

The Writing Lab

An Individualized Program in Writing Skills

**Second Edition
Harvey S. Wiener and Rose Palmer**

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An Individualized Program in Writing Skills

Second Edition

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with Jeffrey Kaplan

TO THE STUDENT

The Writing Lab offers you a plan-it-yourself course in basic composition skills. With the aid of your instructor, you can decide on the program that best suits your own needs. *The Writing Lab* is designed so that you study only what you don't know and needn't spend time restudying what you have already learned.

As you can see, *The Writing Lab* consists of (1) a group of nine booklets, or kits, that contain actual writing assignments and (2) a group of 37 cards that contain information on English mechanics—spelling, punctuation, word usage, sentence structure, and the like. (The table of contents is given on this card.)

- The cards are arranged alphabetically by subject matter and are numbered to help you keep them in order. As you study each booklet, keep the cards in front of you for easy reference. Not quite certain when to capitalize a certain word? Pull out Card 4 on "Capitals" and find the answer. Unsure where to put quotation marks? Pull out Card 22 on "Quotes" and you'll soon find out.

There is a Pretest (Card 36) to help you find out which technical areas of English you need to learn more about (maybe you have an idea of these already). Once you know which skills you need, you can study the cards at your own pace and in whatever order you and your instructor think best. There is also a follow-up test (Mastery Test, Card 37) so that you can judge your own growth at the end of your course.

- Each kit takes you from start to finish in the composition of a kind of paragraph that is often required in your school work. In each kit, you will see how to find a topic, how to write an opening sentence, how to develop a subject with enough details to support your idea effectively, how to bring your writing to an end. We have repeated some material for your convenience in each kit; if you already know and understand any of the information you find, skim over it quickly and move on.

You can work on the kits in any order that you and your instructor choose. Some of the more basic information does appear in the early kits; you will not go wrong, therefore, if you start with Kit 1 and work toward Kit 9. However, if that regular order does not suit your needs, decide on one that fits your requirements.

In some cases, you will write your responses directly

on the pages of the kits and on the cards themselves. In other instances, you will need more space for answers, and we suggest that you complete these assignments on separate paper.

Look over the kits before you begin. Take them out and get an idea of the general goals of each paragraph assignment. Look at the cards for a quick overview so that you know what kind of information is available for you to learn. Discuss any questions with your instructor and the other people in your class. Work out your own plan of studies according to your own needs and your instructor's suggestions. Then begin, and learn, and enjoy.

TABLE OF CONTENTS

Kit 1	A Job You Know: Clear Story Lines
Kit 2	Describing Someone You Know
Kit 3	Comparison and Contrast for Clear Explanations
Kit 4	Writing Definitions: Concrete to Abstract
Kit 5	The Language of Facts and Figures: Eye on the Tube
Kit 6	Cause and Effect: Toward Straight and Solid Thinking
Kit 7	Giving and Following Directions: A Look at Process
Kit 8	You as Correspondent: Crucial Letters
Kit 9	Note-Taking and Summarizing: Skills to Help You Learn
Card 1	Title Page/To the Student
Card 2	Abbreviations
Card 3	Apostrophes
Card 4	Capitals
Card 5	Commas
Card 6	Comparisons
Card 7	Coordination
Card 8	The Dictionary, How to Use
Card 9	End Marks
Card 10	Fragments
Card 11	Hyphens, Dashes, Parentheses, and Brackets
Card 12	-ing Openers
Card 13	The Manuscript
Card 14	Letters
Card 15	Numbers
Card 16	Outlines
Card 17	Plurals
Card 18	Possession
Card 19	Pronouns
Card 20	More About Pronouns
Card 21	Proofreading

Card 22 Quotes
Card 23 Run-Ons
Card 24 Semicolons, Colons
Card 25 Spelling: Doubling Letters; *ie* Rule
Card 26 Spelling: Word Endings
Card 27 Spelling Nightmares: Kits 1 and 2
Card 28 Spelling Nightmares: Kits 4 and 6
Card 29 Spelling Nightmares: Kits 8 and 9
Card 30 Stumpers
Card 31 More Stumpers
Card 32 Subordination
Card 33 Titles
Card 34 Verb Tenses
Card 35 Verbs: Subject and Verb Agreement
Card 36 Pretest
Card 37 Mastery Test

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2 Abbreviations

1. DEFINITION

An abbreviation is a shortened form of a word or phrase and is generally followed by a period. Although many abbreviations appear in technical writing, your writing for courses should be relatively free of abbreviations. Only the rules for the most commonly used forms appear here.

2. WHEN TO USE ABBREVIATIONS

- Dr., Mr., Mrs., Ms. (used for either a single or married woman), Messrs., Messrs., St. (for Saint) are abbreviated before people's names:

(1) Dr. Jekyll treated Ms. Hyde.

(2) Messrs. Reed and Wright wrote a book about St. Francis.

Do not abbreviate doctor or saint in the body of a sentence without the last name: He wanted a doctor to see him.

Do not abbreviate words like Professor, Governor, Captain before last names alone. If the person's first name or initial is used, abbreviations are acceptable: Senator Kennedy *or* Sen. Edward Kennedy, *not* Sen. Kennedy; Professor Higgins *or* Prof. Henry Higgins, *not* Prof. Higgins.

- Use letters to abbreviate titles or academic degrees: John Smith, Jr.; David Cooper, Esq.; Harris Stevenson, M.A.; Daniel Boone, Ph.D.

