Grammar Online Orientation
Introduction

• The purpose of this grammar orientation is to achieve the following:
  – Prepare students for academic, scholarly writing
  – Refresh and reinforce foundational rules of English grammar
  – Teach concepts of writing that will assist in an easier writing experience
Orientation Objectives

• Participating in these modules will help you:

- Use standard English correctly
- Fix common grammatical errors
- Use punctuation correctly
- Construct abstracts, manuscripts, and reports correctly
- Communicate your thoughts in an organized, logical manner
- Represent yourself better through your writing
Adjectives and Adverbs

• An *adjective* is a word that describes or modifies a noun or pronoun.
  – In general, adjectives should answer the following questions:
    • *Which?*
    • *What kind of?*
    • *How many?*
Adjectives and Adverbs

• An *adverb* is a word that describes or modifies a verb, adjective, or other adverb.
  – Adverbs can easily be recognized because many of them end in *–ly*.
  – In general, adverbs should answer the following questions:
    • *How?*
    • *When?*
    • *Where?*
    • *Why?*
Choose the correct item:

1. She *(quickly, quick)* adjusted the fees. She adapted *(quick, quickly)* to any situation.
2. The stillness of the tomb was *(awfully, awful)*. The tomb was *(awfully, awful)* still.
3. Mike wrote too *(slow, slowly)* on the exam. He always writes *(slow, slowly)*.
4. He was a very *(sensibly, sensible)* person. He acted very *(sensible, sensibly)*.
5. He did not pass the course as *(easy, easily)* as he thought he would.
Practice Exercise Answers

• Choose the correct item:
  1. She (quickly, quick) adjusted the fees. She adapted (quick, quickly) to any situation.
  2. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
  3. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
  4. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
  5. He did not pass the course as (easy, easily) as he thought he would.
Appositives

• An *appositive* is a **noun** or **pronoun** usually placed beside another noun or pronoun used to identify it.

  – Your friend Bill is in trouble.

  – My brother’s car, a red convertible, is the envy of my friends.
Practice Exercise

• Identify and punctuate the appositives in the following sentences:
  1. An above-average student John made his family proud.
  2. The greatest American film ever made *Citizen Kane* won only one Academy Award.
  3. Walter the playboy and writer is very attached to his mother Mrs. Hammon.
Practice Exercise Answers

• Appositives are highlighted in red and commas are used to punctuate the appositive in the following sentences:

1. An above-average student, John made his family proud.

2. The greatest American film ever made, *Citizen Kane* won only one Academy Award.

3. Walter, the playboy and writer, is very attached to his mother, Mrs. Hammon.
Articles

- An *article* is an adjective used to modify nouns.
- There are two types of articles: *the* and *a/an*.
  - The = definite article
  - a/an = indefinite
- Saying “let’s read the book” refers to a specific, or *definite*, book. Saying “let’s read a book” means any non-specific, or *indefinite*, book.
Practice Exercise

• Insert *a, an, and the* where needed in the following paragraph:

  – I have horse of my own. I call her Pretty Girl. She is intelligent animal, but she is not thoroughbred horse. I could never enter her in race, even if I wanted to. But I do not want to. She is companion, for my own pleasure. I took her swimming day or two ago.
Practice Exercise Answers

• Insert *a, an, and the* where needed in the following paragraph:

  – I have *a* horse of my own. I call her Pretty Girl. She is *an* intelligent animal, but she is not *a* thoroughbred horse. I could never enter her in *a* race, even if I wanted to. But I do not want to. She is *a* companion, for my own pleasure. I took her swimming *a* day or two ago.
Prepositions of Direction

- To, on(to), and in(to) relate to prepositions of location.
  - **TO** signifies orientation towards a goal. (Ex. We flew from New York *to* Paris).
  - **ON + (TO)** signifies movement toward a surface. (Ex. The frog jumped *onto* the lily pad.)
  - **IN + (TO)** signifies movement toward the interior of a volume. (Ex. We poured the milk *into* the glass.)
Practice Exercise

