

# SENTENCES: ELEMENTS, PATTERNS, TYPES

# **OBJECTIVES**

When you have completed the materials in this chapter, you will be able to do the following:

- Recognize basic sentence elements including subjects and predicates.
- Identify four basic sentence patterns.
- Convert fragments into complete sentences.
- Recognize basic sentence faults such as comma splices and run-on sentences.
- Punctuate statements, questions, commands, and exclamations.

## **PRETEST**

Write the correct letter after each of the following	ng numbered groups of words to identify it.
<ul><li>a = correctly punctuated sentence</li><li>b = fragment</li></ul>	c = comma splice d = run-on sentence
1. Jennifer who was recently hired as a manage	gement trainee.
2. Guitar Center's stock price increased this ye	ear, Jet Blue's decreased.
3. On the ground floor of our building are a c	afé and a bookstore.

- Some employers monitor their employees' e-mail others do not want to bother.
- **5.** Although many employees start at 6 a.m., which explains the empty parking lot.

Sentences are groups of words that express complete thoughts. In this chapter you'll review the basic elements of every sentence. In addition, you'll learn to recognize sentence patterns, types, and faults. This knowledge will be especially helpful in punctuating sentences and avoiding common sentence faults. The Writer's Workshop following this chapter introduces proofreading marks, which are useful in revising messages.

## SENTENCE ELEMENTS

To help you better understand the structure of sentences, you'll learn to distinguish between simple and complete subjects and predicates. You'll also learn to recognize and avoid fragments, comma splices, and run-on sentences.

## **SUBJECTS AND PREDICATES**

A **sentence** is a group of words that includes a subject and a predicate and expresses a complete thought. When any one of these elements is missing, readers or listeners are confused. A **simple subject** is a noun or pronoun that tells who or what the sentence is about. A **simple predicate** is a verb or verb phrase that tells or asks what the subject is doing or what is being done to the subject. The **complete subject** of a sentence includes the simple subject and all of its modifiers. The **complete predicate** includes the verb or verb phrase and its modifiers, objects, and complements.

Complete Subject	Complete Predicate
The new <i>manager</i> of the office	received a warm welcome.
All employees in the company	may choose from a benefits package.
She and I	will be applying for jobs after graduatio
The <i>person</i> who sent the e-mail	might have been a customer.

Notice in the preceding examples that the verbs in the predicate may consist of one word (*received*) or several (*will be applying*). In a **verb phrase** the **principal verb** is the final one (*applying*). The other verbs are **helping** or **auxiliary verbs**. The most frequently used helping verbs are *am*, *is*, *are*, *was*, *were*, *been*, *have*, *has*, *had*, *must*, *ought*, *can*, *might*, *could*, *would*, *should*, *will*, *do*, *does*, and *did*.

# **LOCATING SUBJECTS**

You can locate the subject in a sentence by asking, Who or what is being discussed?

Rebecca wanted out of her dead-end job. (Who is being discussed? Rebecca)

Positions in many companies are advertised online. (What is being discussed? Positions)

Don't be misled by prepositional phrases. Subjects are not found in such phrases.

In many companies *employees* must be promoted from within. (What is being discussed? *Employees*. Ignore the prepositional phrase *in many companies*.)

After January 1 applicants for all jobs must submit their résumés by e-mail. (What is being discussed? *Applicants*. Ignore the prepositional phrases *After January 1* and *for all jobs*.

#### CAREER TIP

You may be worth an additional \$5,000 or more to your employer (and to yourself) if you have writing skills, says one communications expert. Because many companies can no longer afford expensive on-site training, employees with already developed skills are much more

#### DID YOU KNOW

valuable to employers.

The English language has about three times as many words as any other language on earth. English is estimated to include at least 450,000 words. German has about

185,000; Russian, 130,000; and French, 100,000.

#### STUDY TIP

Many linking verbs also serve as helping verbs.

Note that a verb phrase is linking only when the final verb is a linking verb, such as in the phrase might have been.

Sentences may have multiple subjects joined by the conjunctions and or or.

Either the *manager* or his *assistant* will conduct the training. (What two people are being discussed? *Manager* and *assistant*)

Artwork, paint, and plants are great ways to bring color into an office. (What subjects are being discussed? Artwork, paint, and plants)

Although a sentence subject usually appears directly before a verb, in three instances the verb may precede the subject: (1) inverted sentences, (2) sentences beginning with *there* or *here*, and (3) questions.

