OBJECTIVES

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

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

PRETEST

Write the correct letter after each of the following numbered groups of words to identify it.

\[
a = \text{correctly punctuated sentence} \quad c = \text{comma splice} \\
b = \text{fragment} \quad d = \text{run-on sentence}
\]

1. Jennifer who was recently hired as a management trainee.  
2. Guitar Center’s stock price increased this year, Jet Blue’s decreased.  
3. On the ground floor of our building are a café and a bookstore.  

1 b 4 3 5 c d a
4. Some employers monitor their employees’ e-mail; others do not want to bother.

5. Although many employees start at 6 a.m., which explains the empty parking lot.

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

**SENTENCE ELEMENTS**

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

**SUBJECTS AND PREDICATES**

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

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

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

**LOCATING SUBJECTS**

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

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

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

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

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

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

---

**CAREER TIP**

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

**DID YOU KNOW**

The English language has about three times as many words as any other language on earth. English is estimated to include at least 450,000 words. German has about 185,000; Russian, 130,000; and French, 100,000.

**STUDY TIP**

Many linking verbs also serve as helping verbs. Note that a verb phrase is linking only when the final verb is a linking verb, such as in the phrase might have been.
Sentences may have multiple subjects joined by the conjunctions *and* or *or*.

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

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

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

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

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

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

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

**MAKING SENSE**

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

Athletic shoe *makers convinced* us that we need $150 tennis shoes. (Subject plus predicate making sense = sentence.)

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

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

**SENTENCE PATTERNS**

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

**PATTERN NO. 1: SUBJECT–VERB**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>worked.</td>
</tr>
<tr>
<td>Everyone</td>
<td>is studying.</td>
</tr>
<tr>
<td>She</td>
<td>might have called.</td>
</tr>
<tr>
<td>All employees</td>
<td>are being informed.</td>
</tr>
</tbody>
</table>
PATTERN NO. 2: SUBJECT–ACTION VERB–OBJECT
When sentences have an object, the pattern is generally subject, action verb, and direct object. A **direct object** is usually a noun or pronoun that answers the question *What?* or *Whom?*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Action Verb</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke</td>
<td>needed</td>
<td>a new car</td>
</tr>
<tr>
<td>He and a friend</td>
<td>questioned</td>
<td>the salesperson.</td>
</tr>
<tr>
<td>The sales manager</td>
<td>provided</td>
<td>good answers.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Action Verb</th>
<th>Indirect Object</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>This dealership</td>
<td>promises</td>
<td>customers</td>
<td>good prices.</td>
</tr>
<tr>
<td>Luke</td>
<td>gave</td>
<td>the manager</td>
<td>a check.</td>
</tr>
<tr>
<td>The manager</td>
<td>handed</td>
<td>him</td>
<td>the keys.</td>
</tr>
</tbody>
</table>

PATTERN NO. 3: SUBJECT–LINKING VERB–COMPLEMENT
In the third sentence pattern, the subject precedes a linking verb and its complement. Recall from Chapter 2 that common linking verbs are *am, is, are, was, were, be, being,* and *been.* Other linking verbs express the senses: *feels, appears, tastes, sounds, seems, looks.* A **complement** is a noun, pronoun, or adjective that renames or describes the subject. A complement *completes* the meaning of the subject and always follows the linking verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Linking Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor</td>
<td>was</td>
<td>Connie Murphy.</td>
</tr>
<tr>
<td>Our customers</td>
<td>are</td>
<td>friends.</td>
</tr>
<tr>
<td>Your supervisor</td>
<td>is</td>
<td>she.</td>
</tr>
<tr>
<td>The callers</td>
<td>might have been</td>
<td>they.</td>
</tr>
<tr>
<td>My job</td>
<td>is</td>
<td>challenging.</td>
</tr>
<tr>
<td>These Web sites</td>
<td>will be</td>
<td>useful.</td>
</tr>
</tbody>
</table>

PATTERN NO. 4: INVERTED ORDER
In inverted sentences, the verb precedes the subject. You might use inverted order for variety or emphasis in your sentences.

