

# Writing Review

The COMPASS Writing Placement Test tests basic knowledge on punctuation, grammar, sentence, structure, and rhetorical skills. Brief explanations and practice exercises in these areas are provided for review.

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# I. Punctuation

**Directions for all Punctuation Exercises: Complete the practice exercises after each punctuation explanation.**

## Comma

**A comma is used after an introductory *dependent clause* (a clause at the beginning of a sentence that cannot stand alone).**

### Practice Exercises

1. While we were watching for Mom we started our homework.
2. Although she is wearing red blue is her favorite color.

**A comma is used in a compound sentence between *independent clauses* (complete thoughts) joined by coordinating conjunction *FANBOYS: For, And, Nor, But, Or, Yet, So*.**

### Practice Exercises

3. The new cars arrived yesterday and they will be delivered tomorrow.
4. Most of the lecture was interesting but some students were not impressed.

**Commas are used to separate words, phrases, or clauses in a series.**

### Practice Exercises

5. Mr. Jensen wanted us to bring apples milk and bread.
6. Rehearsals are held before school during recess and at night.
7. The supervisor wanted to know who had broken into the store why they had done so and what had been taken.

**A comma is used to set off introductory words, introductory participial or infinitive phrases, and long (generally 5 words or more) introductory prepositional phrases.**

### Practice Exercises

8. Incidentally I was not late this morning.
9. Hoping she had enough money she approached the register.
10. To arrive on time we must leave here by six.
11. In light of our financial condition building a house is not wise.

**Parenthetical statements (words, phrases, or clauses) are set off by commas. They are often words of direct address.**

**Practice Exercises**

12. The quality of the material, however, was beyond question.
13. Mr. Reyerson is, I think, a very successful salesman.
14. Jamie, please clean your room.

**Two adjectives modifying the same noun should be separated by a comma if the word and could be used between the adjectives.**

**Practice Exercises**

15. Everyone envied her dark green car.
16. His arrogant condescending manner annoyed us.

**A nonessential phrase or clause is set off by commas.**

**Practice Exercises**

17. My father who was born in southern Utah is 83 years old.
18. Officer Jones chasing after the thief grabbed the gun.
19. Lacrosse a sport played hundreds of years ago is still popular.

**An *appositive* (a word that renames the noun) is set off by commas.**

**Practice Exercises**

20. Nick Van Exel the player from the Lakers looks like a camel.
21. The award was given to Jan Carol's daughter.
22. American athletes Karl Malone and Michael Jordan are well-known to everyone.

**Use a comma when it is necessary to make the meaning of a sentence clear.**

**Practice Exercises**

23. Ever since our supplies have been stored in a warehouse.
24. Before the rainstorm everything was dry; after everything looked bright and green.

**Use commas to separate cities and states and days and years; also use commas around direct quotations.**

### **Practice Exercises**

25. We moved here from Ann Arbor Michigan three months ago.
26. Mrs. Bitters the next meeting will be on Tuesday August 13 2001 in Seattle.
27. "Scientific research" she said "has found an unhealthy diet increases your risk of cancer."

### **NO COMMAS needed to set off essential phrases or clauses.**

- My sister who lives in Massachusetts is coming to visit.  
(Because the writer has more than one sister, "who lives in Massachusetts" is necessary to identify which sister is being referred to—no commas)
- One of the policemen chasing after the thief grabbed the gun. (Participial phrase "chasing after the thief" is necessary to identify which policeman—no commas)
- The committee reached a decision that was not popular. (Adjective clauses which begin with "that" are essential—no commas)

## **Semicolon**

**Use a semicolon to connect two independent clauses when the two clauses are related.**

### **Practice Exercises**

1. I can't eat strawberries they give me a rash.
2. The soccer game begins at 2 o'clock please be on time.
3. Karen and Tom went to Clancy's for dinner they both enjoy eating seafood.
4. David left work early he had a dentist appointment at 3:00 P.M.
5. Kate always wears earmuffs during the winter her ears are extra sensitive to the cold.

**Use a semicolon to connect two independent clauses when the second clause begins with a conjunctive adverb (however, therefore, furthermore, moreover, etc.).**

### **Practice Exercises**

6. I can build a tree house with scrap lumber however, I must buy a rope ladder.
7. Ranchers put up barbed wire fences otherwise, cattle will roam to other ranches.
8. Exercising daily takes hard work nevertheless, millions of Americans do it.
9. The runner was shaking from fatigue however, she finished the marathon.
10. Walking home takes an hour furthermore, there is no sidewalk.

**Use a semicolon to join a series of items that include commas.**

**Practice Exercises**

11. I am currently taking Spanish, which I enjoy math, which I find difficult and psychology, which is my favorite subject.
12. We visited Lima, Peru Rio Dijonero , Brazil and Salt Lake City, Utah.
13. The trio's birthdays are November 17, 1971 June 9, 1975 and October 27, 1974.
14. Her favorite players are Coby Bryant, a point guard Greg Oden, a center and Brandon Roy, a forward.
15. The teenager attempted to purchase beer from the undercover officer on Friday, July 4th Saturday, July 5th and Sunday, July 6th.

**Colon**

**A colon should be used to join to independent clauses where the second clause is to be emphasized.**

**Practice Exercises**

1. Road construction in Portland has hindered travel around town parts of Broadway, Fifth, and Sixth are closed during the construction.
2. Brian was never out of his family's reach he carried is cell phone wherever he went.
3. Mike could not remember that the accident had totaled his car and put him in the hospital, but he was sure of one thing he was lucky to be alive.