- Use letters to abbreviate well-known corporations, companies, governmental agencies. Do *not* use a period after the letters: work for IBM, join the USAF, the SALT treaty, before the UN, on ABC television, reviewed by the FBI.

- Use letters to abbreviate words that appear with numbers: at 12:01 A.M. (a.m.); after 10:00 P.M. (p.m.); in 1230 B.C., in 1492 A.D.; your order No. (or no.) 15.

Hint: Do not use # for no. or No.

- Use letters to abbreviate certain Latin expressions in business and legal writing. In formal writing, however, write out these terms:

i.e.—that is

viz.—namely

et al.—and others

CF.—compare

e.g.—for example

etc.—and so on

C.—about, approximately

3. WHEN TO AVOID ABBREVIATIONS

Avoid abbreviations in these instances:

- *No* for people's names: George Smith, not Geo. Smith.

- *No* for words as part of a name (Street, Boulevard, Avenue, Road, Mountain, Company): Blue Ridge Mountains not Blue Ridge Mts., Merriwell and Company not Merriwell and Co., Manhattan Avenue not Manhattan Av.

- *No* for the symbols &, #: my father and his boss (not my father & his boss); at No. 15 (not at #15).

Hint: Abbreviations like Inc., & Co., Bros., Ltd., are acceptable when you write official names and titles: A&P, Glencoe Publishing Co., Inc.

- *No* for parts of a book: Part I, Chapter 4, page 9 (not Pt. 1, Ch. 4, p. 9).

- *No* for school subjects: Study psychology (not study psych.); learn biology (not learn bio.).

- *No* for direction words if they come before street names: 18 East Hawaii Boulevard (not 18 E. Hawaii Boulevard). You may abbreviate direction words if they follow a street name to indicate the section of a city: 1203 Jonquil Street, N.W.

- *No* for months of the year, states, countries: in February (not in Feb.); on April 15 (not on Apr. 15); from Alabama (not from Ala.).

EXERCISES

A. Some of the following abbreviations are used incorrectly. Write the correct forms on the blank lines. If an abbreviation is correct, mark it C.

- _____ Gov. Brown went
_____ to N.Y. to appear
_____ on N.B.C. news.
- _____ The dr. visited
_____ Wm. at about
_____ 11:00 A.M.
- _____ The Merriam Co.
_____ is at #4 A St.
_____ in Rabb, Pa.
- _____ I took chem.
_____ last Jan.
_____ with Prof. Day.
- _____ Ms. Fitzpatrick,
_____ turn to Ch. 3,
_____ p. 229.
- _____ Sen. Wilson
_____ went to N.J., Fl.,
_____ etc. last Dec.
- _____ The I.R.S. office
_____ is at 10 W. Elm,
_____ Rye, W. Va.

Abbreviations

B. The following sentences contain errors in abbreviation. Some words are abbreviated when they should not be, and others need to be abbreviated. Rewrite each sentence in the space provided, making the changes you think necessary. Numbers in parentheses indicate how many changes you must make.

1. The art critic, David Grant, paid \$857.32 for painting #672. (1)

2. I have read three books of fiction, five books of poetry, etc. (1)

3. Mister Marsh sent for Doctor O'Day at 10:00 in the morning. (3)

4. The doctor spoke on CBS; he told the listeners to write to 157 W. End Avenue for a prompt reply. (1)

5. Prof. Albert stressed the importance of learning bio. (2)

6. David Ross, Ph.D., worked as a translator in the UN from Feb. 7 to Aug. 25. (2)

7. Did Saint Augustine ever visit Fl.? (2)

8. Last Nov. I went to the A.B.C. studios to try to get a better job. (2)

9. Mr. Hall said he would meet me at the corner of Main Street and Fifth Ave. (1)

10. The Mitchell Company bought out Black, Brown, and Green, Inc., last year.

3 Apostrophes

1. TO SHOW POSSESSION

Apostrophes show possession (see Card 18).

- If the word to show possession does not end in *s*, add an apostrophe *s*: a woman's choice, children's toys.
- If the word to show possession ends in *s*, add only an apostrophe: Doris' job, the employees' demands.
- Do not use apostrophes to show possession for pronouns: his book, it is theirs, the pencil is yours.

2. TO SHOW OMISSION

Apostrophes show that letters are left out of words: can't (for cannot), it's (for it is *or* it has), '80 (for 1980), she's (for she is *or* she has).

Hint: Be sure to place the apostrophe at the point where you left out the letters: haven't (have not), didn't (did not). The apostrophe goes where the "o" would have been.

3. TO FORM THE PLURAL

The apostrophe is also used to form the plural of

- numbers: 6's and 7's
- letters: t's and v's
- symbols: + 's and -'s
- words referred to as words: and's, but's, or's

Hint: Do not use apostrophes to show any other plurals.

Wrong: We sell banana's and apple's. **Right:** We sell bananas and apples.

EXERCISES

A. In order to complete the following sentences correctly, you need to add apostrophes to some of the words in parentheses. Write the word or words correctly in the space provided in front of each sentence. If a word is correct, place a capital C on the line.

- _____ 1. (Its) too late to go to the movies.
_____ 2. Anyone with a pair of (5s) wins the card game.
_____ 3. She (isnt) ready for marriage.

