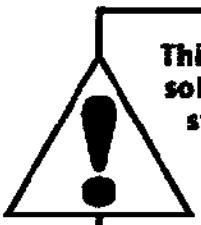
Answers to Exercises in

The Little, Brown Compact Handbook

Tenth Edition

Jane E. Aaron

Michael Greer, *University of Arkansas at Little Rock*



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2019, 2016, 2012 by Pearson Education, Inc. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

ISBN-10: 0-134-68099-5
ISBN-13: 978-0-134-68099-6

Table of Contents

Preface		ix
1 The Writing Process		1
3.1	Evaluating thesis statements	1
3.2	Organizing ideas	2
2 Writing in and out of College		4
9.1	Considering your native language or dialect	4
9.2	Using academic language	4
11.1	Testing argument subjects	4
11.2	Identifying and revising fallacies	5
14.1	Analyzing social-media styles	5
14.2	Guidelines for posting images	5
14.3	Business letter	6
14.4	Print and scannable résumé	6
14.5	Job application letter	6
14.6	*LinkedIn* profile	6
14.7	Business proposal	6
14.8	Social-media post	6
3 Clarity and Style		7
15.1	Revising: Emphasis of subjects and verbs	7
15.2	Sentence combining: Beginnings and endings	7
15.3	Sentence combining: Coordination	8
15.4	Sentence combining: Subordination	8
15.5	Revising: Effective subordination	9
15.6	Revising: Coordination and subordination	9
16.1	Revising: Parallelism	10
16.2	Sentence combining: Parallelism	11
17.1	Revising: Variety	11
18.1	Revising: Appropriate words	12
18.2	Revising: Sexist language	12
18.3	Using a dictionary	13
18.4	Revising: Denotation	13
18.5	Considering the connotation of words	14
18.6	Revising: Concrete and specific words	14
18.7	Using concrete and specific words	15

18.8 Using prepositions in idioms 16
18.9 Using prepositions in idioms 16
18.10 Using figurative language 16
18.11 Revising: Trite expressions 17
19.1 Revising: Completeness 17
20.1 Revising: Writing concisely 17
20.2 Revising: Conciseness 18

4 Sentence Parts and Patterns 19

Basic Grammar 19
21.1 Identifying nouns, pronouns, and verbs 19
21.2 Identifying adjectives and adverbs 20
21.3 Adding connecting words 21
22.1 Identifying subjects and predicates 21
22.2 Identifying subjects and predicates 22
22.3 Identifying sentence parts 22
22.4 Identifying sentence patterns 24
23.1 Identifying prepositional phrases 24
23.2 Sentence combining: Prepositional phrases 25
23.3 Identifying verbals and verbal phrases 25
23.4 Sentence combining: Verbals and verbal phrases 25
23.5 Sentence combining: Absolute phrases 26
23.6 Sentence combining: Appositive phrases 26
23.7 Identifying phrases 26
23.8 Identifying clauses 28
23.9 Sentence combining: Subordinate clauses 29
24.1 Identifying sentence structures 29

Verbs 30
25.1 Using irregular verbs 30
25.2 Distinguishing between *sit/set, lie/lay, rise/raise* 30
25.3 Using *-s* and *-ed* verb endings 30
25.4 Using helping verbs 31
25.5 Revising: Helping verbs plus main verbs 31
25.6 Revising: Verbs plus gerunds or infinitives 31
25.7 Revising: Verbs plus particles 32
26.1 Revising: Consistent past tense 32
26.2 Revising: Consistent present tense 32

26.3 Using correct tense sequence 32
26.4 Revising: Tense sequence with conditional sentences 32
27.1 Revising: Subjunctive mood 32
28.1 Converting between active and passive voices 33
28.2 Revising: Using the active voice 33
29.1 Revising: Subject-verb agreement 33
29.2 Adjusting for subject-verb agreement 34

Pronouns 34
30.1 Choosing between subjective and objective pronouns 34
30.2 Choosing between *who* and *whom* 34
30.3 Sentence combining: *Who* versus *whom* 34
30.4 Choosing between subjective and objective pronouns 35
30.5 Revising: Pronoun case 35
31.1 Revising: Pronoun-antecedent agreement 35
31.2 Revising: Pronoun-antecedent agreement 35
32.1 Revising: Pronoun reference 36
32.2 Revising: Pronoun reference 36
32.3 Revising: Consistency in pronouns 36
32.4 Revising: Pronoun reference 37

Modifiers 37
33.1 Revising: Adjectives and adverbs 37
33.2 Using comparatives and superlatives 37
33.3 Revising: Comparisons 38
33.4 Revising: Double negatives 38
33.5 Revising: Present and past participles 38
33.6 Revising: *A, an,* and *the* 38
33.7 Revising: Determiners 39
33.8 Revising: Adjectives and adverbs 39
34.1 Revising: Misplaced modifiers 39
34.2 Revising: Misplaced modifiers 39
34.3 Revising: Placement of adverbs and adjectives 40
34.4 Revising: Dangling modifiers 40
34.5 Revising: Misplaced and dangling modifiers 40

Sentence Faults 40
35.1 Identifying and revising sentence fragments 40
35.2 Revising: Sentence fragments 41
35.3 Revising: Sentence fragments 41
36.1 Identifying and revising comma splices 42
36.2 Identifying and revising fused sentences 42
36.3 Revising: Comma splices and fused sentences 43
37.1 Revising: Mixed sentences 43
37.2 Revising: Repeated subjects and other parts 43

