

5

ANALYTICAL GRAMMAR®

Punctuation and Usage
Sample



Lesson 3

Comma Rule 4

Lesson 3: Comma Rule 4: Nonessential Modifiers

Comma Rule 4

Use a comma to separate nonessential adjective clauses and nonessential participial phrases from the rest of the sentence. Remember: Adjective clauses and participial phrases are groups of words that act like adjectives. They modify nouns and pronouns.

Example 1: My English teacher, who loves books, reads all the time.

The group of words *who loves books* describes the noun *teacher*. You will notice that the noun being modified is almost always directly before the clause or phrase that modifies it.

Let's review how to identify a participial phrase and an adjective clause, since we first learned about them in the previous level:*

A **participial phrase** begins with either a **present participle** (a verb ending in -ing) or a **past participle** (a verb that fits in the sentence "I have _____").

Examples 2: Pumpkin, *sleeping in the window*, is purring happily.

Her hammock, *received as a gift*, is her favorite place to nap.

An **adjective clause** almost always begins with a relative pronoun (*who, whose, whom, which, and that*).

Example 3: Pumpkin, *who is a very happy cat*, has an extremely loud purr.

*Refer to your notes from Level 4 for more info on identifying participial phrases and adjective clauses.

Once you have located a participial phrase or adjective clause, you need to decide whether it is **essential** or **nonessential** to the sentence. If you remove the entire phrase or clause, can the reader still understand what the sentence is really saying?

Example 4: Jim Riley, *who skips school repeatedly*, is not doing well in his classes.

If we remove the adjective clause *who skips school repeatedly*, we're left with *Jim Riley is not doing well in his classes*. Even without the adjective clause, we know who is not doing well in their classes. The adjective clause is **nonessential**. That's why it has commas around it—the commas set it apart from the rest of the sentence.

Important: If the nonessential modifier is in the beginning or end of a sentence, you only need one comma to set it apart. However, if it's in the middle of a sentence, make sure you use two commas—one at the beginning and one at the end of the phrase or clause—so you don't accidentally create a comma split!

Example 5: Students *who skip school repeatedly* do not often do well in their classes.

In this case, if we remove the adjective clause *who skip school repeatedly*, we are left with a sentence that doesn't communicate what we are trying to say: *Students do not often do well in their classes*. It does not have commas around it because it is **essential** to the reader's understanding.

Here's a trick: One way to help you determine whether a clause or phrase is essential or not is to read the sentence with as much expression as you can. Pretend you're a TV news announcer and really be dramatic—have fun! If the modifier is **nonessential**, you will have a natural tendency to pause right where the commas go. If it's **essential**, there will be no tendency to pause. This trick doesn't always work, but you can use it to help you make the decision!

Comma Rule 4: Exercise A

Directions

Underline the adjective clause or participial phrase in each sentence. After each sentence, write **AC** if it's an adjective clause or **part** if it's a participial phrase. Separate all **nonessential** phrases or clauses from the rest of the sentence with commas. Remember that some phrases or clauses are essential to the sentence! Look at your lesson notes if you need help.

- 1) Senator Stewart, hoping for a compromise, began an impassioned speech.
part
- 2) I bought all the books written by John Grisham at a garage sale.
part
- 3) The Foresman Building, which has become a firetrap, will be torn down.
AC
- 4) Sometimes I feel like throwing all the clothes that are in my closet into the trash!
AC
- 5) Students who watch television until early in the morning may not do their best the next day.
AC
- 6) My grandfather Ben, sitting in his favorite chair, would always tell us stories before bedtime.
part
- 7) Give this note to the girl sitting on the sofa.
part
- 8) The senior representative from Zambia, dressed in his native costume, made a colorful sight.
part
- 9) The kids who sing in the choir enjoy performing for the other students.
AC
- 10) The candidate of my choice, kissing babies like a seasoned campaigner, was learning about politics quickly.
part

Comma Rule 4: Exercise B

Directions

Underline the adjective clause or participial phrase in each sentence. After each sentence, write **AC** if it's an adjective clause or **part** if it's a participial phrase. Separate all **nonessential** phrases or clauses from the rest of the sentence with commas. Remember that some phrases or clauses are essential to the sentence! Look at your lesson notes if you need help. One sentence has two modifiers, so be sure to find both!

