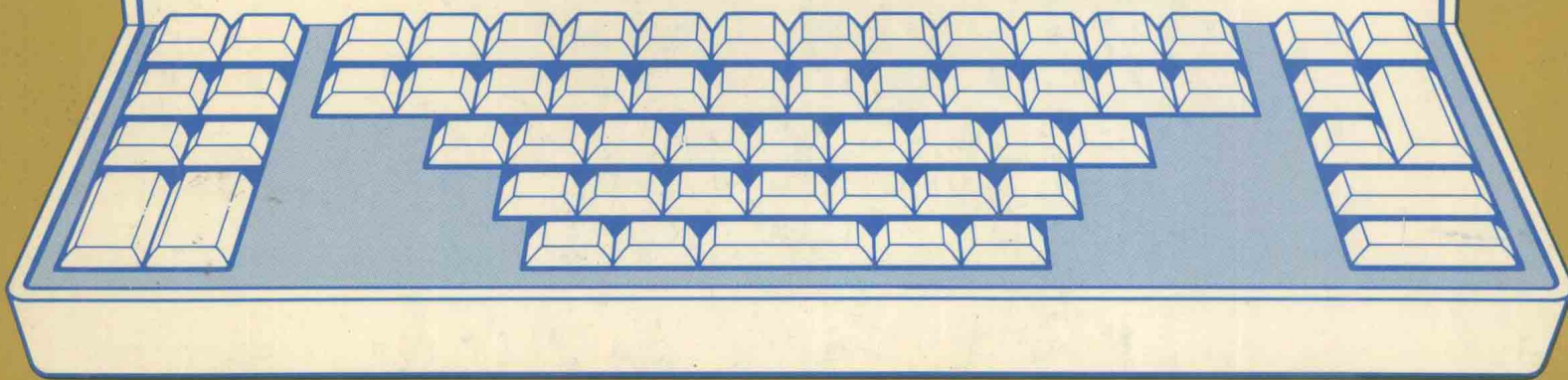


BASIC LANGUAGE SKILLS

CHARLES REIGEL



Glencoe Word Processing Series

Glencoe Word Processing Series

BASIC LANGUAGE SKILLS

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Memphis State University

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PREFACE

Word Processing: Basic Language Skills enables business students to achieve the necessary background in language and business communication that is required in today's business world. These skills will facilitate entry into word processing, a field that is rapidly changing traditional methods of communication.

Competent language skills are critically important, for they are fundamental to the word processor's success in the general office or word processing facility. Mastery of basic language skills ensures that the student's output—letters, memoranda, reports, and other business communications or documents—will be technically correct.

ORGANIZATION

Word Processing: Basic Language Skills provides the student with a comprehensive learning experience. The program consists of seven logically constructed learning units, which, upon completion, will have prepared the student for competent performance in the word processor or secretarial role.

Unit 1, "Sentence Structure," introduces the student to the structure and the order in which the words in the sentence are joined together. In this unit, students will learn how words are used as different parts of speech. They will also learn the structure of phrases and clauses. Finally, they will learn how phrases and clauses affect the meaning of a sentence.

Unit 2, "Punctuation," reviews punctuation marks and sharpens the student's ability to punctuate business correspondence correctly.

Unit 3, "Capitalization and Abbreviations," explains the importance of correct and consistent capitalization and abbreviations throughout a letter, document, or series of documents.

Unit 4, "Numbers," is devoted to the correct expression of numbers in business documents and the latest trends in usage.

Unit 5, "Spelling and Word Division," stresses competency in the student's ability to spell correctly and divide words properly. Spelling rules are reviewed, and spelling aids are suggested to students to further their mastery of spelling.

Unit 6, "Formats," deals with the arrangement of business information in standard formats. The student may receive copy or material to prepare in final form any number of ways. It may come in handwritten form, as personal dictation, from a transcribing machine, or as a display on a computer terminal. No matter what the source or form, the ability to correctly arrange letters, memoranda, reports, and other types of business communications is a basic career skill. This unit offers the student considerable practice and reinforcement in the standard letter, memoranda, and report formats.

