HOLT
Elements of Language
THIRD COURSE

Developmental Language Skills

Guided Practice in
• Grammar
• Usage
• Mechanics

HOLT Teacher One Stop™

Materials in this booklet can be previewed and printed from the Teacher One Stop™ DVD.
Answer Keys are located on the Teacher One Stop™ DVD.

HOLT, RINEHART AND WINSTON
## Contents

Using This Workbook ....................................................vi  
Symbols for Revising and Proofreading ...........................vii  

### Chapter 1

**PARTS OF SPEECH OVERVIEW:**  
**THE WORK THAT WORDS DO**  
The Noun ............................................................................1  
The Pronoun A: Personal Pronouns; Reflexive and Intensive Pronouns ..........3  
The Pronoun B: Demonstrative and Interrogative Pronouns ......................5  
The Pronoun C: Relative Pronouns ......................................7  
The Pronoun D: Indefinite Pronouns ...................................9  
The Adjective .....................................................................11  
The Verb A: Action Verbs ..............................................13  
The Verb B: Linking Verbs .............................................15  
The Verb C: Main Verbs and Helping Verbs ................................17  
The Adverb ......................................................................19  
The Preposition ..................................................................21  
The Conjunction and the Interjection ....................................23  

### Chapter 2

**THE PARTS OF A SENTENCE:**  
**SUBJECT, PREDICATE, COMPLEMENT**  
The Subject ......................................................................25  
The Predicate .....................................................................27  
Predicate Nominatives ....................................................29  
Predicate Adjectives .......................................................31  
Direct Objects ...................................................................33  
Indirect Objects ..................................................................35  
Classifying Sentences by Purpose ......................................37  

### Chapter 3

**THE PHRASE:**  
**PREPOSITIONAL, VERBAL, AND APPOSITIVE PHRASES**  
The Prepositional Phrase A: Adjective Phrases ..................39  
The Prepositional Phrase B: Adverb Phrases ....................41  
The Participle and the Participle Phrase ..............................43  
The Gerund and the Gerund Phrase ..................................45  
The Infinitive and the Infinitive Phrase ..............................47  
The Appositive and the Appositive Phrase .......................49  

### Chapter 4

**THE CLAUSE:**  
**INDEPENDENT AND SUBORDINATE CLAUSES**  
The Adjective Clause......................................................51  
The Adverb Clause ........................................................53  
The Noun Clause ............................................................55  
Sentence Structure A: Simple Sentences and Compound Sentences ..........57  
Sentence Structure B: Complex Sentences and Compound-Complex Sentences ..........59  

### Chapter 5

**AGREEMENT:**  
**SUBJECT AND VERB, PRONOUN AND ANTECEDENT**  
Subject-Verb Agreement A: Singular, Plural, and Compound Subjects ..........61  
Subject-Verb Agreement B: Indefinite Pronouns ..........................63  
Pronoun-Antecedent Agreement A: Singular, Plural, and Compound Antecedents ..........65  
Pronoun-Antecedent Agreement B: Indefinite Pronouns ......................67  

### Chapter 6

**USING VERBS CORRECTLY:**  
**PRINCIPAL PARTS, TENSE, VOICE, MOOD**  
Principal Parts of Verbs A: Regular Verbs ..........................69  
Principal Parts of Verbs B: Irregular Verbs ..........................71  
Tense .................................................................................73  
Progressive Forms ..........................................................75  
Consistency of Tense .......................................................77  
Active and Passive Voice .................................................79  
*Lie and Lay, Sit and Set, Rise and Raise* ..............................81  

### Chapter 7

**USING PRONOUNS CORRECTLY:**  
**NOMINATIVE AND OBJECTIVE USES; CLEAR REFERENCE**  
The Nominative Case ......................................................83  
The Objective Case .........................................................85  
Special Problems in Pronoun Usage ....................................87  
Clear Reference A: Ambiguous Reference ............................89  
Clear Reference B: General Reference ................................91
## Contents

### Chapter 8
**USING MODIFIERS CORRECTLY: COMPARISON AND PLACEMENT**
- Comparison of Modifiers .............................................. 93
- Placement of Modifiers A: Dangling Modifiers .......... 95
- Placement of Modifiers B: Misplaced Modifiers ...... 97

### Chapter 9
**A GLOSSARY OF USAGE: COMMON USAGE PROBLEMS**
- A Glossary of Usage A .................................................. 99
- A Glossary of Usage B ................................................ 101
- A Glossary of Usage C ................................................ 103

### Chapter 10
**CAPITAL LETTERS: THE RULES FOR CAPITALIZATION**
- Capitalization A: First Words; Letter Salutations and Closings; The Pronoun I .......... 105
- Capitalization B: Names and Initials ......................... 107
- Capitalization C: Geographical Names; Organizations and Institutions .............. 109
- Capitalization D: Calendar Items and Historical Events; Nationalities; Businesses, Brand Names, and Modes of Transportation ... 111
- Capitalization E: Buildings and Awards; Religious Names; Heavenly Bodies .......... 113
- Capitalization F: School Subjects and Proper Adjectives .................................. 115
- Capitalization G: Titles ............................................... 117

### Chapter 11
**PUNCTUATION: END MARKS, ABBREVIATIONS, AND COMMAS**
- End Marks and Abbreviations .................................. 119
- Commas with Items in a Series .................................. 121
- Commas with Independent Clauses ............................. 123
- Commas with Introductory Elements ......................... 125
- Commas with Interrupters ....................................... 127

### Chapter 12
**PUNCTUATION: SEMICOLONS AND COLONS**
- Semicolons .................................................................... 129
- Colons ............................................................................ 131

### Chapter 13
**PUNCTUATION: ITALICS AND QUOTATION MARKS**
- Italics (Underlining) ................................................... 133
- Quotation Marks A: Direct Quotations ...................... 135
- Quotation Marks B: Titles ............................................. 137

### Chapter 14
**PUNCTUATION: APOSTROPHES**
- Apostrophes .................................................................... 139

### Chapter 15
**PUNCTUATION: HYPHENS, DASHES, PARENTHESSES, BRACKETS, ELLIPS POINTS**
- Hyphens and Ellipses .................................................. 141
- Parentheses, Dashes, and Brackets ......................... 143

### Chapter 16
**SPELLING: IMPROVING YOUR SPELLING**
- Words with ie and ei .................................................... 145
- Prefixes and Suffixes .................................................. 147
- Plurals of Nouns .......................................................... 149
- Words Often Confused A ............................................ 151
- Words Often Confused B ............................................ 153
- Words Often Confused C ............................................ 155

### Chapter 17
**CORRECTING COMMON ERRORS: KEY LANGUAGE SKILLS REVIEW**
- Common Errors Review ............................................. 157
Using This Workbook

The worksheets in this workbook provide additional instruction, practice, and reinforcement for Elements of Language and for Language Skills Practice.

This workbook is designed to supplement Language Skills Practice by providing additional instruction and practice to students who have not yet mastered the rules and topics covered in Elements of Language.

You will find throughout the workbook several special features, which have been added to aid students’ mastery of grammar, usage, and mechanics. The special features include notes, reminders, tips, points of instruction after instructional and exercise examples, and guided practice for the first one or two items in each exercise.

- **Notes** provide students with pertinent information related to the rule or topic covered on a given worksheet.
- **Reminders** review grammatical terms and concepts that were covered on previous worksheets.
- **Tips** provide students with tangible aids for understanding abstract concepts. These tips include mnemonic devices, identification tests, and recognition strategies.
- **Points of Instruction** explain how the rule or topic applies to the instructional and exercise examples provided.
- **Guided Practice** helps students with the first one or two items of each exercise by asking questions that guide students to the correct answer.

Teacher’s Notes and an Answer Key are provided on the Teacher One Stop™ DVD-ROM with ExamView® Test Generator.
# Symbols for Revising and Proofreading

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Example</th>
<th>Meaning of Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>⎯</td>
<td>Fifty-first street</td>
<td><strong>Capitalize a lowercase letter.</strong></td>
</tr>
<tr>
<td>/</td>
<td>Jerry’s Aunt</td>
<td><strong>Lowercase a capital letter.</strong></td>
</tr>
<tr>
<td>^</td>
<td>different</td>
<td><strong>Change a letter.</strong></td>
</tr>
<tr>
<td>^</td>
<td>The capital Ohio</td>
<td><strong>Insert a missing word, letter, or punctuation mark.</strong></td>
</tr>
<tr>
<td>┐</td>
<td>beside the lake</td>
<td><strong>Replace a word.</strong></td>
</tr>
<tr>
<td>≠</td>
<td>Where’s the key?</td>
<td><strong>Leave out a word, letter, or punctuation mark.</strong></td>
</tr>
<tr>
<td>✗</td>
<td>an invisible guest</td>
<td><strong>Leave out and close up.</strong></td>
</tr>
<tr>
<td>≵</td>
<td>a close friendship</td>
<td><strong>Close up space.</strong></td>
</tr>
<tr>
<td>⏐</td>
<td>the</td>
<td><strong>Change the order of letters.</strong></td>
</tr>
<tr>
<td>⦅</td>
<td>Avoid having too many corrections of your paper in the final version</td>
<td><strong>Transfer the circled words.</strong> (Write tr in nearby margin.)</td>
</tr>
<tr>
<td>!</td>
<td>“Hi,” he smiled.</td>
<td><strong>Begin a new paragraph.</strong></td>
</tr>
<tr>
<td>⩞</td>
<td>Stay well</td>
<td><strong>Add a period.</strong></td>
</tr>
<tr>
<td>⩜</td>
<td>Of course you may be wrong.</td>
<td><strong>Add a comma.</strong></td>
</tr>
<tr>
<td>⩢</td>
<td>ice hockey</td>
<td><strong>Add a space.</strong></td>
</tr>
<tr>
<td>⩛</td>
<td>one of the following</td>
<td><strong>Add a colon.</strong></td>
</tr>
<tr>
<td>⩟</td>
<td>Maria Simmons, M.D. Jim Fiorello, Ph.D.</td>
<td><strong>Add a semicolon.</strong></td>
</tr>
<tr>
<td>⩡</td>
<td>a great-grandmother</td>
<td><strong>Add a hyphen.</strong></td>
</tr>
<tr>
<td>⩱</td>
<td>Paul’s car</td>
<td><strong>Add an apostrophe.</strong></td>
</tr>
<tr>
<td>⦆</td>
<td>On the fifteenth of July</td>
<td><strong>Keep the crossed-out material.</strong> (Write stet in nearby margin.)</td>
</tr>
</tbody>
</table>
**The Noun**

**Nouns**

1a. A noun is a word or word group that is used to name a person, a place, a thing, or an idea.

**PERSONS** Aunt Linda, teacher, co-pilot, athlete, Walter D. Myers

**PLACES** stadium, Salt Lake City, football camp, Ireland, house

**THINGS** saltshaker, horse, driveway, Big Dipper, jack-in-the-box

**IDEAS** strength, happiness, Buddhism, amazement, self-confidence

**Try this test to decide whether a word is a noun. Place the word in the blank in one of the following sentences. If the word makes sense in the sentence, then the word is probably a noun.**

**EXAMPLES**

I need a new _________ or I admire _________.

I need a new camera. I admire creativity.

**Common and Proper Nouns**

You may have noticed that some nouns begin with a lowercase letter while others are capitalized. A common noun names any one of a group of persons, places, things, or ideas and is generally not capitalized. A proper noun names a specific person, place, thing, or idea and is capitalized.

**COMMON NOUNS** friend, teenager, continent, dog, weekday, building

**PROPER NOUNS** Jordan Smith, Jamaal, Europe, Snoopy, Friday, Tower Bridge

**Exercise A** Underline each noun in the sentences below. Then, write **C** above the noun if it is a common noun, or **P** if it is a proper noun.

**Example 1.** Victor traveled across the ocean to Africa. [Victor names a specific person. Ocean names any one of a group of things. Africa names a specific place.]

1. Look at these photographs of my friend James, who is a relative of Victor. [Which words name any one of a group of persons or things? Which words name specific persons or things?]

2. Did the two men visit Madagascar, a large island near Africa?

3. Courage and curiosity are two qualities you will find in my friends.

4. Many different countries make up the large continent of Africa.

5. On his journey back to America, Victor sailed on the Princess.
Compound Nouns

A compound noun is made up of two or more words used together as a single noun. Compound nouns might be written as one word, as separate words, or as a hyphenated word.

- ONE WORD: chairperson, hallway, basketball, spacecraft, oversight
- SEPARATE WORDS: Professor Johnson, mail carrier, Rhode Island, near miss
- HYphenated word: jack-of-all-trades, Austria-Hungary, sit-ups, self-respect

**Exercise B** Underline each noun in the following sentences. Then, if the noun is compound, write *CD* for compound above it.

**Example 1.** Lucy planted forget-me-nots in the flower bed. [*Lucy* names a person. *Forget-me-nots* and *bed* name things, and *forget-me-nots* is made up of more than one word.]

6. In gym class, Coach Ellis led the students through a set of twenty push-ups. [Which words name persons or things? Which nouns are made up of more than one word?]

7. After the children tossed snowballs, they built a snowman on the sidewalk.

8. Did Dad change the batteries in the smoke detector that is in the family room?

9. You should read *Homeless Bird* by Gloria Whelan, a winner of the National Book Award.

10. My sister-in-law, a singer in a band, also plays the guitar.

Collective Nouns

A collective noun is a word that names a group of people, animals, or things.

- COLLECTIVE NOUNS: audience, chorus, committee, flock, herd, batch, bundle, cluster

**Exercise C** Underline the collective noun in each of the following pairs of nouns.

**Examples 1.** batch biscuits [Batch names a group of things.]

2. robins flock [Flock names a group of animals.]

11. collection DVDs [Which word names a group of things?]

12. wolves pack [Which word names a group of animals?]

13. gnats swarm

14. family children

15. players team

16. employees staff

17. squad officers

18. council advisors

19. whales pod

20. Congress senators
The Pronoun A

Pronouns

1b. A **pronoun** is a word that is used in place of one or more nouns or pronouns.

**EXAMPLES**

Andy called Mary. **He** invited **her** to a party. [**He** stands for Andy. **Her** stands for Mary.]

Ruth sent invitations to Louis, Anna, and Ms. Pickett. **They** answered right away. [**They** stands for Louis, Anna, and Ms. Pickett.]

A pronoun stands for or refers to a word that is called the **antecedent** of the pronoun.

**EXAMPLE**

The **apple** lay beneath the tree where **it** had fallen. [The pronoun **it** stands for the noun **apple**, so **apple** is the antecedent of **it**.]

Personal Pronouns

A **personal pronoun** stands for the one speaking (first person), the one spoken to (second person), or the one spoken about (third person).

**FIRST PERSON**

I, me, my, mine, we, us, our, ours

**SECOND PERSON**

you, your, yours

**THIRD PERSON**

he, him, his, she, her, hers, it, its, they, them, their, theirs

**EXAMPLE**

**Your** kind words cheered **him**. [While the antecedents of the personal pronouns **Your** and **him** do not appear in the sentence, they are understood. **Your** stands for the one spoken to, and **him** stands for the one spoken about.]

**EXERCISE A** Underline each personal pronoun in the following sentences. Then, draw an arrow from the personal pronoun to its antecedent. Some sentences have more than one personal pronoun.

**Example 1.** Leo, your time may be the most valuable thing you can donate! [Your and you stand for Leo. Leo is the antecedent of your and you.]

1. Many teens volunteer their time to worthy causes. [What noun does their stand for?]

2. Lonny volunteers at an animal shelter. He grooms the dogs.

3. Does Alfredo teach songs to the children at his church?

4. At the local hospital, Nina helps the nurses; she does simple chores for them.

5. Search the Internet for ideas. It lists volunteer programs in many cities.
**Exercise B** Write an appropriate personal pronoun on the blank in each of the following sentences.

**Example 1.** My mother and I found these quartz crystals. *We* discovered them in a riverbed near our home. *We* can stand for both antecedents, *mother* and *I*.

6. Kim rehearsed _____ lines. *What personal pronoun can be used in place of Kim?*

7. When _____ gets windy, the weather almost seems to invite us to fly kites.

8. “Mira,” he said, “this book must belong to you. It has _____ name on it.”

9. Arthur wants to raise the seat of his bicycle. Can you lend _____ a wrench?

10. “_____ built this radio all by myself!” Marta piped up.

**Reflexive and Intensive Pronouns**

A reflexive pronoun stands for the subject of the sentence and is required in order for the sentence to make sense. An intensive pronoun stresses its antecedent and is not required in order for the sentence to make sense. Reflexive and intensive pronouns end with the suffix –*self* or –*selves*.

**Reflexive Pronoun** Teresa reminded *herself* to lock the door. *Herself* stands for the subject *Teresa* and completes the meaning of the sentence.

**Intensive Pronoun** Teresa herself locked the door. *Herself* stresses *Teresa. Herself* is not required for the sentence to make sense.

**Tip** To decide whether a pronoun is reflexive or intensive, rewrite the sentence and leave out the pronoun. If the sentence still makes sense, the pronoun is intensive.

**Examples** I *myself* fixed it. *I fixed it makes sense. Myself* is an intensive pronoun.

I fixed it *by myself*. *I fixed it by does not make sense. Myself* is a reflexive pronoun.

**Exercise C** Read the following sentences, and decide whether the underlined pronoun is reflexive or intensive. On the line provided, write *REF* if the pronoun is reflexive or *INT* if the pronoun is intensive.

**Example ** **REF** 1. The campers warmed **themselves** at the campfire. *Without themselves, the sentence does not make sense. Therefore, themselves is reflexive.*

_____ 11. You should treat **yourself** to a nap. *Does the sentence make sense without yourself?*

_____ 12. The principal **herself** made the final decision.

_____ 13. Did the puppy enjoy **itself** during the outing to the park?

_____ 14. After I finished the story, I found **myself** laughing out loud.

_____ 15. Uncle Eric **himself** planned the model train layout.
The Pronoun B

Demonstrative Pronouns

A *demonstrative pronoun* points out a person, a place, a thing, or an idea. The demonstrative pronouns are *this, that, these,* and *those.*

**EXAMPLES** Those are the members of the choir. [*Those points out members.*]

Are these the ones you wanted? [*These points out ones.*]

**TIP** Think of *demonstrative pronouns* as pronouns that point at something. Imagine pointing your finger at an object and saying, “This is the cereal I want,” or “That is the fastest horse.”

**NOTE** *This, that, these,* and *those* are used as adjectives as well as pronouns. When they describe nouns or pronouns, they are called *demonstrative adjectives.* When they point out and stand for nouns or pronouns, they are called *demonstrative pronouns.*

**EXAMPLES** Her sketch is more colorful than *this.* [*This stands for and points out a specific thing, so it is a demonstrative pronoun.*]

Her sketch is more colorful than *this* drawing. [*This tells which drawing, so it is a demonstrative adjective.*]

**EXERCISE A** Underline the demonstrative pronoun in each of the following sentences.

**Examples**

1. Those are my handmade birthday cards. [*Those points out cards.*]
2. He said he couldn’t be certain about that. [*That points at something not named in the sentence.*]

1. These are my favorite books of all time. [*Which word points out books?*]
2. Is this a serious tale of grand adventure, or is it just a silly story? [*Which word points out tale?*]
3. You two should really take a look at these!
4. My skateboard rolls as smoothly as those used in professional competitions.
5. Of the entire football season, that was the most suspenseful game!
6. This set of math problems is a lot like those.
7. When will we finish painting that?
8. Of all of these, the third one sounds the most appealing.
9. That is the first time she’s ever eaten a kiwi fruit.
10. Think of this as an opportunity to shine!
Interrogative Pronouns

An interrogative pronoun introduces a question. The interrogative pronouns are who, whom, which, what, and whose.

**EXAMPLES**

- Whose was the best book report?  [Who introduces a question.]
- What is the cafeteria serving for lunch?  [What introduces a question.]

**EXERCISE B** Decide whether the underlined pronoun in each sentence is a demonstrative pronoun or an interrogative pronoun. Then, on the line provided, write DEM for demonstrative pronoun or INT for interrogative pronoun.

**Example**  
1. To whom did you send the e-mail about Kelly’s party?  [Whom introduces a question.]
   ___  11. Which of those cartoons was chosen for the front page of the school newspaper?  [Does Which introduce a question, or does it point out something?]
   ___  12. Is this the final game of the basketball season?
   ___  13. The life jackets for the members of our group are those.
   ___  14. What does the symbol on your ring mean?
   ___  15. Whom would you elect as Student Principal for a week?

**EXERCISE C** For each blank in the following sentences, write an appropriate demonstrative pronoun or interrogative pronoun. Use a different pronoun for each sentence.

**Example**  
1. From whom should we get today’s assignment?  [Whom is an interrogative pronoun that fits this sentence.]
   
16. Excuse me, but how much do ________ cost?  [Which indefinite pronoun fits this sentence?]
17. Help me pass ________ out to the rest of the club.
18. ________ of the two maps is most up-to-date?
19. Of all the fossils I’ve found, ________ is my favorite.
20. ________ is the most sensible plan?
The Pronoun C

Relative Pronouns

A relative pronoun introduces a subordinate clause. A relative pronoun generally relates the descriptive information found within a subordinate clause to a noun or pronoun found in the main clause. The relative pronouns are that, which, who, whom, and whose.

**EXAMPLES**

Mario owns a Great Dane, **which** is a very large dog. [**Which** introduces the subordinate clause **which is a very large dog** and relates this descriptive information to **Great Dane**.]

Mario, **who** owns a Great Dane, lives next door. [**Who** introduces the subordinate clause **who owns a Great Dane** and relates this descriptive information to **Mario**.]

Mario, **whom** neighbors often see outside, has a large yard. [**Whom** introduces the subordinate clause **whom neighbors often see outside** and relates this descriptive information to **Mario**.]

The Great Dane **that** Mario owns is almost always with him. [**That** introduces the subordinate clause **that Mario owns** and relates this descriptive information to **Great Dane**.]

**REMINDER**

A subordinate clause has a subject and a verb, but the clause cannot stand alone as a sentence. Information contained in a subordinate clause is generally less important than the information contained in a sentence’s main clause. **Which fell from the sky** is a subordinate clause. **Ted found a meteorite, which fell from the sky** is a complete sentence.

**EXERCISE A** Underline the relative pronoun in each of the following sentences.

**Examples**

1. Do you enjoy stories that are about time travel? [**That** begins the subordinate clause **that are about time travel**.]

2. You may enjoy **The Time Machine**, **which** was written by H. G. Wells. [**Which** begins the subordinate clause **which was written by H. G. Wells**.]

1. Chen is reading **Animal Farm**, which is about power and betrayal. [Which word begins a subordinate clause?]

2. George Orwell, who wrote this fable, used animals as main characters. [Which word begins a subordinate clause?]

3. The plot is about farm animals that chase away their owners!


5. Bilbo Baggins, whom readers meet in **The Hobbit**, is the hero of this story.
6. A hobbit is a creature whose life centers on family, food, and a good home.

7. In many classrooms, students read books that explore the dark side of human nature.

8. Have you read *Lord of the Flies*, which is about human nature?

9. A group of boys, whose airplane crashes, must survive on a lonely island.

10. What do you think of these boys, who become savage?

**Exercise B** Underline the relative pronoun in each of the following sentences. Then, draw an arrow from the relative pronoun to the word to which the relative pronoun relates.

**Examples**

1. Li’s trumpet, which is silver, always sparkles in the sunlight. *Which* begins the subordinate clause *which is silver* and relates the information to *trumpet*.

2. How often should I water the plants that are in the front room? *That* begins the subordinate clause *that are in the front room* and relates the information to *plants*.

11. The pep rally, which began at one o’clock, lasted almost two hours! *Which* relative pronoun begins a subordinate clause? To which noun does the relative pronoun relate?

12. When should we pick up the uniforms that Ms. Baraka ordered? *Which* relative pronoun begins a subordinate clause? To which noun does the relative pronoun relate?

13. Marie, whom the community greatly admires, planted four trees in a local park.

14. Try finding a puzzle piece that is shaped like an *H*.

15. Ernesto’s brother, who enjoys good conversation, makes it a point to visit us once a day.

16. We saw a whooping crane, which is one of the rarest birds in North America!

17. That short story, which talks about the love of a grandmother for her grandson, is excellent.

18. Is Leroy, whom our customers love, going to get this month’s bonus?

19. Julia constructed this model volcano from clay that she found in her own backyard.

20. The choir’s leaders, who are looking for a new sound, have been listening to Caribbean music.
The Pronoun D
Indefinite Pronouns

Most pronouns refer to specific persons, places, things, or ideas. An *indefinite pronoun* refers to one or more persons, places, things, or ideas that may or may not be specifically named in a sentence. An indefinite pronoun does not refer to a specific person, place, thing, or idea.

**COMMONLY USED INDEFINITE PRONOUNS**

<table>
<thead>
<tr>
<th>all</th>
<th>both</th>
<th>many</th>
<th>none</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>each</td>
<td>more</td>
<td>no one</td>
<td>somebody</td>
</tr>
<tr>
<td>any</td>
<td>either</td>
<td>most</td>
<td>nothing</td>
<td>something</td>
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<td>one</td>
<td>such</td>
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<tr>
<td>anyone</td>
<td>everything</td>
<td>neither</td>
<td>other</td>
<td></td>
</tr>
<tr>
<td>anything</td>
<td>few</td>
<td>nobody</td>
<td>several</td>
<td></td>
</tr>
</tbody>
</table>

**EXAMPLES**

Several of the envelopes had rare postage stamps on them. *[Several refers to things named in the sentence, envelopes, but it does not refer to specific envelopes.]*

Somebody bought the collection of rare stamps. *[Somebody refers to a person who is not named in the sentence, and it does not refer to a specific person.]*

Even though indefinite pronouns may not refer to specific persons, places, things, or ideas, they are still used in the same ways as other pronouns. In a sentence, indefinite pronouns can appear as subjects, direct objects, indirect objects, predicate nominatives, or as objects of prepositions.

**EXAMPLES**

Everyone in the van knew the store's address. *[Everyone is an indefinite pronoun used as the subject of the sentence.]*

Did the librarian gather everyone into reading circles? *[The indefinite pronoun everyone is used as the direct object of the verb did gather.]*

Mr. Benson gave everyone paper swans. *[The indefinite pronoun everyone is used as an indirect object explaining to whom the swans were given.]*

Is this everyone? *[The indefinite pronoun everyone is used as a predicate nominative of the verb is.]*

**EXERCISE A** Underline the indefinite pronouns in the following sentences.

**Examples**

1. Each of the lazy days was truly enjoyable. *[Each refers to things named in the sentence, days, but it does not refer to a specific day.]*

2. We probably should examine both of the salamanders closely. *[Both refers to things named in the sentence, salamanders, but it does not refer to a specific pair of salamanders.]*

1. All of the hotel's staff members were very helpful. *[Which word refers to persons who are not specifically named?]
2. Most of the activities, in Jack’s opinion, would be fun. \([\text{Which word refers to a group of things that are not specifically named?}]\]

3. Of everything available to guests, the shuffleboard court was our favorite spot.

4. We played softball with anyone who wanted to play.

5. Let’s meet Jack and the others at the lake behind the hotel.

6. Some of the rocks along the shore are quite beautiful.

7. We could give somebody the prettiest stones.

8. Wouldn’t Aunt Suzy want a few of them?

9. Save something to help you remember that trip!

10. I think we’d all gladly take another.

**Exercise B** For each blank in the following sentences, write an appropriate indefinite pronoun. Use a different indefinite pronoun for each sentence.

**Examples**

1. \(\text{Many}\) of my friends like baseball. \([\text{Many is one indefinite pronoun that makes sense in this sentence.}]\)

2. \(\text{Neither}\) of the two kittens has its eyes open. \([\text{Neither is one indefinite pronoun that makes sense in this sentence.}]\)

11. \(\text{One}\) of the three computer games has its advantages. \([\text{Which indefinite pronoun would make sense in this sentence?}]\)

12. Hans would like to own \(\text{one}\) of the watches. \([\text{Which indefinite pronoun would make sense in this sentence?}]\)

13. Yes, please, I think I’ll have \(\text{one}\).

14. She said that she would love to talk with \(\text{anyone}\) who studies prairie dogs.

15. \(\text{One}\) of this essay is about how often chimpanzees behave like children.

16. I asked Nadine whether she had an extra pencil, and she said that she had \(\text{one}\).

17. Mark said that he remembered absolutely \(\text{one}\).

18. With a calm and reassuring smile, Warren greeted \(\text{anyone}\).

19. The biologists built \(\text{a}\) a model cell.

20. Is \(\text{one}\) ready to talk about the space program?
The Adjective

An adjective is a word that is used to modify a noun or a pronoun. An adjective helps to define or describe a noun or pronoun by telling what kind, which one, or how many about that noun or pronoun.

**WHAT KIND?** clean room, brown hair, French pen pal, easy test

**WHICH ONE?** first choice, that calendar, this box, next class

**HOW MANY?** many fish, six songs, some ideas, few coins

**NOTE** A, an, and the are special adjectives that we call articles. A and an are *indefinite articles* because they refer to any member of a group. The is the *definite article* because it refers to a specific member of a group.

**EXERCISE A** Underline each adjective in the following sentences. Each sentence has more than one adjective. Do not underline the articles a, an, and the.

**Example 1.** Find a *safe* path around *those* four *huge* rocks. [Safe modifies path. Those, four, and huge modify rocks.]

1. There is a *large* family of healthy *ducks* by the lake. [Which word modifies family? Which word modifies ducks?]

2. During the hot afternoon, several deer crossed the grassy meadow.

3. Look at the small, brown rabbit near the trees.

4. A gray dove looked for tiny seeds beneath a *leafy, green* bush.

5. Did you see the beautiful fur on that fox?

**Pronoun or Adjective?**

Some words, such as either, neither, which, this, these, or that, may be used as either pronouns or adjectives. When these words take the place of nouns or other pronouns, they are pronouns. When they modify nouns or pronouns, they are adjectives.

**PRONOUNS** I wore this. She knows neither. Which won?

**ADJECTIVES** I wore this hat. She knows neither boy. Which team won?

**NOTE** When the *demonstrative pronouns* this, that, these, and those modify nouns or pronouns, they are called *demonstrative adjectives.*
EXERCISE B  Underline each adjective in the following sentences. Then, draw an arrow from each adjective to the noun or pronoun it modifies. Do not underline the articles *a*, *an*, and *the*.

Example 1. That young vine is dangling from this tree. [That and young modify vine. This modifies tree.]

6. Either coach can train the new team. [Which two words modify nouns?]
7. Which long table will seat the hungry students?
8. Those three rosebushes won’t bloom for many weeks.
9. Recent graduates helped several teachers purchase those.
10. We realized that neither frog had been making that unusual noise.

**NOTE** Many words that can stand alone as nouns can also be used as adjectives. Adjectives formed from proper nouns are called *proper adjectives*.

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<thead>
<tr>
<th>NOUNS</th>
<th>stone</th>
<th>history</th>
<th>Maine</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJECTIVES</td>
<td>stone</td>
<td>fence</td>
<td>history</td>
</tr>
</tbody>
</table>

Adjectives in Sentences

An adjective usually comes before the noun or pronoun it modifies. However, sometimes the adjective follows the word it modifies, and occasionally a word or words may come between the adjective and the word it modifies.

**EXAMPLE** The bus, large and yellow, carried us to school. [Large and yellow both modify and follow bus.]

EXERCISE C  Decide whether each of the underlined words in the following sentences is used as an adjective, a noun, or a pronoun. If the word is used as an adjective, write *ADJ* on the line provided. If the word is used as a noun, write *N* on the line provided. If the word is used as a pronoun, write *PRO* on the line provided.

Example  ADJ  1. We ate lunch at the kitchen table. [Kitchen modifies table.]

11. Is this the homemade pickle relish? [Does this modify a noun, or does it refer to a noun?]
12. The relish in this jar is delicious!
13. The relish was made from California cucumbers.
14. This is the relish from California.
15. This sandwich, because it’s dry and plain, needs relish.
1d. A verb is a word that is used to express action or a state of being.

**Examples**
- Maria **built** a sandcastle. [Built expresses Maria’s action.]
- Maria **feels** happy. [Feels expresses Maria’s state of being.]

**Action Verbs**
An action verb expresses physical or mental action.

**Examples**
- Maria **waved** to Debbie. [physical action]
- Maria **knows** Debbie. [mental action]

**Reminder**
When you identify action verbs, remember to include any helping verbs. Common helping verbs include is, can, does, have, might, was, and will.

**Exercise A**
Underline the action verbs in each of the following sentences. Some sentences have more than one action verb.

**Examples**
1. People **have played** with yo-yos for at least three thousand years. [Have played is an action verb and its helping verb; together, they express physical action.]
2. A sapodilla tree **grows** for more than twenty years before growers **tap** it for chicle, an ingredient in chewing gum. [Grows and tap are action verbs that express physical action.]

1. John Loudon McAdam designed roads without costly rock foundations. [Which word expresses mental action?]
2. The first self-propelled American land vehicle **ran** under steam power. [Which word expresses physical action?]
3. The Colorado River toad secretes poison that can paralyze its predators temporarily.
4. During thunderstorms, lightning bolts create gases that eventually fertilize the soil.
5. Alchemists never produced gold from lead, but they invented tools that chemists use today.
6. Do mice dream?
7. The tube-shaped leaves of some pitcher plants fill with rainwater and trap insects.
8. Suddenly, hundreds of grasshoppers leapt into the air.
9. When a bug is caught in the sticky hairs of a sundew’s leaf, the leaf curls around it.
10. On the longest day of summer in the Antarctic Circle, the sun never sets.
Transitive and Intransitive Verbs

A transitive verb expresses action that is directed toward a person, place, or thing. The subject of a transitive verb performs the action of the verb. The object of a transitive verb receives the action of the verb.

**EXAMPLE**  When did Amy meet you? [Amy’s action, *did meet*, is directed toward you.]

An intransitive verb expresses action that is not directed toward an object.

**EXAMPLE**  Amy smiled sweetly. [Amy’s action, *smiled*, is not directed toward an object.]

**NOTE** A verb may be transitive in one sentence and intransitive in another.

**TRANSITIVE**  Hank drove the car. [Hank’s action, *drove*, is directed toward the car.]

**INTRANSITIVE**  Hank drove slowly. [Hank’s action, *drove*, is not directed toward an object.]

**Exercise B**  Decide whether the underlined verb in each sentence is a transitive or intransitive verb. Then, on the line provided, write TR for transitive verb or INT for intransitive verb.

**Examples**  
1. Did Selma memorize her locker combination? [The action *Did memorize* is directed toward *combination*.]
   
   **INT**  2. Selma always chatters quickly and good-naturedly. [The action *chatters* is not directed toward an object.]

11. Jason reads each day during study hall. [Is the action directed toward an object?]

12. Usually, Jason reads a book for English class. [Is the action directed toward an object?]

13. Will Jason help you with your homework?

14. You and he can go to the library on Saturday.

15. At the library, the two boys study quietly.


17. “Walter Mitty daydreams all the time,” he said.

18. “He just heard his car’s engine.”

19. “Now he thinks that he is flying a plane!”

20. The librarian coughed and peered over her glasses at the boys.
The Verb B

Verbs

1d. A verb is a word that is used to express action or a state of being.

Linking Verbs

A linking verb expresses a state of being by linking its subject to a word or word group that renames or describes the subject. This word or word group is called a subject complement.

EXAMPLES

The speaker is Sharon. [The verb is links the subject complement Sharon to the subject speaker.]

The trumpeter sounded excited. [The verb sounded links the subject complement excited to the subject trumpeter.]

COMMONLY USED LINKING VERBS

be shall be should be
being will be would be
am has been can be
is have been could be
are had been should have been
was shall have been would have been
were will have been could have been

OTHER FREQUENTLY USED LINKING VERBS

appear grow seem stay
become look smell taste
feel remain sound turn

EXERCISE A

Underline the linking verbs in each of the sentences below. Some sentences contain more than one linking verb.

Examples 1. The satellite remained brightly visible for almost thirty seconds! [The verb remained links the subject complement visible to the subject satellite.]

2. I am sure that the test tube feels warmer now. [The verb am links the subject complement sure to its subject I, and the verb feels links the subject complement warmer to its subject test tube.]

1. Cassie thought that the radishes tasted wonderful. [Which verb links the subject complement wonderful to its subject radishes?]

2. Sandals are usually a good, comfortable shoe for warm weather. [Which verb links the subject complements good and comfortable to their subject Sandals?]
3. Is Janelle’s poster the one with the piano full of flowers on it?

4. The cricket in my room seemed noisy last night.

5. Mel looks confident; maybe he should be the leader.

6. This paint job could have been perfect, but the paint dripped.

7. Sophia became the first of us to ask, “Were cars really that slow back then?”

8. That mockingbird certainly sounds carefree.

9. His grandmother was one of the first women to teach at a university.

10. The music stayed loud and festive, even when the band grew tired.

**NOTE**

Many linking verbs can be used as action verbs as well.

- **LINKING VERB** Yoko stayed warm near the fire. [*Stayed links Yoko with warm.*]
- **ACTION VERB** Yoko stayed near the fire. [*Stayed expresses Yoko’s action.*]

**EXERCISE B** Decide whether the underlined verb in each sentence below is an action verb or a linking verb. On the line provided, write **A** for action verb or **L** for linking verb. Then, if the verb is a linking verb, circle the words that are linked by the verb.

**Examples**

1. The old [house] always had looked slightly [spooky]. [*Had looked links house to spooky.*]

2. Lisa had looked at it many times. [*Had looked expresses Lisa’s actions.*]

11. Over the years, the lock had become rusty. [*Does had become link its subject to an adjective, or does it express an action?*]

12. With great difficulty, Lisa turned the key in the lock. [*Does turned link its subject to a noun, or does it express an action?*]

13. Inside, the empty house seemed perfectly silent.

14. Long ago, the dusty air had turned stale.

15. Lisa remained calm in spite of the eerie atmosphere.

16. Then she stood on the porch and felt better.

17. She could smell fresh-cut hay in the breeze.

18. Crops grew in the fields across the street from the house.

19. With a new coat of paint, it might be a nice place to live.

20. The house suddenly appeared far less spooky.
The Verb C

Verbs

A verb is a word that is used to express action or a state of being.

EXAMPLES

Yesterday Paula wrote a song. [Wrote expresses action.]

She felt lonely. [Felt expresses a state of being.]

Verb Phrases: Main Verbs and Helping Verbs

A verb phrase contains at least one main verb and one or more helping verbs. A helping verb helps the main verb express action or state of being.

The helping verbs include all forms of the verb be. The be verbs include am, is, are, was, were, be, being, and been. Other helping verbs include can, could, did, do, does, had, has, have, may, might, must, shall, should, will, and would.

VERB PHRASES

was laughing [The helping verb was helps the main verb laughing.]

must remember [The helping verb must helps the main verb remember.]

may have arrived [The helping verb may have helps the main verb arrived.]

NOTE Sometimes the parts of a verb phrase are separated by other words in the sentence.

EXAMPLES

Was Alexa laughing at my joke? [Alexa interrupts Was and laughing.]

The guests may have already arrived. [Already interrupts may have and arrived.]

EXERCISE A Draw a line under the verb phrase in each of the following sentences. Then, draw a second line under each helping verb.

Examples 1. All of us have been happy with Paul’s meals and desserts. [Have helps been express our state of being.]

2. Will Paul be making a pumpkin pie for dessert? [Will and be help making express Paul’s future action.]

1. Pumpkins are known for their soft orange pulp and high water content. [Which word helps the main verb known?]

2. You may have eaten delicious pumpkin bread or pumpkin muffins. [Which words help the main verb eaten?]

3. That pumpkin was grown in Margaret’s own backyard garden.

4. It had become ripe for harvest a few days ago.

5. The tough orange rind must be removed from the pumpkin.

6. Then, the orange pulp can be used for food.

7. We can save some of the seeds for next year’s crop.
8. Should we toast the rest of the pumpkinseeds?

9. During late October, many people will carve a pumpkin.

10. Pumpkins have also been grown as food for livestock.

**NOTE** The word *not* is an adverb, and so is the contraction *n’t*. *Not* and *n’t* are never part of the verb phrase.

**EXAMPLES**

- Chen *was not laughing* at my joke. [The verb phrase is *was laughing*.]
- Edward *wasn’t laughing* at my joke. [The verb phrase is *was laughing*.]

**EXERCISE B** Draw a line under the verb phrase in each of the following sentences. Then, draw a second line under each helping verb. Remember that *not* and *n’t* are not part of the verb phrase.

**Examples**

1. The skating *couldn’t have been more enjoyable!* 
   
   [Could and have are helping verbs that help *been* express a state of being. *N’t* is not part of the verb phrase.]

2. Did eager fans completely fill the available seats? 
   
   [Did is a helping verb that helps *fill* express action.]

11. Do you enjoy ice-skating and other winter sports? [Which words express action?]

12. Diego and I have often watched skating competitions on television. [Which words express action?]

13. I myself have never worn a pair of ice skates.

14. My sister, however, will frequently compete in skating matches.

15. The coldness of the icy arena doesn’t bother her.

16. Since childhood, she has always enjoyed the competitive nature of sports.

17. You should not have missed the competition last week.

18. Will you attend the match on Saturday afternoon?

19. We have always sat in one of the front rows.

20. We will not miss a single bit of action from those great seats.
The Adverb

Adverbs

1e. An adverb modifies a verb, an adjective, or another adverb.

An adverb makes the meaning of the verb, adjective, or adverb more definite by telling where, when, how, or to what extent.

Adverbs Modifying Verbs

Adverbs modify verbs and also may introduce questions. Adverbs may come before or after the verbs they modify. Adverbs may also come between verbs in a verb phrase.

