

Grammar for Communicators

A handbook on grammar, punctuation and word usage
for communication majors

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Spring 2000

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CREATING MEANING FROM CHAOS

Grammar is the set of rules we use to connect words together in ways that let us communicate ideas and information. Using the rules of grammar, we can combine words to create phrases, clauses, sentences, paragraphs and entire stories. Without these rules we would have chaos rather than communication.

For example:

On visit of day for Jubal on a beach, where Emma he rose went met his last early of the and the walk.

This jumble of words is meaningless. We can see the nouns, verbs, prepositions, adjectives and conjunctions; but their order makes no sense. Using the rules of grammar, we place nouns before their verbs to create clauses, use conjunctions and punctuation to join the clauses, and put together prepositional phrases and then position them where they will help describe, or modify, the nouns and verbs. When we are done we have created meaning from the chaos:

On the last day of his visit, Jubal rose early and went for a walk on the beach, where he met Emma.

Every college student should instinctively know how to string words together to create a coherent sentence. However, there are many nuances in the rules of the English language. Some of grammar's twists and turns may have been forgotten and others never learned. Correctly following all the rules of grammar – having consistently good grammar in your writing – implies to the reader that you are knowledgeable and know what you are writing about. Poor grammar makes the reader wonder about both your education and your credibility. This booklet is an overview of grammar and punctuation. It focuses on some common pitfalls beginning writers encounter. It is not intended as a comprehensive study of the many nuances of sentence structure and punctuation. Nor does it offer detailed explanations of gerunds, infinitives, sentence patterns or other topics examined in depth in an English grammar class.

Students looking for a more in-depth examination of grammar and punctuation – or for some good reference books on grammar, punctuation and word usage – should

consider “The Elements of Grammar” by Margaret Shertzer; “The New Fowler’s Modern English Usage,” edited by R.W. Burchfield; “The Elements of Style” by William Strunk Jr. and E.B. White; “When Words Collide, a Media Writer’s Guide to Grammar and Style,” by Lauren Kessler and Duncan McDonald; “Punctuate it Right!” by Harry Shaw; “The Associated Press Stylebook and Libel Manual,” Norm Goldstein, editor; and “Understanding English Grammar” by Martha Kolln.

Parts of speech

The words in a sentence can be categorized by their eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions and interjections.

Here is a brief explanation of each part of speech:

Noun: a word that denotes a person, place, thing or idea:

dog
Cal State Fullerton
car
democracy
death
President Clinton

Hint: Nouns in a sentence are often preceded by such words as “the,” “a” or “an,” which are called *articles*.

Pronoun: a word that stands in for a noun.

There are two cases of pronouns: subjective, which is also called nominative, and objective. Subjective pronouns are the subjects of sentences and other clauses and are also used with forms of the verb “to be” (is, am, are, was, were, will). Objective pronouns come after verbs other than forms of the verb “to be” and at the end of prepositional phrases:

Subjective Case:	Objective Case:
I	me
we	us
you	you
he	him
she	her
they	them
who	whom

I am going to the fair Friday.

Give the ball to me.

We will all ride together.

The patrol officer wouldn't let us through the road block.

They left together around midnight.

Lorna said she would meet us at noon in the University Center.

Adjective: a word that modifies, or helps describe, a noun or pronoun:

red cold
bold bright
pretty tired

a red car

a cold day

a bold decision

a bright idea

a pretty landscape

I am tired.

The house is very small.

Justice Brennan cherishes civil libertarian ideals.

Verb: a word or phrase that expresses action, condition or state of being:

run waiting
walk am
stay is
dying cherish

Those two men are waiting for Godot.

I am tired.

The house is very small.

Justice Brennan cherishes civil libertarian ideals.

Adverb: a word that modifies, or helps describe, a verb, adjective or another adverb:

likely correctly
slowly patiently

He probably will arrive early.

The cat moved cautiously around the room.

It is a very pretty day.

To boldly go where no one has gone before...

Note: Many adverbs end in *ly*.

Conjunction: a word that connects words, phrases or clauses in a sentence:

for	and
then	therefore
but	so

I bought a lottery ticket and won \$5.

I spent my winnings on a new ticket, but this time I lost.

The purse contained a brush, loose change, Kleenex and a ball point pen.

I am going to the party because all of my friends will be there.

Preposition: a word that describes a relationship among elements of the sentence:

through	into
over	under
for	of
around	on

The cat moved cautiously around the room.

Those two men are waiting for Godot.

I am going to the party because all of my friends will be there.

Interjections: a word that interrupts the sentence and is not considered essential to understanding the sentence:

Ouch! That knife is sharp.

Whew! That was a tough exam.

Oh, is that what it means?

Damn! The computer trashed my term paper.

Note: Interjections are often punctuated with an exclamation mark (!).

Parts of the Sentence

Other grammatical terms you need to be familiar with include:

Subject: the opening position in sentence patterns – filled by a noun, pronoun or noun phrase – that serves as the topic of the sentence. The subject of the sentence is the focus of the sentence:

The chairman has arrived.

The car was totaled.

The president looks tired.

The governor wants to increase funding for higher education.

However, the governor and the Legislature can't agree on how to allocate the funds.

Predicate: the verb or verb phrase that explains the action or state of being of the subject of the sentence:

The chairman has arrived.

The car was totaled.

The president looks tired.

The governor wants to increase funding for higher education.

However, the governor and the Legislature can't agree on how to allocate the funds.

Clause: a group of related words that contains both a **subject (s)** and the subject's **predicate (v)**, which tells us what the subject is doing:

We(s) are going(v) to the fair.

I(s) have(v) two black cats.

...that it(s) is(v) the right thing to do.

...who(s) was(v) my best friend in college, ...

There are two types of clauses: independent clauses and dependant clauses.

The **independent clause** is the main clause of the sentence; it is a complete thought.

It is also called a complete sentence:

We(s) are going(v) to the fair.

I(s) have(v) two black cats.

The **dependent clause** is a clause that functions as an adjective, adverb or other type of sentence modifier; it is not a complete thought and can only be understood in the context of the independent clause in the same sentence. The underlined portions of these sentences are dependent clauses:

The senator(s) denied(v) that his(s) vote had been influenced(v) by the lobby's campaign contributions.

I(s) give(v) to charities because I(s) believe(v) that it(s) is(v) the right thing to do.
Jack(s), who(s) was(v) my best friend in college, now lives(v) in Europe.

