
8. I have _____ tickets left.
9. Do you have _____ seats available.

Part Too (haha...get it?): Place the right form of To/Two/Too in each space.

10. The library book is over _____.
11. Cats use _____ tongues to groom themselves.
12. Did they forget _____ lunches at home?
13. The students in _____ best work.
14. This is a day _____ not going to forget.
15. It's too far, so we don't go _____ anymore.
16. _____ often late for basketball practice.
17. _____ is room in the car for one more person.
18. They studied hard and did _____ homework.
19. James and Mary hung _____ coats in _____ locker.
20. I've heard Ireland is nice, I really want to go _____.

Unit Five—You're/Your, Sea/See, Right/Rite/Wright/Write

You're/Your

Your is a possessive adjective, indicating ownership of something

-That is **your** sock.

-Where is **your** potato?

You're is a contraction (combination) of you and are

-Do you know what **you're** doing?

-**You're** stupid.

The two are not interchangeable.

Sea/See

Sea is referring to a body of water, usually filled with salt water or a vast quantity of something. It is way easier to float in the Dead **Sea** than in any other.

From **sea** to shining **sea**.

It was a **sea** of people at the premiere for the new *Star Wars* movie.

See has many definitions, so make it easy on yourself, if sea doesn't work, use **see**.

Did you **see** that new movie?

Because he was part God, he will never **see** death.

[While gambling] I **see** your bet and raise you \$20.

I can't wait to **see** you this weekend!

Right/Rite/Wright/Write

Right is an abstract idea which is due to a person or governmental body by law, tradition or nature OR being correct OR a direction opposite of left.

A **right** is not something that somebody gives you; it is something that nobody can take away.

That is the **right** answer.

Turn **right** at this corner.

Rite is an established ceremony prescribed by a religion or culture, it is usually highlighted by the ceremonious.

The **rite** of baptism.

Prom is often thought of as a **rite** of passage.

Wright is a worked skilled in.

He was a ship**wright**/play**wright** by trade.

Write is the physical act of writing, inscribing words.

Your homework tonight is to **write** a paragraph.

Writing an article can be easy once you have the planning complete.

Unit Five Activity

Use the right form of each word in the sentences.

Your/You're

1. _____ underwear is showing, pull up your pants!
2. _____ going to have a tough time on Friday if you do not study.

3. Remember to take _____ tests with you before you leave.
4. If you do well on the test, there is a good chance that _____ going to be on honor roll.
5. _____ attitude is atrocious.

Sea/See

6. I can't wait to _____ you on Friday.
7. I am going to _____ *Suicide Squad* this weekend.
8. I will do it, Mr. Martin, you'll _____.
9. Black Friday was nuts, it was a literal _____ of people.
10. I would love to travel to the Mediterranean _____.

Right/Rite/Wright/Write

11. Letter "C" is the _____ answer.
12. William Shakespeare was not only a play _____, he also was a poet.
13. Graduation is often thought of as a _____ of passage.
14. Why do I have to _____ this much? Two pages?!?
15. It is not a privilege, it is a _____.
16. There is a major battle over the _____ to purchase and own guns.

Create your own sentence using each word. One bonus point for humor.

17. Your
18. You're
19. Sea
20. See
21. Right
22. Rite
23. Wright
24. Write
25. Use ONE of each word (three total).

Unit Six/Seven—Identifying Run-On Sentences

A **run-on sentence** contains two (or more) independent clauses (remember those?) that are incorrectly joined together.

Examples (Explain in class)

Body language is non-verbal everyone uses it to communicate.

Why?

Tom enjoys playing hockey, he plays it as much as he can.

Why?

Many people believe that violence on television has a negative effect on our youth, however, this topic continues to be debated.

Why?

Increased pollution in the environment threatens the health of millions this is an indisputable fact.

Why?

You can correct them with the following:

- Join two clauses with a comma and a coordinating conjunction.*
- Break the run-on into two separate sentences.
- Join the clauses with a semi-colon and a conjunctive adverb followed by a comma (; however,).
- Join the clauses with a semi-colon.

*Coordinating conjunctions: FANBOYS (for, and, nor, but, or, yet, so)

Unit Six/Seven Activity

Identify whether each sentence is a run-on. If it is, correct the sentence by writing it completely below.