• Using **to, toward, on, onto, in or into**, complete the following sentences with the correct prepositions. Some sentences may have more than one correct answer:

1. I went _________ the gym.
2. We cried to the man on the ladder, “Hang _________!”
3. Glenn almost fell _________ the river.
4. Mary Sue jumped _________ the stage and danced.
5. We drove _________ the river for the weekend.
Practice Exercise Answers

- Using to, toward, on, onto, in or into, complete the following sentences with the correct prepositions. Some sentences may have more than one correct answer:
  1. I went _______ the gym.
  2. We cried to the man on the ladder, “Hang _______!”
  3. Glenn almost fell _______ the river.
  4. Mary Sue jumped _______ the stage and danced.
  5. We drove _______ the river for the weekend.
Verb Consistency

• Academic writing involves telling logical narrations, including written illustrations and references to supplement material.

• Academic writers generally maintain one verb tense and only change tenses to signify changes in time. However, inconsistent or unnecessary verb tenses can cause confusion.
Practice Exercise

• Check the following sentences for confusing shifts in tense. If the tense underlined expresses the time relationship accurately, write “C” for correct. If it does not express the time relationship accurately, write “I” for incorrect.

   _ 1. As Barbara **puts** in her contact lenses, the telephone **rang**.
   _ 2. I **was** terribly disappointed with my grade because I **studied** so hard.
   _ 3. Everyone **hopes** the plan **would work**.
   _ 4. Harry **wants** to show his friends the photos he **takes** last summer.
   _ 5. If the club **limits** its membership, it **will **had** to raise its dues.
Practice Exercise Answers

• Check the following sentences for confusing shifts in tense. If the tense underlined expresses the time relationship accurately, write “C” for correct. If it does not express the time relationship accurately, write “I” for incorrect.

1. As Barbara ______ in her contact lenses, the telephone ______.
   I

2. I ______ terribly disappointed with my grade because I ______ so hard.
   C

3. Everyone ______ the plan ______.
   I

4. Harry ______ to show his friends the photos he ______ last summer.
   I

5. If the club ______ its membership, it ______ to raise its dues.
   I

Change “puts” to “put.”

Change “would work” to “works.”

Change “takes” to “took.”

Change “will had” to “will have.”
Punctuation

• When speaking, we pause or change the tone of our voices to indicate emphasis. When writing, we must use punctuation to indicate these places of emphasis. The following modules will help to clarify when and how to use various marks of punctuation.
Commas

- The comma is a valuable, useful punctuation device because it separates the structural elements of sentences into manageable segments.
- Commas are important because they help to clarify meaning for the reader.
Commas

• Use a comma to join 2 independent clauses separated by a coordinating conjunction (and but, or, for, nor, so, etc.).

Road construction can be inconvenient, but it is necessary.

• Use a comma between coordinate adjectives (adjectives that are equal and reversible).

The sturdy, compact suitcase made a perfect gift.
Commas

• Use a comma after a transitional element (however, therefore, nonetheless, also, otherwise, finally, instead, thus, etc.).

For example, the Red Sox, Yankees, and Indians are popular baseball teams.

• Use a comma with quoted words and in dates.

“Yes,” she promised. “I will be back October 25, 2015.”
Practice Exercise

• Place commas wherever they are needed in the following sentences.
  1. The problems involved in this operation are I think numerous.
  2. To get tickets for some Broadway musicals one has to order three months in advance.
  3. By the pilings of the old pier I found four starfish a clam and a sea anemone.
  4. Yes Helen did mention that all three of you were coming for lunch.
  5. I believe therefore that fraternities are good influences on a college campus.
Practice Exercise Answers

• Place commas wherever they are needed in the following sentences.