**Use a colon after an independent clause that is followed by a list of items, direct quotation, or an appositive (a word or phrase that renames another noun).**

**Practice Exercises**

4. Julie went to the store for some groceries milk, coffee, cereal, and fruit.
5. I know the perfect job for her a politician.
6. In his Gettysburg Address, Abraham Lincoln urges Americans to rededicate themselves to the unfinished work of the deceased soldiers "It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

## Parentheses

Use parentheses to de-emphasize content.

### Practice Exercises

1. The movie which is rated-R has violence and adult language.
2. Her husband says that there is no better way to spend a Sunday afternoon than eating spaghetti his favorite food and watching a movie.
3. She loved the color gray of her new car.

## Dash

Use a dash to emphasize content within the dash or the content that follows the dash.

### Practice Exercises

1. It was his humor not his good looks that made him so popular.
2. There are two reasons the couple are having problems money and communication.
3. She had so many errands to do go to the store, stop by the bank, and pick-up the kids that she did not know where to begin.

Use a dash to highlight an appositive that includes commas.

### Practice Exercises

4. The three sisters Ally, Jessica, and Kirstin fought all the time.
5. There are three types of fruit oranges, papaya, and banana that I like to eat all the time.

## Quotations

Use quotations to enclose direct quotes, to highlight a word, poems, song titles, short stories, magazine articles, newspaper articles, and chapter titles.

### Practice Exercises

1. She asked, When will you be leaving for the airport? I answered, At 6:30 tomorrow morning.
2. Of Human Bondage, by Somerset Maugham
3. History is stained with blood spilled in the name of justice.

## II. Basic Grammar and Usage

### Articles

#### Types of Articles

Definite: the

Indefinite: a, an

#### Using Definite Article *the*

- use before singular and plural nouns when the noun is specific and/or definite
- used when referring to a particular member of a group
- use with noncountable nouns that are made more specific by a limiting or modifying phrase or clause, i.e., The tea in my cup is too cold.
- use when referring to something unique, i.e., *the* Pentagon
- do not use *the* when referring to noncountable nouns in the general sense.  
Example: *The* English is his second language (In this case, the use of *the* would be incorrect.)
- use *the* with noncountable nouns that are made more specific by a limiting modifying phrase or clause  
Example: *The* coffee in my cup is too hot to drink.
- use after the first reference to a thing  
Example: "I got a new car. The car is gray."

#### Using Indefinite Articles *a & an*

- use to refer to any member of a group
- use with singular nouns when the noun is general
- use the indefinite quantity word "some" for general plural nouns

#### Rules for using *a & an*

- a + singular nouns beginning with a consonant
- an + singular nouns beginning with a vowel
- a + singular noun starting with a consonant sound  
Example: "a user"
- some + plural noun

### Using *a* & *an* when noun is modified by an adjective

- a + adjective beginning with a consonant + noun
- an + adjective beginning with a vowel + noun
- a + adjective beginning with a consonant sound + noun  
Example: "a European country"

### Specific & Generic Use of Articles

- *a, an, the* can be used to refer to a noun that belongs to a whole class to which individual countable nouns belong.  
Example: "A penguin is a cute animal."  
Example: "The penguin is a cute animal."
- The omission of articles express generic meaning  
Example: "Elephants are large animals." (pl. noun)  
Example: "Happiness is a productive emotion." (noncount noun)

## Practice Exercises

**Directions for Exercises 1-10: Complete the sentences with the correct definite or indefinite article.**

1. I'm in a hurry, so maybe I'll place \_\_\_\_\_ order for takeout tonight.
2. She is one of \_\_\_\_\_ smartest people I know.
3. Have you ever bought \_\_\_\_\_ airplane ticket?
4. Please speak \_\_\_\_\_ little louder.
5. What is \_\_\_\_\_ name of the next station?
6. I have never seen \_\_\_\_\_ anteater.
7. Did you figure out \_\_\_\_\_ answer to question number eleven?
8. Is there \_\_\_\_\_ public telephone near here?
9. He left his country and came to live in \_\_\_\_\_ United States.
10. My little sister can't ride \_\_\_\_\_ bike until she's a bit taller.



## Adjectives

- Adjectives modify nouns and pronouns. Most adjectives answer questions: What kind? Which one? How many?
- Adjectives answering the What kind? question are descriptive. They tell the quality, kind or condition of the nouns or pronouns they modify.  
*red* convertible                      *dirty* fork  
*noisy* muffler                      *wild* roses  
The rain is *gentle*.      Bob was *tired*.
- Adjectives answering the Which one? question narrow or restrict the meaning of a noun. Some of these are pronouns that become adjectives by function.  
*my* money                      *our* ideas  
*this* reason                      *these* apples
- Adjectives answering the How many? question are numbering words.  
*some* people                      *each* pet  
*five* dollars                      *many* goals

## Adverbs

- Adverbs modify verbs, adjectives, and other adverbs. Adverbs answer the questions *How? Where? When?* and *To what degree?*  
Modifying Verbs: They *did* [verb] their work *quickly* [adverb].  
Modifying Adjectives: They were *reasonably* [adverb] *happy* [adjective].
- Adverbs answering the “How?” question are concerned with manner or way.  
She ate the snails *hungrily*.                      He snored *noisily*.
- Adverbs that answer the “Where?” question show location.  
They drove *downtown*.                      She walked *upstairs*.
- Adverbs answering the “When?” question indicate time.  
The ship sailed *yesterday*.                      I expect an answer *soon*.
- Adverbs that answer the “To what degree?” question express extent.  
She is *entirely* correct.                      He was *somewhat* annoyed.
- Most words ending in -ly are adverbs.  
He worked *skillfully*.                      She answered him *courteously*.
- However, there are exceptions:  
The house had a *lovely* [adjective] view.  
Your goblin mask is *ugly* [adjective].