- 1) The pitcher, thinking the runner was out, started walking off the field.
part
- 2) Here is my cousin Jamie, whom you met yesterday.
AC
- 3) Maria, who enjoys her class in physics, will be an excellent engineer
AC
- 4) Louis Pasteur, striving to save a little boy from death by rabies, developed a vaccine which finally conquered that dreadful disease.
part, AC
- 5) The people who discovered radium were Marie and Pierre Curie.
AC
- 6) E.T. Seton, who was a famous artist-naturalist, was born in England in 1860.
AC
- 7) *Wild Animals I Have Known*, which is one of his most popular works, was his first book.
AC
- 8) Kids who enjoy reading often do well in school.
AC
- 9) The boy playing left end is our best tackle.
part
- 10) The winning runners, breathing hard and visibly tired, broke the tape at the same time.
part

3 EXERCISE B

11) Lake Superior, covering an area of 30,000 square miles, is the largest Great Lake.

part

12) The girl working next to you is my sister.

part

13) The students, having gorged themselves on junk food, called the picnic a huge success.

part

14) My turquoise and silver ring, which we bought in Mexico, is my favorite.

AC

15) A meal cooked by my dad is always a treat.

part

16) Only the students gathered in the auditorium got to hear the guest speaker.

part

17) John, studying for the history exam, was glad he had kept up with his reading.

part

18) My parents always loved the gifts that I made myself.

AC

19) Our new school library, which has just been opened, is a great asset to our school.

AC

20) The cat took a snooze in the warm sunlight streaming through the living room window.

part

Directions

In each sentence below there is a comma split. All of the commas in each sentence and the lines below them are numbered. Identify the comma split and write its number in the space next to the sentence number. On the lines under each, write what the comma is splitting on the appropriate line. For the correctly placed commas, write the comma rule “buzzword” on the numbered line.

2 21) I have a huge, overpowering urge to tell that nice person that their indescribable, kindness

1

2

has made my day, which was not going well until now.

3

#1 two adjectives tests

#2 splits modifier (indescribable) and its noun (kindness)

#3 nonessential modifier

1 22) I was reading, a really thrilling, mysterious book, but my mom, my dad, and my big sister

1

2

3

4

5

told me how it ends!

#1 splits verb (was reading) and direct object (book)

#2 two adjectives tests

#3 compound sentence

#4 items in a series

#5 items in a series

1 23) The kids in the band, decided to raise money, and their idea was to have a

1

2

dance, a bake sale, and a car wash.

3

4

#1 splits subject (kids) and verb (decided)

#2 compound sentence

#3 items in a series

#4 items in a series

Comma Rule 4: Exercise C**Directions**

Apply Comma Rule 4 to the following sentences and insert commas where they are needed. Circle the word that the participial phrase or adjective clause modifies. One sentence has two modifiers, so be sure to find both!

- 1) (Ruth Snyder,) who is my second cousin, will visit me next summer.
- 2) We get the (Shreveport Times,) which is an excellent newspaper.
- 3) All (highways) that have eight lanes are near big cities.
- 4) You're a lot like my (dad,) who loves to tinker with old cars.
- 5) I think (people) who dye their hair unusual colors are very brave!
- 6) (Hepzibah Humperdinck,) who goes by the name Heppy, is my neighbor.
- 7) I attend (Cranford High School,) which has an enrollment of 598.
- 8) All (contestants) answering this question correctly will win a prize.
- 9) The hog-nosed (snake,) feared by many, is not poisonous.
- 10) In (The Hobbit,) which is a very exciting book, (Bilbo,) who is extremely excitable, becomes adventurous and unafraid.

Directions

Write four sentences, using the adjective clauses or participial phrase provided.

Answers will vary.

- 11) Use *who passed this grammar unit* as a **nonessential** modifier.

Jim Smith, who passed this grammar unit, is learning to be a good writer.

- 12) Use *who passed this grammar unit* as an **essential** modifier.

Students who passed this grammar unit are learning how to use commas.

- 13) Use *running in the house* as a **nonessential** modifier.

My little brother, running in the house, knocked over the end table.

- 14) Use *running in the house* as an **essential** modifier.

My mom sent kids running in the house outside to play.

Directions

Write four sentences of your own demonstrating the following comma rules. Have fun and be creative!