First on the program was Jeffrey. (In this inverted sentence the verb *was* precedes the subject *Jeffrey*.)

There are many jobs listed online. (Ignore *There*, which cannot function as a sentence subject. Read the sentence as follows: *Many jobs are listed online*. Now the subject is obvious because the sentence is in its normal order.)

Are the best jobs listed online? (To locate the subject, reword this question: *The best jobs are listed online.*)

You'll learn more about locating subjects in Chapter 10.

#### SPOT THE BLOOPER



Menu at Pizzagram Plus in Guilderland, New York:

"Our food is cooked to order. We appreciate your patients."

#### **MAKING SENSE**

In addition to a subject and a predicate, a group of words must possess one additional element to qualify as a sentence. The group of words must be complete and make sense. Observe that the first two groups of words that follow express complete thoughts and make sense; the third does not. In the following examples, single underscores indicate subjects; double underscores, verbs.

Athletic shoe <u>makers</u> <u>convinced</u> us that we need \$150 tennis shoes. (Subject plus predicate making sense = sentence.)

<u>Anthony</u> now <u>owns</u> different sneakers for every sport. (Subject plus predicate making sense = sentence.)

Although sports shoe <u>manufacturers promote</u> new versions with new features (Subject plus predicate but NOT making sense = no sentence.)

## SENTENCE PATTERNS

Four basic patterns express thoughts in English sentences. As a business or professional writer, you'll most often use Patterns 1, 2, and 3 because readers want to know the subject first. For variety and emphasis, however, you can use introductory elements and inverted order in Pattern 4.

## PATTERN NO. 1: SUBJECT-VERB

In the most basic sentence pattern, the verb follows its subject. The sentence needs no additional words to make sense and be complete.

Subject	Verb	
We	worked.	
Everyone	is studying.	
She	might have called.	
All employees	are being informed.	

# PATTERN NO. 2: SUBJECT-ACTION VERB-OBJECT

When sentences have an object, the pattern is generally subject, action verb, and direct object. A **direct object** is usually a noun or pronoun that answers the question *What?* or *Whom?* 

Subject	Action Verb	Direct Object
Luke	needed	a new car.
He and a friend	questioned	the salesperson.
The sales manager	provided	good answers.

This basic sentence pattern may also employ an **indirect object** that often answers the question *To whom?* 

Subject	Action Verb	Indirect Object	Direct Object
This dealership	promises	customers	good prices.
Luke	gave	the manager	a check.
The manager	handed	him	the keys.

# PATTERN NO. 3: SUBJECT-LINKING VERB-COMPLEMENT

In the third sentence pattern, the subject precedes a linking verb and its complement. Recall from Chapter 2 that common linking verbs are *am, is, are, was, were, be, being,* and *been.* Other linking verbs express the senses: *feels, appears, tastes, sounds, seems, looks.* A **complement** is a noun, pronoun, or adjective that renames or describes the subject. A complement *completes* the meaning of the subject and always follows the linking verb.

Subject	Linking Verb	Complement	
The instructor	was	Connie Murphy.	(Noun
Our customers	are	friends.	complements)
Your supervisor	is	she.	(Pronoun
The callers	might have been	they.	(Pronoun complements)
My job	is	challenging.	(Adjective
These Web sites	will be	useful.	(Adjective complements)

## SPOT THE BLOOPER

From a
Nabisco advertisement:
"Honey
Wheat Thins
is the perfect choice because of it's slightly sweet honey taste."

## PATTERN NO. 4: INVERTED ORDER

In **inverted sentences**, the verb precedes the subject. You might use inverted order for variety or emphasis in your sentences.

Sitting in front is Michele.

Working hardest was the marketing team.

In questions, the verb may precede the subject or may be interrupted by the subject.

What is his e-mail address?

Where should the invoice be sent?

In sentences beginning with bere or there, the normal word order is also inverted.

Here are the applications.

SENTENCE FAULTS

There were three steps in the plan.

#### DID YOU KNOW



The English language evolved primarily from German

during the fifth and sixth centuries. The oldest word in the English language is *town*.

To be successful in your career, you must be able to write complete sentences that avoid three common faults: fragments, comma splices, and run-ons. You can eliminate these sentence faults by recognizing them and by applying the revision techniques described here.

#### **FRAGMENT**

A **sentence fragment** is an incomplete sentence. It may be a phrase or a clause punctuated as if it were a complete sentence. Fragments are often broken off from preceding or succeeding sentences. Avoid fragments by making certain that each sentence contains a subject and a verb and makes sense by itself. You can remedy fragments by (1) joining them to complete sentences or (2) adding appropriate subjects and verbs.

