

FOURTH EDITION

BUSINESS ENGLISH

REED • SURI • KUSHNER
CONTINUING EDUCATION SERIES

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BUSINESS ENGLISH

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BUSINESS ENGLISH, Fourth Edition

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TO THE STUDENT

The way you speak and the way you write are both important in getting a job, in holding a job, and in advancing on the job. When you work in business, you are expected to be able to communicate, and the more effectively you can do so, the better your chances for job success. The reason is simple: The person who can write or edit a memo that clearly solves a problem, a letter that soothes an angry customer, or a report that gives all the necessary information (without unnecessary details) is saving time and money for the company—and probably gaining new customers along the way. Such a person is valuable in today's business world, and business English is an important key to such achievement.

But what is *business* English? How does it differ from the English most of us use? Put simply, business English is the practical application of our language to the needs of the business world. Business English emphasizes the correct, simple, tactful expression of ideas both in speaking and in writing.

What You Will Study

Studying this text-kit will help you to develop your communication skills. Your study will include:

1. Sentence development to express your ideas clearly and fully.
2. Verb usage to inject action, color, and meaning into your sentences.
3. Noun and pronoun usage to make your meanings clear and precise.
4. Adjective, adverb, conjunction, and preposition selection to convey your thoughts clearly and correctly.
5. Punctuation marks to help the reader understand the meaning of a written message.
6. Editing techniques to assist you in discovering errors in written work.

How You Will Improve Writing and Speaking Skills

Your *Business English* text-kit includes five parts, each designed to aid you in a specific way.

1. **Business English**—your basic text. At the beginning of each unit in the text, you will find an objective for your study of that unit. The objective is followed by one or more points from previous units that will be helpful for you to remember. Then basic principles of sentence structure, grammar, punctuation, and editing skills are presented briefly, step by step, and are followed by examples that will help you understand how to apply each principle.

Following a principle, you will find a few practice sentences that will help you check your understanding of the principle. You are shown the correct answers for these sentences so that you can determine immediately whether you are ready to go on to the next principle.

2. **Self-Checks**—a pad of practice materials to check your understanding of each unit of the textbook. These Self-Checks provide further practice in

applying the principles in the unit. In addition, every Self-Check contains an Improving Editing Skills section. This section gives practice in the skills needed for finding errors in typewritten copy. Such errors may be in punctuation, grammar, and spelling, or they may be in words that sound alike but have different meanings, numbers or facts that are incorrect, and so on.

3. **Self-Check Key**—a booklet that gives you the answers to the Self-Checks. By comparing your answers to the correct answers in the key, you can determine immediately which principles you understand and can apply without difficulty and which principles need further study and practice.
4. **Review Sheets**—a pad of additional exercises. These exercises will help you to (a) check once more your understanding of the principles studied in a particular unit and (b) review principles you have studied in previous units. Your instructor will check each Review Sheet before you go on to the next unit.
5. **Surveys**—a set of materials to help evaluate your progress in understanding language-usage principles. Your instructor will assign the Surveys at various times during the course.

Thus the text-kit materials give you repeated opportunities to learn and to apply the basic principles of business English.

Helpful Hints

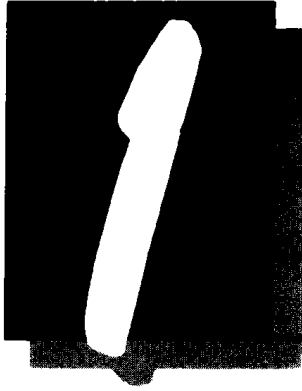
Accomplishing the goals of effective communication will not be difficult if you make sure you understand each principle that is presented. After studying the basic principles, try them out in the practice exercises, and then apply them as you speak and write each day.

It will also be helpful to *listen* to the sound of grammatically correct expressions. When the sound of a correct form becomes fixed in your mind, you can speak and write that form correctly without having to stop and think about the rule that applies.