Unit 7, "Editing," focuses on efficient correspondence editing. The unit provides a study in pronoun and verb usage, the two areas in which errors are most common. Students are introduced to the rules and marks used in proofreading documents and the stages involved in good editing.

FEATURES

1. Thorough and comprehensible presentation of basic grammar, punctuation, and other aspects of language skills. *Text materials* clarify and simplify the study material with examples of the rules, and illustrations of realistic sample correspondence documents. Business forms are also provided within this program so that students may practice composing the correct arrangement of correspondence.
2. Controlled length of learning segments, so the student isn't overwhelmed.
3. Three forms of tests:
Inventory Tests give students the opportunity to discover how much they know about a certain language competency before they study the related text material.

Each unit includes *Reinforcement Exercises*, after a manageable segment of material is covered. This enables students to apply and practice what they have just learned from the lesson.

Review Tests offer additional exercises to further test what has been learned. The review tests will indicate how well the students have mastered the basic language skills.

4. Description and review of standard business letter and correspondence formats.
5. Practice in editing and proofreading.
6. Worksheets are separate from the text and can be removed without destroying the text's usefulness.
7. *Answer key* and teaching suggestions are contained in the instructor's manual.

HOW TO USE THIS PROGRAM

This program has been designed to offer students a clear, concise, and simplified presentation of the language skills needed for success in the office. Optimal use of this program by students is best facilitated by the following approach:

1. Studying the objectives of each part to learn what is expected of the student upon completion of the part.
2. Completing the designated inventory test. Then checking the answers to evaluate present knowledge or ability.
3. Studying the rules or information related to the inventory test and completing the accompanying reinforcement exercises.
4. Taking the appropriate review test as indicated in the program. The review tests accurately determine how well students have mastered the separate language skills competencies covered in each unit of the book.

After completing this program, the student will have a complete reference manual. Students should be encouraged to keep this book, for it will prove a valuable reference for them in their future office careers.

THE GLENCOE WORD PROCESSING SERIES

This book is part of the Glencoe Word Processing series—materials designed to provide a continuity of skill-building opportunities for students. Other programs in this series include:

- *WORD PROCESSING: Modern Transcription*
- *WORD PROCESSING: VDT Systems*
- *WORD PROCESSING: Electronic, Memory, and Recording Typewriters*
- *WORD PROCESSING: Copy Processing, Second Edition*

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1

SENTENCE STRUCTURE

Objectives

After completing this unit, you should be able to:

1. Recognize and use the eight parts of speech.
 2. Understand and use the six kinds of phrases.
 3. Know the difference between phrases and clauses.
 4. Recognize declarative, imperative, interrogative, and exclamatory sentences.
 5. Recognize simple, compound, complex, and compound-complex sentences.
 6. Recognize and use introductory and parenthetical expressions.
 7. Understand the difference between restrictive and nonrestrictive elements.
-

The *structure* of a sentence is the order in which the words in the sentence are joined together. That order follows certain rules that are explained in this unit. When words, phrases, and clauses are arranged in the correct order in a sentence, the reader can easily understand what the writer is trying to say.

In this unit, you will learn how words can be used as different *parts of speech*. Then you will learn how to put words together to make *phrases* and *clauses*. Finally, you will learn how phrases and clauses affect the meaning of a sentence.

INVENTORY TEST 1-1: PARTS OF SPEECH

Turn to page 11 and complete Inventory Test 1-1. Then check your work. If you made no errors, proceed to section 1-2, "Phrases," on page 4. If you made one or more errors, study the following section on parts of speech and complete Reinforcement Exercise 1-1 on page 3.

1-1: PARTS OF SPEECH

How a word is used in a sentence determines which *part of speech* it is. There are eight different parts of speech. If a word names a person or

thing, it is a *noun* or *pronoun*. If a word tells what something does or is, it is a *verb*. If a word describes or modifies something, it is either an *adjective* or an *adverb*. If a word joins one part of a sentence to another, it is a *preposition* or a *conjunction*. If a word expresses strong emotion, it is an *interjection*.

1. The Noun

A *noun* is the name of a person, place, or thing. If it names a general class of persons, places, or things, it is a *common noun*. If it names a particular person, place, or thing, it is a *proper noun*.

