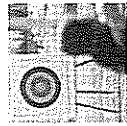


Basic Grammar

Grammar describes how language works, and understanding it can help you create clear and accurate sentences. This section explains the kinds of words in sentences (Chapter 21) and how to build basic sentences (22), expand them (23), and classify them (24). Grammar checkers A grammar checker can both offer assistance and cause problems as you compose sentences. Look for the cautions and tips for using a checker in this and the next part of this book. For more information about grammar checkers, see 1 pp. 32-33.

and cause problems as you compose sentences. Look for the cautions and tips for using a checker in this and the next part of this book. For more information about grammar checkers, see 1 pp. 32-33.



21 Parts of Speech

All English words fall into eight groups, called parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Note In different sentences a word may serve as different parts of speech. For example:

The government sent aid to the city. [*Aid* is a noun.]

Governments aid citizens. [*Aid* is a verb.]

The *function* of a word in a sentence always determines its part of speech in that sentence.

21a Recognizing nouns

Nouns name. They may name a person (*Helen Mirren*, *Jesse Jackson*, *astronaut*), a thing (*chair*, *book*, *Mt. Rainier*), a quality (*pain*, *mystery*, *simplicity*), a place (*city*, *Washington*, *ocean*, *Red Sea*), or an idea (*reality*, *peace*, *success*).

The forms of nouns depend partly on where they fit in certain groups. As the following examples indicate, the same noun may appear in more than one group.

- A *common noun* names a general class of things and does not begin with a capital letter: *earthquake*, *citizen*, *earth*, *fortitude*, *army*.

comp

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- A *proper noun* names a specific person, place, or thing and begins with a capital letter: *Angelina Jolie*, *Washington Monument*, *El Paso*, *US Congress*.
- A *count noun* names a thing considered countable in English. Most count nouns add -s or -es to distinguish between singular (one) and plural (more than one): *citizen*, *citizens*; *city*, *cities*. Some count nouns form irregular plurals: *woman*, *women*; *child*, *children*.
- A *noncount noun* names things or qualities that aren't considered countable in English: *earth*, *sugar*, *chaos*, *fortitude*. Noncount nouns do not form plurals.
- A *collective noun* is singular in form but names a group: *army*, *family*, *herd*, *US Congress*.

In addition, most nouns form the possessive by adding -'s to show ownership (*Nadia's books*, *citizen's rights*), source (*Auden's poems*), and some other relationships.

21b Recognizing pronouns

Most pronouns substitute for nouns and function in sentences as nouns do: *Susanne Ling enlisted in the Air Force when she graduated*.

Pronouns fall into groups depending on their form or function:

- A *personal pronoun* refers to a specific individual or to individuals: *I*, *you*, *he*, *she*, *it*, *we*, and *they*.
 - An *indefinite pronoun* does not refer to a specific noun: *anyone*, *everything*, *no one*, *somebody*, and so on. *No one came. Nothing moves. Everybody speaks*.
 - A *relative pronoun* relates a group of words to a noun or another pronoun: *who*, *whoever*, *which*, *that*. *Everyone who attended received a prize. The book that won is a novel*.
 - An *interrogative pronoun* introduces a question: *who*, *whom*, *whose*, *which*, *what*. *What song is that? Who will contribute?*
 - A *demonstrative pronoun* identifies or points to a noun: *this*, *these*, *that*, *those*, and so on. *Those berries are ripe. This is the site*.
 - An *intensive pronoun* emphasizes a noun or another pronoun: *myself*, *himself*, *itself*, *themselves*, and so on. *I myself asked that question. The price itself is in doubt*.
 - A *reflexive pronoun* indicates that the sentence subject also receives the action of the verb: *myself*, *himself*, *itself*, *themselves*, and so on. *He perjured himself. They injured themselves*.
- The personal pronouns *I*, *he*, *she*, *we*, and *they* and the relative pronouns *who* and *whoever* change form depending on their function in the sentence. (See Chapter 30.)

21c Recognizing verbs

Verbs express an action (*bring, change, grow, consider*), an occurrence (*become, happen, occur*), or a state of being (*be, seem, remain*).

1 Forms of verbs

Verbs have five distinctive forms. If the form can change as described here, the word is a verb:

- ▣ The *plain form* is the dictionary form of the verb. When the subject is a plural noun or the pronoun *I, we, you, or they*, the plain form indicates action that occurs in the present, occurs habitually, or is generally true.

A few artists live in town today.
They hold classes downtown.

- ▣ The *-s form* ends in *-s* or *-es*. When the subject is a singular noun, a pronoun such as *everyone*, or the personal pronoun *he, she, or it*, the *-s* form indicates action that occurs in the present, occurs habitually, or is generally true.

The artist lives in town today.
She holds classes downtown.

- ▣ The *past-tense form* indicates that the action of the verb occurred before now. It usually adds *-d* or *-ed* to the plain form, although most irregular verbs create it in different ways (see pp. 213–16).

Many artists lived in town before this year.
They held classes downtown. [Irregular verb.]

- ▣ The *past participle* is usually the same as the past-tense form, except in most irregular verbs. It combines with forms of *have* or *be* (*has climbed, was created*), or by itself it modifies nouns and pronouns (*the sliced apples*).

Artists have lived in town for decades.
They have held classes downtown. [Irregular verb.]

- ▣ The *present participle* adds *-ing* to the verb's plain form. It combines with forms of *be* (*is buying*), modifies nouns and pronouns (*the boiling water*), or functions as a noun (*Running exhausts me*).

A few artists are living in town today.
They are holding classes downtown.

The verb *be* has eight forms rather than the five forms of most other verbs:

Plain form	be			
Present participle	being			
Past participle	been			
	<i>I</i>	<i>he, she, it</i>	<i>we, you, they</i>	
Present tense	am	is	are	
Past tense	was	was	were	

2 Helping verbs

Some verb forms combine with helping verbs to indicate time, possibility, obligation, necessity, and other kinds of meaning: *can run, was sleeping, had been working*. In these verb phrases *run, sleeping, and working* are main verbs—they carry the principal meaning.

Verb phrase
Helping Main

Artists can train others to draw.
The techniques have changed little.

The most common helping verbs are listed in the box below. See pp. 218–23 for more on helping verbs.

Common helping verbs

Forms of *be*: be, am, is, are, was, were, been, being

Forms of *have*: have, has, had, having

Forms of *do*: do, does, did

be able to	could	may	ought to	used to
be supposed to	had/better	might	shall	will
can	have to	must	should	would

Exercise 21.1 Identifying nouns, pronouns, and verbs

Identify the words that function as nouns (N), pronouns (P), and verbs (V) in the following paragraph.

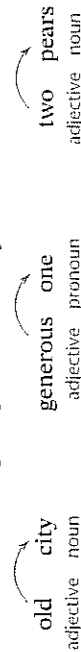
Example:

N V N
Ancestors of the ginkgo tree lived 175 to 200 million years ago.

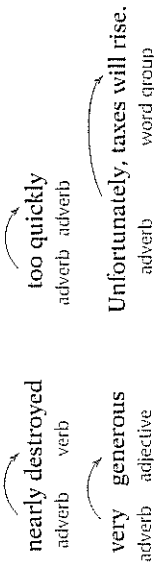
- 1 The ginkgo tree, which is one of the world's oldest trees, is large and picturesque.
- 2 Ginkgo trees may grow to over a hundred feet in height.
- 3 Their leaves look like fans and are about three inches wide.
- 4 The leaves turn yellow in the fall.
- 5 Because it tolerates smoke, low temperatures, and low rainfall, the ginkgo appears in many cities.
- 6 A shortcoming, however, is the foul odor of its fruit.
- 7 Inside the fruit is a large white seed, which some people value as food.
- 8 The fruit often does not appear until the tree is twenty years old.
- 9 The tree's name means "apricot" in the Japanese language.
- 10 Originally, the ginkgo grew only in China, but it has now spread throughout the world.

21d Recognizing adjectives and adverbs

Adjectives describe or modify nouns and pronouns. They specify which one, what quality, or how many.



Adverbs describe or modify verbs, adjectives, other adverbs, and whole groups of words. They specify when, where, how, and to what extent.



An -ly ending often signals an adverb, but not always: friendly is an adjective; never and not are adverbs. The only way to tell whether a word is an adjective or an adverb is to determine what it modifies. Adjectives and adverbs appear in three forms: positive (green, angrily), comparative (greener, more angrily), and superlative (greenest, most angrily).