The lost patrol(s) kept marching(v) until it(s) was(v) too dark to see where they were going.

I(s) will clean(v) the garage as soon as I(s) can find(v) the time.

Note: Dependent clauses usually have an introductory word or phrase that indicates they are incomplete sentences:

as soon as	until
that	when
because	after
who	as a result of

Phrase: a group of related words that does not contain both a subject and its predicate:

California State University Fullerton

into the woods

baked potato with sour cream and chives

221B Baker St.

would have been going

A **prepositional phrase** is a special type of phrase that is introduced by a preposition and ends with a noun or pronoun, which is the object of the preposition.

Prepositional phrases serve as adjectives and adverbs:

The bird flew into the forest.

The bird flew over the forest.

The bird flew around the forest.

The bird flew through the forest.

I'm voting for the candidate with the cleverest slogan.

The man beside Gina is her husband.

The coffee shop on Pine Street has excellent croissants.

Note: Pronouns at the end of prepositional phrases are in the objective case rather than the subjective case:

Barbara is going with me.

To whom do you wish to speak?

Clara saved some desert for her.

Clarence was with them all night.

Some Common Grammar Problems

Subject-verb agreement

The subject of a sentence and its verb must “agree.” Singular subjects require singular verbs, and plural subjects require plural verbs. Be aware that while adding an “s” to a noun usually makes it plural, adding an “s” to a verb usually makes in singular.

Angela runs a hair salon.

Subjects joined by “and” are called **compound subjects** and require a plural verb:

Angela and Christie run a hair salon.

However, multiple subjects meant as a single unit or referring to the same individual take singular verbs:

A cup of coffee and the morning paper is my usual breakfast.

Becoming a cowboy and rodeo champion is his goal in life.

Subjects that are singular and followed by phrases set off by commas still take singular verbs:

Tiger Woods, accompanied by his usual large entourage, is staying at the Ritz Carlton Hotel.

Senate Republicans, as well as some dissident Democrats, plan to filibuster the bill.

Note: These phrases are introduced by words or groups of words such as “in addition to,” “as well as,” “together with,” “along with” and “accompanied by.”

Prepositional phrases usually do not affect the subject-verb agreement:

*The **board** of directors **is** meeting tonight.*

(The board is meeting tonight.)

*A **compromise** between the Democratic and GOP tax bills **appears** unlikely at this time.*

(A compromise appears unlikely at this time.)

Units of time and money take singular verbs:

***Six months** **is** a long time to wait for a response.*

*An estimated **\$450,000** **was** raised at the charity auction.*

When the subject is a fraction, percentage or a word such as “part,” “plenty,” “some” or “half,” use the prepositional phrase after the word – and your common sense – to determine if a singular or plural verb is needed:

***Two-thirds** of the Assembly **rejects** any kind of tax increase.*

(...Assembly rejects...)

***Some** of the students **are** boycotting classes today.*

(...students are boycotting...)

***Some** of the money **is** missing.*

(...money is missing.)

***Part** of the evidence **is** missing.*

(...evidence is missing.)

***Part** of the spacecraft’s engine and right wing **were** damaged during re-entry.*

(...engine and right wing were damaged...)

When the sentence structure has a compound subject joined by “not only..., but also...” use the noun closest to the verb to determine whether a singular or plural verb form is needed:

*Not only the reporter, but also his **editors** **were** honored by the judges.*

*Not only the reporters, but also their **editor** **was** honored by the judges.*

Verb forms

Sentences have three types of verb forms: linking, transitive and intransitive.

Linking verbs, which are sometimes a derivative of “to be,” describe a state of being. The verb links the subject of the sentence to the noun, adjective or phrase that comes after the verb. These words after the verb describe the subjects of the sentences:

The president looks tired today.

Doyle was comatose for two days after the fight.

The chili is much too spicy.

Transitive and intransitive verbs are action verbs; the subject of the sentence is performing the action of the verb. Transitive and intransitive verbs confuse writers more often than linking verbs because some verb forms can only be transitive and others only intransitive.

In sentences with **transitive verbs**, the action is carried from the subject through the verb to another noun, called the *direct object*, that is placed after the verb.

These sentence have transitive verbs. The underlined portions are the direct objects:

The governor vetoed the welfare bill.

Clark is reading “Stranger in a Strange Land.”

Officers fired four shots at the fleeing suspects.

I called Jack for directions to the restaurant.

In sentences with **intransitive verbs**, there is no direct object; the action stops at the verb:

Clark is reading.

Officers fired at the fleeing suspects.

I called for directions to the restaurant.

Note: “at the fleeing suspects,” “for directions” and “to the restaurant” are prepositional phrases, not direct objects.

The three most troublesome verb forms are **lie-lay**, **rise-raise** and **sit-set** because different words are used depending on whether the sentence has a direct object and needs

a transitive verb or if the sentence has no direct object after the verb and therefore needs an intransitive verb.

Lie-lay: Lie is intransitive and means “to recline;” lay is transitive and means “to put” or “to place:”

Present tense	Past Tense	Past Participle	Present Participle
lie	lay	lain	lying
lay	laid	laid	laying

*I think I will **lie** down before dinner.*

Note: “Down” is an adverb and “before dinner” is a prepositional phrase.

*You may **lay** your books on the table.*

Note: “books” is the direct object.

*Robert Dole **has lain** low since the election.*

Note: “Low” is an adverb.

*Robert Dornan **has laid** plans for a political comeback.*

Note: “Plans” is the direct object.

Rise-raise: Rise is intransitive and means “to ascend;” raise is transitive and means “to elevate:”

Present tense	Past Tense	Past Participle	Present Participle
rise	rose	risen	rising
raise	raised	raised	raising

*We **will rise** at dawn.*

Note: “At dawn” is a prepositional phrase.

*We **will raise** the flag at dawn.*

Note: “Flag” is the direct object.

*Lazarus **has risen** from the dead.*

Note: “From the dead” is a prepositional phrase.

*Jesus **has raised** Lazarus from the dead.*

Note: “Lazarus” is the direct object.

Sit-set: Sit is intransitive and means “to sit down;” set is transitive and means “to place:”

Present tense	Past Tense	Past Participle	Present Participle
sit	sat	sat	sitting
set	set	set	setting

*You may **sit** here until I return.*

Note: “Here” is an adverb and “until I return” is a prepositional phrase.

*You may **set** your books on the table.*

Note: “Books” is the direct object.

*He has **sat** there for quite a while.*

Note: “There” is an adverb and “for quite a while” is a prepositional phrase.