That *man* is very smart. (*Man* is a common noun.)

Tony is very smart. (*Tony* is a proper noun.)

The *city* is growing rapidly. (*City* is a common noun.)

Houston is growing rapidly. (*Houston* is a proper noun.)

A noun may be used as the *subject* of a verb, the *direct object* of a verb, the *indirect object* of a verb,

the *complement* of another noun or pronoun, the *object of a preposition*, or as an *appositive*.

The *party* lasted all night. (*Party* is the subject of the verb *lasted*.)

Joyce repaired the *typewriter*. (*Typewriter* is the direct object of the verb *repaired*.)

The manager gave our *section* the toughest project. (*Section* is the indirect object of the verb *gave*.)

That machine is a *video display terminal*. (*Video display terminal* is the complement of the noun *machine*.)

This memo is directed to all *employees*. (*Employees* is the direct object of the preposition *to*.)

Ms. Green, the *president*, will visit this afternoon. (*President* is an appositive that tells more about the proper noun *Ms. Green*.)

2. The Pronoun

A *pronoun* is used in place of a noun. Pronouns are classified as *personal*, *relative*, *indefinite*, *demonstrative*, *interrogative*, or *reflexive*.

I wish *you* well. (*I* and *you* are personal pronouns.)

The personnel director hired the woman *who* had the best résumé. (*Who* is a relative pronoun.)

Nobody was more qualified. (*Nobody* is an indefinite pronoun.)

That is my new office. (*That* is a demonstrative pronoun.)

Who told you about the job opening? (*Who* is an interrogative pronoun.)

John prepared *himself* for the interview. (*Himself* is a reflexive pronoun.)

3. The Verb

A *verb* tells what a noun or pronoun does or is. A *transitive* verb uses a direct object in order to describe an action. An *intransitive* verb does not use a direct object to describe an action. Most verbs can be used either as transitive or as intransitive verbs, depending on the sentence. Verbs that help complement, or tell more about, the subject of a sentence are called *linking verbs*.

Chris *ate* three eggs for breakfast. (*Ate* is a transitive verb; *eggs* is the direct object.)

Chris *ate* and *ran*. (*Ate* and *ran* are intransitive verbs; they have no direct objects.)

My 1965 Mustang *is* a classic. (*Is* is a linking verb; it links the subject, *Mustang*, to its complement, *classic*.)

The *tense* of a verb shows when an action takes place. The main verb tenses are *present*, *future*, *past*, *perfect*, *past perfect*, and *future perfect*.

I *buy* coffee every morning. (present)

Leslie *will buy* whatever she likes. (future)

Who *bought* this plant? (past)

I *have bought* most of the furniture in this office. (perfect)

He *had bought* ten tickets by the time his money ran out. (past perfect)

She *will have bought* her vacation trip ticket by this time tomorrow. (future perfect)

4. The Adjective

An *adjective* modifies, or describes, a noun or pronoun. Some adjectives give more information about a noun or pronoun. Other adjectives limit, or point to, a particular noun or pronoun.

I just met the *new* supervisor. (*New* modifies *supervisor*.)

The salad was *fresh*. (*Fresh* modifies *salad*.)

I will take *this* desk. (*This* limits *desk*.)

The sales manager walked through *the* door. (*The* limits *sales manager* and *door*.)

I will take *my* turn now. (*My* limits *turn*.)

The adjectives *the*, *a*, and *an* are sometimes called *articles*.

5. The Adverb

An *adverb* modifies a verb, an adjective, or another adverb.

Open the file drawer *slowly*. (*Slowly* modifies the verb *open*.)

Her office was painted a *very* bright red. (*Very* modifies the adjective *bright*.)

The new ribbon lasted *much* longer than the old one. (*Much* modifies the adverb *longer*.)

Adverbs usually answer the questions *How* *When?* *Where?* and *How much?*

Read the directions *carefully*. (*Carefully* answers the question *How?*)

Please finish the report *tomorrow*. (*Tomorrow* answers the question *When?*)

The company may move our team *downtown*. (*Downtown* answers the question *Where?*)

Your new assignment is *almost* ready.
(*Almost* answers the question *How much*?)