1. The problems involved in this operation are, I think, numerous.
2. To get tickets for some Broadway musicals, one has to order three months in advance.
3. By the pilings of the old pier, I found four starfish, a clam, and a sea anemone.
4. Yes, Helen did mention that all three of you were coming for lunch.
5. I believe, therefore, that fraternities are good influences on a college campus.
Practice Exercise

• If the following sentences are correctly punctuated with introductory commas, mark C for correct. If they are incorrectly punctuated, write I for incorrect.

   ___ 1. As the boat turned about a dozen dolphins began to follow it.
   ___ 2. Since we moved into town, our fuel bill has tripled.
   ___ 3. Having chosen nursing as a career Susan enrolled in many science courses.
   ___ 4. Usually I have time to eat breakfast.
   ___ 5. Nevertheless I do not want to meet him.
Practice Exercise Answers

• If the following sentences are correctly punctuated with introductory commas, mark C for correct. If they are incorrectly punctuated, write I for incorrect.

  1. As the boat turned, about a dozen dolphins began to follow it.  C
  2. Since we moved into town, our fuel bill has tripled.  I
  3. Having chosen nursing as a career, Susan enrolled in many science courses.  I
  4. Usually, I have time to eat breakfast.  I
  5. Nevertheless, I do not want to meet him.  I
Semicolons

• Use a semicolon to join 2 independent clauses when the second clause restates the first or when the two clauses are of equal emphasis.

Road construction in Dallas has hindered travel around town; streets have become covered with bulldozers, trucks, and cones.

• Use a semicolon to join elements of a series when individual items of the series already include commas.

Recent sites of the Olympic Games include Athens, Greece; Salt Lake City, Utah; Sydney, Australia; and Nagano, Japan.
Colons

• Use a colon after an independent clause when it is followed by a list, a quotation, appositive, or other idea directly related to the independent clause.

  Julie went to the store for some groceries: milk, bread, coffee, and cheese.

• Use a colon at the end of a business letter greeting.

  To Whom It May Concern:
Parentheses

- Parentheses are used to emphasize content. They place more emphasis on the enclosed content than commas. Use parentheses to set off nonessential material, such as dates, clarifying information, or sources, from a sentence.

Muhammed Ali (1942-present), arguably the greatest athlete of all time, claimed he would "float like a butterfly, sting like a bee."
Dashes

• Dashes are used to set off or emphasize the content enclosed within dashes or the content that follows a dash. Dashes place more emphasis on this content than parentheses.

Perhaps one reason why the term has been so problematic—so resistant to definition, and yet so transitory in those definitions—is because of its multitude of applications.

To some of you, my proposals may seem radical—even revolutionary.
Quotation Marks

• Use quotation marks to enclose direct quotations. Note that commas and periods are placed inside the closing quotation mark, and colons and semicolons are placed outside. The placement of question and exclamation marks depends on the situation.

He asked, "When will you be arriving?" I answered, "Sometime after 6:30."

• Use quotation marks to indicate the novel, ironic, or reserved use of a word.

History is stained with blood spilled in the name of "justice."
Quotation Marks

• Use quotation marks around the titles of short poems, song titles, short stories, magazine or newspaper articles, essays, speeches, chapter titles, short films, and episodes of television or radio shows.

"Self-Reliance," by Ralph Waldo Emerson

"Just Like a Woman," by Bob Dylan

"The Smelly Car," an episode of Seinfeld
Practice Exercise

• Put in quotation marks wherever they are needed, and underline words wherever italics are needed.

1. Mary is trying hard in school this semester, her father said.
2. She asked, Is Time a magazine you read regularly?
3. When did Roosevelt say, We have nothing to fear but fear itself?
4. It seems to me that hip and cool are words that are going out of style.
5. My French teacher told me that my accent abominable.
Practice Exercise Answers

• Put in quotation marks wherever they are needed, and underline words wherever italics are needed.