Your *Business English* text-kit provides the principles for you to understand, to practice, and to apply. Listen and observe to fix the sound and structure of correct expressions in your mind and then use these forms in your daily speaking and writing.

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THE SENTENCE

YOUR OBJECTIVE

To recognize a sentence and to identify subjects and predicates.

WHY?

You must know the sentence and its structure to learn in later units the correct grammar and punctuation skills needed for clear communication.

What a Sentence Is

A *sentence* is a group of words expressing a complete thought. The words must be able to stand alone and express a *complete* thought; otherwise, the words are not a sentence. One easy way to check for a complete thought is to apply this guide: *no sense, no sentence*.

A report of the annual meeting is due today. This group of words is a sentence because it makes sense. It expresses a complete thought. The statement has everything needed to make sense; nothing is missing.

When the report is completed. Does this group of words make sense? No. The reader needs to know more. What will happen "When the report is completed"? Will it be duplicated? mailed? filed? Something is missing; the group of words is not a sentence.

Practice

Study these groups of words to determine which are sentences and which are not. Remember, no sense, no sentence. If you have any trouble, look at the key at the right.

- | | |
|---|---------------|
| 1. Many computer workstations are made of metal | 1. Yes |
| 2. A time schedule will be posted tomorrow | 2. Yes |
| 3. In regard to your letter of March 7 | 3. No |
| 4. When the monthly inventory is taken | 4. No |
| 5. A communications expert will be hired | 5. Yes |

Subject and Predicate

Every sentence has two basic parts—a subject and a predicate. Your ability to recognize the subject and the predicate in a sentence will help you understand many basic English principles.

The *complete subject* of a sentence is a word or a group of words that shows *who is speaking, who is spoken to, or the person or thing spoken about*. The *complete predicate* is the rest of the sentence. It says something about the subject—*what the subject does, what is done to the subject, or what state of being the subject is in*.

I will complete the report this afternoon. *I* is the complete subject—the person speaking. The complete predicate is *will complete the report this afternoon*.

You have life insurance coverage. *You* is the complete subject—the person spoken to. The rest of the sentence is the complete predicate.

The artist who drew the illustration is a talented person. *The artist who drew the illustration* is the complete subject of the sentence—the person spoken about. The complete predicate is *is a talented person*.

Two word processing machines have been purchased. *Two word processing machines* is the complete subject—the things spoken about. The complete predicate is *have been purchased*.

Prepare a production schedule. In this sentence *You* is unexpressed, but it is understood as the subject; thus, (*You*) prepare a production schedule.

● Practice

Find the complete subject in each of the following sentences.

- | | |
|---|--|
| 1. New calculators were purchased last year. | 1. New calculators |
| 2. All employees must accept responsibility. | 2. All employees |
| 3. Ms. Harris will start working next week. | 3. Ms. Harris |
| 4. The figures are to be set up in three columns. | 4. The figures |
| 5. Please order two dozen ribbons. | 5. You Understood. |
| 6. I must learn to proofread carefully. | 6. I |
| 7. Applications for new employees are now being accepted. | 7. Applications for new employees |
| 8. We will pay the bill. | 8. We |

Simple and Compound Subjects

Now you need to expand your knowledge of sentence structure by identifying simple and compound subjects. A *simple subject* is the most important element in the complete subject. (You identified complete subjects in the previous practice sentences.) A *compound subject* consists of two or more equally important words that are part of the complete subject, usually joined by the conjunction *and, or,*

or *nor*. Remember that the subject shows *who is speaking, who is spoken to, or the person or thing spoken about*.

To find the simple subject, look for the most important word in the complete subject.

Our new accountant will work in the Dayton office. The complete subject is *Our new accountant*. *Accountant*, the most important word in the complete subject, is the simple subject.

The representatives in the Fresno office are invited to the conference. What is the complete subject? It is *The representatives in the Fresno office*. What is the simple subject? To recognize it, you must find the most important single word. That word is *representatives*.