Answers will vary.

- 15) Use **Comma Rule 1, Items in a Series**, in a sentence:

- 16) Use **Comma Rule 2, Two Adjectives Tests**, in a sentence:

- 17) Use **Comma Rule 3, Compound Sentence**, in a sentence:

- 18) Use **Comma Rule 4, Nonessential Modifier**, in a sentence:

Application & Enrichment

Online Spelling and Grammar Checkers

In your career as a writer, whether at school or in the workplace, you will probably use some kind of online word processing program that includes a spelling checker and maybe even a grammar checker. Great! That makes your life so much easier—less to think about, right?

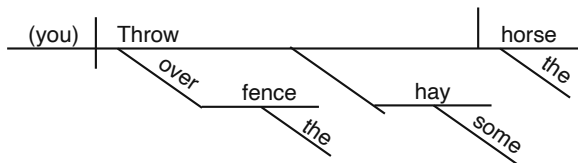
Knot rilly. Eye em shore ewe have scene thinks wear their are spilling mistakes.

Translation: *Not really. I am sure you have seen things where there are spelling mistakes.*

There is a reason for that: spell check isn't helpful if the error you make is still a word. All of the words in our garbled sentence are still words—it's just that many of them are not the right word for the sentence! A computer program might know that, but it might not. If you allow spell check or grammar check to do all of your proofreading, you could be risking a word choice or spelling error.

Grammar checkers can be useful in finding missing punctuation or awkward sentence structure, but their suggestions are not always useful. Consider the following sentence. This is a common example of a sentence constructed in Pennsylvania Dutch, a local dialect spoken near the Analytical Grammar home office, and its diagram:

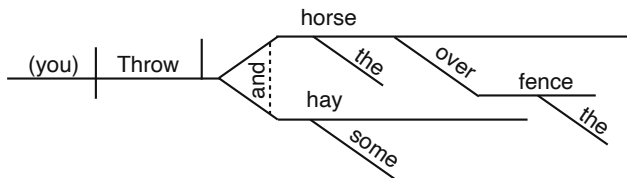
Throw the horse over the fence some hay.



Let's see. *Throw* is clearly the verb here. With the misplaced modifier *over the fence*, however, it makes a pretty crazy sentence, because it looks like it's the horse that's being thrown! That poor horse! *Some hay* could be an indirect object, perhaps, although that's really unclear from the construction of the sentence.

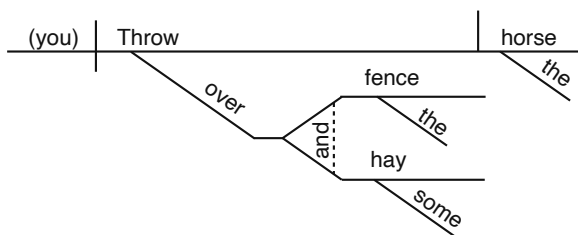
The good news is that a couple of different grammar checkers had a question about this sentence, too. The bad news is that the only suggestion they made is to add a conjunction:

Throw the horse over the fence and some hay.



Now we have a compound direct object: *horse* and *hay*. So the poor horse is still going over the fence, but at least his dinner is being flung after him.

Or possibly, we are throwing him over the fence and partway through the field of hay on the other side of it:

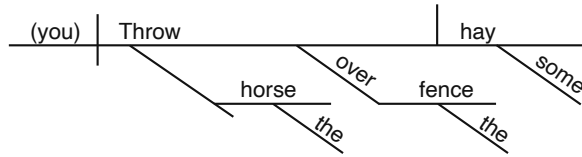


3 APPLICATION & ENRICHMENT

The grammar checker's suggestion was no help in fixing our sentence at all, and, had we just clicked "accept," we would still be left with a nonsensical sentence.

Enough silliness. What is this sentence really saying? The horse is on the other side of the fence. Throw the hay over to him. So the proper, grammatically correct way to write the sentence is:

Throw the horse some hay over the fence.



Horse is the indirect object; *hay* is the direct object. *Over the fence* is an adverbial prepositional phrase modifying *Throw*. This sentence construction not only makes grammatical sense but also logical sense. But the online grammar checkers didn't know that, because they can't (quite) think like a human yet.