**EXAMPLES**

- Write his name here. [Here tells where to write his name.]
- She will politely ask. [Politely tells how she will ask.]
- When did Adam call you? [When introduces a question.]

**NOTE**

Some words that can be used as nouns can also be used as adverbs.

- **NOUN** Today is my birthday. [Today is the subject and is a noun.]
- **ADVERB** Today I am celebrating my birthday. [Today tells when I am celebrating my birthday and is an adverb.]

**EXERCISE A** Underline the adverb in each of the following sentences. Then, draw an arrow from the adverb to the word or words it modifies.

**Example 1.** When did you buy the new telephone? [When modifies did buy by telling when.]

1. Please write your new phone number there. [Which word tells where about the verb?]
2. Loudly, the telephone in Becca’s room rang.
3. Where did she earn the money for her own phone?
4. Becca mows lawns weekly for extra money.
5. She had carefully saved money for the phone.

Adverbs Modifying Adjectives

Adverbs also modify adjectives.

**EXAMPLES**

- Extremely spicy tacos were served. [Extremely modifies spicy, telling to what extent.]
- That story was creatively brilliant! [Creatively modifies brilliant, telling how.]
EXERCISE B  Underline the adverb in each of the sentences below. Then, draw an arrow from the adverb to the adjective it modifies.

Example 1. The pink blossoms on this rose bush are fully open. [Fully modifies open.]

6. Whose incredibly delicious casserole is this? [Which word modifies an adjective?]

7. Rather large trees surround the car lot.

8. After a long afternoon, I can say that my chores are nearly complete.

9. An especially valuable player receives the MVP award.

10. Please give a snack to the children, who are slightly hungry.

Adverbs Modifying Other Adverbs

Adverbs also modify other adverbs.

EXAMPLES  Heather plays volleyball really well. [Really modifies well, telling to what extent.]

She almost never misses a serve. [Almost modifies never, telling to what extent.]

EXERCISE C  Underline the adverb that modifies another adverb in each of the sentences below. Then, draw an arrow from the adverb to the adverb it modifies. Do not underline any adverbs that modify verbs or adjectives.

Example 1. Janis swims in the lake only rarely. [Only modifies rarely and tells to what extent.]

11. Why is he speaking very quietly? [Which word modifies an adverb?]

12. Somewhat excitedly, the child accepted the gift.

13. Both students completed the test equally quickly.

14. A fire broke out, but firefighters arrived quite soon.

15. You interpreted the poem extremely creatively.
The Preposition

**1f.** A *preposition* is a word that shows the relationship of a noun or pronoun to another word.

**EXAMPLES** An insect *under* the table buzzed. [*Under* shows the relationship of *table* to *insect.*]

An insect flew *near* my head. [*Near* shows the relationship of *head* to *flew.*]

**COMMONLY USED PREPOSITIONS**

<table>
<thead>
<tr>
<th>about</th>
<th>before</th>
<th>down</th>
<th>in</th>
<th>of</th>
<th>since</th>
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<tbody>
<tr>
<td>above</td>
<td>behind</td>
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The noun or pronoun that the preposition relates another word to is called the *object of the preposition.*

**EXAMPLES** An insect *behind* the *table* buzzed. [*Table* is the noun that the preposition *behind* relates to *insect.*]  

An insect *above* *it* buzzed. [*It* is the pronoun that the preposition *above* relates to *insect.*]  

Prepositions that are made of two or more words are called *compound prepositions.* Some compound prepositions are *according to, aside from, because of, in addition to, in front of, in place of, next to,* and *on account of.*

**EXAMPLES** We were late *because of* heavy traffic.

May I borrow the book *next to* your elbow?

**EXERCISE A** Underline the preposition in each of the following sentences. Then, draw two lines under the object of the preposition. Remember to underline all words in a compound preposition.

**Example 1.** According to the schedule, we will take a break now. [*Schedule* is the object of the compound preposition *According to.*]

1. Everyone was frightened during the scary movie. [Which word is a preposition? Which noun is the object of the preposition?]

2. Without a hat, Ellen’s hair always lightens.

3. Jeff, you can use chicken in place of the beef.

4. The beautiful full moon disappeared behind thick clouds.

5. How can I choose between two good choices?
The object of a preposition may be compound.

**EXAMPLES** We talked **about nutrition** and **exercise**. [Both nutrition and exercise are objects of the preposition about.]

This gift is **from Leon** and **Betty**. [Both Leon and Betty are objects of the preposition from.]

A **prepositional phrase** consists of the preposition, its object, and any modifiers of the object. The modifiers of the object can come before or after the object.

**EXAMPLES** Marcos is going **to a new school**. [School is the object of the preposition to. School is modified by a and new.]

Marcos is going **to the school that just opened**. [School is the object of the preposition to. School is modified by the and by the clause that just opened.]

**NOTE** The word to can start both a prepositional phrase (to the park) and an infinitive phrase (to run). If to is followed by a verb, then the phrase is infinitive and not prepositional.

**EXERCISE B** Underline the preposition in each of the following sentences. Then, draw two lines under the object of the preposition. Remember to underline all words in a compound object. Each sentence has more than one prepositional phrase.

**Examples** 1. **In the photograph**, I am standing **next to him and Pamela**. [Photograph is the object of the preposition In. Him and Pamela are the objects of the preposition next to.]

2. When should we get on **the ferry that’s taking us over the bay**? [Ferry is the object of the preposition on. Bay is the object of the preposition over.]

6. Because of the fire, smoke billowed from the windows and doors. [Which word is the object of a compound preposition? Which words are compound objects of a preposition?]

7. Since last Monday, I have been leaving the house before you each morning. [Which words are prepositions? Which words are objects of prepositions?]

8. The story is about a horse that gallops next to bicyclists.

9. Aside from a few loose boards, the bridge across the stream looks safe.

10. Look at the perfect blanket of snow on the streets and lawns.

11. Felicia skipped through the open gate in front of her house.

12. In addition to old newspapers, Toni collects cans during recycling drives.

13. Couldn’t we use the tomatoes we grew instead of those from a store?

14. Since he got to sit behind the dugout, Cedric stayed through the final inning.

15. Should we climb aboard the boat beside the dock?
The Conjunction and the Interjection

The Conjunction

1g. A conjunction is a word that joins words or word groups.

A coordinating conjunction joins words or word groups that are used in the same way. The coordinating conjunctions are and, but, or, nor, for, yet, and so.

**EXAMPLES**

Roland bought juice and milk. [And joins two nouns, juice and milk.]

Is the juice inside the refrigerator or on the counter? [Or joins two prepositional phrases, inside the refrigerator and on the counter.]

Roland was thirsty, so he drank some juice. [So joins two independent clauses, Roland was thirsty and he drank some juice.]

A correlative conjunction is a pair of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are both . . . and, not only . . . but also, either . . . or, neither . . . nor, and whether . . . or.

**EXAMPLES**

Roland bought both juice and milk. [Both . . . and joins two nouns, juice and milk.]

The juice is either inside the refrigerator or on the counter. [Either . . . or joins two prepositional phrases, inside the refrigerator and on the counter.]

Not only was Roland thirsty, but he was also hungry. [Not only . . . but also joins two independent clauses, was Roland thirsty and he was hungry.]

**Exercise A** Identify the conjunctions in the following sentences. Draw one line under coordinating conjunctions and two lines under correlative conjunctions.

**Examples**

1. I didn’t know whether I should laugh or I should cry. [Whether . . . or joins two independent clauses, I should laugh and I should cry.]

2. According to Meg, the judge’s decision was strict but fair. [But joins two adjectives, strict and fair.]

1. I had met the girl before, yet I couldn’t remember her name. [Which word joins two independent clauses?]

2. We heard the fire alarm not only in the hallways but also in the classrooms. [Which words join two prepositional phrases?]

3. After the assembly, I couldn’t find Mark or Chi anywhere.

4. Do you know whether Carlos sanded or painted the bookcase?

5. On the beach and in the water, the family played happily.

6. Mr. Paulson had expected neither the award nor the party.

7. Was either the principal or the vice-principal present at the ceremony?
8. I will enjoy the winter break, but I will miss my friends.

9. Will this bus take us to both the mall and the library?

10. Neither the computer nor the printer was turned on.

The Interjection

An **interjection** is a word that expresses emotion. An interjection has no grammatical relation to the rest of the sentence.

Commonly used interjections include *ah, hey, oh, ouch, well, wow,* and *yippee.*

**NOTE:** Because an interjection does not serve a grammatical function in the sentence, it is set off from the sentence by an exclamation point, a comma, or commas.

**EXAMPLES**

- **Uh-oh!** I lost my watch.
- **Well,** I'm not sure where your watch is.
- A new one will cost **oh,** about ten dollars.

**EXERCISE B** Identify the underlined word or group of words in each sentence. On the line provided, write **CRD** for coordinating conjunction, **CORR** for correlative conjunction, or **INT** for interjection.

**Examples**

1. I was digging in the garden when, **yikes,** I saw a garter snake. [**Yikes** expresses emotion. It has no grammatical function in the sentence.]

2. I **not only** was digging in the garden **but also** was planting vegetables. [**Not only** ... **but also** is a correlative conjunction that joins two verb phrases.]

11. Dad really likes carrots, so I will plant a lot of them. [Does the underlined word join two word groups, or does it express emotion?]

12. **Ouch!** Did you know that blackberry vines have thorns on them? [Does the underlined word join two words, or does it express emotion?]

13. **Either** the wild rabbits or the squirrels have nibbled on the strawberries.

14. I planted several kinds of seeds, **yet** not all of them have sprouted.

15. In that patch **I planted, ah,** lettuce.

16. **Whoa!** Watch where you step in the garden!

17. Shall we plant **both** vegetables and flowers in this garden?

18. After an hour’s work, we had finally pulled all the weeds. Whew!

19. Should we place the scarecrow between the rows **or** in the corner?

20. There is enough squash **not only** for our family **but also** for the neighbors.
The Subject

The Complete Subject

Every sentence contains a *subject* and a *predicate.*

2b. The *subject* tells whom or what the sentence is about, and the *predicate* says something about the subject.

The *complete subject* consists of the simple subject and any words, phrases, or clauses that modify the simple subject.

**EXAMPLES** The *bells in the tower* rang loudly. [What rang loudly? The bells in the tower did. *The bells in the tower* is the complete subject.]

Every morning, *the loud cry of my neighbors’ rooster* wakes me. [What wakes me? The loud cry of my neighbors’ rooster does. *The loud cry of my neighbors’ rooster* is the complete subject.]

**EXERCISE A** Underline the complete subject in each of the following sentences.

Example 1. Did Janet’s older sister compete at the track meet? [Who competed at the track meet? Janet’s older sister did. *Janet’s older sister* is the complete subject.]

1. The light above the sink went out yesterday. [What went out yesterday?]
2. The biology students collected different types of leaves.
3. Did Dad enjoy the baseball game?
4. The purple and blue flowers really brightened up the room.
5. When will the band members return from the field trip?

The Simple Subject

2c. The main word or word group that tells whom or what the sentence is about is called the *simple subject.*

**EXAMPLES** The *bells in the tower* rang loudly. [What rang loudly? Bells did. *Bells* is the simple subject.]

Where will you hang the new painting? [Who will hang the painting? You will. *You* is the simple subject.]

**TIP** The simple subject is never found in a prepositional phrase. A *preposition* is a word that tells the relationship of a noun or pronoun to another word in the sentence. Some common prepositions are about, among, at, for, from, in, of, under, and with. To find the simple subject, cross out any preposition and the noun or pronoun that follows it.

**EXAMPLE** The *bells in the tower* rang loudly. [*Bells* is the subject, not *tower.*]
Sometimes the simple subject is also the complete subject.

EXAMPLE Nina volunteers at the humane society. [Nina is both the simple subject and the complete subject.]

EXERCISE B Underline the complete subject once and the simple subject twice in each of the following sentences.

Example 1. Is your history class studying the ancient world? [Who is studying? Your history class is. Your history class is the complete subject. Class is the simple subject.]

6. The great pyramids of Egypt have become famous. [What have become famous?]
7. They were used as royal burial chambers.
8. Have you ever seen a pyramid?
9. Many different cultures built pyramids.
10. Examples of these unique structures can be found in Egypt and Mexico.

Compound Subjects

A compound subject consists of two or more subjects that are joined by a conjunction and that have the same verb.

A compound subject consists of two or more words. Conjunctions commonly used to join the words of a compound subject are and, or, neither . . . nor, and not only . . . but also.

EXAMPLES Doug and Eddy shoveled snow. [Doug and Eddy are parts of the compound subject joined by and. They have the same verb, shoveled.]
Neither Paul nor Ruth wanted to see a movie after dinner. [Paul and Ruth are parts of the compound subject joined by Neither . . . nor. They have the same verb, wanted.]

EXERCISE C Underline the simple subject in each of the following sentences. Remember to underline each word in a compound subject.

Example 1. Does Nevada or Utah border California? [What borders California? Nevada or Utah does. Nevada and Utah are parts of the compound subject joined by or.]

11. Turtles and bullfrogs lived at the edge of the lake. [What lived at the edge of the lake?]
12. Neither onions nor peppers were in the stew.
13. Did Rosa, Barbara, and Fredric work together on the experiment?
14. Not only the cows but also the chickens must be fed.
15. Sally or Eugene will give a speech today.
The Predicate

The Simple Predicate

Every sentence contains a subject and a predicate.

2d. The simple predicate, or verb, is the main word or word group that tells something about the subject.

**EXAMPLE** Matt spoke about his vacation to the Grand Canyon. [Spoke is the simple predicate and tells what Matt did.]

**REMINDER** A simple predicate can be a one-word verb or a verb phrase.

**EXAMPLES** Sally carefully jumped over the puddle. [The verb jumped tells what Sally did.]

Did Sally jump over the puddle? [The verb phrase is Did jump. The words in the verb phrase are separated by the subject, Sally, and tell what Sally did.]

**EXERCISE A** Underline the simple predicate in each of the following sentences. Be sure to underline all words in a verb phrase.

**Example 1.** Karen and Paul were talking about computers. [The simple predicate were talking tells what Karen and Paul were doing.]

1. Cedric and Melissa drank water during the long, hot afternoon. [What did Cedric and Melissa do?]
2. We will practice on the soccer field today.
3. You should show Ms. Drake a copy of your short story.
4. The snowy mountain peaks shone in the morning sun.
5. Someone must have found the wallet in the park.

The Complete Predicate

The complete predicate consists of a verb and all the words that describe the verb and complete its meaning.

**EXAMPLE** Jason was attentively listening to the radio. [The simple predicate is was listening. The complete predicate is was attentively listening to the radio.]

Sometimes the simple predicate is also the complete predicate.

**EXAMPLE** The plane is landing. [Is landing is the simple predicate and the complete predicate.]
The predicate usually comes after the subject. Sometimes, however, part or all of the predicate comes before the subject.

**Examples**

Yesterday Bonnie **took her dog to the veterinarian**. [Part of the complete predicate comes before the subject.]  
**Perching on the edge of the cliff was** a hawk. [All of the complete predicate comes before the subject.]

**Exercise B** Underline the complete predicate once and the simple predicate twice in each of the following sentences.

**Example 1.** Mary **is donating her old stuffed animals to the children’s shelter**. [The complete predicate tells what Mary is doing. The simple predicate is *is donating*.]

6. The basketball team will be playing in the semifinals. [What will the basketball team do?]
7. Does your aunt own the nursery on Park Street?
8. In the shade of the oak tree, grass does not grow.
9. Calvin has been taking piano lessons for five years.
10. The kittens are playing.

**The Compound Verb**

A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

**Example**

The freshmen **yelled** the loudest at the pep rally and **won** the spirit award. [The compound verb is *yelled* and *won*. Both *yelled* and *won* tell about the same subject, *freshmen*. The parts of the compound verb are joined by the conjunction *and*.]

**Exercise C** Underline the simple predicate in each of the following sentences. Be sure to underline each part of a compound verb and all parts of a verb phrase.

**Example 1.** Does Josie’s little brother **follow her and imitate her actions**? [The simple predicate is the compound verb *Does follow* and *imitate*.]

11. Both tennis players inspected their rackets and practiced their swings. [What did both tennis players do?]
12. Would you run the cash register or wrap purchases for me?
13. The bird had collected bits of straw and made a nest.
14. High above the crowd, the trapeze artists swung and leaped gracefully.
15. In the afternoon, my dogs sit on the patio and wait for me.
Predicate Nominatives

A predicate nominative is a word or word group that is in the predicate and that identifies the subject or refers to it.

A predicate nominative appears only in a sentence that has a linking verb. Common linking verbs include is, was, will be, has been, and could have been.

EXAMPLES
- My costume for the play is an old tuxedo. [The noun tuxedo identifies the subject, costume.]
- Could the winner of the poetry contest have been she? [The pronoun she identifies the subject, winner.]
- One of the winners must be Keith Bryant. [The word group Keith Bryant identifies the subject, One.]

EXERCISE A Underline the predicate nominative in each of the following sentences.

Example 1. The campers with the large, blue tent are they. [The pronoun they identifies the subject, campers. They is the predicate nominative.]

1. Amber’s new pet is a goldfish. [Which word identifies the subject, pet?]
2. Each Saturday, the umpire has been Mr. Nelson.
3. Ms. Higdon is my art teacher.
4. The secret herbs for the sauce are these.
5. For the last thirty years, my grandfather has been a farmer.

To find the predicate nominative in a question, turn the question into a statement.

QUESTION: Was that beautiful bouquet of flowers a gift?

STATEMENT: That beautiful bouquet of flowers was a gift. [The word order of the statement makes it easier to tell that gift is the predicate nominative.]

EXERCISE B Underline the predicate nominative in each of the following sentences.

Examples 1. Is the president of the student council Chen Tran? [Chen Tran identifies the subject, president. Chen Tran is the predicate nominative.]

2. That grandfather clock is an antique. [Antique identifies the subject, grandfather clock. Antique is the predicate nominative.]

6. The building on the corner is city hall. [Which word group identifies the subject, building?]
A linking verb can have more than one predicate nominative. Two or more predicate
nominatives of the same linking verb are called a **compound predicate nominative**.

**EXAMPLE** Over the years, has Uncle Danny been a **cyclist**, a **runner**, and a **golfer**?
[Cyclist, runner, and golfer identify the subject, Uncle Danny. Together,
cyclist, runner, and golfer make up the compound predicate nominative.]

**EXERCISE C** Underline the predicate nominative in each of the following sentences. Remember to underline all parts of a compound predicate nominative.

**Examples** 1. My heroes are **firefighters** and **police officers**. [*Firefighters and police officers identify the subject, heroes.*]

2. Is **Mozart** your final answer? [*Answer identifies the subject, Mozart.*]

16. The winners of the contest were Sally Chavez and Fred Browning. [Which word groups identify the subject, **winners**?]

17. My brother Terrell is an accountant and a little league coach. [Which words identify the subject, **Terrell**?]

18. Will you be a judge for the costume contest?

19. My favorite pieces of clothing are these pants and that sweater.

20. This strange sea creature must be a sea horse.

21. The people at the door were my aunt, uncle, and cousins.

22. The lost treasure was jewels and gold coins.

23. Are the nominees for teacher of the year Ms. Ferguson, Mr. Price, and Mrs. Martinez?

24. Is she a contestant or a judge?

25. The next performer should be she.
Predicate Adjectives

A **predicate adjective** is an adjective that is in the predicate and that modifies the subject. Predicate adjectives complete the meaning of linking verbs and describe the subject. Predicate adjectives follow linking verbs such as *is, are, will be, has been, appear, feel, grow, look, smell, sound,* and *taste.*

**EXAMPLES**

Margaret was very **tired** after the swim meet. [The adjective *tired* describes the subject, *Margaret,* and completes the meaning of the linking verb *was.* Therefore, *tired* is the predicate adjective.]

Doesn’t this orange look **juicy**? [The adjective *juicy* describes the subject, *orange,* and completes the meaning of the linking verb *Does look.* Therefore, *juicy* is the predicate adjective.]

**EXERCISE A** Underline the predicate adjective in each of the following sentences.

**Examples**

1. Does the song on the radio sound familiar?  [*Familiar* describes the subject, *song.* *Familiar* is the predicate adjective.]
2. My niece is quite musical.  [*Musical* describes the subject, *niece.* *Musical* is the predicate adjective.]

1. The high school’s football field was muddy.  [Which word in the predicate describes the subject, *field?*]
2. In her wedding gown, my sister looked quite beautiful.  [Which word in the predicate describes the subject, *sister?*]
3. Do the potatoes taste too salty?
4. Finally, the floors in the hallways were clean.
5. Is the new student friendly?
6. This article about the elephants is interesting.
7. Kim’s costume was very creative.
8. After the car wash, Manuel felt exhausted.
9. Wow! Your locker is extremely organized.
10. Without the lights on, this room looks gloomy.
Compound Predicate Adjectives

A linking verb can have more than one predicate adjective. Two or more predicate adjectives that describe the same subject are called a compound predicate adjective.

**EXAMPLES**

How **tired** and **sleepy** I am! [**Tired** and **sleepy** both describe the subject, *I*.]

Are these drums too **loud** or too **quiet**? [**Loud** and **quiet** both describe the subject, *drums*.]

The scientist is **talented**, **creative**, and **young**. [**Talented**, **creative**, and **young** describe the subject, *scientist*.]

**EXERCISE B** Underline the predicate adjectives in the following sentences. Remember to underline all parts of a compound predicate adjective.

**Examples**

1. How long should my article for the newspaper be? [**Long** describes the subject, *article*.]
2. My aunt is kind and considerate. [**Kind** and **considerate** describe the subject, *aunt*.]

11. This book was incredibly interesting and suspenseful. [Which words in the predicate describe the subject, *book*?]  
12. Was the family reunion enjoyable or boring? [Which words in the predicate describe the subject, *reunion*?]  
13. During the basketball game your moves were fantastic!  
14. Was Brett happy about the decision?  
15. The express train seems modern, speedy, and reliable.  
16. Does the fruit punch taste too sweet?  
17. Your new friend appears shy yet friendly.  
18. After completing the ten kilometer race, my grandfather was thirsty.  
19. Was my presentation too long?  
20. All afternoon the puppies have been energetic, playful, and entertaining.
Direct Objects

A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of a verb or shows the result of the action.

Direct objects complete the meaning of action verbs. They answer *Whom?* or *What?* after the verb.

**EXAMPLES**

- Luisa played the **guitar**. [Played what? Played guitar. **Guitar** is the direct object.]
- Mel heard **her**. [Heard whom? Heard her. **Her** is the direct object.]
- Toni Morrison won the **Nobel Prize for Literature** in 1993. [Won what? Won the Nobel Prize for Literature. **Nobel Prize for Literature** is the direct object.]

**EXERCISE A** Underline the direct object in each of the following sentences.

**Examples**

1. Did the art students visit a museum? [Did visit what? Did visit a museum. **Museum** is the direct object.]
2. I watered the plants on the patio. [Watered what? Watered plants. **Plants** is the direct object.]

1. Do you admire Abraham Lincoln? [Which word group answers the question *Whom do you admire?*]
2. After the competition, Coach Rogers posted the scores. [Which word answers the question *What did Coach Rogers post?*
3. The squirrels collected acorns for the winter.
4. Pay the cashier at the entrance.
5. Has Martha ever seen *The Wizard of Oz*?
6. The dogs chased the rabbit across the field.
7. We all rode our bikes to the park.
8. Did you meet Michelle?
9. Each week, we recycle our aluminum cans.
10. The mountain overshadowed the village.
Compound Direct Objects

An action verb may have more than one direct object. Two or more direct objects that complete the meaning of the same verb are called a compound direct object.

EXAMPLE  Chen draws cars and motorcycles. [Draws what? Draws cars and motorcycles. Cars and motorcycles make up the compound direct object.]

NOTE  The direct object may come before the verb.

EXAMPLE  What a beautiful song she played! [Played what? Played a song. Song is the direct object.]

EXERCISE B  Underline the direct object in each of the sentences below. Remember to underline all parts of a compound direct object.

Examples 1. The small, fragrant flowers attracted bumblebees and other insects. [Attracted what? Attracted bumblebees and insects. Bumblebees and insects make up the compound direct object.]

2. The bakery sells fresh bread and muffins. [Sells what? Sells bread and muffins. Bread and muffins make up the compound direct object.]

11. Bring glue or tape for the project. [Which words answer the question Bring what?]

12. What a great smile you have! [Which word answers the question Have what?]

13. Simon called Clara Ruiz and Kate Samson last night.

14. During the course of a year, the class will read several novels, short stories, plays, essays, and poems.

15. The geometry problems fascinated me.

16. After dinner, we cleaned the pots and pans.

17. The speech inspired the crowd.

18. Did anyone lose a scarf or a jacket?

19. Please, empty the recycling bin and the trash can.

20. Our cat sharpens its claws on the fence post.
Indirect Objects

**Examples**

- Toss him the football. [Toss the football to whom? To him. *Him* is the indirect object.]
- The rancher brought the *cattle* some hay. [Brought hay to what? To the cattle. *Cattle* is the indirect object.]
- Uncle Max built my *parents* an entertainment center. [Built an entertainment center for whom? For parents. *Parents* is the indirect object.]

**Note**: Don’t mistake an *object of a preposition* for an indirect object. A noun or pronoun that follows *to* or *for* is part of a prepositional phrase and is not an indirect object.

**Examples**

- Patrick tossed the football *to* Willis. [*Willis* is the object of the preposition *to*.]
- The rancher brought some hay *to* the *cattle*. [*Cattle* is the object of the preposition *to*.]
- Uncle Max built an entertainment center *for* my *parents*. [*Parents* is the object of the preposition *for*.]

**Exercise A** Underline the indirect object in each of the following sentences. Remember that the indirect object will not be part of a prepositional phrase.

**Examples**

1. Did you save Aaron a baked potato? [Did you save a baked potato for whom? For *Aaron*. *Aaron* is the indirect object.]
2. Ms. Morrow taught them the lesson about the stock market. [Ms. Morrow taught the lesson to whom? To them. *Them* is the indirect object.]
9. Did Ramona lend you her book?

10. Phillip, hand Sasha that paintbrush beside your sketch pad.

### Compound Indirect Objects

An action verb may have more than one indirect object. Two or more indirect objects that tell to whom or to what (or for whom or for what) the action of the transitive verb is done are called a **compound indirect object**.

**EXAMPLE**
The rancher brought the **cows** and **horses** some hay. [Brought hay to what? To the cows and horses. The compound indirect object is **cows** and **horses**.]

**EXERCISE B** Underline the compound indirect object in each of the following sentences.

**Examples**

1. Give the actors and director the award. [Give the award to whom? To the **actors** and **director**.]

2. My little cousin blew my sister and me a kiss. [Blew a kiss to whom? To my **sister** and **me**.]

11. Tara bought Spotty and Skeeter new chew toys. [Which words answer the question *Tara bought chew toys for whom*?]

12. Did the lawn mower give you and your sister problems? [Which words answer the question *The lawn mower did give problems to whom*?]

13. The dressmaker sewed Marla and Nancy new dresses.

14. Their involvement in the community earned Isabel and Alex nominations for Volunteer of the Year.

15. Mail each student and teacher an invitation.

16. Kimi showed Lee and Fred pictures from her vacation.

17. Greg’s parrot gave Jill and me a strange look.

18. Send Carrie and Leo a copy of the directions.


20. The carpenter built the teacher and principal bookshelves.
Classifying Sentences by Purpose

21. A sentence may be classified, depending on its purpose, as declarative, imperative, interrogative, or exclamatory.

(1) A declarative sentence makes a statement and ends with a period.

**EXAMPLES**
- I saw a hot-air balloon today. [statement]
- The poet John Keats lived only twenty-five years. [statement]

(2) An imperative sentence gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.

**EXAMPLES**
- Look at those hot-air balloons. [command]
- Please read one of Keats’s poems aloud. [request]
- Help me! [strong command]

**TIP** Often, when people state a strong command, they speak more loudly than when they state a simple command or make a request. When you write, you can show this change in volume by using an exclamation point.

**EXAMPLES**
- Please be quiet. [request]
- Be quiet! [strong command]

**NOTE** The subject of a command is always you. When you doesn’t appear in imperative sentences, you is called the understood subject.

**EXAMPLES**
- (You) Look at those hot-air balloons. [command]
- (You) Please read one of Keats’s poems aloud. [request]
- (You) Help me! [strong command]

The word you is the understood subject even when the person spoken to is addressed by name.

**EXAMPLE**
- Lucinda, (you) please bring me a fork. [In this request, Lucinda is used to get the listener’s attention. You, not Lucinda, is the subject.]

**Exercise A** On the line provided, write DEC if the sentence is declarative or IMP if the sentence is imperative.

**Examples**

**DEC** 1. Poets write about love, sadness, and even laziness. [statement]

**IMP** 2. Listen to this! [strong command]

1. I will get the anthology of poetry from the top shelf. [Is this sentence a statement or a command?]

2. Watch out for that falling book! [Is this sentence a statement or a command?]

3. Open your book to the section on Romantic poets.

4. The term “Romantic” does not refer only to love.

5. Romantic poetry values the feelings and emotions of the poet.

6. Imagine a field of golden daffodils.
7. An important quality of Romantic poetry is imagination.
8. Please tell me the names of at least two Romantic poets.
9. Hurry!
10. In the late 1700s and early 1800s, Romantic poetry flourished.

(3) An interrogative sentence asks a question and ends with a question mark.

EXAMPLES
Do you know Spanish? [This sentence asks a question.]
How did you learn a foreign language? [This sentence asks a question.]

(4) An exclamatory sentence shows excitement or expresses strong feeling and ends with an exclamation point.

EXAMPLES
I won the contest! [This sentence shows excitement.]
What a lovely dress that is! [This sentence expresses strong feeling.]

EXERCISE B
Punctuate each sentence below with an appropriate end mark: a period, a question mark, or an exclamation point. Then, on the line provided, classify each sentence by writing DEC for declarative, IMP for imperative, INT for interrogative, or EXC for exclamatory.

Examples
1. What are you talking about? [This sentence asks a question.]
2. What a fabulous time we had! [This sentence expresses strong feeling.]
11. Where are the posters for our campaign [Does this sentence express strong feeling or ask a question?]
12. Don’t touch that sharp edge [Is this sentence a statement or a command?]
13. I can’t believe I did so well on that test
14. For several weeks, I have been knitting a sweater
15. Come with us to the movie theater
16. How often do you practice your golf swing
17. What a marvelous idea you have
18. This summer, Emily became one of my best friends
19. Will you make whole-wheat waffles for breakfast tomorrow
20. Look out
The Prepositional Phrase

A *phrase* is a group of related words that is used as a single part of speech. A phrase does not contain both a subject and a verb.

**The Prepositional Phrase**

3b. A *prepositional phrase* includes a preposition, the object of the preposition, and any modifiers of that object.

**EXAMPLES**

- in the book
- under a wide umbrella
- through a dark tunnel

3c. The noun or pronoun in a prepositional phrase is called the **object of the preposition**.

**EXAMPLES**

- In the closet, I found the broom. [*Closet* is the object of the preposition *in.*]
- I swept under Roger’s desk and a chair. [*Desk and chair* form the compound object of the preposition *under.*]

**EXERCISE A** Underline each prepositional phrase in the following sentences. Remember to include all parts of a compound object. Then, draw a second line under each object of a preposition. Some sentences contain more than one prepositional phrase.

**Example 1.** The canvas sails snapped in the wind from the sea. [*Wind* is the object of the preposition *in.* *Sea* is the object of the preposition *from.*]

1. Can you read the name on the blue boat? [*What is the object of the preposition *on*?]
2. Early in the morning, Earl fishes for shrimp.
3. Often, he also looks for crabs and lobsters.
4. The storm at sea probably will not come near our coastal town.
5. Look at the beautiful sailboat in the harbor!

The Adjective Phrase

3d. A prepositional phrase that modifies a noun or a pronoun is called an **adjective phrase**.

An adjective phrase answers the same questions that an adjective answers: *What kind? Which one? How many? or How much?* Adjective phrases usually follow the nouns or pronouns they modify, and more than one adjective phrase may modify the same word.

**EXAMPLES**

- We’re reading a play by Shakespeare about Julius Caesar. [*The prepositional phrases by Shakespeare and about Julius Caesar each indicate which play.*]
- Is Brutus the hero of the play? [*The prepositional phrase of the play identifies which hero.*]
EXERCISE B  Underline each adjective phrase in the following sentences. Then, draw an arrow from the adjective phrase to the noun or pronoun the phrase modifies. Some sentences contain more than one adjective phrase.

Examples 1. Does the light fixture inside the storage closet need a new bulb?  

2. The basketball with the lump on one side bounces wildly.

6. Students throughout the school are happy it snowed today.  

7. Did your lab partner take notes about the experiment’s results?  

8. Someone left the door to the garage open.

9. Is that my notebook near the lunch tray on the table?

10. The poster near the water fountain outside our classroom looks ancient.

11. Some people from our neighborhood are painting the sign next to the entrance.

12. Let’s take the gravel path around the observatory.

13. Stories about the cost of a new bicycle frame are all too true!

14. The kingfishers along the river always chatter when they fly.

15. The fans in the stands grew quiet once they heard the national anthem.
The Prepositional Phrase B
The Adverb Phrase

A prepositional phrase that modifies a verb, an adjective, or an adverb is called an **adverb phrase**.

**REMINDER**
A prepositional phrase includes a preposition, the object of the preposition, and any modifiers of that object.

**EXAMPLES**
within a few seconds  
above Ruby's desk  
to the restaurant

An adverb phrase tells *how, when, where, why, or to what extent*. An adverb phrase may appear anywhere in the sentence—at its beginning, its middle, or its end.

**EXAMPLES**
In an early scene, a soothsayer warns Caesar.  
A soothsayer, in an early scene, warns Caesar.  
A soothsayer warns Caesar in an early scene.

**EXERCISE A**
Underline each adverb phrase in the following sentences. Some sentences contain more than one adverb phrase. Be careful not to underline any adjective phrases.

**Examples**
1. Since sunset, only one lone coyote has howled.  
2. On her vacation, Chi sent me this postcard of Padre Island.  
3. During the morning, the horses walked in Central Park.  
4. Before the game, do the cheerleaders practice their cheers?  
5. You can stay for a few days in our apartment.  
6. Allergies have left Paulette's voice hoarse beyond description.  
7. We followed the fossil dinosaur tracks into the streambed.  
8. The loudest of the seven frogs lives among those reeds.  
9. This clip, according to the manual, should connect the spring to the hood.  
10. Just drag the nylon line across the creek's surface.
EXERCISE B Underline each adverb phrase in the following sentences. Then, draw an arrow from the adverb phrase to the verb, adjective, or adverb that the phrase modifies. Some sentences have more than one adverb phrase. Be careful not to underline any adjective phrases modifying nouns or pronouns.

Examples 1. Before his race, Joseph rose to his feet and stretched his calves. [Before his race describes when Joseph rose and stretched, and to his feet describes how he rose.]

2. The load in the trailer has shifted toward the cab. [Toward the cab describes where the load has shifted. In the trailer modifies the noun load, so it is an adjective phrase.]

11. Yolanda is wonderful in the play’s leading role. [What adjective describing Yolanda does the prepositional phrase modify?]

12. We left for the museum at nine o’clock. [Which prepositional phrase tells where and modifies the verb? Which prepositional phrase tells when and modifies the verb?]

13. Were the costumes finished in time for the fair?

14. On spring afternoons, thunderstorms form throughout this region.

15. This glass is slick across its surface.

16. Skilled with computers, Daisy wrote a program that generates model atoms.

17. This net should be large enough for several hundred prom-night balloons.

18. On our trip, we journeyed past a huge statue of Paul Bunyan.

19. This fireplace, before the first big cold snap, seemed uncalled-for.

20. Melanie felt enthusiastic about her sister’s medical research.
The Participle and the Participial Phrase

The Participle

3f. A participle is a verb form that can be used as an adjective.

**EXAMPLES**
- a winning attitude [The participle winning describes the noun attitude.]
- the folded page [The participle folded describes the noun page.]
- the chosen few [The participle chosen describes the pronoun few.]

**NOTE** There are two kinds of participles: present participles and past participles. All present participles end in –ing. Past participles may end in –ed or –en or –t; however, some past participles are formed in other ways.

**EXAMPLES**
- Zippy chased the rolling ball. [Rolling is a present participle describing ball.]
- The doghouse, painted blue, sat under a tree. [The past participle painted describes doghouse.]
- Will this blown gasket need to be replaced? [Blown describes gasket.]

**REMINDER** Although participles can be used as adjectives, they often appear in verb phrases. When a participle is joined to a helping verb in a verb phrase, it is part of the verb and is not an adjective.

**EXAMPLE**
- Zippy had been playing with a ball. [Playing is a present participle. Had and been are helping verbs. Together they form the verb phrase had been playing. In this sentence, playing is not used as an adjective.]

**EXERCISE A** Underline any participles that are used as adjectives in the following sentences. Then, draw an arrow from the participle to the noun or pronoun the participle modifies.

**Example 1.** The ball slipped past the first puzzled batter. [Puzzled is a past participle describing batter.]

1. Ada’s exhausted teammates sat together on the bench. [Which word is a past participle? Which plural noun does it describe?]
2. Her hushed friends watched Ada step to the plate.
3. Suddenly, a speeding runner stole third base.
4. The pitcher threw a wavering curveball right down the middle.
5. Ada hit it solidly and drove in the winning run.
The Participial Phrase

A participial phrase is used as an adjective and consists of a participle and any complements or modifiers the participle has.

**EXAMPLES**

Harry put the invitations, written on red paper, in his friends’ lockers. [The participial phrase consists of the participle *written* and the adverb phrase *on red paper*.]

Four recently built aircraft are ready for test flights. [The participial phrase consists of the participle *built* and the adverb *recently*.]

**EXERCISE B** Underline the participial phrases in the following sentences. Then, draw an arrow from each participial phrase to the noun or pronoun the phrase modifies. A sentence may have more than one participial phrase.

1. Covered in pink blossoms, the peach tree was beautiful. [The participial phrase *Covered in pink blossoms* modifies *tree*.]

2. Does this curiously shaped hedge need to be trimmed? [The participial phrase *curiously shaped* modifies *hedge*.]

6. The bus stopped next to a building surrounded by statues. [Which words are parts of the participial phrase? What noun does the participial phrase modify?]

7. Re-reading my essay, I discovered that two words were missing. [Which words are parts of the participial phrase? What pronoun does the participial phrase modify?]

8. The light cast by the aquarium’s fluorescent bulb was bright.

9. During the recital, several parents chuckled at their wildly dancing toddlers.

10. Baked with cinnamon, the apples were delicious.

11. How many birds living in this open field have you identified?

12. Opening the blinds, Ms. Saadi faced the newly risen sun.

13. The cowboy’s story, sprinkled with wit, kept his audience happy.

14. Snuffling noisily together, the hounds explored an old shoe.

15. How long do closely guarded secrets really stay secret?
The Gerund and the Gerund Phrase

A gerund is a verb form ending in –ing that is used as a noun.

**Examples**
- Roaring filled the air at the track. [Roaring is a gerund used as the subject.]
- Most of it was cheering. [Cheering is a gerund used as the predicate nominative.]
- We could hear thundering. [Thundering is a gerund used as a direct object.]
- Still, fans gave applauding their full attention. [Applauding is a gerund used as an indirect object.]
- When the cars entered the track, we turned our attention toward racing. [Racing is a gerund used as the object of a preposition.]

The present participle forms end in –ing and can function as gerunds, participles, or verbs. If the –ing word is used as a noun, it is a gerund. If the –ing word is used as an adjective, it is a participle. If the –ing word is part of a verb phrase, it is a verb.

**Examples**
- Humming, Aunt Tammy enjoyed cooking. [Humming is used as an adjective describing Aunt Tammy, so it is a present participle. Cooking tells what Aunt Tammy enjoyed and is used as a noun, so it must be a gerund.]
- Sweating, Latisha and her brother were painting her home for showing. [Sweating is used as an adjective describing Latisha and her brother, so it is a present participle. Painting is part of the verb phrase were painting, so it is a verb. Showing is the object of the preposition for, so it is a gerund.]

**Exercise A** Underline the gerunds in the following sentences.

**Example 1.** After he gets a story idea, Manuel likes writing. [Writing is a gerund used as the sentence’s direct object.]

1. Whitney’s favorite part of basketball is dunking. [Which word ends in –ing and is a gerund used as a predicate nominative?]
2. Because three kittens live here, our home is often filled with mewing and meowing.
3. Catching is one of the first skills we teach young ballplayers.
4. Bruce, give practicing a little more of your time.
5. Their singing impressed Lucinda.
The Gerund Phrase

A gerund phrase consists of a gerund and any modifiers or complements the gerund has. The entire phrase is used as a noun.

**EXAMPLES** The loud beeping in the kitchen was the smoke alarm. [The, loud, and in the kitchen are modifiers of the gerund beeping. The entire phrase is used as the subject of the sentence.]

This cat enjoys carrying scraps of paper to us. [The gerund carrying is followed by its complement, scraps, and the modifiers, of paper and to us. The entire gerund phrase is used as the direct object of the verb enjoys.]

**Exercise B** Underline the gerund phrase in each of the following sentences. Then, draw a second line under the gerund.

**Examples**

1. Creatively doodling in her notebook helps Lori relax. [The gerund phrase Creatively doodling in her notebook functions as the subject of the sentence. The adverb Creatively and the adverb phrase in her notebook modify the gerund doodling.]

2. I always look forward to Aunt Tammy’s delicious cooking. [The gerund phrase Aunt Tammy’s delicious cooking functions as the object of the preposition to. Aunt Tammy’s and delicious modify the gerund cooking.]