**Fragment:** Because cost-cutting saves money. That's why Wal-Mart works

hard at it.

**Revision:** Because cost-cutting saves money, Wal-Mart works hard at it.

(Join the fragment to the following complete sentence.)

**Fragment:** We're looking for a potential manager. *An individual who can* 

accept responsibility and supervise other employees.

**Revision:** We're looking for a potential manager who can accept

responsibility and supervise other employees. (Join the fragment to the preceding sentence.)

**Fragment:** My college offers many majors in business administration. *Such* 

as accounting, finance, human resources, and marketing.

**Revision:** My college offers many majors in business administration such

as accounting, finance, human resources, and marketing.

(Join the fragment to the preceding sentence.)

Fragment: The deadline for the project was moved up three days. Which

means that our team must work overtime.

**Revision:** The deadline for the project was moved up three days, which

means that our team must work overtime. (Join the fragment to the preceding sentence.)

Fragment: Although Ayla will give him some tough competition. Stephen is

confident he'll get the promotion.

**Revision:** Although Ayla will give him some tough competition, Stephen is

confident he'll get the promotion.

(Join the fragment to the following sentence.)

**Fragment:** A two-bedroom apartment that was within walking distance of

his job.

**Revision:** Derek found a two-bedroom apartment that was within walking

distance of his job.

(Add a subject and verb.)

#### SPOT THE BLOOPER



From a set of bylaws: "Each condominium

unit may have a reasonable number of household pets. Which at the desecration of the Association do not create a nuisance to other

two bloopers?)

owners." (Did you spot

#### **COMMA SPLICE**

A **comma splice** results when two sentences are incorrectly joined or spliced together with a comma. Remember that commas alone cannot join two sentences. Comma splices can usually be repaired by (1) adding a conjunction, (2) separating into two sentences, or (3) changing the comma to a semicolon.

Comma splice: Marcos supervises Shipping, Pamela manages the

Legal Department.

**Revision:** Marcos supervises Shipping, and Pamela manages the

Legal Department. (Add a conjunction.)

Comma splice: Let us help you develop your online résumé, visit us at

Resume.org.

Revision: Let us help you develop your online résumé. Visit us at

Resume.org. (Separate into two sentences.)

Comma splice: No stock prices were available today, the market was closed for

the holiday.

**Revision:** No stock prices were available today; the market was closed for

the holiday. (Change the comma to a semicolon.)

**Comma splice:** Many applicants responded to our advertisement, however only

one had computer training.

**Revision:** Many applicants responded to our advertisement; however, only

one had computer training. (Semicolons will be discussed in

Chapters 13 and 15.)

#### CAREER TIP

"What I know about grammar is its infinite power. To shift the structure of a sentence alters the meaning of the sentence, as definitely and inflexibly as the position of a camera alters the meaning of the subject photographed. Many people know camera angles now, but not so many know about sentences." -Joan Didion, author of The Year of Magical

Thinking

## **RUN-ON SENTENCE**

A **run-on sentence** joins two complete thoughts without proper punctuation. Run-on sentences can usually be repaired by (1) separating into two sentences, (2) adding a comma and a conjunction, or (3) adding a semicolon.

**Run-on:** The work ethic in America is not dead it is deeply ingrained in

most people.

**Revision:** The work ethic in America is not dead. It is deeply ingrained in

most people. (Separate into two sentences.)

**Run-on:** Charmayne thought she aced the interview she was wrong. **Revision:** Charmayne thought she aced the interview, but she was wron

Charmayne thought she aced the interview, but she was wrong. (Add a comma and a conjunction.)

**Run-on:** Send an e-mail to all committee members tell them our next

meeting will be Friday.

**Revision:** Send an e-mail to all committee members; tell them our next

meeting will be Friday. (Add a semicolon.)

#### HOT LINK

For more practice visit the Utah Valley State College Online Writing Lab at http://www.uvsc.edu/owl/. Click **Handouts.** From the following list, click Comma Splices, Run-Ons, & Sentence Fragments. You can also take a quiz about sentence faults on the site at http://www.uvsc.edu/  $owl/tests\_and\_games.html.$ 

# **PUNCTUATING FOUR SENTENCE TYPES**

The end punctuation used in a sentence depends on whether it is a statement, question, command, or exclamation.