See Chapter 33 for more on adjectives and adverbs.

Exercise 21.2 Identifying adjectives and adverbs

Identify the adjectives (ADJ) and adverbs (ADV) in the following paragraph. Mark a, an, and the as adjectives.

Example: Stress can hit people when they least expect it.

- 1 You can reduce stress by making a few simple changes. 2 Get up fifteen minutes earlier than you ordinarily do. 3 Eat a healthy breakfast, and eat it slowly so that you enjoy it. 4 Do your more unpleasant tasks early in the day. 5 Carry a book or magazine when you know you'll have to wait in line somewhere. 6 Make promises sparingly and keep them faithfully. 7 Plan ahead to prevent the most stressful situations—for example, carrying spare keys so you won't be locked out of your car or house. 8 See a doctor and dentist regularly. 9 And every day, do at least one thing you really enjoy.

21e Recognizing connecting words: Prepositions and conjunctions

Connecting words are mostly small words that link parts of sentences. They never change form.

1 Prepositions

Prepositions form nouns or pronouns (plus any modifiers) into word groups called prepositional phrases: about love, down the stairs. These phrases usually serve as modifiers in sentences, as in The plants trailed down the stairs. (See p. 204.)

Common prepositions

Table listing common prepositions such as about, above, according to, across, after, against, along, among, around, as, aside from, at, because of, before, behind, below, beneath, beside, between, beyond, by, concerning, despite, down, due to, during, except, except for, excluding, for, from, in, in addition to, inside, inside of, in spite of, instead of, into, like, near, next to, of, off, on, onto, on top of, out, out of, outside, over, past, regarding, round, since, through, throughout, till, to, toward, under, underneath, unlike, until, up, upon, up to, with, within, without.

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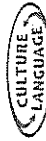
The meanings and uses of English prepositions can be difficult to master. See 3 pp. 174-76 for a discussion of prepositions in idioms. See pp. 226-27 for uses of prepositions in two-word verbs such as look after or look up.

2 Subordinating conjunctions

Subordinating conjunctions form sentences into word groups called subordinate clauses, such as when the meeting ended or that she knew. These clauses serve as parts of sentences: Everyone was relieved when the meeting ended. She said that she knew. (See pp. 208-09.)

Common subordinating conjunctions

Table listing common subordinating conjunctions such as after, although, as, as if, as long as, as though, because, before, even if, even though, if, if only, in order that, now that, once, provided, rather than, since, so that, than, that, though, till, unless, until, when, whenever, where, whereas, wherever, whether, while.



Subordinating conjunctions convey meaning without help from other function words, such as the coordinating conjunctions *and*, *but*, *for*, or *so*:

Faulty Even though the parents are illiterate, but their children may read well. [*Even though* and *but* have the same meaning, so both are not needed.]

Revised Even though the parents are illiterate, their children may read well.

3 Coordinating and correlative conjunctions

Coordinating and correlative conjunctions connect words or word groups of the same kind, such as nouns or sentences. Coordinating conjunctions consist of a single word:

Coordinating conjunctions

and	nor	for	yet
but	or	so	

Biofeedback or simple relaxation can relieve headaches. Relaxation works well, and it is inexpensive.

Correlative conjunctions are combinations of coordinating conjunctions and other words:

Common correlative conjunctions

both . . . and	neither . . . nor
not only . . . but also	whether . . . or
not . . . but	as . . . as
either . . . or	

Both biofeedback and relaxation can relieve headaches.

The headache sufferer learns not only to recognize the causes of headaches but also to control those causes.

Exercise 21.3 Adding connecting words

Fill each blank in the following paragraph with the appropriate connecting word: a preposition, a subordinating conjunction, or a coordinating conjunction. Consult the lists on p. 195 and above if you need help.

Example:

A Trojan priest warned, "Beware _____ Greeks bearing gifts."
(*preposition*)

A Trojan priest warned, "Beware of _____ Greeks bearing gifts."

¹ Just about everyone has heard the story _____ the Trojan Horse. (*preposition*) ² This incident happened at the city of Troy _____ was planned by the Greeks. (*coordinating conjunction*) ³ The Greeks built a huge wooden horse _____ a hollow space big enough to hold many men. (*preposition*) ⁴ At night, they rolled the horse to the gate of Troy _____ left it there filled with soldiers. (*coordinating conjunction*) ⁵ _____ the morning, the Trojans were surprised to see the enormous horse. (*preposition*) ⁶ They were amazed _____ they saw that the Greeks were gone. (*subordinating conjunction*) ⁷ _____ they were curious to examine this gift from the Greeks, they dragged the horse into the city and left it outside the temple. (*subordinating conjunction*) ⁸ In the middle of the night, the hidden Greeks emerged _____ the horse and began setting fires all over town. (*preposition*) ⁹ _____ the Trojan soldiers awoke and came out of their houses, the Greeks killed them one by one. (*subordinating conjunction*) ¹⁰ By the next morning, the Trojan men were dead _____ the women were slaves to the Greeks. (*coordinating conjunction*)

21f Recognizing interjections

Interjections express feeling or command attention. They are rarely used in academic or business writing.

Oh, the meeting went fine.

They won seven thousand dollars! Wow!

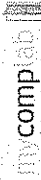
22 The Sentence

The sentence is the basic unit of expression. It is grammatically complete and independent: it does not serve as an adjective, adverb, or other single part of speech.

22a Recognizing subjects and predicates

Most sentences make statements. First the subject names something; then the predicate makes an assertion about the subject or describes an action by the subject.

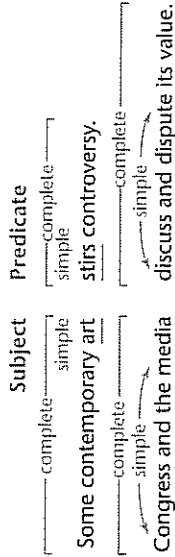
Subject	Predicate
Art	thrives.



Visit mycomp lab.com for more resources and exercises on the sentence.

The simple subject consists of one or more nouns or pronouns, whereas the complete subject also includes any modifiers. The simple predicate consists of one or more verbs, whereas the complete predicate adds any words needed to complete the meaning of the verb plus any modifiers.

Sometimes, as in the short example *Art thrives*, the simple and complete subject and predicate are the same. More often, they are different:



In the second example, the simple subject and simple predicate are both compound: in each, two words joined by a coordinating conjunction (*and*) serve the same function.

Note If a sentence contains a word group such as *that makes it into museums* or *because viewers agree about its quality*, you may be tempted to mark the subject and verb in the word group as the subject and verb of the sentence. But these word groups are subordinate clauses, made into modifiers by the words they begin with: *that* and *because*. See pp. 208–09 for more on subordinate clauses.

The subject of a sentence in standard American English may be a noun (*art*) or a pronoun that refers to the noun (*it*), but not both. (See p. 293.)

Faulty Some art it stirs controversy.
Revised Some art stirs controversy.

Tests to find subjects and predicates

- The tests below use the following example:
Art that makes it into museums has often survived controversy.
- Identify the subject.
- Ask *who* or *what* is acting or being described in the sentence.
Complete subject art that makes it into museums
 - Isolate the simple subject by deleting modifiers—words or word groups that don't name the actor of the sentence but give information about it. In the example, the word group *that makes it into museums* does not name the actor but modifies it.
Simple subject art

Identify the predicate.

Ask what the sentence asserts about the subject: what is its action, or what state is it in? In the example, the assertion about *art* is that it has often survived controversy.

Complete predicate has often survived controversy

Isolate the verb, the simple predicate, by changing the time of the subject's action. The simple predicate is the word or words that change as a result.

Example	Art . . . has often survived controversy.
Present	Art . . . often survives controversy.
Future	Art . . . will often survive controversy.
Simple predicate	has survived

Exercise 22.1 Identifying subjects and predicates

Identify the subject and the predicate of each sentence below. Then use each sentence as a model to create a sentence of your own.

Example:

subject predicate

An important scientist / spoke at commencement.

Sample imitation: The hungry family ate at the diner.

- The leaves fell.
- October ends soon.
- The orchard owners made apple cider.
- They examined each apple carefully for quality.
- Over a hundred people will buy cider at the roadside stand.