6. The choir gave preparing for the concert their full attention. [Which words help to modify the gerund preparing?]

7. Slowly and carefully detailing his car is Kim’s favorite task. [Which words help to modify the gerund detailing? Which words help to complete the gerund’s meaning?]

8. Would you help me with hanging these posters?

9. The ball’s bouncing into the stands surprised everyone.

10. The firefighter’s heroic act was daringly rescuing an entire family.

11. Clara’s latest amusement is cheaply collecting memorabilia from the seventies.

12. We practiced quickly passing the ball to our forwards.

13. Boiling gently in water will cook the pasta.

14. Who hasn’t enjoyed heartily laughing at one comedian or another?

15. A distant clattering along the rails was the first sign of the subway car’s approach.
The Infinitive and the Infinitive Phrase

The Infinitive

3j. An infinitive is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with to.

**NOUN** To sing was her only desire. [To sing is the subject of the verb was.]

Our three history instructors really like to teach. [To teach is the direct object of the verb like. Instructors like what? Like to teach.]

His greatest hope is to win. [To win renames the subject, hope.]

**ADJECTIVE** The song to sing is “Unchained Melody.” [To sing tells which song.]

**ADVERB** She was inspired to sing by Whitney Houston. [To sing tells how she was inspired.]

**Exercise A** Underline the infinitive in each of the following sentences. Then, if the infinitive is used as an adjective or an adverb, draw an arrow from the infinitive to the word it modifies.

Example 1. Sweet to taste, the honey was fresh from the honeycomb. [To taste is an adverb modifying the adjective Sweet.]

1. One book to read is Cranford by Elizabeth Gaskell. [Is the infinitive used as a noun or does it modify a noun?]

2. After I’d laced up my high-tops, I was eager to play.

3. Is a foreign language easy to learn?

4. Ready to run, members of the track team lined up at their marks.

5. To cook is not a simple task.

The Infinitive Phrase

3k. An infinitive phrase consists of an infinitive and any modifiers or complements the infinitive has. The entire phrase can be used as a noun, an adjective, or an adverb.

**NOUN** Tara learned to sculpt in clay. [The infinitive phrase is used as a direct object. Tara learned what? Learned to sculpt in clay. The adverb phrase in clay modifies the infinitive to sculpt.]

**ADJECTIVE** Tara’s desire to sculpt marine animals began after she visited an aquarium. [The infinitive phrase modifies the noun desire and tells which desire. The infinitive to sculpt has a direct object, marine animals.]

**ADVERB** Tara displays her sculptures to sell them. [The infinitive phrase modifies the verb displays and tells why she displays her sculptures.]
The word to begins both infinitive and prepositional phrases. Generally, when a verb form follows to, the word group is an infinitive, and when a noun or pronoun follows to, the word group is a prepositional phrase.

**INFINITIVE PHRASE** The lioness ran *to reach her cubs.* [To is followed by the verb form reach. To reach is an infinitive used as an adverb explaining why the lioness ran.]

**PREPOSITIONAL PHRASE** The lioness ran *to her cubs.* [To is followed by the object of the prepositional phrase, cubs, and the modifier of cubs, her. To her cubs is an adverb phrase explaining where the lioness ran.]

**Exercise B** Underline the infinitive or infinitive phrase in each of the following sentences. Then, if the infinitive or infinitive phrase is used as an adjective or an adverb, draw two lines under the word or words it modifies.

**Examples** 1. After working a long shift, Ryan wanted to sleep. [To sleep is used as a noun; it is the direct object. Ryan wanted what? He wanted to sleep.]

2. Are you making those posters to help Isabel? [To help Isabel is used as an adverb explaining why you are making posters.]

6. To make his wheelchair go forward, Chris presses on this lever. [Does the infinitive phrase act as a noun, or does it modify a verb?]

7. At the playoffs, her dream to photograph sports stars was fulfilled. [Does the infinitive phrase act as a noun, or does it modify a noun?]

8. Your next responsibility is to make good grades in school.

9. To entertain was the juggler’s goal for each performance.

10. The pill bug has the ability to roll itself into a tiny ball.

11. Stock these shelves carefully to keep the soup cans from falling.

12. Was this software designed to create new Web pages?

13. David and Alma want to try out for roles in *Our Town.*

14. Either red pepper or curry powder is a suitable spice to use in that recipe.

15. We need to carry these boxes of files to the office.
The Appositive and the Appositive Phrase

The Appositive

An appositive is a noun or a pronoun placed beside another noun or pronoun to identify or describe it.

**EXAMPLES**
1. When is Ms. Fisk, the principal, visiting our class? [The appositive principal follows and identifies the proper noun Ms. Fisk.]
2. A lute, this ancient pear-shaped instrument has eleven strings. [The appositive lute precedes and describes the noun instrument.]

**EXERCISE A** Underline the appositive in each of the following sentences. Then, draw an arrow from the appositive to the noun or pronoun it identifies or describes.

**Examples**
1. Jeremy, a golfer, entered the competition. [Golfer describes Jeremy.]
2. The space shuttle Columbia carried Spacelab into space. [Columbia identifies shuttle.]

1. My home state, Oregon, is on the West Coast. [Which word identifies state?]
2. The country Japan is a group of islands in the Pacific Ocean. [Which word identifies country?]
3. Have you ever seen photographs of her, Justice Sandra Day O’Connor?
4. Deliver this gift, a houseplant, to our new neighbors.
5. The athlete Carl Lewis won nine Olympic gold medals in track and field.
6. Glimpses of his own past helped transform the penny-pincher Scrooge into a new person.
7. Connect this belt to the part of the alternator that fits it, the pulley.
8. Gottlieb Daimler and Wilhelm Maybach, German engineers, built a motorized bicycle in 1885.
9. Safely landing the lunar module Eagle, Neil Armstrong and Edwin E. Aldrin, Jr., became the first people to walk on the moon.
10. During the Roaring Twenties, the Jazz Age, many Americans ignored distress in Europe.

The Appositive Phrase

An appositive phrase consists of an appositive and any modifiers it has.

**EXAMPLES**
1. Ms. Davis, the principal of this large high school, will see you now. [The article the and the prepositional phrase of this large high school modify the appositive principal. The entire phrase follows and identifies Ms. Davis.]
Principal of our high school, Ms. Davis sets rules and procedures. [The prepositional phrase of our high school modifies the appositive Principal. The entire phrase precedes and identifies Ms. Davis.]

**NOTE** Commas set off an appositive or appositive phrase that is not necessary to the meaning of the sentence. Commas generally do not set off an appositive that is necessary to the meaning of the sentence or is part of someone’s name.

**EXAMPLES**

Vincent Van Gogh, the painter of Olive Trees, once worked as a preacher in Belgium. [The appositive phrase is not necessary to the meaning of the sentence, so it is set off with commas.]

The painter Vincent van Gogh once worked as a preacher in Belgium. [Without the appositive, we would not know which painter once worked as a preacher in Belgium. The appositive is necessary to the meaning of the sentence, so it is not set off with commas.]

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**EXERCISE B** Underline the appositive or appositive phrase in each of the following sentences. Then, draw an arrow from the appositive or appositive phrase to the noun or pronoun to which it refers.

**Examples**

1. My friend **Tammy Benson** is known for her funny poems. [**Tammy Benson** identifies friend.]

2. Does Miller Road, the long route to your house, curve around a duck pond? [**The long route to your house** describes **Miller Road**.]

11. Volcanoes, the subject of my report, are vents in the earth’s crust. [Which word group refers to **Volcanoes**?]

12. Use one of those, the lockers in the bottom row, for your gym clothes. [Which word group identifies those?]

13. Did all of them enjoy the main dish, a mix of vegetables and pasta?

14. Find the brightest planet, the hot-surfaced Venus, in the night sky.

15. A small, five-armed creature with a spiny skeleton, a starfish, washed ashore.

16. The busy highway the Lincoln Turnpike is undergoing repairs this week.

17. Robert Browning wrote *The Ring and the Book*, the tale of a Roman trial.

18. My friends and I like salsa, a fast and energetic kind of dance music.

19. Did you hear that, a loud buzzing outside the window?

20. Captain of the team, Mel decided the batters’ lineup.
The Adjective Clause

**4d.** An *adjective clause* is a subordinate clause that modifies a noun or pronoun.

**REMINDER** A *subordinate clause* is a word group that has a subject and a verb but cannot stand alone as a sentence.

**SUBORDINATE CLAUSES**

- *as we waited for sunrise* [The clause contains the subject *we* and the verb *waited*, but it does not express a complete thought.]
- *after the sun set* [The clause contains the subject *sun* and the verb *set*, but it does not express a complete thought.]

**SENTENCES**

- *As we waited for sunrise, we watched a meteor shower.* [The subordinate clause adds information to an independent clause.]
- *We watched a meteor shower after the sun set.* [The subordinate clause adds information to an independent clause.]

Like an adjective, an adjective clause modifies a noun or pronoun by telling *what kind* or *which one*. An adjective clause usually follows the noun or pronoun it modifies.

**EXAMPLES**

- *I want a necklace that has a blue stone.* [That has a blue stone modifies *necklace* by telling what kind.]
- *Her ring, which was a gift, has a green stone.* [Which was a gift modifies *ring* by telling which one.]

**EXERCISE A** A noun or pronoun in each of the following sentences is underlined. Draw two lines under the adjective clause that describes the underlined noun or pronoun.

**Example 1.** Take the watch *that Grandpa gave you* to the repair shop. [That Grandpa gave you tells which watch.]

1. The *people* who read that book didn’t like the story’s ending. [Which word group tells what kind of people?]
2. I spoke to *Aaron, whose locker is near mine*, after study hall.
3. Have you seen the action *movie that opened on Friday*?
4. The spot where we build the campfire should be in an open area.
5. Meet *Anya, whom you will tutor* for English class.

**Relative Pronouns**

An adjective clause usually begins with a relative pronoun. The relative pronoun relates the adjective clause to the word or words the clause describes. Common relative pronouns are *who, whom, whose, which,* and *that*.

**EXAMPLES**

- *A scientist whom I admire is George Washington Carver.* [Whom relates the clause to *scientist*.]
Carver developed new products that were made from peanuts. [That relates the clause to products.]

The words where and when may also introduce an adjective clause. When used to introduce an adjective clause, these words are called relative adverbs. Like relative pronouns, relative adverbs relate the clause to the word or words the clause modifies.

**EXAMPLE** The school where Carver taught is now named Tuskegee University. [Where relates the clause to school.]

**Exercise B** Underline the adjective clause in each of the following sentences. Then, draw an arrow from the adjective clause to the word the clause modifies.

**Examples**

1. Carver directed an experimental farm where crops were tested. [Where relates the adjective clause to farm.]
2. One crop that Carver studied during the late 1800s was soybeans. [That relates the adjective clause to crop.]
6. Carver was born in a time when slavery was still practiced. [Which clause begins with a relative adverb? Which word does the clause describe?]
7. Is the war that ended legal slavery in the United States the Civil War? [Which clause begins with a relative pronoun? Which word does the clause describe?]
8. In his late twenties, Carver, who had held a variety of odd jobs, graduated from high school.
9. His artistic skills surfaced during his childhood, which he spent on a plantation.
10. As a boy Carver learned to draw, and as he grew older, he painted pictures of the plants that grew around him.
11. Carver, whose college degree was in agricultural science, first studied art and piano.
12. Is Carver a scholar whom you would imitate?
13. The place where he earned his bachelor’s degree was Iowa State Agricultural College.
14. Tell me about the master of science degree that he earned in 1896.
15. He donated his life savings to the Carver Research Foundation, which he helped establish.
The Adverb Clause

**An adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb.

**REMINDER** A *subordinate clause* is a word group that has a subject and a verb but cannot stand alone as a sentence.

An adverb clause tells *how, when, where, why, how much, to what extent, or under what conditions.* An adverb clause can appear before or after the word or words it describes.

**EXAMPLES**
- If Todd sinks this basket, we will win the game. [The clause modifies the verb phrase *will win* by telling under what condition we will win.]
- Did he call me *while I was out*? [The clause modifies the verb phrase *Did call* by asking when he did call.]
- This canyon is deeper *than the nearby canyons are.* [The clause modifies the adjective *deeper* by telling to what extent the canyon is deeper.]
- The sailor tied the knot as tightly *as he could.* [The clause modifies the adverb *tightly* by telling how tightly the sailor tied the knot.]

**NOTE** A comma generally sets off an adverb clause that begins a sentence. Commas do not generally set off an adverb clause that appears elsewhere in a sentence.

**EXAMPLES**
- Because I baked a casserole, we stayed home for dinner. [The adverb clause begins the sentence, so it is set off with a comma.]
- We stayed home for dinner *because I baked a casserole.* [The adverb clause appears at the end of the sentence, so it is not set off with a comma.]

**EXERCISE A** In each of the following sentences, a verb, adjective, or adverb is underlined. Draw two lines under the adverb clause that modifies the underlined verb, adjective, or adverb.

**Example 1.** This year Rachel is happier *than she was last year.* [The clause describes *happier* by telling how much happier Rachel is.]

1. Kimi moves as gracefully as professional dancers do. [Which clause modifies *gracefully*?]
2. If you have already read this book, *do not* tell me the conclusion.
3. Coach has made volleyball practice sessions *longer* so that we’ll get better.
4. Derek *plays* songs on the guitar whenever he is feeling cheerful.
5. Since you know French, *will you* translate this for me?
Subordinating Conjunctions

Adverb clauses are introduced by *subordinating conjunctions*. A subordinating conjunction shows the relationship between the adverb clause and the word or words the clause describes.

**COMMON SUBORDINATING CONJUNCTIONS**

<table>
<thead>
<tr>
<th>after</th>
<th>as long as</th>
<th>even though</th>
<th>since</th>
<th>unless</th>
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<td>although</td>
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<td>if</td>
<td>so that</td>
<td>until</td>
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<td>in order that</td>
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<td>whether</td>
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<td>as if</td>
<td>before</td>
<td>once</td>
<td>though</td>
<td>whenever</td>
<td>while</td>
</tr>
</tbody>
</table>

**EXAMPLES**

- We will plant this tree *where the sun shines most brightly.* [The subordinating conjunction *where* introduces an adverb clause modifying the verb *will plant*. The clause tells where we will plant the tree.]

- Is Kayla taller than Al is? [The subordinating conjunction *than* introduces an adverb clause modifying the adjective *taller*. The clause asks if Kayla is taller.]

**NOTE** Some subordinating conjunctions, such as after, before, since, and until, may also be used as prepositions. Remember that an adverb clause will contain both a subject and a verb.

**EXAMPLES**

- Feed the dog *before you go to school*. [The clause has a both a subject, *you*, and a verb, *go*, so it is an adverb clause.]
- Feed the dog *before school*. [The prepositional phrase has no subject or verb, so it is not an adverb clause.]

**EXERCISE B** Underline the adverb clause in each of the following sentences.

**Example 1.** This old bridge got rustier while we were away. [The clause modifies *got* by telling when the bridge got rustier.]

6. Before Sue took her palomino to the horse show, she groomed the horse carefully. [Which clause modifies the verb *groomed*?]

7. Was the golden retriever friendlier than the Great Dane was?

8. If the weather is cold, we will exercise inside the gym.

9. The brothers usually behave as if they are best friends.

10. Shannon painted slowly so that the brush strokes were distinct.
The Noun Clause

A noun clause is a subordinate clause that is used as a noun.

A subordinate clause is a word group that has a subject and a verb but cannot stand alone as a sentence.

Like a noun, a noun clause can be used as a subject or as a predicate nominative.

**SUBJECT**  Why the ship sank is a mystery. [The clause tells what the sentence is about.]

**PREDICATE NOMINATIVE**  The mystery is why the ship sank. [The clause follows a linking verb and renames the subject, mystery.]

Noun clauses are usually introduced by one of the following words:

- that
- whatever
- whenever
- whether
- whoever
- whomever
- what
- when
- where
- who
- whom
- why

**EXAMPLES**  The basketball court is where you’ll find Zack. [The clause is introduced by where and identifies the subject, court.]

Who serves as class president will be up to the voters. [The clause is introduced by Who and functions as the subject.]

**EXERCISE A**  Underline the noun clause in each of the following sentences.

**Examples** 1. Is daily practice why she plays tennis so well? [The clause is introduced by why and identifies the subject, practice.]

2. When the sun has just set is the best time to catch fireflies. [The clause is introduced by when and functions as the subject of this sentence.]

1. Does what the parrot says make you laugh? [Which clause is introduced by what and functions as the subject?]

2. The scientist’s only concern was whether the experiment was a success. [Which clause is introduced by whether and renames the subject, concern?]

3. That the plan worked surprised us both.

4. The trouble with the engine is what I expected.

5. Whoever chooses to report on this book will get an extra week to finish reading it.

6. According to Beth, quick and accurate revision is why she uses that program.

7. Whatever venture Rosa supports becomes successful.

8. Is whoever moved the queen’s crown still in the palace?

9. The show’s finest moments were when the magician pretended to read minds.

10. “Where the trail ends” is our club’s new slogan.

*Developmental Language Skills*
Like a noun, a noun clause can also be used as a direct object, an indirect object, or as the object of a preposition.

**DIRECT OBJECT**
Tell me why the ship sank. [The clause answers the question Tell me what?]

**INDIRECT OBJECT**
I will give why the ship sank some thought. [The clause answers the question Will give some thought to what?]

**OBJECT OF A PREPOSITION**
Do you have an explanation for why the ship sank? [The clause is the object of the preposition for. For shows the relationship between the clause and explanation.]

**Exercise B**  Underline the noun clause in each of the following sentences.

**Examples**

1. Do you know whether Hatchet by Gary Paulsen is a true story? [The clause answers the question Do know what?]

2. I keep some money in a savings account for whenever I might need it. [The clause is the object of the preposition for.]

11. After an hour’s hike, we found where the others had made camp. [Which clause answers the question Found what?]

12. Nathan gave whatever was dirty a thorough scrub. [Which clause answers the question Gave a scrub to what?]

13. In her writer’s journal, she records whatever happens to her each day.

14. Michael gave whether he should enter the contest some serious thought.

15. According to the ranger, a bear will eat whatever it feels like eating.

16. Whoever returned her wallet deserves her thanks.

17. Set those potted plants near where the children dug the holes.

18. Ms. Ortega suddenly realized why the pack seemed heavy.

19. Do you sometimes send funny e-mails to whomever you know?

20. Give whichever hedge is too tall a trim.
Sentence Structure A

Simple Sentences

Depending on its structure, a sentence can be classified as simple, compound, complex, or compound-complex.

You can identify a sentence’s structure based on two things: (1) how many clauses are in the sentence and (2) what types of clauses they are.

A clause is a word group that contains a subject and its verb. An independent clause can stand alone as a sentence. A subordinate clause cannot stand alone as a sentence.

**INDEPENDENT CLAUSE**
Chandler sings. [The clause contains the subject Chandler and the verb sings, and it expresses a complete thought.]

**SUBORDINATE CLAUSE**
when he drives. [The clause contains the subject he and the verb drives, but it does not express a complete thought.]

**Simple sentences** contain one independent clause and no subordinate clauses. They may contain compound subjects, compound verbs, and any number of phrases.

**EXAMPLES**

A waitress brought water to the diners. [This simple sentence has a subject, waitress, a verb, brought, and a phrase, to the diners. It contains one independent clause and no subordinate clauses.]

The waitress and a waiter brought food and poured water. [This simple sentence has a compound subject, waitress and waiter, and a compound verb, brought and poured. It contains one independent clause and no subordinate clauses.]

**EXERCISE A** For the following sentences, draw a line under each independent clause and two lines under each subordinate clause. Then, on the line provided write **S** for simple sentence or **N** for not a simple sentence.

**Example**

1. Did Nicole and Clara saddle horses for a ride? [The sentence contains a compound subject, Nicole and Clara, a verb, Did saddle, a phrase, for a ride, and no subordinate clauses.]

   ____ 1. Several brushes were inside the barn. [Does the sentence have only one independent clause and no subordinate clauses?]

   ____ 2. Nicole brushed her horse Rowdy’s mane, and then she cleaned his hooves, which were muddy.

   ____ 3. Is that a new saddle, or is it one of the older ones?

   ____ 4. In the pasture, a horse and her foal grazed quietly and watched Rowdy.

   ____ 5. Nearby, as Nicole brushed her horse, a barn cat and her kittens played.
Compound Sentences

Compound sentences contain two or more independent clauses and no subordinate clauses. A comma and coordinating conjunction; a semicolon; or a semicolon, a conjunctive adverb, and a comma may join independent clauses in a compound sentence.

**EXAMPLES**

1. Jack traveled to New York, and he saw the Statue of Liberty. [A comma and coordinating conjunction join the two independent clauses.]
2. Jack enjoyed the historic city; the sights were spectacular. [A semicolon joins the two independent clauses.]
3. He did not see a Broadway play; however, he will see one next summer. [A semicolon, a conjunctive adverb, and a comma join the two independent clauses.]

**EXERCISE B** Decide whether each sentence below is a simple sentence or a compound sentence. On the line provided, write **S** for simple sentence or **CD** for compound sentence.

1. Tato Laviera wrote “hate”; the poem comments on the dangers of hatred. [The sentence consists of two independent clauses joined with a semicolon.]
2. The writer compares hatred to a snake and warns about the poison of its first bite. [The sentence consists of one independent clause with a compound verb, compares and warns.]
3. In my opinion, everyone gets upset occasionally. [Is there one independent clause or more than one independent clause?]
4. Some people have difficulty with stress, but others successfully handle it. [Is there one independent clause or more than one independent clause?]
5. What upsets you or your friends?
6. At times, stress and disappointment lead to irritation.
7. Do coaches and athletes have advice about stress relief?
8. Vicky and Roland exercise daily; exercise relieves their stress.
9. Lauren writes in her journal every evening; consequently, her stress is relieved.
10. Do you have a close friend, and do you discuss stressful events together?
11. Almost every day, my friends and I talk about stressful things.
12. We help one another solve problems; in this way, we are able to manage stress.

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**NAME CLASS DATE**

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**for CHAPTER 4: THE CLAUSE pages 155–156 continued**
Complex Sentences

Depending on its structure, a sentence can be classified as simple, compound, complex, or compound-complex.

You can identify a sentence’s structure based on two things: (1) how many clauses are in the sentence and (2) what types of clauses they are.

**REMINDER**

A clause is a word group that contains a subject and its verb. An independent clause can stand alone as a sentence. A subordinate clause cannot stand alone as a sentence.

**INDEPENDENT CLAUSE**

Misty whispered. [The clause contains the subject Misty and the verb whispered, and it expresses a complete thought.]

**SUBORDINATE CLAUSE**

because his boots were outside. [The clause contains the subject boots and the verb were, but it does not express a complete thought.]

**Complex sentences** contain one independent clause and at least one subordinate clause. In the example below, the independent clause is underlined once. Each subordinate clause is underlined twice.

**EXAMPLE**

Although Troy wanted the latest style of shoes, he chose a less expensive pair that also looked good. [This complex sentence contains one independent clause and two subordinate clauses.]

**TIP**

To determine whether a clause is subordinate or whether it is independent, look at how the clause begins. Subordinate clauses often begin with words such as because, since, when, that, which, who, and whose.

**EXERCISE A**

For the following sentences, draw a line under each independent clause and two lines under each subordinate clause. Then, on the line provided, write CX for complex sentence or N for not a complex sentence.

**Example CX**

1. When Alan saw the leak, he groaned because he couldn’t fix it. [The independent clause is he groaned. The subordinate clauses are When Alan saw the leak and because he couldn’t fix it.]

   1. Since he can’t fix the leak, Alan will call a plumber. [Does the sentence contain one or more subordinate clauses?]

   2. Do you have the phone number for a reliable plumber?

   3. On Thursday afternoon, he’ll leave work early so that he can meet the plumber.

   4. After the leak is fixed, he’ll mop up the water because guests are coming.

   5. Tina and Anthony will arrive on Thursday and will stay for the weekend.
Compound-Complex Sentences

**Compound-complex** sentences contain two or more independent clauses and at least one subordinate clause.

**EXAMPLE**

When we became hungry, Gary prepared carrots, and I cooked fish. [This sentence contains two independent clauses and one subordinate clause.]

**Exercise B** For the following sentences, draw a line under each independent clause and two lines under each subordinate clause. Then, on the line provided, write **CX** for complex sentence or **CD-CX** for compound-complex sentence.

**Examples**

1. Because I am an art student, I have studied different types of pens, and I can tell you about them. [This sentence contains two independent clauses and one subordinate clause.]

2. If you give me a large feather, I can make a quill pen that you can use. [This sentence contains one independent clause and two subordinate clauses]

6. Until metal pens were made in the mid-nineteenth century, people wrote with brushes or reeds, or they used quill pens. [How many independent clauses does the sentence contain?]

7. After metal pens and pen tips came into use, quill pens fell out of use. [How many independent clauses does the sentence contain?]

8. Have you heard of John Mitchell, who invented a machine-made steel pen tip in 1828?

9. Because a person continually dipped the pen into an ink supply, these pens could be messy; therefore, inventors looked for a better design.

10. In 1884, L. E. Waterman produced the fountain pen, which held the ink supply within the pen, and the design became popular.

11. The new ballpoint pen was released before the century ended.

12. Some people wrote with ballpoint pens in 1895, yet Lazlo Biro designed a better model that was used worldwide by the mid-1940s.

13. The “biro” is similar to the older fountain pen that held a reservoir of ink.

14. The ballpoint pen holds ink in its reservoir; because a metal ball at its tip rotates, the tip becomes coated in ink.

15. Did you know that soft-tip pens came into use during the 1960s?
Subject-Verb Agreement A

A verb should agree in number with its subject.

A subject and verb agree when they have the same number. When a word refers to one person, place, thing, or idea, it is singular in number. When a word refers to more than one person, place, thing, or idea, it is plural in number.

(1) Singular subjects take singular verbs.

**EXAMPLE**
The dog across the street barks at squirrels. [The singular verb barks agrees with the singular subject dog. The phrase across the street does not affect agreement, even though the phrase comes between the subject and the verb.]

(2) Plural subjects take plural verbs.

**EXAMPLE**
The dogs across the street bark at squirrels. [The plural verb bark agrees with the plural subject dogs. The phrase across the street does not affect agreement, even though the phrase comes between the subject and the verb.]

Verb phrases also agree with their subjects. A verb phrase is made up of a main verb and one or more helping verbs. The first helping verb in the verb phrase agrees with the subject.

**EXAMPLE**
Has your baby brother been napping all afternoon? [Has been napping is the verb phrase. The singular verb has agrees with the singular subject brother.]

**EXERCISE A** Circle the verb form in parentheses that agrees with the underlined subject in each of the following sentences.

**Example 1.** The lion (spend, spends) much of the hot afternoon asleep. [The subject lion is singular, so the verb must be singular, too.]

1. During our walk through the animal preserve, a fresh breeze (bring, brings) relief from the hot sun. [Is the subject singular or plural?]

2. Our parents always (remind, reminds) us to drink plenty of water on hot days.

3. The polar bears (enjoy, enjoys) their pond of cool water.

4. Big cats like lions and leopards (drinks, drink) from watering holes.

5. *(Do, Does)* an elephant need a lot of water?

**Compound Subjects Joined by And**

A compound subject is made up of two or more subjects that have the same verb. Subjects joined by and generally take a plural verb.
EXAMPLE
Fresh basil, vinegar, and tomatoes have been added to this dish. [The verb phrase have been added agrees with the plural compound subject basil, vinegar, and tomatoes.]

EXERCISE B
Circle the verb form in parentheses that agrees with the underlined compound subject in each of the following sentences.

Example 1. Rhonda and her father (bakes, bake) their favorite herb bread. [The subjects Rhonda and her father are joined by and, so the plural verb bake is correct.]

6. (Have, Has) Marcie and Michael set the table? [Which verb agrees with the compound subject?]  
7. My family and friends (looks, look) forward to dinner together.  
8. Good conversation, healthy food, and laughter (bring, brings) us back to the table.  
9. My older brother and I often (talk, talks) about our day at school.  
10. Breakfast, lunch, and dinner (is, are) pleasant occasions in our family.

Compound Subjects with Or or Nor

For compound subjects joined by or or nor, the verb should agree with the subject nearer the verb.

S S V  
EXAMPLES  My parents or my grandfather drives me to soccer practice on Thursdays. [The singular subject grandfather is nearer to the verb drives. The singular verb drives agrees with the singular subject grandfather.]  
S S V  
My grandfather or my parents drive me to soccer practice on Thursdays. [The plural subject parents is nearer to the verb drive. The plural verb drive agrees with the plural subject parents.]

EXERCISE C
Circle the verb form in parentheses that agrees with the underlined compound subject in each of the following sentences.

Example 1. (Are, Is) brown or white a good color for shelves? [The singular subject brown and the singular subject white both take singular verbs, so the singular verb Is agrees.]

11. Neither my parents nor I (expect, expects) the project to be easy! [Is the subject that is nearer the verb singular or plural?]  
12. (Do, Does) nails or screws work better in this wood?  
13. Either the den or the master bedroom (are, is) a good place for bookshelves.  
14. The pantry or the kitchen (need, needs) more storage space.  
15. Either a dropcloth or newspapers (protect, protects) the carpet from paint spills.
Subject-Verb Agreement B

Indefinite Pronouns

A pronoun that does not refer to a specific person, place, thing, or idea is called an *indefinite pronoun*. When an indefinite pronoun is used as a subject, make sure the verb agrees with the pronoun.

The following indefinite pronouns are singular:

- anybody
- everyone
- each
- any
- everybody
- everything
- either
- everyone
- every
- neither
- nobody
- no one
- one
- somebody
- nothing
- someone
- some

Use a singular verb to agree with these pronouns when they are used as subjects.

**EXAMPLE**  
Each of the dogs **has** its own food bowl. [The singular verb *has* agrees with the singular subject *Each*. The phrase *of the dogs* does not affect agreement, even though it comes between the subject and the verb.]

**EXERCISE A** Circle the verb form in parentheses that agrees with the underlined subject in each of the following sentences.

**Example 1.** Everyone *(tries, try)* his or her hardest on the test. [The indefinite pronoun *Everyone* is singular, so the verb should be singular, too.]

1. Either of these cheeses *(is, are)* soft enough to slice. [Which verb agrees with the singular indefinite pronoun *Either*?]
2. Someone usually *(bring, brings)* extra blankets to the stadium on cold nights.
3. Anything Keith suggests *(turn, turns)* out to be a good idea.
4. No one *(plans, plan)* an outdoor party in a thunderstorm!
5. *(Does, Do)* something in the refrigerator smell spoiled?

The following indefinite pronouns are plural:

- both
- few
- many
- several

Use a plural verb with these indefinite pronouns when they are used as subjects.

**EXAMPLE**  
Few of the birds **have returned** to their nests this spring. [The plural verb phrase *have returned* agrees with the plural subject *Few*. The phrase *of the birds* does not affect agreement, even though it comes between the subject and the verb.]
EXERCISE B Circle the verb form in parentheses that agrees with the underlined subject in each of the following sentences.

Example 1. Several of the roses (have, has) budded. [The indefinite pronoun Several is plural, so the verb should be plural, too.]

6. A few of the kittens (has, have) opened their eyes. [Which verb agrees with the plural indefinite pronoun few?]

7. Both of the windows (was, were) open in the warm spring weather.

8. Hooray! Several of my drawings (are, is) displayed in the school art exhibit!

9. (Is, Are) many of the gymnasts training for the state meet?

10. Few from our school (compete, competes) every month.

The following indefinite pronouns may be singular or plural, depending on their meaning in the sentence:

all any more most none some

Look at the phrase that follows the indefinite pronoun. If the noun in that phrase is singular, the pronoun is also singular. If the noun in that phrase is plural, the pronoun is also plural.

EXAMPLES Was any of the shipment damaged? [The subject any is singular because it refers to the singular shipment. The singular verb Was agrees with the singular subject any.]

Were any of the books damaged? [The subject any is plural because it refers to the plural books. The plural verb Were agrees with the plural subject any.]

EXERCISE C Circle the verb form in parentheses that agrees with the underlined subject in each of the following sentences.

Example 1. (Do, Does) some of the bread taste stale to you? [The subject is some. The noun in the phrase that follows the subject is bread, which is singular. The singular verb Does agrees with the singular subject.]

11. All of the berries (has, have) already been eaten. [Is the noun in the phrase that follows All singular or plural? Which verb agrees with the subject?]

12. (Is, Are) most of the work completed?

13. None of the runners (refuse, refuses) the cool water.

14. Some of my ideas (is, are) being considered by the student council.

15. (Do, Does) any of the picture appear on the screen?
Pronoun-Antecedent Agreement A

A pronoun is a word that takes the place of a noun or another pronoun. The word a pronoun replaces is called the pronoun’s antecedent.

5s. A pronoun should agree in number and gender with its antecedent.

Singular pronouns agree with singular antecedents, which may be nouns or other pronouns.

**EXAMPLE** When did Claude Monet begin his waterlily paintings? [The singular pronoun his agrees with its singular antecedent, Claude Monet.]

Plural pronouns agree with plural antecedents, which may be nouns or other pronouns.

**EXAMPLE** The dogs looked thirsty, so I gave them some water. [The plural pronoun them agrees with its plural antecedent, dogs.]

Sometimes singular pronouns also show gender. The masculine pronouns—he, him, his, himself—refer to males; the feminine pronouns—she, her, hers, herself—refer to females; and the neuter pronouns—it, its, itself—refer to places, things, ideas, and sometimes to animals. Plural pronouns do not show gender.

**EXAMPLES** Rory rode his new scooter down the sidewalk. [The masculine pronoun his agrees with its masculine antecedent, Rory.]

Has Tanya told you about her good news yet? [The feminine pronoun her agrees with its feminine antecedent, Tanya.]

Give the cat its toy. [The neuter pronoun its agrees with the antecedent, cat, because the gender of the cat is not specified.]

The teachers were very proud of their students’ achievements. [The plural pronoun their agrees with its plural antecedent, teachers.]

**Exercise A** In each sentence, an antecedent has been underlined for you. On the line provided, write an appropriate pronoun that agrees with the underlined antecedent in number and (where applicable) in gender.

**Example 1.** Dana turns to **her** parents for advice when she has a problem. [The antecedent Dana is a singular, feminine antecedent, so the pronoun is singular and feminine.]

1. How sleepy the baby **boy** looks in **his** car seat! [Is the antecedent singular or plural? Is the antecedent feminine, masculine, or neuter?]

2. Because the announcers had to refer to players by name, **they** had a list of the players’ names handy.

3. Oh, dear—the television has lost **its** picture again.

4. Kathy says that “The Tell-Tale Heart” was **her** favorite short story last year.

5. Do your **cats** like to have **their** tummies rubbed?
Use a singular pronoun to refer to two or more singular antecedents joined by or or nor.

**EXAMPLE** Louise or Leslie will bring her camcorder. *Louise is a singular, feminine antecedent, and Leslie is a singular, feminine antecedent. Because they are joined by or, they need a singular, feminine pronoun.*

Use a plural pronoun to refer to two or more antecedents joined by and.

**EXAMPLE** Jeff and Manuel forgot their jackets. *Jeff is a singular, masculine antecedent, and Manuel is a singular, masculine antecedent. Because they are joined by and, however, they act as a plural antecedent and need a plural pronoun.*

**EXERCISE B** In each sentence, an antecedent has been underlined for you. On the line provided, write an appropriate pronoun that agrees with the underlined antecedent in number and (where applicable) in gender.

**Examples**

1. It’s time for Andy and his brother to take _______ pets to the veterinarian. *Andy is a singular, masculine antecedent, and so is brother. Because they are joined by and, however, they act as a plural antecedent and need a plural pronoun.*

2. Will Mr. Stevens or Mr. Santiago lead _______ team onto the field first? *Mr. Stevens and Mr. Santiago are both singular, masculine antecedents. Because they are joined by or, they need a singular, masculine pronoun.*

6. The dog and the cat are both due for _______ rabies shots. *Do antecedents joined by and take a singular pronoun or a plural pronoun?*

7. Will Andy or his brother take the pets in _______ car? *Do antecedents joined by or take a singular or a plural pronoun?*

8. The veterinarian and her assistant will give us _______ advice on pet nutrition.

9. Older dogs and puppies both need exercise. You should walk _______ daily.

10. Will the tag or certificate have the clinic’s name on _______?

11. Either Janet or Diane will put the books under _______ desk.

12. Both the dog and the cat have finished _______ dinners.

13. Neither Eileen nor Sharon had _______ library card.

14. Books, folders, and notebooks had _______ own places on the shelf.

15. Sean or Carlos will present _______ project now.
Some indefinite pronouns are singular, and some are plural. Other indefinite pronouns can be either singular or plural, depending on their meaning in a sentence.

**Singular Indefinite Pronouns**

(1) Use a singular pronoun to refer to these indefinite pronouns:

- anybody, one
- anyone, anybody
- anything, everything
- each, every

**Examples**

- Somebody will surely volunteer his or her time. [His or her agrees in number with the antecedent Somebody because both are singular. His or her agrees in gender because Somebody may include both males and females.]
- Either of the boys can bring his camera. [His agrees with the antecedent Either in number because both are singular. His agrees in gender because the phrase of the boys indicates Either is masculine.]

**Exercise A**

Circle the pronoun or pronoun group in parentheses that agrees with the underlined antecedent in each of the following sentences.

**Example 1.** Was anyone planning to bring (his or her, their) bat and ball to practice? [The antecedent anyone agrees with his or her in number and gender. Anyone is always singular and can refer to both males and females.]

1. Far out on the lake, something raised (their, its) massive head. [Which pronoun agrees with something in number and gender?]  
2. Everyone shivered despite (his or her, their) coat.  
3. Has each of the pandas eaten all (its, their) food?  
4. One of the girls won first place with (their, her) science project.  
5. Will somebody please volunteer to present (their, his or her) report first?

**Plural Indefinite Pronouns**

(2) Use a plural pronoun to refer to these indefinite pronouns:

- both, few, many, several

**Example**

- Few of the storm clouds had any lightning in them. [The pronoun them agrees with the antecedent Few because both are plural.]
EXERCISE B Circle the pronoun or pronoun group in parentheses that agrees with the underlined antecedent in each of the following sentences.

Example 1. A few of the shoppers consulted the lists (they, he or she) had brought. [Few is always plural, so the pronoun that refers to it should be plural, too.]

6. Several of the store’s employees greeted (their, his or her) customers cheerfully. [Which pronoun agrees with Several in number?]

7. Did both of the cashiers get change for (himself or herself, themselves)?

8. Many of the purchases rang up at (its, their) discounted prices.

9. Have several of these sweaters already had (their, its) prices changed?

10. A few of the shoes cannot be sold because (they, it) are mismatched.

Singular or Plural Indefinite Pronouns

The following indefinite pronouns may be singular or plural, depending on how they are used in a sentence:

- all
- any
- more
- most
- none
- some

Look at the phrase that follows the indefinite pronoun. If the noun in that phrase is singular, the pronoun is also singular. If the noun in that phrase is plural, the pronoun is also plural.

EXAMPLES Has any of the novel lived up to its reputation? [Any is singular because it refers to one novel. The singular pronoun its agrees in number with any.]

Have any of the novels lived up to their reputations? [Any is plural because it refers to more than one novel. The plural pronoun their agrees in number with any.]

EXERCISE C Circle the pronoun or pronoun group in parentheses that agrees with the underlined antecedent in each of the following sentences.

Example 1. All of the icy freeway was treacherous. (They) had to be sanded. [All is singular because it refers to one freeway. The pronoun that refers to All should be singular, too.]

11. Some of the drivers can handle (their, his or her) cars well on slick roads. [Does Some refer to one thing or many?]

12. None of the open streets had much traffic on (it, them).

13. All of the traffic report was dedicated to announcing road closures. (They, It) lasted for thirty minutes.

14. Did any of the schools cancel (their, its) classes?

15. Will most of the ice melt by the afternoon, or will (it, they) last the entire day?
Principal Parts of Verbs A

Regular Verbs

Every verb has four basic forms, which are called the principal parts of the verb.

6a. The four principal parts of a verb are the base form, the present participle, the past, and the past participle.

6b. A regular verb forms its past and past participle by adding –d or –ed to the base form.

All verbs form the present participle by adding –ing to the base form.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
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</thead>
<tbody>
<tr>
<td>call</td>
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</tr>
<tr>
<td>advertise</td>
<td>[is] advertising</td>
<td>advertised</td>
<td>[have] advertised</td>
</tr>
</tbody>
</table>

NOTE: The helping verbs is and have are shown with the present participle and the past participle forms because participles used as verbs always need a helping verb.

EXERCISE A Write the past and the past participle forms of the following verbs.

Example 1. jump jumped [have] jumped [Jump is a regular verb that adds –ed to make its past and past participle forms.]

1. elect .................................. [have] ..............................................................
   [What ending do you add to a regular verb to make its past and past participle forms?]

2. clean .................................. [have] ..............................................................
3. provide .................................. [have] ..............................................................
4. play .................................... [have] ..............................................................
5. gain ..................................... [have] ..............................................................

NOTE: When a regular verb ends in silent –e, you should add only a –d to make its past forms. Also, watch out for common spelling mistakes, such as leaving the –d or –ed ending off verbs like biased (not bias) or adding an extra consonant to verbs like asked (not asked). Remember that verbs often must have the final consonant doubled before you add the ending. If you are unsure of a verb form’s spelling, look in a dictionary.
Exercise B Write the past and the past participle forms of the following verbs.

Example 1. nod  **nodded**  [have]  **nodded**  [Nod is a regular verb that adds –ed to make its past forms, but because the vowel sound is short, you must double the d before adding the ending.]