1. I like learning English it makes me tired.

2. My sister was taller than me when we were young now I am the tallest it is fun.

3. I love school, I love learning, my teacher is nice.

4. I don't want much for christmas just some chocolates and a little toy car.

5. I really like watching people swim I like swimming more than watching it.

6. He put on some sunscreen the sun was hot he wanted to go outside.
7. Ernest Hemingway is an important American author he wrote in the iceberg principle.

Create a sentence using the following.

8. Comma and coordinating conjunction
9. Semi-Colon and conjunctive adverb
10. Two independent clauses with a semi-colon.

Unit Eight- The “You and I” vs. “Me and you” Rules

This one is less for your writing and more just for your general speech. Especially for when you get to college, this is one of the little things that smart people will use correctly and others will judge you if you get it wrong. So let's get started!

The easy way to complete this rule is to remove the other person from the sentence. Let me show you.

Jake and I are going to the movies this afternoon.

By removing the bolded part and making it singular, the sentence reads: I am going to the movies this afternoon. Does the sentence makes sense? Then you are using it right!

Now you try!

Me **and Jane** are going to my cave tomorrow to kill bears.

What does it read like without the bolded words?

Is it correct?

Unit Eight Activity

Fill in the space with the right words to make the sentence correct.

1. You can give the money to Jake or _____.
2. Justin Bieber gave his autograph to Paul and _____.
3. My sister and _____ went to the concert.
4. Between you and _____, Mike won the lottery! Crazy, right?
5. Sara, Jake, and _____ went swimming.
6. My sister and _____ had fun shopping.
7. Math is hard for my sister and _____.
8. Between you and _____, math is so hard.
9. Joey and _____ love playing soccer.
10. Mr. Martin is a jerk. He gave Sarah and _____ a detention.
11. You could get _____ and Jill to help.
12. This house belongs to Jake and _____.
13. Brandon and _____ will go.
14. My dog Rover loves _____.
15. You and _____ were meant to dance!
16. Oh no! He broke up with _____!
17. Can him and _____ go?
18. Jake came over and ate with John and _____.
19. The hot tub is for Sharon and _____.
20. This worksheet is driving _____ and Katie nuts!

Unit Nine- Integrating quotes into your writing

Using quotes in your writing is a simple three step process, but first you must choose your quote. Make sure your quote is 1. relevant to your argument 2. adds to your argument and 3. is from a trusted and relevant source. Once you do that, we can get started!

Step 1. Introduce your quote.

You do not want to just throw your quote into the paper without telling us where it comes from or why you are using it. That being said, a quote should **never** be the first sentence in a body paragraph. Let's see some examples:

As shown in chapter three of *The Great Gatsby*, Fitzgerald argues that the American Dream is alive and well as shown in the opulent lifestyle of the novel's main character, Jay Gatsby.

This introduction does several things, it tells the reader where your quote is coming from and also highlights how and why you are using the quote.

Step 2. Formatting and citing your quote.

Next, you will want to write in your quote. However, it must be formatted correctly. Let me show you:

As shown in chapter three of *The Great Gatsby*, Fitzgerald argues that the American Dream is alive and well as shown in the opulent lifestyle of the novel's main character, Jay Gatsby. **Nick Caraway, the novel's narrator, tells the reader, "In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon, I watched his guest diving from the tower of his raft, or taking the sun on the hot sands of his beach" (Fitzgerald 72).**

Let's start from the beginning: the part about "Nick Caraway, the novel's narrator" is completely optional. However, you can see how this adds to the argument and makes you seem smarter, which you are smart, so this is a good thing.

Next, you use "quotation marks" to mark where the quote goes. If your quote is over **four lines**, you must use a **BLOCK QUOTE**, use the Purdue OWL online for a guide on that.

Finally, you will see **(Fitzgerald 72)**. This is a **parenthetical citation** and is required for EVERY quote. It is going to be comprised of the **first unique part of the works cited entry and the page number** (if available). That means I would suggest putting in all parenthetical citations at the **end** of the writing process. If you have multiple works from the same author or have no author listed, use the title properly formatted. No page number? Use just the title.

Parenthetical citations are for readers to identify where your quotes are coming from to help the reader in furthering research. It also protects you from plagiarism.

Step 3. Explain and analyze your quote.