6. The Conjunction

A *conjunction* connects two words or groups of words, which are called phrases and clauses.

She likes to see movies *or* plays. (*Or* connects the words *movies* and *plays*.)

He wants to lift weights *and* to develop muscles.

(*And* connects the phrases *to lift weights* and *to develop muscles*.)

Neil studied very hard, *but* he did not pass.
(*But* connects the clauses *Neil studied very hard* and *he did not pass*.)

Coordinating conjunctions connect words, phrases, and clauses of equal importance. *And*, *but*, *for*, *or*, *nor*, and *yet* are coordinating conjunctions.

I have not met him, *nor* do I want to.

Correlative conjunctions are used in pairs. They connect words, phrases, or clauses of equal importance. *Not . . . but*, *either . . . or*, *neither . . . nor*, and *not only . . . but also* are correlative conjunctions.

Either Mary *or* I can sign the contract.

Subordinating conjunctions connect important clauses (called independent clauses) to less impor-

tant clauses (called dependent clauses). *After*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *where*, and *when* are subordinating conjunctions.

You may leave the office *when* you have finished the report.

She will work overtime *if* she has a ride home.

7. The Preposition

A *preposition* begins a group of words called a *prepositional phrase*. Some common prepositions are *after*, *among*, *at*, *before*, *beside*, *by*, *in*, *from*, *on*, *over*, *to*, *under*, *until*, *upon*, and *with*.

The copier stood *in* the corner. (*In the corner* is a prepositional phrase.)

The man *with* the red hair asked a question.
(*With the red hair* is a prepositional phrase.)

8. The Interjection

An *interjection* is a word that is not connected grammatically with the rest of a sentence. Interjections often express emotion. When the emotion is strong, an exclamation point is used with the interjection. (See the first sentence below as an example.) When the emotion is less strong, a comma is used. (See the second sentence below.) They are seldom used in business writing.

Hooray! Our team won the last game of the season! (*Hooray* is an interjection.)

Well, I'm glad to hear that. (*Well* is an interjection.)

REINFORCEMENT EXERCISE 1-1

Draw one line under each noun and two lines under each pronoun in the following sentences.

1. An important rule for all managers is to get the right paperwork to the right office.
2. Automated files are an efficient system because they make good use of space.
3. This company has several levels of automation within its communications system.

Draw one line under each verb, draw two lines under each adjective, and draw three lines under each adverb in the following sentences.

4. She has the skills to do this transcription easily and quickly.
5. Automation in offices has increased steadily in recent years.
6. The new clerk created a panic when he misplaced the long report we had just finished today.
7. Our new office manager has said that the department will be using word processing terminals soon.

Draw one line under all coordinating conjunctions, draw two lines under all subordinating conjunctions, and draw three lines under all correlative conjunctions in the following sentences.

8. Word processing has gained acceptance in the office because it is very economical.

9. Good punctuation skills, good typing skills, and good editing skills are needed by all word processing personnel.
10. These basic skills can be obtained either through classroom instruction or through self-study.
11. Before John could answer the phone, Mr. Harriman called him in and talked to him about the proper telephone manner.

Draw one line under each preposition and two lines under each interjection in the following sentences.

12. Great! That long statistical report on policyholders was finished on time!
13. Under this plan, income tax would be reduced from 15 percent to 10 percent on dividends.
14. Well, there's nothing wrong with this computer printer that can't be fixed in an hour.

Now check your answers on this Reinforcement Exercise. If you made any errors, review section 1-1 before going on to section 1-2

INVENTORY TEST 1-2: PHRASES

Turn to page 12 and complete Inventory Test 1-2. Then check your work. If you made no errors, proceed to section 1-3, "Clauses and Sentences," on page 5. If you made one or more errors, study the following section on phrases and complete Reinforcement Exercise 1-2 on page 5.

1-2: PHRASES

A *phrase* is a group of words that are closely related to one another. It does not express a complete thought because it does not have a subject or a verb. Thus, a phrase is not a sentence. But it is the most basic group of words in a sentence. Phrases may be used as *adjectives*, *adverbs*, *nouns*, or *verbs*. There are six kinds of phrases.