6. grab  ___________________ [have]  ___________________

   [What ending do you add to a regular verb to make its past and past participle forms?]

7. suppose  ___________________ [have]  ___________________

8. drown  ___________________ [have]  ___________________

9. prejudice  ___________________ [have]  ___________________

10. use  ___________________ [have]  ___________________

Reminder When a verb ends in silent –e, drop the –e before adding the –ing ending to make the present participle form.

Examples  care  [is] caring

believe  [is] believing

Exercise C Write the correct form of the verb on the line provided. Use the verb and the ending given in the parentheses. Hint: Watch for special spelling situations in which a letter must be dropped or doubled before the ending is added.

Example 1. (bud, present participle form) The apple trees were ____budding____ in the warm spring weather.  [Bud is a regular verb that makes its present participle form by adding –ing.]

11. (push, past form) Yesterday, the first daffodils ________ up through the soil.  [Does the verb have any special spelling concerns? Which ending will make it a past form?]

12. (practice, present participle) The older children are already _________ their baseball skills.

13. (mention, past form) Just the other day, Hal _________ forming a neighborhood team.

14. (plant, past participle) Has your grandmother _________ her spring herbs yet?

15. (pick, past participle) Those sparrows have apparently _________ our maple tree for their nest!
An irregular verb forms its past and past participle in some other way than by adding –d or –ed. Irregular verbs often have very different past and past participle forms from regular verbs. However, irregular verbs use the same helping verbs as regular verbs do, and they form the present participle the same way regular verbs do, by adding –ing.

**NOTE** When you are not sure whether a verb is regular or irregular, or what the correct form of an irregular verb is, look up the verb in a dictionary or grammar handbook.

Study the following four ways that irregular verbs change to make their past forms.

1. The verb may make no changes at all.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
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<tbody>
<tr>
<td>cost</td>
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<td>cost</td>
<td>[have] cost</td>
</tr>
<tr>
<td>put</td>
<td>[is] putting</td>
<td>put</td>
<td>[have] put</td>
</tr>
</tbody>
</table>

**Exercise A** Underline the correct verb form in each sentence.

Example 1. Have you (put, putted) Marco’s card in the mail yet? [Put is an irregular verb that does not change in its past forms.]

1. Fortunately, none of the house’s pipes (burst, bursted) during the freeze. [Is the verb burst regular or irregular? How does it make its past form?]
2. The plane (set, setted) down gently on the runway.
3. The sea gull (let, letted) the breeze carry it high into the sky.
4. Has Macie (hitted, hit) the bull’s-eye more than once?
5. The card only (cost, costed) one dollar.

2. The verb’s consonants may change.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
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</tr>
<tr>
<td>make</td>
<td>[is] making</td>
<td>made</td>
<td>[have] made</td>
</tr>
</tbody>
</table>

**Exercise B** Underline the correct verb form in each sentence.

Example 1. Have you (sent, sended) Gary an e-mail message today? [Send is an irregular verb that makes its past form by changing its final consonant.]

6. The teachers (spended, spent) several days preparing this semester’s report cards. [Is the verb spend regular or irregular? How does it make its past forms?]
7. On winter nights we (heard, heared) the crackling of icy branches breaking off trees.

8. Jana (made, maked) a perfect score on her algebra exam!

9. Have the red wasps (builded, built) another nest under the eaves already?

10. The reeds (bent, bended) over in the fierce wind.

3. A verb’s vowel may change.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ring</td>
<td>[is] ringing</td>
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<tr>
<td>become</td>
<td>[is] becoming</td>
<td>became</td>
<td>[have] become</td>
</tr>
</tbody>
</table>

**Exercise C** Underline the correct verb form in each sentence.

**Example 1.** Who (came, comed) to the play? [Come is an irregular verb that makes its past form by changing its vowel.]

11. The car (ran, runned) just fine on the way here. [Is the verb run irregular or regular? How does it make its past form?]

12. Was the bear (stinged, sting) as it reached for the honey?

13. The runner (slid, slided) into home plate.

14. At the watering hole, the antelopes (drank, drinked) nervously.

15. Who (winned, won) the tournament yesterday?

4. A verb may change its vowels and its consonants.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>[is] buying</td>
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<td>[have] bought</td>
</tr>
<tr>
<td>stand</td>
<td>[is] standing</td>
<td>stood</td>
<td>[have] stood</td>
</tr>
</tbody>
</table>

**Exercise D** Underline the correct verb form in each sentence.

**Example 1.** What decorations has Marie (bought, buyed) for the party? [Buy is an irregular verb that makes its past forms by changing vowels and consonants.]

16. The prairie dog (seeked, sought) the safety of its burrow. [Is the verb seek regular or irregular?]

17. The temperature had (goed, gone) from 72°F to 36°F by the time the cold front blew through.

18. How tall you have (grown, growed) since I last saw you!

19. The gerbil (tore, teared) the newspaper into small strips for its nest.

20. The committee has (written, writed) its decision on the matter.
The tense of a verb indicates the time of the action or of the state of being expressed by the verb. The time of an action or state of being can be *past*, *present*, or *future*. Each verb has six tenses. The six tenses express time in different ways.

Here are three of the tenses.

**PRESENT** The oak tree *shades* the trail. [The present tense verb *shades* describes an action happening now. Present verbs describe something that is happening or existing now.]

**PAST** The oak tree *shaded* the trail. [The past tense verb *shaded* describes an action happening in the past. Past verbs describe something happening or existing in the past.]

**FUTURE** The oak tree *will shade* the trail. [The future tense verb *will shade* describes an action that will happen at some time in the future. Future verbs describe something happening or existing in the future. Notice that the future tense always uses *will* or *shall* as a helping verb.]

**Exercise A** Identify the tense of the underlined verb in each of the following sentences. Write *present*, *past*, or *future* on the line provided.

**Example** *past* 1. The silvery balloon reflected the child’s smile. [The verb *reflected* describes an action that took place in the past.]

_____ 1. The boys *will ride* the Ferris wheel later. [In what time frame is the action described by the verb phrase *will ride* occurring?]

_____ 2. Are they old enough to go in the fun house?

_____ 3. How confusing the house of mirrors was!

_____ 4. We all *ate* roasted corn on the cob.

_____ 5. Next year, the fair *will come* to town in May.

Here are three more of the six tenses. These tenses are called the *perfect tenses*. They describe action that is complete, or “perfect.”

**PRESENT PERFECT** The oak tree *has shaded* the trail for an hour. [The present perfect tense verb *has shaded* describes an action that is complete at the present moment.]

**PAST PERFECT** By the time the sun was high, the oak tree *had shaded* the trail for an hour. [The past perfect tense verb *had shaded* describes an action that was completed before a specific time in the past.]

**FUTURE PERFECT** By the time the sun is high, the oak tree *will have shaded* the trail for an hour. [The future perfect tense verb *will have shaded* describes an action that will be completed before a specific time in the future.]
Notice that the perfect tenses always use a form of have as a helping verb. Remember that the first helping verb in a verb phrase should agree in number with the subject.

**EXAMPLES**
- The oak tree has shaded the trail for an hour. [The singular helping verb has agrees with the singular subject tree.]
- The oak trees have shaded the trail for an hour. [The plural helping verb have agrees with the plural subject trees.]

**EXERCISE B** Identify the tense of the underlined verb in each of the following sentences. Write present perfect, past perfect, or future perfect on the line provided.

**Example**
1. Have you ever dialed a wrong number? [The action in the sentence was completed at some point before now.]

6. The caller said, “Have I reached the pizza delivery place?” [Was the action in the sentence completed in the past, or will it occur in the future?]

7. “No,” I answered, “I have never sold a pizza in my life.”

8. I wasn’t angry, because I had had the same problem the day before.

9. My best friend’s family had changed their phone number.

10. By tomorrow, I will have found out the new number.

**EXERCISE C** In each of the following sentences, write the form of the verb described in parentheses. Write your answer on the line provided.

**Example**
1. Which candidate the students class president? (present perfect tense of elect) [The present perfect tense is formed with the helping verb have and the past participle form of the verb.]

11. Nina a funny story about herself. (past tense of write) [How is the past tense of a verb formed?]

12. Our father four tickets to the play. (past perfect tense of buy)

13. Jason always that Phoenix was a beautiful city. (present perfect tense of think)

14. Teresa and her sister painting the set before the next rehearsal. (future tense of finish)

15. I a lot about fly-fishing from my aunt. (present perfect tense of learn)
Progressive Forms

Each of the six tenses can also describe an action or state of being that is in progress. These forms of the six tenses are called the **progressive forms**. Here are three of the progressive forms of verbs. Notice that the progressive forms of tenses always use a form of *be* as a helping verb.

**PRESENT PROGRESSIVE**  
Leo is setting up the computer now. [The present progressive verb *is setting* expresses an action that is in progress now.]

**PAST PROGRESSIVE**  
Yesterday, Leo was setting up the computer. [The past progressive verb *was setting* expresses an action that was in progress in the past.]

**FUTURE PROGRESSIVE**  
Leo will be setting up the computer tomorrow. [The future progressive verb *will be setting* expresses an action that will be in progress in the future.]

**EXERCISE A**  
Identify the tense of the underlined verb in each of the following sentences. Write *present progressive*, *past progressive*, or *future progressive* on the line provided.

**Example**  
Are the puppies tumbling around on the floor? [The action is in progress in the present.]

1. Will you be singing at your uncle’s wedding? [Is the action in progress in the past, the present, or the future?]

2. Fish were jumping to catch insects.

3. Hold on—I am having trouble with the camera’s flash.

4. Were the gardeners watering the plants?

5. Are you feeling stronger since you began jogging?

The three perfect tenses also have progressive forms. The progressive forms of the perfect tenses express action or state of being that was or will be in progress and has been or will be complete in the present, the past, or the future.

**PRESENT PERFECT PROGRESSIVE**  
Leo has been setting up the computer all morning. [The present perfect progressive verb *has been setting* expresses an action that has been in progress but is complete now.]

**PAST PERFECT PROGRESSIVE**  
Before he took a break, Leo had been setting up the computer for an hour. [The past perfect progressive verb *had been setting* expresses an action that was in progress but was completed in the past.]

**FUTURE PERFECT PROGRESSIVE**  
By noon, Leo will have been setting up the computer for two hours. [The future perfect progressive verb *will have been setting* expresses an action that will be in progress but will be completed in the future.]
EXERCISE B  Identify the tense of the underlined verb in each of the following sentences. Write present perfect progressive, past perfect progressive, or future perfect progressive on the line provided.

Example  present perfect progressive  1. Have you been writing in your journal? [The action is in progress in the present.]

6. For how many days has it been snowing? [Is the action in progress in the past, the present, or the future?]

7. Squirrels had been stealing food from the bird feeder.

8. These ducks have been migrating to this location for many years.

9. By Friday, the runners will have been training for two weeks.

10. The old-fashioned train had been making the same trip over and over.

The six verb tenses and their progressive forms help the reader understand when events take place. The tenses and forms can also be used together to show in what order a sequence of events takes place.

EXAMPLES  The test was not difficult. [The past tense verb was shows that this occurred in the past.]
The test was not as difficult as we had expected. [Both of these occurred in the past. First, we had expected. Then, the test was.]

EXERCISE C  In each of the following sentences, write the form of the verb described in parentheses. Write your answer on the line provided.

Example 1. Have you ever written an entire book? (present perfect tense of write) [What helping verb is used with the present perfect tense?]

11. Mr. Diaz told us that he sent his manuscript to the publisher. (past perfect tense of send) [What helping verb is used with the past perfect tense?]

12. He will hear something from his publisher by March. (future perfect tense of hear)

13. Many people will write books that will never be published. (present perfect tense of write)

14. Other writers will tell him how difficult it was to get published. (present perfect progressive tense of tell)

15. In spite of many disappointments, he will say he will keep working to see his words in print. (past tense of say)

NAME  CLASS  DATE

for CHAPTER 6: USING VERBS CORRECTLY  page 204  continued
Consistency of Tense

6f. Do not change needlessly from one tense to another.

When you describe events that happened in the same time frame, use the same tense in all your verbs. For instance, if you are telling a story that happened in the past, narrate each event using past tense verbs. If you change from one tense to another, the reader may become confused about the order of the events.

INCONSISTENT
When I first saw the bike, I knew I had to have it. It was perfect! It has every accessory I want. I worked for two months to earn money. I deliver papers, mow lawns, and do odd jobs for neighbors. Finally, I will earn enough money. Dad is driving me to the store, and I buy the bike with my own hard-earned cash! [Do the actions take place in the past, the present, or the future?]

CONSISTENT
When I first saw the bike, I knew I had to have it. It was perfect! It had every accessory I wanted. I worked for two months to earn money. I was delivering papers, mowing lawns, and doing odd jobs for neighbors. Finally, I had earned enough money. Dad drove me to the store, and I bought the bike with my own hard-earned cash! [All the verbs are in the past tense or the past perfect tense. The actions clearly took place in the past.]

Exercise A
Read each sentence, paying special attention to the underlined verbs. If the verbs’ tenses are consistent, write C on the line provided. If the verbs’ tenses are inconsistent, write I on the line.

Examples

1. That athlete runs fast and wins the race almost every time. [The verb runs and the verb wins both describe action that occurs in the present, so the tense is consistent.]

2. The glass of water sat in the sun and heats up. [The verb sat describes action that occurred in the past, but the verb heats describes action that occurs in the present, so the verbs’ tenses are not consistent.]

1. The beavers have built a new dam and make a nest in it. [Is the action of have built occurring in the past, the present, or the future? Is the action of make in the same time frame?]

2. The car handles well and gets good gas mileage.

3. The crane will lift the beam up and lowered it onto the structure.

4. Juanita put a CD in the player and adjusts the volume.

5. Is the traffic bad at this time of day, and are there any construction delays?

6. Each student will have taken notes and listens to the guest speaker.

7. Turn into the lot and choose a parking space.

8. Because they studied hard, they did well on the test.
9. Pigeons clustered on the roof and occasionally flutter down to the ground.

10. We will brush our teeth and have gone to the dentist.

**Exercise B** Each of the sentences below is inconsistent in its tense. Rewrite the sentence so that the tense is consistent.

**Example 1.** The computer froze up, and my document disappears into cyberspace. [In this sentence, froze describes an action that happened in the past, but disappears describes an action happening in the present. The sentence would make more sense if both verbs described actions that happened in the past. However, both actions could occur in the present or even in the future, as long as the tenses are consistent.]

The computer froze up, and my document disappeared into cyberspace.

11. The haze clears away, and the day was beautiful. [What time frame does the first verb describe? What time frame does the second verb describe? What consistent time frame would make the most sense?]

12. The student council will vote and chose a location for the class picnic.

13. A pair of kingfishers hunt for fish while we watched.

14. The wind blows through the trees, and leaves fell to the ground.

15. When will the computer store hold its grand opening and allowed customers to come in?
Active and Passive Voice

A verb in the **active voice** expresses an action done by its subject. A verb in the **passive voice** expresses an action done to its subject.

**ACTIVE** The amusement park offered me a free ticket. [The action of the verb offered was done by the subject park.]

**PASSIVE** A free ticket was offered to me by the amusement park. [The action of the verb was offered was done to the subject ticket.]

**EXERCISE A** Read each sentence below, paying special attention to the underlined verb. If the sentence is in the active voice, write **AV** on the line provided. Write **PV** if the sentence is in the passive voice.

**Examples**

1. **PV** The corn was harvested in just one week. [The action of the verb was harvested was done to the subject corn.]

2. **AV** The melting ice swelled the river to its banks. [The action of the verb swelled was done by the subject ice.]

---

1. Mom gave me a ride to soccer practice. [Is the subject Mom acting in the sentence or being acted on?]

2. The dog was scolded for chewing up a book. [Is the subject dog acting in the sentence or being acted on?]

3. Who changed the station on my radio?

4. The certificate read, “You are appreciated!”

5. The cashier counts out the change correctly.

6. Every bill is counted separately.

7. Was the choir singing the school song?

8. Has the mechanic changed the transmission fluid yet?

9. Take out this bag of trash, please.

10. Will the game be announced by the school’s regular announcer?
Passive voice is as correct as active voice, but passive voice often slows down the pace of writing and speaking. Active voice is more direct; passive voice is wordier. You may want to rewrite passive sentences, putting them in the active voice.

The passive voice is useful when you do not know or do not want to reveal the performer of the action, or when you want to emphasize the receiver of the action.

**EXAMPLES**

Overnight, the sidewalk was cleaned. [The performer of the action *was cleaned* is not known.]

A collection of books has been given to the library. [The performer of the action *has been given* is not revealed.]

The nests had been built by robins. [*Nests* is the receiver of the action *had been built*. Moving *nests* to the front of the sentence gives them emphasis.]

**EXERCISE B** Each of the sentences below is written in passive voice. Rewrite each sentence so that it is in active voice. If the sentence should remain in the passive voice, write C on the line and explain why the passive voice is needed.

**Example 1.** The garden was weeded by my grandmother. [*My grandmother* is performing the action *was weeded*, so she should be the subject of the sentence.]

*My grandmother weeded the garden.*

11. The ball was caught by the receiver. [Who performs the action *was caught*? Make that person or thing the subject, and rewrite the sentence so that the subject is acting on the ball.]

12. The walls are painted by Mom and Dad.

13. Will the phone be answered by you?

14. The book has already been checked out.

15. A cold was caught by my big sister.
The verb *lie* means “to rest,” “to recline,” or “to remain in a lying position.” *Lie* does not take an object. The verb *lay* means “to put” or “to place (something somewhere).” *Lay* generally takes an object.

### BASE FORM | PRESENT PARTICIPLE | PAST | PAST PARTICIPLE
--- | --- | --- | ---
lie | [is] lying | lay | [have] lain
lay | [is] laying | laid | [have] laid

**EXAMPLES**

Lay your heavy book bag under the desk. [*Lay* means “to put.” The verb takes an object, *bag.*]

The book bag *lay* under the desk. [*Lay* is the past form of *lie* and means “to recline.” It does not take an object.]

When we say that a verb takes an object, we mean that the verb tells of an action directed toward a person, place, or thing. In the sentence, “Matt lobbed the ball over the net,” the action of lobbing is directed at the ball. The ball is what gets lobbed.

**TIP** The verb *lie* can also mean “to tell an untruth.” When you use this meaning of *lie*, it is a regular verb (*lie, lied, have lied.*)

**EXERCISE A** Underline the correct verb in the following sentences.

**Example 1.** The valley *(lay, laid)* between the river and the hills. [*The verb means “to rest” or “to recline,” so *lay*, the past form of *lie*, is the correct verb.]*

1. Julie *(lay, laid)* the poster across the desk. [*Does the verb mean “to rest” or “to put”?]*

2. When the kitten is tired, it will *(lie, lay)* down and nap.

3. Silence *(lay, laid)* over the houses and shops as the night slipped away.

4. Have you *(laid, lain)* out the clothes you want to pack?

5. The carpenters will *(lay, lie)* the new floor after the walls are painted.

The verb *sit* means “to rest in an upright, seated position.” *Sit* seldom takes an object. The verb *set* means “to put” or “to place (something somewhere).” *Set* generally takes an object.

### BASE FORM | PRESENT PARTICIPLE | PAST | PAST PARTICIPLE
--- | --- | --- | ---
sit | [is] sitting | sat | [have] sat
set | [is] setting | set | [have] set

**EXAMPLES**

Is Diego *sitting* in front of the house? [*The verb in this sentence means “to rest in an upright, seated position.”]*

Set the book down, and come look out the window! [*The verb in this sentence means “to put.”]*

**GO ON**
**EXERCISE B** Underline the correct verb in each of the following sentences.

Example 1. The hikers *set* their packs on the boulders and drank from their water bottles.

[In this sentence, the verb means “to put,” so *set* is the correct verb.]

6. The cook *set* the vegetables in the pan. [Is something being placed somewhere, or is someone or something resting in an upright, seated position?]

7. Are my keys *sitting*, setting) on the kitchen counter?

8. The passengers had just *set* down and fastened their seatbelts.

9. Please *set* that photograph back on the shelf.

10. (Setting, Sitting) on the patio are the new plant cuttings.

The verb *rise* means “to go in an upward direction.” *Rise* does not take an object. The verb *raise* means “to move (something) in an upward direction.” *Raise* generally takes an object.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
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<th>PAST PARTICIPLE</th>
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<td>rise</td>
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<tr>
<td>raise</td>
<td>[is] raising</td>
<td>raised</td>
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</table>

**EXAMPLES** The child *raised* the cup of juice and took a drink. [In this sentence, something—a cup—is being lifted by someone—the child. The verb takes an object.]

The child *rose* from her seat and asked for some juice. [In this sentence, no one is lifting anything up. Instead, the child is moving in an upward direction. The verb does not take an object.]

**EXERCISE C** Underline the correct verb in each of the following sentences. Hint: If you choose a form of the verb *raise*, be sure that you can find the thing in the sentence that is being *raised* (the object).

Example 1. Please *raise*, *rise* the blinds and open the windows. [In this sentence, something—the blinds—is being lifted. The verb takes an object, so *raise* is the correct verb.]

11. Who will *raise*, *rise* his or her hand and start the discussion? [Is something being lifted by someone, or is upward motion being described?]

12. The helicopter was *raising*, *rising* into the sky.

13. The concertgoers *rose*, *raised* to their feet and applauded.

14. Before the sun had *risen*, *rose*, we packed up the campsite and drove off.

15. Tie the balloon firmly, or it will *rise*, *raise* all the way to the ceiling.
The Nominative Case

Case is the form that a noun or pronoun takes to show its relationship to other words in a sentence. In English, there are three cases: nominative, objective, and possessive.

Subjects

The subject of a verb should be in the nominative case.

The subject of a verb is the person, place, thing, or idea that performs the action of that verb. The nominative pronouns — I, you, he, she, it, we, and they — are used as subjects.

EXAMPLES

Martha says that they can go to the movies. [Martha is the subject of the verb says, and they is the subject of the verb phrase can go.]

Should you and I go as well? [You and I are both subjects of the verb phrase should go.]

EXERCISE A

Read each sentence, and then underline the correct pronoun in parentheses. Each sentence uses the pronoun as a subject, so the pronoun should be in the nominative case.

Example 1. Did (they, them) build that new fence? [The pronoun is the subject of the verb Did build. The pronoun they is in the nominative case.]

1. Tomorrow (they, them) will sign up for guitar lessons. [Is the pronoun acting as a subject? Which case form is required?]

2. Has (he, him) finished reading the novel yet?

3. (Them, They) do all the annoying chores around here.

4. (We, Us) can’t wait for the harvest to begin!

5. Was (her, she) here first, or were you?

Predicate Nominatives

A predicate nominative should also be in the nominative case.

You may remember that a predicate nominative is a word or group of words that is in the predicate and that renames the subject of the verb. A predicate nominative completes the meaning of a linking verb. Common linking verbs are is, were, be, are, and seems.

EXAMPLES

This mountain range is an ancient landform. [The subject is mountain range, and the word landform renames mountain range. The word ancient tells what kind of landform. The subject and the predicate nominative are linked by the verb is.]

The most talented singers are he and you. [Singers is the sentence’s subject, and the linking verb are links the subject to the predicate nominative. He and you are in the nominative case.]
When you are not sure which pronoun to use for a predicate nominative, follow these steps: Put the subject in the predicate nominative’s place and the predicate nominative in the subject’s place. Ask yourself, “Which pronoun sounds better in the subject’s place?” Rewrite the sentence, using the nominative pronoun form as the predicate nominative.

**EXAMPLE**
The strongest man is *(he, him).* *[Which sounds better—He is the strongest man or Him is the strongest man? The pronoun He sounds better.]*

**FINAL SENTENCE**
The strongest man is **he.** *[He is the nominative form and should be used as the predicate nominative.]*

**EXERCISE B**
Underline the correct pronoun in each sentence. Each pronoun is in the predicate and should be in the nominative case.

**Example 1.** The champions were *(they, them).* *[The pronoun is a predicate nominative, so the nominative case form they is needed.]*

6. No, the driver was not *(he, him).* *[Does the pronoun complete the linking verb was?]*

7. Will the reader be *(she, her)?*

8. The gymnast was certainly not *(me, I).*

9. What marvelous friends are *(them, they)*!

10. The one who is athletic is *(he, him).*

**TIP** To find out which pronoun to use in a compound subject or predicate nominative, try the pronoun by itself with the verb.

**EXAMPLE** *(Him, He) and Gloria attend college.* *[Which sounds better—Him attends college or He attends college? The pronoun He sounds better with the verb attends.]*

**FINAL SENTENCE** He and Gloria attend college. *[He is the nominative pronoun and should be used in this compound subject.]*

**EXERCISE C**
Underline the correct pronoun in each sentence.

**Example 1.** Will Lee and *(they, them)* visit next week? *[They will visit sounds better.]*

11. Throughout the soccer game, the most dedicated players were Ted and *(we, us).* *[Which sounds better—We were the players or Us were the players?]*

12. You and *(I, me)* need to talk.

13. The winners of the science fair were Dora and *(him, he)*!

14. Where did Max and *(them, they)* go after their exam was over?

15. Tim and *(she, her)* often help my parents in the garden.
The Objective Case

Objective case pronouns—me, you, him, her, it, us, and them—are used as direct objects, indirect objects, and objects of prepositions.

Direct Objects

7d. A direct object should be in the objective case.

A direct object is a noun, pronoun, or word group that receives the action of a verb.

**EXAMPLES**

The flames burned too high, so the cook turned them down. [What were turned down? Them (the flames) were turned down.]

The reading quiz caught them and us off guard. [Who were caught off guard? Them and us are both direct objects of the verb caught. More than one pronoun may be the direct object of the verb. Be sure that both pronouns are in the objective case.]

**EXERCISE A** Underline the correct pronoun in parentheses in each item. In each item, the italicized pronoun is the direct object of the verb and needs to be in the objective case.

Example 1. Jack told (him, he) about our plans. [The pronoun is the direct object of the verb told, so you should use him, the objective case form.]

1. Mr. Dell will meet (us, we) at the trailhead on Saturday morning. [Which pronoun is in objective case form—us or we?]

2. Charla will help lead our group. Who will give (she, her) one of the maps?

3. Did you mark the trails clearly? Yes, I marked (they, them) all.

4. Before we split up, tell (we, us) which trail to follow.

5. Will you meet (me, I) where these two trails come together?

Indirect Objects

7e. An indirect object should also be in the objective case.

As you know, an indirect object tells to whom, to what, for whom, or for what the action of the verb was done. When you see a sentence with an indirect object, you will find a direct object as well.

**EXAMPLES**

Aunt Sue baked us some bread. [For whom was the bread baked? It was baked for us, so us is the indirect object of baked.]

Please send them the invitation. [To whom will the invitation be sent? It will be sent to them, so them is the indirect object of send. The subject is understood to be You.]
EXERCISE B  Underline the correct pronoun in each sentence. Each pronoun acts as an indirect object of a verb, so be sure to use the objective case form.

Example 1. Will the coach bring (we, us) the new softball uniforms soon? [The verb bring takes uniforms as its direct object, and the indirect object is us. Any kind of object requires the objective case form of the pronoun, so us is correct.]

6. Show (I, me) a photo of the uniforms in that catalog, please. [Is the pronoun an object of the verb Show? Which is in the objective case—I or me?]

7. Coach Sanchez gave (us, we) the chance to choose the numbers on our jerseys.

8. Could you hand (him, he) a list of players on the team?

9. Have you told (they, them) the good news about Tanya?

10. Yes, the coach just offered (her, she) a spot on the team!

Objects of Prepositions

7f. An object of a preposition should be in the objective case.

As you may know, an object of a preposition is the noun or pronoun that follows any preposition.

P  OP
EXAMPLES  Please give these copies to her. [The preposition to is followed by the object pronoun her.]

P  OP
After them, may we use that basketball? [The preposition After is followed by the object pronoun them.]

NOTE  When two or more pronouns follow a preposition, each pronoun must be in the objective case: “just between them and me.”

EXERCISE C  Underline the correct pronoun in each sentence. The pronoun will always be the object of a preposition and will require the objective case form.

Example 1. Set my lunch down beside (her, she), please. [The word that follows the preposition beside is its object and must be in objective case form.]

11. Kindly do not splash water on (me, I)! [Find the preposition. Which word follows it? Is that word in objective case form?]

12. The songs had us dancing as we sang along with (they, them).

13. Let’s organize this information so that it makes sense to (him and her, he and she).

14. Our family dined with (they, them) last night.

15. Why don’t you stand between (him and me, he and I) for this picture?
Special Problems in Pronoun Usage

Who and Whom

The use of *who* or *whom* in a subordinate clause depends on how the pronoun functions in the clause.

*Who* and *whoever* are nominative case pronouns. Use them as subjects of sentences and as predicate nominatives. *Whom* and *whomever* are objective case pronouns. Use them as direct objects, indirect objects, or objects of prepositions.

**NOMINATIVE**  
*Who* will plant that tree this weekend? [The subject of the sentence, performing the action, is *Who*.]  
The winner of the math contest was *who*? [The predicate nominative, which renames the subject, is *who*.]

**OBJECTIVE**  
For *whom* are we waiting? [ *Whom* is the object of the preposition *For*.]  
*Whom* did Evan call? [ *Whom* is the direct object of the verb phrase *did call*.]

Sometimes, the words *who*, *whom*, *whoever*, and *whomever* are used at the beginning of subordinate clauses. (As you may remember, a subordinate clause has a subject and verb, but the clause does not express a complete thought. It is part of a larger sentence.)

**EXAMPLES**  
I wonder *who* will work on the project. [The underlined subordinate clause uses *who* as a subject, so the nominative case form is needed.]  
Here is a speaker *whom* listeners always enjoy. [The underlined subordinate clause uses *whom* as a direct object of the verb *enjoy*, so the objective case form is needed.]

**Exercise A**  
Circle the correct form of the pronoun in each sentence below. First, decide how the pronoun functions in the underlined clause.

**Example 1.** Did you find out (who, whom) the students elected? [In the clause, the pronoun acts as the direct object of the verb *elected*. Object pronouns use the objective case form.]

1. The athletes (*who, whom*) I most admire are strong and intelligent. [Is the pronoun the subject or an object of a verb or preposition?]

2. (*Who, Whom*) went with you to the concert? [Is the pronoun the subject or an object of a verb or preposition?]

3. Please tell (*whoever, whomever*) shows up that the meeting has been cancelled.

4. (*Who, Whom*) will teach your algebra class next year?

5. I called my friend Jenna, (*who, whom*) I haven’t seen in a year.

6. The best man in the wedding is the one (*who, whom*) is wearing a white rose.

7. To (*who, whom*) are these flowers being sent?

8. Guess (*who, whom*) is at the door!
9. My great-grandfather, about whom I have often spoken, was born in Africa.

10. The prize will be given to whomever the judges choose.

### Appositives

A pronoun used as an appositive is in the same case as the word to which it refers.

An appositive, as you may remember, is a noun or pronoun placed beside another noun or pronoun to identify or describe it.

#### NOUN APPOSITIVE

Maya's sister Dena takes violin lessons. [The noun Dena identifies sister.]

#### PRONOUN APPOSITIVE

The speakers, he and they, kept the audience entertained. [The pronouns he and they identify speakers.]

Sometimes, a pronoun is followed by an appositive that identifies the pronoun.

#### EXAMPLES

- We violinists must practice every day. [We, the subject pronoun, is identified by the appositive violinists. Because We is the subject of the sentence, it is in the nominative case.]
- Give us young musicians credit for being determined! [Us, the object of Give, is identified as young musicians by the appositive.]

#### TIP

Whether a pronoun acts as an appositive or comes right before an appositive, the key is to make sure that both the pronoun and the noun are in the same case. If you are not sure which pronoun form to use, remove the noun and complete the sentence correctly without it.

1. **STEP 1** (We, Us) violinists love to play. [Now, remove the appositive, violinists.]
2. **STEP 2** (We, Us) love to play. [Which pronoun sounds correct?]
3. **STEP 3** We violinists love to play.

### Exercise B

Underline the correct pronoun in each sentence below. If you are not sure what case the pronoun should take, use the previous steps to help you decide.

1. **Example 1.** (Us, We) students took a tour of the radio station. [The pronoun serves as the subject of the verb took and should be in the nominative case. The noun students renames the pronoun. We is correct.]
2. Everyone—the teachers and (we, us)—visited the radio station this morning. [Is the pronoun the appositive of a subject or an object?]
3. The funny radio hosts especially entertained the teachers, Mr. Holland and (she, her).
4. Even so, the many buttons in the control room impressed (us, we) all.
5. (We, Us) visitors had to stay quiet while the show was being recorded.
6. Remind me to thank the hosts, Karl and (she, her), for letting us visit the station.
Clear Reference A

A pronoun should refer clearly to its antecedent.

You may remember that the word or word group that a pronoun stands for is called its antecedent. In clear writing, readers can find the antecedent of each pronoun and are able to understand each pronoun’s meaning. A pronoun should clearly refer to its antecedent.

**EXAMPLE** The couple received a gift. They opened it. [The antecedent of They is couple, and the antecedent of it is gift.]

One problem with pronoun reference is ambiguous reference. This problem occurs when any one of two or more words can be a pronoun’s antecedent. As you can see, there are several ways to revise a sentence that has an ambiguous pronoun.

**AMBIGUOUS** Mark laughed with Joshua when he told that joke. [The pronoun he could refer to Joshua or Mark. The sentence leaves readers wondering which person is the antecedent.]

**CLEAR** When Mark told that joke, he laughed with Joshua. [In this revision, the pronoun he clearly refers to Mark.]

**CLEAR** Mark laughed with Joshua when Joshua told that joke. [Sometimes, you can make a pronoun error clear by replacing the pronoun with a noun. Just make sure that your writing does not sound unnecessarily repetitive when you make such a replacement.]

**EXERCISE A** Read each sentence. Then, decide if the underlined pronoun refers clearly to one antecedent or refers ambiguously to more than one antecedent. If the pronoun reference is clear, write C on the line before the sentence. If the pronoun reference is ambiguous, write A on the line. Hint: Draw an arrow from the pronoun to its antecedent. If you can draw only one arrow, the pronoun reference is clear. If you can draw more than one arrow, the pronoun reference is ambiguous.

**Examples**

1. Sarah talked to Mother about her new job. [In this sentence, the pronoun her could refer to Sarah or to Mother. It is hard to tell whose new job is being discussed. The pronoun reference is ambiguous.]

2. The father rocked the baby until she fell asleep. [In this sentence, the pronoun she must refer to the baby since a father is male, not female. The pronoun reference is clear.]

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1. After the boys talked to the coach, he advised them to run some wind sprints. [Could he possibly refer to more than one word or word group, or is the reference clear?]

2. My uncle asked his son to bring his snow boots inside. [Could his possibly refer to more than one word or word group, or is the reference clear?]

3. Zach let Brian know that his backpack was out in the hall.
4. Have the girls taken the puppies to their home yet?
5. Make sure that Carrie knows her lines and that Jason has his costume ready.
6. The ship rolled on the wave as it ran across the ocean.
7. After Sonia finished her solo, the crowd cheered.
8. Margaret e-mailed her aunt about her recipe for pasta salad.
9. Did the artists or the viewers say that they enjoyed the exhibit?
10. Is Mars the brightest planet this month, or is it Venus?

**Exercise B** Fix the unclear pronoun reference in each sentence below by rewriting each sentence on the line provided. The unclear pronoun has been underlined for you.

**Example 1.** The outdoor theater has great lighting and a large stage, but it is the band’s favorite feature. [The word *it* does not clearly refer to the stage or the lighting, so *it* has been replaced with a more specific reference, *the stage*.]

The outdoor theater has great lighting and a large stage, but the stage is the band’s favorite feature.

11. After Billy and José left band practice, _he_ realized he’d left his notebook behind. [Could _he_ possibly refer to more than one word or word group, or is the reference clear?]

12. The helicopter created a small dust cloud, and I enjoyed watching it.

13. While Doug and Terrell were at the airport, _he_ ran into a friend from elementary school.

14. The day after she bought the blue skirt and the yellow dress, Tisha wore it to school.

15. As Mr. Moreno and Mrs. Burke presented an award to the soccer team, _they_ had smiles on their faces.
Clear Reference B

A pronoun should refer clearly to its antecedent.

One problem with pronoun reference is general reference. This problem occurs when a writer uses a pronoun that refers to a general idea rather than to a specific antecedent. Writers are most likely to slip into general reference when they use words like it, that, this, such, and which. These words may be easy to understand in speech, but they can be misinterpreted in unclear writing.

GENERAL  Dawn has a math test to study for, a science project to complete, and a solo to memorize, but it shouldn’t be a problem.  [The pronoun it in this sentence could refer to any of these three types of homework. On the other hand, it could refer to the problem of too much homework. Readers cannot tell for certain. The writer should avoid this general reference.]

CLEAR  Dawn has a math test to study for, a science project to complete, and a solo to memorize, but completing these assignments shouldn’t be a problem.  [In this sentence, the writer uses exact language and avoids general reference.]

GENERAL  The phone was ringing, and someone was at the door, which caught me off guard.  [The relative pronoun which seems to refer to the combination of demands on the writer, but it is hard to know for certain. Which is used as a general reference that the writer should avoid.]

CLEAR  The phone was ringing, and someone was at the door. These demands caught me off guard.  [The word group These demands is clearer and more exact than which.]

Exercise A  Read each pair of sentences. Write C on the blank before each sentence that uses clear reference and G on the blank before each sentence that mistakenly uses general reference. The word or word group that refers back to its antecedents has been underlined for you.

Example  G  1. Heavy rain and high winds plagued the camping trip, which made us uncomfortable.  [The word which seems to refer to many things: the rain, the winds, even the camping trip itself. In trying to refer to so much, the pronoun ends up referring to nothing specific or clear at all.]

1. We carried tents, sleeping bags, clothes, and cooking gear, and all this equipment was a heavy load.  [Does the word group all this equipment refer clearly to what is being carried?]

2. The hills were steep, and the trail was muddy, which made our hike more difficult.

3. Yesterday morning we packed our wet gear and covered ten miles of rough ground, but that didn’t bother me.
4. When the clouds cleared, the stars and the moon shone brightly, which created a pleasant and restful night.

5. Challenges, surprises, and even setbacks—these obstacles have taught me a lot about my own strength.

**Exercise B** Fix the unclear pronoun reference in each item below by rewriting each item on the line provided. The unclear pronoun has been underlined for you.

**Example 1.** A marathon is longer than 26 miles, and that takes endurance. [The word *that* does not clearly refer to any one thing, so *that* has been replaced by a specific reference, *running one.*]

*A marathon is longer than 26 miles, and running one takes endurance.*

6. Myra’s mother finished school and became a firefighter, which makes Myra proud. [What exactly makes Myra proud—her mother finishing school, her mother becoming a firefighter, or a combination? You can decide, but replace *which* with a more specific word or words.]

7. The volunteers raked leaves and put up a fence, and it was rewarding.

8. Our neighbor has two cats and three birds, and that usually makes me sneeze.

9. Waves splashed the dock, and a cold wind blew. This caused everyone to rush inside.

10. The drive from Austin to Dallas took the family three hours, which was uneventful.
Comparison of Modifiers

Degrees of Comparison

8d. Modifiers change form to show comparison.

The three forms of comparison are called degrees of comparison.

The positive degree consists of the base form of the modifier and is used when at least one thing is being described. The comparative degree usually consists of the base form of the modifier plus the ending –er or the word more and is used when two things are being compared. The superlative degree usually consists of the base form of the modifier plus the ending –est or the word most and is used when three or more things are being compared.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE SYLLABLE</td>
<td>hot</td>
<td>hotter</td>
</tr>
<tr>
<td>TWO SYLLABLES</td>
<td>jolly</td>
<td>jollier, more jolly</td>
</tr>
<tr>
<td>THREE SYLLABLES</td>
<td>happily</td>
<td>more happily</td>
</tr>
</tbody>
</table>

All decreasing comparative degrees of comparison are formed by placing the word less in front of the modifier, and all decreasing superlative degrees of comparison are formed by placing the word least in front of the modifier.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES</td>
<td>tall</td>
<td>less tall</td>
</tr>
<tr>
<td>silly</td>
<td>less silly</td>
<td>least silly</td>
</tr>
<tr>
<td>dangerous</td>
<td>less dangerous</td>
<td>least dangerous</td>
</tr>
</tbody>
</table>

EXERCISE A Fill in the blank in each of the following sentences with the correct form of the modifier suggested in parentheses at the end of the sentence.

Examples

1. Yesterday was _________ than today has been. (comparative degree of sunny)
   [Sunny consists of two syllables, so –er can be used to form the comparative degree.]

2. Last year was the _________ year we’ve seen in over a decade. (decreasing superlative degree of rainy) [All decreasing superlative degrees use least.]

1. Is this movie ___________ than that one? (comparative degree of exciting) [How many syllables are in exciting?]

2. That’s the ___________ handwriting of any president, ever! (superlative degree of clear)

3. Which one of the two lawns is ___________? (comparative degree of green)

4. The test was ___________ than I thought it would be. (comparative degree of easy)
Use of Comparative and Superlative Forms

8e. Use the comparative degree when comparing two things. Use the superlative degree when comparing more than two things.

EXAMPLES  Shawna and Maria both raced, but Shawna ran faster.  [The actions of two people are compared, Shawna and Maria, so fast is in the comparative degree.]

Shawna, Maria, and Lucinda raced, but Shawna ran fastest.  [The actions of more than two people are compared, Shawna, Maria, and Lucinda, so fast is in the superlative degree.]