#### **STATEMENTS**

A **statement** makes an assertion and ends with a period.

Laws require truth in advertising.

Manufacturers today must label the contents of packages.

#### STUDY TIP



as questions. For example, *I wonder whether he called* is a statement, not a question.

## **QUESTIONS**

A **direct question** uses the exact words of the speaker and requires an answer. It is followed by a question mark.

How many daily e-mail messages do you receive?

What are your peak message hours?

#### **COMMANDS**

A **command** gives an order or makes a direct request. Commands end with periods or, occasionally, with exclamation points. Note that the subject in all commands is understood to be *you*. The subject *you* is not normally stated in the command.

Shut the door. ([You] shut the door.)

<u>Insure</u> your home against fire loss. ([You] insure your home . . .)

#### **EXCLAMATIONS**

An **exclamation** shows surprise, disbelief, or strong feeling. An exclamation may or may not be expressed as a complete thought. Both subject and predicate may be implied.

Wow! We just had an earthquake!

What a wonderful time we had!

How extraordinary [that is]!

Now complete the reinforcement exercises for this chapter.



# HOTLINE QUERIES





Answered by Dr. Guffey

# Question

Q: This sentence doesn't sound right to me, but I can't decide how to improve it:

The reason I'm applying is because I enjoy editing.

Q: My colleague says that this sentence is correct: Please complete this survey regarding your satisfaction at our dealership, return it in the enclosed addressed envelope. I think something is wrong, but I'm not sure what.

# Answer

**A:** The problem lies in this construction: *the reason...is because...* Only nouns or adjectives may act as complements following linking verbs. In your sentence an adverbial clause follows the linking verb and sounds awkward. One way to improve the sentence is to substitute a noun clause beginning with *that: The reason I'm applying is that I enjoy editing.* An even better way to improve the sentence would be to make it a direct statement: *I'm applying because I enjoy editing.* 

**A:** You're right. This sentence has two independent clauses, and the writer attempted to join them with a comma. But this construction produces a comma splice. You can correct the problem by adding *and* between the clauses, starting a new sentence, or using a semicolon between the clauses.

Q: My boss wrote a report with this sentence: Saleswise, our staff is excellent. Should I change it?	A: Never change wording without checking with the author. You might point out, however, that the practice of attaching -wise to nouns is frowned on by many language experts. Such combinations as budgetwise, taxwise, and productionwise are considered commercial jargon. Suggest this revision: On the basis of sales, our staff is excellent.
Q: At the end of a letter I wrote: Thank you for recommending me to this company. Should I hyphenate thank you?	A: Do not hyphenate thank you when using it as a verb (thank you for recommending). Do use hyphens when using thank you as an adjective (I sent a thank-you note) or as a noun (I sent four thank-yous). Because thank you is used as a verb in your sentence, do not hyphenate it. Notice that thank you is never written as a single word.
Q: A fellow worker insists on saying, I could care less. It seems to me that it should be I couldn't care less. Who is right?	A: You are right. The phrase <i>I couldn't care less</i> has been in the language a long time. It means, of course, "I have little concern about the matter." Recently, though, people have begun to use <i>I could care less</i> with the same meaning. Most careful listeners realize that the latter phrase says just the opposite of its intent. Although both phrases are clichés, stick with <i>I couldn't care less</i> if you want to be clear.
Q: How should I address a person who signed a letter J. R. Henderson? I don't know whether the person is a man or a woman, and I don't want to offend anyone.	<b>A:</b> When you can't determine the gender of your reader, include the entire name in the salutation and omit the personal title ( <i>Mr., Ms., Dr.</i> ). In your letter you should use <i>Dear J. R. Henderson</i> .
Q: My friend insists that the combination all right is shown in her dictionary as one word. I say that it's two words. Who's right?	<b>A:</b> All right is the only acceptable spelling. The listing alright is shown in many dictionaries to guide readers to the acceptable spelling, all right. Do not use alright. By the way, some people remember that all right is two words by associating it with all wrong.
Q: If I have no interest in something, am I	<b>A:</b> No. If you lack interest, you are <i>uninterested</i> . The word <i>disinterested</i> means "unbiased" or "impartial" (the judge was disinterested in the cases before him).

disinterested?