*He has **set** his books on the table.*

Note: “Books” is the direct object.

Sentences can also be in the **active voice** or **passive voice**.

In the **active voice**, the subject of the sentence is performing the action described by the verb. Sentences in the active voice usually have a direct object:

Mel threw a pie in the congressman’s face.

“Mel” is the subject of the sentence; “threw” is the verb; and “a pie” is the direct object.

Mel is performing the action (throwing the pie).

In the **passive voice**, the subject of the sentence is the recipient of the action, not the performer of the action. Passive sentence structure usually includes a form of the verb, “to be”:

A pie was thrown in the congressman’s face.

“A pie” is the subject of the sentence, and “was thrown” is the verb.

Good writers prefer the active voice because it uses stronger verbs and the reader and better visualize the action.

Sentences starting with “There is...” or “There are...” are always in the passive voice and should be avoided because they weaken the sentence with unnecessary words.

wrong: *There is a chance of rain for tomorrow.*

right: *Rain is expected tomorrow.*

Pronoun usage

Multiple nouns and plural pronouns:

When the pronoun refers to two or more government bodies, businesses or other entities, use plural pronouns:

*The California Coastal Commission and the Koll Co. announced Monday that **they** have reached an agreement on financing the removal of toxic waste from the Bolsa Chica wetlands.*

*The United States and Russia plan to send a manned mission to Mars next year. **Their** combined resources will cut both preparation time and the cost of the mission.*

Pronoun-noun agreement

People and animals with specific names (Lassie, Willie, Spot, Fluffy, Moby Dick etc.) are referred to by the pronouns “he,” “she,” “him,” “her,” “they,” “their,” “who” or “whom.”

Businesses, government bodies and other organizations and animals in general are referred to by the pronouns “it,” “they,” “which” or “that”:

incorrect: *The **city council** fired **their** legal counsel.*

correct: *The **city council** fired **its** legal counsel.*

incorrect: ***Apple** has lowered the price of **their** laptop computers.*

correct: ***Apple** has lowered the price of **its** laptop computers.*

incorrect: *The United States wants to punish **businesses who** deal with Libya.*

correct: *The United States wants to punish **businesses that** deal with Libya.*

incorrect: *My cat **Fergie** spent the summer convalescing from injuries **it** sustained in a fight with a dog.*

correct: *My cat **Fergie** spent the summer convalescing from injuries **she** sustained in a fight with a dog.*

incorrect: *We never found the **dog who** mauled Fergie.*

correct: *We never found the **dog that** mauled Fergie.*

If the pronoun is referring to a group of people, let the meaning of the sentence – and your common sense – help you determine which pronoun is appropriate:

incorrect: *The five-member council took **its** seat on the dais.*

Obviously, five people are not going to share one chair:

correct: *The five-member council took **their** seats on the dais.*

or: *The five council members took **their** seats on the dais.*

incorrect: *The Associated Students board gave **itself** a raise.*

The raise is not going to the board as a singular entity, it is going to the individual board members, who are people. One way to think about this is that the Associated Students organization does not write one check to the board, it writes checks to each of the board members.

correct: *The Associated Students board gave **themselves** a raise.*

correct: *Members of the Associated Students board gave **themselves** a raise.*

or: *The Associated Students gave **its** board members a raise.*

Possessive pronouns

The possessive pronouns include:

my	its
your	our
his	their
her	whose

Possessive pronouns, unlike nouns, do not have apostrophes (').

correct: *That is John's bag, and the camera next to is also **his**.*

correct: *Lynn and I own that beachfront property, and the sailboat is also **ours**.*

correct: *Animal-control officers returned the dog to **its** owners.*

Note: “It’s” is a contraction of “it is”:

***It's** (It is) a beautiful day in the neighborhood.*

Singular and plural pronouns:

Pronouns referring to other pronouns or to nouns in a sentence, called antecedents, must agree in number. Singular pronouns can only refer to singular pronouns or nouns, and plural pronouns can only refer to plural pronouns or nouns:

incorrect: *Adelsman said employers respect **someone** who can recognize **their** own weaknesses.*

correct: *Adelsman said employers respect **someone** who can recognize **his** own weaknesses.*

Many writers don't like to use this last construction – using either “his” or “her” – because they don't like using gender-specific words (assigning a sex) when referring to people in general. However, the English language does not have a singular gender-neutral pronoun to refer to people, and writers sometimes can't avoid using “his” or “her.” The best solution may be to use plural pronouns:

correct: *Adelsman said employers respect **people** who can recognize **their** weaknesses.*

incorrect: *Cover letters give job **applicants** the opportunity to introduce **himself** exactly the way **he** wants.*

correct: *Cover letters give job **applicants** the opportunity to introduce **themselves** exactly the way **they** want.*

correct: *Cover letters give a job **applicant** the opportunity to introduce **himself** exactly the way **he** wants.*

That when used with an attribution:

The attribution in a sentence is the identification of the speaker or source of information:

*police **said***

*police **reported***

*the mayor **claimed***

Use “that” to introduce a paraphrased quote or other paraphrased attributable statements if the sentence looks or sounds awkward without it. “That” is usually needed after such words as “advocate,” “argued,” “declared,” “contend,” “believe,” “claim,” or “state” – and always needed with “after,” “although,” “because,” “until,” “while” and “pointed out.”

That is used with “said” only under special circumstances.

*Jackson **pointed out that** the conclusions were based on faulty data.*

*Sen. Foghorn **said** he believed that a tax increase was needed.*

*Gloria **advocates** abortion rights.*

*He **said that because** of his ill health he would resign immediately.*

*Lee **argued that** taxes were already too high.*

*Lynn **argued for** the defense.*

*Lee **stated that** taxes were already too high.*

*Lee **said taxes** were already to high.*

*He **said that although** he supported the bill....*

*President Clinton **pointed out that** he has always supported human rights.*

*Bards **said that until** today he did not know of the slush fund.*

*He **noted that** no money had been taken out of the slush fund.*

When in doubt, include that – except with said.

“That” is not usually used with “said” unless the sentence includes a time element:

*President Nixon **said** Thursday he will go to China.*

Is the president going to China on Thursday or did he make the statement on Thursday? The placement of “that” in the sentence clarifies the sentence’s meaning:

*President Nixon **said Thursday that** he will go to China.*

*President Nixon **said that Thursday** he will go to China.*

*Detective Joe Friday **said Tuesday that** he plans to go over the evidence with the district attorney.*

*Detective Joe Friday **said that Tuesday** he plans to go over the evidence with the district attorney.*

Note: The meaning of the second sentences in these pairs of sentences is also clear with time element at the end of the sentence. This also improve the sentence structure:

President Nixon said he will go to China on Thursday.