9. Prepositional Phrase

A *prepositional phrase* consists of a preposition, the object of the preposition, and any modifying words. Prepositions are such words as *to*, *into*, *at*, *in*, *on*, *under*, *over*, *by*, *before*, *for*, and *behind*.

The vice-president arrived *in the city*.

The players huddled *under the heavy canvas roof*.

10. Infinitive Phrase

An *infinitive phrase* consists of the word *to* and a verb plus any objects and modifiers. An infinitive phrase may serve as a *noun*, an *adjective*, or an *adverb*.

Our goal is *to increase sales*. (infinitive phrase used as a noun)

Our drive *to increase sales* is paying off. (infinitive phrase used as an adjective)

All employees must work *to increase sales*. (infinitive phrase used as an adverb)

Caution: Do not confuse a prepositional phrase beginning with *to* with an infinitive phrase. In the infinitive phrase, the preposition *to* is followed by a *verb*. In the prepositional phrase, the preposition *to* is followed by a *noun* or *pronoun*.

He walked *to the camp site*. (prepositional phrase)

He wanted *to walk all the way*. (infinitive phrase)

11. Gerund Phrase

A *gerund phrase* consists of a verb ending in *-ing* plus any objects and modifiers. A gerund phrase always serves as a *noun*.

Typing that report will take time. (gerund phrase used as a subject)

Did she mind *typing that report*? (gerund phrase used as a direct object)

12. Participial Phrase

A *participial phrase* consists of a participle and any objects or modifiers. A *participle* is a verb form that is used as an *adjective*. A *present participle* is a verb form ending in *-ing* (for example, *waiting*, *speaking*, *running*). A *past participle* is the verb form that is used in the past perfect tense. These verb forms often end in *-ed*, *-t*, *-en*, or *-n* (for example, *designed*, *placed*, *built*, *proven*, *shown*). Participial phrases are always used as *adjectives*.

Cleaning my desk, I found three typewriter ribbons. (*Cleaning my desk* modifies the pronoun *I*)

Cleaned last week, that desk is already a mess. (*Cleaned last week* modifies the noun *desk*)

Caution: Do not confuse a present tense participial phrase used as an adjective with a gerund phrase used as a noun.

Working long hours, he finished the job.
(participial phrase modifying the subject of the sentence, *he*)

Working long hours nearly exhausted him.
(gerund phrase used as the subject of the sentence)

13. Verb Phrase

A *verb phrase* consists of a verb form and its *helping verb* or verbs. Such words as *am, is, are, was, were, has, have, had, will, would, could, should, may, and might* are used as helping verbs.

The automobile *was emitting* black smoke.

The report *has been released* by the product development department.

Ellen *might take* a data processing course.

14. Noun Phrase

A *noun phrase* consists of a noun and the words that modify it.

Many large firms are supporting in-service training programs.

She drove down *the wide, empty highway*.

Note: Infinitive phrases, gerund phrases, and participial phrases are sometimes referred to as *verbal phrases* or *verbals*. Remember the differences between these three kinds of verbal phrases. An *infinitive phrase* is used as a noun, an adjective, or an adverb. A *gerund phrase* is used only as a noun. A *participial phrase* is used only as an adjective.

REINFORCEMENT EXERCISE 1-2

Underline each *phrase* in the following sentences. Indicate what kind of phrase each one is by writing *P* over each prepositional phrase, *I* over each infinitive phrase, *G* over each gerund phrase, *PAR* over each participial phrase, *V* over each verb phrase, and *N* over each noun phrase.

1. The company sent recruiters to selected high schools to look for students having superior skills.
2. Using sophisticated equipment, skilled operators can keyboard long, complicated reports quickly and easily.
3. The United Fund drive for money from the community was aimed at ten major corporations.
4. Running at top speed, she sprinted across the finish line in a record time of 3:54.6.
5. Purchasing word processing equipment enabled the company to cut the cost of paperwork.
6. Installed last week, the computer is on the twelfth floor near the accounting department.
7. Motoring through the West was the most enjoyable vacation I have ever had, and I would like to do it again.

Now check your answers on this Reinforcement Exercise. If you made any errors, review section 1-2 before going on to section 1-3.