1. “Mary is trying hard in school this semester,” her father said.
2. She asked, “Is *Time* a magazine you read regularly?”
3. When did Roosevelt say, “We have nothing to fear but fear itself?”
4. It seems to me that “hip” and “cool” are words that are going out of style.
5. My French teacher told me that my accent abominable. *The sentence is correct as is.*
Italics

• Italicize the titles of magazines, books, newspapers, academic journals, films, television shows, long poems, plays of three or more acts, operas, musical albums, works of art, websites, and individual trains, planes, or ships.

Time

Romeo and Juliet by William Shakespeare

The Metamorphosis of Narcissus by Salvador Dali

Amazon.com

Titanic
Practice Exercise

• Put in semicolons, colons, dashes, quotation marks, italics (use an underline), and parentheses where needed in the following sentences:

1. The men in question Harold Keene, Jim Peterson, and Gerald Greene deserve awards.
2. Several countries participated in the airlift Italy, Belgium, France, and Luxembourg.
3. Only one course was open to us surrender, said the ex-major, and we did.
4. Yes, Jim said, I’l be home by ten.
5. There was only one thing to do study till dawn.
6. The following are the primary colors red, blue, and yellow.
7. In baseball, a show boat is a man who shows off.
8. The minister quoted Isaiah 5 21 in last Sunday’s sermon.
9. Whoever thought said Helen that Jack would be elected class president?
10. He used the phrase you know so often that I finally said No, I don’t know.
Practice Exercise Answers

- Put in semicolons, colons, dashes, quotation marks, italics (use an underline), and parentheses where needed in the following sentences:

1. The men in question (Harold Keene, Jim Peterson, and Gerald Greene) deserve awards.
2. Several countries participated in the airlift: Italy, Belgium, France, and Luxembourg.
3. “Only one course was open to us: surrender,” said the ex-major, “and we did.”
4. “Yes,” Jim said, “I’ll be home by ten.”
5. There was only one thing to do - study till dawn.
6. The following are the primary colors: red, blue, and yellow.
7. In baseball, a “show boat” is a man who shows off.
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9. “Whoever thought,” said Helen, “that Jack would be elected class president?”
10. He used the phrase “you know” so often that I finally said, “No, I don’t know.”
Apostrophes

• The *apostrophe* has three uses:

  1. To form possessives of nouns

     the boy's hat = the hat of the boy
     three days' journey = journey of three days

  2. To show the omission of letters

     don't = do not
     I’m = I am

  3. To indicate certain plurals of lowercase letters

     the 1960s = the years in decade from 1960 to 1969
     The '60s were a time of great social unrest.
Practice Exercise

• Punctuate the following sentences with apostrophes according to the rules for using apostrophes.
  1. Whos the partys candidate for vice president this year?
  2. The fox had its right foreleg caught securely in the traps jaws.
  3. Our neighbors car is an old Chrysler, and its just about to fall apart.
  4. In three weeks time well have to begin school again.
  5. She did not hear her childrens cries.
Practice Exercise

• Punctuate the following sentences with apostrophes according to the rules for using apostrophes.

1. Who’s the party’s candidate for vice president this year?
2. The fox had its right foreleg caught securely in the trap’s jaws.
3. Our neighbor’s car is an old Chrysler, and it’s just about to fall apart.
4. In three weeks’ time we’ll have to begin school again.
5. She did not hear her children’s cries.
Apostrophes

• Proofreading for apostrophes
  – A good time to proofread is when you have finished writing the paper. Try the following strategies to proofread for apostrophes:
    • If you tend to leave out apostrophes, check every word that ends in -s or -es to see if it needs an apostrophe.
    • If you put in too many apostrophes, check every apostrophe to see if you can justify it with a rule for using apostrophes.
Acknowledgement

• Sample exercises were modified from those provided on the Purdue Online Writing Lab (OWL).

• Please visit the Purdue OWL website for more information on grammar and compound sentences

• https://owl.english.purdue.edu/owl/resource/604/01/