EXERCISE B  Decide whether the comparative degree or the superlative degree of the modifier is needed for each of the following sentences. Then, underline the correct form of the modifier.

Example 1. The story is (more thrilling, most thrilling) than the movie!  [Only two items are being compared here, so the comparative degree of thrilling is needed.]

11. “A Sound of Thunder” is a scary story, but I think that “The Birds” has a (scarier, scariest) plot.

12. Which bird species do you think is the (most aggressive, more aggressive) in the story, the gulls, the crows, or the jackdaws?

13. Our class thinks that Daphne du Maurier is a (more challenging, most challenging) writer to read than Ray Bradbury.

14. Is it (harder, hardest) to write a comedy, a mystery, or a horror story?

15. I think that scary stories are (most difficult, more difficult) to read than other kinds of stories.
Placement of Modifiers A

Avoid using dangling modifiers.

Any modifying word, phrase, or clause that does not clearly or sensibly modify a word or word group in a sentence is a **dangling modifier**. A dangling modifier is not firmly attached to anything in the sentence, so it “dangles.” When writers use dangling modifiers, they usually know what word they intended to modify but have forgotten to include that word in the sentence.

**DANGLING** The wind turned from the north, shivering and reaching for an extra sweater. [The modifying phrase, *shivering and reaching for an extra sweater*, has nothing to modify in the sentence. The modified word is missing, so the modifier is dangling.]

**CORRECT** The wind turned from the north; Todd found himself shivering and reaching for an extra sweater. [Now the modifying phrase, *shivering and reaching for an extra sweater*, clearly and sensibly modifies Todd.]

**REMINDER** Occasionally, a sentence uses *you* as its understood subject. A modifier describing *you* may look like it’s dangling. Add the word *you* to the sentence to make sure that the modifier is not dangling.

**EXAMPLE** When you are climbing the steepest hills, lean forward slightly.

When you are climbing the steepest hills, **you** lean forward slightly. [It is now easy to see that the modifying clause *When you are climbing the steepest hills* clearly and sensibly modifies the understood subject *you*.]

**EXERCISE A** If the underlined modifier is dangling, write **D** for dangling on the line provided before each of the following sentences. If the underlined modifier clearly and sensibly modifies a word in the sentence, write **C** for correct on the blank provided.

**Examples**  

**C** 1. San Francisco, lying on the coast of the Pacific, is a hilly city. [The phrase *lying on the coast of the Pacific* clearly modifies *San Francisco*, so the modifier makes sense.]

**D** 2. Situated on a fault, earthquakes are a serious threat. [The phrase *Situated on a fault* is placed near *earthquakes*, but it does not modify *earthquakes* or any other word in the sentence. It is dangling.]

1. Riding in an air-conditioned car, the hot sun was barely noticeable. [What word does the phrase *Riding in an air-conditioned car* modify? Does it make sense?]
2. The TV picture flickered, annoying the viewers. [What word does the phrase *annoying the viewers* modify? Does it make sense?]
3. Peering under the edge of the sofa, the library book was no longer missing.
4. Breathing slowly and clearing my mind, relaxation was finally achieved.
5. The fence, built high and sturdily, kept the dogs in the yard.

6. To edit the essay’s spelling, run the spell-checker and then read aloud.

7. Walking along the neatly edged sidewalk, City Hall loomed ahead.

8. The birdwatchers observed the cranes migrating in formation.

9. Named for his grandfather, a sense of family history mattered greatly.

10. When alarmed, the insects chatter noisily.

**Exercise B** Revise each of the following sentences so that the underlined dangling modifier will clearly and sensibly modify a word or word group in the revised sentence.

**Example 1.** Sweating profusely, weight lifting is a demanding sport.

*Sweating profusely, Jacob discovered that weight lifting is a demanding sport.*

[The modifying phrase *Sweating profusely* now clearly and sensibly modifies *Jacob*.]

11. Exhausted and thirsty, the locker room looked welcoming. [What revision will make *exhausted* and *thirsty* clearly and sensibly modify a word or word group?]

12. Shimmering faintly, we watched the first stars of the evening appear.

13. While disconnecting the car’s battery, the horn began to blow.

14. To successfully perform this experiment, hours of preparation are needed.

15. Picking up the phone, Tony’s mom’s voice was loud and clear.
Avoid using misplaced modifiers.

A word, phrase, or clause that seems to modify the wrong word or word group in a sentence is a misplaced modifier. Writers can avoid misplaced modifiers by taking care to place the modifier as close as possible to the word or word group being described.

**MISPLACED** Hanging in the museum, the art students stared in awe at the art. [The modifying phrase Hanging in the museum is closest to the word group art students, so it modifies students rather than art.]

**CORRECT** The art students stared in awe at the art hanging in the museum. [Now the modifying phrase is next to the word group it describes, and the sentence makes sense.]

**Exercise A** If the underlined modifier in each of the following sentences is misplaced, write M on the line provided. If the modifier modifies the correct word, write C for correct.

**Example 1.** Two lab assistants stood in the chemistry lab wearing white lab coats. [The phrase *wearing white lab coats* should modify *lab assistants*, but it follows the noun *lab*. It is misplaced.]

1. Threatening to boil over, one assistant carefully watched a test tube. [Is the modifying phrase placed near the noun it modifies? Or is it misplaced?]
2. Please get me a beaker with a lid on it from the cabinet.
3. Changing colors, the assistants monitored the liquid in the beaker.
4. Trying to make the experiment a success, every measurement was carefully noted by the assistants.
5. Pleased with their work, the scientists praised the lab assistants.

**Tip** Be especially careful to place adjective clauses beginning with words such as *that, which, and who* as near as possible to the words they modify.

**MISPLACED** Connect the mouse to the computer port that fits your hand most comfortably. [The clause *that fits your hand most comfortably* seems to describe *port*. The clause is misplaced.]

**CORRECT** Connect the mouse that fits your hand most comfortably to the computer port. [Now the modifying clause is close to the word it describes, mouse, and the sentence makes sense.]
**EXERCISE B** Draw a line under the misplaced modifier in each of the following sentences.

**Example 1.** Do all of you have the assignment and a pencil or pen that you need to finish?

[Because the clause *that you need to finish* is intended to modify *assignment* rather than *pencil or pen*, it is misplaced and should appear next to *assignment.*]

6. The painting covered the wall in its heavy gold frame. [Is there a prepositional phrase modifying the wrong noun in this sentence?]

7. It’s time to put the tools into the tool chest you were using to fix the car.

8. Rocking in her lap, Grandmother soothed her grandson.

9. Freshly picked from the tree, breakfast consisted of delicious peaches.

10. The flag was flapping in the wind, wrapping itself around the pole.

**EXERCISE C** Revise each of the following sentences so that the underlined misplaced modifier will clearly and sensibly modify the correct word or group of words in the revised sentence.

**Example 1.** Flapping their wings loudly, the cats startled the sparrows into flight.

*Flapping their wings loudly, the sparrows were startled into flight by the cats.*

[Flapping their wings loudly now modifies the correct noun, *sparrows*, rather than *cats.*]

11. Withered in the sun, Janice regarded her garden with dismay. [Which noun is *Withered in the sun* intended to modify?]

12. Please bring me the book from the shelf that has no back cover.

13. Embedded in the rock, the geologist tapped lightly on the crystals.

14. The sun set as we watched with a fiery glow.

15. The mouse skittered into the woodpile, which wanted to hide from the hawk.
A Glossary of Usage A

a, an  Use a before words that begin with a consonant sound. Use an before words that begin with a vowel sound. Keep in mind that the sound, not the actual letter, that a word begins with determines whether a or an should be used.

EXAMPLES I found a beautiful seashell. [Beautiful begins with a consonant sound.]
Is Colorado Avenue a one-way street? [One begins with a consonant sound, even though the written word begins with a vowel.]
Ms. Martinez is an excellent coach. [Excellent begins with a vowel sound.]
The drive takes about an hour. [Hour begins with a vowel sound, even though the written word begins with a consonant.]

accept, except  Accept is a verb and means “to receive.” Except can be used as a preposition meaning “excluding.” Except also can be used as a verb meaning “to excuse,” “to leave out,” or “to omit.”

EXAMPLES The mayor accepted the committee’s recommendations. [You can replace accepted with received.]
All of the postcards are fifty cents except the oversized ones. [You can replace except with excluding.]
Residents of the apartment complex are excepted from paying a rental fee for the community room. [You can replace excepted with excused.]

ain’t  Ain’t is nonstandard English. Do not use ain’t in formal writing and speaking.

NONSTANDARD That bee ain’t going to sting you.
STANDARD That bee isn’t going to sting you.

EXERCISE A Underline the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. My grandmother painted all of those paintings (except, accept) the one in the middle. [You can replace except with excluding.]

2. (Isn’t, Ain’t) the Pecan Festival this weekend? [Ain’t is nonstandard.]

1. (A, An) owl once nested in our backyard. [Does the word owl start with a vowel sound or a consonant sound?]

2. Will our honored guest (except, accept) this certificate of appreciation? [Which word can be replaced with receive?]

3. (I ain’t, I’m not) too sure about the answer to this math problem.

4. Every pencil needs to be sharpened (except, accept) this one.

5. Is this dresser (a, an) antique?

6. For our final project in science, my group created (a, an) Web site about black holes.
7. Carlos (accepted, excepted) the nomination for student-volunteer of the year.

8. Why (ain’t, aren’t) you going on the camping trip?

9. Have you ever seen (an, a) hourglass?

10. Nina was (accepted, excepted) from track practice for two weeks because she sprained her ankle.

a lot  A lot is two words, not one. Never write a lot as one word.

EXAMPLE  We have a lot of yardwork to do today.

at  Do not use at after where.

NONSTANDARD  Where did I leave my backpack at?

STANDARD  Where did I leave my backpack?

among, between  Use between when you are referring to two individuals or items at a time. Use among when you are referring to a group.

EXAMPLES  The lamp is between the desk and the bookcase. [Between the desk and the bookcase refers to two items, desk and bookcase.]

You will find the file folder among the files in that cabinet. [Among the files in that cabinet refers to a group of items.]

**Exercise B** Underline the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. Just (between, among) you and me, this milk tastes a little sour. [Two people are referred to in the sentence, so between is correct.]

2. (A lot, A lot) of people attended the band concert last night. [A lot is two words.]

11. Where did John leave the library (books, books at)? [Should at be used after where?]

12. Divide the apple equally (among, between) the four children. [Is the sentence referring to individuals or a group?] 

13. The squirrels gathered (alot, a lot) of pecans under the tree.

14. The CD fell (between, among) the desk and wall, and I can’t reach it.

15. I’m glad that I proofread my paper; I had made (alot, a lot) of typos.

16. Can you tell me where the canned vegetables (are, are at)?

17. The final soccer game was (among, between) the Cougars and the Hurricanes.

18. Your baby brother sleeps (alot, a lot)!

19. Is that your dog sitting (among, between) the five garden gnomes?

20. Where will the car wash (be, be at)?
A Glossary of Usage B

**bring, take**  
*Bring* means “to come carrying something.” *Take* means “to go carrying something.” Think of *bring* as related to *come*, and *take* as related to *go*.

**EXAMPLES**  
Please *bring* me the stapler when you come to my desk.  
Will you *take* these worksheets when you go to the copy room?

**could of**  
Do not write *of* with the helping verb *could*. Write *could have*. Also use *have* after *ought to*, *should*, *would*, *might*, and *must*. When you speak, you may often pronounce the helping verb *have* as *of*, especially with the contraction *could’ve*. However, you should only write it as *have*.

**EXAMPLES**  
Stan *could have/could’ve* [not *could of*] told us he was here.  
He *might have/might’ve* [not *might of*] let us know!

**fewer, less**  
Use *fewer* with plural nouns. Use *less* with singular nouns. *Fewer* tells “how many”; *less* tells “how much”.

**EXAMPLES**  
Fewer students enrolled in summer school this year. [*Students* is plural, so *fewer* is used.]  
Less salt is needed than you might think. [*Salt* is singular, so *less* is used.]

**EXERCISE A** Underline the word or word group in parentheses that is correct according to formal, standard English.

**Examples**  
1. We (*might of, might have*) lost the game without your help! [The helping verb *have* should be used with *might*.]
2. (*Take, Bring*) your bathing suit when you come visit us at the beach. [*Bring* means “to come carrying something.”]

1. Dave scored (*less, fewer*) points than Marco did in the last game. [Is *points* singular or plural?]
2. Would you please (*take, bring*) the casserole when you go to the potluck dinner? [Which word means “to go carrying something”?]
3. The parrot (*must have, must of*) taught itself to imitate the sound of a ringing phone.
4. When you come back from the store, please (*take, bring*) in the mail.
5. Try to think positive and spend (*less, fewer*) time worrying.
6. (*Bring, Take*) this book to your aunt the next time you go for a visit.
7. Our new car uses (*less, fewer*) gasoline than our old one did.
8. The computer (*should have, should of*) arrived today.
9. Does your brother drink (*less, fewer*) soft drinks than he used to?
10. The electricity (*must of, must have*) gone out last night.
**good, well**  
*Good* is an adjective. Do not use *good* to modify a verb; use *well*, which can be used as an adverb.

**EXAMPLES**  
She made a *good* impression on stage. [*Good* is an adjective that tells what kind of impression.]

Did Jessie perform *well* at the recital? [*Well* is an adverb that tells how Jessie performed.]

**hissself, theirself, theirselves**  
Avoid using these nonstandard words in formal writing and speaking. Use *himself* and *themselves*.

**EXAMPLES**  
Kyle congratulated *hims elf* [not *hisself*] on a job well done.  
The decorating committee really outdid *thems elves* [not *theirselves]*!

**it’s, its**  
*It’s* means “belonging to it.” *It’s* is a contraction of *it is* or *it has*.

**EXAMPLES**  
The bird was startled by *its* reflection in the mirror. [*Its* in this sentence means “belonging to the bird.”]

*It’s* an honor to be elected president of the student council. [*It’s* is a contraction of *it is*.]  
*It’s* been a wonderful day. [*It’s* is a contraction of *it has*.]

**kind of, sort of**  
In formal writing and speaking, avoid using *kind of* and *sort of*. Use *somewhat* or *rather*.

**INFORMAL**  
I’m kind of nervous about giving a speech.

**FORMAL**  
I’m rather nervous about giving a speech.

**Exercise B**  
Underline the word or word group in parentheses that is correct according to formal, standard English.

**Examples**  
1. *(It’s, Its)* about time you arrived! [*It’s* is a contraction of *It is.*]

2. Did you do *(good, well)* on the quiz? [*The adverb *well* modifies the verb phrase *Did do.*]

11. My dog likes to have *(its, it’s)* tummy rubbed. [Which word shows possession?]

12. Your dad cooks really *(well, good)*. [Which word should modify the verb *cooks*?]

13. All of the team members challenge *(themselves, theirselves)* to meet weekly goals.

14. The judges were *(kind of, rather)* impressed by the quality of the students’ artwork.

15. *(Its, It’s)* been three years since our last trip to the Grand Canyon.

16. Josh asked *(hims elf, hisself)*, “How can I do better next time?”

17. How quietly the hummingbird beats *(its, it’s)* wings!

18. It was *(kind or, rather)* hot yesterday afternoon.

19. Getting a *(good, well)* night’s sleep is very important.

20. *(Its, It’s)* time for the concert to begin.
A Glossary of Usage C

than, then  Than is a word used in making comparisons. Then means “next” or “at that time.”

EXAMPLES  It was colder today than it was yesterday. [Than is used to make a comparison between the temperature today and yesterday.]
Megan will research the subject, and then she will write the report. [Then indicates what Megan will do “next.”]

their, there, they’re  Their is the possessive form of they and means “belonging to them.” There is used to mean “at that place” or to begin a sentence. They’re is a contraction of they are.

EXAMPLES  The twins went to visit their aunt. [Their in this sentence means “belonging to the twins.”]
Put the silverware over there. [There means “at that place.”]
There are thousands of wildflowers in that field! [There begins the sentence.]
They’re ready for the camping trip. [They’re is a contraction of They are.]

them  Them should not be used as an adjective in formal writing and speaking. Use those.

EXAMPLE  Those [not them] apples are as ripe as they can be.

EXERCISE A  Underline the word or word group in parentheses that is correct according to formal, standard English.

Example 1. Who can run faster (then, than) I can? [Than is used to make comparisons.]
1. (Their, They’re, There) are over fifty volunteer opportunities listed in today’s paper! [Which word is used to begin a sentence?]
2. (Them, Those) books are heavy.
3. How many students are willing to volunteer (there, their, they’re) time?
4. The detective opened the door just a crack and (than, then) peered inside.
5. The dogs wagged (their, they’re, there) tails.

try and  In formal writing and speaking, use try to, not try and.

EXAMPLE  Try to [not try and] reach that pear, since you’re taller than I am.
your, you’re  Your is a possessive form of you. It means “belonging to you.” You’re is the contraction of you are.

EXAMPLES  Is that your report lying on the desk? [Your shows possession.]
You’re not afraid of insects, are you? [You’re is the contraction of You are.]
EXERCISE B  Underline the word or word group in parentheses that is correct according to formal, standard English.

Example 1.  (Try to, Try and) make it to the finish line!  [Try to is formal, standard English.]

6. How many different types of vegetables do you have in (you’re, your) garden?  [Which word means “belonging to you”?]

7. The drama club will (try to, try and) make their own costumes for the play.

8. Congratulations! (You’re, Your) the winner of the essay contest.

9. When is (you’re, your) soccer game?

10. Does your cat (try and, try to) tear open the bag of cat food, too?

Double Negatives

hardly, scarcely  Do not use hardly or scarcely with another negative word in formal writing and speaking.

EXAMPLES  That bird is [not isn’t] hardly gaining any distance because it’s flying against the wind.

The conference room has [not hasn’t] scarcely enough chairs for everyone.

no, nothing, none  Do not use no, nothing, or none with another negative word in formal writing and speaking.

NONSTANDARD  We don’t need no help with this project.

STANDARD  We need no help with this project.

STANDARD  We don’t need any help with this project.

NONSTANDARD  I wanted to buy a book about aquariums, but I couldn’t find none.

STANDARD  I wanted to buy a book about aquariums, but I couldn’t find one.

EXERCISE C  Underline the word or word group in parentheses that is correct according to formal, standard English.

Example 1.  Please, don’t add (no, any) sugar to my cereal.  [Don’t is a negative word, so the word any should be used.]

11. The class doesn’t have (no, any) prerequisites.  [Which word should be used with the negative word doesn’t?]

12. Once I put on Boxer’s leash, he (can, cannot) hardly wait to get outside and go for a walk.

13. I haven’t got (nothing, anything) to lose by applying for the scholarship.

14. (Have, Haven’t) none of the cocoons opened yet?

15. Nobody has (any, no) idea how long the game will last.
Capitalization A

First Words

10a. Capitalize the first word in every sentence.

**EXAMPLE**  The trees are shedding their leaves. *[The is the first word of the sentence.]

10c. Capitalize the first word of a directly quoted sentence, even when the quoted sentence appears in the middle of a longer sentence.

**EXAMPLES**  My friend Amy said, “You can borrow my sister’s bicycle.” *[You is capitalized because it is the first word of the sentence quoted within a longer sentence.]

“Her bike helmet is in the closet,” mentioned Amy. *[Her is capitalized because it is the first word of the sentence that is quoted. Her is also the first word of the longer sentence.]

**EXERCISE A**  Circle the letter that should be capitalized in each of the following sentences.

Examples 1. *my* desk has been moved into another row. *[The m in my should be capitalized because it is the first word of the sentence.]

2. Suddenly, the tour guide announced, “look, everyone, there is a red fox behind that tree.” *[The l in look should be capitalized because it is the first word in a quoted sentence.]

1. I think she said, “please take your shoes out of the kitchen.” *[Is the first word of the quoted sentence capitalized?]

2. “who has my pencil?” asked Maria. *[Is the first word of the sentence capitalized?]

3. Daniel smiled and said, “boy, this movie’s ending sure surprised me.”

4. some of the most well-known features of that national park are its glaciers.

5. Her eyes grew wide and she whispered, “did you hear that?”

6. he says that he’s going to try out for our soccer team this year.

7. it’ll be wonderful to add a trophy or two to the cases in the front hallway.

8. My father nodded and said, “the metal frame of this dock was made to last.”

9. as long as we’re standing here, keep your chin up and your shoulders back.

10. how many blades are on the propeller of that helicopter?
Letter Salutations and Closings

Capitalize the first word in both the salutation and the closing of a letter. The salutation is the part of the letter in which you greet the person to whom you are writing. The closing is the part of the letter immediately before your signature.

SALUTATIONS  Dear Dr. Monroe:  My dearest Raul,
CLOSINGS   Sincerely,  Wishing you the best,

Except for names and titles, the first word is the only word that is capitalized in a salutation or closing. In the previous examples, the abbreviation Dr. is capitalized because it is a title, and Monroe is capitalized because it is a person’s name.

Exercise B  Circle the letter that should be capitalized in each salutation or closing.

Example 1.  With deepest gratitude, [The w in with should be capitalized because it is the first letter of the closing of a letter.]

11. my dearest Miss Bennet,  [Is the first letter of the salutation capitalized?]
12. yours faithfully,
13. dear Service Manager:
14. sincerely yours,
15. dear Mom and Dad,

The Pronoun I

The pronoun I is always capitalized.

Examples  Which one of these jackets should I wear today?
If you wash the dishes, I’ll dry them.  [The pronoun I is always capitalized, even when it appears in the contraction of I will.]

Exercise C  Circle the letter that should be capitalized in each of the following sentences.

Example 1. Sheila announced, “Trimming my own bangs was easier than I thought it would be.” [The pronoun I should always be capitalized.]

16. In every one of my photographs, I look sleepy.  [Is the pronoun I capitalized?]
17. “We are going to pick up the package,” I told them.
18. Maybe I’m in the mood for a long stroll.
19. “Perhaps,” Chi laughed, “he and I should rewrite the letter.”
20. You would think that I’d never eaten spaghetti before.
Capitalization B

10f. Capitalize proper nouns.

A **proper noun** names a particular person, place, thing, or idea. Proper nouns are capitalized. A **common noun** names a kind or type of person, place, thing, or idea. A common noun generally is not capitalized unless it begins a sentence or is part of a title.

**PROPER NOUNS**  
Nelson Mandela  
Yosemite Falls  
Comets  
Stoicism

**COMMON NOUNS**  
leader  
waterfall  
team  
philosophy

**TIP** To find a proper noun in a sentence, try this test. Look for the nouns in the sentence. Then, look at each noun by itself, covering up the rest of the sentence. Do you still know exactly who or what is meant? If so, the noun is probably a proper noun.

**EXAMPLE**  
My uncle met Aunt Kara while they were still in high school. [If you were to look at the noun uncle by itself, you would be left wondering which uncle is meant. Uncle is a common noun. On the other hand, if you were to look at the noun Aunt Kara by itself, you would still know exactly who is meant. Aunt Kara is a proper noun.]

**EXERCISE A** Circle the word or word group in each pair that is capitalized correctly.

**Examples**  
1. a. Thomas steams Eliot  
b. [James Madison]  
[The name James Madison is correctly capitalized. The s in Steams should have been capitalized.]

2. a. Thomas More  
b. Historical figure  
[The name Thomas More is correctly capitalized. Historical should not have been capitalized, because historical figure is not a specific person.]

1. a. two Streets away  
b. Madison Avenue

[Which word or word group is a correctly capitalized proper noun?]

2. a. july  
b. month

[Which word is not a proper noun and is correct without a capital letter?]

3. a. Fisk elementary school  
b. Carver Middle School

4. a. Wednesday  
b. Weekday

5. a. San Antonio Spurs  
b. Basketball team

6. a. a famous King  
b. Queen Victoria

7. a. hero  
b. francs mostern

8. a. west Virginia  
b. Idaho

9. a. those limestone caves  
b. Carlsbad Caverns national park

10. a. Boston  
b. City

*Developmental Language Skills*
People, Animals, and Initials

Capitalize the names and initials of people and the names of animals.

PEOPLE
- Eleanora Holiday
- Catherine of Braganza
- Francis Scott Key
- E. B. White
- William the Conqueror
- Charles the Fair

ANIMALS
- Shampoo
- Laddie
- Rover

NOTE: Some proper nouns consist of more than one word. In these names, prepositions of fewer than five letters (at, in, of, on, over, and so on) and articles (a, an, and the) are generally not capitalized.

EXAMPLES
- Billy the Kid [The is not capitalized because it is an article.]
- Gulf of Mexico [Of is not capitalized because it is a short preposition.]

EXERCISE B
Fill in each blank with a proper noun that corresponds to the underlined common noun in each of the following sentences. Be sure to capitalize correctly the proper nouns that you write. Hint: You can make up a name if you don't know of one.

Examples
1. ___________ is one of my favorite authors. [Richard Wright is a proper noun because it is the name of a specific writer.]

2. Gabrielle is visiting her favorite relative, ___________. [Aunt Mary is a proper noun because it names a specific relative of Gabrielle's.]

11. The funniest person I have ever met is named ________________. [Have you filled in the blank with the name of someone funny and capitalized it correctly?]

12. She named her horse ________________. [Have you filled in the blank with the name of a horse and capitalized it correctly?]

13. The coach says that his middle name is _________________.

14. Her favorite author is _________________.

15. Her neighbor, ________________, likes to jog in the morning.

16. My best friend’s first name, middle initial, and last name are _________________.

17. She decided to name her pet dog _________________.

18. When he sang, he sounded like the famous singer _________________.

19. One afternoon, she met the popular actress _________________.

20. The first U.S. president that comes to mind is _________________.

108 Third Course
Capitalization C
Geographical Names

Capitalize geographical names, including the names of towns and cities, counties, townships, provinces, states, countries, continents, islands, mountains, bodies of water, parks and forests, regions, roads, streets, highways, and other geographical names.

**EXAMPLES**
- Bastrop [town]
- Patna [city]
- Hennepin County [county]
- Missouri [state]
- Mexico [country]
- Asia [continent]
- Osumi Islands [islands]
- Mount Rainier [mountain]
- Loch Ness [body of water]
- Big Bend National Park [park]
- Fishlake National Forest [forest]
- Pennsylvania Turnpike [highway]
- County Road 884 [road]
- Park Street [street]

Some geographical names consist of more than one word. In these names, prepositions of fewer than five letters (at, in, of, on, over, and so on) and articles (a, an, and the) are generally not capitalized.

**EXAMPLES**
- Bay of Bengal [The short preposition of is not capitalized.]
- Tomb of the Unknown Soldier [The short preposition of is not capitalized. The article the is not capitalized.]

**EXERCISE A** In each sentence below, circle the letter that should be capitalized.

**Examples**
1. He is from a little town called Kerrville. [The k in Kerrville should be capitalized because it names a specific town.]
2. My favorite recreational spot is near Delaware Bay. [The b in bay should be capitalized because it is part of a name of a specific body of water.]

1. My closest relatives live in Pasadena. [Is the name of a city capitalized?]
2. One of his cousins went snorkeling near the Great Barrier Reef. [Is each word that is part of the name of a particular geographical feature capitalized?]
3. Any animal that can survive the weather in Antarctica deserves to be studied.
4. We should visit Grasslands National Park someday.
5. Peru is a country located in South America.
6. This book contains a picture of the rock of Gibraltar.
7. Each fall, our town holds a festival on Lucinda Avenue.
8. We can only marvel at the length of the Colorado River.
9. She dreams of living close to the beaches in Hawaii.
10. The band marched up Fourth street, and then it headed down Fifth.
Organizations, Teams, Institutions, and Government Bodies

Capitalize the names of organizations, teams, institutions, and government bodies.

**EXAMPLES**
- Fisk Band Boosters [organization]
- Wildcats [team]
- Supreme Court [government body]
- University of Chicago [institution]

**NOTE**
The names of some organizations and institutions consist of more than one word. In these names, prepositions of fewer than five letters (at, in, of, on, over, and so on) and articles (a, an, and the) are generally not capitalized.

**EXAMPLE**
University of Michigan [Of is not capitalized because it is a short preposition.]

**Exercise B**
Circle the word group that is capitalized correctly in each of the following pairs.

1. **Example 1.**
   - a. Boston college
   - b. **House of Representatives** [Names of institutions and government bodies should be capitalized, so House of Representatives is the word group that is capitalized correctly.]

2. **Exercise C**
Circle the letter or letters that should be capitalized in each of the following sentences. Hint: Geographical names, government bodies, teams, organizations, and institutions should be capitalized.

1. A federal prison was once in use on a small island in **San Francisco Bay**. [San Francisco Bay should be capitalized because it is the name of a body of water.]

2. Making laws in the United States is complicated, and the governmental body called the house of representatives is a big part of that process. [Have you capitalized each word that is part of the name of a particular governmental body?]

3. The krishna river is a river that flows in the southern part of India.

4. Did Aunt Jessie see many different kinds of birds as she drove through Klamath national Forest in California?

5. When she gets older, Myra wants to play basketball for the University of Texas Longhorns.

6. Have you seen a picture of the Sydney Opera House, that famous building in Australia?
Capitalization D

Special Events, Holidays, Calendar Items, and Historical Events and Periods

Capitalize the names of special events, holidays, calendar items, and historical events and periods.

**EXAMPLES**
- Boston Marathon
- New Year’s Day
- June
- American Revolution
- Homeric period
- Monday

**NOTE** The names of the seasons usually are not capitalized. Capitalize a season only if it is being personified or used in the name of a special event.

**EXAMPLES**
- Last spring, Tina and Mrs. Diaz repainted the front deck. *Spring* is not capitalized because it is not being personified or used in the name of a special event.
- One line of the poem reads, “O Spring, bring us your rains, your lilacs, your warmth!” *Spring* is capitalized because it is being personified, or being treated as though it has human qualities.
- What was your favorite booth at the Valleytown Spring Carnival? *Spring* is capitalized because it is used in the name of a special event.

**EXERCISE A** Circle the letter or letters that should be capitalized in each of the following sentences.

**Examples**
1. The **dark** Ages were not so unenlightened as we may imagine. *The d in dark should be capitalized because it is part of a name of a specific historical period.*
2. The day of **Yom kippur** is a Jewish day of prayer and meditation. *The k in kippur should be capitalized because it is part of a name of a specific holy day.*

1. The day we now call presidents’ Day used to be called Washington’s Birthday. *Does the sentence contain the name of a holiday that needs to be capitalized?*
2. The scientists discovered a dinosaur bone from the jurassic era. *Does the sentence contain the name of a historical period that needs to be capitalized?*
3. Will we have a picnic to celebrate the fourth of July?
4. The season of spring begins in march.
5. At the end of January, Lee’s family always celebrates the festival called tet.
6. During the parade on Arbor day, he rode on a float shaped like a tree.
7. She dreams that she will one day be able to play in the World series.
8. I think our trip should be on a saturday.
9. Sheila said that today was the holiday purim.
10. Many forms of art began to flourish during the renaissance.
Nationalities, Races, and Peoples

Capitalize the names of nationalities, races, and peoples.

**EXAMPLES**

- a Hopi
- a Georgian
- a South African
- the British
- the Dutch
- the Lebanese

**EXERCISE B**

Circle the word or word group in each of the following pairs that is capitalized correctly.

- Example 1. a. a brazilian  
  b. **an Australian**  
  [The nationality *Australian* is capitalized correctly.]

11. a. italians  
   b. **African Americans**
   [Which name of a group of people is capitalized correctly?]

12. a. an Asian  
   b. **a zuni**

13. a. the romans  
   b. **the Greeks**

14. a. a caucasian  
   b. **a Bantu**

15. a. American Indians  
   b. **hispanics**

**Businesses and Brand Names; Ships, Trains, Aircraft, and Spacecraft**

Capitalize the names of ships, trains, aircraft, and spacecraft as well as the names of businesses and the brand names of business products.

**EXAMPLES**

- **Calypso** [name of a ship]
- **Orient Express** [name of a train]
- **Air Force One** [name of an aircraft]
- **Eagle** [name of a spacecraft]
- **Sue's Designs** [name of a business]
- **Kleenex** [name of a business product]

**EXERCISE C**

Fill in each blank with a proper noun that corresponds to the underlined common noun in each of the following sentences. Be sure to capitalize correctly the proper nouns that you write. Hint: You can make up a name if you don't know of one.

- Example 1. They took a ship called the **Queen Mary** across the Atlantic.  
  [**Queen Mary** is a proper noun because it is the name of a specific ship.]

16. My aunt flies a small plane she named _____________.  
   [Have you written the name of a specific plane and capitalized it correctly?]

17. Her mother works for ____________, a business that designs greeting cards.

18. We took a **train** ride aboard ____________, an old steam-driven locomotive.

19. The ____________ has docked with the International Space Station.

20. I usually write with a ____________, my favorite brand of pen.
Capitalization E

Buildings, Monuments, Memorials, and Awards

Capitalize the names of buildings and other structures, monuments, memorials, and awards.

**EXAMPLES**

- Empire State Building
- Lincoln Memorial
- Caldecott Medal
- Academy Award

**NOTE**

Except when used as the first word in a sentence, the word *the* is not usually capitalized, even if it is part of a name. In *the Newbery Medal*, for example, *Newbery Medal* is capitalized while the word *the* is not.

**EXERCISE A**

Circle the letter or letters that should be capitalized in each of the following sentences.

**Example 1.** For her discovery of radium, Marie Curie won a Nobel Prize. [The *p* in *prize* should be capitalized because it is the name of an award.]

1. When Clara toured San Francisco, she took pictures of the Golden Gate Bridge. [Does the sentence contain the name of a structure, and is that name capitalized?]

2. Someday, the Pulitzer Prize is going to go to my next-door neighbor.

3. He really deserves an Oscar for his performance after school.

4. Our teacher said that he wanted to stand at the base of the Empire State Building and look straight upward.

5. Alex and Justin counted all of the steps leading to the top of the Statue of Liberty.

**Religious Names**

Capitalize the names of religions and their followers, holy days and celebrations, sacred writings, and specific deities.

**EXAMPLES**

- Catholicism [religion]
- Puritans [religious followers]
- Passover [holi days]
- Ashura [religious celebration]
- Torah [sacred writings]
- Allah [deity]

**EXERCISE B**

Circle the letter that should be capitalized in each of the following sentences.

**Example 1.** That college class will study the prayers found in the sacred writings called the Veda. [The *v* in *veda* should be capitalized because *Veda* is the name of a sacred writing.]

6. The hero of the story was lost at sea because he angered the god Poseidon. [Is there the name of a specific deity that needs to be capitalized in the sentence?]

7. What is the name of the first book of the Bible?
8. Because his family observes the holy days of Ramadan, he and his brother are fasting from dawn to sunset.

9. As the famous Buddhist began to explain his spiritual beliefs, the audience grew quiet.

10. Christians everywhere will celebrate Easter very soon.

**Planets, Stars, and Constellations**

**10f.** Capitalize the names of specific planets, stars, constellations, and other heavenly bodies.

**EXAMPLES**
- Mercury [planet]
- Rigel [star]
- Ursa Minor [constellation]
- the Milky Way [galaxy]

**NOTE** The words earth, sun, and moon are generally not capitalized unless they are used as specific bodies in the solar system.

**EXAMPLES**
- The planet Earth is the third planet. [Earth is capitalized because it refers to part of the solar system.]
- We all live on the earth. [In this sentence, earth is not capitalized.]

**EXERCISE C** Fill in the blanks with proper nouns that correspond to each of the common nouns that are underlined in the sentences below. Be sure to capitalize correctly the proper nouns that you write. Hint: You can make up any names if you don't know of one.

**Example 1.** The planet ________Mars________ was once thought to be inhabited. [Mars is a proper noun and should be capitalized because it is the name of a specific planet.]

11. On a clear, light-free night, the galaxy _____________ is visible. [Have you filled in the blank with the name of a galaxy and capitalized it correctly?]

12. Mike thought he saw a UFO, but it was really just the planet _____________.

13. My favorite constellation is _____________ because it is so easy to spot.

14. That comet, called _____________, is an immense pool of interstellar gas.

15. The small-looking star _____________ guided explorers as they traveled.
Capitalization F
School Subjects
Capitalize the names of language classes or course names that contain a number.

**EXAMPLES**
our German class
Trigonometry I
Mathematics 1301
gometry

**EXERCISE A** Circle the word or word group that is capitalized correctly in each of the following pairs.

Example 1. a. French  
[Should course names with numbers be capitalized?]

1. a. algebra I  
b. Civics 101
2. a. Geology 3300  
b. American History
3. a. journalism II  
b. Creative History
4. a. English  
b. german
5. a. Physics I  
b. Astronomy

**NOTE** When capitalizing school subjects, do not capitalize short prepositions (at, in, of, on, over, and so on), articles (a, an, and the), coordinating conjunctions (and, but, and or), or the word to in infinitive verb forms unless they begin the name.

**EXAMPLES**
History of Civilization II [In the school subject History of Civilization II, the word of is not capitalized because it is a short preposition.]
Living to Learn 101 [In the school subject Living to Learn 101, the word to is not capitalized because it is part of the infinitive verb form to learn.]

**EXERCISE B** Put a slash mark through each capital letter that should be lowercased, and circle each lowercase letter that should be capitalized in the following sentences.

Example 1. Didn’t your mom take a class called Gardening in The City 2? [The word in is a short preposition, so it should be lowercased. The is an article, so it should be lowercased. City is a noun, so it should be capitalized.]

6. Some high school students will take Chemistry. [Should general subjects be capitalized?]
7. Next Saturday there will be a class for mountain bikers, Bicycle maintenance I, at the school.
8. I wonder what will be taught in the community class called Conversational Japanese III.
9. Will Jamal be taking journalism 101 during his first year of high school?

10. Mrs. Tanaka will be teaching the summer-camp class called Spanish I.

**Proper Adjectives**

Capitalize proper adjectives.

Proper adjectives are adjectives that are formed from proper nouns. Since proper nouns are capitalized, proper adjectives are capitalized, too. In many cases, proper adjectives are formed by giving the proper noun a different ending, such as -ish, -ese, -ic, -ian, or -an. Some proper adjectives are exactly the same form as the proper noun.

**EXAMPLES**
- Irish [formed from the proper noun Ireland]
- Chinese [formed from the proper noun China]
- Platonic [formed from the proper noun Plato]
- Bostonian [formed from the proper noun Boston]
- Shakespearean [formed from the proper noun Shakespeare]
- Cherokee [has same form as the proper noun Cherokee]

**EXERCISE C** Circle the letter that should be capitalized in each of the following sentences.

**Examples**
1. We used to live in an old Victorian mansion. [The word Victorian is a proper adjective created from the proper noun Victoria, so it should be capitalized.]
2. The teacher explained Aristotelian thinking, which is named for a famous philosopher. [The word Aristotelian is a proper adjective created from the proper noun Aristotle, so it should be capitalized.]

11. The Alaskan landscape is home to bears, whales, and moose. [Is there a proper adjective that has been created from the name of a specific state? Has that adjective been capitalized?]
12. Tessa is studying Roman architecture at the local community college. [Is there a proper adjective that has been created from the name of a specific place? Has that adjective been capitalized?]
13. A Scottish bagpipe player is on the cover of that book about music in Scotland.
14. Because the Arctic is such a cold place, I have always admired the endurance of Arctic animals.
15. Our neighbors, who want to visit Portugal one day, collect Portuguese sculpture.
16. Have you noticed that this restaurant has a Hollywood theme?
17. Her hockey team’s only Canadian player is an especially fast skater.
18. Using the Japanese tea garden as a backdrop, the photographer snapped many shots.
19. Rosa wears the most beautiful Spanish dresses.
20. Prepare yourself for another Minnesotan winter.
Capitalization G

Titles of Persons

Capitalize professional, military, civil, official, and noble titles of persons when the title appears immediately before the person’s name.

**EXCEPTIONS**

1. A title is used alone or following a person’s name, the title usually is not capitalized, especially when a or the comes before the title.

**EXAMPLES**

- The president who was our history teacher’s favorite was Thomas Jefferson.
- Thomas Jefferson, an interesting person and president, was our history teacher’s favorite.

**EXERCISE A** Circle the letter that should be capitalized in each of the following sentences.

**Examples**

1. We watched [prince William shake the minister’s hand. [Prince should be capitalized because it is a title that comes before a person’s name.]
2. My cast is actually the handiwork of [doctor Margolis. [Doctor should be capitalized because it is a title that comes before a person’s name.]

1. The man who teaches my weekend computer class is named professor Cho. [Does this sentence contain a professional title that comes before a person’s name?]
2. I am reading an interesting article on the life of emperor Augustus. [Does this sentence contain a title of nobility that comes before a person’s name?]
3. He probably never dreamed that one day he would be known as sir Paul McCartney.
4. My favorite justice has always been justice Potter Stewart.
5. One of our country’s least popular presidents may have been president Millard Fillmore.
6. She spoke with deacon Callison about the grand opening of the new park.
7. According to senator Hawley, getting elected is far more difficult than serving in office.
8. Using cowpox germs, sir Edward Jenner developed a vaccination for smallpox.
9. The first professional woman astronomer in the United States was professor Maria Mitchell.
10. Our class met briefly with rabbi Goldmann.

*Developmental Language Skills*
Titles of Creative Works

Capitalize the titles of creative works, including books, articles, songs, poems, movies, television programs, musical compositions, paintings, sculptures, and plays.

**EXAMPLES**

- *The Joy Luck Club* [book]
- “How to Fly a Kite” [article]
- “America the Beautiful” [song]
- *Casablanca* [movie]
- *The Four Seasons* [musical composition]
- *Starry Night* [painting]
- *Biography* [television series]
- *America the Beautiful* [song]
- “The Red Wheelbarrow” [poem]

**EXERCISE B** Circle the title that is capitalized correctly in each pair. In case you are unfamiliar with any of the titles, each title is followed by a bracketed description of the type of work.