## Practice Exercises

**Directions for Exercises 1-10: Underline the correct adjective or adverb.**

1. Chris is a (good, well) football player, but he didn't play (good, well) in his last game.
2. She cooks (good, well) enough to have her own cooking show on television.
3. Tom's (shocking, shockingly) bad behavior surprised all of us.
4. He plays both the drums and the flute (good, well).
5. Charlie returned his phone messages (prompt, promptly).
6. Because of the construction outside, it was (real, really) hard to concentrate during the lecture.
7. Tim borrowed (this, these) book from his teacher.
8. Fay and Sue (recent, recently) visited Paris.
9. After several sleepless nights, Nick had a (good, well) night's sleep last night.
10. Katie purchased (this, those) products on the Internet.

## Apostrophes

An apostrophe is a signal telling the reader that a word is either a possessive or a contraction. It is used with nouns and indefinite pronouns to show possession, to show the omission of letters and figures in contractions, and to form the plurals of letters, figures, and words referred to as words.

### Forming Possessives

- The apostrophe is used to mark the possessive. The possessive tells the reader that someone or something *owns* or *possesses* the thing that comes after the possessive. Here are some common rules about how to correctly use apostrophes to form a possessive:
- A possessive shows that something is owned by someone. Use an apostrophe and –s to form the possessive of a noun, singular or plural, that does not end in –s.

man's coat                      women's suits

- Use an apostrophe alone to form the possessive of a plural noun ending in –s.  
girls' clothes                      the Browns' house
- Use an apostrophe and –s or the apostrophe alone to form the possessive of singular nouns ending in –s. Use the apostrophe and –s only when you would pronounce the s.

James' hat or (if you would pronounce the s) James's hat

- Use an apostrophe and –s to form the possessive of certain indefinite pronouns.  
everybody's idea                      one's meat                      another's poison

### Creating Contractions

A contraction is simply two words collapsed into one. You use contractions most often in informal or personal types of writing but usually not in more formal types. When you speak, you use contractions every day. Here are some common rules about how to use apostrophes properly when creating contractions:

- Use an apostrophe to indicate that letters or figures have been omitted.  
o'clock (short for *of the clock*)                      in the '80s (short for *1980s*)
  - Use an apostrophe with pronouns only when you are making a contraction. A contraction is a combination of two words. The apostrophe in a contraction indicates where a letter has been omitted.  
it is = it's                      she has = she's                      you are = you're
  - If no letters have been left out, don't use an apostrophe.  
*WRONG*      The dog bit it's tail. (not a contraction)  
*RIGHT*                      The dog bit its tail.  
*WRONG*      Whose the leader now?  
*RIGHT*                      Who's the leader now? (a contraction of *who is*)  
*WRONG*      Its a big problem.  
*RIGHT*                      It's a big problem. (a contraction of *it is*)
- ❖ Remember that the apostrophe marks the *missing letter*. Don't make the common mistake of placing the apostrophe between the two words, such as in these cases: *should'nt, do'nt*, etc.

### Making Letters and Numerals Plural

Finally, the apostrophe is used in one other way. Although the apostrophe is never used to make a word plural, it is used to make letters and numerals plural:

- Use an apostrophe to indicate the plural of letters, figures, and words used as words.  
Dot your *i's*.                      five *8's*                      and's

## Practice Exercises

**Directions for Exercises 1-5:** On the line provided, change the following phrases into possessives (with an apostrophe or an apostrophe and an –s where necessary). Indicate all apostrophes clearly.

1. the chalk of the teachers: \_\_\_\_\_
2. the flowers of the patients: \_\_\_\_\_
3. the book of Alice: \_\_\_\_\_
4. the pulpit of the minister: \_\_\_\_\_
5. the rights of the women: \_\_\_\_\_

**Directions for Exercises 6-10:** On the line provided, write each of the following as a contraction.

6. should not: \_\_\_\_\_
7. you are: \_\_\_\_\_
8. I will: \_\_\_\_\_
9. he has: \_\_\_\_\_
10. will not: \_\_\_\_\_

**Directions for Exercises 11-15:** In the following sentences, supply the missing apostrophes.

11. Wheres my briefcase?
12. The dean ignored the mothers reaction to the new dress code.
13. June says I have my fathers eyes.
14. Cant we eat at your buddys restaurant?
15. Jans trunk wouldnt open.

# Verbs

## Tense

There are twelve verb tenses in English. That means there are twelve different ways to describe an action, depending on when it takes place. Knowing how to use verb tense correctly can help you avoid unnecessary verb shifts in your writing. All this may seem complicated, but most verbs can be classified in terms of the simple tenses –present, past, and future – and seeing how they fall into this pattern will make them easier to understand. Below is a brief review of the twelve verb tenses.

## Simple Tenses

**Present: refers to a situation that occurs now**

Example: I, we, you, they drive; He, she, it drives.

**Past: expresses an action that was completed in the past**

Example: I, we, you, he, she, it, they drove.

**Future: expresses an action that will occur in the future**

Example: I, we, you, he, she, it, they will drive.

## Progressive Tenses

**Present Progressive: describes an event in progress**

Example: I am driving; He, she, it is driving; You, we, they are driving.