- _____ 4. This sweater is (yours) and not (Roberts).
_____ 5. She never remembered to cross her (ts) or dot her (is).
_____ 6. (Hes) not sure of the correct answer.
_____ 7. The (ands), (buts), (ors), and other short words are not capitalized in titles.
_____ 8. My (fathers) (tools) are very expensive.
_____ 9. I (cant) believe that you (havent) seen the painting *The Spirit of (76)*.
_____ 10. The (boys) bicycles were destroyed in the garage fire.

B. Each of the following paragraphs contains five words that require apostrophes. As you locate these errors circle them; then write the correct forms of the words in the spaces below each paragraph.

(1) The Johnsons children are always getting into trouble, but its not always their fault. Since they didnt go to camp last summer, they decided to collect old newspapers. However, the boys enthusiasm led them astray. They followed the newsboys as they delivered their daily papers and then the boys collected their neighbors papers before they had a chance to read them.

1. _____ 2. _____
3. _____ 4. _____
5. _____

(2) When the price of gasoline was higher at Phyllis station than Jakes, we didnt go to either of them. We walked. That was back in 79 when we thought the 99s on all the pumps were outrageous.

1. _____ 2. _____
3. _____ 4. _____
5. _____

4 Capitals

Most errors in capitalization occur because the writer capitalizes words which should not be capitalized, rather than the other way around. Examine the following groups to determine correct use for capitals.

1. PEOPLE

- Capitalize words used as names: On the big day, Mother wore a crisp, green gown, and Dad wore his new suit.
- Capitalize members of groups, races, nationalities, religions: Indians, Jews, Catholics, Mexicans, Europeans, French.
- Capitalize titles of people: Dr. Johnson, President Buchanan, Representative Rayburn.

2. GEOGRAPHIC LOCATIONS

- Capitalize names of cities, countries, states, geographical areas: France, Seattle, South Dakota: The temperature climbed to a humid 94° in the South, while the North (*used to indicate geographical area*) suffered under chilling winds.
- Do not capitalize words like north, south, east, or west when they name directions: Early in May brilliant red birds flew north (*used to indicate direction*).

3. SCHOOLS, COURSE TITLES, BUSINESSES

- Capitalize the names of schools, specific course titles, and all language courses: Ed Johnston went to UCLA and had difficulty with Botany I and German.
- Do not capitalize references to a general school subject: I certainly hope Ed didn't give up his study of science.
- Capitalize the names of specific companies or institutions: Ms. Gold moved from General Motors to the Ford Motor Company.

4. DIRECT QUOTATIONS AND TITLES

- In addition to capitalizing the first word in every sentence, be sure to capitalize the first word in a direct quotation: In a booming voice he shouted, "Don't give up the ship!"
- Do not capitalize after an interruption in the quote: "Believe me," Jane remarked, "there is nothing careless about his action."
- Capitalize the first, last, and all important words in titles of books, themes, songs, plays, movies, television programs, magazines and newspapers. (Unless they are the first words in titles, do not capitalize words like an, a, the, of, and, but, as, to, for, from, in, on, over.) *Lord of the Rings*, *The Wall Street Journal*, "What I Did on My Summer Vacation."

5. DAYS, MONTHS, HOLIDAYS

- Capitalize days of the week, months of the year, and holidays: Thursday, November 27, Thanksgiving Day, loomed cold and snowy.
- Do not capitalize seasons: White roses bloomed in late spring, but the deep red ones did not appear until summer.

6. SALUTATIONS AND CLOSINGS

- In salutations of letters, capitalize the first word and all names or titles: Madam, Dear Mary, Gentlemen, Dear Ms. Johnson.
- In closings, capitalize first word only: Yours truly, Very truly yours, Your friend, Sincerely yours, Yours sincerely, Cordially yours.

7. DO NOT CAPITALIZE

- trees: elm, oak, walnut.
- flowers: rose, carnation, orchid.
- birds: sparrow, blue jay, robin.
- animals: lion, tiger, elephant.
- games: baseball, football, tennis.
- members of a class: freshman, sophomore, junior, senior.

EXERCISES

Insert the capitals needed in the following sentences. If a sentence is correct, mark C next to the sentence number.

1. The famous dr. johnson spoke at aunt ruth's garden party.
2. Does memorial day have anything to do with world war I?
3. If Jean passes latin and greek, french and spanish should be a cinch.
4. jackie got a job at schrader research company last tuesday.
5. At the end of her first day, she said, "this is a great place to work!"
6. The indians were neither jews nor catholics when the english first arrived in what is now the united states.
7. Dominick went from jamesburg elementary school to jamesburg high school to the university of maryland.
8. My mother edith thought *roots* was a great book and *a woman called moes* an excellent television movie.
9. Last october, in the middle of fall, the roses started to bloom and the robins came back.
10. I guess labor day marks the end of summer for the hunts because they came back to the south after spending july and august in maine.
11. The mexicans and the indians were here long before the english arrived.
12. When is uncle max coming back from his tour of spain, portugal, and greece?

5 Commas

1. COORDINATION

- Use a comma before *and*, *but*, *or*, *nor*, *for* when you use these words to join two complete thoughts in a single sentence. *Examples:* Louella takes the uptown bus in the morning, but she walks all the way home in the evening. Eric was the most popular man on campus, for he never had a bad word about anyone. See also Card 7, Coordination.
- You may leave out the comma in a compound sentence if both complete thoughts are very short: *Example:* Mickey sang and Pat danced.

EXERCISES

Add commas where necessary in the following sentences.

