

GRAMMAR AND STYLE SUPPLEMENTS

Subject/Verb and Pronoun Agreement

If the verb does not agree with its subject, cross through the verb and write the correct one over it. If a pronoun does not agree with its antecedent, mark through the pronoun and write the correct one. If the sentence is correct, write C before the number of the sentence. **Five sentences are correct.**

1. Neither the team nor the coach are here yet.
2. Each of the students are responsible for keeping the area orderly.
3. None of the students are going to the seminar. Note: all, any, none, some—the object of the preposition determines whether these subjects are singular or plural.
4. None of the pie is left.
5. A Christian always should do their best.
6. Everyone should bring his playbook to the team meeting.
7. The odor of those perfumed ads interferes with my enjoyment of a magazine.
8. Each of the child's thirty-four stuffed animals have a name and an entire life history.
9. Somebody left her shoulder bag on the back of a chair.
10. Could someone volunteer their services to clean up after the party?

Using the Comma

- I. Use a comma after the following introductory material: (1) adverbial clauses, (2) verbal phrases, and (3) long prepositional phrases or a series of phrases;
 - (1) Although Dave had been first in the checkout line, he let an elderly woman go ahead of him.
 - (2) Having lost our way, we stopped to ask directions.
 - (3) During those long-ago childhood days, time seemed to pass slowly.
At the entrance to the cave, the explorers held a council.

- II. Use a comma to separate three or more items in a series: (1) words, (2) phrases, or (3) clauses.
 - (1) The street vendor sold watches, necklaces, and earrings.
The pitcher adjusted his cap, pawed the ground, and peered over his shoulder.
We walked carefully down the dingy, dark hallway. (Two adjectives require a comma if *and* inserted between the words sounds natural or if the order of the adjectives can be reversed. In the following sentence, no comma is needed between the adjectives: Tony wore a pale green tuxedo.
 - (2) His hobbies include building model airplanes, playing chess, and collecting dust.
 - (3) I did all the driving, Ellen navigated by reading the road maps, and Will maintained a running commentary on the scenery.

- III. Use commas around words interrupting the flow of thought.
 - A. Set off parenthetical elements such as (1) parenthetical expressions, (2) contradictory phrases, (3) nouns of direct address and other isolates such as *yes* and *no*, and (4) tag questions.
 - (1) Used-car dealers were, on the whole, regarded with some suspicion. (split verb)
Other expressions: other the other hand, however, of course, in fact, for example, that is, by the way, after all, perhaps, indeed, also, too, and nevertheless.
 - (2) It was Erica, not Eric, who dropped the typewriter.
 - (3) Tell me, Dan, are you with us?
 - (4) You are not going to use the fishing line as dental floss, are you?

 - B. Set off nonrestrictive modifiers with commas: (1) clauses, (2) appositives, and (3) phrases.

- (1) Sue Dodd, who goes to aerobics class with my wife, was in a serious car accident.

Compare: The woman who goes to aerobics with my wife was in a serious car accident.

In the first sentence, the clause does not tell us which woman; we already know. The clause only gives additional information and, therefore, is non-restrictive or non-essential and needs commas. However, the clause in the second sentence does identify the woman. That clause is restrictive or essential and needs no commas.

- (2) Watership Down, a novel by Richard Adams, is a thrilling adventure story.

Compare: Richard Adam's novel Watership Down is a thrilling adventure story.

- (3) Our new car, delivered last week, is a pleasure to drive.

Compare: The boy peering through the window is my son.

- IV. Use a comma to separate complete thoughts connected by *and*, *but*, *or*, *nor*, *for*, *so*, or *yet*.

Sam closed all the windows, but the predicted thunderstorms never arrived.

Compare: The doctor stared over his bifocals and lectured me about smoking.
(compound verb, not a compound sentence)

- V. Use a comma or commas to set off direct quotations, except when the sense of the sentence requires some other mark.

The carnival barker cried, "Step right up and win a prize!"
"I believe," he replied, "that you know the facts."

- VI. Use commas with dates and addresses.

I was born in Clarkdale, Mississippi, on February 12, 1953. February 1953 was a good month.