**Example 1.**

a. *Swan Lake* [musical composition]  
   *Swan Lake* is correctly capitalized. Each word in *A Midsummer Night’s Dream* should be capitalized.

b. *A midsummer night’s dream* [play]

11. a. “Loveliest Of Trees” [poem]  
   [Which word should be lowercased because it is considered unimportant—*of* or *is*?]

b. “What Is Enlightenment?” [article]

12. a. “This Land Is Your Land” [song]

b. “Finding the Right Sunscreen” [article]

13. a. “Mother to Son” [poem]

b. “Battle Hymn Of The Republic” [song]

14. a. *A Tale Of Two Cities* [book]

b. *Mona Lisa* [painting]

15. a. *I Never Sang For My Father* [play]

b. *Rhapsody in Blue* [musical composition]

**EXERCISE C** Circle any letters that should be capitalized in the following sentences. Put a slash (/) through any letters that are capitalized but should not be.

**Example 1.**

Was Shakespeare thinking of a certain person when he wrote the poem “Shall I Compare Thee To a Summer’s day?”  
*To* should be lowercased because it is a short preposition. *Day* should be capitalized because it is an important noun.

16. Carrie’s copy of the book *A Walk In the woods* has a photo of a bear on the cover.  
   [Which unimportant word has been incorrectly capitalized? Which important word needs to be capitalized?]

17. What is the topic of that article, “Bravery in an unexpected Place,” that Ruben is reading?

18. The bright blues, reds, and yellows in the collage *Harriet Tubman And The Freedom Train* make this lively piece of artwork noticeable.

19. The movie *Father Of the bride* made my dad laugh.

20. The Miles Davis CD called *Kind Of Blue* has jazz performances that include saxophone, piano, bass, and drums.
End Marks and Abbreviations

End Marks

11a. A statement (or declarative sentence) is followed by a period.

**EXAMPLE** Samuel plays the trombone. [The sentence is a statement, so it is followed by a period.]

11b. A question (or interrogative sentence) is followed by a question mark.

**EXAMPLE** Does he play the drums well? [The sentence is a question, so it is followed by a question mark.]

**EXERCISE A** Decide whether each of the following is a statement or a question. Then, add the most appropriate punctuation mark where needed.

**Example 1.** We think it is cold in here. [The statement declares that we think it is cold, so the sentence is declarative and should be followed by a period.]

1. Did Jared forget his lunch [Should a period or a question mark follow this sentence?]
2. Have you washed and vacuumed the car
3. Debra is going to keep a snowball in her freezer
4. He wondered when the rain would stop
5. What did the puppy just do

11c. An exclamation (or exclamatory sentence) is followed by an exclamation point.

**EXAMPLE** Wow, he sounds like a professional! [The sentence is an exclamation, so it is followed by an exclamation point.]

11d. A command or request (or imperative sentence) is followed by either a period or an exclamation point.

**EXAMPLES** Please play your favorite jazz piece. [The sentence is a request, so it is followed by a period.]
Stop littering now! [The sentence is a strong command, so it is followed by an exclamation point.]

**EXERCISE B** Decide whether each of the following is a statement, a question, an exclamation, or a command or request. Then, add the most appropriate punctuation mark where needed.

**Example 1.** We asked whether we could leave early. [The sentence makes a statement, so it should be followed by a period.]

6. What movie are you seeing tonight [Is this a statement about a movie, or is it asking a question?]
7. Shoot the ball now
8. That concert was incredibly exciting
9. Please help me clear the table
10. She was wondering whether we would help move the sofa

Abbreviations

**Use a period after certain abbreviations.**

**EXAMPLES**

- George W. Bush [W. is an initial of Walker, a personal name, and is followed by a period.]
- Sylvia Gonzalez, M.D. [M.D. is an abbreviation for Medical Doctor, an academic degree, and is abbreviated using periods.]
- Phoenix, Ariz. [Ariz. is an abbreviation for Arizona, a geographical name, and is followed by a period.]

**EXERCISE C** Add periods where they are needed in each of the following word groups.

**Examples**

1. 10:20 A.M. [The abbreviation of ante meridiem needs periods after each letter.]
2. Kenneth B. Gardner [The initial B should be followed by a period.]
11. Dr Truman [Does the abbreviation of Doctor need a period?]
12. J R R Tolkien [Do the initials in a name need periods?]
Commas with Items in a Series

11f. Use commas to separate items in a series.

**EXAMPLES**

- She has a collection of books, magazines, postcards, and letters. [Commas separate each item in the list of words within the sentence.]
- Did you look in the closet, on the desk, and under the sofa? [Each of the phrases within the question is a separate item, so commas separate them.]
- Houses and apartments make up the suburban core, inner-city businesses thrive, and commuters pack the freeways. [A comma separates the first two independent clauses of the list, and a comma followed by a coordinating conjunction separates the second and third independent clauses of the list.]

**REMINDER**

If all the items in a series are joined by *and*, *or*, or *nor*, commas are not needed to separate the items.

**EXAMPLE**

- I will use pens or pencils or markers. [Because all items in the series are joined by *or*, no commas are needed to separate them.]

**EXERCISE A**

Each of the following sentences contains items in a series. If the items require commas to separate them, insert commas where needed. If the items are already correctly punctuated, write *C* on the line provided.

Examples

1. We stood up, we clapped, and we cheered. [The three independent clauses should be separated by commas.]

   **C**

2. Lakes and rivers and oceans help produce rain. [The conjunction *and* joins each item in the list, so the items should not be separated by commas.]

3. Grandmother photographs family events prepares a scrapbook for each grandchild keeps a journal of vacation trips and attends most of our games. [Are the items in the list of Grandmother’s activities clearly separated from each other?]

4. Put the tomato plants the bags of mulch the hose and the small shovel into the wheelbarrow. [Is each item in the list of gardening supplies clearly separated from the next?]

5. The musicians could be heard in the yard in the garden and throughout the house.

6. Neither bees nor hornets nor wasps live in our attic.

7. Alexandra Maria Kimi and Andrea are moving to new desks.

8. Lightning flashed thunder boomed the wind howled and rain pelted the windows.

9. Crickets will chirp rustle around in the dry leaves hop from corner to corner and sing through the night.

**GO ON**

*Developmental Language Skills*
8. Borrowing money or lending it or spending too much can cause financial woes.

9. In the yard were four lawn chairs two tables and one open umbrella.

10. I have cleaned the portable grill, Dan has packed the tent, and Lisa has made sandwiches and potato salad.

**Use commas to separate two or more adjectives preceding a noun.**

Do not use a comma between the last adjective in the series and the noun the adjectives modify.

**EXAMPLE**
Sometimes I enjoy singing the driving, progressive, heartfelt songs from his new CD. [Commas separate each item in the series of adjectives preceding the noun songs, but there is no comma between heartfelt and songs.]

**REMINDER**
Do not use a comma before the last adjective in a series if the adjective is part of a compound noun.

**EXAMPLE**
We'll hold the meeting in our large, comfortable living room. [No comma is needed to separate comfortable from living because living room is a compound noun.]

**Exercise B** Circle the letter of the sentence that is correctly punctuated in each of the following pairs.

**Example 1.**

a. She lost a green, scuffed nylon wallet. [An additional comma is needed after scuffed.]

b. This is a warm, well-lit, cheery dining room. [Two or more adjectives precede the compound noun dining room, and commas separate each adjective.]

11. a. In which aisles can I find the dried, canned, and fresh beans?

   b. Is this the shortest, quickest most direct route to Atlanta? [Which of the nouns, beans or route, is preceded by two or more adjectives that are correctly separated by commas?]

12. a. Just look at the simple colorful, effective, scenery in that play.

   b. We enjoyed the intense, dynamic, honest performance of the actor.

13. a. Yellow red, and green lights blinked around them.

   b. Bring a large, yellow, ruled notepad to class.

14. a. Nate’s thoughtful, artistic writing earned him many admirers.

   b. He wrote short, deeply moving, stories.

15. a. Have you seen Josh’s sturdy, lightweight mountain bike?

   b. Lynn gave her sister a dark, blue, angora, sweater.
Commas with Independent Clauses

**11g.** Use a comma before *and, but, for, nor, or, so, or yet* when the word joins independent clauses.

**REMINDER** An independent clause is a group of words that has a subject and verb. An independent clause also expresses a complete thought and can stand alone as a sentence.

**EXAMPLES**

- The teacher walked to the front of the classroom, and she smiled at the class. [A comma and the word *and* join the two independent clauses.]
- Was she happy to be there, or was she nervous? [A comma and the word *or* join the question’s two independent clauses.]
- She had never taught language arts before, nor had she ever faced such a large group. [A comma and the word *nor* join the two independent clauses.]

**EXERCISE A** Circle the letter of the sentence that is punctuated correctly in each of the following pairs.

**Example 1.**

a. Terrell has looked at stars before but he has never seen them through a telescope.

b. For science, our group will write a research paper about astronomy, and we will also record our own observations. [A comma and the word *and* join the two independent clauses in sentence b.]

1. a. Shall we go to the library with Lou or shall we go stargazing tonight?
   b. The sky is clear enough for us to use your telescope, so we could start on our science project. [Which sentence contains two independent clauses joined by a comma and a coordinating conjunction?]

2. a. The skies were completely overcast earlier, but they are just partly cloudy now.
   b. There are some high, thin clouds but we can still see the moon and a few stars.

3. a. There are ice crystals in the thin clouds so there appears to be a ring around the moon.
   b. We can look at a few planets and stars, but we will not get a very clear view.

4. a. The clouds will not clear away tonight, nor will they clear by tomorrow night.
   b. We should postpone our project until the weekend for the weather will be better then.

5. a. Is your backyard a good location or can you think of a better place?
   b. We should take the telescope to the top of Mount Bonnell, for that location will give us an open view of the sky.
Be careful not to confuse compound sentences with sentences containing compound verbs. A compound sentence contains two or more independent clauses, each of which has its own subject and verb. A sentence containing a compound verb usually has only one subject.

**EXAMPLE**  Suddenly, the kitten raced from one end of the room to the other and then plopped down in the corner for a nap. [This sentence has two verbs, *raced* and *plopped*, but only one subject, *kitten*. This is not a compound sentence.]

**EXERCISE B**  Each of the following sentences has one or two independent clauses. If the sentence is incorrectly punctuated, insert commas where they are needed. If the sentence is already correctly punctuated, write C on the line provided. Hint: Some sentences contain one independent clause with a compound verb.

**Examples**

1. Do you listen to music when you study, or do you prefer silence?  [The two independent clauses are joined by the word or, so a comma must precede or.]

2. Some researchers are studying the effects of music and are finding links between music and memory.  [The words *are studying* and *are finding* form a compound verb, so no comma is needed before the word and.]

6. Most young adults enjoy music yet they dislike certain songs.  [Do independent clauses both precede and follow the coordinating conjunction yet?]

7. The right music may inspire and motivate people.  [Are there two independent clauses in the sentence?]

8. Many people can't sing well but they can play an instrument.

9. Can music increase intelligence or aid creativity?

10. Some students read and study better when listening to music.

11. Vocal music may not help learning for the lyrics can interfere with concentration.

12. Other students neither listen to the radio nor play CD's during study time.

13. They enjoy music but they also find music distracting.

14. Some classical music may improve test scores yet rock music can decrease them.

15. Each person is different so you must choose your own study routine.
Commas with Introductory Elements

**Use a comma after certain introductory elements.**

**Examples**

- *Well,* it’s your turn to wash the dishes. [A comma sets off the mild interjection *well* at the beginning of the statement.]
- *Smiling with relief,* I jumped into the cool water. [A comma appears after the introductory participial phrase *Smiling with relief.*]
- *Next to the soap-filled sink,* there were piles of dishes. [A comma appears after the long introductory prepositional phrase *Next to the soap-filled sink.*]
- *After we had finished drying the last glass,* it was time to put the dishes away. [A comma appears after the introductory adverb clause *After we had finished drying the last glass.*]

**Exercise A** Each of the following sentences contains either an introductory interjection or participial phrase. If the sentence is incorrectly punctuated, add commas where they are needed. If the sentence is already correctly punctuated, write *C* on the line provided.

**Examples**

1. *Oh,* I see your point. [The introductory interjection *Oh* must be set off from the rest of the sentence by a comma.]

2. *Snoring like a chainsaw,* I woke myself up. [A comma correctly sets off the introductory participial phrase *Snoring like a chainsaw* from the rest of the sentence.]

3. *Hey,* is that a dollar bill stuck to your shoe? [Is there an introductory interjection that needs a comma to set it apart from the rest of the sentence?]

4. *Swallowing nervously,* Carl wiped his sweaty hands on his jeans. [Does the sentence begin with a participial phrase that describes *Carl*?]

5. *Encouraged by the cheers of the fans,* Reggie took his place on the pitcher’s mound.

6. *My!* this has been an exciting first day.

7. *Raising her arms,* the vice-presidential nominee predicted victory.

8. *Sure,* there are a few bugs in the software program.

9. *Locked into our old views about eating,* how can we improve our diet?

10. *Well,* maybe we should simply disband the committee altogether.

11. *Thinking of a dozen topics,* Wynnie couldn’t decide where to begin her research.

12. *Yes,* isn’t that the most interesting painting in the exhibit?
Other introductory elements include prepositional phrases and adverb clauses. Use a comma after two or more introductory prepositional phrases or after one long introductory prepositional phrase. Use a comma after an introductory adverb clause.

**EXAMPLES**

At the store on the corner, we can buy more apples. [The two introductory prepositional phrases At the store and on the corner are followed by a comma.]

After the long, dangerous migration south, the geese were exhausted. [The long introductory prepositional phrase After the long, dangerous migration south is followed by a comma.]

When the acorns fell from the trees, squirrels gathered and stored them. [The introductory adverb clause When the acorns fell from the trees is followed by a comma.]

**EXERCISE B** Each of the following sentences contains an introductory prepositional phrase or an introductory adverb clause. If the sentence is incorrectly punctuated, insert commas where they are needed. If the sentence is already correctly punctuated, write C on the line provided.

**Examples**

1. If you want to keep something safe, put it someplace no one will find it.
   [The introductory adverb clause If you want to keep something safe must be set off from the rest of the sentence by a comma.]
   C

2. When I realized the importance of the papers, I decided to put them away.
   [The introductory adverb clause When I realized the importance of the papers is correctly set off from the rest of the sentence by a comma.]

11. Behind the poster of a buffalo you will find a wall safe. [Do two prepositional phrases introduce the sentence?]

12. Because it is strong, we keep our most valuable items inside the safe. [Does an adverb clause introduce the sentence?]

13. When it is locked the safe is almost impossible to crack.

14. In addition to that we can’t forget where we’ve hidden the key.

15. After we searched the room, we discovered a great place in which to hide the key.

16. Although our sister didn’t like the choice we knew what to do.

17. Since we didn’t want to forget where we hid it we decided to keep the key nearby.

18. Against our sister’s repeated advice we hid the key on the back of the poster.

19. With all of her objections you’d think that we’d left the key in plain sight.

20. If she doesn’t understand our reasoning about hiding places she can hide her valuables somewhere else.
Commas with Interrupters

**EXAMPLES**

Emily Dickinson, the poet, says that hope has feathers. [Commas set off the phrase *the poet* from the rest of the sentence. Since the sentence means the same thing without the phrase, the phrase is nonessential.]

What do you think she meant, Eric? [One comma sets off the name *Eric*, which is used in direct address at the end of the sentence.]

In my opinion, she probably meant that hope has qualities similar to those of a bird. [One comma sets off the parenthetical expression *In my opinion* from the rest of the sentence.]

**EXERCISE A** Circle the letter of the sentence that is correctly punctuated in each of the following pairs.

**Example 1.**

a. Flash, a Shetland sheepdog, is my favorite dog.

b. Nicole, my neighbor, is my closest friend. [Commas should appear before and after nonessential information.]

1. a. A large SUV I believe, uses far more fuel than a large car.

   b. A small car, on the other hand, is usually the most fuel-efficient of all. [Does one word group have a parenthetical comment set off by commas?]

2. a. You’re right Rudy, you are next in line.

   b. We need to load up the picnic supplies, David. [Does one group of words contain a name used in direct address correctly set off by a comma or commas?]

3. a. This air conditioner, a Kool-Aire, is the most energy-efficient model on the market.

   b. My teacher Ms. Brown, assigned an essay on civil rights.

4. a. Long-distance runners according to sports medicine doctors, should watch their diets.

   b. The house, nevertheless, needs to be painted.

5. a. The big black bear, a handsome example of the animal, rose on his hind legs.

   b. Why won’t Tom, the karate instructor offer more classes after school?

6. a. Tomorrow according to the weather forecaster will be sunny and hot.

   b. This soup, in my opinion, needs more garlic.

7. a. I’m already on my way, Cheryl.

   b. Reuben, what time do you think we should leave for San Antonio?

8. a. Alicia’s cousin, Marlene, has five sisters.

   b. The bluejay, a noisy and aggressive bird, chased the other birds from the feeder.
9. a. We will arrive at our first stop on the tour, Cairo about 10:00 Tuesday morning.
   b. The Egyptian pyramids, one of the Seven Wonders of the World, are breathtaking.

10. a. Ms. Johnson’s car, a red sports car, is in the shop for repair.
    b. My mother Mrs. Gibson works as a chemical engineer.

**Exercise B** Read each of the following sentences containing interrupters. If the sentence is incorrectly punctuated, insert commas where they are needed. If the sentence is already correctly punctuated, write C on the line provided.

**Examples**

1. Robert, you’d better slow down. [The name Robert is used in direct address, so a comma must set it apart from the rest of the sentence.]

   **C** 2. My neighbor Mr. Murphy is building a boat. [No commas set off the name Mr. Murphy because the speaker has more than one neighbor. Mr. Murphy’s name is needed to identify him.]

   11. Recycling, generally speaking is good for the environment. [Does the sentence contain a parenthetical phrase that needs a second comma to fully set it off from the rest of the sentence?]

   12. Could this be a case of mistaken identity Maria? [Does the question include a name used in direct address?]

   13. My cat Smudge, would never have climbed into Dad’s new car.

   14. That nevertheless is exactly where I found him.

   15. Pablo Picasso, the world-renowned artist still has thousands of admirers today.

   16. The game consequently will have to be rescheduled.

   17. Moreover, the dramatic lighting adds to the sense of danger.

   18. Have you computed the figures, Ellen, for the final report?

   19. According to the survey in the Sun Times our only newspaper the election will be very close.

   20. My friend Elena will vacation in Montana this summer.
Semicolons

Use a semicolon between independent clauses that are closely related in meaning if they are not joined by and, but, for, nor, or, so, or yet, and between independent clauses joined by a conjunctive adverb or transitional expression.

EXAMPLES

1. We found the missing calculator; it was under a sofa cushion. [A semicolon joins the two closely related independent clauses.]
2. Her shoelace snapped; therefore, her shoe flew off. [A semicolon appears between two independent clauses joined by a conjunctive adverb.]

Conjunctive adverbs and transitional expressions show readers how linked independent clauses are related to each other.

EXERCISE A Each of the following sentences contains two independent clauses. If the sentence is punctuated incorrectly, circle the punctuation mark that should be replaced by a semicolon. If the sentence is punctuated correctly, write C on the line provided.

Examples 1. Some counties are huge Los Angeles County covers 4,083 square miles of city, island, desert, and seacoast. [A semicolon should join the two closely related independent clauses.]

2. It’s begun to rain; still, the dog wants to go outside. [A semicolon should precede the conjunctive adverb still.]

1. The western sky has reddened, the sun will set within the hour. [Should the independent clauses be joined by a semicolon?]
2. Beth has finished assembling her solar lawn mower, however, the blades still need to be balanced. [Should a semicolon precede the conjunctive adverb in this sentence?]
3. It is getting easier to find many forms of wildlife, indeed, even the bald eagle is becoming more common.
4. Her aunt gave her some potted violets, so she is learning how to grow them.
5. He’s eating fresh cantaloupe, where did he find it?
6. There are empty boxes stacked in the hallway, we should probably recycle them.
7. Comets are difficult to discover, yet Dr. Rhodes keeps trying to find one.
8. Carl’s books, papers, and pencils are already lying on the table in the kitchen, in other words, our study group is probably going to meet there.
9. To reach the doctor’s office, go to the fourth floor, the office will be on your left.
10. The bridge is usually busy with traffic, nevertheless, pigeons nest below it.

GO ON
Use a semicolon between items in a series if the items contain commas. A semicolon, rather than a comma, also may be needed to separate independent clauses joined by a coordinating conjunction when the clauses contain commas that may be confusing.

**EXAMPLES**

Turn in the assignment, your math homework, the art project, if you’ve finished it, and the final draft of your persuasive essay. [The first two items in this series contain commas, so semicolons separate all the items.]

Ice, lettuce, bread, and drinks should fit inside the chest, and the tent, sleeping bags, and clothes should fit inside the pack. [The two independent clauses contain commas that may be confusing, so they are joined by a semicolon and the coordinating conjunction and.]

**EXERCISE B** Each of the following sentences contains either two independent clauses or a list of items. If the sentence is punctuated incorrectly, circle the punctuation mark that should be replaced by a semicolon. If the sentence is punctuated correctly, write C on the line provided.

**Example 1.**

We know that the tubas, as old, dented, and rusted as they are, have to be replaced, but the trumpets, which are fairly new, well cared for, and shiny, can be kept. [The coordinating conjunction but joins two independent clauses containing commas; therefore, a semicolon joins them.]

11. Unlike nonliving things, living things move on their own, respond to changes in condition, consume nutrients, and grow and replace parts. [Do the items in the list contain commas that may confuse a reader?]

12. On their whirlwind tour of the East, the retirees will visit Orlando, Florida, Richmond, Virginia, and Boston, Massachusetts.

13. Three of Oklahoma’s natural regions are the Gulf Coastal Plain, a fertile region that spreads along the valley of the Red River, the Ouachita Mountains, a forested area that extends into western Arkansas, and the Central Plains, a grassland prairie that forms the largest region in the state.

14. A spokesperson for the San Gabriel Community Center said that they can host the “Build a Better Mousetrap” competition on November 16 or 23, 2009, December 12 or 29, 2009, January 6 or 23, 2010, or February 9 or 16, 2010.

15. Artificial turf doesn’t require much care, isn’t easily damaged, and is unaffected by weather, but its use may lead to certain injuries, cause balls to bounce higher than they would on a natural surface, and raise field temperatures in warm weather.
Colons

Use a colon to mean “note what follows” before a list of items, before a long, formal statement or quotation, and between independent clauses when the second clause explains or restates the ideas of the first.

**EXAMPLES**

You will need the following supplies: a rubber band, two paper clips, a pencil, and one wooden toothpick. [The colon announces that the sentence includes a list of items that should be noted.]

Mayor Castleton proclaimed this: “Today, we celebrate the opening of the city’s newest middle school. Next month, we will celebrate the opening of our largest city park. Within five years we will have built two more schools, two more parks, and a public pool. If that doesn’t spell civilization, I must not be able to spell!” [The colon precedes a long, formal quotation, and, because it starts with a complete sentence, the quotation begins with a capital letter.]

Her parents overcame much adversity: They had grown up in poverty, traveled across an ocean, and started a business from scratch. [The second independent clause explains the idea of the first clause, and, because it is a complete sentence, the second clause begins with a capital letter.]

**EXERCISE A**

Use proofreading symbols to correct any incorrect punctuation and to insert correct punctuation where needed in the following sentences. Remember to change capitalization when needed.

**Example 1.** The station was noisy: adults chatted loudly, children laughed and yelled, and the subway trains occasionally came roaring to a stop. [Because the second independent clause explains the idea of the first clause and is a complete sentence, a colon should separate them and the second clause should begin with a capital letter.]

1. Do not forget to bring the following materials; entry fees, all photographs and artwork, display stands, a display table, a comfortable chair or stool, a list of prices for any artwork offered for sale, and a calculator. [Should a colon follow materials?]

2. Our treasurer reminded us. “we must act before it is too late. We must respond to the demands of the current situation. If we are to avoid a financial crisis that might put us out of business altogether, all new members need to get their dues in to their team leaders within two days.”
3. We will need these supplies, six fresh cans of paint, three paintbrushes, two paint rollers, a pair of paint trays, a protective sheet, a small ladder, masking tape, and old clothes.

4. Additional recommendations are as follows, decrease expenses and levels of absenteeism, and improve production efficiencies and levels of sales.

5. In a speech delivered to this year’s graduates, she said, “the diploma you’ll receive today is far more than a piece of paper. It is, instead, a symbol of triumph. It is a symbol of determination and dedication to success. Indeed, when you finally hold the diploma you are about to receive, remember that it is not a piece of paper. It is a flag you are receiving. A flag dedicated to victory.”

Colons are also used in certain conventional situations. Use a colon between the hour and minute, between chapter and verse in Biblical references, between titles and subtitles, and after the salutation of a business letter.

**EXAMPLES**
- 12:47 P.M. [The colon separates hours from minutes.]
- Genesis 1:4–12 [The colon separates chapter and verse in a Biblical reference]
- *The Restful Hours* *Teatime in Literary England* [A colon separates title and subtitle.]
- To Whom It May Concern [A colon is used after the salutation of a business letter.]

**EXERCISE B** For each of the following groups of words, use proofreading symbols to insert correct punctuation or to replace incorrect punctuation where needed.

**Example 1.** Matthew 6:2 contains a brief lesson in selflessness. [A colon separates chapter and verse in Biblical references.]

6. Sometime between 8:16 A.M. and 8:19 A.M. teachers will announce the results of last week’s election.

7. *Elements of Literature—Third Course*

8. Pharaoh’s daughter, in Exodus 2:6, feels sorry for the baby she’s found.

9. Our flight departs at 5–55 A.M.

10. Dear Dr. Delgado,
Italics (Underlining)

Titles and Subtitles

13a. Use italics (underlining) for titles and subtitles of books, periodicals, long poems, plays, films, television series, long musical works and recordings, and works of art.

- **BOOK**  The Moon Smiled: New Folk Tales
- **PERIODICAL**  The Sciences
- **LONG POEM**  Paradise Lost
- **PLAY**  The Miracle Worker
- **FILM**  Help!
- **TELEVISION SERIES**  Mystery!
- **LONG MUSICAL WORK**  Messiah
- **WORK OF ART**  St. Stephen

**Exercise A**  Underline the word or words that should be italicized in each of the following sentences.

**Examples**

1. *Life and Times of Frederick Douglass* is a great book!  [The book title *Life and Times of Frederick Douglass* should be italicized (underlined).]

2. Was *Parsifal* the last of Richard Wagner’s operas?  [The title of the long musical work *Parsifal* should be italicized (underlined).]

1. Has Jane Austen’s book *Pride and Prejudice* ever been made into a movie?  [Does this question contain a book’s title that needs to be italicized (underlined)?]

2. One of Donatello’s marble sculptures, St. George, depicts human self-confidence.  [Does this sentence contain a work of art’s title that needs to be italicized (underlined)?]

3. William Shakespeare wrote *Romeo and Juliet*.

4. Someone sent a long letter to *The Middlevale Gazette* saying that its editorials were too long.

5. We have a recording of *Amahl and the Night Visitors*, the first opera written for television.

6. The movie *Apollo 13* is about events that happened before I was born.

7. No one knows who wrote *Beowulf*, the epic poem.

8. Georgia O’Keeffe’s artistic style is displayed in her painting *Black Iris*.

9. Dr. Seuss once worked as an illustrator and humorist for the magazine *Life*.

10. Some of Nathaniel Hawthorne’s stories were collected in the book *Twice-Told Tales*.

**Names**

13b. Use italics (underlining) for the names of ships, trains, aircraft, and spacecraft.

- **SHIP**  Pequod
- **AIRCRAFT**  Spruce Goose
- **TRAIN**  General
- **SPACECRAFT**  Galileo

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*Developmental Language Skills*
EXERCISE B  Underline the word or words that should be italicized in each of the following sentences.

Example 1. Arturo says that if he ever buys an ocean liner he’s going to name it Idler. [Because it is the name of a ship, Idler is italicized (underlined).]

11. My parents once got up early enough to see the space station Mir pass overhead. [Has the name of the spacecraft been underlined?]

12. Paul is fascinated with the battle between Merrimack and Monitor, two ironclad ships used during the Civil War.

13. Didn’t the first U.S. space satellite, Explorer 1, discover charged particles surrounding Earth?

14. Like several other lighter-than-air aircraft, the Shenandoah couldn’t withstand poor weather.

15. The Chisholms aren’t here because they’re taking a train trip aboard the Kentucky Flyer.

Words, Letters, Symbols, and Numerals

13c. Use italics (underlining) for words, letters, symbols and numerals referred to as such and for foreign words that are not yet a part of the English vocabulary.

EXAMPLES  How many l’s are in the word parallel? [Both the letter l and the word parallel are referred to as such and are italicized (underlined).]

Add an @ and a 7 to the e-mail address. [Both the symbol @ and the numeral 7 are referred to as such and have been underlined (italicized).]

In Spanish, a volleyball is called a voley-playa. [Voley-playa is not part of English vocabulary, so it is italicized (underlined).]

EXERCISE C  Underline the words, symbols, letters, or numerals that should be italicized in the following sentences.

Example 1. It looks like he added a % after the 18. [The symbol % and the numeral 18 are referred to as such, so both should be italicized (underlined).]

16. She told him not to worry because it was only an igel, or, as she explained, a hedgehog.

[Which foreign word needs to be italicized (underlined) in the sentence?]

17. Be certain to use the ¶ mark to indicate where your paragraphs should begin.

18. In French, the two words for “personal computer” are ordinateur personnel.

19. His handwriting is hard to read, but it looks like he wrote down a 93 as his best golf score.

20. The £ symbol looks odd to us, but it stands for “pound,” an English unit of currency.
Quotation Marks A

Direct Quotations

13d. Use quotation marks to enclose a direct quotation—a person’s exact words.

13e. A direct quotation generally begins with a capital letter.

EXAMPLES  "This is blocked," he said. [Quotation marks begin and end his exact words.]
Raul laughed, "We’d better try a different hallway." [Quotation marks precede and follow Raul’s words, and the quotation begins with a capital letter.]

EXERCISE A Insert quotation marks where they are needed, and draw three lines under any letters that should be capitalized in each of the following sentences containing direct quotations.

Examples 1. According to Paul, “bees are best left alone.” [Paul’s quoted sentence should begin with a capital letter and should end with a quotation mark.]

2. Sarah said, “don’t peel that orange. We need to save it for later.” [Sarah’s quotation should both begin and end with quotation marks, and the quotation should begin with a capital letter.]

1. Hold on a minute! Lani hollered. [Do quotation marks clearly tell a reader where Lani’s exact words begin and end?]  

2. The electrician said, go ahead and flip the circuit breakers back on.

3. “Do you think we can climb over all of those hills in just one afternoon? said Audrey.

4. Jesse grabbed a sweater, swung the walk-in cooler’s door open, and mumbled, it’s chilly in there.

5. She explained, you’ll get there if you turn right on Bleaker and then walk one block.

6. Rosa wondered aloud, Should I go upstairs or stay down here?”

7. I can’t go. You know I have to visit my cousins, Crystal told us.

8. Run to second base! yelled the coach.

9. I heard someone shout, “don’t forget to close the door!”

10. can you believe this weather?” Len asked with a smile.
If an interrupting expression divides a quoted sentence into two parts, the second part of the quoted sentence begins with a lowercase letter. When a sentence continues after a direct quotation ends, the direct quotation may end in a comma, a question mark, or an exclamation point, but not in a period.

**EXAMPLES**

“Well,” the manager smiled, “sales have skyrocketed this month.” [An expression, the manager smiled, interrupts the quoted sentence, so the final part of the sentence begins with a lowercase letter.

Hester wondered, “Should we leave the broken chair?” once we’d finished loading the truck. [Although the sentence continues after the direct quotation has ended, Hester’s words end in a question mark.]

**EXERCISE B**
Read each of the following sentences containing direct quotations. Insert quotation marks where they are needed. Then, use proofreaders’ marks to correct any errors in capitalization or punctuation.

**Examples 1.** “Can we please,” Erica frowned at the television. “Do something else?” [Quotation marks should enclose each portion of Erica’s direct quotation, and the portion of her quoted sentence that follows an interrupting expression should begin with a lowercase letter.]

2. Lian asked, “When are you going to write that letter?” [Quotation marks should begin and end Lian’s exact words and her quoted sentence should begin with a capital letter.]

11. “I think I’d rather be walking, she said, than waiting to go for a walk.” [Is each portion of her direct quotation set off from the rest of the sentence by quotation marks?]

12. “The only problem,” he grinned, is that we don’t have a car. [Is each portion of his direct quotation set off from the rest of the sentence by quotation marks?]

13. “Little man, always be polite! My grandmother used to say.

14. “All leaders should line up at noon, the memo read, So don’t be late!

15. Step right up, the carnival worker teased, And try your luck!

16. She wondered, is this the only map we have? as she gazed at the tattered page.

17. The coach bellowed, Listen up! once the team was seated.

18. “I,” he sighed beside us on the plane, hear a baby cooing in the seats behind us.”

19. Your curiosity, Ms. Carvel whispered to her daughters, “is a gift.”

20. “We have a guest, our teacher told us, “Visiting this morning.”
Quotation Marks B

Titles

Use quotation marks to enclose titles and subtitles of articles, essays, short stories, poems, songs, individual episodes of TV series, and chapters and other parts of books and periodicals.

ARTICLE "Boldly Going, Going, Going . . ."
ESSAY "Buffalo Sun: Prairie Ecosystems"
SONG "America"
POEM "Gold"
TV EPISODE "Winter Chill"
BOOK CHAPTER "The Garden"
SHORT STORY "Twyla"

Exercise A  Where needed, insert quotation marks around the titles of essays, short stories, poems, songs, television episodes, or book chapters in each of the following sentences.

Examples 1. What rhythms in Edna St. Vincent Millay’s poem “The Courage That My Mother Had” can you identify? [The title of a poem should be enclosed by quotation marks.]

2. In his article “Piltdown Unmasked” author Phillip V. Tobias provides a history of a famous scientific hoax. [The title of an article should be enclosed by quotation marks.]

1. In his article How Insects Learned to Fly, James H. Marden discusses early insects and how they first began to fly. [Does the sentence contain an article’s title that should be enclosed by quotation marks?]

2. His grandfather is always whistling the chorus to the song When I’m Sixty Four. [Does the sentence contain a song’s title that should be enclosed by quotation marks?]

3. Her parents first fell in love when they both agreed that The Trouble with Tribbles was the best episode of that old show.

4. In English class, we’ve been talking about Guy de Maupassant’s short story The Necklace.

5. Is The Washwoman a first-person short story, or is it an autobiographical essay?

6. On the bus, her brother and his friends sang The Ants Go Marching for most of the day.

7. The poem The Lesson of the Moth is supposed to have been written by a cockroach.

8. I’m sure that she said to read the chapter Sharing an Opinion.
9. Believe it or not, after following the instructions in the chapter Using Brochures, Jody created a brochure that convinced his parents to take a family vacation.

10. Roald Dahl’s story about a man who thinks that a snake is sleeping on his stomach, Poison, is really an attack on racist thinking.

**Exercise B** Write a title on each of the lines provided that corresponds to the noun underlined in the sentence. Be sure to use quotation marks correctly where needed. You can make up the names for any titles you may need.

**Examples** 1. My big sister says that ________ “Thank You M’am” ________ is the best short story ever written. [Because it is the title of a short story, “Thank You M’am” should be enclosed by quotation marks.]

2. According to this article, ________ “Mother Nature’s Little Fits” ________, we’re in for some nasty weather this winter. [Because it is a title in a periodical, “Mother Nature’s Little Fits” should be enclosed by quotation marks.]

11. ________________ is a poem suited to the discussions we’ve been having. [Have you included quotation marks around the title of the poem you’ve chosen?]

12. I’ve already finished reading ________________, which is a ______ chapter in our textbook. [Have you included quotation marks around the title of the textbook chapter you’ve chosen?]

13. We really enjoyed the article titled ________________.

14. How in the world did you memorize the poem ________________ so quickly?

15. ________________ is a short story meant to tell us a great deal about the central character’s strengths.

16. The essay ________________ encourages people to take a positive view of the future.

17. Have you heard the song ________________ yet?

18. On the Internet, I found an article called ________________ about subway systems.

19. Tonight’s television episode, ________________, will surely draw a large audience.

20. Have any of you read the short story ________________?
Apostrophes
Possessive Case

To form the possessive case of most singular nouns, add an apostrophe and an s.

**Example** Can we take a look at this month’s calendar? [Month is a singular noun. An apostrophe and s form the possessive.]

**Note** If a proper name ending in s has two or more syllables and if the addition of an apostrophe and s will make the name awkward to pronounce, add only the apostrophe.

**Example** Wyatt is looking forward to reading about Odysseus’ adventures. [Odysseus is a four-syllable name ending in s. Adding an apostrophe and s will make the name awkward to pronounce (O-dys-se-us-es).]

**Exercise A** For the following sentences, create the possessive case for each underlined noun by using proofreading symbols to add an apostrophe or apostrophe and s as needed.

**Example 1.** The lab has yet to identify the gas’ properties. [The possessive of this singular noun takes an apostrophe and s.]

1. Penicillin discovery was almost a matter of luck. [Are both an apostrophe and an s needed to create the possessive case of this noun?]

2. One of Lampasas (pronounced “Lam-pass-us”) attractions is a set of mineral springs.

3. Because he wasn’t looking while he poured, Kito’s juice overflowed the glass rim.

4. Isn’t that bag full of Mr. Bedford laundry?

5. Look at the size of that hippopotamus jaw!

When plural nouns end in s, form the possessive case by adding an apostrophe alone, but to form the possessive case of plural nouns that do not end in s, add both an apostrophe and an s. Add both an apostrophe and an s to certain indefinite pronouns, and never add an apostrophe to a possessive personal pronoun.

**Examples** Where are the wheels’ lug nuts? [Wheels is a plural noun ending in s, so an apostrophe alone is added.]

The surface of the floor in the men’s gymnasium has been refinished. [Men is a plural noun that does not end in s, so an apostrophe and s are added.]

Lita returned someone’s lost keys to the office. [Someone is an indefinite pronoun, so an apostrophe and s are added.]

Its nest is near your home. [Its and your are possessive personal pronouns.]
**Exercise B** Underline the word in each set of parentheses in the following sentences that is the correct form of the possessive case of that word.

**Example 1.** On (someone's, someone’s) advice, she visited her (cousins’, cousins’s) school. *Someone takes an apostrophe and an s, while cousins takes an apostrophe alone.*

6. Make sure our (bosses’, bosses’s) files get put into the cabinet that is (theirs, their’s). *Is bosses a plural noun ending in s? Does a possessive personal pronoun take an apostrophe?*

7. The (herons’, herons’s) squawking convinced a frog to dive from (it’s, its) rock.

8. When the (womens’, women’s) two children got home, (neithers’, neither’s) shoes were on.

9. Are these (ties’, tie’s) colors (his, his’) best choice to go with those shirts?

10. The (delegates’s, delegates’) conservation proposal gained (everyone’s, everyones’) approval.

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**Contractions and Plurals**

**14g.** Use an apostrophe to show where letters, numerals, or words have been omitted in a contraction.

**Examples**
- we have = we’ve
- should not = shouldn’t
- of the clock = of the clock
- 1957–1900 = ‘57

**14h.** To prevent confusion, use an apostrophe and an s to form the plurals of lowercase letters, some capital letters, numerals, symbols, and some words that are referred to as words.

**Examples**
- There are four s’s in the word Mississippi. *The letter s is lowercase, so its plural is formed by adding an apostrophe and s in roman type.*
- U’s go in the first column. *Without an apostrophe, U might look like Us, so its plural is formed by adding an apostrophe and s in roman type.*
- Do we use @’s and &’s in the report? *@ and & are symbols, so each plural is formed by adding an apostrophe and s in roman type.*

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**Exercise C** For each of the following sentences, insert apostrophes where necessary.

**Example 1.** Ralph won’t tell me what these little *’s in his note mean! *Won’t is a contraction of will and not, and *’s is the plural of a symbol.*

11. Shouldn’t we tell them that they’re supposed to use as and bs rather than 1s and 2s in their outlines? *Have you added apostrophes to the contractions and plurals of letters and numerals?*

12. Mike’s agreeing that he’d prefer to get to class at nine o’clock.

13. You’re definitely going to get As if your study habits don’t change.

14. Back in 49, after studying this creek, she predicted that we’d eventually discover gold here.

15. If we are going to finish this project on time, its easy to see that were going to need to remove some of the don’ts and won’ts from our vocabularies.
15a. Hyphens and Ellipses

Hyphens

Use hyphens to divide a word at the end of a line.

**EXAMPLE** An arctic front is almost certain to reach us by tomorrow morning. [A hyphen is used to divide the word morning at the end of the line.]

**NOTE** Divide words between syllables, between prefixes and suffixes and their base words, or, if a word is already hyphenated, only at the hyphen. Do not divide a word so that one letter stands alone.

**EXAMPLES** Por-tu-gal [between syllables] in-born [between prefix and base] tire-less [between base and suffix] one-track [already hyphenated]

**EXERCISE A** Use a dictionary to determine where each underlined word might be divided. Then, on the line provided, write the hyphenated word. If a word cannot be hyphenated, write C.