*Sitting in front is Michele.*

*Working hardest was the marketing team.*

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

*What is his e-mail address?*

*Where should the invoice be sent?*
In sentences beginning with *here* or *there*, the normal word order is also inverted.

Here are the applications.

There were three steps in the plan.

**SENTENCE FAULTS**

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

**FRAGMENT**

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

<table>
<thead>
<tr>
<th>Fragment:</th>
<th>Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because cost-cutting saves money. That's why Wal-Mart works hard at it.</td>
<td>Because cost-cutting saves money, Wal-Mart works hard at it. (Join the fragment to the following complete sentence.)</td>
</tr>
<tr>
<td>We’re looking for a potential manager. An individual who can accept responsibility and supervise other employees.</td>
<td>We’re looking for a potential manager who can accept responsibility and supervise other employees. (Join the fragment to the preceding sentence.)</td>
</tr>
<tr>
<td>My college offers many majors in business administration. Such as accounting, finance, human resources, and marketing.</td>
<td>My college offers many majors in business administration such as accounting, finance, human resources, and marketing. (Join the fragment to the preceding sentence.)</td>
</tr>
<tr>
<td>The deadline for the project was moved up three days. Which means that our team must work overtime.</td>
<td>The deadline for the project was moved up three days, which means that our team must work overtime. (Join the fragment to the preceding sentence.)</td>
</tr>
<tr>
<td>Although Ayla will give him some tough competition. Stephen is confident he’ll get the promotion.</td>
<td>Although Ayla will give him some tough competition, Stephen is confident he’ll get the promotion. (Join the fragment to the following sentence.)</td>
</tr>
<tr>
<td>A two-bedroom apartment that was within walking distance of his job.</td>
<td>Derek found a two-bedroom apartment that was within walking distance of his job. (Add a subject and verb.)</td>
</tr>
</tbody>
</table>

**DID YOU KNOW**

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

**SPOT THE BLOOPER**

From a set of bylaws:

“Each condominium unit may have a reasonable number of household pets. Which at the desecration of the Association do not create a nuisance to other owners.” (Did you spot two bloopers?)
COMMA SPLICE

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

**Comma splice:** Marcos supervises Shipping, Pamela manages the Legal Department.
**Revision:** Marcos supervises Shipping, and Pamela manages the Legal Department. (Add a conjunction.)

**Comma splice:** Let us help you develop your online résumé, visit us at Resume.org.
**Revision:** Let us help you develop your online résumé. Visit us at Resume.org. (Separate into two sentences.)

**Comma splice:** No stock prices were available today, the market was closed for the holiday.
**Revision:** No stock prices were available today; the market was closed for the holiday. (Change the comma to a semicolon.)

**Comma splice:** Many applicants responded to our advertisement, however only one had computer training.
**Revision:** Many applicants responded to our advertisement; however, only one had computer training. (Semicolons will be discussed in Chapters 13 and 15.)

RUN-ON SENTENCE

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

**Run-on:** The work ethic in America is not dead it is deeply ingrained in most people.
**Revision:** The work ethic in America is not dead. It is deeply ingrained in most people. (Separate into two sentences.)

**Run-on:** Charmayne thought she aced the interview she was wrong.
**Revision:** Charmayne thought she aced the interview, but she was wrong. (Add a comma and a conjunction.)

**Run-on:** Send an e-mail to all committee members tell them our next meeting will be Friday.
**Revision:** Send an e-mail to all committee members; tell them our next meeting will be Friday. (Add a semicolon.)

PUNCTUATING FOUR SENTENCE TYPES

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

**STATEMENTS**

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

*Laws require* truth in advertising.

*Manufacturers* today must label the contents of packages.
QUESTIONS

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

How many daily e-mail messages do you receive?
What are your peak message hours?

COMMANDS

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

Shut the door. (You shut the door.)
Insure your home against fire loss. (You insure your home . . .)

EXCLAMATIONS

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

Wow! We just had an earthquake!
What a wonderful time we had!
How extraordinary [that is]!!

Now complete the reinforcement exercises for this chapter.