Detective Joe Friday said he plans to go over the evidence with the district attorney Tuesday.

Who/whom

Use “who” and “whom” to refer to people and animals with specific names (Flipper, Old Yeller, Dino etc.).

“Who” is the subjective, or nominative, form and goes before the verb. Use “who” to introduce a clause or phrase that describes the subject of the sentence:

*The woman **who** hosts that TV show is my wife’s aunt.*

Whom is the objective form. Use whom when it is the object of the verb or prepositional phrase.

*The man to **whom** this letter is addressed no longer lives here.*

How do you decide when to use the nominative or objective form? Rearrange the sentence using “he,” which is nominative, or “him,” which is objective, (both “whom” and “him” end in “m”) and let your ear be your guide:

***Who/Whom** is the best candidate?*

***He** is the best candidate.*

Therefore: ***Who** is the best candidate?*

***Who/Whom** do you wish to talk to?*

*You wish to talk to **him**.*

Therefore: ***Whom** do you wish to talk to?*

*It's Frank **who/whom** is always late, not I.*

***He** is always late.*

Therefore: *It's Frank **who** is always late, not I.*

*They hanged the man **who/whom** killed Lincoln.*

***He** killed Lincoln.*

Therefore: *They hanged the man **who** killed Lincoln.*

*I will vote for **whoever/whomever** I like.*

*I like **him**.*

Therefore: *I will vote for **whomever** I like.*

Don't be confused by prepositions in the sentence and automatically use whom.

*The board could not agree on **who/whom** should lead the parade.*

The entire clause “who/whom should lead the parade” is the object of the preposition “on.”

Use the same rule and rearrange the clause using “he” or “him.”

***He** should lead the parade.*

Therefore: *The board could not agree on **who** should lead the parade.*

*The audience's bias was clearly against affirmative action and for anyone **who/whom** spoke against hiring preferences.*

The clause anyone “who/who spoke against hiring preferences” is the object of the preposition “for.”

***He** spoke against hiring preferences.*

Therefore: *The audience's bias was clearly against affirmative action and for anyone **who** spoke against hiring preferences.*

*Lynn hates the Braves so much that she will root for **whoever/whomever** they happen to be playing.*

“Whoever/whomever they happen to be playing” is the object of the preposition for.

***They** happen to be playing **him**.*

Therefore: *Lynn hates the Braves so much that she will root for **whomever** they happen to be playing.*

Who takes the verb of the noun that precedes it.

Jack, who sings in the choir, is the starting quarterback this year.

(Jack sings)

People who exercise regularly tend to get sick less often than those who don't.

(People exercise; those [people] don't exercise)

Bill is one of those people who can do no wrong.

(Bill can do no wrong)

It's Andy who is always getting into trouble.

(Andy is always getting into trouble)

Essential and nonessential clauses, phrases and words

Both essential and nonessential clauses, phrases and words provide additional information about a noun or noun phrase in a sentence. The difference between them is that an essential clause cannot be eliminated from the sentence without making the sentence confusing or changing its meaning.

A nonessential clause can be eliminated without changing the sentence's meaning. Since nonessential clauses are not necessary to comprehend the meaning of the sentence, they are set off by commas to indicate to the reader that they are not essential to the sentence. (See Essential and nonessential clauses, phrases and words on Page 25.)

This is an important distinction because the meaning of the sentence can change depending on whether the clause or phrase is essential or nonessential.

Consider the sentence:

Reporters who do not read their stylebooks should not criticize their editors.

Since there are no commas separating the clause "who do not read their stylebooks" from the rest of the sentence, the writer is telling the reader that the clause is essential to understand which reporters the sentence is referring to. Without the commas, the sentence is telling us that only one category of reporters – those who don't read their stylebooks – should not criticize their editors.

But if you separate it with commas:

Reporters, who do not read their stylebooks, should not criticize their editors.

The writer is now telling the reader that the clause is not essential to understanding which reporters the sentence is referring to. "Who do not read their stylebooks" simply adds more information about all reporters in general; it doesn't limit the statement to one category of reporters. The sentence now implies that ALL reporters do not read their stylebooks and ALL reporters should not criticize their editors.

Since it is a nonessential clause, it can be removed without changing the meaning of the sentence:

Reporters should not criticize their editors.

Here's another example of how commas – or the lack of commas – can change the meaning of a sentence:

Baboons that live in game preserves are not afraid of people.

Since it is not set off by commas, we know that the clause “that live on game preserves” is essential to understanding the sentence. We know that the sentence is only talking about the baboons living in game preserves.

Baboons, which live in game preserves, are not afraid of people.

The commas indicate to us that “which live in game preserves” is not essential to understanding the sentence and can be removed without changing the sentence's meaning:

Baboons are not afraid of people.

The following sentences contain nonessential phrases or clauses that can be taken out of the sentence without causing confusion or changing the sentence's meaning:

Diego Lopez, a building inspector for the county, said the warehouse posed a serious fire danger.

A building inspector for the county, Diego Lopez, said the warehouse posed a serious fire danger.

Bill Jackson, owner of Jackson's Liquor, was fined \$2,000 for selling alcohol to minors.

Jimmy Jones, a first-grader at Evergreen School, won the spelling bee.

Jimmy, who is 6, correctly spelled “accommodate.”

The same rule applies to proper nouns.

Bob Dole's wife, Elizabeth, earned about \$200,000 a year as the head of the Red Cross.

Dole only has one wife; her name is not essential to the understanding what wife the sentence is referring to. Giving Elizabeth Dole's name only adds additional information for the reader.

Richard Nixon's daughter Julie was at his side when he died.

Nixon had two daughters; Julie is essential to understand which daughter the sentence is referring to.

Jacqueline Onassis' son, John, was at her side when she died.

Onassis only had one son; his name is not essential to the meaning of the sentence.

Use “that” to introduce essential clauses and phrases, which are not set off by commas.

*The historic movie **that** I rented last night had some factual errors.*

“That I rented last night” is essential because it gives some context about what movie I'm talking about.

Use “which” to introduce nonessential clauses and phrases, which are set off by commas.

*The movie “Nixon,” **which** I rented last night, has some factual errors.*

“Which I rented last night” is not essential to understanding what movie I'm talking about.