1. Peter Piper and Roberta Redwing had dinner together and they ate everything in sight.
2. Lucille wept but Morey laughed.
3. Are you going to your grandfather's party or are you driving to the country?
4. Mario ate and drank a great deal for it was his birthday.
5. The sun will not bleach these jeans nor will it cause my enthusiasm to fade.

2. SUBORDINATION

- Use a comma after a word group that is subordinate (see Card 32) to the word group that comes after it. *Examples:* When the moon comes over the mountain, you'll know that night has finally arrived. Because she worked hard, she was named employee of the month.

Notice that in these examples the subordinate word group cannot stand alone as a complete thought but is dependent upon the complete thought that follows it.

- If the subordinate word group comes at the end of a sentence, use a comma before it only if the word group is very long. *Examples:* She enjoyed the movie immensely although it made her cry. (Comma not necessary.) She enjoyed the movie immensely, although it made her cry to think that all that poverty really existed in the world. (Comma needed.)

EXERCISES

Add commas where necessary in the following sentences.

1. If the old man gets tired please offer to drive him home.
2. Although you are his favorite niece you should not take advantage of his good nature.
3. The doctor ordered them to operate immediately because she was dying.
4. As soon as the fishing lines are untangled you may cast again.
5. I'm going to come out of the attic when my son says the coast is clear and all the rock fans have come and gone.

3. THINGS IN SERIES

Use commas to separate items in a series: Evy, Ivan, and Eva are in the new play at the Roxy. I came, I saw, I conquered this little town.

EXERCISES

Separate the items in series in these sentences by adding commas where they belong.

1. He huffed puffed and blew my house in.
2. In the mornings I read napped and walked on the beach.
3. If Jerry calls, tell him I left town joined the army or died.
4. She he and we ran jumped and skipped.
5. Marty ate two strips of bacon two scrambled eggs and two pieces of buttered toast.

4. PARENTHETICAL WORDS

Sometimes a writer will insert a comment, explanation, side remark, or any other group of words into the regular flow of ideas in order to make the meaning clearer, or to create a special effect. If the word or words so used can be omitted without changing the basic meaning of the sentence, these words must be set off by commas. These words are called parenthetical because they are unimportant enough to be put in parentheses if the writer wishes. *Examples:* Carl was speaking, *of course*, only for himself. (If the words *of course* are omitted, the sentence is still completely understandable.) Does he, *in spite of everything*, continue to think of himself as beaten?

Hint: If the word or word group is parenthetical—and therefore requires commas—the sentence should make sense if that word or word group is left out.

EXERCISES

Add commas to set off parenthetical ideas in these sentences.

1. Janet whatever you may think is going to win the Kentucky Derby.
2. I will invite him however if he shapes up.
3. His exact words I believe were "Tell it to the judge."
4. A child it is true usually knows the difference between right and wrong.
5. We knew for certain that Mr. Ajax was loaded.

5. IDENTIFICATION

Words or word groups that identify or describe other words or word groups in a sentence must be set off by commas. *Examples:* My partner, *a real family man*, goes home promptly at 5:00 p.m. (The italicized words identify and describe my partner.) *A woman of great responsibility*, she is a natural leader. (The italicized word groups identifies "she" in the second part of the sentence.)

Commas

EXERCISES

Add commas where necessary in the following sentences.

1. Woody Allen the award-winning writer actor and director will be here tomorrow night.
2. Cavitron a modern miracle of science prevents tooth decay.
3. My Aunt Claire a good friend and great sport took us to the theater.
4. I hope to go to Pamplona an important Spanish bullfight town.
5. My brother the one with the big ears is too bashful to call her.

6. OTHER COMMA USES

- Use commas to set off *yes*, *no*, *oh*, *well*, *now*, and *why* used in conversation: Well, I don't believe it! Yes, I can make it.
- Use commas to separate each item—except the first one—when you write an address in a sentence: They drove to Las Vegas, Nevada. He lived at 9 Elm Street, Kansas City, Missouri, for two years.
- Use commas when you write the salutation in a friendly letter and when you write the closing in any letter, business or friendly: Dear Matt, Sincerely yours,
- Use commas when you address someone by name in a sentence: Tell me, Valdez, why do we always meet here? Craig, come over here.
- Use commas when you write a date, to separate all items but the first one: The car broke down on Saturday, September 30, 1980.
- Use a comma to set off a direct quotation or to set off parts of a direct quotation that is broken by the mention of the speaker's name: Charles said, "Give me a dime for the parking meter." "Give me a dime for the parking meter," said Charles. "Give me a dime," said Charles, "for the parking meter."

Do not use a comma to set off an indirect quotation: Charles said that he needed a dime for the parking meter.

Do not use a comma to set off a direct quote if you use a question mark or an exclamation point at the end of the quotation: "Do you have a dime for the parking meter?" Charles asked.

- Use a comma after an *-ing* word group or some other word group that contains a form of a verb (see Card 12): *Swinging* madly, he struck the policeman on the chest. *Swept* along the river, the tiny canoe sped away. *To be* a good surgeon, you must be patient and careful.
- Use a comma after a word or word group that connects a thought to a previous one (transitional expression): We

drove. *Nevertheless*, Helen chose to walk. *Of course*, Etta brought her sister. *On the other hand*, where could she go?

- Use commas to separate a word group—introduced by *who*, *whose*, or *which*—that adds information about a subject: Seymour Black, *who is a well-known lawyer*, may run for mayor. That old desk, *which you see in the corner*, stood in George Washington's house.