The last thing you have to do is actually explain your quote. You must go further than the quote to help complete your argument and convince your reader that you know what you are talking about. Let's see an example, using the same passage.

As shown in chapter three of *The Great Gatsby*, Fitzgerald argues that the American Dream is alive and well as shown in the opulent lifestyle of the novel's main character, Jay Gatsby. Nick Caraway, the novel's narrator, tells the reader, "In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon, I watched his guest diving from the tower of his raft, or taking the sun on the hot sands of his beach" (Fitzgerald 72). **This quote clearly exhibits the lavish lifestyle of Jay Gatsby, which is a major feature of the American Dream. The quote notes the "champagne and the stars." The reader can analyze this in multiple ways. The champagne is clearly obvious, it exhibits first one of the most luxurious of the (at that time illegal and hard to get) alcohol. However, the interesting piece is the use of the word "stars." Some readers will argue that this simply exhibits how the parties took place at night. However, I see this quote as telling the reader the amount of "star" or celebrity power was clear at Gatsby's parties. Both of these factors, the celebrity power and the rare alcohol flowing, help to prove that Gatsby is living proof that the American Dream is alive and well.**

Wow, that was a lot. Also, there is no clear way for me to traditionally "teach" this skill to you. You have to argue your thesis while using the evidence you have chosen. **Your job is to "prove" that your evidence connects and helps to prove your thesis statement.** The best advice I can give you is to go **FURTHER** than the quote. We can all assume that your reader can read, they are reading your paper after all, but what they can't do is analyze the text the way that you can. **So show your abilities!**

While we are on that point, also assume that your reader knows very little about the novel, so help set them up any way you can. Remember, the more work that **YOU** do, the clearer your argument will be and **the higher your score will be.**

Here are some sentence starters for **Step 3.**

- This quote shows
- This quote exhibits
- As one can see using this passage,
- What the author is trying to tell the reader is
- This passage proves the point of
- This shows the reader that
- From this passage, the reader can infer that
- This quote instantly connects to the idea of
- You can see where I am going here, create your own if you wish!

Unit Nine Activity

Using what we are reading, develop a thesis (can be simple or complex) and create a quote using the three step system.

Thesis:

Step 1: Introduce Quote

Step 2: Format/Cite Quote

Step 3: Explain the quote.

Write one question that you have about the process.

**Unit Ten- The 25 Most Commonly Misspelled Words according to BusinessWriting.com
Part One**

This is easy, make sure you know how to spell the following 13 words and how they are used in sentences.

accommodate
acknowledgement
argument
commitment
consensus
deductible
dependent

embarrass
existence
forward
harass
inadvertent
indispensable

Unit 10 Activity

Write each word correctly in a sentence. Use unique sentences.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

**Unit 11: The 25 Most Commonly Misspelled Words according to BusinessWriting.com
Part Two**

Same thing as last unit, this time with different words. Study them, know them, use them, love them, ask them to prom; whatever it takes for you to know them.

judgment	prerogative
liaison	privilege
license	proceed
occasion	separate
occurrence	supercede
perseverance	withhold

Unit 11 Activity

Write each word correctly in a sentence. Use unique sentences.