INVENTORY TEST 1-3: CLAUSES AND SENTENCES

Turn to page 13 and complete Inventory Test 1-3. Then check your work. If you made no errors, proceed to section 1-4, "Sentence Elements," on page 7. If you made one or more errors, study the following section on clauses and sentences and complete Reinforcement Exercise 1-3 on page 7.

1-3: CLAUSES AND SENTENCES

This section will examine the two types of clauses and the various forms of sentences.

Clauses

A *clause* is a group of words containing a *subject* and a *predicate*. A *predicate* consists of a verb and all objects and modifiers that go with the

verb. There are two kinds of clauses, *independent* and *dependent*.

15. Independent Clause

An *independent clause* expresses a complete thought. Thus, an independent clause can stand as a complete sentence.

Subject	Predicate
Mary Bart	works very hard.

Subject	Predicate
The conference	was scheduled for tomorrow.

16. Dependent Clause

A *dependent clause* does not express a complete thought. Thus, it cannot stand alone as a sentence. A dependent clause must be linked with an independent clause for its full meaning.

The president, *who has moved to Memphis*, had to travel to Chicago for the meeting.

Please let me know immediately *when the shipment is unloaded*.

This assignment, *if it is not finished today*, may throw off our department's schedule.

Whether the company makes a profit depends on the management.

Sentences

A *sentence* is a group of words containing a subject and a predicate. A sentence always conveys a complete thought, and consists of one or more independent clauses. Sentences can be classified according to the ideas they express.

17. Declarative Sentence

A *declarative sentence* makes a statement.

Mrs. Romig will attend the meeting tomorrow.

The football game Sunday afternoon was very exciting.

18. Interrogative Sentence

An *interrogative sentence* asks a question.

Will Mrs. Romig attend the meeting tomorrow?

How was the football game?

19. Imperative Sentence

An *imperative sentence* gives a command or makes a request. The subject of an imperative sentence is always the pronoun *you*, but this subject does not appear in the sentence.

Bring me the Carpenter files.
Come in.

20. Exclamatory Sentence

An *exclamatory sentence* expresses a strong emotion.

No, I did not use your desk calculator!

Sentences can also be classified according to their structure, that is, the kinds of clauses they contain.

21. Simple Sentence

A *simple sentence* contains only one independent clause. Some simple sentences consist of only one subject and one predicate. Most simple sentences, however, contain objects and modifiers.

Sales rose. (subject and predicate)

Our sales rose steadily during the month.
(subject and predicate and modifiers)

A simple sentence may have a compound subject or a compound predicate, or both.

Sales and expenses rose. (compound subject)

Our sales *rose* steadily for a month and then *fell* sharply. (compound predicate and modifiers)

Sales and expenses *rose* steadily for a month and then *fell* sharply. (compound subject and compound predicate and modifiers)

22. Compound Sentence

A *compound sentence* contains at least two independent clauses.

We expect the company to expand this year, but we cannot predict what will happen next year.

23. Complex Sentence

A *complex sentence* contains one independent clause and one or more dependent clauses. (Dependent clauses are in italic type.)

Although our predictions are not always accurate, we expect the company to expand this year.

24. Compound-Complex Sentence

A *compound-complex sentence* contains two or more independent clauses and one or more dependent clauses. (Dependent clauses are in italic type.)

Although our predictions are not always accurate, we expect the company to expand this year, but we cannot predict *what will happen next year*.

REINFORCEMENT EXERCISE 1-3

Draw one line under each independent clause and two lines under each dependent clause in the following sentences.

1. The newest storage medium for word processors, which is expected to gain wide use, is the floppy disc.
2. The desk-top input unit and the portable input unit have different uses.
3. When the New York office opened, the work load was reduced throughout the other offices.

Indicate whether each of the following sentences is *declarative*, *interrogative*, *imperative*, or *exclamatory* by writing the appropriate word on the line following each sentence.

4. Please sit in for me at this afternoon's meeting. _____
5. The faculty, curriculum, and facilities of Union College are all excellent. _____
6. Do you know the cost of a business letter today? _____
7. What a day that was! _____

Indicate whether the structure of each of the following sentences is *simple*, *compound*, *complex*, or *compound-complex* by writing the appropriate word on the line following each sentence.