If a word group introduced by *who* or *which* is needed to identify some person or thing, do not use commas: A man *who is a well-known lawyer* may run for mayor. (The words in italics identify the man: without those words we do not know which man.) A desk *which has no drawers* is useless. (The words in italics identify the desk: without those words we do not know which desk.) A child *whose toy breaks* is sure to be unhappy. (The words in italics identify the child: without those words we do not know which child.)

EXERCISES

A. Add commas where necessary in the following sentences.

1. Yes I did live in Los Angeles California until October 10 1979.
2. "Mr. Bradley you'll have to excuse me" Tom answered.
3. Sweeping the front steps Annie saw James Robinson White who is the meanest man in town.
4. Of course I want you to come Sally.
5. "Well I'll take the eggs said Teddy if you'll take the bacon."
6. That marred old oak table which they carved their initials in years ago came from Princeton New Jersey on May 5 1808.

B. On separate paper, complete the following assignments.

1. Do you believe in capital punishment? Write a sentence answering this question. Begin your sentence with the word *yes* or *no*.
2. Write a sentence giving the date and place of your birth.
3. Write the salutation and closing of a friendly letter to someone you know.
4. Write a sentence in which you directly address a relative.
5. Write a sentence answering someone's objection to your idea. Begin your sentence with the words *on the other hand*.
6. Write a sentence in which you directly quote someone. Be sure to include the speaker's name in your sentence.

6 Comparisons

1. MAKING COMPARISONS BY DEGREE

Some descriptive words, by adding letters at the end, or by using *more* or *most* before them, can make comparisons.

- (1) John is young. (2) John is *younger* than Paul.
- (3) John is the *youngest* man in his platoon.
- (1) John is stubborn. (2) John is *more* stubborn than Paul. (3) John is the *most* stubborn man in his platoon.

In Sentences No. 1 above, *young* and *stubborn* describe one person and make no comparison. In Sentences No. 2, *younger* and *more stubborn* compare some quality of two people. In Sentences No. 3, *youngest* and *most stubborn* compare some quality of more than two things.

To compare two things with descriptive words:

- Add *er* if the word has one syllable.
- Use *more* in front of the word if it has more than two syllables.

Hint: Two-syllable words can use either *er* or *more*. Use your dictionary for these words.

- Do not use an *er* ending together with the word *more*.

Incorrect: John is more younger than Paul. **Correct:** John is younger than Paul.

To compare more than two things with descriptive words:

- Add *est* if the word has one syllable.
- Use *most* in front of the word if it has more than two syllables.

Hint: Two-syllable words can use either *est* or *most*. Use your dictionary for these words.

- Do not use an *est* ending together with the word *most*.

Incorrect: John is the most youngest man in his platoon. **Correct:** John is the youngest man in his platoon.

2. COMPARISONS TO REVIEW

These columns will review comparisons with descriptive words for you. Notice especially the words in italics because they do not follow the usual methods in forming comparisons.

One Thing Is	Between Two, One Is	Among Three or More, One Is
young	younger	youngest
stubborn	more stubborn	most stubborn
pretty	prettier	prettiest
crisp	crisper	crispest
<i>good</i>	<i>better</i>	<i>best</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>well</i>	<i>better</i>	<i>best</i>
<i>little</i>	<i>less</i>	<i>least</i>
<i>many</i>	<i>more</i>	<i>most</i>

EXERCISES

Use the correct comparison form of the word in parentheses and write it in the blank space.

1. (clear) Her writing is _____ than his.
2. (good) My sociology professor is the _____ lecturer among all the professors in that department.
3. (difficult) Diane Smith's exam was _____ than Dixie Mann's.
4. (sentimental) *Gone With The Wind* is the _____ book I have ever read.
5. (little) On their home improvement loans, Mr. Cobb owes _____ than his neighbor; but of all the people on the block Mr. Bush owes _____.

3. MAKING COMPARISONS WITH THE WORD ANY

- If you want to make comparisons with the word *any* you must use the word *other* after it: The Arctic is colder than *any other* area. Willie is smarter than *any other* teacher at State.
- If you want to make comparisons with the words *anyone*, *everyone*, *anybody* or *everybody*, use *else* after them: He stayed awake longer than *anyone else* in the group. He was more tired than *everybody else* on the trip.

EXERCISES

A. Underline the correct form of the word in parentheses.

1. (Anyone, Anyone else) can try to enter college.
2. Bill was more surprised than (anyone, anyone else) in the class.
3. Steve will try harder than (any, any other) student to pass his exams.
4. The metal was stronger than (any, any other) he had ever seen.
5. (Everyone, Everyone else) wanted to attend the seminar except Jack.

B. Use the correct comparison form of the word(s) in parentheses and write it in the blank space.

1. (desolate) The desert is the _____ place I have ever visited.
2. (any, any other) This jogging outfit is cooler looking than _____ on the rack.
3. (much) Among Jessie, Joan, and Cleo, Joan has the _____ pounds to lose.
4. (sad) I am _____ than Jeff is about Karen's accident.

7 Coordination

1. CONNECTING COMPLETE THOUGHTS

In your writing, many complete thoughts—though they could stand alone as sentences—are often connected to relate ideas of equal importance and to make smoother reading. Connecting such complete thoughts is called *coordination*. In the short sentences below, notice the improvement in relationship and smoothness when the sentences are joined, as in the italicized sentences.