Name

# REINFORCEMENT EXERCISES

٨.	(Se	<b>If-check)</b> Indicate whether the following statements are true $(T)$ or false $(F)$ .	
	1.	The predicate of a sentence indicates the person or thing being talked about.	
	2.	A group of words with a subject and a predicate is automatically a complete sentence.	
	3.	The complete subject of a sentence includes a noun or pronoun and all its modifiers.	
	4.	Two complete sentences incorrectly joined by a comma create a <i>comma splice</i> .	
	5.	You can locate the subject in a sentence by asking who or what is being discussed.	
	6.	Sentence fragments may be repaired by joining them to complete sentences or by adding appropriate subjects and verbs.	
	7.	Sentences that show strong feeling are usually concluded with question marks.	
	8.	The verb phrase might have been is considered a linking verb.	
Che	eck y	your answers below.	

B. In each of the following sentences, underline the complete subject once and the complete predicate twice. Circle the simple subject and simple predicate.

**Example:** The (manager) of our department (will be moving) to the Atlanta office.

- **1.** All in our company instruction and encouragement.
- 2. Some recent as interns during the summer.
- **3.** Either will be hired for a permanent position.
- 4. to most job applicants. and
- 5. First in line for a parking permit

In each of the following sentences underline the simple subject once and simple predicate twice.

- **6.** There are more jobs available this year than in previous years.
- 7. In her presentation Halle used PowerPoint slides to illustrate her ideas.
- **8.** Many job applicants today submit their résumés by e-mail.
- 9. She and I will be applying for jobs after graduating in May.
- 10. Are Halle and Sean competing for the same position?

1. F 2. F 3. T 4. T 5. T 6. T 7. F 8. T

patterns.		
Pattern No. 1: Subject-Verb		
<b>Example:</b> The boss <u>called</u> .		
1. The restaurant	4. Health costs	
2. Our office	<b>5.</b> The committee	
3. Students	<b>6.</b> E-mail messages	
Pattern No. 2: Subject-Action Verb-Object		
<b>Example:</b> Administrative assistants use <u>software</u> .		
7. Licia answered the	10. Congress passes	
8. FedEx delivers	11. Stock pays	
9. Salespeople sold	<b>12.</b> Students threw a	
Pattern No. 3: Subject-Linking Verb-Complement	t	
Fill in noun or pronoun complements.		
<b>Example:</b> The manager is <u>Rachel</u> .		
13. The applicant was	<b>15.</b> The caller could have been	
14. Chandra is the new	<b>16.</b> The president is	
Fill in <u>adjective</u> complements.		
<b>Example:</b> The salary is <u>reasonable</u> .		
17. My investment was	19. Our new supervisor is	
<b>18.</b> New York is	20. The report could have been	
Pattern No. 4: Inverted Order		
Revise the following inverted sentences so that the and the simple predicate twice.	subject comes first. Then underline the simple subject	ect once
<b>Example:</b> Here are the job applications from four ca The job <u>applications</u> from four candidates		
21. There is no Web site listed for that organiz	ation.	
22. Here is the agenda for the Tuesday board	meeting.	
23. Where is the meeting agenda?		
24. Next door to our office is an Italian restaur	rant.	

C. Study the following examples. Then fill in the words necessary to complete the four sentence

	frag	gment, a correctly punctuated	sentenc	ce, a comma splice, or a run-on sentence.			
		a. correctly punctuated b. fragment		c. comma splice d. run-on sentence			
	Exa	ample: Because the office will be	e closed o	on Friday.	b		
	1.	1. Anyone doing business in another country should learn what kinds of gifts are expected and when to give them.					
	2.	Russian children usually ope open gifts in front of their gi					
	3.	In Thailand a knife is not a p	proper g	gift it signifies cutting off a relationship.			
	4.	Because one third of all U.S. international trade.					
	5.	Making eye contact in Ameri	ica is a s	sign of confidence and sincerity.			
	6.	Although Italians, Middle East to each other when talking.	sterners,	and Latin Americans stand very close			
	7.	Which means that we'll have	e to learr	n how to negotiate when in Chile.			
	8.	Being on time is important in is less important.					
	9.	Filipinos take pride in their person's clothing indicates so					
	10.	In many countries people do unless they are family memb		dress each other by given names lld friends.			
E.	Rev	Revise the following sentence fragments.					
	Exa	<b>Example:</b> If I had seen the red light at the intersection. Then I could have stopped in time.					
	<u>If I I</u>	had seen the red light at the inters	section, I	could have stopped in time.			
	1.	Because I am looking for a position in hotel management. That's why I am interested in your job posting.					
	2.	• We're seeking a management trainee. Someone who has not only good communication skills but al computer expertise.					
	3.	During job interviews candidates must provide details about their accomplishments. Which is why they should rehearse answers to expected questions.					
	4.	Although an interviewer will to respond with a brief histo	• •	y start with general questions about your	background. Be careful		