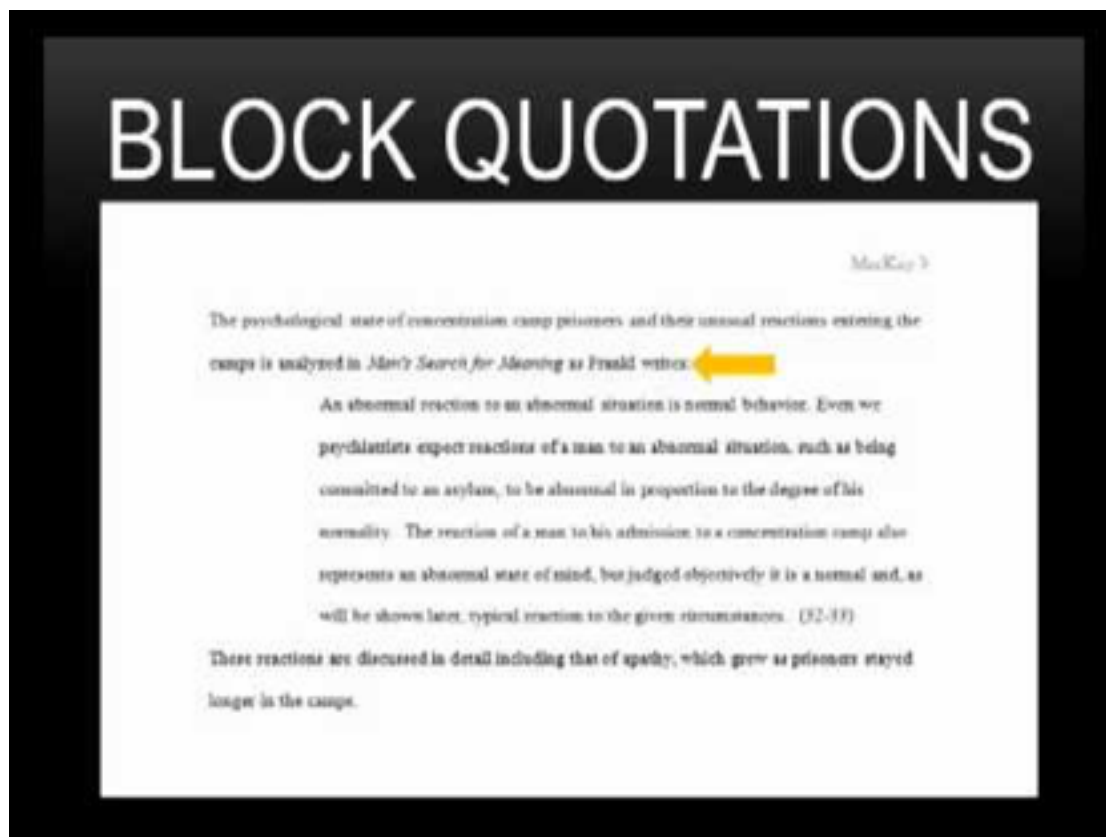
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

NOTE: Words from Unit 10 and 11 will be on the quiz. This online quiz can test your knowledge. <http://businesswriting.com/tests/commonmisspelled.html>

Unit 12- Using Quotations—Block quotations and punctuation

You must use block quotes whenever your quote exceeds **four lines of text**.

Here is what your block quote should look like:

**Notice that:**

1. Block quotes are used only “If a quotation runs more than four lines in your paper.
- 1a. You may also use block quotes to keep formatting in a poem.
2. Always use a colon at the end of the signal phrase.
3. Quotation marks are not used to open/close block quotes.
4. Block quotes are indented 10 spaces from the left margin, but if a 10 space indentation makes the block quote match up with the paper’s standard paragraph indentation then it is acceptable to indent the block quote an additional tab space. It is not acceptable for paragraph indentations and block quote indentations to match up, for the block quote indentation must be deeper.
5. Block quotes run flush to the right margin.
6. Punctuation goes at the end of the quote’s final sentence, not after the page number.

There is no activity for this unit, but be ready to know how and when to use block quotes.

Unit 13- Unnecessary Commas Activity

Remove commas if necessary to make the sentence correct.

1. Although, the Olympics are exciting, I like the Super Bowl more.
2. Papers long enough to be books, are starting to become out of fashion at most colleges.
3. Josh told her, that there was no way he was helping her cheat on the test.
4. The laptop on the table, is mine.
5. Motel rooms, that are dirty, out to be illegal.
6. The dog understood at once, what his handler wanted.
7. Jethro wanted to be either a brain surgeon, or a lawyer.
8. The famous author lives in a small town, because she doesn't like the noise of the big city.
9. Scout thinks Calpurnia is harsh, and unfairly gets Atticus on her side.
10. The actors, Gregory Peck, Phillip Alford, Estelle Evans, Robert Duvall, and Mary Badham, play some of the main characters in the film adaptation of, *To Kill a Mockingbird*.
11. Sleet fell heavily on the tin roof but, the family was used to the sound.
12. The fingers, on his left hand, are bigger than those on his right.

Create eight sentences that use an incorrect comma for a classmate to figure out!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Unit 14- Comma Splices and how to fix them

From the Purdue Online Writing Center (an English teacher's happiest place on earth): Comma splices are similar to run-on sentences because they also incorrectly connect independent clauses.