**HOTLINE QUERIES**

**Answered by Dr. Guffey**

**Question**

Q: This sentence doesn’t sound right to me, but I can’t decide how to improve it: **The reason I’m applying is because I enjoy editing.**

**Answer**

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

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

A: You’re right. This sentence has two independent clauses, and the writer attempted to join them with a comma. But this construction produces a comma splice. You can correct the problem by adding and between the clauses, starting a new sentence, or using a semicolon between the clauses.
Q: My boss wrote a report with this sentence: *Saleswise, our staff is excellent.* Should I change it?

A: Never change wording without checking with the author. You might point out, however, that the practice of attaching *-wise* to nouns is frowned on by many language experts. Such combinations as *budgetwise, taxwise, and productionwise* are considered commercial jargon. Suggest this revision: *On the basis of sales, our staff is excellent.*

Q: At the end of a letter I wrote: *Thank you for recommending me to this company.* Should I hyphenate *thank you*?

A: Do not hyphenate *thank you* when using it as a verb (*thank you for recommending*). Do use hyphens when using *thank you* as an adjective (*I sent a thank-you note*) or as a noun (*I sent four thank-yous*). Because *thank you* is used as a verb in your sentence, do not hyphenate it. Notice that *thank you* is never written as a single word.

Q: A fellow worker insists on saying, *I could care less.* It seems to me that it should be *I couldn’t care less.* Who is right?

A: You are right. The phrase *I couldn’t care less* has been in the language a long time. It means, of course, “I have little concern about the matter.” Recently, though, people have begun to use *I could care less* with the same meaning. Most careful listeners realize that the latter phrase says just the opposite of its intent. Although both phrases are clichés, stick with *I couldn’t care less* if you want to be clear.

Q: How should I address a person who signed a letter *J. R. Henderson*? I don’t know whether the person is a man or a woman, and I don’t want to offend anyone.

A: When you can’t determine the gender of your reader, include the entire name in the salutation and omit the personal title (*Mr., Ms., Dr.*). In your letter you should use *Dear J. R. Henderson.*

Q: My friend insists that the combination *all right* is shown in her dictionary as one word. I say that it’s two words. Who’s right?

A: *All right* is the only acceptable spelling. The listing *alright* is shown in many dictionaries to guide readers to the acceptable spelling, *all right.* Do not use *alright.* By the way, some people remember that *all right* is two words by associating it with *all wrong.*

Q: If I have no interest in something, am I *disinterested*?

A: No. If you lack interest, you are *uninterested.* The word *disinterested* means “unbiased” or “impartial” (*the judge was disinterested in the cases before him*).
A. (Self-check) Indicate whether the following statements are true (T) or false (F).

1. The predicate of a sentence indicates the person or thing being talked about.
2. A group of words with a subject and a predicate is automatically a complete sentence.
3. The complete subject of a sentence includes a noun or pronoun and all its modifiers.
4. Two complete sentences incorrectly joined by a comma create a comma splice.
5. You can locate the subject in a sentence by asking who or what is being discussed.
6. Sentence fragments may be repaired by joining them to complete sentences or by adding appropriate subjects and verbs.
7. Sentences that show strong feeling are usually concluded with question marks.
8. The verb phrase *might have been* is considered a linking verb.

Check your answers below.

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

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

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

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

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

Want to explore more? Go to: http://www.thomsonedu.com/bcomm/guffey or Xtra!
C. Study the following examples. Then fill in the words necessary to complete the four sentence patterns.

**Pattern No. 1: Subject–Verb**

**Example:** The boss called.

1. The restaurant  
2. Our office  
3. Students  
4. Health costs  
5. The committee  
6. E-mail messages

**Pattern No. 2: Subject–Action Verb–Object**

**Example:** Administrative assistants use software.

7. Licia answered the  
8. FedEx delivers  
9. Salespeople sold  
10. Congress passes  
11. Stock pays  
12. Students threw a

**Pattern No. 3: Subject–Linking Verb–Complement**

Fill in noun or pronoun complements.

**Example:** The manager is Rachel.

13. The applicant was  
14. Chandra is the new  
15. The caller could have been  
16. The president is

Fill in adjective complements.