If the complete subject contains two or more equally important words joined by a conjunction, the sentence has a compound subject.

Mary and Phillip, both excellent tennis players, have entered the tournament. The complete subject is *Mary and Phillip, both excellent tennis players*. Two equally important words—*Mary* and *Phillip*—form the subject; these words are joined by the conjunction *and*. The sentence therefore has a compound subject, *Mary and Phillip*.

The debits and credits in the trial balance must be equal. What is the complete subject? It is *The debits and credits in the trial balance*. What is the most important element in the complete subject? In this case it consists of more than one word—*debits and credits*; therefore, the sentence has a compound subject.

● Practice

Identify the simple or the compound subject in each of the following sentences.

- | | |
|--|--|
| 1. Jean Duff is learning to program the new computer. | 1. Jean Duff Simple. |
| 2. Mario Manos and Ruth Bennett will attend the advertising meeting. | 2. Mario Manos and Ruth Bennett Compound. |
| 3. The consultants or managers were asked to answer all questions. | 3. consultants or managers Compound. |
| 4. See if Mr. James has left his office. | 4. You Understood. |
| 5. The machine equipped with tape is a listing device. | 5. machine Simple. |
| 6. The tone of a person's voice could arouse customer resentment. | 6. tone Simple. |

Normal and Inverted Sentence Order

A sentence is in normal order when the complete subject precedes the predicate, as in the previous examples. If the first word or words in the sentence are not the subject, the sentence is in inverted order. As you continue your study, you will find it important to be able to distinguish the subject from the predicate no

matter what the sentence order is. Normal word order, however, produces stronger, more direct sentences that you will find better suited to most business needs.

The manager of our department announced a price increase. Since the complete subject (*The manager of our department*) precedes the predicate, the sentence is in normal order.

Between here and the warehouse the package disappeared. Here we are talking about *the package*, which is the complete subject. Since the complete subject does not precede the complete predicate, the sentence is in inverted order. Changed to normal order, the sentence reads: *The package disappeared between here and the warehouse.*

Whom have you and Sandra asked to work with you? This sentence is in inverted order, as most questions are. You may change inverted order to normal order by rearranging the words so that the complete subject is written first, followed by the complete predicate. Normal order is as follows: *You and Sandra have asked whom to work with you?*

Although changing a question into normal order may make the sentence sound odd or may alter the meaning slightly, do not be concerned. Changing the order merely helps you to find the subject.

● Practice

The following sentences are in inverted order. Change each to normal order.

- | | |
|--|---|
| 1. At the present time we are not raising prices. | 1. We are not raising prices at the present time. |
| 2. Rushing out of the elevator came a crowd of tired athletes and their coaches. | 2. A crowd of tired athletes and their coaches came rushing out of the elevator. |
| 3. When the new files were delivered, the secretary was on vacation. | 3. The secretary was on vacation when the new files were delivered. |
| 4. To the beginning worker, the first day on the job is likely to be confusing. | 4. The first day on the job is likely to be confusing to the beginning worker. |
| 5. Soon after their arrival the telephone began to ring. | 5. The telephone began to ring soon after their arrival. |

▲ Assignment

Check your understanding of the sentence and your ability to identify subjects and predicates by doing Self-Check 1; then use the Self-Check Key to evaluate your work. In addition, complete Review Sheet 1, and turn it in to your instructor for scoring.

2

VERBS— BASIC INFORMATION

YOUR OBJECTIVE

To recognize verbs and verb phrases and to be able to use the principal parts of regular verbs correctly.

REMEMBER

A sentence is composed of a subject and a predicate.

The predicate says something about the subject; it tells what the subject does or is.

The essential element of every predicate is a verb.

What a Verb Does

Verbs are words that make your writing and your speaking powerful and meaningful. A *verb* serves the same purpose in a sentence as the motor serves in a car. Without the motor or the verb, neither goes anywhere—nothing happens. For example, the following groups of words do *not* include verbs:

The new computer on Monday.