*Disneyland, **which** is in Anaheim, is a popular tourist attraction.*

Only one amusement park is called Disneyland. “Which is in Anaheim” tells the reader where it is located but is not essential to understanding the sentence.

You can also sometimes eliminate “that” without causing the reader any confusion:

*The historic movie **[that]** I rented last night had some factual errors.*

*Disney's amusement park **[that is]** in Anaheim is a popular tourist attraction.*

The most important rules to remember are:

- “Which” must introduce nonessential phrases and clauses, and nonessential phrases and clauses are always set off by commas;
- “That” introduces essential phrases and clauses, and essential phrases and clauses are never set off by commas.

Substitute “who” for “which” or “that” when referring to people or pets:

*The man **who** directed “Nixon” used creative license in telling the story.*

Oliver Stone, who directed “Nixon,” used creative license in telling the story.
Flipper, who lives in the sea, is a very intelligent mammal.
Dolphins, which live in the sea, are very intelligent mammals.

PUNCTUATION

Correct punctuation is essential to clear communication. Commas, dashes, semicolons, hyphens, periods etc. have specific functions and should not – as some beginning writers seem prone to do – be scattered randomly in a sentence.

Like poor grammar, poor punctuation raises questions about the writer’s education and credibility. Poor punctuation can also raise questions about what the writer is trying to say.

Consider the following sentences:

The city is trying to lure more small business owners into the uptown retail district.

The Marx Brothers, Harpo, Chico, Groucho, and Marilyn Monroe were in a movie together.

Our trip included stops in Springfield, Massachusetts, Pottstown, Pennsylvania, and New York.

In the first sentence, is the city looking for owners of small businesses or business owners who are small in stature? Does the second sentence mean that the Marx Brothers plus three people named Chico, Harpo and Groucho, along with actress Marilyn Monroe, were all in the movie, or was Marilyn Monroe one of the Marx Brothers? In the last sentence, are Massachusetts and Pennsylvania also the names of cities, or are they simply additional information about Springfield and Pottstown?

Correct punctuation answers these questions before they arise.

The most common punctuation problems involve commas, dashes, hyphens and semicolons. Consult the punctuation chapter in the back of your “Associated Press Stylebook” for a detailed explanation of all punctuation marks.

Commas (,)

Commas primarily have two functions in a sentence: to separate words in a list and to set off words, phrases or clauses from the rest of the sentence.

Never separate the subject and verb with a comma in a simple sentence structure:

incorrect: *Pope John Paul II, will visit Miami next month.*

correct: *Pope John Paul II will visit Miami next month.*

Prepositional phrases are seldom set off by commas:

incorrect: *John Valdez, of San Diego, placed second in the race.*

correct: *John Valdez of San Diego placed second in the race.*

Other common problems with commas:

Conjunctions joining phrases and clauses

Use a comma before the conjunction when the conjunction separates two independent clauses (independent clauses are complete sentence rather than the modifier of a complete sentence):

She was glad she had looked, for a man was following her.

Rep. Jackson is touring defense plants in California, and he also plans to visit Disneyland.

Rep. Jackson is touring defense plants in California, but he will not visit the Rockwell plant in El Segundo.

The comma may be dropped if the two independent clauses are short and closely related:

They met on Monday and they married on Tuesday.

In general, however, keep the comma.

Do not use a comma before the conjunction if both verbs in the sentence share the same subject. That is, the subject of the two parts of the sentence is the same word and the word is not repeated in the second part of the sentence:

They met on Monday and [they] married on Tuesday.

Rep. Jackson is touring defense plants in California and [he] also plans to visit Disneyland.

Rep. Jackson is touring defense plants in California but [he] will not visit the Rockwell plant in El Segundo.

Note: The second part of these sentences are phrases, not clauses, because the verbs after the conjunction do not have their own subjects:

married on Tuesday

also plans to visit Disneyland

will not visit the Rockwell plant in El Segundo

So another way describe this rule is:

- Do not use a comma before the conjunction if what follows the conjunction is a phrase rather than a clause.

Introductory clauses and phrases

Use a comma after an introductory clause or phrase only if the comma will improve the meaning of the sentence:

While the congressman said he supported a strong national defense, he said he would oppose increasing funding for “Stars Wars” research.

When he had tired of the mad pace of New York, he moved back to Laguna Beach.

Short introductory phrases usually do not need a comma:

During the night a dog barked.

After dinner we went for a walk.

Eliminating the comma here does not cause confusion.

The comma does, however, force the reader to pause momentarily, which adds emphasis to the introductory phrase:

In the heat of the night, a dog barked.

Damn, he’s a good writer.

Let your ear be your guide in deciding if the comma is necessary.

Note: Use caution in starting a sentence with a prepositional phrase (“During the night,” “After dinner”) in hard-news writing because the emphasis in journalism is

usually on the person or event and the action, not on the descriptive background information.

poor: *While getting into his car Monday, President Reagan was shot.*

much better: *President Reagan was shot Monday while getting into his car.*

Make sure the sentence is written in a way that emphasizes the topic's most important elements.

Equal adjectives

Use commas between equal adjectives.

Adjectives are equal if they can be rearranged in the sentence or joined by “and” without changing the sentence's meaning:

He wore a cheap, torn suit.

He wore a torn, cheap suit.

He wore a cheap and torn suit.

Carlson writes in a thoughtful, precise manner.

Carlson writes in a precise, thoughtful manner.

Carlson writes in a thoughtful and precise manner.

Do not use a comma if adjectives nearer the noun outrank other adjectives:

The rain ruined her new spring bonnet.

“Spring” modifies bonnet, and “new” adds description to the spring bonnet.

I use an old metal milk can as an umbrella stand.

“Milk” tells us what kind of can it is; “metal” describes milk can; and “old” adds description to metal milk can.

Essential and nonessential clauses, phrases and words

Use commas to set off nonessential words, phrases and clauses. Nonessential words, phrases and clauses are additional information that can be eliminated without clouding the meaning of the sentence. (See Essential and nonessential clauses, phrases and words on Page 19.) The underlined portions of these sentences are not essential to understanding the sentence:

Police said Bishop, 24, will be arraigned Tuesday.

Bishop, who police said was driving 90 mph when he hit the bicyclist, was not hurt in the collision.

Bishop, a teller for the Bank of Commerce, apparently had been drinking before the accident.

The house, which was built in 1955, was designed by Frank Lloyd Wright.