(1) Craig watched. The juggler demonstrated. *Craig watched, and the juggler demonstrated.* (2) We apologized. We arrived too early. *We apologized, for we arrived too early.* (3) He did not eat. He did not drink. *He did not eat, nor did he drink.* (4) Liz hated the party. She stayed all night. *Liz hated the party, but she stayed all night.* (5) She knew he would telephone. She knew he would write a letter. *She knew he would telephone, or he would write a letter.*

2. USING CONNECTING WORDS

One way to coordinate is to use one of these connecting words:

- *and* joins by adding an idea.
- *but* joins by showing a contrast or exception between two ideas.
- *or* and *nor* join ideas that show choices.
- *for* joins by showing that one idea is the result of another.

3. WHEN TO USE COMMAS WITH CONNECTING WORDS

- Always use a comma before a connecting word if the connector joins two thoughts that are complete and contain subject and verbs: (1) Craig watched, and the juggler demonstrated. (2) We apologized, for we arrived early. In the two sentences above, subject and verb appear in both word groups. Since each word group expresses a complete thought, use a comma before the connector.
- If the subject is unchanged in the second word group and if that subject is not repeated, a comma is not required before the connector: (1) He worked in a dance band (*no comma!*) and taught piano during the day. (2) He worked in a dance band, (*comma!*) and he taught piano during the day.

EXERCISES

Use correct punctuation in these sentences. (Connectors have been included.) For some sentences you will need to add a comma; for others you will need no comma.

Remember that if a subject is not repeated in the second complete thought, no comma is necessary. (No new subject, no comma.)

1. We drove past the wheat field and the wind was at our back.

2. Joe stumbled down the aisle and tried to hide his terror.
3. The artist pointed out his works with great pride but refused to sell any of them.
4. She is growing prettier each day for she eats well and gets plenty of rest.
5. Her face appeared older when I saw her last but perhaps the sunlight was more brilliant that day.

4. USING SEMICOLONS

Another way to coordinate sentences—if the ideas expressed are closely related—is to use a semicolon between the complete thoughts: (1) Craig watched; the juggler demonstrated. (2) We knocked at the door; he refused to open it.

Hint: 1. Use a small letter for the first word after the semicolon.

2. Usually—although not always—semicolons are used without connectors.

EXERCISES

A. Correctly place a semicolon between the complete and related thoughts in each of these sentences.

1. Mike considered his career options carefully he wanted to make the right choice.
2. With Burl money came first with Rex fun came first.
3. Lou sang Lulu danced.
4. The bets were placed the horses were ready.
5. No one squealed even Quincy kept quiet.

B. Following are five groups of sentences which can be connected by either a semicolon or a connecting word, with or without a comma. Note that each of the pairs of sentences contains closely related ideas. (If the ideas were not closely related it would serve no purpose to connect them.) Replace the period between each set of sentences with either a semicolon or a connecting word and, where appropriate, a comma so that the joined sentences make sense and read smoothly.

1. Sadness engulfed the man's face. _____ His son's death was reflected in every line and wrinkle.
2. Hang gliding is a graceful, exhilarating sport.

_____ Some people can't even bear to watch it.

3. Out in the barnyard, the little red hen ran quickly.

_____ Ultimately, she managed to escape the farmer's grasp.

4. The rains came. _____ The crops were lost.

5. The rich get richer. _____ The poor get poorer.

Although you were not asked to do so in these exercises, remember that when you are writing sentences of your own, you should use a small letter for the first word after the semicolon or connector unless that word is a proper noun that always requires a capital letter.

8 The Dictionary

1. AN ESSENTIAL TOOL

Your dictionary is an essential tool for academic study in every subject area. This sample, from *The American Heritage Dictionary of the English Language*, p. 527, will help you understand the various parts of a pocket dictionary entry. Each letter points to a section explained below.

A B C D

per-ish (pĕr'ish) *v.* [*L. perire, to pass away.*] 1. To die, esp. in a violent or untimely manner. 2. To disappear gradually. **E**

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A. Entry Word—This gives the correct spelling and shows the word divided into syllables. For example, the word *perish* has two syllables.

B. Pronunciation—The letters in parentheses tell the sounds that make up the word. You are not expected to remember what all the letters and symbols stand for. Look at the bottom of the dictionary page (or the bottom of the facing page) for an explanation. There, letters and symbols for pronunciation appear in dark print with familiar words. If you did not know what the ĕ symbol meant, a glance at the bottom of the page would show *pet*. That means that the first vowel sound in *perish* (pĕr) is the same as the vowel sound in *pet*. In words of two or more syllables, a stress mark (·) appears after the syllable that receives the strongest accent in pronunciation. For example, in the word *perish*, the accent is on the first syllable. More detailed information on pronouncing words appears in the introductory material in front of the dictionary.

C. Parts of Speech—This tells you the classification under which the word fits in English grammar. From the part of speech you can tell the way a word functions in the language. Like all abbreviations used in the dictionary, this one is explained in the introductory pages: *v.* means the word *perish* is a verb.

D. Origin—The square brackets enclose information about the history and development of the word. Here you find the language from which the word comes. Much of our English vocabulary began as words in Latin, French, Greek, or some other source. The word *perish* comes from (<) the Latin (L) word *perire*.

E. Definitions—Sometimes the most up-to-date meaning of the word comes first, and sometimes it comes last. Check the front of your particular dictionary to find out how its definitions are arranged.