Mr. Fox his customers.

What do the above words mean? They are incomplete without a verb to make them go somewhere. Notice how they spark into life when different verbs—or motors—are added:

The new computer (arrives, disappeared, broke) on Monday.

Mr. Fox (advises, insulted, will call) his customers.

The verbs inserted in the above examples all represent action, but verbs may also express a condition or a state of being.

The food *tasted* strange; several people *felt* sick. Condition.

Miss Figueroa *is* an important client; she *was* *angry*. State of being.

● Practice

Can you locate the verbs in each of the following sentences? If the verb is missing, supply one that gives the sentence meaning.

1. These disks contain our sample contracts.

1. **contain**

2. Our office a donation to the ASPCA.

2. Our office (**gave, sent, mailed, etc.**) a donation to the ASPCA.

- | | |
|---|--|
| 3. Our managers were at a meeting. | 3. were |
| 4. Mr. Wexler a copy of last year's report. | 4. Mr. Wexler (wants, requested, received, etc.) a copy of last year's report. |
| 5. She sick. | 5. She (is, was, feels, looks, etc.) sick. |

Verb Phrases

When two or more verbs work together to form a predicate, they are called a *verb phrase*. For example:

I am looking for another job; I will look in the Sunday paper.

We should have been invited to the meeting.

The last verb in a verb phrase is always the *principal*, or *main*, verb. The verb or verbs preceding the main verb are the *helping*, or *auxiliary*, verbs. Some common helping verbs are:

be, am, is, are, was, were, being, been

have, has, had

do, does, did

can, could, shall, should, will, would, may, might, must

The verbs *be*, *have*, and *do* and their related forms may be used as helping verbs in some sentences and as main verbs in other sentences—you will learn more about these useful verbs in Unit 3.

The following sentences show how helping verbs can be used with main verbs to make verb phrases:

The meeting will finish before 5 p.m. The verb phrase is *will finish*. The last verb, *finish*, is the main verb; *will* is the helper.

They should be analyzing the weekly report. Verb phrase, *should be analyzing*; main verb, *analyzing*; helpers, *should* and *be*.

Can Sally call the office by three o'clock? Remember to change a question into normal order with the subject first so it will be easier to identify the subject and predicate: Sally *can call* the office by three o'clock. Verb phrase, *can call*; main verb, *call*; helper, *can*.

Practice

In each of the following sentences, select the verb phrase, the main verb, and the helping verb or verbs.

- | | |
|---|--|
| 1. The error must have been noticed by someone. | 1. must have been noticed Verb phrase.
noticed Main verb.
must have been Helping verbs. |
|---|--|

- | | |
|---|---|
| <p>2. The workers are cleaning the windows.</p> | <p>2. are cleaning Verb phrase.
cleaning Main verb.
are Helping verb.</p> |
| <p>3. The check will be expedited by the Payroll Department.</p> | <p>3. will be expedited Verb phrase.
expedited Main verb.
will be Helping verbs.</p> |
| <p>4. Will Mr. Matthews announce the awards?</p> | <p>4. will announce Verb phrase.
announce Main verb.
will Helping verb.</p> |
| <p>5. I have chosen three possible locations for the annual convention.</p> | <p>5. have chosen Verb phrase.
chosen Main verb.
have Helping verb.</p> |

Compound Predicates

Just as sentences may have compound subjects, so may they also have compound predicates. A *compound predicate* consists of two or more verbs or verb phrases of equal importance joined by a conjunction. In the following sentences the complete predicate is shown in italics.

Ms. Volpe *interviewed two word processing operators and gave them a keyboarding test.* The main verbs in the compound predicate are *interviewed* and *gave*.

The sales figures *should climb steeply in March but may drop in April.* The most important elements in the predicate are the two verb phrases, *should climb* and *may drop*; thus the sentence has a compound predicate.