**Past Progressive: describes an event that was in progress in the past**

Example: I, he, she, it was driving; You, we, they were driving.

**Future Progressive: describes an event that will take place in the future time**

I, we, you, he, she, it, they will be driving.

## Perfect Tenses

**Present Perfect: refers to a time prior to now**

Example: I, we, you, they have driven; He, she, it has driven.

**Past Perfect: viewpoint on some past time**

Example: I, we, you, he, she, it, they had driven.

**Future Perfect: viewpoint on some future time**

Example: I, we, you, he, she, it, they will have driven.

## Perfect Progressive Tenses

**Present Perfect Progressive: an action that began in the past that continues up to the present.**

Example: I, we, you, they have been driving; He, she, it has been driving.

**Past Perfect Progressive: an action taking place in the past prior to some other past**

event

Example: I, we, you, he, she, it, they had been driving.

**Future Perfect Progressive: Habitual action that begins in the present and will continue into the future**

Example: I, we, you, he, she, it, they will have been driving.

- ❖ Remember that irregular verbs do not follow the same pattern in their form as regular verbs.

## Practice Exercises

**Directions for Exercise 1: Although the main tense in the following paragraph is past, the writer correctly shifts to present tense twice. Find these two verbs in present tense. If you encounter difficulty, try reading the paragraph aloud.**

1. The Iroquois Indians of the Northeast regularly burned land to increase open space for agriculture. In fact, the early settlers of Boston found so few trees that they had to row out to the islands in the harbor to obtain fuel. Just how far north this practice extended is uncertain, but the Saco River in southern Maine appears to have been the original northern boundary of the agricultural clearings. Then, pressured by European settlement, the Iroquois extended their systematic burning far northward, even into the Maritime Provinces of Canada. (abridged from Hay and Farb, *The Atlantic Shore*)

**Directions for Exercise 2: Read the following paragraph through, and determine the main tense. Then reread it and circle the three verbs that shift incorrectly from the main tense.**

2. For the past seven years, I have called myself a swimmer. Swimming, my one sport, provides a necessary outlet for my abundant energy. I have always drawn satisfaction from exertion, straining my muscles to their limits. I don't know why pushing forward in the water, as my muscles cried out in pain, sets off a booming cheer in my head. Many times when I rounded the turn for the last lap of a race, my complaining muscles want to downshift and idle to the finish. My mind, however, presses the pedal to the floor and yells, "FASTER!" The moment that I touched the wall my muscles relax; the pain subsides. I am pleased to have passed the point of conflict. (adapted from Brendon MacLean, "Harder!")

**Directions for Exercise 3:** You will notice several shifts in tense in the following paragraph describing action in a fictional narrative. Find the six faulty shifts in tense.

3. In "The Use of Force" William Carlos Williams describes a struggle involving a doctor, two parents, and their young daughter. The doctor must obtain a throat culture from the girl, who was suspected of having diphtheria. This ordinarily simple task is hindered by the frightened and uncooperative patient, Mathilda Olson. Adding to the doctor's difficulties were the parents, who had to struggle with their own conflicting emotions. They want their daughter helped, but they did not trust the doctor to do the right thing. Sensitive to the parents' uncertainty, the doctor became more and more frustrated by Mathilda's resistance. Williams gives considerable attention to how each of the Olsons react, but it is clear that his main interest was in the doctor and his responses. (adapted from a student essay)

[http://engnet.jiangnan.edu.cn/zhxl/xzmj/owl\\_purdue/g\\_tensecEX1.html](http://engnet.jiangnan.edu.cn/zhxl/xzmj/owl_purdue/g_tensecEX1.html)

**Recognizing Subjects and Verbs** (Adapted from Wordsmith, 2007, Pamela, Arlov)

To find the subject, ask the question "Who or what \_\_\_\_\_?"

To find the subject of the verb, ask the question "Who or what \_\_\_\_\_?"

- Look for the word that expresses action.  
Example: She **applied** for a job in a different department.
- A verb will often link the subject to the rest of the sentence.  
Example: The roller coaster **looked** dangerous.
- A verb may also include a "helping verb" or a "linking verb."  
Example: They **had** not **planned** on buying a new car.
- Some verbs are compound verbs.  
Example: They had not **calculated** the payments before they **applied** for the loan.
- An infinitive form (to + go) does not act as a verb in a sentence.  
Example: Angela has *begun* **to work** from home. ("to work" cannot be the main verb. The main verb is "begun.")
- When a verb ends in -ing, it cannot act as the web in the sentence unless a helping verb precedes it.  
Example: Brian **was driving** way to fast.

(Note: You can often find the subject and verb in a sentence by eliminating any prepositional phrases.)

## Subject and Verb Agreement

When writing, remember that subjects and verbs have to agree. Below is a list of reminders for subject/verb agreement.

- When the subject of a sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb. (*AND* implies addition. The nouns or pronouns in the subject are “added” together, so they require a plural verb.)
- When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb. (*OR* and *NOR* imply only one option, so a singular verb is needed.)
- When a compound subject contains both a singular and a plural noun or pronoun joined by *or* or *nor*, the verb should agree with the part of the subject that is nearer the verb.
- Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.
- The words *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anybody*, *anyone*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb.
- Nouns such as *civics*, *mathematics*, *dollars*, *measles*, and *news* require singular verbs. (The ‘s’ at the end of these words does not mean they are plural; it’s part of their spelling.) Note: the word *dollars* is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.
- Nouns such as *scissors*, *tweezers*, *trousers*, and *shears* require plural verbs. (There are two parts to these things.)
- In sentences beginning with *there is* or *there are*, the subject follows the verb. Since *there* is not the subject, the verb agrees with what follows.
- Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as: *group*, *team*, *committee*, *class*, and *family*.
- Expressions such as *with*, *together with*, *including*, *accompanied by*, *in addition to*, or *as well* do not change the number of the subject. If the subject is singular, the verb is too.

<http://owl.english.purdue.edu/owl/resource/599/01/>



## Practice Exercises

**Directions for Exercises 1-20: For each sentence, circle the correct verb form.**

1. Ron (works, work) in a tractor factory.
2. Mail-order catalogs (makes, make) shopping easier.
3. She (has, have) a stressful job as an emergency medical technician.
4. My golden retriever puppy (grows, grow) bigger every week.
5. Drinking and driving (does, do) not mix.
6. Her estimate for the repairs (seems, seem) high.
7. When (is, are) your in-laws coming to visit?
8. The students who (lives, live) next door have loud parties.
9. Harold and Maude (expects, expect) to get married soon.
10. Your brother (budgets, budget) his salary well.
11. It (bothers, bother) me when you brag that way.
12. Each of the winners (receives, receive) \$1000.
13. Why (does, do) so many divorces happen in the United States?
14. There (is, are) sandwiches in the refrigerator.
15. The billboards on this road (spoils, spoil) the view.
16. Which (is, are) your convertible?
17. One of the clocks (shows, show) the correct time.
18. Where (has, have) you stacked the sale items?
19. I prefer guests who (doesn't, don't) smoke.
20. Neither of these computer courses (offers, offer) what I need.

## Pronouns

Pronouns take the place of or refer to nouns or other pronouns. The word or words that the pronoun refers to is called the antecedent.

### Types of Pronouns

- Subject and Object
- Reflexive
- Possessive
- Indefinite
- Demonstrative

## Subject and Object Forms of Personal Pronouns

Person	Subject		Object	
	Singular	Plural	Singular	Plural
1 <sup>st</sup> person	I	we	me	us
2 <sup>nd</sup> person	you	you	you	you
3 <sup>rd</sup> person	she/he/it	they	her/him/it	them

Example: *He* loves going skiing in the winter. (subject)

## Reflexive Pronouns

Person	Singular	Plural
1 <sup>st</sup> person	myself	ourselves
2 <sup>nd</sup> person	yourself	yourselves
3 <sup>rd</sup> person	herself/himself/itself	themselves

Example: Jane bought *herself* a new dress.

## Possessive Pronouns and Possessive Adjectives

Person	Singular	Plural	Singular	Plural
1 <sup>st</sup> person	my (book)	our (book)	mine	ours
2 <sup>nd</sup> person	your (book)	your (book)	yours	yours
3 <sup>rd</sup> person	her/his/its	their	hers/his	thiers

**Possessive adjectives are possessive forms of personal pronouns that must be followed by a noun.**

Example: That is *my* book.

**Possessive pronouns stand alone and reference who the noun belongs to.**

Example: The book is *mine*.

## Indefinite Pronouns

	some	any	No	every
<b>-body</b>	somebody	anybody	nobody	everybody
<b>-one</b>	someone	anyone	no one	everyone
<b>-thing</b>	something	anything	nothing	everything

**Indefinite pronouns are usually singular.**

**A pronoun that refers to indefinite pronouns should be singular.**

Example: If *someone* says something nice, thank *him* or *her*.

## Demonstrative Pronouns & Adjectives

Proximity	Singular	Plural
Near	this	these
Far	that	those

**Demonstrative pronoun points to and identifies a noun or a pronoun.**

Example: *This* has been a difficult year for Sarah.

**Demonstrative pronouns may act as adjectives and modify a noun rather than stand for it.**

Example: *Those plants* are poisonous.

## Practice Exercises

**Directions for Exercises 1-25: Using the information provided above, fill in the blank with the correct pronoun.**

1. \_\_\_\_\_ apples are delicious.
2. The hikers spotted \_\_\_\_\_ dogs at the end of the trail.
3. The club members agreed to pay \_\_\_\_\_ dues on time.
4. Please go over \_\_\_\_\_ before you take the test.
5. Susanne kissed \_\_\_\_\_.
6. These are \_\_\_\_\_ books.
7. That book is \_\_\_\_\_.
8. Jeff will put \_\_\_\_\_ on display.
9. After the PTA meeting, the school board announced \_\_\_\_\_ choice for Teacher of the Year.
10. Bobby took \_\_\_\_\_ dog for a walk around the block.
11. The boys thought of \_\_\_\_\_ as daring and courageous.
12. He will put a new part on \_\_\_\_\_ if necessary.
13. Andrea took \_\_\_\_\_ things and left.
14. Many of our neighbors leave \_\_\_\_\_ doors unlocked all of the time.
15. \_\_\_\_\_ computer application will not work.
16. The football team won \_\_\_\_\_ first victory.
17. Anybody who played in the championship soccer game will get \_\_\_\_\_ own trophy.
18. \_\_\_\_\_ should do *his* or *her* part to protect the environment.
19. The girls thought of \_\_\_\_\_ as good athletes.
20. If anyone wants to ask me a question about the test, \_\_\_\_\_ can see me after school.

21. Many artisans sell \_\_\_\_\_ crafts for discounted prices at the fair.
22. The book lost \_\_\_\_\_ cover during the move yesterday.
23. One of the actresses forgot \_\_\_\_\_ lines during the play.
24. Those are \_\_\_\_\_ books.
25. \_\_\_\_\_ path goes in the wrong direction.

### III. Vary Sentence Structure

When writing your essay, you should use different sentences structures to add complexity and variation to your writing.

- Alternate using simple sentences (sentences with one independent clause), compound sentences (sentence with multiple independent clauses but no dependent clauses), complex sentences (a sentence with one independent clause and at least one dependent clause, complex-compound sentence (sentence with multiple independent clauses and at least one dependent clause) to add variety and complexity to your writing.
- Vary sentence openings to change sentence structure and emphasis.

## IV. Rhetorical Skills: Writing Strategies, Organization, Style

### Prewriting & Planning

- Think about your topic and write down any ideas you have about the topic presented.
- Consider the various points of view on the topic and what supporters, and those with opposite points of view, might say and write them down.
- Organize and diagram your ideas on paper before you start to write.
- Do not go off topic.

# Essay Organization

Below is an example of how an essay might look. When planning and writing your essay, be sure your essay is coherent, logical, and has plenty of supporting details to support your position.

## Introduction

- An introduction typically includes an opening sentence to get the reader's attention, background on the subject, and a thesis statement or position on the issue.

## Body

- Body paragraphs each include a topic sentence that states thesis point/position you wish to develop.
  - Each topic sentence should be supported with evidence, examples, explanations, and information appropriate to the thesis or position.
  - When it is appropriate address counterarguments.
  - At the end of each paragraph include a summary sentence
- \*Remember to use transition words within the body paragraphs and between the paragraphs, and to think about your audience when developing your essay.**

## Conclusion

- Begin the paragraph with a thesis/position restatement to take the reader back to the broad picture.
- Make a final closing statement.

## Style

- Remember to consider your audience when writing your paper.
- Use language that is clear, concise, and is appropriate to the audience you are writing the paper for.
- Remember to use verb tense consistently and clearly.

## Editing

### **Step 1**

- Begin at the beginning of the essay and check that transitions between ideas are smooth.
- Make sure that transitions between sentences and paragraphs flow.
- Check parallel structure and clear pronoun reference.

## Step 2

- Begin at the bottom of the essay.
- Look at each sentence independently and check for grammatical errors.

## Step 3

- Go through the essay focusing on any errors that are common in your writing.

## Revising

- Make sure each paragraph has a topic sentence.
- Make sure you have provided support for your topic sentence with examples and explanations that provide specific details that support the topic sentence.
- Make sure the final sentence of the paragraph closes the paragraph.
- Make sure your ideas are in logical order.
- Use transition words effectively when moving from one thought to the next.

## Practice Exercises Answer Key

### Commas

1. While we were watching for Mom, we started our homework. (Introductory adverb clause)
2. Although she is wearing red, blue is her favorite color. (Introductory adverb clause)  
**Reminder:** Many dependent clauses will begin with a subordinate conjunction such as the following: after, although, as if, because, before, if, since, unless, when, while, etc. If the dependent clause follows the independent clause, then a comma is not needed between the two clauses.
3. The new cars arrived yesterday, and they will be delivered tomorrow.
4. Most of the lecture was interesting, but some students were not impressed.
5. Mr. Jensen wanted us to bring apples, milk, and bread. (A list separated by commas)
6. Rehearsals are held before school, during recess, and at night. (A list of phrases separated by commas)
7. The supervisor wanted to know who had broken into the store, why they had done so, and what had been taken. (A list of clauses separated by commas)
8. Incidentally, I was not late this morning. (Introductory word)
9. Hoping she had enough money, she approached the register. (Introductory participial phrase)
10. To arrive on time, we must leave here by six. (Introductory infinitive phrase)
11. In light of our financial condition, building a house is not wise. (Introductory prepositional phrase)
12. The quality of the material, however, was beyond question.

13. Mr. Reyerson is, I think, a very successful salesman.
14. Jamie, please clean your room.
15. Everyone envied her dark green car. (No comma because the car is *not* green AND dark but dark green)
16. His arrogant, condescending manner annoyed us. (His manner is arrogant AND condescending—use a comma)
17. My father, who was born in southern Utah, is 83 years old. (The adjective clause “who was born in southern Utah” is not necessary to identify “my father” because the writer only has one father—use commas)
18. Officer Jones, chasing after the thief, grabbed the gun. (Participial phrase “chasing after the thief” is not necessary to identify Officer Jones—use commas)
19. Lacrosse, a sport played hundreds of years ago, is still popular. (Unnecessary appositive “a sport played hundreds of years ago” that explains the noun—use commas)
20. Nick Van Exel, the player from the Lakers, looks like a camel.
21. The award was given to Jan, Carol’s daughter.
22. American athletes Karl Malone and Michael Jordan are well-known to everyone. (Appositive “Karl Malone and Michael Jordan” are necessary to show which American Athletes are being spoken of—no commas)
23. Ever since, our supplies have been stored in a warehouse.
24. Before the rainstorm, everything was dry; after, everything looked bright and green.
25. We moved here from Ann Arbor, Michigan, three months ago. (Use a comma after the city and after the state.)
26. Mrs. Bitters, the next meeting will be on Tuesday, August 13, 2001, in Seattle. (Use a comma after every day, date, and year.)
27. “Scientific research,” she said, “has found an unhealthy diet increases your risk of cancer.” (Use a comma after a quotation that continues and after you introduce the speaker.)      Reminder: Closing commas and periods always go inside quotation marks.

### **Semicolons**

1. I can’t eat strawberries; they give me a rash.
2. The soccer game begins at 2 o’clock; please be on time.
3. Karen and Tom went to Clancy’s for dinner; they both enjoy eating seafood.
4. David left work early; he had a dentist appointment at 3:00 P.M.
5. Kate always wears earmuffs during the winter; her ears are extra sensitive to the cold.
6. I can build a tree house with scrap lumber; **however**, I must buy a rope ladder.
7. Ranchers put up barbed wire fences; **otherwise**, cattle will roam to other ranches.
8. Exercising daily takes hard work; **nevertheless**, millions of Americans do it.

9. The runner was shaking from fatigue; **however**, she finished the marathon.
10. Walking home takes an hour; **furthermore**, there is no sidewalk.
11. I am currently taking Spanish, which I enjoy; math, which I find difficult; and psychology, which is my favorite subject.
12. We visited Lima, Peru; Rio Dijonero , Brazil; and Salt Lake City, Utah.
13. The trio's birthdays are November 17, 1971; June 9, 1975; and October 27, 1974.
14. Her favorite players are Coby Bryant, a point guard; Greg Oden, a center; and Brandon Roy, a forward.
15. The teenager attempted to purchase beer from the undercover officer on Friday, July 4th; Saturday, July 5th; and Sunday, July 6th.

### **Colon**

1. Road construction in Portland has hindered travel around town: parts of Broadway, Fifth, and Sixth are closed during the construction.
2. Brian was never out of his family's reach: he carried is cell phone wherever he went.
3. Mike could not remember that the accident had totaled his car and put him in the hospital, but he was sure of one thing: he was lucky to be alive.
4. Julie went to the store for some groceries: milk, coffee, cereal, and fruit.
5. I know the perfect job for her: a politician.
6. In his Gettysburg Address, Abraham Lincoln urges Americans to rededicate themselves to the unfinished work of the deceased soldiers: "It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

### **Parentheses**

1. The movie (which is rated-R) has violence and adult language.
2. Her husband says that there is no better way to spend a Sunday afternoon than eating spaghetti (his favorite food) and watching a movie.
3. She loved the color (gray) of her new car.

### **Dash**

1. It was his humor--not his good looks--that made him so popular.
2. There are two reasons the couple are having problems--money and communication.
3. She had so many errands to do—go to the store, stop by the bank, and pick-up the kids--that she did not know where to begin.



4. The three sisters--Ally, Jessica, and Kirstin--fought all the time.
5. There are three types of fruit— oranges, papaya, and bananas— that I like to eat all the time.

### Quotations

1. She asked, "When will you be leaving for the airport?" I answered, "At 6:30 tomorrow morning."
2. Apple just introduced the new version of the "iphone."
3. "Of Human Bondage," by Somerset Maughm

### Articles

1. I'm in a hurry, so maybe I'll place **an** order for takeout tonight.
2. She is one of **the** smartest people I know.
3. Have you ever bought **an** airplane ticket?
4. Please speak **a** little louder.
5. What is **the** name of the next station?
6. I have never seen **an** anteater.
7. Did you figure out **the** answer to question number eleven?
8. Is there **a** public telephone near here?
9. He left his country and came to live in **the** United States.
10. My little sister can't ride a bike until she's **a** bit taller.

### Adjectives and Adverbs

1. Chris is a (**good**, well) football player, but he didn't play (good, **well**) in his last game.
2. She cooks (good, **well**) enough to have her own cooking show on television.
3. Tom's (shocking, **shockingly**) bad behavior surprised all of us.
4. He plays both the drums and the flute (good, **well**).
5. Charlie returned his phone messages (prompt, **promptly**).
6. Because of the construction outside, it was (real, **really**) hard to concentrate during the lecture.
7. Tim borrowed (**this**, these) book from his teacher.
8. Fay and Sue (recent, **recently**) visited Paris.
9. After several sleepless nights, Nick had a (**good**, well) night's sleep last night.
10. Katie purchased (this, **those**) products on the Internet.

## Apostrophes

1. the chalk of the teachers: the teachers' chalk
2. the flowers of the patients: the patients' flowers
3. the book of Alice: Alice's book
4. the pulpit of the minister: the minister's pulpit
5. the rights of the women: women's rights
6. you are: you're
7. I will: I'll
8. he has: he's
9. will not: won't
10. **Where's** my briefcase?
11. The dean ignored the **mother's** reaction to the new dress code.
12. June says I have my **father's** eyes.
13. **Can't** we eat at your **buddy's** restaurant?
14. **Jan's** trunk **wouldn't** open.

## Tense

1. In this first paragraph, the two verbs in present tense--both appropriate for the situation--are indicated in **bold**.

The Iroquois Indians of the Northeast regularly burned land to increase open space for agriculture. In fact, the early settlers of Boston found so few trees that they had to row out to the islands in the harbor to obtain fuel. Just how far north this practice extended **is** uncertain, but the Saco River in southern Maine **appears** to have been the original northern boundary of the agricultural clearings. Then, pressured by European settlement, the Iroquois extended their systematic burning far northward, even into the Maritime Provinces of Canada. (abridged from Hay and Farb, *The Atlantic Shore*)

2. The main tense in this next paragraph is present. Incorrect shifts to past tense are indicated in **bold**.

For the past seven years, I have called myself a swimmer. Swimming, my one sport, provides a necessary outlet for my abundant energy. I have always drawn satisfaction from exertion, straining my muscles to their limits. I don't know why pushing forward in the water, as my muscles **cried out** in pain, sets off a booming cheer in my head. Many times when I **rounded** the turn for the last lap of a race, my complaining muscles want to downshift and idle to the finish. My mind, however, presses the pedal to the floor and yells, "FASTER!" The moment that I **touch**ed the wall my muscles relax; the pain subsides. I am pleased to have passed the point of conflict. (adapted from Brendon MacLean, "Harder!")