A comma splice occurs when two independent clauses are connected with only a comma. As with a run-on sentence, there are a few different ways to correct a comma splice.

Consider the following sentence and the revised versions that follow it.

Comma Splice: My family bakes together nearly every night, we then get to enjoy everything we make together.

•*Correction 1:* My family bakes together nearly every night. We then get to enjoy everything we make together.

The comma splice has been corrected by breaking the sentence into two separate sentences.

•*Correction 2:* My family bakes together nearly every night, and we then get to enjoy everything we make together.

The comma splice has been corrected by adding a coordinating conjunction and a comma.

•*Correction 3:* After my family bakes together nearly every night, we get to enjoy everything we make together.

The comma splice has been corrected by adding a subordinating conjunction and a comma.

Unit 14 Activity

Correct the comma splice using three (3) different suggestions.

1. I always wanted an electric train, however, I didn't get one until I was thirty.

Suggestion 1:

Suggestion 2:

Suggestion 3:

2. I'll light the fire, and you put the kettle on for tea.

Suggestion 1:

Suggestion 2:

Suggestion 3:

3. This week candy bars are six for a dollar at Walmart, last night my brother brought home 24 heath bars.

Suggestion 1:

Suggestion 2:

Suggestion 3:

4. The sun is high, put on some sunblock.

Suggestion 1:

Suggestion 2:

Suggestion 3:

5. Entrepreneurship is the study of small businesses, college students are embracing it in droves.

Suggestion 1:

Suggestion 2:

Suggestion 3:

6. All over the country, people sell products over the internet, these people are making impressive profits.

Suggestion 1:

Suggestion 2:

Suggestion 3:

Unit 15- Missing Commas: Nonrestrictive Modifiers

Nonrestrictive Modifiers vs. Restrictive Modifiers

A **non-restrictive** modifier adds information that is not essential to our understanding of the sentence; if we remove it from the sentence, the basic meaning of the sentence does not change.

Example: The statue of his mother by Joseph Smith, dated 1894, sold for over a million dollars.

Why?: The date of the statue can be removed without altering the meaning of the sentence.

A **restrictive** modifier identifies, or limits the reference of, the noun it modifies.

Example: The painting dated 1894 is a forgery; the one dated 1892 is genuine.

Why?: The phrases "dated 1894" and "dated 1892" cannot be detached from the sentence without making the meaning unclear: The painting [which one?] is a forgery; the one [which one?] is genuine.

The Rule: Use commas to set off non-restrictive modifiers. Do not use commas to set off restrictive modifiers.

Do as a class: *Is it restrictive or non restrictive? Does it need a comma? Where does it go?*

1. William Carlos Williams the poet was also a farmer.
2. The poet William Carlos Williams was also a farmer.
3. People who have been drinking should not drive.
4. Bobby who has been drinking should not drive.

Activity: Unit 15

Decide: *Is it restrictive or non restrictive? Does it need a comma? Where does it/they go?*

1. Mary's mother is in community affairs and is chair of the school committee.
2. Mary's mother who is active in community affairs is chair of the school committee.
3. All the first year students who are on academic probation are required to see the Dean.
4. Of all the books that I have read this year I like *Gatsby* the best.
5. My grandparents who have poor eyesight and cannot enjoy TV listen to the radio nightly.

6. Sacco and Vanzetti who may have been innocent were executed in 1927 seven years after their conviction.

Create three sentences with restrictive elements and three with nonrestrictive elements (with the associated commas)

Restrictive Elements

1.

2.

3.

Non-Restrictive Elements

1.

2.

3.

Unit 16- Sentence fragment identification and how to correct it

An incomplete sentence is called a **sentence fragment**. A fragment lacks either a **subject**, a **predicate**, or **does not communicate a complete thought**. Here is a definition of each:

Subject: Who or what the sentence is about.

Predicate: Tells about that subject.

The dog ran. The dog is the subject, because the sentence is telling something about the dog. And what is it telling? It says that the dog ran. So in this example, the subject is “dog” and the predicate is “ran.”

But what happens when “The dog ran after the cat”? Ask me in class to find out.

But back to sentence fragments...here are some examples:

Saw it was time to leave. This sentence lacks a **subject**. Who was leaving?