**Example:** The salary is reasonable.

17. My investment was  
18. New York is  
19. Our new supervisor is  
20. The report could have been

**Pattern No. 4: Inverted Order**

Revise the following inverted sentences so that the subject comes first. Then underline the simple subject once and the simple predicate twice.

**Example:** Here are the job applications from four candidates.

The job applications from four candidates are here.

21. There is no Web site listed for that organization.

22. Here is the agenda for the Tuesday board meeting.

23. Where is the meeting agenda?

24. Next door to our office is an Italian restaurant.

25. Who is the leader in online shopping?
D. For each of the following groups of words, write the correct letter to indicate whether it represents a fragment, a correctly punctuated sentence, a comma splice, or a run-on sentence.

   a. correctly punctuated       c. comma splice
   b. fragment                   d. run-on sentence

**Example:** Because the office will be closed on Friday.

1. Anyone doing business in another country should learn what kinds of gifts are expected and when to give them.
2. Russian children usually open gifts in private, however, Russian adults usually open gifts in front of their gift givers.
3. In Thailand a knife is not a proper gift it signifies cutting off a relationship.
4. Because one third of all U.S. corporate profits are now generated through international trade.
5. Making eye contact in America is a sign of confidence and sincerity.
6. Although Italians, Middle Easterners, and Latin Americans stand very close to each other when talking.
7. Which means that we'll have to learn how to negotiate when in Chile.
8. Being on time is important in North America in other countries time is less important.
9. Filipinos take pride in their personal appearance, they believe a person's clothing indicates social position.
10. In many countries people do not address each other by given names unless they are family members or old friends.

E. Revise the following sentence fragments.

**Example:** If I had seen the red light at the intersection. Then I could have stopped in time.

If I had seen the red light at the intersection, I could have stopped in time.

1. Because I am looking for a position in hotel management. That's why I am interested in your job posting.
2. We're seeking a management trainee. Someone who has not only good communication skills but also computer expertise.
3. During job interviews candidates must provide details about their accomplishments. Which is why they should rehearse answers to expected questions.
4. Although an interviewer will typically start with general questions about your background. Be careful to respond with a brief history.
5. A candidate who provided a wide range of brief stories about specific accomplishments. That’s who was hired.

F. From the following list select the letter that accurately describes each of the following sentences and add appropriate end punctuation.

a. statement c. question
b. command d. exclamation

Example: Take appropriate steps to prevent hacker attacks.

1. School and work holidays should always be scheduled on Mondays and Fridays.
2. Do employers and workers contribute jointly to the retirement fund?
3. How exciting this proposal is.
4. Use Google to receive tens of thousands of hits in a nanosecond.
5. We wonder whether our new marketing campaign will be successful.
6. What a terrific view we have from the observatory on the tenth floor.
7. Do you know whether Susan Simons received the purchase order.
8. Turn off the power, close the windows, and lock the doors before you leave.

G. Hotline Review. In the space provided write the correct answer choice.

1. The reason we are moving is ________ we need more space.
   a. because
   b. that

2. I ________ care less whether Craig becomes manager.
   a. could
   b. couldn’t

3. Is it ________ if I leave work early today?
   a. all right
   b. alright

4. It’s important to have a(n) ________ judge during a trial.
   a. uninterested
   b. disinterested

5. We would like to ________ for your careful work.
   a. thank-you
   b. thank you
   c. thankyou

6. Which of the following represents better expression?
   a. On the basis of taxes, we are in a good position this year.
   b. Taxwise, we are in a good position this year.

H. Writing Exercise. On a separate sheet write complete sentences illustrating each of the following forms: a statement, a question, a command, an exclamation, a sentence with a pronoun complement, and a sentence in inverted order. Identify each sentence.

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Dear J. Crew Web Shoper:

At J. Crew we take pride in offering fashionable clothes at affordable prices. Recently at our Web site you ordered a sensational zip turtle neck cashmere sweater. Which was offered at the amazing price of $18.

To ensure accurate pricing, we double-check all copy material before it posted to our Web site. Occasionally, though, we miss a typo. In the case of this cashmere sweater, that $18 price blew right by our proof readers. Although this stunning turtle neck should have been list at $218. Because of our error we would like to offer you this sweater for only $118 ($130 for larger sizes. If you check our current Web listings, you will see that this sweater is now correctly offered at for $218.