Cliches

Down but not out

cool as a cucumber

Gone but not forgotten
Last but not least
Sadder but wiser
Slowly but surely
Dyed in the wool
Method in your madness
Nip in the bud
Skeleton in the closet
Soft place in my heart
All work and no play
Few and far between
Hustle and bustle
Pride and joy
Short and sweet
Crack of dawn
Facts of life
Sigh of relief
Twinkling of an eye
Walks of life
Happy as lark

light as a feather
neat as a pin
quick as a wink
sharp as a tack
better later than never
easier said than done
take the bull by the horn
beat around the bush
no sooner said than done
bitter end
broad daylight
fatal flaw
knock the socks off
happy medium
high noon
proud father
sorry sight
sweet sixteen
vicious circle

Style and Grammar Exercise

1. Tom's brother is looking for a job in the field of science.
2. The presence of smoke in a house usually means fire.
3. The preacher made mention of his previous surgery.
4. The scientist did a study of the effects of ultraviolet rays upon car seats.
5. It was Richard who damaged the car.

6. While riding the bicycle, the dog bit the boy's ankle.
7. There are some people who will take advantage of the poor.
8. Cars that are sold after January will not have a seven-year warranty.
9. The skunk, which is known as the polecat, has a unique defense against predators.
10. It is difficult to skin a cat.
11. A Christian always should do their best.
12. The President is faithful to his wife, loyal to his staff, and tells the truth to the media.
13. The process of industrialization has served to help raise the GNP of many of the countries of the world.
14. The new law will serve to make reductions in income taxes.
15. The teacher told her students to quietly leave the building.
16. Non-personifying verb metaphors are also not readily translated into literal actions.
17. Many baptist leave their bibles at home on Sunday morning.

18. The correspondences between the two domains allows the metaphor to have multiple meanings.

19. This book was written by Alexander Vinet in 1846.

20. Cattle branding was practiced by the ancient Egyptians over two thousand years ago.

21. The author was given an advance by the publisher.

How to Present Quotations

According to Wayne Booth, Gregory Colomb, and Joseph Williams, a researcher has three options in presenting quotations. First, the writer may introduce quotations with an introductory phrase. [See Wayne Booth, Gregory Colomb, and Joseph Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995), 172]. The introduction may also establish the relevancy of the quotation:

Plumb describes the Walpole administration in terms that remind one of the patronage system in U.S cities: “Sir Robert was the first English politician to understand how to use the loyalty of people whose only qualification was his sponsorship.”¹

In the preceding example, the researcher identified the author of the quotation and made an observation. You may introduce a quotation with the author’s name and the appropriate verb followed by a comma (a colon on longer quotations). See the list of lead-in verbs below.

Second, Booth also advised that the researcher can “weave the quotation” into his or her own sentences. The grammar of the quoted material and the researcher’s own writing should match.

Jameson was never comfortable with the decisions of the Tribunal and he often “complain[ed] . . . that something had to be changed.”²

A third method is to use block quotations. Booth, Colomb, and Williams advised that “when you use a block quote, be sure that the quotation connects to what has gone before, and that just before or just after the quote you make clear why you are quoting it” (Booth,

Colomb, and Williams, 172-3). See the rules regarding block quotations in chapter 5 of Turabian.

Lead-in Verbs (taken from John Hodges and others, *Hodges' Harbrace Handbook*, 13th ed. (Fort Worth: Harcourt Brace, 1998), 483.

acknowledged	complained	explained	reasoned
added	conceded	expressed	refuted
admitted	concluded	found	rejected
advised	concurred	granted	remarked
agreed	confirmed	illustrate	replied
allowed	considered	implied	reported
analyzed	contended	insisted	responded
answered	criticized	interpreted	revealed
argued	declared	listed	saw
asked	denied	maintained	show
asserted	described	noted	speculated
believed	disagreed	objected	stated
charged	discussed	observed	suggested
claimed	disputed	offered	supposed
commented	emphasized	opposed	thought
compared	endorsed	pointed out	wrote

TURABIAN EXERCISES

Chapter 1

TRUE-FALSE. In the first blank, indicate if the statement is true or false. In the second blank, write the rule number.