Exercise 22.2 Identifying subjects and predicates

In the following sentences, insert a slash between the complete subject and the complete predicate. Underline each simple subject once and each simple predicate twice.

Example:

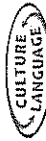
The pony, the light horse, and the draft horse / are the three main types of domestic horses.

- The horse has a long history of service to humanity but today is mainly a show and sport animal.
- A member of the genus *Equus*, the domestic horse shares its lineage with the ass and the zebra.
- The domestic horse and its relatives are all plains-dwelling herd animals.
- The modern horse evolved in North America.
- It migrated to other parts of the world and then became extinct in the Americas.
- The Spaniards reintroduced the domestic horse to the Americas.
- North American wild horses are actually descended from escaped domesticated horses.
- According to records, North Americans hunted and domesticated horses as early as four to five thousand years ago.
- The earliest ancestor of the modern horse may have been *eohippus*, approximately 55 million years ago.

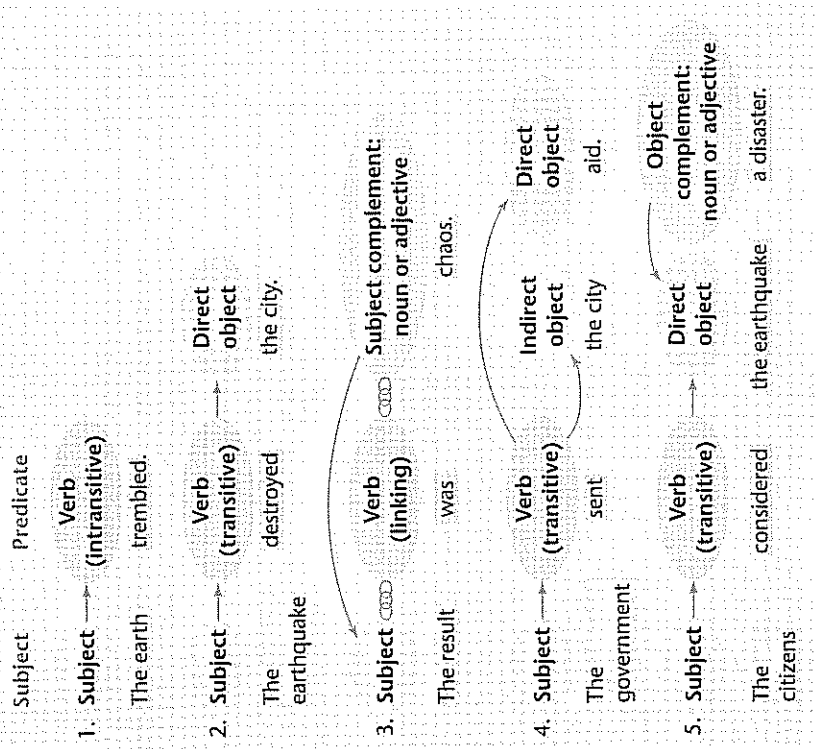
22b Recognizing predicate patterns

All English sentences are based on five patterns, each differing in the complete predicate (the verb and any words following it).

Word order in English sentences may not correspond to word order in the sentences of your native language or dialect. English, for instance, strongly prefers subject first, then verb, whereas some other languages prefer the verb first.



The five basic sentence patterns



Pattern 1: The earth trembled.

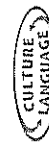
In the simplest pattern the predicate consists only of an intransitive verb, a verb that does not require a following word to complete its meaning.

Subject	Predicate
The earth	Intransitive verb
The hospital	trembled.
	may close.

Pattern 2: The earthquake destroyed the city.

In pattern 2 the verb is followed by a direct object, a noun or pronoun that identifies who or what receives the action of the verb. A verb that requires a direct object to complete its meaning is called transitive.

Subject	Predicate
The earthquake	Transitive verb
Education	destroyed
	the city.
	opens
	doors.



Only transitive verbs may be used in the passive voice: *The city was destroyed*. Your dictionary will indicate whether a verb is transitive or intransitive. For some verbs (*begin, learn, read, write*, and others), it will indicate both uses.

Pattern 3: The result was chaos.

In pattern 3 the verb is followed by a subject complement, a word that renames or describes the subject. A verb in this pattern is called a linking verb because it links its subject to the description following. The linking verbs include *be, seem, appear, become, grow, remain, stay, prove, feel, look, smell, sound*, and *taste*. Subject complements are usually nouns or adjectives.

Subject	Predicate
The result	Linking verb
The man	was
	became
	an accountant.

Pattern 4: The government sent the city aid.

In pattern 4 the verb is followed by a direct object and an indirect object, a word identifying to or for whom the action of the verb is performed. The direct object and indirect object refer to different things, people, or places.

Key term

The verb form when the subject names the receiver of the passive voice: *Bad weather was predicted*. (See p. 236.)

Subject	Predicate
The government	<i>Transitive verb</i> sent
One company	<i>Indirect object</i> offered
	the city
	its employees
	bonuses.
	<i>Direct object</i> aid.

A number of verbs can take indirect objects, including *send* and *offer* (preceding examples) and *allow*, *bring*, *buy*, *deny*, *find*, *get*, *give*, *leave*, *make*, *pay*, *read*, *sell*, *show*, *teach*, and *write*.

CULTURE & LANGUAGE Some verbs are never followed by an indirect object—*admit*, *announce*, *demonstrate*, *explain*, *introduce*, *mention*, *prove*, *recommend*, *say*, and some others. However, the direct objects of these verbs may be followed by *to* or *for* and a noun or pronoun that specifies to or for whom the action was done: *The manual explains the new procedure to workers. A video demonstrates the procedure for us.*

Pattern 5: The citizens considered the earthquake a disaster.

In pattern 5 the verb is followed by a direct object and an object complement, a word that renames or describes the direct object. Object complements may be nouns or adjectives.

Subject	Predicate	Object
The citizens	<i>Transitive verb</i> considered	<i>Direct object</i> the earthquake
Success	makes	some people
		a disaster.
		nervous.

Exercise 22.3 Identifying sentence parts

In the following sentences identify the subject (S) and verb (V) as well as any direct object (DO), indirect object (IO), subject complement (SC), or object complement (OC).

Example:

S V V DO
Crime statistics can cause surprise.

- The number of serious crimes in the United States decreased.
- A decline in serious crimes occurred each year.
- The Crime Index measures serious crime.
- The FBI invented the index.
- The four serious violent crimes are murder, robbery, forcible rape, and aggravated assault.
- The Crime Index calls auto theft, burglary, arson, and larceny-theft the four serious crimes against property.
- The Crime Index gives the FBI a measure of crime.
- The index shows trends in crimes and the people who commit them.

- The nation's largest cities showed the largest decline in crime.
- However, crime actually increased in smaller cities, proving that the decline in crime is unrepresentative of the nation.

Exercise 22.4 Identifying sentence patterns

In the following sentences, identify each verb as intransitive, transitive, or linking. Then identify each direct object (DO), indirect object (IO), subject complement (SC), and object complement (OC).

Example:

transitive verb IO DO DO
Children give their parents both headaches and pleasures.

- Many people find New York City exciting.
- Tourists flock to New York City each year.
- Often they visit Times Square first.
- The square's lights are astounding.
- The flashing signs sell visitors everything from TVs to underwear.



23 Phrases and Subordinate Clauses

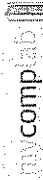
Most sentences contain word groups that serve as adjectives, adverbs, or nouns and thus cannot stand alone as sentences.

- A phrase lacks either a subject or a predicate or both: *fearing an accident; in a panic.*
- A subordinate clause contains a subject and a predicate but begins with a subordinating word: *when prices rise; whoever laughs.*

23a Recognizing phrases

1 Prepositional phrases

A prepositional phrase consists of a preposition plus a noun, a pronoun, or a word group serving as a noun, called the object of the preposition. A list of prepositions appears on p. 195.



Visit mycomplab.com for more resources and exercises on phrases and subordinate clauses.

Preposition of spaghetti on the surface with great satisfaction upon entering the room from where you are standing

Prepositional phrases usually function as adjectives or adverbs.

Life on a raft was an opportunity for adventure. adjective phrase

Huck Finn rode the raft by choice. adverb phrase

With his companion, Jim, Huck met many types of people. adjective phrase

Exercise 23.1 Identifying prepositional phrases

Identify the prepositional phrases in the following passage, and underline the word that the phrase modifies.