The king and all his men. This sentence lacks a **predicate**. What are all of these dudes doing?

Before we went to soccer practice. This sentence **doesn't communicate a complete thought**. What are they doing before soccer practice?

Identify whether each is a sentence (S) or a fragment (F). If a fragment, determine which is missing: Subject (Sub), Predicate (P), or a Complete Thought (CT...haha Connecticut)

1. **Daniel can come.**

2. **I didn't know that.**

3. **Went to the store.**

4. **Singing loudly all day long.**

5. **Once they get here.**

6. **What time will they be here?**

7. *Went to the beach and it was fun.*

8. *Without increasing his test scores.*

9. *A high quality car.*

10. *The thunder scared us all.*

11. *Annie and her best friend Julia.*

12. *Five slices of pizza.*

13. *While Thomas was making dinner.*

14. *All of the guards at the castle.*

15. *They were married that afternoon.*

Now how do you fix these fragments? You add whatever is missing!

Example from number one: Daniel can come to lunch today. *What was missing?* We didn't know where Daniel was going, so tell the people! Give the people what they want! (extra points if you figure out where that is from)

Activity Part Two: Go back to the sentence fragments. Fix the sentence where applicable. Be creative and funny. :-).

Unit 17- Unnecessary/Missing Capitalization

There is no activity with this, because you either know the rules or you don't. Commit these to memory.

Capitalize all of the following:

- Proper nouns (names of people places and things)
 - Justin Bieber, Village Pizza, Eiffel Tower
- Names of cities, states, provinces, and countries
 - Wethersfield, Connecticut, New England, United States
- Names of specific oceans, rivers, mountains, lakes, etc.
 - Atlantic Ocean, Connecticut River, Appalachian Mountains, Lake Ontario
- Brand Names
 - Nike, Ford, Kleenex tissues, Ticonderoga pencils
- The pronoun *I*
- Days of the week, months, specific courses in school
 - Friday, June, English 11, Journalism
- All important words of titles (books, plays, songs, magazines, and newspapers)
 - Capitalize **a, an, the** only if they are the first words of a title.
 - *Call of the Wild*, "You Are My Sunshine," *The Washington Post*
- The first words of a quotation and the first word of any sentence.
 - James said, "Nobody will ever believe you."
- Names of nationalities, languages, and races
 - Anita is Greek, but she also speaks Russian.
- North, south, east west ONLY if it indicates a geographic region. Usually preceded by THE
 - Nancy loves the Northeast climate. The stadium lies to the south of town.
- Names of holidays.
 - Easter, Memorial Day, Halloween, Thanksgiving
- Abbreviations, Titles, Streets
 - Dr. Lindsay, 5120 Clover Rd.
- Specific historical documents, political organizations
 - The constitution, Republican party

Do not capitalize the following:

- Seasons
 - I like summer the best of all. *The Long Hot Summer* is an awesome movie.
- General areas of study except languages
 - math, history, geography, English, Spanish
- When personal titles are not followed by a name or are not substituted as a name.
 - aunt, uncle, doctor, Auntie Jean
- School, college, or university unless it is accompanied by a proper name
 - high school, Wethersfield High School

Unit 18- Faulty Sentence Structure (Parallelism)

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating conjunctions such as "and" or "or."

Examples: Mary likes hiking, swimming, and bicycling.

Mary likes **to hike, to swim,** and **to ride** a bicycle.

Note: You can use "to" before all verbs or only before the first one.

Here's the rule: Do not mix forms.

Mary likes hiking, swimming, and **to ride** a bicycle.

Correct: Mary likes to hike, to swim, and to ride a bicycle.

The production manager was asked to write his report quickly, accurately, and **in a detailed manner.**

Correct: The production manager was asked to write his report quickly, accurately, and thoroughly.

The teacher said that he was a poor student because he **waited** until the last minute to study for the exam, **completed** his lab problems in a careless manner, and **his motivation was** low.

Correct: The teacher said that he was a poor student because he **waited** until the last minute to study for the exam, **completed** his lab problems in a careless manner, and **lacked** motivation.

A parallel structure that begins with clauses must keep with clauses. Changing to another pattern or changing the voice of the verb will break the parallelism.

The coach told the players **that they should get** a lot of sleep, **that they should not eat** too much, and **to do** some warm-up exercises before the game.