2. SOME SPECIAL FEATURES

Many good dictionaries include the following in addition to the basic information described above:

- Synonyms and antonyms of important words.
- Spelling of different forms of the word. After the word *chalky* appear *chalkier* and *chalkiest*.
- Special information about how the word is used in different situations.
- Examples of sentences which use the word.
- Drawings.
- Pronunciation of foreign words.
- The meaning of prefixes and suffixes.
- Geographical information about important countries and cities.
- Information about important men and women in history, literature, science, and philosophy.
- Special spellings.

3. HOW TO HELP YOURSELF USE THE DICTIONARY

- On the top of each page appear guide words. Use them before you check a specific entry. These guide words tell you the range of words on each page, based upon alphabetical order. The guide words on the page of the word *perish* might be *perform* and *permanent*.
- When you look up a word, make a mental note of its spelling. Do this before and after you check the definition. Look at the way the word is broken into syllables in the main entry: this will help you recall the correct way to spell the word.
- If you are looking up a word for meaning, read several of the definitions before you apply any one of them. Although the first meaning may be the most important, it may not suit the use you are investigating.
- Say the word aloud with the help of the information on pronunciation. If you do not learn how to say the word, you will not recognize it if you hear someone use it, and you probably will not use it yourself! Compare the pronunciation of the word to its spelling. Sometimes there is such a great difference that you will have to make a note of that, too.
- Check any abbreviations and any pronunciation symbols you do not know in the keys provided.
- Learn the features of your own dictionary. Pocket dictionaries are good for general classroom work but contain less information than larger desk dictionaries or unabridged—unshortened—dictionaries.

The Dictionary

EXERCISES

A. Based on this dictionary entry, answer the following questions.

ren·dez·vous (răn'dă-vöö, răn'də-) *n., pl. -vous* (-vööz). 1. A prearranged meeting place. 2. The meeting itself. 3. A popular gathering place. —*v.* To meet together at a specified time and place. [*<OF rendez vous*, "present yourselves."]

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1. What foreign language does this word come from?

2. What two parts of speech can this word be?

3. How many pronunciations does the word have?

4. On which syllable is the accent?

5. Explain how the origin of the word helps you to better understand the meaning.

B. Using any handy dictionary, answer the following questions:

1. What is the origin of the word *chauvinism*?

2. Spell the plural of the word *chamois*.

3. With which word does the last syllable in *chalice* rhyme: *spice*, *miss* or *whiz*?

4. Use your own words to give two definitions of *chat*.

5. What part of speech is the word *chalky*? Why is it not included as a major entry?

6. What special usage is shown for the word *champ* as a noun?

7. What is the origin of the word *chalk*? How is the word from the foreign language related to the word *chalk* in meaning?

8. Which definition of the word *chance* best suits its use in this sentence: It was a *chance* event that brought them together and made their love possible.

9. How many syllables are there in the word *characteristic*?

10. Give two synonyms for the word *chaste*.

9 End Marks

The punctuation you use at the end of a sentence is as important as the words that make up the sentence because it acts as a signal to the reader.

- End marks tell when the sentence is finished, when a thought is complete.
- End marks give the reader certain directions as to how the thought in the sentence should be read.
- One of three marks end a sentence: the period, the question mark, or the exclamation point.

POINTERS ABOUT PERIODS

Use the period at the end of statements of fact, indirect questions, and mild commands.

Statement of fact: Don is the man in the brown tweed jacket and tan slacks.

Indirect question: She asked whether Don was the man in the brown tweed jacket and tan slacks.

Mild command: Don, wear a brown tweed jacket and tan pants.

POINTERS ABOUT QUESTION MARKS

- Whenever you seek information—ask a question—the question mark should appear. One of the “question words” at the beginning of a sentence often, but not always, gives a clue to the need for a question mark.

WHO	Who is coming? (<i>But not:</i> Tell him who you are.)
WHAT	What did you say? (<i>But not:</i> I know what it is.)
WHY	Why is he ill? (<i>But not:</i> I told her why I was ill.)
WHEN	When did they leave? (<i>But not:</i> When they left, I saw them.)
WHERE	Where did they go? (<i>But not:</i> Where they went, nobody knows.)
HOW	How did you look? (<i>But not:</i> I see how you feel.)

- In sentences of courtesy, although a question is suggested, a question mark is often not required: Will you please take a seat. Would you wait here just a moment, please.
- The reversed order of subject and verb in the sentence is another clue for question marks.

Statement 1 (Regular Order): It (*subject*) is (*verb*) time to go. (*period*) Question 1: Is (*verb*) it (*subject*) time to go? (*question mark*)

Statement 2 (Regular Order): You (*subject*) have (*verb*) lost your way. (*period*) Question 2: Have (*verb*) you (*subject* lost your way) (*question mark*)

- If a question is asked but the writer wants to bring out that the sentence expresses strong feeling, an exclamation point may be used: Did you do that dumb thing again! Why didn't you tell it to me!