3. Since the following paragraph describes action in a fictional narrative, the main tense should be present. The six incorrect shifts to past tense are in bold.

In "The Use of Force" William Carlos Williams describes a struggle involving a doctor, two parents, and their young daughter. The doctor must obtain a throat culture from the girl, who **was** suspected of having diphtheria. This ordinarily simple task is hindered by the frightened and uncooperative patient, Mathilda Olson. Adding to the doctor's difficulties **were** the parents, who **had** to struggle with their own conflicting emotions. They want their daughter helped, but they **did** not trust the doctor to do the right thing. Sensitive to the parents' uncertainty, the doctor **became** more and more frustrated by Mathilda's resistance. Williams gives considerable attention to how each of the Olsons react, but it is clear that his main interest **was** in the doctor and his responses. (adapted from a student essay)

### **Subject and Verb Agreement**

1. Ron (**works**, work) in a tractor factory.
2. Mail-order catalogs (makes, **make**) shopping easier.
3. She (**has**, have) a stressful job as an emergency medical technician.
4. My golden retriever puppy (**grows**, grow) bigger every week.
5. Drinking and driving (does, **do**) not mix.
6. Her estimate for the repairs (**seems**, seem) high.
7. When (is, **are**) your in-laws coming to visit?
8. The students who (lives, **live**) next door have loud parties.
9. Harold and Maude (expects, **expect**) to get married soon.
10. Your brother (**budgets**, budget) his salary well.
11. It (**bothers**, bother) me when you brag that way.
12. Each of the winners (**receives**, receive) \$1000.
13. Why (does, **do**) so many divorces happen in the United States?
14. There (is, **are**) sandwiches in the refrigerator.
15. The billboards on this road (spoils, **spoil**) the view.
16. Which (**is**, are) your convertible?
17. One of the clocks (**shows**, show) the correct time.
18. Where (has, **have**) you stacked the sale items?
19. I prefer guests who (doesn't, **don't**) smoke.
20. Neither of these computer courses (**offers**, offer) what I need.

### **Pronouns**

1. **These** apples are delicious.
2. The hikers spotted **their** dogs at the end of the trail.
3. The club members agreed to pay **their** dues on time.
4. Please go over **these** before you take the test.

5. Susanne kissed **him**.
6. These are **our** books.
7. That book is **yours**.
8. Jeff will put **those** on display.
9. After the PTA meeting, the school board announced **its** choice for Teacher of the Year.
10. Bobby took **his** dog for a walk around the block.
11. The boys thought of **themselves** as daring and courageous.
12. He will put a new part on **that** if necessary.
13. Andrea took **her** things and left.
14. Many of our neighbors leave **their** doors unlocked all of the time.
15. **That** computer application will not work.
16. The football team won **its** first victory.
17. Anybody who played in the championship soccer game will get **his or her** own trophy.
18. **Everyone** should do *his* or *her* part to protect the environment.
19. The girls thought of **themselves** as good athletes.
20. If anyone wants to ask me a question about the test, **he or she** can see me after school.
21. Many artisans sell **their** crafts for discounted prices at the fair.
22. The book lost **its** cover during the move yesterday.
23. One of the actresses forgot **her** lines during the play.
24. Those are **our** books.
25. **This** path goes in the wrong direction.

**Texts and websites consulted for information include:**

OWL at Purdue University: <http://owl.english.purdue.edu>

Wordsmith, 2007, Pamela Arlov

Information, examples, and some practice exercises for this review packet were borrowed from OWL at Purdue University website and from handouts available through the Student Success Center at Portland Community College, Portland, OR.

## Online Grammar & Writing Resources

- Capital Community College-Sentence Sense:  
<http://webster.commnet.edu/sensen/>  
and <http://grammar.ccc.commnet.edu/grammar/>
- Dave Sperling's Grammar Page: <http://www.eslcafe.com/grammar.html>  
This website offers online instruction for a wide range of grammatical topics.
- Jack Lynch's Grammar & Style Notes:  
<http://andromeda.rutgers.edu/~jlynch/Writing/>  
This website is an online guide to grammar and style. Information is easily accessed through links on the table of contents.
- McGraw-Hill Online Learning Center:  
[http://www.mhhe.com/socscience/english/langan/langan\\_7\\_es/](http://www.mhhe.com/socscience/english/langan/langan_7_es/)  
The Student Center offers English skill practice in 52 chapters of instruction in writing and grammar. Each chapter includes objectives, chapter outline, self-quizzes, glossary, online resources, and visuals.
- Purdue Online Writing Lab:  
<http://owl.english.purdue.edu/handouts/grammar/#grammar>  
<http://owl.english.purdue.edu/workshops/pp/index.html>  
A comprehensive website that offers instruction and online practice exercises for a wide variety of grammatical exercises. A number of writing specific power point presentations are also available for viewing.
- Townsend Press Learning Center: <http://www.townsendpress.net/home.php>  
This website offers online exercises to supplement the grammar textbook *English Essentials*. Textbook is not needed to do these lessons.
- Word Surfing: <http://www.wordsurfing.co.uk/19.html>