Grammar and spelling checkers can be useful tools in flagging questionable material, but they can't take the place of the human brain. When suggestions are made, review each one carefully. Because you are completing this program, you have the instincts and tools to make sure that you end up with the finished product you intend. Look at each suggestion, but trust yourself and learn how to use the "ignore" button!

Directions

Circle the word or words that are incorrect in each sentence. Replace the wrong (but correctly spelled) word with the correct word. You will need to carefully read for context.

- 1) I asked him if he had (scene) the movie yet.
seen
- 2) The quarterback (through) the (bawl) forty yards down the field for a catch!
threw, ball
- 3) The elegant (wring) included a diamond (waying) three (carrots).
ring, weighing, carats
- 4) Science has proven that cats (per) at a (heeling) frequency.
purr, healing
- 5) I was starving, so I (eight) four slices of pizza last (knight) after practice.
ate, night

Directions

Rewrite the following grammatically incorrect sentences to make logical sense. If they are correct, write "ignore." Parse or diagram the sentence if it helps.

Answers will vary. One possible solution is provided.

- 6) My father the dinner bill paid.
My father paid the dinner bill.
- 7) No longer keeping things cold, we replaced the refrigerator.
We replaced the refrigerator that was no longer keeping things cold.
- 8) Across the park, the dog chased the squirrel wildly.
ignore or The dog chased the squirrel wildly across the park.
- 9) Will you into the hamper put your laundry?
Will you put your laundry into the hamper?
- 10) Extremely dependent on internet access, a wifi outage makes my household chaos.
My household, extremely dependent on internet access, becomes chaos with a wifi outage.

Comma Rule 4: Assessment

Directions

Underline all participial phrases and adjective clauses in the following sentences. Circle the noun or pronoun that each phrase or clause modifies. Insert commas where they are needed, using Comma Rule 4.

The following are worth one point each:

- Identifying the participial phrase/adjective clause
- Identifying the noun or pronoun being modified by the phrase/clause
- Properly placing each necessary comma
- Leaving out commas in sentences where they are not needed

Example: My brother, who is an excellent basketball player, got a scholarship to Temple.

___ 1) In my grandparents' day, teenagers liked to single out a hero who could sing or act.
3

___ 2) This hero worship, which our grandparents said was a common affliction of
4 teenagers, took many forms.

___ 3) When Elvis crooned and swiveled his way through a song, his audience, reacting
4 hysterically to his singing, screamed or even fainted!

___ 4) During his reign, which lasted longer than the older generation expected, his
4 followers imitated his hairstyle and ways of speaking and moving.

___ 5) Then the Beatles, blasting onto the scene in the early 60's, stole much of the
7 limelight from Elvis, who didn't have a cute British accent or choirboy haircut.

___ 6) Beatles posters, which were a necessity to every fan, were soon pushing Elvis items
4 off the shelves.

___ 7) Every young man who wanted to be "cool" had a Beatles haircut.
3

___ 8) Even the mighty Beatles eventually had to make way for those who were now
3 taking the music-buying public by storm.

___ 9) Elvis and the Beatles were two of the first (artists) in the rock-n-roll age that took
3 the new market of teenagers by storm.

___ 10) Before this time, (teenagers) interested in music were likely to listen to the same
3 music as their parents.

==
38

3 ASSESSMENT

Directions

Using Comma Rule 4, insert commas where they are needed. Write **correct** underneath the sentence if there are no errors.

Each properly placed comma is worth one point. Identifying a sentence where a comma is not needed is worth one point.

 11) All students planning to attend the student council meeting are excused at 2:00.
 1 *correct*

 12) Louis Pasteur, working in his laboratory, took time out to treat people for rabies.
 2

 13) The fifty-story Civic Center, located on the corner of Main and Daniels, was
 2 evacuated this afternoon due to a small fire in the lobby.

 14) Every child enrolling in school for the first time must be accompanied by a parent
 1 or guardian.
correct

 15) Their youngest daughter, loved by everyone, is not at all spoiled.
 2

 16) Anyone seeing a suspicious person should notify the police immediately.
 1 *correct*

 17) A surprise phone call wishing you happy birthday is a nice gift.
 1 *correct*

 18) My left index finger, badly bruised by the blow, began to swell.
 2

 19) Miss Danby, trying not to laugh, offered to help us with the stage makeup.
 2

 20) The House of Tiles, built in Mexico City in the sixteenth century, is now known
 2 as Sanborn's.