Example:

After an hour I finally arrived at the home of my professor.

- 1 On July 3, 1863, at Gettysburg, Pennsylvania, General Robert E. Lee gambled unsuccessfully for a Confederate victory in the American Civil War.
- 2 The battle of Pickett's Charge was one of the most disastrous conflicts of the war.
- 3 Confederate and Union forces faced each other on parallel ridges separated by almost a mile of open fields.
- 4 After an artillery bombardment of the Union position, nearly 12,000 Confederate infantry marched toward the Union ridge.
- 5 The Union guns had been silent but suddenly roared against the approaching Confederates.
- 6 Within an hour, perhaps half of the Confederate soldiers lay wounded or dead.

Exercise 23.2 Sentence combining: Prepositional phrases

To practice writing sentences with prepositional phrases, combine each group of sentences below into one sentence that includes one or two prepositional phrases. You will have to add, delete, and rearrange words. Some items have more than one possible answer.

Example:

- 1 I will start working. The new job will pay the minimum wage. I will start working at a new job for the minimum wage.
- 1 The slow loris protects itself well. Its habitat is Southeast Asia. It possesses a poisonous chemical.
- 2 The loris frightens predators when it exudes this chemical. The chemical comes from a gland. The gland is on the loris's upper arm.
- 3 The loris's chemical is highly toxic. The chemical is not like a skunk's spray. Even small quantities of the chemical are toxic.

- 4 A tiny dose can affect a human. The dose would get in the mouth. The human would be sent into shock.
- 5 Predators probably can sense the toxin. They detect it at a distance. They use their nasal organs.

2 Verbal phrases

Certain forms of verbs, called **verbals**, can serve as modifiers or nouns. Often these verbals appear with their own modifiers and objects in verbal phrases.

Note Verbals cannot serve as verbs in sentences. *The sun rises over the dump* is a sentence; *The sun rising over the dump* is a sentence fragment. (See p. 281.)

Participial phrases

A **participle** is a verb form ending in *-ing* (*walking*) or, often, *-ed* (*walked*). Participles and participial phrases serve as adjectives.

Strolling shoppers fill the malls. adjective

They make selections determined by personal taste. adjective phrase

Note With irregular verbs, the past participle may have a different ending—for instance, *hidden funds*. (See pp. 213–16.)

CULTURE LANGUAGE

For verbs expressing feeling, the present and past participles have different meanings: *It was a boring lecture. The bored students slept.* (See p. 267.)

Gerund phrases

A **gerund** is the *-ing* form of a verb when it serves as a noun. Gerunds and gerund phrases can do whatever nouns can do.

Shopping satisfies personal needs. sentence subject

Malls are good at creating such needs. noun object of preposition noun phrase

Infinitive phrases

An **infinitive** is the plain form of a verb plus *to*: *to hide*. Infinitives and infinitive phrases serve as adjectives, adverbs, or nouns.

To design a mall is to create an artificial environment. sentence subject noun phrase subject complement noun phrase

Malls are designed to make shoppers feel safe. adverb phrase

The environment supports the impulse to shop.

adjective

CULTURE LANGUAGE

Infinitives and gerunds may follow some verbs and not others and may differ in meaning after a verb: *The cowboy stopped to sing.* *The cowboy stopped singing.* (See pp. 223–25.)

Exercise 23.3 Identifying verbals and verbal phrases

The following sentences contain participles, gerunds, and infinitives as well as participial, gerund, and infinitive phrases. Identify each verbal or verbal phrase.

Example:

Laughing, the talk-show host prodded her guest to talk.

1 Written in 1850 by Nathaniel Hawthorne, *The Scarlet Letter* tells the story of Hester Prynne. 2 Shunned by the community because of her adultery, Hester endures loneliness. 3 She is humble enough to withstand her Puritan neighbors' cutting remarks. 4 Enduring the cruel treatment, the determined young woman refuses to leave her home. 5 By living a life of patience and unselfishness, Hester eventually becomes the community's angel.

Exercise 23.4 Sentence combining: Verbals and verbal phrases

To practice writing sentences with verbals and verbal phrases, combine each of the following pairs of sentences into one sentence. You will have to add, delete, change, and rearrange words. Each item has more than one possible answer.

Example:

My father took pleasure in mean pranks. For instance, he hid the neighbor's cat.

My father took pleasure in mean pranks such as hiding the neighbor's cat.

- 1 Air pollution is a health problem. It affects millions of Americans.
- 2 The air has been polluted mainly by industries and automobiles. It contains toxic chemicals.
- 3 Environmentalists pressure politicians. They think politicians should pass stricter laws.
- 4 Many politicians waver. They are not necessarily against environmentalism.
- 5 The problems are too complex. They cannot be solved easily.

3 Absolute phrases

An absolute phrase consists of a noun or pronoun and a participle, plus any modifiers. It modifies the entire rest of the sentence it appears in.

absolute phrase
Their own place established, many ethnic groups are making way for new arrivals.

participial phrase
Unlike a participial phrase (p. 205), an absolute phrase always contains a noun that serves as a subject.

absolute phrase
Learning English, many immigrants discover American culture.

absolute phrase
Immigrants having learned English, their opportunities widen.

Exercise 23.5 Sentence combining: Absolute phrases

To practice writing sentences with absolute phrases, combine each pair of sentences below into one sentence that contains an absolute phrase. You will have to add, delete, change, and rearrange words.

Example:

The flower's petals wilted. It looked pathetic.
Its petals wilted, the flower looked pathetic.

- 1 Geraldine Ferraro's face beamed. She enjoyed the crowd's cheers after her nomination for Vice President.
- 2 A vacancy had occurred. Sandra Day O'Connor was appointed the first female Supreme Court justice.
- 3 Her appointment was confirmed. Condoleezza Rice became the first female national security adviser.
- 4 The midterm elections were over. Nancy Pelosi was elected the first female minority leader of the House of Representatives.
- 5 The election was won. Elizabeth Dole was the first woman to become a US senator from North Carolina.

4 Appositive phrases

An appositive is usually a noun that renames another noun. An appositive phrase includes modifiers as well.

appositive phrase

Bizen ware, a dark stoneware, is produced in Japan.

Appositives and appositive phrases sometimes begin with *that* is, *such as*, *for example*, or *in other words*.

appositive phrase

Bizen ware is used in the Japanese tea ceremony, that is, the Zen Buddhist observance that links meditation and art.

Exercise 23.6 Sentence combining: Appositive phrases

Combine each pair of sentences into one sentence that contains an appositive phrase. You will have to delete and rearrange words. Some items have more than one possible answer.

Example:

The largest land animal is the elephant. The elephant is also one of the most intelligent animals.

The largest land animal, the elephant, is also one of the most intelligent animals.

- 1 Some people perform amazing feats when they are very young. These people are geniuses from birth.
- 2 John Stuart Mill was a British philosopher. He had written a history of Rome by age seven.
- 3 Two great artists began their work at age four. They were Paul Klee and Gustav Mahler.
- 4 Mahler was a Bohemian composer of intensely emotional works. He was also the child of a brutal father.
- 5 Paul Klee was a Swiss painter. As a child he was frightened by his own drawings of devils.

Exercise 23.7 Identifying phrases

In the paragraphs below, identify every verbal and appositive and every verbal, appositive, prepositional, and absolute phrase. (All the sentences include at least two such words and phrases.)

1 With its many synonyms, or words with similar meanings, English can make choosing the right word a difficult task. 2 Borrowing words from early Germanic languages and from Latin, English acquired an unusual number of synonyms. 3 With so many choices, how does a writer decide between *motherly* and *maternal* or among *womanly*, *feminine*, and *female*?

4 Some people prefer longer and more ornate words to avoid the flatness of short words. 5 Indeed, during the Renaissance a heated debate occurred between the Latinists, favoring Latin words, and the Saxonists, preferring Anglo-Saxon words derived from Germanic roots. 6 Today, students in writing classes are often told to choose the shorter word, usually an Anglo-Saxon derivative. 7 Better advice, wrote William Hazlitt, is the principle of choosing "the best word in common use." 8 Keeping this principle in mind, a writer would choose either *womanly*, the Anglo-Saxon word, or *feminine*, a French derivative, according to meaning and situation. 9 Of course, synonyms rarely have exactly the same meaning, usage having created subtle but real differences over time. 10 To take another example, the Old English word *handbook* has a slightly different meaning from the French derivative *manual*, a close synonym.