Correct: The coach told the players **that they should get** a lot of sleep, **that they should not eat** too much, and **that they should do** some warm-up exercises before the game.

— or —

The coach told the players that they should **get** a lot of sleep, not **eat** too much, and **do** some warm-up exercises before the game.

Be sure to keep all the elements in a list in the same form.

The dictionary can be used to find these: **word meanings, pronunciations, correct spellings,** and **looking up irregular verbs.**

Correct: The dictionary can be used to find these: **word meanings, pronunciations, correct spellings,** and **irregular verbs.**

Unit 18 Activity

In the sentences below, circle the correct word/phrase that gives the sentence correct parallel structure.

1. Justin was excited about inviting friends over, eating a good meal, and...
 - a. a game of cards.
 - b. to play cards.
 - c. playing a game of cards

2. I have always enjoyed reading the book more than...
 - a. I watched the movie version.
 - b. watching the movie.
 - c. to watch the movie.

3. When the weather outside is cold and _____, I like to be indoors.
 - a. ...starting to get windy...
 - b. ...windy...
 - c. ...getting windy...

4. Running, lifting, and _____ are three of Lorenzo's favorite exercises.
 - a. ...raquetball...
 - b. ...a spinning class....
 - c. ...bicycling...

In the sentences below, write a word or phrase in the blank that gives the sentence parallel structure.

1. The little girl liked eating cookings better than _____ at her grandma's house.

2. Students like to sleep, relax, and _____ during the summer.

3. He went to the store to pick up a carton of milk and two _____.

4. Food, shelter, and _____ are all I need to survive on a deserted island.

5. _____ is much better than a visit to the dentist.

Unit 19- Shift Verb Tense

Writing often involves telling stories. Sometimes we narrate a story as our main purpose in writing; sometimes we include brief anecdotes or hypothetical scenarios as illustrations or reference points in an essay.

Even an essay that does not explicitly tell a story involves implied time frames for the actions discussed and states described. Changes in verb tense help readers understand the temporal relationships among various narrated events. But unnecessary or inconsistent shifts in tense can cause confusion.

Generally, writers maintain one tense for the main discourse and indicate changes in time frame by changing tense relative to that primary tense, which is usually either simple past or simple present. Even apparently non-narrative writing should employ verb tenses consistently and clearly.

General Rule #1: Do not shift from one tense to another if the time frame for each action or state is the same.

Let's look at an example.

The instructor **explains** the diagram to students who **asked** questions during the lecture.

Explains is present tense, referring to a current state; **asked** is past, but should be present (ask) because the students are currently continuing to ask questions during a lecture period.

Here is a fixed version: The instructor **explains** the diagram to students who **ask** questions during the lecture.

Here is another example:

About noon the sky **darkened**, a breeze **sprang up**, and a low rumble **announces** the approaching storm.

Darkened and **sprang up** are past tense verbs; **announces** is present but should be past (announced) to maintain consistency within the time frame.

Corrected: About noon the sky darkened, a breeze sprang up, and a low rumble announced the approaching storm.

General Rule #2: Shift tense to indicate a change in time frame from one action or state to another.

Example: The children **love** their new tree house, which they **built** themselves.

Love is present tense, referring to a current state (they still **love** it now;); **built** is past, referring to an action completed before the current time frame (they are not still **building** it.)

Example: Before they even **began** deliberations, many jury members had **reached** a verdict.

Began is past tense, referring to an action completed before the current time frame; **had reached** is past perfect, referring to action from a time frame before that of another past event (the action of reaching was completed before the action of beginning.)

Here's the rule for paragraph use: Establish a primary tense for the main conversation, and use occasional shifts to other tenses to indicate changes in time frame.

Unit 19 Activity

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.

1. If the club limited its membership, it will have to raise its dues.
2. As Barbara puts in her contact lenses, the telephone rang.
3. As Barbara puts in her contact lenses, the telephone rang.
4. By the time negotiations began, many pessimists have expressed doubt about them.
5. After Capt. James Cook visited Alaska on his third voyage, he is killed by Hawaiian islanders in 1779.
6. I was terribly disappointed with my grade because I studied very hard.
7. The moderator asks for questions as soon as the speaker has finished.
8. Everyone hopes the plan would work.
9. Harry wants to show his friends the photos he took last summer.
10. Scientists predict that the sun will die in the distant future.
11. The boy insisted that he has paid for the candy bars.
12. The doctor suggested bed rest for the patient, who suffers from a bad cold.