The accident *was reported and investigated.* Note that the compound predicate is made up of two verb phrases, *was reported* and *(was) investigated*. Because the helper *was* applies to both of the main verbs, *reported* and *investigated*, it is not repeated before the second main verb.

● Practice

In each of the following sentences, identify the complete predicate. Then identify the verb phrases and compound predicates.

- | | |
|---|--|
| <p>1. He developed and prepared the advertising copy.</p> | <p>1. developed and prepared the advertising copy
Complete predicate.
developed and prepared
Compound predicate.</p> |
| <p>2. Ms. Carty is talking with her assistant.</p> | <p>2. is talking with her assistant Complete predicate.
is talking Verb phrase.</p> |

3. Please read and edit this report.
4. Our manufacturing costs have been rising for six months.
5. We shipped the goods but forgot to include the invoice.
3. The subject *you* is understood in this sentence; therefore, the entire sentence as written is the complete predicate.
read and edit Compound predicate.
4. **have been rising for six months** Complete predicate.
have been rising Verb phrase.
5. **shipped the goods but forgot to include the invoice** Complete predicate.
shipped but forgot Compound predicate.

Verb Tenses

Verbs have different forms that are used to indicate the *time*, or *tense*, of the action, condition, or state of being that exists. Each verb has four principal parts from which all its tenses are formed.

PRESENT	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
walk (walks)	walked	walked	walking
receive (receives)	received	received	receiving
go (goes)	went	gone	going
write (writes)	wrote	written	writing

The *present* form of verbs is used to express present tense. The third person singular (he, she, it) form always ends with an *s*.

The clerks *need* more forms; the clerk *needs* more forms.

The managers *work* hard; she *works* hard.

He who *laughs* last *laughs* best.

The present form is used with the helping verbs *shall* and *will* to show *future* tense.

The clerk *will need* more forms. Future tense.

Verbs are classified as *regular* or *irregular* depending on the way their past and past participle forms are constructed. With regular verbs, the past and past participle are formed by adding *d* or *ed* to the present form—the last section in this unit gives more practice on this ending. The past tense and past participle of irregular verbs are formed in various ways, sometimes by changing part of the basic word and sometimes by using a completely different word. (Note the forms given above for *go* and *write*.) Errors in the use of irregular verbs occur often, so Units 3 and 4 provide for their further study.

The *past* form of verbs is used to express past tense.

Our accountant *completed* the audit and *spoke* to Mr. Burns. The complete compound predicate is *completed the audit and spoke to Mr. Burns*. The main verbs are *completed* and *spoke*. *Completed* is a regular verb; *spoke* is irregular.

The *past participle* is used with *have*, *has*, and *had* to form the so-called “perfect tenses”—present perfect, past perfect, and future perfect.

Patricia *has gone* to seven meetings, and I *have gone* to four. Present perfect.

By five o'clock she *had gone* to three meetings. Past perfect.

By Friday she *will have gone* to two more meetings. Future perfect.

The *present participle* of all verbs ends in *ing*. It is used with the helping verb *to be* to form the progressive tenses, which indicate that something is *in progress* or is continuing in the present, past, or future.

A client *is waiting* at the receptionist's desk. Present progressive.

They *were waiting* for the latest news report. Past progressive.

Mr. King *will be waiting* in the lobby. Future progressive.

● Practice

In each of the following sentences, find the verbs or verb phrases. What tense is each one?

- | | |
|--|--|
| 1. Dr. Bush has a pilot's license. | 1. has Present. |
| 2. He has owned a plane for many years. | 2. has owned Present perfect. |
| 3. He is planning a long trip soon. | 3. is planning Present progressive. |
| 4. Last year he logged 200 flight hours. | 4. logged Past. |
| 5. He had always wanted to go to Alaska. | 5. had wanted Past perfect. |
| 6. Will he fly to Brazil? | 6. will fly Future. |

Regular Verbs: *ED* Ending

The past tense and the past participle of all regular verbs must have an *ed* ending. If this *ed* ending is omitted in speech, it may not be noticeable. Try reading the *omission* and the *correct* examples below out loud in your usual conversational voice, and listen to how much alike they sound. However, in writing, an omitted *ed* ending is much more obvious.