23b Recognizing subordinate clauses

A clause is any group of words that contains both a subject and a predicate. There are two kinds of clauses, and the distinction between them is important.

▣ A *main clause* makes a complete statement and can stand alone as a sentence: *The sky darkened.*

▣ A *subordinate clause* is just like a main clause *except* that it begins with a subordinating word: *when the sky darkened; whoever calls.* The subordinating word reduces the clause from a complete statement to a single part of speech: an adjective, adverb, or noun. Use subordinate clauses to support the ideas in main clauses, as described in 3 pp. 150–52.

Note A subordinate clause punctuated as a sentence is a sentence fragment. (See p. 282.)

Adjective clauses

An adjective clause modifies a noun or pronoun. It usually begins with the relative pronoun *who*, *whom*, *whose*, *which*, or *that*. The relative pronoun is the subject or object of the clause it begins. The clause ordinarily falls immediately after the word it modifies.

adjective clause
Parents who cannot read may have bad memories of school.

adjective clause
One school, which is open year-round, helps parents learn to read.

Adverb clauses

An adverb clause modifies a verb, an adjective, another adverb, or a whole word group. It always begins with a subordinating conjunction, such as *although*, *because*, *if*, or *when* (see p. 195 for a list).

adverb clause
The school began teaching parents when adult illiteracy gained national attention.

adverb clause main clause
Because it was directed at people who could not read, advertising had to be inventive.

Noun clauses

A noun clause replaces a noun in a sentence and serves as a subject, object, or complement. It begins with *that*, *what*, *whatever*, *who*, *whom*, *whenever*, *whenever*, *where*, *whether*, *why*, or *how*.

sentence subject noun clause
Whether the program would succeed depended on door-to-door advertising.

object of verb noun clause
Teachers explained in person how the program would work.

Exercise 23.8 Identifying clauses

Underline the subordinate clauses in the following paragraph and identify each one as adjective (ADJ), adverb (ADV), or noun (N) by determining how it functions in its sentence.

1 The Prophet Muhammad, who was the founder of Islam, was born about 570 CE in the city of Mecca. 2 He grew up in the care of his grandfather and an uncle because both of his parents had died when he was very young. 3 His extended family was part of a powerful Arab tribe that lived in western Arabia. 4 When Muhammad was about forty years old, he had a vision while he was in a cave outside Mecca. 5 He believed that God had selected him to be the prophet of a true religion for the Arab people. 6 Viewed as God's messenger, Muhammad attracted many followers before he lost the support of the clans of Mecca. 7 He and his followers moved to Medina, where they established an organized Muslim community that sometimes clashed with the Meccans and with Jewish clans. 8 Throughout his life Muhammad continued as the religious, political, and military leader of Islam as it spread in Asia and Africa. 9 He continued to have revelations, which are recorded in the sacred book of Muslims, the Koran.

Exercise 23.9 Sentence combining: Subordinate clauses

To practice writing sentences with subordinate clauses, combine each pair of main clauses into one sentence. Use either subordinating conjunctions or relative pronouns as appropriate, referring to the lists on pp. 191 and 195 if necessary. You will have to add, delete, and rearrange words. Each item has more than one possible answer.

Example:

She did not have her tire irons with her. She could not change her bicycle tire.

Because she did not have her tire irons with her, she could not change her bicycle tire.

- 1 Moviegoers expect something. Movie sequels should be as exciting as the original films.
- 2 A few sequels are good films. Most sequels are poor imitations of the originals.
- 3 A sequel to a blockbuster film arrives in the theater. Crowds quickly line up to see it.
- 4 Viewers pay to see the same villains and heroes. They remember these characters fondly.
- 5 Afterward, viewers often grumble about filmmakers. The filmmakers refresh tired plots and characters.

24 Sentence Types

The four basic sentence structures vary in the number of main and subordinate clauses. Each structure gives different emphasis to the main and supporting information in a sentence.

24a Recognizing simple sentences

A simple sentence consists of a single main clause and no subordinate clause.

_____ main clause _____
Last summer was unusually hot.

_____ main clause _____
The summer made many farmers leave the area for good or reduced them to bare existence.

24b Recognizing compound sentences

A compound sentence consists of two or more main clauses and no subordinate clause.

_____ main clause _____ main clause _____
Last July was hot, but August was even hotter.

_____ main clause _____ main clause _____
The hot sun scorched the earth, and the lack of rain killed many crops.

24c Recognizing complex sentences

A complex sentence consists of one main clause and one or more subordinate clauses.

_____ subordinate clause _____
Rain finally came, although many had left the area by then.

_____ main clause _____ subordinate clause _____
Those who remained were able to start anew because the government came to their aid.

gram
24d

24d Recognizing compound-complex sentences

A compound-complex sentence has the characteristics of both the compound sentence (two or more main clauses) and the complex sentence (at least one subordinate clause).

_____ subordinate clause _____ main clause
When government aid finally came, many people had already been reduced to poverty and others had been forced to move.

Exercise 24.1 Identifying sentence structures

Mark the main clauses and subordinate clauses in the following paragraphs. Then identify each sentence as simple, compound, complex, or compound-complex.

Example:

_____ main clause _____ subordinate clause
The human voice is produced in the larynx, which has two bands called vocal cords. [Complex.]

1 Our world has many sounds, but they all have one thing in common. 2 They are all produced by vibrations. 3 Vibrations make the air move in waves, and these sound waves travel to the ear. 4 When the waves enter the ear, the auditory nerves convey them to the brain, and the brain interprets them. 5 Some sounds are pleasant, and others, which we call noise, are not. 6 Pleasant sounds, such as music, are produced by regular vibrations at regular intervals. 7 Most noises are produced by irregular vibrations at irregular intervals; an example is the barking of a dog.

8 Sounds, both pleasant and unpleasant, have frequency and pitch. 9 When an object vibrates rapidly, it produces high-frequency, high-pitched sounds. 10 People can hear sounds over a wide range of frequencies, but dogs, cats, and many other animals can hear high frequencies that humans cannot.

Verbs

Verbs express actions, conditions, and states of being. The basic uses and forms of verbs are described on pp. 192–93. This section explains and solves the most common problems with verbs' forms (Chapter 25), tenses (26), mood (27), and voice (28) and shows how to make verbs match their subjects (29).

25 Verb Forms

25a Use the correct forms of *sing/sang/sung* and other irregular verbs.

Most verbs are regular: they form their past tense and past participle by adding *-d* or *-ed* to the plain form.

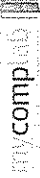
Plain form	Past tense	Past participle
live	lived	lived
act	acted	acted

About two hundred English verbs are irregular: they form their past tense and past participle in some irregular way. Check a dictionary under the verb's plain form if you have any doubt about its other forms. If the verb is irregular, the dictionary will list the plain form, the past tense, and the past participle in that order (*go, went, gone*). If the dictionary gives only two forms (as in *think, thought*), then the past tense and the past participle are the same.

Common irregular verbs

Plain form	Past tense	Past participle
be	was, were	been
become	became	become
begin	began	begun
bid	bid	bid
bite	bite	bitten, bit
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dive	dived, dove	dived
do	did	done
dream	dreamed, dreamt	dreamed, dreamt

(continued)



Visit mycomp lab.com for more resources and exercises on verb forms.

Sentence Faults

A word group punctuated as a sentence will confuse or annoy readers if it lacks needed parts, has too many parts, or has parts that don't fit together.

35 Sentence Fragments

A sentence fragment is part of a sentence that is set off as if it were a whole sentence by an initial capital letter and a final period or other end punctuation. Although writers occasionally use fragments deliberately and effectively (see p. 283), readers perceive most fragments as serious errors.

Grammar checkers A grammar checker can spot many but not all sentence fragments, and it may flag sentences that are actually commands, such as *Continue reading*.

35a Test your sentences for completeness.

A word group that is punctuated as a sentence should pass *all three* of the following tests. If it does not, it is a fragment and needs revision.

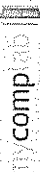
Complete sentence versus sentence fragment

A complete sentence or main clause

1. contains a subject and a predicate verb (The wind blows)
2. and is not a subordinate clause (beginning with a word such as *because* or *who*).

A sentence fragment

1. lacks a predicate verb (*The wind blowing*),
2. or lacks a subject (*And blows*),
3. or is a subordinate clause not attached to a complete sentence (*Because the wind blows*).