Essential phrases and clauses are not set off by commas. Essential phrases and clauses must remain in the sentence in order for the sentence to be understood. The underlined portions of these sentences are essential to understanding the sentence:

The house next to City Hall was designed by Frank Lloyd Wright.

Trackers killed the mountain lion that mauled a young girl in Anaheim Hills.

The man who shot Liberty Valance was never charged by police for the killing.

Congress has outlawed sexually explicit photos that feature minors.

The phrases and clauses are essential to understanding what house, mountain lion, man or kind of photos we are talking about.

Note: “Which” is used only to introduce nonessential phrases and clauses, and “that” is used only to introduce essential phrases and clauses.

Series

Use commas to separate items in a series:

The qualities of a good reporter are inquisitiveness, skepticism and the ability to write well.

The American flag's colors are red, white and blue.

My favorite ethnic foods are Italian, Mexican, Thai and French.

Do not use a comma before the conjunction (and, or, but etc.) in a simple series in which each item in the list is described in one or a few words and the list has no other punctuation..

Use a comma before the conjunction when a conjunction is part of the list or when the list is complex. The comma helps the reader understand the sentence:

I had coffee, orange juice, fruit, and lox and bagels for breakfast.

Good reporters need to know how to think on their feet and ask the right questions, how to be skeptical of sources without turning into a cynic, and how to write clear and precise prose.

DASHES (–)

A dash is a long hyphen. Sometimes two hyphens (--) are used to represent a dash.

Use dashes to set off a phrase that has commas in it:

incorrect: *The Marx Brothers, Harpo, Chico, Groucho, and Marilyn Monroe were in a movie together.*

correct: *The Marx Brothers – Harpo, Chico, Groucho – and Marilyn Monroe were in a movie together.*

incorrect: *Each element in the shot: the actors, the planet and the ship has to be filmed separately and then added together in the “final composite.”*

correct: *Each element in the shot – the actors, the planet and the ship – has to be filmed separately and then added together in the “final composite.”*

correct: *He listed the qualities - intelligence, humor, conservatism and independence - that he liked in an executive.*

Use dashes to denote an abrupt change in thought in a sentence or to indicate an emphatic pause:

Smith offered a plan – it was unprecedented – to raise revenues.

I am going to South Korea next year - if I can talk my wife into it.

Note: Always leave one space before and after the dash.

Hyphens (-)

Hyphens connect some prefixes and suffixes to words and join adjectives and/or nouns together to create compound modifiers.

Compound modifiers

Compound modifiers are two or more nouns or adjectives used to describe the noun that follows them. Many compound modifiers should be hyphenated to help the reader understand their meaning:

The city is trying to lure more small-business owners into the uptown retail district.

Frank is a vertical-blinds installer for Sears.

That's a well-written paragraph.

It was an off-the-wall idea.

Let's plan an end-of-the-term party.

Words ending in “ly,” which are usually adverbs, should not be hyphenated:

a highly publicized event

an early morning run

Some common phrases don't need hyphenation because their meaning is clear to the reader:

real estate agent

income tax return

Other phrases always need hyphens because the meaning is unclear without them:

small business owner

Are you referring to a small business or a business owner who is short? Hyphenating “small-business owner” makes it clear that it is the business, not the owner, that is small.

a hazardous waste removal program

Which is hazardous, the waste itself or the process of removing it? If the story is about contaminated soil being removed from an abandoned nuclear-weapons plant, it would be a hazardous-waste removal program.

If the story is about efforts to unload a damaged garbage barge that's sinking in New York Harbor, it would be a hazardous waste-removal program.

Prefixes and suffixes

Prefixes go before the word and suffixes at the end of the word. Both change the meaning of the word they are affixed to:

The president will seek re-election, although it is unlikely that he will win.
Ex-president Gerald Ford will speak to the Rotary Club convention next week.
Hotel rates are cheaper if we go in the off-season.
These close-up photos of insects are fascinating.

There are many rules regarding whether to hyphenate prefixes and suffixes. For example, prefixes ending in a vowel are usually hyphenated only when the main word starts with the same vowel (pre-eminent, pre-existing, re-elect). Also, some words and their suffixes remain two words when used as verbs but are hyphenated or combined into one word when used as nouns or pronouns:

*The president plans to **shake up** his Cabinet.*
*The **shake-up** will probably result in the resignation of the attorney general.*
*Let's **break down** this engine and see if we can find the problem.*
*I had a **breakdown** on the freeway Monday.*

Look up the word or the prefix or suffix in your “Associated Press Stylebook” to find the proper usage.

Semicolons (;)

Semicolons fall somewhere between the comma and the period; they indicate greater separation of thought than a comma but less separation than a period.

Use semicolons between independent clauses when a coordinating conjunction is absent

Coordinating conjunctions are connecting words such as “and,” “but,” “for” and “yet.”

I hope it doesn't rain; I just washed my car.

Both the clause before and the one after the semicolon are independent because neither is dependent on the other for explaining its meaning. The semicolon could be replaced by a period, but the semicolon indicates that the two clauses are closely linked.

We carried our raft from the river to the parking lot; it was very heavy.

Notice that the subject of the second clause in this sentence is “it” and that you have to refer to the first clause to determine that “it” is referring to a raft. The close

relationship between the two clauses, and the brevity of the second clause, are why they were joined by a semicolon.

Deciding between a period and semicolon is often a judgment call by the writer, who must decide how closely he or she wants to link the sentences. The word “elsewhere” in the second clause of this sentence ties the sentences closely together and was a factor in deciding to link the two independent clauses with a semicolon:

The agreement will give Palestinians living in the West Bank town of Jericho virtual independence; Palestinians elsewhere on the West Bank will be governed by Israelis while the territory's final status is negotiated.

Use semicolons before a coordinating conjunction (and, but, yet etc.) if there are commas within the one or more of the independent clauses

The semicolon helps the reader separate the thoughts in the sentence.

We took all of the supplies out of the raft, removed the wooden benches and partially deflated it; but it was still very heavy.

Jones tried to meet every voter in the district, distributed two campaign mailers to homes, advertised on the radio and attended every candidates' forum; yet he still lost by more than 1,000 votes.

Use semicolons between items in a series that have commas inside the items

The semicolon helps the reader understand how the series is structured. Each item in this series is underlined. Notice that a semicolon is used before “and”:

Our trip included stops in Springfield, Massachusetts; Pottstown, Pennsylvania; and New York.