Omission: Kris notice ten errors in the report.

Correct: Kris noticed ten errors in the report. Past tense.

Omission: They have develop the best software.

Correct: They have developed the best software. Past participle with the helper *have*.

Two phrases in which the *d* ending is sometimes incorrectly omitted are *supposed to* and *used to*.

Omission: They were suppose to finish before noon.

Correct: They were supposed to finish before noon.

Omission: He use to go every week.

Correct: He used to go every week.

Past participles of verbs are often used as adjectives—descriptive words. Here, also, the *ed* ending is sometimes mistakenly omitted.

Omission: The concern citizens held a meeting.

Correct: The concerned citizens held a meeting. Subject, *citizens*; verb, *held*. *Concerned* is a past participle being used as an adjective to describe *citizens*.

Omission: The enclose check is for \$10.

Correct: The enclosed check is for \$10. Subject, *check*; verb, *is*. *Enclosed* is a past participle describing *check*.

● Practice

Find and correct all errors in the following sentences. Explain why you made each correction.

- | | |
|--|---|
| 1. In some countries the prices of manufacture goods are so high that the average person cannot afford them. | 1. manufactured An <i>ed</i> ending is needed on the past participle, <i>manufactured</i> , which is being used as an adjective to describe <i>goods</i> . |
| 2. We can always used another assistant. | 2. use Verb phrase, <i>can use</i> . The helping verb, <i>can</i> , should be followed by the present tense form of the main verb, <i>use</i> . |
| 3. College is suppose to give you a chance to get a higher-paying job. | 3. supposed to An <i>ed</i> ending is needed in the phrase <i>supposed to</i> . |
| 4. Yesterday he ask ten applicants to come in. | 4. asked The past tense of the regular verb <i>ask</i> needs an <i>ed</i> ending. |
| 5. There are many clients who have cancel their insurance. | 5. canceled or cancelled An <i>ed</i> ending is needed on the past participle. |

▲ Assignment

Check your skill in recognizing verbs and verb phrases and your ability to use the principal parts of regular verbs correctly by doing Self-Check 2; then use the Self-Check Key to evaluate your work. In addition, complete Review Sheet 2, and turn it in to your instructor for scoring.



VERBS—

HELPING VERBS

YOUR OBJECTIVE

To use the verbs to have, to be, and to do correctly, both as main verbs and as helping verbs.

REMEMBER

Every sentence must have a verb or verb phrase that shows the subject's action, condition, or state of being.

A verb phrase consists of one or more helping verbs followed by a main verb.

The principal parts of a verb are used to show time (tense); in all regular verbs the past and past participle end in ed.

To Have

To have is an important verb that can be used as a main verb or as a helping verb. As a *main* verb, *to have* indicates ownership or possession. As a *helping* verb, it is used before past participles to indicate the perfect tenses. *Had* is the past tense and also the past participle of *to have*. When the past participle *had* is used with a helper in the perfect tenses, we find two forms of *to have* used together.

PRESENT

I have	we have
you have	you have
he } has	they have
she }	
it }	

FUTURE

I will have	we will have
you will have	you will have
he } will have	they will have
she }	
it }	

PAST

I had	we had
you had	you had
he } had	they had
she }	
it }	

Present Perfect:	he has had, they have had
Future Perfect:	you will have had
Past Perfect:	we had had

He has five dollars. *Has* is the only verb, so it is the main verb and indicates ownership or possession.

He has gone to the meeting. Verb phrase, *has gone*. *Has* is a helping verb, and the main verb is the past participle *gone*.

They have had two accidents this year. Verb phrase, *have had*. Both the main verb and the helper are forms of *to have*.