- _____ _____ 1. If a page of the text has no major heading, the page number should be an arabic numeral centered at the bottom of the page.
- _____ _____ 2. The front matter is to be numbered with consecutive lower case roman numerals centered at the bottom of the pages to be numbered.
- _____ _____ 3. Although no page number appears on the blank page, that page does count in the numbering or pagination of the front matter.
- _____ _____ 4. The title page counts (is numbered) as page 1.
- _____ _____ 5. The writer of a paper must include all subheadings and page numbers in the table of contents. (Do not use rules 1.11 and 1.14 to answer this question.)
- _____ _____ 6. In the table of contents, the beginning and ending page numbers should be given for each chapter.
- _____ _____ 7. The first page of the introduction of a paper is page 1 of the paper.
- _____ _____ 8. Every chapter of a paper should begin on a new page.
- _____ _____ 9. A page of the text may end with a subhead.
- _____ _____ 10. If a paper has fewer than five levels of subheads, the writer would be allowed to use subheads in the following order: a first-level subhead, a fourth-level subhead, and then a second-level subhead.

Chapter 2

If the following sentences were to appear in the text of a paper, which sentence in each pair would be written correctly according to Turabian? Write the letter of that sentence in the first blank and write the number of the Turabian rule which helped you determine the answer in the second blank.

- ___ _____ 1. A. James Smith Jr. will be the guest speaker tonight.

- B. James Smith, Jr., will be the guest speaker tonight.
- ___ ___ 2. A. Dr. McNeal is really an F.B.I. agent.
B. Dr. McNeal is really an FBI agent.
- ___ ___ 3. A. Senatobia, Mississippi, is my hometown.
B. Senatobia, MS, is my hometown.
- ___ ___ 4. A. Have you read chapter 2?
B. Have you read Chapter Two?
- ___ ___ 5. A. Can you quote Jeremiah 42:1?
B. Can you quote Jer. 42:1?
- ___ ___ 6. A. Last Tuesday 100,000 people attended chapel.
B. Last Tuesday one hundred thousand people attended chapel.
- ___ ___ 7. A. About fifty percent of the population hates both asparagus and Turabian.
B. About 50 percent of the population hates both asparagus and Turabian.
- ___ ___ 8. A. John Dryden lived during the seventeenth century.
B. John Dryden lived during the 17th Century.
- ___ ___ 9. A. The business office will credit 135 dollars to his account.
B. The business office will credit \$135 to his account.
- ___ ___ 10. A. A formation of five 747's performed aerobatic maneuvers over the lake.
B. A formation of five 747s performed aerobatic maneuvers over the lake.

Chapter 3

If the following sentences were to appear in the text of a paper, which sentence in each pair would be written correctly according to Turabian? Write the letter of that sentence in the first blank and write the number of the Turabian rule which helped you determine the answer in the second blank. This test covers rule numbers 3.1-3.34 and 3.54-3.56.

- ___ ___ 1. A. The Cox's are coming to dinner.
B. The Coxes are coming to dinner.
- ___ ___ 2. A. Who was Jesus's mother?
B. Who was Jesus' mother?
- ___ ___ 3. A. John has fifty brothers-in-law.
B. John has fifty brother-in-laws.

- ___ ___ 4. A. The president-elect of the club has arrived.
B. The president elect of the club has arrived.
- ___ ___ 5. A. A two thirds majority is needed.
B. A two-thirds majority is needed.
- ___ ___ 6. A. The barely-breathing bird flew into the barely-living tree.
B. The barely breathing bird flew into the barely living tree.
- ___ ___ 7. A. One party used illegal vote-getting tactics.
B. One party used illegal vote getting tactics.
- ___ ___ 8. A. The first page should have a two inch margin.
B. The first page should have a two-inch margin.
- ___ ___ 9. A. Was the meeting adjourned at 5:30 P.M?
B. Was the meeting adjourned at 5:30 P.M.?

B. Answer the following question.

10. How many blank spaces follow periods in running text (Disregard rule 2.2 in your answer)?

Also give the rule number.

Chapter 4

Write the letter of the correct sentence in the first blank and the number of the Turabian rule which helped you determine the answer in the second blank.

- ___ ___ 1. A. Is the United States a christian nation?
B. Is the United States a Christian nation?
- ___ ___ 2. A. Have you ever read *The People of God: Essays on the Believer's Church*?
B. Have you ever read *The People Of God: Essays On the Believer's Church*?
- ___ ___ 3. A. The test will cover chapter 6.
B. The test will cover Chapter 6.
- ___ ___ 4. A. Chapter 6 is entitled "Capitalization, Italics, and Quotation Marks."
B. Chapter 6 is entitled *Capitalization, Italics, and Quotation Marks*.
- ___ ___ 5. A. "Ode to a Puppy," my favorite poem, has only eight lines.
B. *Ode to a Puppy*, my favorite poem, has only eight lines.