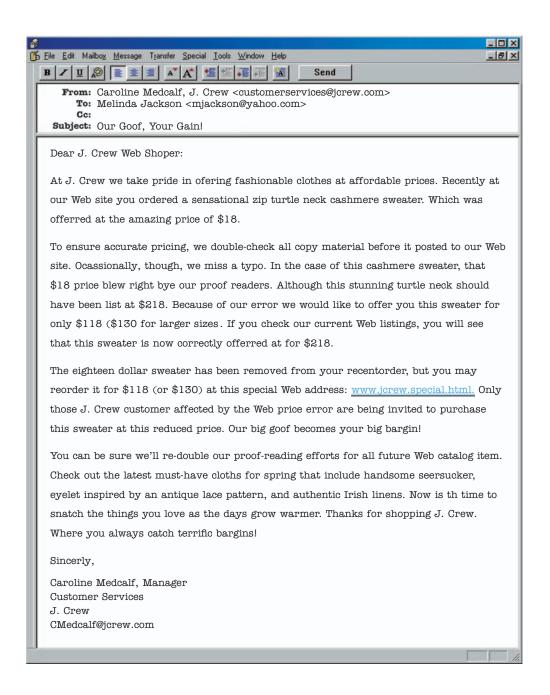
**D.** For each of the following groups of words, write the correct letter to indicate whether it represents a

	om the following list select the propriate end punctuation.	ne letter that accurately describes each of the fol	lowing sentences and ad
	<ul><li>a. statement</li><li>b. command</li></ul>	c. question d. exclamation	
Ex	cample: Take appropriate steps t	to prevent hacker attacks.	b
1.	School and work holidays and Fridays	should always be scheduled on Mondays	
2.	Do employers and workers	s contribute jointly to the retirement fund	
3.	How exciting this proposal	lis	
4.	Use Google to receive tens	of thousands of hits in a nanosecond	
5.	We wonder whether our ne	ew marketing campaign will be successful	
6.	What a terrific view we have	ve from the observatory on the tenth floor	
7.	Do you know whether Sus	an Simons received the purchase order	
8.	Turn off the power, close to	the windows, and lock the doors before you leave	ve
Н	otline Review. In the space	provided write the correct answer choice.	
1.	The reason we are moving a. because b. that	is we need more space.	
2.	I care less whe a. could b. couldn't	ether Craig becomes manager.	
3.	Is it if I leave va. all right b. alright	work early today?	
4.	It's important to have a(n) a. uninterested b. disinterested	judge during a trial.	
5.	We would like to a. thank-you b. thank you c. thankyou	_ for your careful work.	
6.	8 1	we are in a good position this year.	

sentence in inverted order. Identify each sentence.

# lenge $\cdot$ $\mathrm{EDITOR'S}$ $\mathrm{CHALLENGE}$ $\cdot$ editor's challenge $\cdot$ editor's ch

The following e-mail message contains 30 errors in sentence structure, spelling, and proofreading. Proofreading covers errors in spacing, missing letters, extra words, and so forth. When you replace a wordy phrase with one word, it counts as one correction. When you correct a comma splice, run-on, or fragment, the correction counts as two errors. Your instructor may ask you to read about proofreading marks on page 45 and the inside back cover and use those marks in noting your corrections. If you prefer, do your editing at the **Guffey Companion Web Site** at **www.thomsonedu.com/bcomm/guffey.** 



# · LEARNING WEB WAYS · LEARNING WEB WAYS · LEARNING WEB

A number of search tools—such as *Google* and *Yahoo!*—are available at specialized Web sites devoted to searching. These tools help you find Web pages related to the search term you enter. Anyone using the Web today must develop skill in using a search tool.