The study looked at three surgical procedures: cardiac catherization, in which a fine tube is inserted into the heart to investigate its condition; angioplasty, in which a balloon is introduced into constricted blood vessels in an attempt to widen them and clear blockages; and coronary artery bypass surgery, in which doctors reroute blood past blocked arteries.

Notice in this obituary that the semicolon is used to separate all items in the list, including those without commas in them:

He leaves his wife, Doris; a son, John Smith of Fullerton; three daughters: Jane Olson of Whittier, Mary Smith of Anaheim and Gail Moore of Denver; three grandchildren; and one great-grandson.

Use semicolons before a conjunctive adverb that is linking two independent clauses in a sentence

A conjunctive adverb is an adverb such as “however,” “therefore,” “moreover” or “nevertheless” that connects two sentences. Since conjunctive adverbs are not really conjunctions like “and,” “but” or “yet” – which are preceded by commas when they join two independent clauses – the two clauses must be separated by a semicolon:

Only you and I knew the combination to the safe, and I was out of town; therefore, you took the jewels from the safe.

Nearly everyone believed that Bart broke into the safe; however Lisa was able to prove that he was innocent.

Lifeguards had Baggins out of the water within minutes and applied CPR; nevertheless, he was pronounced dead the scene.

One clue that these words (“therefore,” “however” and “nevertheless”) are really adverbs and not conjunctions is that, like most adverbs, they can be moved about in the sentence:

*Only you and I knew the combination to the safe, and I was out of town; you, **therefore**, took the jewels from the safe.*

*Nearly everyone believed that Bart broke into the safe; Lisa, **however**, was able to prove that he was innocent.*

*Lifeguards had Baggins out of the water within minutes and applied CPR; he was pronounced dead, **nevertheless**, the scene.*

Exercise 1: Parts of speech

Name:

Identify the parts of speech for the words or groups of words indicated in the following sentences and explain how they are being used in the sentence.

For example:

I saw a possum yesterday in my backyard eating oranges that had fallen off a tree.

I: noun, subject of the sentence

saw: verb, predicate for the main clause

possum: noun, object of the verb saw

in: preposition

backyard: noun, object of the prepositional phrase in my backyard

eating: verb

oranges: noun, object of the verb eating

that had fallen off a tree: clause describing oranges – used as adjective

1. She sells sea shells by the sea shore.

She:

sells:

sea shells:

by:

sea shore:

2. While traveling to St. Ives, I met a man who had seven wives.

While:

St. Ives:

met:

man:

who:

had:

wives:

who had seven wives

3. The rain fell continuously all afternoon, forcing us to huddle together under the gazebo and make polite conversation with one another.

rain:

fell:

continuously:

forcing:

us:

4. The Dow Jones Industrial Average, a barometer of nation's economy, fell three points Tuesday, to 7,869.4. Dow Jones Industrial Average:

a barometer of nation's economy: fell:

5. The difference between the right word and the almost right word is the difference between lightning and the lightning bug. (Mark Twain)

difference:

between:

word:

is:

6. Sherlock Holmes shared rooms with John Watson at 221B Baker Street.

Sherlock Holms:

shared:

rooms:

with:

John Watson:

at:

221B Baker Street:

7. My cat Andy is always getting into trouble.

My:

cat:

is:

always:

getting:

into:

trouble:

8. Lions may be the king of beasts, but they keep a respectful distance from elephants.

Lions:

may be:

king:

but:

they:

keep:

distance:

from:

elephants:

9. Leo wants to go to London in the fall; however, his wife refuses to go with him.

Leo:

wants:

however:

wife:

refuses:

10. Whew! I'm glad this is the last sentence. Whew:

I:

'm glad:this is the last sentence:

Exercise 2: Sentence structure

Name:

Indicate the correct answer.

1. The sentence: Three people died in a car accident Monday night.
 - a. is in the passive voice.
 - b. is in the active voice.

2. In the sentence: Lynn works too hard.
 - a. the verb is transitive.
 - b. the verb is intransitive.

3. In the sentence: Lee Harvey Oswald shot President Kennedy.
 - a. the verb is transitive.
 - b. the verb is intransitive.

4. The sentence: Lee Harvey Oswald shot President Kennedy.
 - a. is in the passive voice.
 - b. is in the active voice.

5. Blue, white and pink flowers on the table
 - a. is a complete sentence (has both subject and verb).
 - b. is an incomplete sentence.

6. The sentence: A fast-moving brush fire destroyed 10 homes in Laguna Beach on Monday.
 - a. is in the passive voice.
 - b. is in the active voice.

7. The sentence: Ten homes in Laguna Beach were destroyed by a fast-moving brush fire Monday.
 - a. is in the passive voice.
 - b. is in the active voice.

8. In the sentence: A quick-moving brush fire destroyed 10 homes in Laguna Beach on Monday.

- a. the verb is transitive.
- b. the verb is intransitive.

9. In the sentence: Ten homes in Laguna Beach were destroyed by a fast-moving brush fire Monday.

- a. the verb is transitive.
- b. the verb is intransitive.

10. The sentence: There were few people voiting the school board election.

- a. is in the passive voice.
- b. is in the active voice.

11. Blue, white and pink flowers were placed on the table

- a. is a complete sentence.
- b. is an incomplete sentence.

12. The sentence: There were no surprises in the president address to Congress.

- a. is in the passive voice.
- b. is in the active voice.

Exercise 3: Problems with pronouns

Name:

Cross out the incorrect word in parentheses in the following sentences:

1. The board of directors fired (its, their) chief executive officer.
2. (Who, Whom) do you wish to talk to?
3. Animal control officers returned the dog to (its, his) owners.
4. Greg and his wife couldn't believe (his, their) luck when the winning lotto numbers were announced.
5. Bradley said he was looking for someone who knows (his, their) way around a newsroom.
6. The Angels granted free-agent status to (its, their) catcher yesterday.
7. People (who, whom, that) live in glass houses shouldn't throw stones.
8. A jewelry dealer, who is staying at the Huntington Beach Hilton hotel with his wife and children, said someone stole \$10,000 in diamonds from (his, their) hotel room.
9. The house, (which, that) was built in 1917, was bulldozed to make way for a new freeway.
10. and
11. Bailey is one of those people (who, whom, that) believes (she, they) can do no wrong.
12. Lassie, (which, who) was probably the best-known dog in America at one time, was really a male dog.
13. The horse (that, which) won the Kentucky Derby last year will be running at Hollywood Park on Tuesday.
14. The council could not agree on (who, whom) should lead the investigation.
15. Congressional leaders and the president said (he, they) had reached an agreement on military spending.