Visit mycomplab.com for more resources and exercises on sentence fragments.

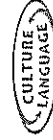
Test 1: Find the predicate verb.

Look for a verb that can serve as the predicate of a sentence. Some fragments lack any verb at all:

- Fragment Uncountable numbers of sites on the Web.
Revised Uncountable numbers of sites make up the Web.

Other fragments may include a verb form but not a finite verb, one that changes form as indicated below. A verbal does not change; it cannot serve as a predicate verb without the aid of a helping verb.

Finite verbs in complete sentences	Verbals in sentence fragments
The network <u>grows</u> .	The network <u>growing</u> .
Networks <u>grow</u> .	Networks <u>growing</u> .
The network <u>grows</u> .	} The network <u>growing</u> .
The network <u>grew</u> .	
The network <u>will grow</u> .	
Present	
Past	
Future	



Some languages allow forms of *be* to be omitted as helping verbs or linking verbs. But English requires stating forms of *be*, as shown in the following revised example.

- Fragments The network growing. It much larger than its developers anticipated.
Revised The network is growing. It is much larger than its developers anticipated.

Test 2: Find the subject.

The subject of the sentence will usually come before the verb. If there is no subject, the word group is probably a fragment:

- Fragment And has enormous popular appeal.
Revised And the Web has enormous popular appeal.

Key terms

predicate The part of a sentence containing a verb that asserts something about the subject: *Ducks swim*. (See pp. 197–98.)

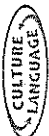
verbal A verb form that can serve as a noun, a modifier, or a part of a sentence verb, but not alone as the only verb of a sentence: *drawing*, *to draw*, *drawn*. (See p. 205.)

helping verb A verb such as *is*, *were*, *have*, *might*, and *could* that combines with various verb forms to indicate time and other kinds of meaning: for instance, *were drawing*, *might draw*. (See p. 193.)

subject The part of a sentence that names who or what performs the action or makes the assertion of the predicate: *Ducks swim*. (See pp. 197–98.)

In one kind of complete sentence, a command, the subject *you* is understood: [*You*] *Experiment with the Web*.

Some languages allow the omission of the sentence subject, especially when it is a pronoun. But in English, except in commands, the subject is always stated:



- Fragment Web commerce has expanded dramatically. Has hurt traditional stores.
- Revised Web commerce has expanded dramatically. It has hurt traditional stores.

Test 3: Make sure the clause is not subordinate.

A subordinate clause usually begins with a subordinating word, such as one of the following:

Subordinating conjunctions	Relative pronouns
after	that
although	which
as	whoever/whomever
because	whose
if	unless
	while

Subordinate clauses serve as parts of sentences (as nouns or modifiers), not as whole sentences:

- Fragment When the government devised the Internet.
- Revised The government devised the Internet.
- Revised When the government devised the Internet, no expansive computer network existed.
- Fragment The reason that the government devised the Internet.
- Revised The reason that the government devised the Internet was to link departments and defense contractors.

Note Questions beginning with *how*, *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, and *why* are not sentence fragments: *Who was responsible? When did it happen?*

35b Revise sentence fragments.

Almost all sentence fragments can be corrected in one of the two ways shown in the box on the facing page. The choice depends

Key term

subordinate clause A word group that contains a subject and a predicate, begins with a subordinating word such as *because* or *who*, and is not a question: *Ducks can swim when they are young*. A subordinate clause may serve as a modifier or as a noun. (See pp. 208–09.)

on the importance of the information in the fragment and thus how much you want to stress it.

Revision of sentence fragments

Option 1
Rewrite the fragment as a complete sentence. This revision gives the information in the fragment the same importance as that in other complete sentences.

- Fragment A major improvement in public health occurred with the widespread use of vaccines. Which protected children against life-threatening diseases.
- Revised A major improvement in public health occurred with the widespread use of vaccines. They protected children against life-threatening diseases.

Two main clauses may be separated by a semicolon instead of a period (see 5 p. 318).

Option 2
Combine the fragment with a main clause. This revision subordinates the information in the fragment to the information in the main clause.

- Fragment The polio vaccine eradicated the disease from most of the globe. The first vaccine to be used widely.
- Revised The polio vaccine, the first to be used widely, eradicated the disease from most of the globe.

35c Be aware of the acceptable uses of incomplete sentences.

A few word groups lacking the usual subject-predicate combination are incomplete sentences, but they are not fragments because they conform to the expectations of most readers. They include commands (*Move along. Shut the window.*); exclamations (*Oh no!*); questions and answers (*Where next? To Kansas.*); and descriptions in employment résumés (*Weekly volunteer in soup kitchen.*)

Experienced writers sometimes use sentence fragments when they want to achieve a special effect. Such fragments appear more in informal than in formal writing. Unless you are experienced and thoroughly secure in your own writing, you should avoid all fragments and concentrate on writing clear, well-formed sentences.

Exercise 35.1 Identifying and revising sentence fragments

Apply the tests for completeness to each of the word groups in the following paragraph. If a word group is a complete sentence, mark the number preceding it. If it is a sentence fragment, revise it in two ways: by making it a complete sentence, and by combining it with a main clause written from the information given in other items.

Example:

And could help. [The word group has a verb (*could* . . . *help*) but no subject.]
Revised into a complete sentence: And he could help.
Combined with a new main clause: He had money and could help.

- 1 In an interesting magazine article about vandalism against works of art.
- 2 The focus was on the vandals themselves.
- 3 The motives of the vandals varying widely.
- 4 Those who harm artwork are usually angry.
- 5 But not necessarily at the artist or the owner.
- 6 For instance, a man who hammered at Michelangelo's *Pietà*.
- 7 And knocked off the Virgin Mary's nose.
- 8 Because he was angry with the Roman Catholic Church.
- 9 Which knew nothing of his grievance.
- 10 Although many damaged works can be repaired.
- 11 Usually even the most skillful repairs are forever visible.

Exercise 35.2 Revising: Sentence fragments

Correct any sentence fragment in the following items either by combining it with a complete sentence or by making it a complete sentence. If an item contains no sentence fragment, mark the number preceding it.

Example:

Jujitsu is good for self-protection. Because it enables one to overcome an opponent without the use of weapons.
Jujitsu is good for self-protection because it enables one to overcome an opponent without the use of weapons. Or: Jujitsu is good for self-protection. It enables one to overcome an opponent without the use of weapons.

- 1 Human beings who perfume themselves. They are not much different from other animals.
- 2 Animals as varied as insects and dogs release pheromones. Chemicals that signal other animals.
- 3 Human beings have a diminished sense of smell. And do not consciously detect most of their own species' pheromones.
- 4 The human substitute for pheromones may be perfumes. Most common in ancient times were musk and other fragrances derived from animal oils.
- 5 Some sources say that people began using perfume to cover up the smell of burning flesh. During sacrifices to the gods.
- 6 Perfumes became religious offerings in their own right. Being expensive to make, they were highly prized.
- 7 The earliest historical documents from the Middle East record the use of fragrances. Not only in religious ceremonies but on the body.

- 8 In the nineteenth century, chemists began synthesizing perfume oils. Which previously could be made only from natural sources.
- 9 The most popular animal oil for perfume today is musk. Although some people dislike its heavy, sweet odor.
- 10 Synthetic musk oil would help conserve a certain species of deer. Whose gland is the source of musk.

Exercise 35.3 Revising: Sentence fragments

Revise the following paragraph to eliminate sentence fragments by combining them with main clauses or rewriting them as main clauses.

Baby red-eared slider turtles are brightly colored. With bold patterns on their yellowish undershells. Which serve as a warning to predators. The bright colors of skunks and other animals. They signal that the animals will spray nasty chemicals. In contrast, the turtle's colors warn largemouth bass. That the baby turtle will actively defend itself. When a bass gulps down a turtle. The feisty baby claws and bites. Forcing the bass to spit it out. To avoid a similar painful experience. The bass will avoid other baby red-eared slider turtles. The turtle loses its bright colors as it grows too big. For a bass's afternoon snack.



36 Comma Splices and Fused Sentences

When two main clauses fall in a row, readers need a signal that one main clause is ending and another is beginning. The four ways to provide this signal appear in the box on the next page.