Goal: To become familiar with a search tool

- With your Web browser on the screen, key the following URL: http://www.google.com. Press Enter.
- 2. Look over the Google home page. Notice the categories it will search: Web, Images, Group, News, Froogle, Local, and more. Click each one and study what is available.
- 3. Click **Web** to return to Web searching.
- **4.** In the search term box, type "sentence fragments" as your term. Enclosing an expression in

- quotation marks ensures that the two words will be searched as a unit. Click **Google Search** or press **Enter.**
- 5. Google presents a screen showing the first ten hits it has located. Click any of the hits that seem most helpful to someone studying sentence structure. To return to the list, click the Back button in the upper left corner of your browser.
- **6.** Select the most helpful site. Print one or more pages (click **File**, **Print**, and **OK**).
- **7.** End your session by clicking the  $\mathbf{X}$  in the upper right corner of your browser.
- **8.** On the page(s) you printed, explain why this Web page was helpful and why it was better than others you visited. Turn in the page(s) you printed or send an e-mail to your instructor summarizing your response.

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while the correct letter after each of the following humbered items.			
	<ul><li>a = correctly punctuated sentence</li><li>b = fragment</li></ul>	c = comma splice d = run-on sentence	
1	1. The computer arrived Wednesday the printer is expected shortly.		
2	2. On the fifth floor is the Human Resources Department.		
3	3. If you agree to serve on the committee.		
4	4. On Monday my e-mail box is overflowing, on Friday my box is empty.		
5	5. Because Christine, who is one of our best employees, was ill last week.		

1. d 2. a 3. b 4. c 5. b



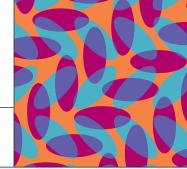
UNIT

1

# UNIT REVIEW

# Chapters 1–3

Name



Begin your review by rereading Chapters 1–3. Then check your comprehension of those chapters by writing T(true) or F(false) in the following blanks. Compare your responses with the key at the end of the book.

1.	Because of advances in technology, you can expect to be doing less communicating than ever before in today's workplace.					
2.	Usage labels such as <i>obsolete, archaic,</i> and <i>informal</i> warn dictionary users about appropriate usage.					
3.	College-level dictionaries provide in square brackets the brief history or etymology of a word.					
4.	All dictionaries use the same plan for showing the order of definitions.					
5.	Most dictionaries show noun plurals only if the plurals are irregular, such as the word <i>children</i> .					
6.	A thesaurus is a collection of words and their definitions.					
7.	Accent marks may appear before or after stressed syllables.					
8.						
9.	The terms des	<i>k</i> and <i>college-level</i> r	efer to the same kin	d of dictionary.		
10.	An electronic dictionary (also called a <i>spell checker</i> ) compares typed words with those in the computer memory.					
Read the	_	entence carefully.	Identify the parts	of speech for the	words as they are u	ised in this
	They jumped quickly into the car and looked for the correct address.					
11.	They	a. noun	b. pronoun	c. adverb	d. adjective	
12.	jumped	a. conjunction	b. preposition	c. verb	d. adverb	
13.	quickly	a. conjunction	b. preposition	c. adjective	d. adverb	
14.	into	a. conjunction	b. preposition	c. adjective	d. adverb	
15.	car	a. noun	b. pronoun	c. conjuntion	d. adverb	
16.	and	a. noun	b. pronoun	c. conjunction	d. preposition	
17.	looked	a. verb	b. adverb	c. conjunction	d. preposition	
18.	for	a. verb	b. adverb	c. conjunction	d. preposition	
19.	correct	a. verb	b. adverb	c. adjective	d. preposition	
20.	address	a. noun	b. pronoun	c. adjective	d. preposition	
		ring statements, de pace provided.	termine the word o	or phrase that correc	ctly completes that sta	tement and
21.		e Excellent commu cation, (b) skills,		elp you get a job, the	e simple subject is	

22.	In the sentence <i>There are you</i> (c) paychecks, (d) your.	er paychecks, the simple sub	ject is (a) There, (b) are,		
23.	In the sentence <i>I feel bad</i> , the v(c) subject, (d) action verb.	verb feel is considered a(n)	(a) linking verb, (b) helping verb,		
24.	The sentence <i>She sent many e-</i> (a) subject–verb, (b) subject–ac (d) subject–linking verb–object	ction verb–object, (c) subjec			
From th	ne following list select the lette a. complete sentence b. fragment	er to accurately describe ea c. comma splice d. run-on	ach of the following groups of words.		
25.	Armando hates receiving "span	m," he uses filters to avoid u	inwanted messages.		
26.	<b>26.</b> Whenever Mr. Jackson calls to confirm the shipping date.				
27.	Turn on your computer when	you arrive, and leave it on a	all day.		
28.	<b>28.</b> That company's products are excellent its service is slow, however.				
29.	29. Most of us would rather risk catastrophe than read directions.				
30.	<b>30.</b> Although he wore sandals, white socks, and a T-shirt with a beer company's logo.				
31.	31. Complete the form and send it with your check.				
32.	32. I've never had a bad day, some days are just better than others.				
33.	Your letter arrived today your I	package should be here nex	kt week.		
34.	Many companies feature profit-	sharing plans, but some en	nployees are reluctant to participate.		
35.	PepsiCo ran three commercials its core brand.	s during the Super Bowl, ho	wever, not one was devoted to		
Hotline	Review				
Write th	ne letter of the word or phrase	that correctly completes e	each statement.		
36.	We appreciate your work; b.	for completing the reg	port early. c. thank you		
37.	Is it to leave my comp a. all right b.	outer on overnight? . alright			
38.	You may have deliveries b.	if you wish. . every day	c. every-day		
39.	The reason I am late is b.	my car stalled. . that			
40.	Send me an as soon a. email b.	as you find out. . E-mail	c. e-mail		