 16

3 ASSESSMENT

$\frac{1}{2}$ 24) I am definitely, a real fan of old movies, early 50s rock-and-roll, and vintage clothes.

- $\frac{1}{1}$ #1 splits linking verb (am) and complement (fan)
- $\frac{1}{1}$ #2 items in a series
- $\frac{1}{1}$ #3 items in a series

$\frac{3}{2}$ 25) John, having seen Star Trek four times, doesn't want, to see it again, but I could see it ten more times!

- $\frac{1}{1}$ #1 nonessential modifier
- $\frac{1}{1}$ #2 nonessential modifier
- $\frac{1}{1}$ #3 splits verb (does want) and direct object (to see it again)
- $\frac{1}{1}$ #4 compound sentence

$\frac{26}{26}$

$$\frac{64}{80} \text{ Total Points} = 80\%$$

5

ANALYTICAL GRAMMAR®

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Sample**



Lesson 3

Comma Rule 4

Lesson 3: Comma Rule 4: Nonessential Modifiers

Comma Rule 4

Use a comma to separate nonessential adjective clauses and nonessential participial phrases from the rest of the sentence. Remember: Adjective clauses and participial phrases are groups of words that act like adjectives. They modify nouns and pronouns.

Example 1: My English teacher, who loves books, reads all the time.

The group of words *who loves books* describes the noun *teacher*. You will notice that the noun being modified is almost always directly before the clause or phrase that modifies it.

Let's review how to identify a participial phrase and an adjective clause, since we first learned about them in the previous level:*

A **participial phrase** begins with either a **present participle** (a verb ending in -ing) or a **past participle** (a verb that fits in the sentence "I have _____").

Examples 2: Pumpkin, *sleeping in the window*, is purring happily.

Her hammock, *received as a gift*, is her favorite place to nap.

An **adjective clause** almost always begins with a relative pronoun (*who, whose, whom, which, and that*).

Example 3: Pumpkin, *who is a very happy cat*, has an extremely loud purr.

*Refer to your notes from Level 4 for more info on identifying participial phrases and adjective clauses.

Once you have located a participial phrase or adjective clause, you need to decide whether it is **essential** or **nonessential** to the sentence. If you remove the entire phrase or clause, can the reader still understand what the sentence is really saying?

Example 4: Jim Riley, *who skips school repeatedly*, is not doing well in his classes.

If we remove the adjective clause *who skips school repeatedly*, we're left with *Jim Riley is not doing well in his classes*. Even without the adjective clause, we know who is not doing well in their classes. The adjective clause is **nonessential**. That's why it has commas around it—the commas set it apart from the rest of the sentence.

Important: If the nonessential modifier is in the beginning or end of a sentence, you only need one comma to set it apart. However, if it's in the middle of a sentence, make sure you use two commas—one at the beginning and one at the end of the phrase or clause—so you don't accidentally create a comma split!

Example 5: Students *who skip school repeatedly* do not often do well in their classes.

In this case, if we remove the adjective clause *who skip school repeatedly*, we are left with a sentence that doesn't communicate what we are trying to say: *Students do not often do well in their classes*. It does not have commas around it because it is **essential** to the reader's understanding.

Here's a trick: One way to help you determine whether a clause or phrase is essential or not is to read the sentence with as much expression as you can. Pretend you're a TV news announcer and really be dramatic—have fun! If the modifier is **nonessential**, you will have a natural tendency to pause right where the commas go. If it's **essential**, there will be no tendency to pause. This trick doesn't always work, but you can use it to help you make the decision!

Comma Rule 4: Exercise A**Directions**

Underline the adjective clause or participial phrase in each sentence. After each sentence, write **AC** if it's an adjective clause or **part** if it's a participial phrase. Separate all **nonessential** phrases or clauses from the rest of the sentence with commas. Remember that some phrases or clauses are essential to the sentence! Look at your lesson notes if you need help.

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- 2) I bought all the books written by John Grisham at a garage sale.

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- 7) Give this note to the girl sitting on the sofa.

- 8) The senior representative from Zambia dressed in his native costume made a colorful sight.

- 9) The kids who sing in the choir enjoy performing for the other students.