- ___ ___ 6. A. Dr. Gibson’s dissertation is entitled “How to Preach When No One Wants to Listen.”
 B. Dr. Gibson’s dissertation is entitled *How to Preach When No One Wants to Listen*.
- ___ ___ 7. A. The article defended the King James Version of the Bible.
 B. The article was a defense of the “King James Version” of the *Bible*.
- ___ ___ 8. A. *Matt Jilts Kitty* was a popular episode of *Gunsmoke*.
 B. “Matt Jilts Kitty” was a popular episode of *Gunsmoke*.
- ___ ___ 9. A. Apollo 13 was a troubled spacecraft.
 B. *Apollo 13* was a troubled spacecraft.

TRUE-FALSE

- _____ 10. Never use both italics and underlining in the same manuscript.

Rule #

Chapter 5

TRUE-FALSE. In the first blank, indicate if the statement is true or false. In the second blank, write the rule number.

- _____ _____ 1. The writer of a research paper is not required to give credit for ideas gained from a source.
- _____ _____ 2. A block quotation should be enclosed in quotation marks (at the beginning and the end).
- _____ _____ 3. All block quotations are at least two sentences that run to eight lines of text.
- _____ _____ 4. Semicolons and colons go inside quotation marks.
- _____ _____ 5. Question marks should be placed outside quotation marks if the question is part of the quotation.
- _____ _____ 6. Ellipses are acceptable in paraphrases.
- _____ _____ 7. An omission within a sentence is shown by four spaced dots.

- _____ 8. If a quotation is joined syntactically to the writer's introductory words, the first word of the quotation is begun with a small letter, even if it is capitalized in the original.
- _____ 9. When a quotation consists of a few words or an incomplete sentence, obviously a fragment from the original, ellipsis points should be placed before and after it.
- _____ 10. The following example correctly indicates that a wrong word has been used:

The tiger eight [*sic.*] the zebra.

D.MIN. PROGRAM OVERVIEW POST-SEMINAR ASSIGNMENT

Carefully follow the directions in the order given.

1. Type a title page for this exercise.
2. Type a contents page. This page is not to reflect the contents of this exercise. Instead, make up the information. The page should list five chapters: the introduction, three middle chapters, and a conclusion. The contents also should list the selected bibliography heading. Each of the three middle chapters should have two subheadings. Make up page numbers for the chapters and the selected bibliography. You do not have to include page numbers for the subheads. Do not forget to give the contents page its own page number.
3. Begin the next page, the first page of text, with a chapter heading. The title of the chapter is “introduction.”

Using the instructions for numbers 4-8, write one paragraph. The paragraph does not have to develop a topic.

4. After the proper spacing below the chapter title, begin the first paragraph with a sentence containing a direct quotation syntactically set off from the rest of the sentence. The quotation also is to have two or three words omitted in the middle. Introduce and footnote the quotation properly. The quotation is to be from a book with at least two authors.
5. Follow the first sentence with a sentence containing a direct quotation syntactically joined to your introductory words. Footnote the quotation properly. This quotation is to be taken from an Internet article.
6. Next, type a two-sentence paraphrase and properly introduce and footnote. This paraphrase is to be taken from a journal or magazine article.
7. Follow the paraphrase with a block quotation taken from a component part by one author in the work of another. It should be properly introduced, formatted, and footnoted.
8. Conclude the paragraph with a one-sentence explanation of or interaction with the block quotation.
9. Following the first paragraph, leave the appropriate spacing and type a first-level subheading. Then write two or three sentences paraphrased from the same source as the block quotation. Properly introduce and footnote the sentences.

10. Now type a second-level subheading, making up your own title. Beneath this heading, write two or three sentences paraphrased from the same source you used in footnote number 1. Introduce and footnote.
11. Now type a third-level subheading, making up your own title. Then type a brief paragraph explaining how to paginate a paper. Footnote this paragraph, indicating what page(s) of Turabian you had to consult.
12. Following this paragraph, type a fourth-level subhead. Following the subhead, type three sentences with at least two numerals in each. Some of the numerals are to be arabic and some spelled. The sentences should illustrate at least three rules from 2.29-36 (not three rules per sentence).
13. Type a selected bibliography for this exercise. Include only the sources cited in the exercise. You do not have to include subheads.
14. Make sure that you have correctly numbered the contents page and the pages of the text and selected bibliography in this exercise.