5 Punctuation 44
38.1 Revising: Periods 44
38.2 Revising: Question marks 44
38.3 Revising: Exclamation points 44
38.4 Revising: End punctuation 44
39.1 Revising: Comma with linked main clauses 44
39.2 Sentence combining: Linked main clauses 45
39.3 Revising: Comma with introductory elements 45
39.4 Sentence combining: Introductory elements 45
39.5 Revising: Punctuation of nonessential and essential elements 46
39.6 Revising: Punctuation of nonessential and essential elements 46
39.7 Sentence combining: Essential and nonessential elements 46
39.8 Revising: Commas with series items 46
39.9 Revising: Commas with adjectives 47
39.10 Revising: Punctuation of series and adjectives 47
39.11 Revising: Punctuation of dates, addresses, place names, numbers 47
39.12 Revising: Punctuation of quotations 47
39.13 Revising: Needless and misused commas 48
39.14 Revising: Commas 48
40.1 Revising: Punctuation between main clauses 48
40.2 Revising: Punctuation between main clauses with conjunctive adverbs or transitional expressions 49
40.3 Sentence combining: Related main clauses 49
40.4 Revising: Punctuation of main clauses and series items containing commas 49

40.5 Revising: Semicolons 49
41.1 Revising: Colons 50
41.2 Revising: Colons and semicolons 50
42.1 Forming possessives 50
42.2 Revising: Apostrophes with possessives 51
42.3 Distinguishing between plurals and possessives 51
42.4 Revising: Misuses of the apostrophe 51
42.5 Revising: Contractions and possessive pronouns 51
42.6 Forming contractions 52
42.7 Revising: Contractions and possessive pronouns 52
42.8 Revising: Apostrophes 52
43.1 Revising: Double and single quotation marks 52
43.2 Revising: Quotation marks for titles 53
43.3 Revising: Quotation marks 53
43.4 Revising: Quotation marks 53
44.1 Revising: Dashes 53
44.2 Revising: Parentheses 54
44.3 Using ellipsis marks 54
44.4 Revising: Dashes, parentheses, ellipsis marks, brackets, slashes 54

6 Spelling and Mechanics 55
45.1 Revising: *ie* and *ei* 55
45.2 Revising: Final *e* 55
45.3 Revising: Final *y* 55
45.4 Revising: Consonants 55
45.5 Revising: Prefixes 55
45.6 Revising: Plurals 56
45.7 Using correct spellings 56
45.8 Working with a spelling checker 56
45.9 Revising: Hyphens 56
46.1 Revising: Capitals 56
47.1 Revising: Italics or underlining 57
48.1 Revising: Abbreviations 57
49.1 Revising: Numbers 57

7 Research Writing 58
52.1 Synthesizing sources 58
52.2 Summarizing and paraphrasing 58

52.3 Combining summary, paraphrase, and direct quotation 58
52.4 Introducing and interpreting borrowed material 59
53.1 Recognizing plagiarism 59
53.2 Revising plagiarized sentences 59

8 Writing in the Disciplines 61
57.1 Writing works-cited entries 61

Preface

This book contains answers for all the exercises in *The Little, Brown Compact Handbook*, Tenth Edition. The answer key has several possible uses:

• Instructors can use it to check students' responses on homework and quizzes.
• Some or all answers may be duplicated for class discussions or conferences.
• Some or all answers may be duplicated so that students can work independently on the exercises.

Answers are labeled "possible" when the corresponding exercises allow for choice in responding and the given answers are but suggestions. Even for the objective exercises, which more often lend themselves to one response, some users may disagree with some answers. Usage is often flexible, and many rules allow interpretation. The answers here conform to the usage recommended in *The Little, Brown Compact Handbook*.

PART 1 The Writing Process

Exercise 3.1
Evaluating thesis statements

1 The statement lacks unity because the two halves do not seem to relate to each other.
Possible revision: We should channel our natural feelings of aggression toward constructive rather than destructive ends.

2 The statement needs to be more specific: Why is Islam misunderstood in the United States?
Possible revision: The religion of Islam is widely misunderstood in the United States because many Americans equate televised depictions of Muslim fundamentalists with the religion itself.

3 Good thesis statement: limited, specific, and unified.

4 Both *good manners* and *make our society work* need to be more specific.
Possible revision: Courtesy between people makes human interaction smoother and more efficient.

5 The statement simply states a fact.
Possible revision: The poem depicts motherhood as a saintly calling.

6 The sentence lacks unity because the first half is positive and unspecific while the second half is negative and specific. Making the first half specific and the contrast explicit would unify the sentence.
Possible revision: Television does have its virtues, such as educational programming for children, but mostly it offers adults mindless escape from their problems.

7 The sentence is not a claim but a statement of personal preference.
Possible revision: Courses in American history engage students the most when they move beyond personalities and political events to focus on social change.

8 The sentence lacks unity because the impairment does not clearly relate to the suspension.
Possible revision: Because they have demonstrated bad judgment and lack of control by driving while impaired, drunken drivers should receive mandatory suspensions of their licenses.

9 The claim is not specific: Why is business a good major?
Possible revision: For many students, a business major provides the right mix of academic and practical content to smooth the route to a career.

10 The sentence makes not one claim but several. It needs to be limited.
Possible revision: The state's divorce laws should be made stricter for couples who have children.