- 10) The candidate of my choice kissing babies like a seasoned campaigner was learning about politics quickly.

Comma Rule 4: Exercise B

Directions

Underline the adjective clause or participial phrase in each sentence. After each sentence, write **AC** if it's an adjective clause or **part** if it's a participial phrase. Separate all **nonessential** phrases or clauses from the rest of the sentence with commas. Remember that some phrases or clauses are essential to the sentence! Look at your lesson notes if you need help. One sentence has two modifiers, so be sure to find both!

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- 2) Here is my cousin Jamie whom you met yesterday.
- 3) Maria who enjoys her class in physics will be an excellent engineer
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3 EXERCISE B

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Directions

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1 2

has made my day, which was not going well until now.

3

#1 _____

#2 _____

#3 _____

___ 22) I was reading, a really thrilling, mysterious book, but my mom, my dad, and my big sister

1 2 3 4 5

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#1 _____

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#4 _____

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___ 23) The kids in the band, decided to raise money, and their idea was to have a

1 2

dance, a bake sale, and a car wash.

3 4

#1 _____

#2 _____

#3 _____

#4 _____

Comma Rule 4: Exercise C**Directions**

Apply Comma Rule 4 to the following sentences and insert commas where they are needed. Circle the word that the participial phrase or adjective clause modifies. One sentence has two modifiers, so be sure to find both!

- 1) Ruth Snyder who is my second cousin will visit me next summer.
- 2) We get the *Shreveport Times* which is an excellent newspaper.
- 3) All highways that have eight lanes are near big cities.
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Directions

Write four sentences, using the adjective clauses or participial phrase provided.

11) Use *who passed this grammar unit* as a **nonessential** modifier.

12) Use *who passed this grammar unit* as an **essential** modifier.

13) Use *running in the house* as a **nonessential** modifier.

14) Use *running in the house* as an **essential** modifier.

Directions

Write four sentences of your own demonstrating the following comma rules. Have fun and be creative!

15) Use **Comma Rule 1, Items in a Series**, in a sentence:

16) Use **Comma Rule 2, Two Adjectives Tests**, in a sentence:

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Application & Enrichment

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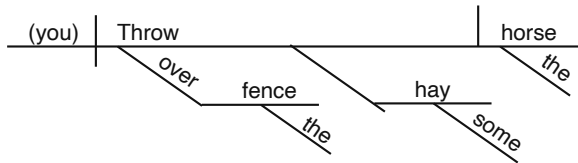
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Translation: *Not really. I am sure you have seen things where there are spelling mistakes.*

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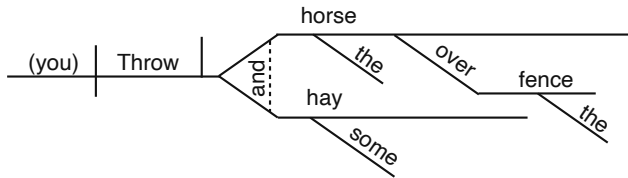
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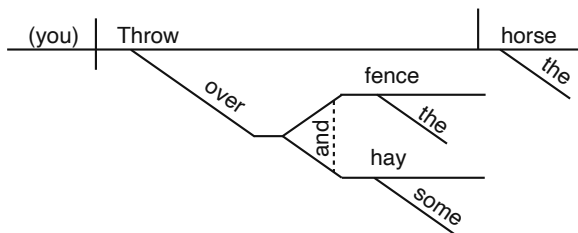
The good news is that a couple of different grammar checkers had a question about this sentence, too. The bad news is that the only suggestion they made is to add a conjunction:

Throw the horse over the fence and some hay.



Now we have a compound direct object: *horse* and *hay*. So the poor horse is still going over the fence, but at least his dinner is being flung after him.

Or possibly, we are throwing him over the fence and partway through the field of hay on the other side of it:

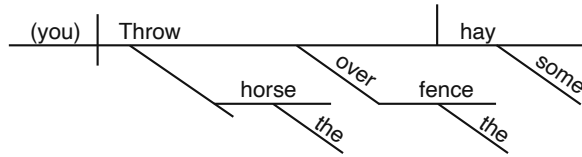


3 APPLICATION & ENRICHMENT

The grammar checker's suggestion was no help in fixing our sentence at all, and, had we just clicked "accept," we would still be left with a nonsensical sentence.