Create three examples of incorrect tense for a classmate to correct. Use at least three vocabulary words in your activity.

1.

2.

3.

Unit 20- Unnecessary/Missing Apostrophe**Apostrophes have three uses:**

- To form possessives of nouns
- To show the omission of letters
- To indicate certain plurals of lowercase letters

Possessives

To see if you need to make a possessive, turn the phrase around and make it an "of the..." phrase.

- the boy's hat = the hat of the boy
- three days' journey = journey of three days

*If the noun after "of" is a building, an object, or a piece of furniture, then **no** apostrophe is needed!*

- room of the hotel = hotel room
- door of the car = car door
- leg of the table = table leg

Once you've determined whether you need to make a possessive, follow these rules to create one.

Add 's to the singular form of the word (even if it ends in -s):

- the owner's car
- James's hat (James' hat is also acceptable. For plural, proper nouns that are possessive, use an apostrophe after the 's': "The Egglese's presentation was good." The Egglese are a husband and wife consultant team.)

Add 's to the plural forms that do not end in -s:

- the children's game
- the geese's honking

Add ' to the end of plural nouns that end in -s:

- two cats' toys
- three friends' letters
- the countries' laws

Add 's to the end of compound words:

- my brother-in-law's money

Add 's to the last noun to show joint possession of an object:

- Todd and Anne's apartment

Omission of Letters

Apostrophes are used in contractions. A contraction is a word (or set of numbers) in which one or more letters (or numbers) have been omitted. The apostrophe shows this omission.

Contractions are common in speaking and in informal writing. To use an apostrophe to create a contraction, place an apostrophe where the omitted letter(s) would go.

Here are some examples:

don't = do not

I'm = I am

he'll = he will

who's = who is

shouldn't = should not

didn't = did not

could've = could have (NOT "could of!")

'60 = 1960

Forming plurals of lowercase letters

Apostrophes are used to form plurals of letters that appear in lowercase; here the rule appears to be more typographical than grammatical, e.g. "three ps" versus "three p's."

To form the plural of a lowercase letter, place **'s** after the letter. There is no need for apostrophes indicating a plural on capitalized letters, numbers, and symbols (though keep in mind that some editors, teachers, and professors still prefer them).

Here are some examples:

p's and q's = minding your p's and q's is a phrase believed to be taken from the early days of the printing press when letters were set in presses backwards so they would appear on the printed page correctly. Although the origins of this phrase are disputed, the expression was used commonly to mean, "Be careful, don't make a mistake." Today, the term also indicates maintaining politeness, possibly from "mind your pleases and thank-yous."

- Nita's mother constantly stressed minding one's p's and q's.

- three Macintosh G4s = three of the Macintosh model G4

There are three G4s currently used in the writing classroom.

- many &s = many ampersands

That printed page has too many &s on it.

- the 1960s = the years in decade from 1960 to 1969

The 1960s were a time of great social unrest.

The '60s were a time of great social unrest.

Don't use apostrophes for personal pronouns, the relative pronoun *who*, or for noun plurals. Apostrophes should not be used with possessive pronouns because possessive pronouns already show possession—they don't need an apostrophe. His, her, its, my, yours, ours are all possessive pronouns. However, indefinite pronouns, such as one, anyone, other, no one, and anybody, can be made possessive.

Here are some examples:

INCORRECT: his' book

CORRECT: his book

CORRECT: one's book

CORRECT: anybody's book

INCORRECT: Who's dog is this?

CORRECT: Whose dog is this?

INCORRECT: The group made it's decision.

CORRECT: The group made its decision.

(Note: *Its* and *it's* are not the same thing. *It's* is a contraction for "it is" and *its* is a possessive pronoun meaning "belonging to it." It's raining out = it is raining out. A simple way to remember this rule is the fact that you don't use an apostrophe for the possessive his or hers, so don't do it with its!)

INCORRECT: a friend of yours'

CORRECT: a friend of yours

INCORRECT: She waited for three hours' to get her ticket.

CORRECT: She waited for three hours to get her ticket.