Two problems in punctuating main clauses fail to signal the break between main clauses. One is the comma splice, in which the clauses are joined (or spliced) *only* with a comma:

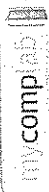
Comma splice The ship was huge, its mast stood eighty feet high.

The other is the fused sentence (or run-on sentence), in which no punctuation or conjunction appears between the clauses.

Fused sentence The ship was huge its mast stood eighty feet high.

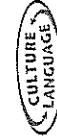
Key term

main clause A word group that can stand alone as a sentence because it contains a subject and a predicate and does not begin with a subordinating word: A dictionary is essential.



Visit mycomplab.com for more resources and exercises on comma splices and fused sentences.

Main clauses without *and*, *but*, etc.



In standard American English, a sentence may not include more than one main clause unless the clauses are separated by a comma and a coordinating conjunction or by a semicolon. If your native language does not have such a rule or has accustomed you to writing long sentences, you may need to edit your English writing especially for comma splices and fused sentences.

36a Separate main clauses not joined by *and*, *but*, or another coordinating conjunction.

If your readers point out comma splices or fused sentences in your writing, you're not creating enough separation between main clauses in your sentences. Punctuate consecutive main clauses in the following ways.

Separate sentences

Make the clauses into separate sentences when the ideas expressed are only loosely related:

- Comma splice** Chemistry has contributed much to our understanding of foods, many foods such as wheat and beans can be produced in the laboratory.
- Revised** Chemistry has contributed much to our understanding of foods. Many foods such as wheat and beans can be produced in the laboratory.

Coordinating conjunction

Insert a coordinating conjunction in a comma splice when the ideas in the main clauses are closely related and equally important:

- Comma splice** Some laboratory-grown foods taste good, they are nutritious.
- Revised** Some laboratory-grown foods taste good, and they are nutritious.

In a fused sentence insert a comma and a coordinating conjunction:
Fused sentence Chemists have made much progress they still have a way to go.
Revised Chemists have made much progress, but they still have a way to go.

Semicolon

Insert a semicolon between clauses if the relation between the ideas is very close and obvious without a conjunction:

Punctuation of two or more main clauses

Separate main clauses with periods.

- Main clause • Main clause •

Hybrid cars are popular with consumers. Automakers are releasing new models.

Link main clauses with a coordinating conjunction and a comma.

- Main clause • Main clause •
- for *and* or
- so *but* *nor*
- yet

Hybrid cars are popular with consumers, and automakers are releasing new models.

Link main clauses with a semicolon.

- Main clause ; main clause •

Hybrid cars are popular with consumers; automakers are releasing new models.

Relate main clauses with a semicolon and a conjunctive adverb or transitional expression.

- Main clause ; *however*, *for example*, etc. main clause •

Hybrid cars are popular with consumers; as a result, automakers are releasing new models.

Grammar checkers A grammar checker can detect many comma splices, but it will miss most fused sentences. For example, a checker flagged *Money is tight, we need to spend carefully* but not *Money is tight we need to spend carefully*. A checker may also question sentences that are actually correct, such as *Money being tighter now than before, we need to spend carefully*.

Key terms coordinating conjunction *And, but, or, nor, for, so, yet*. (See p. 196.) conjunctive adverb A modifier that describes the relation of the ideas in two clauses, such as *consequently, however, indeed, and therefore*. (See p. 289.)

Cs/fs
36b

Main clauses with *however*, for example, etc.

- Comma splice** Healthcare costs are higher in the United States than in many other countries, consequently health insurance is also more costly.
- Revised** Healthcare costs are higher in the United States than in many other countries. Consequently, health insurance is also more costly.
- Revised** Healthcare costs are higher in the United States than in many other countries; consequently, health insurance is also more costly.

Conjunctive adverbs and transitional expressions are different from coordinating conjunctions (*and*, *but*, and so on) and subordinating conjunctions (*although*, *because*, and so on):

- Unlike conjunctions, conjunctive adverbs and transitional expressions do not join two clauses into a grammatical unit. They merely describe the way two clauses relate in meaning.
- Unlike conjunctions, conjunctive adverbs and transitional expressions can be moved within a clause. No matter where in the clause an adverb or expression falls, though, the clause must be separated from another main clause by a period or semicolon:

Most Americans refuse to give up unhealthful habits; our medical costs, consequently, are higher than those of many other countries.

Exercise 36.1 Identifying and revising comma splices

Correct each comma splice below in two of the ways described on pp. 287–88. If a sentence contains no comma splice, mark the number preceding it.

- 1 Money has a long history, it goes back at least as far as the earliest records.
- 2 Many of the earliest records concern financial transactions, indeed, early history must often be inferred from commercial activity.
- 3 Every known society has had a system of money, though the objects serving as money have varied widely.
- 4 Sometimes the objects had actual value for the society, examples include cattle and fermented beverages.
- 5 Today, in contrast, money may be made of worthless paper, or it may even consist of a bit of data in a computer's memory.
- 6 We think of money as valuable, only our common faith in it makes it valuable.
- 7 That faith is sometimes fragile, consequently, currencies themselves are fragile.
- 8 Economic crises often shake the belief in money, indeed, such weakened faith helped cause the Great Depression of the 1930s.

Exercise 36.2 Identifying and revising fused sentences

Revise each of the fused sentences in the following paragraph in two of the four ways shown on pp. 287–88. If a sentence is correct as given, mark the number preceding it.

Comma splices and fused sentences

- Comma splice** Good taste is rare in laboratory-grown vegetables, they are usually bland.
- Revised** Good taste is rare in laboratory-grown vegetables; they are usually bland.

Subordination

When one idea is less important than the other, express the less important idea in a subordinate clause:

- Comma splice** The vitamins are adequate, the flavor is deficient.
- Revised** Even though the vitamins are adequate, the flavor is deficient.

36b Separate main clauses related by *however*, for example, and so on.

Two groups of words describe how one main clause relates to another: conjunctive adverbs and other transitional expressions. (See I pp. 44–45 for a longer list of transitional expressions.)

Common conjunctive adverbs and transitional expressions

accordingly	for instance	instead	on the contrary
anyway	further	in the meantime	otherwise
as a result	furthermore	in the past	similarly
at last	hence	likewise	still
besides	however	meanwhile	that is
certainly	incidentally	moreover	then
consequently	in contrast	namely	thereafter
even so	indeed	nevertheless	therefore
finally	in fact	nonetheless	thus
for all that	in other words	now	undoubtedly
for example	in short	of course	until now

When two main clauses are related by a conjunctive adverb or another transitional expression, they must be separated by a period or by a semicolon. The adverb or expression is also generally set off by a comma or commas.

Key term

subordinate clause A word group that contains a subject and a predicate, begins with a subordinating word such as *because* or *who*, and is not a question: *Ducks can swim when they are young.* A subordinate clause may serve as a modifier or as a noun. (See pp. 208–09.)

Cs/fs
36b

Comma splices and fused sentences

- Comma splice** Good taste is rare in laboratory-grown vegetables, they are usually bland.
- Revised** Good taste is rare in laboratory-grown vegetables; they are usually bland.

Subordination

When one idea is less important than the other, express the less important idea in a subordinate clause:

- Comma splice** The vitamins are adequate, the flavor is deficient.
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1 Throughout history money and religion were closely linked there was little distinction between government and religion. 2 The head of state and the religious leader were often the same person so that all power rested in one ruler. 3 These powerful leaders decided what objects would serve as money their backing encouraged public faith in the money. 4 Coins were minted of precious metals the religious overtones of money were then strengthened. 5 People already believed the precious metals to be divine their use in money intensified its allure.

Exercise 36.3 Sentence combining to avoid comma splices and fused sentences

Using the method suggested in parentheses, combine each pair of sentences below into one sentence without creating a comma splice or fused sentence.

Example:

The sun sank lower in the sky. The colors gradually faded. (*Subordinate one clause to the other.*)

As the sun sank lower in the sky, the colors gradually faded.

- 1 The exact origin of paper money is unknown. It has not survived as coins, shells, and other durable objects have. (*Subordinate one clause to the other.*)
- 2 Scholars disagree over where paper money originated. Many believe it was first used in Europe. (*Subordinate one clause to the other.*)
- 3 Perhaps goldsmiths were also gold bankers. They held the gold of their wealthy customers. (*Supply a semicolon and a conjunctive adverb or transitional expression.*)
- 4 The goldsmiths probably gave customers receipts for their gold. These receipts were then used in trade. (*Supply a comma and coordinating conjunction.*)
- 5 The goldsmiths were something like modern-day bankers. Their receipts were something like modern-day money. (*Supply a semicolon.*)

Exercise 36.4 Revising: Comma splices and fused sentences

Revise each comma splice and fused sentence in the following paragraphs using the technique that seems most appropriate for the meaning.