Enough silliness. What is this sentence really saying? The horse is on the other side of the fence. Throw the hay over to him. So the proper, grammatically correct way to write the sentence is:

Throw the horse some hay over the fence.



Horse is the indirect object; *hay* is the direct object. *Over the fence* is an adverbial prepositional phrase modifying *Throw*. This sentence construction not only makes grammatical sense but also logical sense. But the online grammar checkers didn't know that, because they can't (quite) think like a human yet.

Grammar and spelling checkers can be useful tools in flagging questionable material, but they can't take the place of the human brain. When suggestions are made, review each one carefully. Because you are completing this program, you have the instincts and tools to make sure that you end up with the finished product you intend. Look at each suggestion, but trust yourself and learn how to use the "ignore" button!

Directions

Circle the word or words that are incorrect in each sentence. Replace the wrong (but correctly spelled) word with the correct word. You will need to carefully read for context.

- 1) I asked him if he had scene the movie yet.
- 2) The quarterback through the bawl forty yards down the field for a catch!
- 3) The elegant wring included a diamond waying three carrots.
- 4) Science has proven that cats per at a heeling frequency.
- 5) I was starving, so I eight four slices of pizza last knight after practice.

Directions

Rewrite the following grammatically incorrect sentences to make logical sense. If they are correct, write "ignore." Parse or diagram the sentence if it helps.

- 6) My father the dinner bill paid.
- 7) No longer keeping things cold, we replaced the refrigerator.
- 8) Across the park, the dog chased the squirrel wildly.
- 9) Will you into the hamper put your laundry?
- 10) Extremely dependent on internet access, a wifi outage makes my household chaos.

Comma Rule 4: Assessment

Directions

Underline all participial phrases and adjective clauses in the following sentences. Circle the noun or pronoun that each phrase or clause modifies. Insert commas where they are needed, using Comma Rule 4.

Example: My brother, who is an excellent basketball player, got a scholarship to Temple.

- 1) In my grandparents' day teenagers liked to single out a hero who could sing or act.
- 2) This hero worship which our grandparents said was a common affliction of teenagers took many forms.
- 3) When Elvis crooned and swiveled his way through a song, his audience reacting hysterically to his singing screamed or even fainted!
- 4) During his reign which lasted longer than the older generation expected his followers imitated his hairstyle and ways of speaking and moving.
- 5) Then the Beatles blasting onto the scene in the early 60's stole much of the limelight from Elvis who didn't have a cute British accent or choirboy haircut.
- 6) Beatles posters which were a necessity to every fan were soon pushing Elvis items off the shelves.
- 7) Every young man who wanted to be "cool" had a Beatles haircut.
- 8) Even the mighty Beatles eventually had to make way for those who were now taking the music-buying public by storm.

- 9) Elvis and the Beatles were two of the first artists in the rock-n-roll age that took the new market of teenagers by storm.
- 10) Before this time teenagers interested in music were likely to listen to the same music as their parents.

3 ASSESSMENT

Directions

Using Comma Rule 4, insert commas where they are needed. Write **correct** underneath the sentence if there are no errors.

- 11) All students planning to attend the student council meeting are excused at 2:00.
- 12) Louis Pasteur working in his laboratory took time out to treat people for rabies.
- 13) The fifty-story Civic Center located on the corner of Main and Daniels was evacuated this afternoon due to a small fire in the lobby.
- 14) Every child enrolling in school for the first time must be accompanied by a parent or guardian.
- 15) Their youngest daughter loved by everyone is not at all spoiled.
- 16) Anyone seeing a suspicious person should notify the police immediately.
- 17) A surprise phone call wishing you happy birthday is a nice gift.
- 18) My left index finger badly bruised by the blow began to swell.
- 19) Miss Danby trying not to laugh offered to help us with the stage makeup.
- 20) The House of Tiles built in Mexico City in the sixteenth century is now known as Sanborn's.

3 ASSESSMENT

____ 24) I am definitely, a real fan of old movies, early 50s rock-and-roll, and vintage clothes.

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2

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#1 _____

#2 _____

#3 _____

____ 25) John, having seen Star Trek four times, doesn't want, to see it again, but I could see it

1

2

3

4

ten more times!

#1 _____

#2 _____

#3 _____

#4 _____