Exercise 4: Problems with verbs

Name:

Cross out the incorrect word in parentheses in the following sentences:

1. Martin invited the group to (sit, set) in the living room.
2. Elizabeth Taylor, along with her usual entourage, (is, are) staying at the Ritz Carlton.
3. The water district board of trustees (is, are) meeting Tuesday afternoon.
4. Billford (lie, lay) in a coma for three days.
5. Approximately \$1.5 million (were, was) raised at the land auction.
6. Being a wife and mother (was, were) all she wanted out of life.
7. The Romanian people (raised, rose) up and overthrew the Communist government.
8. Ralph spent the day (lying, laying) in bed, pondering his future.
9. The president, together with the first lady and their daughter, (are, is) going to Europe next week.
10. Congressional leaders and the White House (plan, plans) to hold talks on a compromise bill.
11. Ellery (lay, laid) his hat on the hall table and went into the drawing room.
12. Some of the money (is, are) missing from his wallet.
13. Some of the cast members (is, are) going out for drinks after tonight's show.
14. Lynn and I (am, are) going to London for Christmas.
15. Some of the club members (is, are) unhappy with the new president.

Exercise 5: Problems with punctuation and word usage

Name:

Use the proofreading marks described in your textbook or in the Associated Press stylebook to edit the following sentences for proper punctuation and word usage. Do not rewrite the sentences. Some phrases and clauses have been underlined to help you better understand the sentence. Each sentence is worth one point; there is no partial credit. Some sentences might have more than one problem, and others might have no problems.

1. Gene Fowler's "Timberline" Bob Casey's "Grand Slam" and Edna Buchanan's "The Corpse Had a Familiar Face" are three good books about journalism.2. We had coffee juice toast fruit and bacon and eggs for breakfast.
3. These three ingredients writing skills reporting skills and a curiosity about the world are essential to a good journalist.
4. The president and first lady recently took their daughter Chelsea to Disneyland.
5. Some things to remember when going on a job interview are to always dress appropriately be prepared to talk about yourself and why you think you're the best candidate for the job be familiar with the publication so you can talk about it and always carry a pen.
6. The man who works as a crossing guard at Main Street and Adams Avenue is my uncle.
7. Worf walked into the room and glared at the Romulan at the bar.
- 8 Lynn along with her law partners and their spouses are going to Lompoc for the weekend to discuss business and to play golf.
9. The bright object which we saw in the sky last night was probably Venus.
10. He is a very good writer but he has problems asking the right questions during interviews.

11. Hemingway's Key West residence which is inhabited by dozens of six-toed cats is on a busy street.
12. Possums who are nocturnal eat snails and other garden pests.
13. The U.S. flag is red white and blue.
14. John Wayne was the man that shot Liberty Valance.
15. Everyone thought Jimmy Stewart who also starred in the movie shot Liberty Valance.

Exercise 6: Problems with punctuation and word usage

Name:

Use the proofreading marks described in your textbook or in the Associated Press stylebook to edit the following sentences for proper punctuation and word usage. Do not rewrite the sentences. Each sentence is worth one point; there is no partial credit. Some sentences might have more than one problem, and others might have no problems. Some phrases have been underlined to help you understand the sentence.

1. My three cats Bob Fergie and Andy have different personalities.
2. Andy which is the youngest cat likes to stalk the other two.
3. Jordan 85 died of natural causes. (Note: Jordan was 85 years old.)4. Venus which is the brightest object in the night sky after the moon is sometimes mistaken for a UFO.
5. Sam Spade walked slowly down the dimly lit malodorous alley.
6. People that are critical of others should also be critical of themselves.
7. Sylvester Stalones last "Rocky" movie wasn't very good.8. Sirius also known as the Dog Star is in Canis Major.
9. I am going to Tanzania this summer and I hope to bring back some great lion photos.
10. I was in Kenya two years ago and also got to spend some time in Egypt.
11. Jacksons oldest son Bruce was at his side when he died.
12. Two-thirds of the population believes UFOs visited Earth but few people believe that the pyramids were built by visitors from another planet.
13. A woman told police Tuesday a naked man was washing his clothes at a Laundromat.
14. The horse Cigar which was named Horse of the Year in 1995 is favored to win the Santa Anita Derby.
15. The news media including newspapers, magazines, television and radio is frequently accused of sensationalizing the news and having a liberal bias.
16. Malcolm who is an engineer lives in a geodesic dome.

17. The Federal Reserve Board said they will not raise interest rates this month.
18. Jacqueline Onassis's personal effects were sold at auction.
19. Ford Motor Co. announced Tuesday its recalling its 1997 Mustangs to repair a problem with the cars' airbags.
20. John and Sylvia said they're going to get married next month.

Exercise 7: Problems with punctuation and word usage

Name:

Use the proofreading marks described in your textbook or in the Associated Press stylebook to edit the following sentences for proper punctuation, including possessives, and word usage. Do not rewrite the sentences. Each sentence is worth one point; there is no partial credit. Some sentences might have more than one problem, and others might have no problems.

1. The Lakers announced last week they had signed Dennis Rodman to a two-year contract.
2. Many British say they don't want to join the European Union.3. The speaker urged the group to raise up in arms against the government.
4. The Fullerton City Council has given themselves an entertainment allowance.
5. Many voters admire a candidate who is willing to admit they have learned from their mistakes.
6. The House speaker said unless he was formally indicted he would not step down from his post.
7. The coalition government said they will appoint a new prime minister.
8. Warner Bros. said it is getting out of the recording business.
9. What are you doing with Daves glasses?
10. Congress has threatened to cut off foreign aid to countries who sell arms to Iran.
11. The grand jury must decide by Tuesday if they are going to indict Jordan.
12. A characteristic of a good reporter is that they maintain their objectivity.
13. The dog was returned to its owner.
14. The bodies of dead soldiers lay scattered on the beach for several days.

15. The chairman said after he returns from lecturing in Paris he will discuss revising the curriculum.
16. People that need people are the luckiest people in the world.
17. Former President Carter attended the funeral but he didn't give the eulogy.
18. Carters wife Rosalyn also attended the funeral which was held at Bethany Baptist Church in Arlington Va.
19. A rhinoceroses horn is composed of hair follicles.
20. Darwins theory of evolution is still questioned by some religious groups.