POINTERS ABOUT EXCLAMATION POINTS

- Any indication of emotion—hatred, joy, love, anger, fear, surprise, or longing—calls for the exclamation point: (1) How I hate him! (hatred) (2) I'm so glad to see you! (joy) (3) If only he were here! (longing) (4) I'm in love! (joy, love, ecstasy)

EXERCISES

A. Read this paragraph titled “Late Again.” Then answer the questions that follow it.

(1) It is true that I did sneak up the stairs very late to my job as office boy at Puritan Supply Company. (2) Yet I didn't expect Mr. Terry, my employer, to be standing at the door waiting for me. (3) “I told you that you'd better be on time! (4) Where have you been?” (5) As I watched his face growing red, I stammered another promise not to be late again and dashed off to the stock room. (6) Never talk back to an employer. (7) And never stay up for “The Late Late Show” either!

1. Why do sentences 1 and 2 end in periods?

2. Why do sentences 3 and 7 end with exclamation points?

3. Why does sentence 4 end with a question mark?

4. Why does sentence 5 end with a period?

5. Why does sentence 6 end with a period?

B. Add the correct punctuation at the end of each sentence.

1. Sleeping takes up too much of our time
2. Which team will win the series
3. When the bell rings, we must go to our next class
4. Jeanne, I'm in love with a wonderful guy
5. You can't imagine how terrified we felt

C. Follow directions, making sure to use correct end marks at the end of your sentences, which you are to write on separate paper.

1. Write a sentence about crime in your city. Try to express your feelings strongly.
2. Write a sentence in which you ask a friend whether he will be able to go skiing with you during Christmas vacation.
3. Write a sentence that tells someone to move out of the path of an ambulance speeding down the street.
4. Write a sentence about a movie you saw recently.

10 Fragments

1. DEFINITION

When some students write, they use a capital letter at the beginning of and a period after some word group that is not a complete sentence. Such an incomplete expression is called a fragment. Look at this word group: *Between daylight and dusk.*

The student who wrote those words put them forward as a complete sentence: the capital *B* and the period after *dusk* suggest that. But any reader wants to ask, “Well, what happened between daylight and dusk?” We have no complete information, so we say that the word group is a fragment.

If you place a period at the end of the sentence, it must make sense as a complete thought. It must contain a *verb* (tells what is going on in the sentence) and a *subject* (tells who or what the sentence is about). Often, writers think that a subject and verb in one sentence will work for another word group as well. But that creates the fragment mistake.

Look at this fragment surrounded by sentences: All the events took place one April day. Between daylight and dusk. The robbers took all the jewels from the safe.

The words *between daylight and dusk* do not themselves express a complete thought although they follow naturally enough from the sentence that comes before. There is no verb in that word group, nor is there any subject.

2. HOW TO DISCOVER FRAGMENTS IN YOUR WRITING

Read your sentences aloud. Stop after each period and ask if the words you have just read express a complete thought. (If you read from the last sentence to the first, you will be sure to notice incomplete thoughts.)

3. THREE WAYS TO CORRECT FRAGMENTS

- Add the fragment to a sentence that appears right before it. The new sentence must make sense: All the events took place one April day *between daylight and dusk*. The robbers took all the jewels from the safe.
- Add the fragment to a sentence that appears right after it. The new sentence must make sense: All the events took place one April day. *Between daylight and dusk*, the robbers took all the jewels from the safe.
- Add a new subject and verb: All the events took place one April day. Between daylight and dusk two *men sneaked* into the office. The robbers took all the jewels from the safe.

Hint: To review subjects and verbs, see Card 35.

EXERCISES

A. The following groups of sentences contain fragments. On separate paper, correct each fragment by joining it to

the sentence that comes before or after, depending on the sense. Or you may add your own subject and verb to the fragment.

1. Peg and Al hated to fly. In stormy weather. They weren't even comfortable flying when the weather was fine.
2. The entire audience waited impatiently. For the speaker to arrive. The air was heavy with anticipation.
3. I just love rare, juicy steaks anytime. After playing handball. Even Joey likes them.
4. No one spoke or even whispered. At exactly 4:00 p.m. The curtain went up, and the fans gasped.
5. Suddenly he whirled on them and screamed. In stumbling confusion. The crowd stepped back on the curb.

B. Now that you have learned to avoid fragments, use the following word groups to start or finish complete sentences of your own. *For example:* in the old garden. In the old garden it was always cool and green. *Or:* It was always cool and green in the old garden. Write your answers on separate paper.

1. during the monsoon season
2. in the still of the night
3. off the southern coast of California
4. at the stroke of midnight

4. OTHER KINDS OF FRAGMENTS

- So far you have learned about one kind of sentence fragment, a group of words—without subject or verb or complete thought—mistakenly written as a sentence. Some word groups can be fragments even though they seem to contain a verb: (1) *Running* down the street. (2) *To hear* the Rolling Stones in concert. (3) *Tied* to the stake.
- The word groups above are all fragments because they do not express a complete thought. You may remember two simple verb tests: (1) Use *yesterday, today, tomorrow* in front of the word you think is a verb. If the word changes in form (tense) it's a verb; (2) Use *I, she, he, it, we, or you* in front of the word you think is a verb. If the words make sense together you have a verb.
- Let us test *running* in these ways: (1) Yesterday *running* down the street. (*Running* did not change its form, therefore it is not a verb and the word group is a fragment.) (2) *I running* or *he running*. (Neither of these word groups makes sense so it is a fragment.)
- Now you test the words *to hear* and *tied*. Even though *running, to hear, tied* all suggest actions, none is a verb. Furthermore, there is no subject in these word groups. Who is *running* or is *to hear* or is *tied*? (See Card 12 for more information on *-ing* words.)

5. MORE WAYS TO CORRECT FRAGMENTS

In order to correct this type of fragment: