Editing Practice Review

Clauses have a subject and verb that work together.

**An independent clause (IC) can stand alone as a sentence.**

s v

I went to the store. = 1 IC

s v s v

I went to the store Elizabeth joined me. = 2 IC’s – This is a run on.

Punctuation options to solve that problem:

Period – I went to the story. Elizabeth joined me.

Semicolon – I went to the story; Elizabeth joined me.

Comma with a coordinating conjunction – I went to the story, and Elizabeth joined me.

The most common coordinating conjunctions: and, or, nor, for, so, but, yet.

**A DC (dependent clause) begins with a condition word and can’t stand alone as a sentence.**

When I went to the store. – DC because of the word "when" – This is a fragment.

Fix this by connecting the DC with an IC.

DC / IC requires a comma – When I went to the store**,** I ran into my neighbor.

IC / DC requires no comma – I ran into my neighbor when I went to the store.

Here are the phrases we have been working with most:

To be frank, – infinitive phrase – To be frank, I actually enjoy grammar practices.

In the morning, – prepositional phrase – In the morning, I have to rush to get into the

bathroom first.

Running errands, – participial phrase – Running errands, I got rushed and lost my car

keys.

Identifying Subjects and Verbs

1. Find the verb first.

2. To locate the subject, determine who or what performs the action of the verb.

3. Test your choice.

The subject may be multiple words, but we practice isolating the word that controls the verb.

                         s      v

My new blue shoes are nice.

The underlined words above are the subject, but the word "shoes" controls the verb.

s v

I can test this by making “shoes” singular: My new blue shoe is nice.

Because changing the noun changes the verb, we have found the subject (i.e. the word that controls the verb).

This process helps us locate and fix subject/verb agreement errors.

For example, what is the subject in this sentence?

Here are my fancy new pencils.

First find the verb. There is only one: are.

Now, locate the subject by determining who or what "are." The word “Here” cannot be somewhere. You would never say “Here are.” “Here” is where something else is.

Let’s consider the word “pencils.” Pencils can exist somewhere. You can say “Pencils are.”

I can check whether or not the word “pencils” is the subject by changing the word to singular to see if that impacts the verb.

      v                              s v s

Here are my fancy new pencils.   Here is my fancy new pencil.  🡨 The quandary is solved.

The above example is simple, but some sentences are more complicated. Learning this process takes the guesswork out of punctuation and editing.

Additionally, this illustrates why we locate the verb first.

1. Not all nouns are subjects.

2. Subjects are not always in front of the verb.

Below this page, you will find clean versions of editing practices 1-6, including the teacher pages.

Only the first practice has additional support. Go over your notes for additional support.

EDITING PRACTICE                                                PAGE 1

Find and fix the errors.

1.  A person should learn to control their temper.

2.  Sometimes, a person should show their true feelings.

3.  He did not want to loose their friendship.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Sandra has bad manners and hates loosing the children hate to play with her.

5.  Conrad did not mean it he was just hurt and acted on impulse.

6.  If the students retaliate they will be disciplined.

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EDITING PRACTICE                    TEACHER’S PAGE              PAGE 1

Find and fix the errors.

1.  A person should learn to control their temper. –Agreement in number

A *person* does not agree in number with the word “their.” One does not become two or more.

Using the plural pronoun for a singular noun is becoming more common.

Nonetheless, any distraction in your writing is not a good plan.

    People should learn to control their temper.

2.  Sometimes, a person should show their true feelings. –Agreement in number

    Sometimes, people should show their true feelings.

3.  He did not want to loose their friendship. –Agreement in number + wrong word (loose)

    He did not want to lose their friendship.

Underline and label clauses and phrases. Box predicates. Add punctuation.

           s            v                         v         v

4.  Sandra has bad manners and hates loosing – IC / 2 predicates – no comma between 2 equal things

                         s          v         v

the children hate   to play  with her. – IC / 1 predicate – An infinitive is never a main verb.

*infinitive*

    Sandra has bad manners and hates losing. The children hate to play with her.

    Sandra has bad manners and hates losing; the children hate to play with her.

    Sandra has bad manners and hates losing, so the children hate to play with her.

        s          v            v

5.  Conrad did not mean it – IC / 1 predicate

                s    v                          v

 he was just hurt and acted on impulse. – IC / 2 predicates

    Conrad did not mean it. He was just hurt and acted on impulse. – no comma between 2 equal things

    Conrad did not mean it; he was just hurt and acted on impulse.

                      s           v

6.  If the students retaliate – DC (condition word "If") / 1 predicate

                       s      v    v       v

~~then~~ they will be disciplined. – IC / 1 predicate / The word “then” is superfluous; delete it.

    If the students retaliate, they will be disciplined.    A DC in front of an IC needs a comma.

    They will be disciplined if the students retaliate.    An IC in front of a DC gets no comma.

EDITING PRACTICE                                                PAGE 2

Find and fix the errors.

1.  Every new student should attend the WHS orientation. – I made this a simpler structure.

2.  If someone talks about their feelings they could release some tension.

3.  Everyone should understand their own limitations.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Joe did not defend Stella because he was angry with her and planned to break up.

5.  The children hate to play with Sandra she has bad manners and hates loosing.

6.  Throughout the story each character exhibits their own unique moods.

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1.  Every new student should attend the WHS orientation.

     All new students should attend the WHS orientation.

2.  If someone talks about their feelings they could release some tension.

     If people talk about their feelings, they could release some tension.

3.  Everyone should understand their own limitations.

     People should understand their ~~own~~ limitations.

    People should understand their limitations.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Joe did not defend Stella because he was angry with her and planned to break up.

    Joe did not defend Stella because he was angry with her and planned to break up.

5.  The children hate to play with Sandra she has bad manners and hates loosing.

     The children hate to play with Sandra; she has bad manners and hates losing.

     The children hate to play with Sandra. She has bad manners and hates losing.

    The children hate to play with Sandra because she has bad manners and hates losing.

6.  Throughout the story each character exhibits their own unique moods.

    Throughout the story, the characters exhibit their ~~own~~ unique moods.

    Throughout the story, the characters exhibit ~~their~~ unique moods.

    Throughout the story, the characters exhibit unique moods.

EDITING PRACTICE                                                PAGE 3

Find and fix the errors.

1.  Either my brothers or I are able to pick up the groceries after school today.

2.  If a person would like to improve their chances of success, they must work hard.

3.  Every member of the final seven competing teams are so happy to be here.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  A teenager should not date until they’re truly ready for that kind of responsibility.

5.  Because of Debbie, Cindy would prefer not to go and plans to stay home alone.

6.  In order to not break things Clay kept his anger under control.

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     Either my brothers or I am able to pick up the groceries after school today.

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    If people would like to improve their chances of success, they must work hard.

3.  Every member of the final seven competing teams are so happy to be here.

    Every member of the final seven competing teams is so happy to be here.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  A teenager should not date until they’re truly ready for that kind of responsibility.

     Teenagers should not date until they are truly ready for that kind of responsibility.

5.  Because of Debbie, Cindy would prefer not to go and plans to stay home alone.

      Because of Debbie, Cindy would prefer not to go and plans to stay home alone.

Because of = a compound preposition

Because = now also a slang preposition, not used in formal writing:

I can’t go out because homework. No work tomorrow because holiday!

6.  In order to not break things Clay kept his anger under control.

     In order not to break things, Clay kept his anger under control.

Discuss subject/verb agreement where the subject lists items using *or*: When there are multiple items separated by the word “or,” the subjects are treated as individual possibilities, not collectively. In #1, the brothers might pick up groceries or I will: one OR the other, not all of these entities. The verb is determined by the subject closest to it.

s s v

Either I or my brothers are able to pick up the groceries after school today.

s s v

Either my brothers or I am able to pick up the groceries after school today.

Discuss prepositional phrases as a means to determine subjects.

Discuss split infinitives.

EDITING PRACTICE                                                PAGE 4

Find and fix the errors.

1.  No one should disregard the way their behavior impacts other people’s feelings.

2.  A student should make every effort before school starts to learn their locker combination.

3.  If someone had better self control they would not hurt others.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  As soon as he sat down an alarm went off.

5.  Park will not speak up he is afraid to be the center of attention.

6.  Because Joe is hurt and wants revenge he should avoid Kathy for a while.

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Find and fix the errors.

1.  No one should disregard the way their behavior impacts other people’s feelings.

     People should not disregard the way their behavior impacts other people’s feelings.

     People should not disregard the way their behavior impacts others.

2.  A student should make every effort before school starts to learn their locker combination.

     Students should make every effort before school starts to learn their locker combination.

3.  If someone had better self control, they would not hurt others.

     If people had better self-control, they would not hurt others.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  As soon as he sat down an alarm went off.

     As soon as he sat down, an alarm went off.

5.  Park will not speak up he is afraid to be the center of attention.

     Park will not speak up; he is afraid to be the center of attention.

     Park will not speak up. He is afraid to be the center of attention.

     Park will not speak up because he is afraid to be the center of attention.

6.  Because Joe is hurt and wants revenge he should avoid Kathy for a while.

     Because Joe is hurt and wants revenge, he should avoid Kathy for a while.

     Because Joe is hurt and wants revenge, he should avoid Kathy for a while.

Discuss the plural possessive in people’s and then the word repetition.

Discuss articles: a/an – Use *a* before a consonant sound and *an* before a vowel sound.

Example – a unique experience (Unique begins with a y sound.)

Example – an *MLA* book (*MLA* begins with a soft e sound.)

Discuss the hyphenated word in Sentence 3: self-control. Hyphenated words (e.g. self-control) will appear as such in dictionaries. When hyphenating words not typically hyphenated, do so only in front of a noun.

She has an off-campus apartment.

She lives off campus.

The slacker video-gamed his way through life.

The slacker was a video gamer.

More from *Grammar Book* is available on my website: [www.elwoodeducation.com/hyphenation.html](http://www.elwoodeducation.com/hyphenation.html).

EDITING PRACTICE                                                PAGE 5

Find and fix the errors.

1.  The team captain watched as everyone struggled to deal with their disappointment.

2.  Robert has no control over how each victim reacts to the torment he inflicts on them.

3.  Each member of the three top LA choirs have to work hard to win the next competition.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Because Conrad was hurt he acted on impulse he did not mean it.

5.  Angry with her Joe did not defend Stella.

6.  He went through great hardships however he persevered.

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1.  The team captain watched as everyone struggled to deal with their disappointment.

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Find and fix the errors.

1.  The team captain watched as everyone struggled to deal with their disappointment.

     The team captain watched as they struggled to deal with their disappointment.

     The team captain watched as the players struggled to deal with their disappointment.

     The team captain watched as they all struggled to deal with their disappointment.

2.  Robert has no control over how each victim reacts to the torment he inflicts on them.

     Robert has no control over how victims react to the torment he inflicts on them.

3.  Each member of the three top LA choirs have to work hard to win the next competition.

     Each member of the three top LA choirs has to work hard to win the next competition.

     All members of the three top LA choirs have to work hard to win the next competition.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Because Conrad was hurt he acted on impulse he did not mean it.

     Because Conrad was hurt, he acted on impulse; he did not mean it.

     Because Conrad was hurt, he acted on impulse, but he did not mean it.

     Because Conrad was hurt, he acted on impulse. He did not mean it.

5.  Angry with her Joe did not defend Stella.

     Angry with her, Joe did not defend Stella.

6.  He went through great hardships however he persevered.

     He went through great hardships; however, he persevered.

     He went through great hardships. However, he persevered.

Introduce conjunctive adverbs.

This page was taken from my website for review:

TO EDIT OUT TO-BE VERBS, TRY SWITCHING FROM PASSIVE TO ACTIVE VOICE.

Once Jem was introduced by Scout, the flashback began to unfold. -- PASSIVE VOICE

   Since the action is done by Scout, make her the subject. Flip the sentence around.

   Once Scout introduced Jem, the flashback began to unfold. -- ACTIVE VOICE

TO EDIT OUT TO-BE VERBS, TRY MAKING A DIFFERENT WORD THE MAIN VERB:

She is content to babysit tonight.

   Make the infinitive (to babysit) the main verb.

   She contentedly babysits tonight.

   Contentedly, she babysits tonight.

Scout is relieved to be going with Jem to the courthouse.

   Make the present participle (going) the main verb.

   Relieved, Scout goes with Jem to the courthouse.

She is moving closer.

   Make the present participle (moving) the main verb.

   She moves closer.

TO EDIT OUT TO-BE VERBS, TRY ELEVATING THE DICTION.

She was interested, but he arrived first.

   She exhibited interest, but he arrived first.

   Regardless of her interest, he arrived first.

   She asserted her interest, but he arrived first.

   She showed interest, but he arrived first.

   Her interest grew, but he arrived first.

   Despite her interest, he had arrived first.

EDITING PRACTICE                                                PAGE 6

Edit for “to be” verbs (am, are, is, was, were).

1.  While Miriam is talking to her father, Nana is offended.

2.  Nana is putting false facts into Miriam’s mind.

3.  She is setting no example for her daughter.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Tyler has no self-control whatsoever therefore he is assaultive.

5.  Because Pennywise is harming them the main characters are retaliating.

6.  Park was angry because he rode home on the bus all alone.

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EDITING PRACTICE                    TEACHER’S PAGE              PAGE 6

Edit for “to be” verbs (am, are, is, was, were).

1.  While Miriam is talking to her father, Nana is offended.

     While Miriam talks to her father, Nana fumes.

     Miriam’s conversation with her father offends Nana.

     Miriam and her father offend Nana with their conversation.

2.  Nana is putting false facts into Miriam’s mind.

     Nana puts false facts into Miriam’s mind.

3.  She is setting no example for her daughter.

     She sets no example for her daughter.

Underline and label clauses and phrases. Box predicates. Add punctuation.

4.  Tyler has no self-control whatsoever therefore he is assaultive.

     Tyler has no self-control whatsoever; therefore, he is assaultive.

     Tyler has no self-control whatsoever. Therefore, he is assaultive.

     Tyler’s utter lack of self-control leads to his aggression.

5.  Because Pennywise is harming them the main characters are retaliating.

     Because Pennywise is harming them, the main characters retaliate.

     Because Pennywise harms them, the main characters retaliate.

6.  Park was angry because he rode home on the bus all alone.

     Park was angry because he rode home on the bus all alone.

     Riding home on the bus all alone made Park angry.

     The lonely ride home on the bus made Park angry.

     Riding the bus home alone angered Park.