8. The cost of doing business rose 15 percent last year. _____
9. Often, employees are appreciated most after they retire. _____
10. Gerry thought the road was in good condition but the other drivers did not. _____
11. Barbara is an experienced worker, and Mark, who was hired in June, is doing very well. _____

Now check your answers on this Reinforcement Test. If you made any errors, review section 1-3 before going on to section 1-4.

INVENTORY TEST 1-4: SENTENCE ELEMENTS

Turn to page 14 and complete Inventory Test 1-4. Then check your work. If you made no errors, proceed to Review Test 1 on page 15. If you made one or more errors, study the following section on sentence elements and complete Reinforcement Exercise 1-4 on page 9.

1-4: SENTENCE ELEMENTS

Words, phrases, and clauses are often used as introductory or parenthetical elements in a sentence. In addition, phrases and clauses can be restrictive or nonrestrictive.

Introductory and Parenthetical Elements

Many elements of a sentence can be used to introduce a sentence or to add information to it. These elements may be single words, phrases, or clauses.

25. Introductory Expression

An *introductory expression* is a word, phrase, or

clause that introduces either an independent clause or a dependent clause.

Introductory Word The following are introductory words.

accordingly	fortunately
actually	further
also	hence
besides	however
consequently	indeed
finally	meanwhile
first	moreover
namely	perhaps
naturally	so
nevertheless	still
next	then
now	therefore
obviously	thus
otherwise	yet

Obviously, we cannot be sure our profits will rise.

However, our financial forecasts are usually right.

Introductory Phrase An introductory phrase may be a prepositional phrase, an infinitive phrase, or a participial phrase.

Prepositional phrase:

In the meantime, send us your check.

Infinitive phrase:

To reach your goal, you must study.

Participial phrase:

Working rapidly, she completed the memo.

Introductory Clause An introductory clause is a dependent clause beginning with one of the following subordinating conjunctions:

after	otherwise
although	provided
as	since
because	supposing
before	then
though	whenever
till	where
unless	wherever
until	whether
when	while
if	

Unless you call, we will go ahead with the project.

After you left, I found the package.

26. Parenthetical Expression

A *parenthetical expression* is a word or a phrase that merely adds information to a sentence. It may be omitted without changing the basic meaning of the sentence.

Parenthetical Word The following are parenthetical words.

accordingly	first
actually	furthermore
after	hence
also	however
besides	inclusive
certainly	indeed
consequently	meanwhile
finally	moreover
namely	respectively
naturally	still
nevertheless	then
next	therefore
obviously	thus
otherwise	too
perhaps	well
personally	yes

Personally, I had doubts about his proposal.
This computer costs a great deal; *however*, it will eventually pay for itself.

Parenthetical Phrase The following are parenthetical phrases.

as a matter of fact	in my opinion
as a result	in other words
as you know	needless to say
for example	of course
in addition	on the contrary
in any case	on the other hand
in fact	without a doubt

The appearance of your car, *in my opinion*, is disgraceful.

Appositive An appositive is a noun or a noun phrase that gives more information about the noun or pronoun that comes before it.

My sister *Linda* will visit me next month.
(noun used as an appositive)

Jack, *the senior accountant*, retired last week.
(noun phrase used as an appositive)

Restrictive and Nonrestrictive Elements

Modifying phrases and dependent clauses may be either *restrictive* or *nonrestrictive*. Restrictive elements are not set off from the rest of the sentence by commas. Nonrestrictive elements are set off by commas.

27. Restrictive Phrase and Restrictive Clause

A restrictive phrase or clause limits, or restricts, the meaning of what it modifies. A restrictive phrase or clause is essential to the meaning of a sentence. If it was deleted, the basic meaning of the sentence would change.

The noted scholar *Professor Smith* was hired by the university. (restrictive phrase)

Explanation: Since there are many noted scholars, the appositive phrase is needed to restrict the phrase *noted scholar* by identifying Professor Smith. If this restrictive appositive phrase was deleted, it would change the meaning of the sentence.

I did not buy the shirt *until after the price was marked down drastically*. (restrictive clause)