The eighteen dollar sweater has been removed from your recent order, but you may reorder it for $118 (or $130) at this special Web address: www.jcrewspecial.html. Only those J. Crew customer affected by the Web price error are being invited to purchase this sweater at this reduced price. Our big goof becomes your big bargain!

You can be sure we'll re-double our proof-reading efforts for all future Web catalog item. Check out the latest must-have cloths for spring that include handsome seersucker, eyelet inspired by an antique lace pattern, and authentic Irish linens. Now is the time to snatch the things you love as the days grow warmer. Thanks for shopping J. Crew.

Where you always catch terrific bargains!

Sincerely,

Caroline Medcalf, Manager
Customer Services
J. Crew
CMedcalf@jcrew.com
A number of search tools—such as Google and Yahoo!—are available at specialized Web sites devoted to searching. These tools help you find Web pages related to the search term you enter. Anyone using the Web today must develop skill in using a search tool.

Goal:  To become familiar with a search tool

1. With your Web browser on the screen, key the following URL: http://www.google.com. Press Enter.
2. Look over the Google home page. Notice the categories it will search: Web, Images, Group, News, Froogle, Local, and more. Click each one and study what is available.
3. Click Web to return to Web searching.
4. In the search term box, type “sentence fragments” as your term. Enclosing an expression in quotation marks ensures that the two words will be searched as a unit. Click Google Search or press Enter.
5. Google presents a screen showing the first ten hits it has located. Click any of the hits that seem most helpful to someone studying sentence structure. To return to the list, click the Back button in the upper left corner of your browser.
6. Select the most helpful site. Print one or more pages (click File, Print, and OK).
7. End your session by clicking the X in the upper right corner of your browser.
8. On the page(s) you printed, explain why this Web page was helpful and why it was better than others you visited. Turn in the page(s) you printed or send an e-mail to your instructor summarizing your response.

Write the correct letter after each of the following numbered items.

a = correctly punctuated sentence  
c = comma splice
b = fragment  
d = run-on sentence

1. The computer arrived Wednesday the printer is expected shortly.  
2. On the fifth floor is the Human Resources Department.
3. If you agree to serve on the committee.
4. On Monday my e-mail box is overflowing, on Friday my box is empty.
5. Because Christine, who is one of our best employees, was ill last week.

Want to explore more? Go to: http://www.thomsonedu.com/bcomm/guffey or Xtra!
Begin your review by rereading Chapters 1–3. Then check your comprehension of those chapters by writing T(true) or F(false) in the following blanks. Compare your responses with the key at the end of the book.

1. Because of advances in technology, you can expect to be doing less communicating than ever before in today’s workplace.  

2. Usage labels such as obsolete, archaic, and informal warn dictionary users about appropriate usage.  

3. College-level dictionaries provide in square brackets the brief history or etymology of a word.  

4. All dictionaries use the same plan for showing the order of definitions.  

5. Most dictionaries show noun plurals only if the plurals are irregular, such as the word children.  

6. A thesaurus is a collection of words and their definitions.  

7. Accent marks may appear before or after stressed syllables.  

8. The usage label nonstandard means that a word is no longer in use.  

9. The terms desk and college-level refer to the same kind of dictionary.  

10. An electronic dictionary (also called a spell checker) compares typed words with those in the computer memory.  

Read the following sentence carefully. Identify the parts of speech for the words as they are used in this sentence.

They jumped quickly into the car and looked for the correct address.

11. They a. noun b. pronoun c. adverb d. adjective  

12. jumped a. conjunction b. preposition c. verb d. adverb  

13. quickly a. conjunction b. preposition c. adjective d. adverb  

14. into a. conjunction b. preposition c. adjective d. adverb  

15. car a. noun b. pronoun c. conjunction d. adverb  

16. and a. noun b. pronoun c. conjunction d. preposition  

17. looked a. verb b. adverb c. conjunction d. preposition  

18. for a. verb b. adverb c. conjunction d. preposition  

19. correct a. verb b. adverb c. adjective d. preposition  

20. address a. noun b. pronoun c. adjective d. preposition  

For each of the following statements, determine the word or phrase that correctly completes that statement and write its letter in the space provided.