	WRITER'S WORKSHOP	
Name		

# DEVELOPING PROOFREADING SKILLS

As you complete a set of chapters (a unit), you will find a workshop exercise that introduces various techniques to help you improve your writing skills. This first workshop emphasizes proofreading skills. You will learn about proofreading marks, which are often used by writers to edit printed material. Study the basic symbols shown here. See the inside back cover of your textbook for a more comprehensive list.

<b>=</b> Capitalize	∛ Insert apostrophe	Insert period
% Delete	♠ Insert comma	/ Lowercase
∧ Insert	√ Insert hyphen	○ Close up space

#### Example:

Proof reading marks are used by writers an editors too make corrections and revisions in printed copy they use these standard Marks for clarity and consistency. If you are revising your own work, You'll probable use these mark only occasional. In many jobs today, however, you will be working in a team environment. Where writing tasks are shared. That's when it's important to able to apply these well known marks correctly.

## **PROOFREADING TIPS**

- Use your computer's spell checker. But don't rely on it totally. It can't tell the difference between *it's* and *its* and many other confusing words.
- Look for grammar and punctuation errors. As you complete this book, you'll be more alert to problem areas, such as subject-verb agreement and comma placement.
- Double-check names and numbers. Compare all names and numbers with their sources because inaccuracies are not always visible. Verify the spelling of the names of individuals receiving the message. Most of us dislike when someone misspells our name.
- For long or important documents, always print a copy (preferably double-spaced), set it aside for at least a day, and then proofread when you are fresh.

# **Writing Application 1.1**

After you read and edit the following letter, your instructor may ask you to write a similar introductory personal business letter to her or him. On a separate sheet of paper, explain why you enrolled in this class, evaluate your present communication skills, name your major, describe the career you seek, and briefly tell about your current work (if you are employed) and your favorite activities. Your instructor may ask you to write a first draft quickly, print it, and then use proofreading marks to show corrections. Make a final copy. Double-space the rough draft; single-space the final copy. Turn in both copies. See page 385 of Appendix C for a model personal business letter. The following personal business letter contains intentional errors in typing, spelling, capitalization, and sentence punctuation. Use proofreading marks to edit this letter. You should mark 30 changes.

810 North Miller Road Marion, IN 46952 September 8, 200x

Professor Margaret M. Sullivan Department of Busness Administration Schoolcraft College Marion, IN 46954

Dear Professor Sulivan:

I enrolled this class to help me improve the way I use language I know that comunication skills are important, and I'm afraid that my pressent skills are below average. They're not good enough for me to get the kind of job I want I also enrolled in this class because its required in my major.

Accounting is my major I chose this majer because I like working with figures. And because I know that many good jobs are available in accounting. Although I thought that accountants worked totaly with figures. My advisor tells me that accountants also need to be able to explain their work to management, to fellow employees, and to clients. My language skills are not terrific, and I want to improve. When I finish my accounting program, Ihope to get a job in the entertainment industry as a Junior Accountant.

I have a parttime job at Pizza Bob's. Where I deliver pizzas to campus dormitories, or to apartments an homes. I like my job because I get to meet people and because it helps me pay for my car and it's insurance.

When I'm not studing or working, I like to surf the internet. My favorite places to visit are World wide web sites devoted to unusual hobbys and businesses. Right now I'm interested in "CyberSlice," a site showing the menus of participating pizzerias in a neighborhood. May be I can get Pizza Bob to participate!

Sincerely,

Mark Watkins

Mark Watkins