**Example**

1. The store is open today. [Open cannot be divided because the letter o would be left standing alone.]

1. The book concerns politics in Nepal. [Can Nepal be hyphenated?]

2. Coretta wants to write “hit” Broadway plays.

3. Chad’s desire to stay in shape stopped him from ordering dessert.

4. Has the back door been left ajar again?

5. I’ve never seen a holograph that looked very realistic.

Use hyphens with the following: compound numbers from twenty-one to ninety-nine; fractions used as modifiers; the prefixes ex-, self-, all-, and great–; the suffixes –elect and –free; prefixes before proper nouns or adjectives; and with compound adjectives that precede the nouns they modify.

**EXAMPLES** sixty-one [Sixty-one is a compound number from twenty-one to ninety-nine.]

one-quarter turn [One-quarter is an adjective modifying turn.]

all-powerful [All-powerful contains the prefix all.]

drug-free [Drug-free contains the suffix free.]

pre-Columbian [Pre-Columbian contains a prefix before a proper noun.]

one-of-a-kind park [One-of-a-kind is a compound adjective preceding a noun.]

**EXERCISE B** Read the following sentences to determine which words need to be hyphenated. Then, use proofreading symbols to insert hyphens where needed.

**Example** 1. This park is now a litter-free zone. [The suffix –free should be hyphenated]
6. The formula calls for one half ounce acetic acid. [Does a fraction modify a noun in this sentence?]

7. Tyrone’s score on this game may be an all time high.

8. Some preSocratic philosophers thought the universe was made of water.

9. At least forty five bearings are inside this wheel’s hub.

10. Isn’t she an exmember of the debating team?

Ellipses

Use ellipsis points (…) to mark omissions from quoted materials.

**Example 1.** The only road she ever wandered, despite what you may hear, was her own.

**Quoted** According to Ethel’s biographer, “The only road she ever wandered . . . was her own.” [Three spaced ellipsis points indicate that the middle of the sentence has been omitted.]

**Note** To omit words at the end of a sentence within quotation marks, keep the sentence’s end punctuation and follow it with three spaced ellipsis points.

**Original** The longest structure ever built is the Great Wall, which was constructed by hand.

**Quoted** The author writes, “The longest structure ever built is the Great Wall . . .” [A period followed by three spaced ellipsis points indicates that the end of the sentence has been omitted.]

**Exercise C** Omit the underlined phrases and sentences in the following items. Insert ellipses where they are needed, placing #’s where spaces should appear.

**Example 1.** The sun rose slowly and peeped between our blinds. [The ellipsis stands in for the omitted words rose slowly and, and spaces appear between the points.]

11. The center stands on three acres of woodland, and it houses sixteen injured birds. [Have you inserted an ellipsis and indicated where spaces should be?]

12. People often find downed birds and bring them to the center.

13. Our biggest success was with a golden eagle that we released this fall.

14. Her first fuzz-covered eaglet has just hatched.

15. It’s almost ready to fly alongside its parents and other eagles because its regular feathers have begun to grow.
**Parentheses, Dashes, and Brackets**

**Parentheses**

**Example** 15e. Use parentheses to enclose material that is added to a sentence but is not considered to be of major importance.

**EXAMPLE** In the United States, Elizabeth Cady Stanton (1815–1902) helped establish a woman’s right to vote. [The dates tell when Ms. Stanton was born and when she died. They are in parentheses because they may be useful additional information, but they are not important to the sentence’s main idea.]

**Exercise A** Determine the main idea of each of the following sentences. Then, set off any additional unimportant material by inserting parentheses where needed. Do not add commas.

**Example 1.** Wolverines weigh up to fifty-five pounds (twenty-five kilograms) and are now rare.

[The words twenty-five kilograms add useful information to the sentence, but they are unimportant to its main idea, so they appear within parentheses.]

1. The Empire State Building located on Fifth Avenue was completed in 1931. [Which information is both additional and unimportant to the main idea of this sentence?]

2. George Eliot 1819–1880 is the pen name of the novelist Mary Ann Evans.

3. By December 15, 1791, the Bill of Rights the first ten amendments to the Constitution had been approved by a sufficient number of states.

4. Mark Twain Samuel Langhorne Clemens wrote Life on the Mississippi.

5. When I Was Young in the Mountains 1982 is a book about Cynthia Rylant’s childhood in West Virginia.

**Dashes**

**Example** 15f. Use a dash to indicate an abrupt break in thought or speech or an unfinished statement or question.

**EXAMPLE** “Don’t you think that cleaning up will be—” Carmen began, and then she paused to reconsider. [The dash indicates that Carmen’s question remains unfinished.]

**Example** 15g. Use a dash to indicate namely, that is, or in other words or to otherwise introduce an explanation.

**EXAMPLE** Brushes, cans of paint, drop cloths, and scrapers—these are the tools of my trade! [The dash indicates namely the brushes, cans of paint, drop cloths, and scrapers.]
**EXERCISE B** Insert dashes that indicate breaks in thought, *namely, that is, in other words,* or introduce an explanation in each of the following sentences. Do not add commas.

Example 1. Certain birds — cardinals and mockingbirds — build their nests in shrubs or low trees.

[The dashes indicate *that is cardinals and mockingbirds.*]

6. Their ancestral homes small mud and straw buildings eroded into dust long ago. [Have you used dashes to set off an explanation from the rest of the sentence?]

7. Sheila’s little sister she’s only seven years old is already studying algebra.

8. The Aztecs’ principal food consisted of cornmeal pancakes tortillas.

9. “So when is this roller coaster going to take” he said, and then he shrieked.

10. The Taj Mahal one of the most expensive tombs ever built was constructed in memory of an Indian ruler’s wife.

**Brackets**

**Use brackets to enclose an explanation within quoted or parenthetical material.**

**EXAMPLE** Dr. Thomas writes, “We found it [the serving bowl] after only two days of digging.” [The serving bowl appears within brackets because it is an explanation of quoted material and is not a part of the original quotation.]

**EXERCISE C** Fill in the blanks with short explanations that correspond to the words found in parentheses at the end of each of the following sentences. You can make up any explanations you need.

Example 1. Our research indicates that the lake’s aquatic life is continuing to diversify. (See Appendix A [439].) (a page number) [Because explanatory information, 439, has been included within parenthetical material, brackets enclose the information.]

11. The Board of Directors announced, “We are happy that all of our new stores will be operational soon ________, and we are pleased by increased growth.” (the name of a month)

12. “The main character ________ often agrees with the nation’s value system,” he explained. (a character’s name)

13. “While we all knew who would win the student assembly seat ________, we hadn’t expected it to be by such a large margin.” (the name of the winner)

14. I hope that this letter (and the enclosed materials ________) have arrived safely. (a description of the enclosed materials)

15. He tells us, “According to her book, they ________ have never been seen alive in their deep-sea home.” (a type of sea animal)
Words with *ie* and *ei*

16b. Write *ie* when the sound is long *e*, except after *c*.

The long *e* sound is what you hear in words such as *chief*, *heat*, and *deep*.

**EXCEPTIONS**
- *i* before *e*: *ie*
- *e* after *c*: *ei*

- achieve: ceiling
- believe: sceptre
- brief: deceit
- grief: perceive
- shield: receive
- yield

16c. Write *ei* when the sound is not long *e*, especially when the sound is long *a*.

The long *a* sound is what you hear in words such as *bake*, *late*, and *say*.

**EXCEPTIONS**
- *ei*: *ei*
- *pronounced ay*: *ei*

- forfeit: neighbor
- foreign: freight
- height: weight
- heir: sleigh
- vein

**TIP** If you are having trouble with the above guidelines, it is always good to remember the old rhyme: *i* before *e*, except after *c* (or when pronounced *ay*, as in *neighbor* and *weigh*.)

**EXERCISE A** Underline the word in parentheses that is spelled correctly in each of the following sentences.

**Examples**

1. Load that piano into the *(frieght, freight)* elevator. [The letters are pronounced *ay*. The correct spelling is *freight*.]

2. There is a difference between being *(conceited, concieted)* and being proud of yourself for a job well done. [The letters make a long *e* sound, and they follow *c*. The correct spelling is *conceited*.]

1. The dark suit, sunglasses, and calm smile made her appear to be a master of *(deciet, deceit)*. [Do the letters make a long *e* sound? Do they follow *c*?]

2. My older brother is very nervous about his upcoming job *(interview, interveiw)*. [Do the letters make a long *e* sound?]

3. The *(cashiers, casheirs)* at that grocery store are always friendly.

4. We’re taking care of my *(nieghbors’, neighbors’)* dog while they are on vacation.

5. Do all lawyers carry a *(breifcase, briefcase)*?
6. Listening to the soothing sounds of the ocean, we sat on the (peir, pier) for hours.

7. How many (pieces, peices) does that jigsaw puzzle have?

8. What a beautiful (veiw, view) you have from this window!

9. Several members of the soccer team were ill, so they had to (forfiet, forfeit) the game.

10. According to ancient (beliefs, beleifs), Earth was at the center of the universe.

**TIP** Because there are so many exceptions to spelling rules, it is always a good idea to use a dictionary if you are not sure how to spell a word.

**EXERCISE B** Underline the word in parentheses that is spelled correctly in each of the following sentences.

**Examples** 1. Look at all those wildflowers blooming in the (field, feild). [The letters make a long e sound, but they do not follow c. The correct spelling is field.]

2. I can’t wait to put these glow-in-the-dark stars on my (ceiling, cieling)! [The letters make a long e sound, and they follow c. The correct spelling is ceiling.]

11. Our high school band (achieved, acheived) their goal when they placed first in the state marching band contest. [Do the letters make a long e sound? Do they immediately follow c?]

12. Are you taking German or Spanish as your (foreign, foriegn) language? [Do the letters make a long e sound?]

13. If blood is red, why do our (viens, veins) look blue?

14. Cartoon characters often get into a lot of (mischief, mischeif).

15. My mom and I lift (wieghts, weights) three times a week.

16. Mr. Gomez asked me to give a (brief, breif) report about the fund-raiser.

17. Have you (received, recieved) the package I sent you?

18. (Their, Thier) yard is always well maintained.

19. Our science project is due on Friday, I (beleive, believe).

20. I’d like to return this sweater, but I don’t have the (reciept, receipt).
Prefixes and Suffixes

Prefixes
A prefix is a letter or group of letters added to the beginning of a word to change its meaning.

Prefixes
A prefix is a letter or group of letters added to the beginning of a word to change its meaning.

EXAMPLES
im + print = imprint
pre + test = pretest

EXERCISE A Add the prefix to the word for each of the following items.
Example 1. co + operate = cooperate [Adding the prefix co- does not change the spelling of operate.]
1. pre + view =
2. un + eventful =
3. im + patient =
4. mis + understand =
5. re + organize =

Suffixes
A suffix is a letter or group of letters added to the end of a word to change its meaning.

EXAMPLES
celebrate + ation = celebration
fine + est = finest

Vowels are the letters a, e, i, o, u, and sometimes y. Consonants are all the other letters.

EXERCISE B Add the suffix to the word for each of the following items.
Example 1. erase + ed = erased [The suffix begins with a vowel, so the final silent e is dropped.]
6. blue + ish =
7. time + less =
8. age + ing =
9. peace + ful =
10. bake + ed =

Developmental Language Skills
When a word ends in \( y \) preceded by a consonant, change the \( y \) to \( i \) before any suffix except one beginning with \( i \).

**EXAMPLES**  
- worry + ed = worried  
- worry + ing = worrying

When a word ends in \( y \) preceded by a vowel, simply add the suffix.

**EXAMPLES**  
- display + ing = displaying  
- buy + er = buyer

**EXERCISE C** Underline the correct spelling of the combined word and suffix.

1. tiny + er =  
   a. tinyer  
   b. tinier  
   **[Because tiny ends in a \( y \) preceded by a consonant, the \( y \) is changed to an \( i \) before the suffix is added.]**

11. enjoy + ment =  
   a. enjoyment  
   b. enjointment  
   **[When a word ends in a \( y \) preceded by a vowel, does the \( y \) change to \( i \) before adding the suffix?]**

12. lonely + ness =  
   a. loneliness  
   b. loneliness

13. rely + able =  
   a. relyable  
   b. reliable

14. say + ing =  
   a. saying  
   b. saing

15. likely + hood =  
   a. likelyhood  
   b. likelihood

When a word ends in a consonant, double the final consonant before a suffix that begins with a vowel only if the word (a) has only one syllable or is accented on the last syllable and (b) ends in a single consonant preceded by a single vowel.

**EXAMPLES**  
- run + ing = running  
- prefer + ed = preferred

Otherwise, simply add the suffix.

**EXAMPLES**  
- gift + ed = gifted  
- direct + ion = direction

**EXERCISE D** Add the suffix to the word for each of the following items. Write the new word on the line provided.

**Example**  
- sit + ing = sitting  
  **[The word has only one syllable and ends in a single consonant preceded by a single vowel. The correct spelling is sitting.]**

16. begin + ing =  
   **[Is the word accented on the last syllable? Does it end in a single consonant preceded by a single vowel?]**

17. regret + able =  

18. keep + er =  

19. top + ed =  

20. dent + ed =  

NAME  CLASS  DATE
Plurals of Nouns

Most nouns can be made plural simply by adding –s to the end of the word.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>apple</th>
<th>calendar</th>
<th>freeway</th>
<th>rodeo</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>apples</td>
<td>calendars</td>
<td>freeways</td>
<td>rodeos</td>
</tr>
</tbody>
</table>

Some nouns are made plural by adding –es to the end of the word.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>pitch</th>
<th>Lopez</th>
<th>box</th>
<th>hero</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>pitches</td>
<td>Lopezes</td>
<td>boxes</td>
<td>heroes</td>
</tr>
</tbody>
</table>

**TIP** If the plural form of a word has one more syllable than the singular word has, the plural word is probably spelled with –es. A syllable is a word part that can be pronounced as one uninterrupted sound.

**EXAMPLE** The singular word *pitch* has one syllable. The plural word *pitches* has two syllables: *pitches*. The plural word *pitches* is formed by adding –es to the singular word *pitch*.

**EXERCISE A** Complete each sentence by writing the plural form of the boldfaced word on the line provided.

**Examples**

1. Eva grew up in a home full of ticking ____________ . clock [The plural *clocks* has the same number of syllables as the singular *clock*. The plural is formed by adding –s.]

2. The courthouse museum is full of old wagon ____________ . hitch [The plural *hitches* has one more syllable than the singular *hitch*. The plural is formed by adding –es.]

1. How many ____________ are aboard this train? passenger [Does the plural form have the same number of syllables as the singular or does the plural form have one more syllable?]

2. How many ____________ do you think we’ll need for the move? box [Does the plural form have the same number of syllables as the singular or does the plural form have one more syllable?]

3. I always wash the ____________ after dinner. dish

4. When she visited them, the ____________ took Florence on a tour of the town. Jordan

5. I built a birdhouse, and now a family of ____________ has made a nest in it. finch

6. Wow, look at all those ____________ hanging behind your computer! cable

7. Don’t forget to water the ____________ . flower

8. The ____________ in front of the school need to be painted. bench

9. After six or seven ____________ we rolled out of the station. lurch

10. Have we received any ____________ today? fax
Many nouns that end in \(-y\) form the plural by changing the \(y\) to \(i\) before adding \(-es\).

**SINGULAR**
- dragonfly
- trophy
- lady

**PLURAL**
- dragonflies
- trophies
- ladies

The plurals of some nouns are formed in different ways. A few nouns do not change at all to form the plural.

**SINGULAR**
- mouse
- knife
- deer

**PLURAL**
- mice
- knives
- deer

**EXERCISE B**
On the line provided, write the plural form of each of the following words.

**Examples**

1. cry \(\rightarrow\) cries [The \(y\) in cry changes to \(i\) and \(-es\) is added to form the plural.]

2. spacecraft \(\rightarrow\) spacecraft [The plural form of spacecraft does not change.]

11. woman

15. tragedy

16. thief

12. enemy

17. ally

18. wolf

13. self

19. child

14. moose

20. shelf

To form the plural of numerals, letters, symbols, and words used as words, add an apostrophe and an \(s\).

**EXAMPLES**

How many however\(s\) did I use in my essay?

My little brother has a hard time writing 5\(s\).

**EXERCISE C**
On the line provided, write the plural form of each of the following numerals, letters, symbols, and words used as words.

**Example**

1. \(A\) \(\rightarrow\) \(A's\) [The plural of a capital letter is formed by adding an apostrophe and an \(s\).]

21. \&

22. 17

23. \(i\)

24. that

25. \$
Words Often Confused A

People often confuse the following words. Some of these words are homonyms—that is, their pronunciations are the same. However, these words have different meanings and spellings. Other words in the following groups have the same or similar spellings yet have different meanings.

**affect**  [verb]  to influence
This film will affect everyone in the audience.

**effect**  [noun]  result, consequence
List two effects of good study habits.
[verb]  to bring about, to accomplish
The committee effected the suggested changes.

**all ready**  [adjective]  everyone or everything prepared
Are we all ready to load the van?

**already**  [adverb]  previously
They're already inside.

**all together**  [adjective or adverb]  everyone or everything together in the same place
Is everything all together and ready to go?

**altogether**  [adverb]  entirely
This seems altogether too simple.

**EXERCISE A**  Underline the word or words in parentheses that will complete the sentence correctly.

**Examples**  1. Aunt Nina said that she was (all together, altogether) pleased by the thoughtful gift.  
   [The meaning is “entirely,” so altogether is correct.]
2. What is the (affect, effect) of sprinkling salt on ice?  [The meaning is “result,” so effect is correct.]

1. Please don’t use those neon posterboards; they’re (altogether, all together) too bright.  [Which word means “entirely”?]
2. Dad said the boxes are packed and are (already, all ready) to be loaded on the truck.  [Which words mean “everything prepared”?] 
3. One (affect, effect) of an increase in rainfall is thickened undergrowth.
4. Have you (all ready, already) fed the cats?
5. We were (all ready, already) for the grand opening of the new community center.
6. Mrs. Finley’s math class met (already, all ready).
7. How do colors (effect, affect) our emotional state?
8. The ducks are *(all together, altogether)* on the shore of the pond.

9. Do commercials *(effect, affect)* your decision to buy certain products?

10. We met in the lobby and went into the ballroom *(all together, altogether).*

---

**brake**  
[noun] *a stopping device*  
Pulling this lever will apply the brake.

[verb] *to stop*  
This time, try to brake before we reach the curb.

**break**  
[verb] *to shatter, sever*  
The sign read, “If you break it, you buy it.”

**choose**  
[verb, present tense, rhymes with shoes] *select*  
Which puppy did you choose?

**chose**  
[verb, past tense, rhymes with nose] *selected*  
I chose this one.

---

**EXERCISE B** Underline the word in parentheses that will complete the sentence correctly.

**Examples**  1. I’m glad that the vase didn’t *(break, brake)* when I dropped it.  
   [The meaning is “to shatter,” so break is correct.]

   2. It usually takes me forever to *(choose, chose)* a birthday card.  
   [The meaning is “select,” so choose is correct.]

11. Mary *(choose, chose)* to do her science report on NASA’s Mars Exploration Program.  
   [Which word means “selected”?]

12. How long does it take a car to stop after you apply the *(brakes, breaks)*?  
   [Which word means “a stopping device”?]

13. Whom did Coach Ramirez *(choose, chose)* for the starting lineup?

14. This coconut refuses to *(brake, break)* open!

15. Since it’s your birthday, you get to *(choose, chose)* the restaurant and the movie.

16. Have you ever seen the bumper sticker that says, “I *(break, brake)* for garage sales”?

17. My uncle *(breaks, brakes)* different kinds of tile and glass to make mosaics.

18. What types of material does a bird *(choose, choose)* when it wants to make a nest?

19. Always check your *(brakes, breaks)* after you drive through water.

20. Last year we *(chose, choose)* to plant herbs rather than flowers in the window box.
Words Often Confused B

People often confuse the following words. Some of these words are homonyms—that is, their pronunciations are the same. However, these words have different meanings and spellings. Other words in the following groups have the same or similar spellings yet have different meanings.

**coarse** [adjective] rough, crude

The surface of this tree's bark is fairly coarse.

**course** [noun] path of action or progress; unit of study; track or way; part of meal

The jogger's course will cross the park.

Try taking a course in music appreciation.

[also used with of to mean naturally or certainly]

Of course, I'll be at your recital.

**desert** [noun, pronounced des’•ert] a dry region

It's as dry as a desert in here.

**desert** [verb, pronounced de•sert’] to leave

Soldiers never desert their posts.

**dessert** [noun, pronounced de•sert’] a sweet, final course of a meal

Why can't we eat dessert before the meal?

**hear** [verb] to receive sounds through the ears

Can you hear me?

**here** [adverb] at this place

Meet here at five o'clock.

**EXERCISE A** Underline the word in parentheses that will complete the sentence correctly.

**Examples**
1. That fabric is too (coarse, course) to use for a pillowcase. [The meaning is “rough,” so coarse is correct.]
2. Wasn’t that (dessert, desert) tasty? [The meaning is “a sweet, final course of a meal,” so dessert is correct.]

1. (Hear, Here) are the supplies you requested. [Which word means “at this place”?]
2. Kangaroo rats live in the (desserts, deserts) of North America. [Which word means “a dry region”?]
3. I don’t really like sweets, so I usually eat some fruit for (dessert, desert).
4. Over the (course, coarse) of the summer, I ran a total of two hundred miles.
5. The rock’s texture is very (course, coarse).
6. Eagles don’t (desert, dessert) the nests they build; they use the same nest each year.
7. Which golf (course, coarse) is the most challenging?
8. Please bring those flowers over (hear, here).
9. Should I take the creative writing (coarse, course) this semester or next semester?
10. Dogs certainly (hear, here) well.

its  [possessive of it] belonging to it
   The nest and its lining of feathers keep the bird dry.

it’s  [contraction of it is or it has]
   Don’t tell Ramona about the party; it’s a surprise.
   It’s been an exciting week!

lead  [verb, present tense, rhymes with deed] to go first
   You should lead us in the first chorus.

led  [verb, past tense of lead, rhymes with fed] went first
   He led them over rough terrain.

lead  [noun, rhymes with red] a heavy metal; graphite in a pencil
   This suitcase is as heavy as lead.
   I need to sharpen the lead of my pencil.

Exercise B  Underline the word in parentheses that will complete the sentence correctly.

Examples 1. The drum major (lead, led) the band across the field.  [The meaning is “went first,” so
   ————
   led is correct.]

2. Why does your dog chase (its, it’s) tail?  [The meaning is “belonging to it,” so its is
   ————
   correct.]

11. Which float will (lead, led) the parade?  [Which word means “to go first”?]
12. This jacket is missing three of (its, it’s) buttons.  [Which word means “belonging to it”?]
13. Do you know if (it’s, its) supposed to rain this weekend?
14. These tracks in the sand tell us that one coyote (led, lead) the others.
15. The snake is shedding (its, it’s) skin.
16. Hurry, (its, it’s) almost time for the movie to start!
17. Coach Quadri (lead, led) the team to another successful season.
18. Much (lead, led) is recovered from recycled scrap.
19. Mr. Simmons will (lead, led) you through the museum and answer any questions you may have.
20. I need some more (led, lead) for my mechanical pencil.
Words Often Confused C

People often confuse the following words. Some of these words are *homonyms*—that is, their pronunciations are the same. However, these words have different meanings and spellings. Other words in the following groups have the same or similar spellings yet have different meanings.

**passed** [verb, past tense of *pass*] went by

We already **passed** that sign an hour ago.

**past** [noun] history, what has gone by

People can learn from what happened in the **past**.

[adjective] former

Don’t dwell on **past** troubles.

[preposition] farther than; after

He threw the ball **past** the foul line.

**peace** [noun] absence of conflict

This treaty will ensure a lasting **peace** in the region.

**piece** [noun] a part of something

This is the last **piece** of the puzzle.

[verb] to assemble slowly

First, we will **piece** the quilt together.

**quiet** [adjective] silent, still

Her voice was almost too **quiet** to hear.

**quite** [adverb] to a great extent or degree, completely

This was **quite** an easy task.

**EXERCISE A** Underline the word in parentheses that will complete the sentence correctly.

**Example 1.** The thunder was (**quiet**, **quite**) loud. [The meaning is “to a great extent,” so **quite** is correct.]

1. This single (**peace**, **piece**) of hardware will double the speed of your system. [Which word means “a part of something”?

2. I feel at (**peace**, **piece**) when I’m surrounded by my family.

3. By the time the speaker reached the podium, the audience was (**quiet**, **quite**).

4. In the (**passed**, **past**), geese have nested here.

5. Little time has (**past**, **passed**) since we sat down.
**Exercise B** Underline the word in parentheses that will complete the sentence correctly.

**Examples** 1. They should be proud of (their, they’re) achievements.  [The meaning is “belonging to them,” so their is correct.]

2. When you go (too, to) the store, buy some fresh flowers.  [To is a preposition that helps identify where you went.]

6. Did David call, (two, too)?  [Which word means “also”?]

7. (There, Their) is more than one correct answer to some questions.  [Which word is used to begin a sentence?]

8. In (two, too) days, the pool will open!

9. Sharon wants (to, too) be a firefighter.

10. Do you want me to set this box over (their, there) by the window?

11. My cats love (to, two) catch bugs.

12. (Their, They’re) planning a surprise party for Jill’s birthday.

13. Is this picture frame (too, two) big?

14. This is (there, their) first trip to New York.

15. The filing cabinets are (too, to) heavy to move when they’re full.

---

**their**  [possessive of they] belonging to them
   These are their favorite photographs.

**there**  [adverb] at that place
   You left your shoes over there.
   [also used to begin a sentence]
   There is a boat ramp at Browne Park.

**they’re**  [contraction of they are]
   I know that they’re under the sofa.

**to**  [preposition; also used before infinitive form of a verb]
   We should go to the store.
   I’m going to sing like a whale.

**too**  [adverb] also; excessively
   I saw that game, too.
   The film was too short.

**two**  [adjective or noun] the sum of one + one
   There are only two doors to this car.
Common Errors Review

Common Usage Errors

Be sure to proofread each writing assignment before you turn it in. Errors in writing can confuse and distract readers, and careless mistakes may even lead readers to form poor impressions of a writer. Look for errors by asking yourself these questions:

- Are subjects and verbs in agreement?
- Are verb tenses and forms correct?
- Are pronoun references clear?
- Are modifiers correct and placed correctly?
- Are troublesome words correct?
- Is usage appropriate to audience and purpose?

After you make any corrections or changes to your writing, read your writing again. Sometimes a change you make will create the need to adjust another part of your writing.

The following exercises will help you recognize and correct common errors in usage and mechanics.

**EXERCISE A** Use the list of questions above to help you find and correct the common errors in usage found in the following sentences. Use proofreading marks to make your corrections.

**Example 1.** Every year, after the holidays are over, Sandra and Martin plan their gardens.

[Holidays is plural, so it should take the plural verb are. They’re is a contraction of they are, while their is the correct possessive pronoun.]

1. Sandra and Martin built their first garden in Sandra’s backyard, but it ran out of room, so they find a new plot in the city’s garden area. [Does a neuter singular pronoun refer to the wrong antecedent? Is a verb in the wrong tense?]

2. Looking for new kinds of vegetable to grow, seed catalogs are read quickly by the two. [Does the sentence contain a singular noun that should be plural? Is there a misplaced modifier? Is there an independent clause in the passive voice?]

3. They try and raise new varieties every year, and they do all of the gardening themselves.

4. Her and Martin plant carrots, radishes, and lettuce early in the season.

5. During last spring’s cooler weeks, Martin, for who tomatoes are a treat, bought tomato plants and stakes at a local nursery.

6. Sandra and him go to plant the tomatoes, but they found that they still had work to do.

7. Sprouting from the well-tilled soil, they found weeds, but neither teen would want to pull them.
8. Luckily, two nearby gardeners said that they will help, if, once they finished weeding Sandra and Martin’s garden, Sandra and Martin was to help them in return.

9. Sandra and Martin, when their own garden finished, helped their new friends plant vegetables for theirselves.

10. Martin and Sandra now garden very good, especially after having got so much practice.

**Common Mechanics Errors**

Be sure to check your capitalization, punctuation, and spelling when you write. Use a dictionary if you’re not sure of a spelling or of how to divide a word. Make sure you haven’t confused two words that sound alike but are spelled differently. Attention to these details will make a big difference in your writing! Ask yourself these questions as you proofread your work:

- Does every sentence begin with a capital letter?
- Are all proper nouns capitalized?
- Does every sentence end with an appropriate end mark?
- Are words spelled and divided correctly?
- Have you placed commas and apostrophes where they are needed?
- Are direct quotations and titles capitalized and punctuated correctly?

**Exercise B** Correct errors in capitalization, punctuation, and spelling in the following sentences. Use proofreading marks to make your corrections.

**Example 1.** Wasn’t surfing once banned in hawaii? [Proper nouns should be capitalized, and questions should end with question marks.]

11. Some people beleive that Duke paoa kahanamoku the winner of three Olympic gold medals was the world’s best freestyle swimmer. [Is there a misspelled word in this sentence? Is there an appositive phrase that needs to be set off with commas? Should any words be capitalized?]

12. He won gold medals in 100-meter freestyle events in stockholm (1912) and Antwerp (1920), and he was a member of the winning United states team in the 800-meter relay.

13. Didnt he take his ten-foot surfboard with him whenever he traveled outside Hawaii!

14. “I am only happy, he once said, “When I am swimming like a fish.”

15. He had a worldwide affect on the sport; by the time of Duke’s death, surfing had become quiet popular all over the world.
Answer Key
Chapter 1: Parts of Speech
Overview, pp. 1–24
The Noun, pp. 1–2

EXERCISE A
1. Look at these photographs of my friend James, who is a relative of Victor.
2. Did the two men visit Madagascar, a large island near Africa?
3. Courage and curiosity are two qualities you will find in my friends.
4. Many different countries make up the large continent of Africa.
5. On his journey back to America, Victor sailed on the Princess.

EXERCISE B
6. In gym class, Coach Ellis led the students through a set of twenty push-ups.
7. After the children tossed snowballs, they built a snowman on the sidewalk.
8. Did Dad change the batteries in the smoke detector that is in the family room?
9. You should read Homeless Bird by Gloria Whelan, a winner of the National Book Award.
10. My sister-in-law, a singer in a band, also plays the guitar.

EXERCISE C
11. collection
12. pack
13. swarm
14. family
15. team

The Pronoun B, pp. 5–6
EXERCISE A
1. These are my favorite books of all time.
2. Is this a serious tale of grand adventure, or is it just a silly story?
3. You two should really take a look at these!
4. My skateboard rolls as smoothly as those used in professional competitions.
5. Of the entire football season, that was the most suspenseful game!
6. This set of math problems is a lot like those.
7. When will we finish painting that?
8. Of all of these, the third one sounds the most appealing.
9. That is the first time she’s ever eaten a kiwi fruit.
10. Think of this as an opportunity to shine!

The Pronoun A, pp. 3–4
EXERCISE A
1. Many teens volunteer their time to worthy causes.
EXERCISE B
11. INT 14. INT
12. DEM 15. INT
13. DEM

EXERCISE C
(Answers may vary.)
16. those 19. this
17. these 20. Whose
18. Which

EXERCISE A
1. Chen is reading Animal Farm, which is about power and betrayal.
2. George Orwell, who wrote this fable, used animals as main characters.
3. The plot is about farm animals that chase away their owners!
5. Bilbo Baggins, whom readers meet in The Hobbit, is the hero of this story.
6. A hobbit is a creature whose life centers on family, food, and a good home.
7. In many classrooms, students read books that explore the dark side of human nature.
8. Have you read Lord of the Flies, which is about human nature?
9. A group of boys, whose airplane crashes, must survive on a lonely island.
10. What do you think of these boys, who become savage?

EXERCISE B
11. The pep rally, which began at one o’clock, lasted almost two hours!
12. When should we pick up the uniforms that Ms. Baraka ordered?
13. Marie, whom the community greatly admires, planted four trees in a local park.
14. Try finding a puzzle piece that is shaped like an H.
15. Ernesto’s brother, who enjoys good conversation, makes it a point to visit us once a day.
16. We saw a whooping crane, which is one of the rarest birds in North America!
17. That short story, which talks about the love of a grandmother for her grandson, is excellent.
18. Is Leroy, whom our customers love, going to get this month’s bonus?
19. Julia constructed this model volcano from clay that she found in her own backyard.
20. The choir’s leaders, who are looking for a new sound, have been listening to Caribbean music.

The Pronoun C, pp. 7–8

The Pronoun D, pp. 9–10

EXERCISE A
1. All of the hotel’s staff members were very helpful.
2. Most of the activities, in Jack’s opinion, would be fun.
3. Of everything available to guests, the shuffleboard court was our favorite spot.
4. We played softball with anyone who wanted to play.
5. Let’s meet Jack and the others at the lake behind the hotel.
6. Some of the rocks along the shore are quite beautiful.
7. We could give somebody the prettiest stones.
8. Wouldn’t Aunt Suzy want a few of them?
9. Save something to help you remember that trip!
10. I think we’d gladly take another.

**EXERCISE B**  
(Answers will vary.)

11. Each
12. both
13. more
14. anybody
15. Most
16. one
17. everything
18. everyone
19. somebody
20. anyone

**The Adjective, pp. 11–12**

**EXERCISE A**

1. There is a large family of healthy ducks by the lake.
2. During the hot afternoon, several deer crossed the grassy meadow.
3. Look at the small, brown rabbit near the trees.
4. A gray dove looked for tiny seeds beneath a leafy, green bush.
5. Did you see the beautiful fur on that fox?

**EXERCISE B**

6. Either coach can train the new team.
7. Which long table will seat the hungry students?
8. Those three rosebushes won’t bloom for many weeks.
9. Recent graduates helped several teachers purchase those.
10. We realized that neither frog had been making that unusual noise.

**EXERCISE C**

11. PRO
12. ADJ
13. ADJ
14. N
15. ADJ
16. INT
17. INT
18. TR
19. TR
20. INT

**The Verb A, pp. 13–14**

**EXERCISE A**

1. John Loudon McAdam designed roads without costly rock foundations.
2. The first self-propelled American land vehicle ran under steam power.
3. The Colorado River toad secretes a poison that can paralyze its predators temporarily.
4. During thunderstorms, lightning bolts create gases that eventually fertilize the soil.
5. Alchemists never produced gold from lead, but they invented some tools that chemists use today.
6. Do mice dream?
7. The tube-shaped leaves of some pitcher plants fill with rainwater and trap insects.
8. Suddenly, hundreds of grasshoppers leapt into the air.
9. When a bug is caught in the sticky hairs of a sundew’s leaf, the leaf curls around it.
10. On the longest day of summer in the Antarctic Circle, the sun never sets.

**EXERCISE B**

11. INT
12. TR
13. TR
14. INT
15. INT
16. INT
17. INT
18. TR
19. TR
20. INT

**The Verb B, pp. 15–16**

**EXERCISE A**

1. Cassie thought that the radishes tasted wonderful.
2. Sandals are usually a good, comfortable shoe for warm weather.
3. Is Janelle’s poster the one with the piano full of flowers on it?
4. The cricket in my room seemed noisy last night.
5. Mel looks confident; maybe he should be the leader.
6. This paint job could have been perfect, but the paint dripped.
7. Sophia became the first of us to ask, “Were cars really that slow back then?”
8. That mockingbird certainly sounds carefree.
9. His grandmother was one of the first women to teach at a university.
10. The music stayed loud and festive, even when the band grew tired.

**EXERCISE B**

11. Over the years, the lock had become rusty.
12. With great difficulty, Lisa turned the key in the lock.
13. Inside, the empty house seemed perfectly silent.
14. Long ago, the dusty air had turned stale.
15. Lisa remained calm in spite of the eerie atmosphere.
16. Then she stood on the porch and felt better.
17. She could smell fresh-cut hay in the breeze.
18. Crops grew in the fields across the street from the house.
19. With a new coat of paint, it might be a nice place to live.
20. The house suddenly appeared far less spooky.

**The Verb C, pp. 17–18**

**EXERCISE A**

1. Pumpkins are known for their soft orange pulp and high water content.
2. You may have eaten delicious pumpkin bread or pumpkin muffins.
3. That pumpkin was grown in Margaret’s own backyard garden.
4. It had become ripe for harvest a few days ago.
5. The tough orange rind must be removed from the pumpkin.
6. Then, the orange pulp can be used for food.
7. We can save some of the seeds for next year’s crop.
8. Should we toast the rest of the pumpkin seeds?
9. During late October, many people will carve a pumpkin.
10. Pumpkins have also been grown as food for livestock.

**EXERCISE B**

11. Do you enjoy ice-skating and other winter sports?
12. Diego and I have often watched skating competitions on television.
13. I myself have never worn a pair of ice skates.
14. My sister, however, will frequently compete in skating matches.
15. The coldness of the icy arena doesn’t bother her.
16. Since childhood, she has always enjoyed the competitive nature of sports.
17. You should not have missed the competition last week.
18. Will you attend the match on Saturday afternoon?

19. We have always sat in one of the front rows.

20. We will not miss a single bit of action from those great seats.

The Adverb, pp. 19–20

EXERCISE A
1. Please write your new phone number there.
2. Loudly, the telephone in Becca’s room rang.
3. Where did she earn the money for her own phone?
4. Becca mows lawns weekly for extra money.
5. She had carefully saved money for the phone.

EXERCISE B
6. Whose incredibly delicious casserole is this?
7. Rather large trees surround the car lot.
8. After a long afternoon, I can say my chores are nearly complete.
9. An especially valuable player receives the MVP award.
10. Please give a snack to the children, who are slightly hungry.

EXERCISE C
11. Why is he speaking very quietly?
12. Somewhat excitedly, the child accepted the gift.
13. Both students completed the test equally quickly.
14. A fire broke out, but firefighters arrived quite soon.
15. You interpreted the poem extremely creatively.

The Preposition, pp. 21–22

EXERCISE A
1. Everyone was frightened during the scary movie.
2. Without a hat, Ellen’s hair always lightens.
3. Jeff, you can use chicken in place of the beef.
4. The beautiful full moon disappeared behind thick clouds.
5. How can I choose between two good choices?

EXERCISE B
6. Because of the fire, smoke billowed from the windows and doors.
7. Since last Monday, I have been leaving the house before you each morning.
8. The story is about a horse that gallops next to bicyclists.
9. Aside from a few loose boards, the bridge across the stream looks safe.
10. Look at the perfect blanket of snow on the streets and lawns.
11. Felicia skipped through the open gate in front of her house.
12. In addition to old newspapers, Toni collects cans during recycling drives.
13. Couldn’t we use the tomatoes we grew instead of those from a store?
14. Since he got to sit behind the dugout, Cedric stayed through the final inning.
15. Should we climb aboard the boat beside the dock?
**Exercise A**

1. I had met the girl before, yet I couldn’t remember her name.

2. We heard the fire alarm not only in the hallways but also in the classrooms.

3. After the assembly, I couldn’t find Mark or Chi anywhere.

4. Do you know whether Carlos sanded or painted the bookcase?

5. On the beach and in the water, the family played happily.

6. Mr. Paulson had expected neither the award nor the party.

7. Was either the principal or the vice-principal present at the ceremony?

8. I will enjoy the winter break, but I will miss my friends.

9. Will this bus take us to both the mall and the library?

10. Neither the computer nor the printer was turned on.

**Exercise B**

11. CRD

12. INT

13. CORR

14. CRD

15. INT

16. INT

17. CORR

18. INT

19. CRD

20. CORR
Chapter 2: The Parts of a Sentence, pp. 25–38
The Subject, pp. 25–26

EXERCISE A
1. The light above the sink went out yesterday.
2. The biology students collected different types of leaves.
3. Did Dad enjoy the baseball game?
4. The purple and blue flowers really brightened up the room.
5. When will the band members return from the field trip?

EXERCISE B
6. The great pyramids of Egypt have become famous.
7. They were used as royal burial chambers.
8. Have you ever seen a pyramid?
9. Many different cultures built pyramids.
10. Examples of these unique structures can be found in Egypt and Mexico.

EXERCISE C
11. Turtles and bullfrogs lived at the edge of the lake.
12. Neither onions nor peppers were in the stew.
13. Did Rosa, Barbara, and Fredric work together on the experiment?
14. Not only the cows but also the chickens must be fed.
15. Sally or Eugene will give a speech today.

The Predicate, pp. 27–28

EXERCISE A
1. drank
2. will practice
3. should show
4. shone
5. must have found

EXERCISE B
6. The basketball team will be playing in the semifinals.
7. Does your aunt own the nursery on Park Street?
8. In the shade of the oak tree, grass does not grow.
9. Calvin has been taking piano lessons for five years.
10. The kittens are playing.

EXERCISE C
11. Both tennis players inspected their rackets and practiced their swings.
12. Would you run the cash register or wrap purchases for me?
13. The bird had collected bits of straw and made a nest.
14. High above the crowd, the trapeze artists swung and leaped gracefully.
15. In the afternoon, my dogs sit on the patio and wait for me.