21. In the sentence Excellent communication skills can help you get a job, the simple subject is (a) communication, (b) skills, (c) you, (d) job.
22. In the sentence *There are your paychecks*, the simple subject is (a) There, (b) are, (c) paychecks, (d) your.

23. In the sentence *I feel bad*, the verb *feel* is considered a(n) (a) linking verb, (b) helping verb, (c) subject, (d) action verb.

24. The sentence *She sent many e-mail messages* represents what sentence pattern? (a) subject–verb, (b) subject–action verb–object, (c) subject–linking verb–complement, (d) subject–linking verb–object.

From the following list select the letter to accurately describe each of the following groups of words.

<table>
<thead>
<tr>
<th>a. complete sentence</th>
<th>c. comma splice</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. fragment</td>
<td>d. run-on</td>
</tr>
</tbody>
</table>

25. Armando hates receiving "spam," he uses filters to avoid unwanted messages.

26. Whenever Mr. Jackson calls to confirm the shipping date.

27. Turn on your computer when you arrive, and leave it on all day.

28. That company’s products are excellent its service is slow, however.

29. Most of us would rather risk catastrophe than read directions.

30. Although he wore sandals, white socks, and a T-shirt with a beer company’s logo.

31. Complete the form and send it with your check.

32. I’ve never had a bad day, some days are just better than others.

33. Your letter arrived today your package should be here next week.

34. Many companies feature profit-sharing plans, but some employees are reluctant to participate.

35. PepsiCo ran three commercials during the Super Bowl, however, not one was devoted to its core brand.

Hotline Review

Write the letter of the word or phrase that correctly completes each statement.

36. We appreciate your work; ________ for completing the report early.
   a. thankyou         b. thank-you       c. thank you

37. Is it ________ to leave my computer on overnight?
   a. all right         b. alright

38. You may have deliveries ________ if you wish.
   a. everyday          b. every day       c. every-day

39. The reason I am late is ________ my car stalled.
   a. because          b. that

40. Send me an ________ as soon as you find out.
   a. email             b. E-mail         c. e-mail
DEVELOPING PROOFREADING SKILLS

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

Example:

Proofreading marks are used by writers and editors to make corrections and revisions in printed copy. They use these standard marks for clarity and consistency. If you are revising your own work, you will probably use these marks only occasionally. In many jobs today, however, you will be working in a team environment where writing tasks are shared. That's when it's important to be able to apply these well-known marks correctly.

PROOFREADING TIPS

• Use your computer's spell checker. But don't rely on it totally. It can't tell the difference between its and it's and many other confusing words.

• Look for grammar and punctuation errors. As you complete this book, you'll be more alert to problem areas, such as subject-verb agreement and comma placement.

• Double-check names and numbers. Compare all names and numbers with their sources because inaccuracies are not always visible. Verify the spelling of the names of individuals receiving the message. Most of us dislike when someone misspells our name.

• For long or important documents, always print a copy (preferably double-spaced), set it aside for at least a day, and then proofread when you are fresh.

Writing Application 1.1

After you read and edit the following letter, your instructor may ask you to write a similar introductory personal business letter to her or him. On a separate sheet of paper, explain why you enrolled in this class, evaluate your present communication skills, name your major, describe the career you seek, and briefly tell about your current work (if you are employed) and your favorite activities. Your instructor may ask you to write a first draft quickly, print it, and then use proofreading marks to show corrections. Make a final copy. Double-space the rough draft; single-space the final copy. Turn in both copies. See page 385 of Appendix C for a model personal business letter. The following personal business letter contains intentional errors in typing, spelling, capitalization, and sentence punctuation. Use proofreading marks to edit this letter. You should mark 30 changes.
Professor Margaret M. Sullivan  
Department of Business Administration  
Schoolcraft College  
Marion, IN 46954  

Dear Professor Sullivan:

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

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

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

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

Sincerely,

Mark Watkins

Mark Watkins