What many call the first genocide of modern times occurred during World War I, the Armenians were deported from their homes in Anatolia, Turkey. The Turkish government assumed that the Armenians were sympathetic to Russia, with whom the Turks were at war. Many Armenians died because of the hardships of the journey many were massacred. The death toll was estimated at between 600,000 and 1 million.

Many of the deported Armenians migrated to Russia, in 1918 they established the Republic of Armenia, they continued to be attacked by Turkey, in 1920 they became the Soviet Republic of Armenia rather than surrender to the Turks. Like other Soviet republics, Armenia became independent in 1991, about 3.4 million Armenians live there now.

37 Mixed Sentences

A mixed sentence contains parts that do not fit together. The misfit may be in meaning or in grammar. Grammar checkers A grammar checker may recognize a simple mixed construction such as *reason is because*, but it will fail to flag most mixed sentences.

37a Match subjects and predicates in meaning.

In a sentence with mixed meaning, the subject is said to do or be something illogical. Such a mixture is sometimes called faulty predication because the predicate conflicts with the subject.

1 Illogical equation with *be*

When a form of *be* connects a subject and a word that describes the subject (a complement), the subject and complement must be logically related:

Mixed A compromise between the city and the country would be the ideal place to live.

Revised A community that offered the best qualities of both city and country would be the ideal place to live.

2 *Is when, is where*

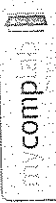
Definitions require nouns on both sides of *be*. Clauses that define and begin with *when* or *where* are common in speech but should be avoided in writing:

Mixed An examination is when you are tested on what you know.

Revised An examination is a test of what you know.

Key terms

subject The part of a sentence that names who or what performs the action or makes the assertion of the predicate: *Geese fly*. (See pp. 197–98.)
predicate The part of a sentence containing a verb that asserts something about the subject: *Geese fly*. (See pp. 197–98.)



Visit mycomplab.com for more resources on mixed sentences.

Exercise 37.1 Revising: Mixed sentences

Revise the following paragraph so that sentence parts fit together both in grammar and in meaning. Each item has more than one possible answer. If a sentence is correct as given, mark the number preceding it.

- 1 A hurricane is when the winds in a tropical depression rotate counterclockwise at more than seventy-four miles per hour. 2 People fear hurricanes because they can destroy lives and property. 3 Through storm surge, high winds, floods, and tornadoes is how hurricanes have killed thousands of people. 4 Storm surge is where the hurricane's winds whip up a tide that spills over seawalls and deluges coastal islands. 5 The winds themselves are also destructive, uprooting trees and smashing buildings. 6 By packing winds of 150 to 200 miles per hour is how a hurricane inflicts terrible damage even on inland towns. 7 However, the worst damage to inland areas occurs when tornadoes and floods strike. 8 Many scientists observe that hurricanes in recent years they have become more ferocious and destructive. 9 However, in the last half-century, with improved communication systems and weather satellites have made hurricanes less deadly. 10 The reason is because people have more time to escape. 11 The emphasis on evacuation is in fact the best way for people to avoid a hurricane's force. 12 Simply boarding up a house's windows will not protect a family from wind, water surges, and flying debris.

37c

State parts of sentences, such as subjects, only once.



In some languages other than English, certain parts of sentences may be repeated. These include the subject in any kind of clause or an object or adverb in an adjective clause. In English, however, these parts are stated only once in a clause.

1 Repetition of subject

You may be tempted to restate a subject as a pronoun before the verb. But the subject needs stating only once in its clause:

- Faulty The liquid it reached a temperature of 180°F.
Revised The liquid reached a temperature of 180°F.
Faulty Gases in the liquid they escaped.
Revised Gases in the liquid escaped.

2 Repetition in an adjective clause

Adjective clauses begin with who, whom, whose, which, that, where, and when (see also p. 209). The beginning word replaces another word: the subject (He is the person who called), an object of a

mixed 37b

3 Reason is because

The commonly heard construction reason is because is redundant since because means "for the reason that":

- Mixed The reason the temple requests donations is because the school needs expansion.
Revised The reason the temple requests donations is that the school needs expansion.
Revised The temple requests donations because the school needs expansion.

4 Other mixed meanings

Faulty predications are not confined to sentences with be:

- Mixed The use of emission controls was created to reduce air pollution.
Revised Emission controls were created to reduce air pollution.

37b

Untangle sentences that are mixed in grammar.

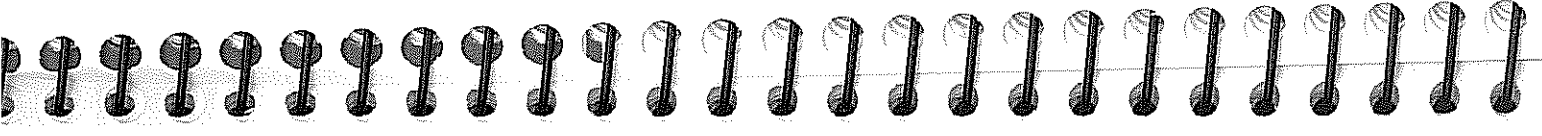
Many mixed sentences start with one grammatical plan or construction but end with a different one:

- Mixed By paying more attention to impressions than facts leads us to misjudge others.
Revised By paying more attention to impressions than facts, we misjudge others.

Constructions that use Just because clauses as subjects are common in speech but should be avoided in writing:

- Mixed Just because no one is watching doesn't mean we have license to break the law.
Revised Even when no one is watching, we don't have license to break the law.

A mixed sentence is especially likely when you are working on a computer and connect parts of two sentences or rewrite half a sentence but not the other half. A mixed sentence may also occur when you don't make the subject and predicate verb carry the principal meaning. (See 3 p. 143.)



verb or preposition (*He is the person whom I mentioned*), or a preposition and pronoun (*He knows the office where [in which] the conference will occur*).

Do not state the word being replaced in an adjective clause:

Faulty The technician whom the test depended on her was burned.
[Whom should replace her.]

Revised The technician whom the test depended on was burned.

Adjective clauses beginning with *where* or *when* do not need an adverb such as *there* or *then*:

Faulty Gases escaped at a moment when the technician was unprepared then.

Revised Gases escaped at a moment when the technician was unprepared.

Note *Whom*, *which*, and similar words are sometimes omitted but are still understood by the reader. Thus the word being replaced should not be stated.

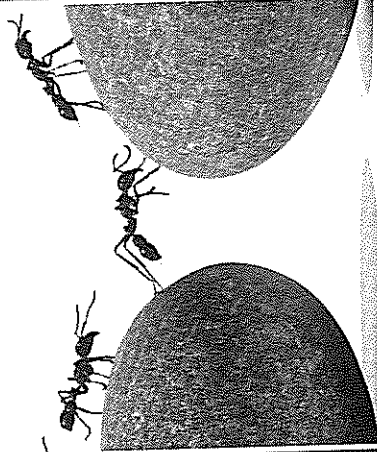
Faulty Accidents rarely happen to technicians the lab has trained them. [*Whom* is understood: . . . technicians whom the lab has trained.]

Revised Accidents rarely happen to technicians the lab has trained.

Exercise 37.2 Revising: Repeated subjects and other parts

Revise the sentences in the following paragraph to eliminate any unneeded words. If a sentence is correct as given, mark the number preceding it.

1 Archaeologists and other scientists they can often determine the age of their discoveries by means of radiocarbon dating. 2 This technique is based on the fact that all living organisms contain carbon. 3 The most common isotope is carbon 12, which it contains six protons and six neutrons. 4 A few carbon atoms are classified as the isotope carbon 14, where the nucleus consists of six protons and eight neutrons there. 5 Because of the extra neutrons, the carbon 14 atom it is unstable. 6 What is significant about the carbon 14 atom is its half-life of 5700 years. 7 Scientists they measure the proportion of carbon 14 to carbon 12 and estimate the age of the specimen. 8 Radiocarbon dating it can be used on any material that was once living, but it is most accurate with specimens between 500 and 50,000 years old.



PART 5

Punctuation

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