Predicate Nominatives, pp. 29–30

EXERCISE A
1. goldfish
2. Mr. Nelson
3. teacher
4. these
5. farmer

EXERCISE B
6. city hall
7. instructor
8. architect
9. William Carlos Williams
10. she
11. volunteers
12. member
13. friend
14. fund-raisers
15. bluebonnets

**Exercise C**
16. Sally Chavez, Fred Browning
17. accountant, coach
18. judge
19. pants, sweater
20. sea horse
21. aunt, uncle, cousins
22. jewels, coins
23. Ms. Ferguson, Mr. Price, Mrs. Martinez
24. contestant, judge
25. she

**Predicate Adjectives, pp. 31–32**

**Exercise A**
1. muddy
2. beautiful
3. salty
4. clean
5. friendly
6. interesting
7. creative
8. exhausted
9. organized
10. gloomy

**Exercise B**
11. interesting, suspenseful
12. enjoyable, boring
13. fantastic
14. happy
15. modern, speedy, reliable
16. sweet
17. shy, friendly
18. thirsty
19. long
20. energetic, playful, entertaining

**Direct Objects, pp. 33–34**

**Exercise A**
1. Abraham Lincoln
2. scores
3. acorns
4. cashier
5. The Wizard of Oz
6. rabbit
7. bikes
8. Michelle
9. cans
10. village

**Exercise B**
11. glue, tape
12. smile
13. Clara Ruiz, Kate Samson
14. novels, short stories, plays, essays, poems
15. me
16. pots, pans
17. crowd
18. scarf, jacket
19. bin, can
20. claws

**Indirect Objects, pp. 35–36**

**Exercise A**
1. Debbie
2. everyone
3. me
4. Karen
5. children
6. me
7. her
8. Maurice
9. you
10. Sasha

**Exercise B**
11. Spotty, Skeeter
12. you, sister
13. Marla, Nancy
14. Isabel, Alex
15. student, teacher
16. Lee, Fred
17. Jill, me
18. Carrie, Leo
19. brother, me
20. teacher, principal

Classifying Sentences by Purpose, pp. 37–38

**EXERCISE A**

1. DEC  
2. IMP  
3. IMP  
4. DEC  
5. DEC  
6. IMP  
7. DEC  
8. IMP  
9. IMP  
10. DEC

**EXERCISE B**

11. campaign?  
12. edge!

13. test! [or
dec test.]
14. sweater.
15. theater.
16. swing?
17. have!
18. friends.
19. tomorrow?
20. out!
**Chapter 3: The Phrase, pp. 39–50**

**The Prepositional Phrase A, pp. 39–40**

**Exercise A**

1. Can you read the name on the blue boat?
2. Early in the morning, Earl fishes for shrimp.
3. Often, he also looks for crabs and lobsters.
4. The storm at sea probably will not come near our coastal town.
5. Look at the beautiful sailboat in the harbor!

**Exercise B**

6. Students throughout the school are happy it snowed today.
7. Did your lab partner take notes about the experiment’s results?
8. Someone left the door to the garage open.
9. Is that my notebook near the lunch tray on the table?
10. The poster near the water fountain outside our classroom looks ancient.
11. Some people from our neighborhood are painting the sign next to the entrance.
12. Let’s take the gravel path around the observatory.
13. Stories about the cost of a new bicycle frame are all too true!
14. The kingfishers along the river always chatter when they fly.
15. The fans in the stands grew quiet once they heard the national anthem.

**The Prepositional Phrase B, pp. 41–42**

**Exercise A**

1. Because of rust, the gate in the stone wall would not open.
2. Darcy has always been great at shortstop.

3. During the morning, the horses walked in Central Park.
4. Before the game, do the cheerleaders practice their cheers?
5. You can stay for a few days in our apartment.
6. Allergies have left Paulette’s voice hoarse beyond description.
7. We followed the fossil dinosaur tracks into the streambed.
8. The loudest of the seven frogs lives among those reeds.
9. This clip, according to the manual, should connect the spring to the hood.
10. Just drag the nylon line across the creek’s surface.

**Exercise B**

11. Yolanda is wonderful in the play’s leading role.
12. We left for the museum at nine o’clock.
13. Were the costumes finished in time for the fair? [or Were the costumes finished in time for the fair?]
14. On spring afternoons, thunderstorms form throughout this region.
15. This glass is slick across its surface.
16. Skilled with computers, Daisy wrote a program that generates model atoms.
17. This net should be large enough for several hundred prom-night balloons.
18. On our trip, we journeyed past a huge statue of Paul Bunyan.
19. This fireplace, before the first big cold snap, seemed uncalled-for.
20. Melanie felt enthusiastic about her sister’s medical research.
The Participle and the Participial Phrase, pp. 43–44

EXERCISE A
1. Ada’s exhausted teammates sat together on the bench.
2. Her hushed friends watched Ada step to the plate.
3. Suddenly, a speeding runner stole third base.
4. The pitcher threw a wavering curveball right down the middle.
5. Ada hit it solidly and drove in the winning run.

EXERCISE B
6. The bus stopped next to a building surrounded by statues.
7. Re-reading my essay, I discovered that two words were missing.
8. The light cast by the aquarium’s fluorescent bulb was bright.
9. During the recital, several parents chuckled at their wildly dancing toddlers.
10. Baked with cinnamon, the apples were delicious.
11. How many birds living in this open field have you identified?
12. Opening the blinds, Ms. Saadi faced the newly risen sun.
13. The cowboy’s story, sprinkled with wit, kept his audience laughing.
14. Snuffling noisily together, the hounds explored an old shoe.
15. How long do closely guarded secrets really stay secret?

The Gerund and the Gerund Phrase, pp. 45–46

EXERCISE A
1. dunking
2. mewing, meowing
3. Catching
4. practicing
5. singing

EXERCISE B
6. The choir gave preparing for the concert their full attention.
7. Slowly and carefully detailing his car is Kim’s favorite task.
8. Would you help me with hanging these posters?
9. The ball’s bouncing into the stands surprised everyone.
10. The firefighter’s heroic act was daringly rescuing an entire family.
11. Clara’s latest amusement is cheaply collecting memorabilia from the seventies.
12. We practiced quickly passing the ball to our forwards.
13. Boiling gently in water will cook the pasta.
14. Who hasn’t enjoyed heartily laughing at one comedian or another?
15. A distant clattering along the rails was the first sign of the subway car’s approach.

The Infinitive and the Infinitive Phrase, pp. 47–48

EXERCISE A
1. One book to read is Cranford by Elizabeth Gaskell.
2. After I’d laced up my high-tops, I was eager to play.
3. Is a foreign language easy to learn?
4. Ready to run, members of the track team lined up at their marks.

5. To cook is not a simple task.

**Exercise B**

6. To make his wheelchair go forward, Chris presses on this lever.

7. At the playoffs, her dream to photograph sports stars was fulfilled.

8. Your next responsibility is to make good grades in school.

9. To entertain was the juggler’s goal for each performance.

10. The pill bug has the ability to roll itself into a tiny ball.

11. Stock these shelves carefully to keep the soup cans from falling.

12. Was this software designed to create new Web pages?

13. David and Alma want to try out for roles in Our Town.

14. Either red pepper or curry powder is a suitable spice to use in that recipe.

15. We need to carry these boxes of files to the office.

**The Appositive and the Appositive Phrase, pp. 49–50**

**Exercise A**

1. My home state, Oregon, is on the West Coast.

2. The country Japan is a group of islands in the Pacific Ocean.

3. Have you ever seen photographs of her, Justice Sandra Day O’Connor?

4. Deliver this gift, a houseplant, to our new neighbors.

5. The athlete Carl Lewis won nine Olympic gold medals in track and field.

6. Glimpses of his own past helped transform the penny-pincher Scrooge into a new person.

7. Connect this belt to the part of the alternator that fits it, the pulley.

8. Gottlieb Daimler and Wilhelm Maybach, German engineers, built a motorized bicycle in 1885.

9. Safely landing the lunar module Eagle, Neil Armstrong and Edwin E. Aldrin, Jr., became the first people to walk on the moon.

10. During the Roaring Twenties, the Jazz Age, many Americans ignored distress in Europe.

**Exercise B**

11. Volcanoes, the subject of my report, are vents in the earth’s crust.

12. Use one of those, the lockers in the bottom row, for your gym clothes.

13. Did all of them enjoy the main dish, a mix of vegetables and pasta?

14. Find the brightest planet, the hot-surfaced Venus, in the night sky.

15. A small, five-armed creature with a spiny skeleton, a starfish, washed ashore.

16. The busy highway the Lincoln Turnpike is undergoing repairs this week.

17. Robert Browning wrote The Ring and the Book, the tale of a Roman trial.

18. My friends and I like salsa, a fast and energetic kind of dance music.

19. Did you hear that, a loud buzzing outside the window?

20. Captain of the team, Mel decided the batters’ lineup.
**Chapter 4: The Clause, pp. 51–60**

**The Adjective Clause, pp. 51–52**

**EXERCISE A**

1. The **people** who read that book didn’t like the story’s ending.

2. I spoke to **Aaron**, whose locker is near mine, after study hall.

3. Have you seen the action **movie** that opened on Friday?

4. The spot where we build the campfire should be in an open area.

5. Meet **Anya**, whom you will tutor for English class.

**EXERCISE B**

6. Carver was born in a time when slavery was still practiced.

7. Is the war that ended legal slavery in the United States the Civil War?

8. In his late twenties, Carver, who had held a variety of odd jobs, graduated from high school.

9. His artistic skills surfaced during his childhood, which he spent on a plantation.

10. As a boy Carver learned to draw, and as he grew older, he painted pictures of the plants that grew around him.

11. Carver, whose college degree was in agricultural science, first studied art and piano.

12. Is Carver a scholar whom you would imitate?

13. The place where he earned his bachelor’s degree was Iowa State Agricultural College.

14. Tell me about the master of science degree that he earned in 1896.

15. He donated his life savings to the Carver Research Foundation, which he helped establish.

**The Adverb Clause, pp. 53–54**

**EXERCISE A**

1. Kimi moves as gracefully as professional dancers do.

2. If you have already read this book, do not tell me the conclusion.

3. Coach has made volleyball practice sessions longer so that we’ll get better.

4. Derek plays songs on the guitar whenever he is feeling cheerful.

5. Since you know French, will you translate this for me?

**EXERCISE B**

6. Before Sue took her palomino to the horse show, she groomed the horse carefully.

7. Was the golden retriever friendlier than the Great Dane was?

8. If the weather is cold, we will exercise inside the gym.

9. The brothers usually behave as if they are best friends.

10. Shannon painted slowly so that the brush strokes were distinct.

**The Noun Clause, pp. 55–56**

**EXERCISE A**

1. Does what the parrot says make you laugh?

2. The scientist’s only concern was whether the experiment was a success.

3. That the plan worked surprised us both.

4. The trouble with the engine is what I expected.

5. Whoever chooses to report on this book will get an extra week to finish reading it.
6. According to Beth, quick and accurate revision is why she uses that program.

7. Whatever venture Rosa supports becomes successful.

8. Is whoever moved the queen’s crown still in the palace?

9. The show’s finest moments were when the magician pretended to read minds.

10. “Where the trail ends” is our club’s new slogan.

**Exercise B**

11. After an hour’s hike, we found where the others had made camp.

12. Nathan gave whatever was dirty a thorough scrub.

13. In her writer’s journal, she records whatever happens to her each day.

14. Michael gave whether he should enter the contest some serious thought.

15. According to the ranger, a bear will eat whatever it feels like eating.

16. Whoever returned her wallet deserves her thanks.

17. Set those potted plants near where the children dug the holes.

18. Ms. Ortega suddenly realized why the pack seemed heavy.

19. Do you sometimes send funny e-mails to whomever you know?

20. Give whichever hedge is too tall a trim.

---

**Sentence Structure A, pp. 57–58**

**Exercise A**

1. Several brushes were inside the barn.

2. Nicole brushed her horse Rowdy’s mane, and then she cleaned his hooves, which were muddy.

3. Is that a new saddle, or is it one of the older ones?

4. In the pasture, a horse and her foal grazed quietly and watched Rowdy.

5. Nearby, as Nicole brushed her horse, a barn cat and her kittens played.

**Exercise B**

6. S 11. CD

7. CD 12. CD

8. S 13. CD


10. S 15. CD

---

**Sentence Structure B, pp. 59–60**

**Exercise A**

1. Since he can’t fix the leak, Alan will call a plumber.

2. Do you have the phone number for a reliable plumber?

3. On Thursday afternoon, he’ll leave work early so that he can meet the plumber.

4. After the leak is fixed, he’ll mop up the water because guests are coming.

5. Tina and Anthony will arrive on Thursday and will stay for the weekend.
6. Until metal pens were made in the mid-nineteenth century, people wrote with brushes or reeds, or they used quill pens.

7. After metal pens and pen tips came into use, quill pens fell out of use.

8. Have you heard of John Mitchell, who invented a machine-made steel pen tip in 1828?

9. Because a person continually dipped the pen into an ink supply, these pens could be messy; therefore, inventors looked for a better design.

10. In 1884, L. E. Waterman produced the fountain pen, which held the ink supply within the pen, and the design became popular.

11. The new ballpoint pen was released before the century ended.

12. Some people wrote with ballpoint pens in 1895, yet Lazlo Biro designed a better model that was used worldwide by the mid-1940s.

13. The “biro” is similar to the older fountain pen that held a reservoir of ink.

14. The ballpoint pen holds ink in its reservoir; because a metal ball at its tip rotates, the tip becomes coated in ink.

15. Did you know that soft-tip pens came into use during the 1960s?
Chapter 5: Agreement, pp. 61–68
Subject-Verb Agreement A, pp. 61–62
EXERCISE A
1. brings
2. remind
3. enjoy
4. drink
5. Does
EXERCISE B
6. Have
7. look
8. bring
9. talk
10. are
EXERCISE C
11. expect
12. Do
13. is
14. needs
15. protect

Subject-Verb Agreement B, pp. 63–64
EXERCISE A
1. is
2. brings
3. turns
4. plans
5. Does
EXERCISE B
6. have
7. were
8. are
9. Are
10. compete
EXERCISE C
11. have
12. Is
13. refuse
14. are
15. Does

Pronoun-Antecedent Agreement A, pp. 65–66
EXERCISE A
1. his
2. they
3. its
4. her
5. their
EXERCISE B
6. their
7. his
8. their
9. them
10. it
11. her
12. their
13. her
14. their
15. his

Pronoun-Antecedent Agreement B, pp. 67–68
EXERCISE A
1. its
2. his or her
3. its
4. her
5. his or her
EXERCISE B
6. their
7. themselves
8. their
9. their
10. they
EXERCISE C
11. their
12. them
13. It
14. their
15. it
Chapter 6: Using Verbs Correctly, pp. 69–82
Principal Parts of Verbs A, pp. 69–70

EXERCISE A
1. elect _____ [have] _____
2. clean _____ [have] _____
3. provide _____ [have] _____
4. play _____ [have] _____
5. gain _____ [have] _____

EXERCISE B
6. grab _____ [have] _____
7. suppose _____ [have] _____
8. drown _____ [have] _____
9. prejudice _____ [have] _____
10. use _____ [have] _____

EXERCISE C
11. pushed
12. practicing
13. mentioned
14. planted
15. picked

Principal Parts of Verbs B, pp. 71–72

EXERCISE A
1. burst
2. set
3. let
4. hit
5. cost

EXERCISE B
6. spent
7. heard
8. made
9. built
10. bent

EXERCISE C
11. ran
12. stung
13. slid

14. drank
15. won

EXERCISE D
16. sought
17. gone
18. grown
19. tore
20. written

Tense, pp. 73–74

EXERCISE A
1. future
2. present
3. past
4. past
5. future

EXERCISE B
6. present perfect
7. present perfect
8. past perfect
9. past perfect
10. future perfect

EXERCISE C
11. wrote
12. had bought
13. has thought
14. will finish
15. have learned

Progressive Forms, pp. 75–76

EXERCISE A
1. future progressive
2. past progressive
3. present progressive
4. past progressive
5. present progressive

EXERCISE B
6. present perfect progressive
7. past perfect progressive
8. present perfect progressive
9. future perfect progressive
10. past perfect progressive
**Exercise C**
11. had sent
12. will have heard
13. have written
14. have been telling
15. said

**Consistency of Tense, pp. 77–78**

**Exercise A**
1. I
2. C
3. I
4. I
5. C
6. I
7. C
8. C
9. I
10. I

**Exercise B**
Answers may vary slightly.
11. The haze cleared away, and the day was beautiful. [or The haze will clear away, and the day will be beautiful.]
12. The student council will vote and will choose a location for the class picnic. [or The student council voted and chose a location for the class picnic.]
13. A pair of kingfishers hunt for fish while we watch. [or A pair of kingfishers hunted for fish while we watched.]
14. The wind blew through the trees, and leaves fell to the ground. [or The wind blows through the trees, and leaves fall to the ground.]
15. When will the computer store hold its grand opening and allow customers to come in?

**Exercise C**
11. raised
12. rising
13. rose
14. risen
15. rise

**Exercise A**
1. AV
2. PV
3. AV
4. PV
5. AV
6. PV
7. AV
8. AV
9. AV
10. PV

**Exercise B**
11. The receiver caught the ball.
12. Mom and Dad painted the walls.
13. Will you answer the phone?
15. My big sister caught a cold.

**Lie and Lay, Sit and Set, Rise and Raise, pp. 81–82**

**Exercise A**
1. laid
2. lie
3. lay
4. laid
5. lay
6. set
7. sitting
8. sat
9. set
10. Sitting

**Exercise C**
11. raise
12. rising
13. rose
14. risen
15. rise
Chapter 7: Using Pronouns Correctly, pp. 83–92

The Nominative Case, pp. 83–84

**EXERCISE A**
1. they
2. he
3. They
4. We
5. she

**EXERCISE B**
6. he
7. she
8. I
9. they
10. he

**EXERCISE C**
11. we
12. I
13. he
14. they
15. she

The Objective Case, pp. 85–86

**EXERCISE A**
1. us
2. her
3. them
4. us
5. me

**EXERCISE B**
6. me
7. us
8. him
9. them
10. her

**EXERCISE C**
11. me
12. them
13. him and her
14. them
15. him and me

**EXERCISE B**

6. me
7. us
8. him
9. them
10. her

**EXERCISE C**
11. me
12. them
13. him and her
14. them
15. him and me

**EXERCISE A**
1. whom
2. Who
3. whoever
4. Who
5. whom
6. who
7. whom
8. who
9. whom
10. whomever

**EXERCISE B**
11. we
12. her
13. us
14. We
15. her

**Clear Reference A, pp. 89–90**

**EXERCISE A**
The arrows are to help students determine whether the reference is clear or ambiguous. They are not meant to be graded, though the teacher may require them.

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1. After the boys talked to the coach, he advised them to run some wind sprints.

2. My uncle asked his son to bring his snow boots inside.

3. Zach let Brian know that his backpack was out in the hall.

4. Have the girls taken the puppies to their home yet?

5. Make sure that Carrie knows her lines and that Jason has his costume ready.

6. The ship rolled on the wave as it ran across the ocean.
7. After Sonia finished her solo, the crowd cheered.

8. Margaret e-mailed her aunt about her recipe for pasta salad.

9. Did the artists or the viewers say that they enjoyed the exhibit?

10. Is Mars the brightest planet this month, or is it Venus?

**EXERCISE B**

*Answers will vary slightly, but references should be clear.*

11. After Billy and José left band practice, Billy realized he’d left his notebook behind.

12. I enjoyed watching the helicopter as it created a small dust cloud.

13. While Doug and Terrell were at the airport, Terrell ran into a friend from elementary school.

14. The day after she bought the blue skirt and the yellow dress, Tisha wore the dress to school.

15. As Mr. Moreno and Mrs. Burke presented an award to the soccer team, the players had smiles on their faces.

6. Myra is proud of her mother, not only for finishing school, but also for becoming a firefighter.

7. The volunteers found that the hard work of raking leaves and putting up a fence was rewarding.

8. Being around our neighbor’s animals usually makes me sneeze—she has two cats and three birds.

9. Waves splashed the dock, and a cold wind blew. The storm caused everyone to rush inside.

10. The uneventful drive from Austin to Dallas took the family three hours.
Chapter 8: Using Modifiers Correctly, pp. 93–98
Comparison of Modifiers, pp. 93–94
EXERCISE A
1. more exciting
2. clearest
3. greener [or more green]
4. easier
5. least elastic
6. most likely
7. most trustworthy
8. more helpful
9. less purple
10. fewer
EXERCISE B
11. scarier
12. most aggressive
13. more challenging
14. hardest
15. more difficult

Placement of Modifiers A, pp. 95–96
EXERCISE A
1. D
2. C
3. D
4. D
5. C
6. C
7. D
8. C
9. D
10. C

EXERCISE B
(Answers will vary.)
11. Exhausted and thirsty, the team thought that the locker room looked welcoming.
12. The first stars of the evening, shimmering faintly, appeared as we watched.
13. As Jan disconnected the car’s battery, the horn began to blow.

EXERCISE B
(Answers will vary.)
14. To successfully perform this experiment, you will need hours of preparation.
15. Picking up the phone, Tony heard his mom’s voice loud and clear.

Placement of Modifiers B, pp. 97–98
EXERCISE A
1. M
2. C
3. M
4. M
5. C

EXERCISE B
(Some answers may vary.)
6. The painting covered the wall in its heavy gold frame.
7. It’s time to put the tools into the tool chest you were using to fix the car.
8. Rocking in her lap, Grandmother soothed her grandson.
9. Freshly picked from the tree, breakfast consisted of delicious peaches.
10. The flag was flapping in the wind, wrapping itself around the pole.

EXERCISE C
(Answers will vary.)
11. Janice regarded her garden, withered in the sun, with dismay.
12. Please bring me the book that has no back cover from the shelf.
13. The geologist tapped lightly on the crystals embedded in the rock.
14. The sun set with a fiery glow as we watched.
15. The mouse, which wanted to hide from the hawk, skittered into the woodpile.
Chapter 9: A Glossary of Usage, pp. 99–104
A Glossary of Usage A, pp. 99–100

**EXERCISE A**
1. An
2. accept
3. I’m not
4. except
5. an
6. a
7. accepted
8. aren’t
9. an
10. excepted

**EXERCISE B**
11. its
12. well
13. themselves
14. rather
15. It’s
16. himself
17. its
18. rather
19. good
20. It’s

A Glossary of Usage C, pp. 103–104

**EXERCISE A**
1. There
2. Those
3. their
4. then
5. their

**EXERCISE B**
6. your
7. try to
8. You’re
9. your
10. try to

**EXERCISE C**
11. any
12. can
13. anything
14. Have
15. any

A Glossary of Usage B, pp. 101–102

**EXERCISE A**
1. fewer
2. take
3. must have
4. bring
5. less
6. Take
7. less
8. should have
9. fewer
10. must have
Chapter 10: Capital Letters, pp. 105–18

Capitalization A, pp. 105–106

EXERCISE A

1. I think she said, “Please take your shoes out of the kitchen.”
2. “Who has my pencil?” asked Maria.
3. Daniel smiled and said, “Boy, this movie’s ending sure surprised me.”
4. Some of the most well-known features of that national park are its glaciers.
5. Her eyes grew wide and she whispered, “Did you hear that?”
6. He says that he’s going to try out for our soccer team this year.
7. It’ll be wonderful to add a trophy or two to the cases in the front hallway.
8. My father nodded and said, “The metal frame of this dock was made to last.”
9. As long as we’re standing here, keep your chin up and your shoulders back.
10. How many blades are on the propeller of that helicopter?

EXERCISE B

Answers will vary. Sample responses are provided.

11. The funniest person I have ever met is named ___________.
12. She named her horse ___________.
13. The coach says that his middle name is ___________.
14. Her favorite author is ___________.
15. Her neighbor, ___________, likes to jog in the morning.
16. My best friend’s first name, middle initial, and last name are ___________.
17. She decided to name her pet dog ___________.
18. When he sang, he sounded like the famous singer ___________.
19. One afternoon, she met the popular actress ___________.
20. You would think that I’d never eaten spaghetti before.

Capitalization B, pp. 107–108

EXERCISE A

1. b. Madison Avenue
2. b. month
3. b. Carver Middle School
4. a. Wednesday
5. a. San Antonio Spurs
6. b. Queen Victoria
7. a. hero
8. b. Idaho
9. a. those limestone caves
10. a. Boston

EXERCISE C

16. In every one of my photographs, I look sleepy.
17. “We are going to pick up the package,” they told them.
18. Maybe I’m in the mood for a long stroll.
19. “Perhaps,” Chi laughed, “he and I should rewrite the letter.”
2. One of his cousins went snorkeling near the Great Barrier Reef.

3. Any animal that can survive the weather in Antarctica deserves to be studied.

4. We should visit Grasslands National Park someday.

5. Peru is a country located in South America.


7. Each fall, our town holds a festival on Lucinda Avenue.

8. We can only marvel at the length of the Colorado River.

9. She dreams of living close to the beaches in Hawaii.

10. The band marched up Fourth Street, and then headed down Fifth.

EXERCISE B
11. a. Eastvale Falcons
12. b. New York Court of Appeals
13. b. Metropolitan Museum of Art
14. a. United States Senate
15. b. University of Southern California

EXERCISE C
16. Making laws in the United States is complicated, and the governmental body called the House of Representatives is a big part of that process.

17. The Krishna River is a river that flows in the southern part of India.

18. Did Aunt Jessie see many different kinds of birds as she drove through Klamath National Forest in California?

19. When she gets older, Myra wants to play basketball for the University of Texas Longhorns.

20. Have you seen a picture of the Sydney Opera House, that famous building in Australia?

Capitalization D, pp. 111–12

EXERCISE A
1. The day we now call Presidents’ Day used to be called Washington’s Birthday.

2. The scientists discovered a dinosaur bone from the Jurassic era.

3. Will we have a picnic to celebrate the Fourth of July?

4. The season of spring begins in March.

5. At the end of January, Lee’s family always celebrates the festival called Tet.

6. During the parade on Arbor Day, he rode on a float shaped like a tree.

7. She dreams that she will one day be able to play in the World Series.

8. I think our trip should be on a Saturday.

9. Sheila said that today was the holiday Purim.

10. Many forms of art began to flourish during the Renaissance.

EXERCISE B
11. b. African Americans
12. a. an Asian
13. b. the Greeks
14. b. a Bantu
15. a. American Indians

EXERCISE C Answers will vary. Sample responses are provided.

16. My aunt flies a small plane she named __________.

17. Her mother works for __________, a business that designs greeting cards.

18. We took a train ride aboard __________, an old steam-driven locomotive.
19. The space shuttle **Endeavour** has docked with the International Space Station.

20. I usually write with a **Bic**, my favorite brand of pen.

**Capitalization E, pp. 113–14**

**EXERCISE A**

1. When Clara toured San Francisco, she took pictures of the golden gate bridge.

2. Someday, the Pulitzer Prize is going to go to my next-door neighbor.

3. He really deserves an **Oscar** for his performance after school.

4. Our teacher said that he wanted to stand at the base of the empire state building and look straight upward.

5. Alex and Justin counted all of the steps leading to the top of the statue of liberty.

**EXERCISE B**

6. The hero of the story was lost at sea because he angered the god **Poseidon**.

7. What is the name of the first book of the **Bible**?

8. Because his family observes the holy days of **Ramadan**, he and his brother are fasting from dawn to sunset.

9. As the famous **Buddhist** began to explain his spiritual beliefs, the audience grew quiet.

10. Christians everywhere will celebrate **Easter** very soon.

**EXERCISE C**

Answers will vary. Sample responses are provided.

11. On a clear, light-free night, the **galaxy Andromeda** is visible.

12. Mike thought he saw a UFO, but it was really just the **planet Venus**.

13. My favorite constellation is **Orion** because it is so easy to spot.

14. That **comet**, called **Halley's Comet**, is an immense pool of interstellar gas.

15. The small-looking star **Polaris** guided explorers as they traveled.

**Capitalization F, pp. 115–16**

**EXERCISE A**

1. b. Civics 101

2. a. Geology 3300

3. b. Creative Writing 2

4. a. English

5. a. Physics 1

**EXERCISE B**

6. Some high school students will take **Chemistry**.

7. Next Saturday there will be a class for mountain bikers, Bicycle maintenance I, at the school.

8. I wonder what will be taught in the community class called **Conversational Japanese** III.

9. Will Jamal be taking **Journalism** 101 during his first year of high school?

10. Mrs. Tanaka will be teaching the summer-camp class called **Spanish** I.

**EXERCISE C**

11. The Alaskan landscape is home to bears, whales, and moose.

12. Tessa is studying **Roman** architecture at the local community college.

13. A **Scottish** bagpipe player is on the cover of that book about music in Scotland.

14. Because the Arctic is such a cold place, I have always admired the endurance of **Arctic** animals.
15. Our neighbors, who want to visit Portugal one day, collect Portuguese sculpture.

16. Have you noticed that this restaurant has a Hollywood theme?

17. Her hockey team’s only Canadian player is an especially fast skater.

18. Using the Japanese tea garden as a backdrop, the photographer snapped many shots.

19. Rosa wears the most beautiful Spanish dresses.

20. Prepare yourself for another Minnesotan winter.

Capitalization G, pp. 117–18

EXERCISE A

1. The man who teaches my weekend computer class is named Professor Cho.

2. I am reading an interesting article on the life of Emperor Augustus.

3. He probably never dreamed that one day he would be known as Sir Paul McCartney.

4. My favorite justice has always been Justice Potter Stewart.

5. One of our country’s least popular presidents may have been President Millard Fillmore.

6. She spoke with Deacon Callison about the grand opening of the new park.

7. According to Senator Hawley, getting elected is far more difficult than serving in office.

8. Using cowpox germs, Sir Edward Jenner developed a vaccination for smallpox.

9. The first professional woman astronomer in the United States was Professor Maria Mitchell.

10. Our class met briefly with Rabbi Goldmann.

EXERCISE B


12. b. “Finding the Right Sunscreen”

13. a. “Mother to Son”

14. b. Mona Lisa

15. b. Rhapsody in Blue

EXERCISE C

16. Carrie’s copy of the book A Walk in the Woods has a photo of a bear on the cover.

17. What is the topic of that article, “Bravery in an Unexpected Place,” that Ruben is reading?

18. The bright blues, reds, and yellows in the collage Harriet Tubman and The Freedom Train make this lively piece of artwork noticeable.

19. The movie Father Of The Bride made my dad laugh.

20. The Miles Davis CD called Kind Of Blue has jazz performances that include saxophone, piano, bass, and drums.
Chapter 11: Punctuation, pp. 119–128
End Marks and Abbreviations, pp. 119–120

EXERCISE A
1. Did Jared forget his lunch?
2. Have you washed and vacuumed the car?
3. Debra is going to keep a snowball in her freezer.
4. He wondered when the rain would stop.
5. What did the puppy just do?

EXERCISE B
6. What movie are you seeing tonight?
7. Shoot the ball now!
8. That concert was incredibly exciting!
9. Please help me clear the table.
10. She was wondering whether we would help move the sofa.

EXERCISE C
11. Dr. Truman
12. J.R.R. Tolkien
13. Mrs. Jackson
15. 108 West Oak St.
16. Frank Salazar, Jr.
17. San Diego, Calif.
18. 1423 S. First St.
19. A.D. 1066
20. New York, N.Y.

Commas with Independent Clauses, pp. 123–124

EXERCISE A
1. Grandmother photographs family events, prepares a scrapbook for each grandchild, keeps a journal of vacation trips, and attends most of our games.
2. Put the tomato plants, the bags of mulch, the hose, and the small shovel into the wheelbarrow.
3. The musicians could be heard in the yard, in the garden, and throughout the house.
4. C
5. Alexandra, Maria, Kimi, and Andrea are moving to new desks.
6. Lightning flashed, thunder boomed, the wind howled, and rain pelted the windows.
7. Crickets will chirp, rustle around in the dry leaves, hop from corner to corner, and sing through the night.
8. C
9. In the yard were four lawn chairs, two tables, and one open umbrella.
10. C

EXERCISE B
11. a
12. b
13. b
14. a
15. a

Commas with Items in a Series, pp. 121–122

EXERCISE A
1. A young woman who enjoys music, a man who dislikes music, a person who likes music, and a person who dislikes music.
2. A young woman who enjoys music, a man who dislikes music, a person who likes music, and a person who dislikes music.
3. A young woman who enjoys music, a man who dislikes music, a person who likes music, and a person who dislikes music.
4. C
5. A young woman who enjoys music, a man who dislikes music, a person who likes music, and a person who dislikes music.
6. Most young adults enjoy music, yet they dislike certain songs.
7. C
8. Many people can’t sing well, but they can play an instrument.
9. C
10. C
11. Vocal music may not help learning, for the lyrics can interfere with concentration.
12. C
13. They enjoy music, but they also find music distracting.
14. Some classical music may improve test scores, yet rock music can decrease them.
15. Each person is different, so you must choose your own study routine.
Commas with Introductory Elements, pp. 125–126

EXERCISE A
1. Hey, is that a dollar bill stuck to your shoe?
2. Swallowing nervously, Carl wiped his sweaty hands on his jeans.
3. C
4. My, this has been an exciting first day.
5. Raising her arms, the vice-presidential nominee predicted victory.
6. Sure, there are a few bugs in the software program.
7. Locked into our old views about eating, how can we improve our diet?
8. C
9. Thinking of a dozen topics, Wynnie couldn’t decide where to begin her research.
10. Yes, isn’t that the most interesting painting in the exhibit?

EXERCISE B
11. Behind the poster of a buffalo, you will find a wall safe.
12. C
13. When it is locked, the safe is almost impossible to crack.
14. In addition to that, we can’t forget where we’ve hidden the key.
15. C
16. Although our sister didn’t like the choice, we knew what to do.
17. Since we didn’t want to forget where we hid it, we decided to keep the key nearby.
18. Against our sister’s repeated advice, we hid the key on the back of the poster.
19. With all of her objections, you’d think that we’d left the key in plain sight.
20. If she doesn’t understand our reasoning about hiding places, she can hide her valuables somewhere else.

Commas with Interrupters, pp. 127–128

EXERCISE A
1. b
2. b
3. a
4. b
5. a
6. b
7. a
8. a
9. b
10. a

EXERCISE B
11. Recycling, generally speaking, is good for the environment.
12. Could this be a case of mistaken identity, Maria?
13. My cat, Smudge, would never have climbed into Dad’s new car.
14. That, nevertheless, is exactly where I found him.
15. Pablo Picasso, the world-renowned artist, still has thousands of admirers today.
16. The game, consequently, will have to be rescheduled.
17. C
18. C
19. According to the survey in the Sun Times, our only newspaper, the election will be very close.
20. C
Exercise A

1. The western sky has reddened, the sun will set within the hour.

2. Beth has finished assembling her solar lawn mower, however, the blades still need to be balanced.

3. It is getting easier to find many forms of wildlife, indeed, even the bald eagle is becoming more common.

4. Her aunt gave her some potted violets, so she is learning how to grow them.

5. He's eating fresh cantaloupe, where did he find it?

6. There are empty boxes stacked in the hallway, we should probably recycle them.

7. Comets are difficult to discover, yet Dr. Rhodes keeps trying to find one.

8. Carl's books, papers, and pencils are already lying on the table in the kitchen, in other words, our study group is going to meet there.

9. To reach the doctor's office, go to the fourth floor, the office will be on your left.

10. The bridge is usually busy with traffic, nevertheless, pigeons nest below it.

Exercise B

11. Unlike nonliving things, living things move on their own, respond to changes in condition, consume nutrients, and grow and replace parts.

12. On their whirlwind tour of the East, the retirees will visit Orlando, Florida, Richmond, Virginia, and Boston, Massachusetts.

13. Three of Oklahoma's natural regions are the Gulf Coastal Plain, a fertile region that spreads along the valley of the Red River, the Ouachita Mountains, a forested area that extends into western Arkansas, and the Central Plains, a grassland prairie that forms the largest region in the state.

14. A spokesperson for the San Gabriel Community Center said that they can host the “Build a Better Mousetrap” competition on November 16 or 23, 2009, December 12 or 29, 2009, January 6 or 23, 2010, or February 9 or 16, 2010.

15. Artificial turf doesn't require much care, isn't easily damaged, and is unaffected by weather, but its use may lead to certain injuries, cause balls to bounce higher than they would on a natural surface, and raise field temperatures in warm weather.
**Colons, pp. 131–132**

**Exercise A**

1. Do not forget to bring the following materials: entry fees, all photographs and artwork, display stands, a display table, a comfortable chair or stool, a list of prices for any artwork offered for sale, and a calculator.

2. Our treasurer reminded us: “We must act before it is too late. We must respond to the demands of the current situation. If we are to avoid a financial crisis that might put us out of business altogether, all new members need to get their dues in to their team leaders within two days.”

3. We will need these supplies: six fresh cans of paint, three paintbrushes, two paint rollers, a pair of paint trays, a protective sheet, a small ladder, masking tape, and old clothes.

4. Additional recommendations are as follows: decrease expenses and levels of absenteeism, and improve production efficiencies and levels of sales.

5. In a speech delivered to this year’s graduates, she said: “The diploma you’ll receive today is far more than a piece of paper. It is, instead, a symbol of triumph. It is a symbol of determination and dedication to success. Indeed, when you finally hold the diploma you are about to receive, remember that it is not a piece of paper. It is a flag you are receiving. A flag dedicated to victory.”

**Exercise B**

6. Sometime between 8:16 A.M. and 8:19 A.M., teachers will announce the results of last week’s election.

7. *Elements of Literature*—Third Course

8. Pharaoh’s daughter, in Exodus 2:6, feels sorry for the baby she’s found.

9. Our flight departs at 5:55 A.M.

10. Dear Dr. Delgado.
Chapter 13: Punctuation, pp. 133–138
Italics (Underlining), pp. 133–134

**EXERCISE A**

1. Has Jane Austen’s book *Pride and Prejudice* ever been made into a movie?
3. William Shakespeare wrote *Romeo and Juliet*.
4. Someone sent a long letter to The Middlevale Gazette saying that its editorials were too long.
5. We have a recording of *Amahl and the Night Visitors*, the first opera written for television.
6. The movie *Apollo 13* is about events that happened before I was born.
7. No one knows who wrote *Beowulf*, the epic poem.
8. Georgia O’Keeffe’s artistic style is displayed in her painting *Black Iris*.
9. Dr. Seuss once worked as an illustrator and humorist for the magazine *Life*.
10. Some of Nathaniel Hawthorne’s stories were collected in the book *Twice-Told Tales*.

**EXERCISE B**

11. My parents once got up early enough to see the space station *Mir* pass overhead.
12. Paul is fascinated with the battle between *Merrimack* and *Monitor*, two ironclad ships used during the Civil War.
13. Didn’t the first U.S. space satellite, *Explorer 1*, discover charged particles surrounding Earth?

14. Like several other lighter-than-air aircraft, the *Shenandoah* couldn’t withstand poor weather.
15. The Chisholms aren’t here because they’re taking a train trip aboard the *Kentucky Flyer*.

**EXERCISE C**

16. She told him not to worry because it was only an *igel*, or, as she explained, a hedgehog.
17. Be certain to use the ¶ mark to indicate where your paragraphs should begin.
18. In French, the two words for “personal computer” are *ordinateur personnel*.
19. His handwriting is hard to read, but it looks like he wrote down a *93* as his best golf score.
20. The £ symbol looks odd to us, but it stands for “pound,” an English unit of currency.

**Quotation Marks A, pp. 135–136**

**EXERCISE A**

1. “Hold on a minute!” Lani hollered.
2. The electrician said, “go ahead and flip the circuit breakers back on.”
3. “Do you think we can climb over all of those hills in just one afternoon?” said Audrey.
4. Jesse grabbed a sweater, swung the walk-in cooler’s door open, and mumbled, “it’s chilly in there.”
5. She explained, “you’ll get there if you turn right on Bleaker and then walk one block.”
6. Rosa wondered aloud, “Should I go upstairs or stay down here?”
7. “I can’t go. You know I have to visit my cousins,” Crystal told us.
8. “Run to second base!” yelled the coach.
9. I heard someone shout, “don’t forget to close the door!”
10. “Can you believe this weather?” Len asked with a smile.

EXERCISE B
11. “I think I’d rather be walking,” she said, “than waiting to go for a walk.”
12. “The only problem,” he grinned, “is that we don’t have a car.”
13. “Little man, always be polite!” My grandmother used to say.
14. “All leaders should line up at noon,” the memo read, “so don’t be late!”
15. “Step right up,” the carnival worker teased, “and try your luck!”
16. She wondered, “is this the only map we have?” as she gazed at the tattered page.
17. The coach bellowed, “Listen up!” once the team was seated.
18. “I,” he sighed beside us on the plane, “hear a baby cooing in the seats behind us.”
19. “Your curiosity,” Ms. Carvel whispered to her daughters, “is a gift.”
20. “We have a guest,” our teacher told us, “visiting this morning.”

Quotation Marks B, pp. 137–138

EXERCISE A
1. In his article “How Insects Learned to Fly,” James H. Marden discusses early insects and how they first began to fly.
2. His grandfather is always whistling the chorus to the song “When I’m Sixty Four.”

3. Her parents first fell in love when they both agreed that “The Trouble with Tribbles” was the best episode of that old show.
4. In English class, we’ve been talking about Guy de Maupassant’s short story “The Necklace.”
5. Is “The Washwoman” a first-person short story, or is it an autobiographical essay?
6. On the bus, her brother and his friends sang “The Ants Go Marching” for most of the day.
7. The poem “The Lesson of the Moth” is supposed to have been written by a cockroach.
8. I’m sure that she said to read the chapter “Sharing an Opinion.”
9. Believe it or not, after following the instructions in the chapter “Using Brochures,” Jody created a brochure that convinced his parents to take a family vacation.
10. Roald Dahl’s story about a man who thinks a snake is sleeping on his stomach, “Poison,” is really an attack on racist thinking.

EXERCISE B
Answers will vary. Sample responses are provided.

11. “Fog” is a poem suited to the discussions we’ve been having.
12. I’ve already finished reading “The Ways We Are,” which is a chapter in our textbook.
13. We really enjoyed the article titled “It’s OK to Be Different.”
14. How in the world did you memorize the poem “The Gift” so quickly?
15. “Harrison Bergeron” is a short story meant to tell us a great deal about the central character’s strengths.

16. The essay “New Directions” encourages people to take a positive view of the future.

17. Have you heard the song “Calypso” yet?

18. On the Internet, I found an article called “Fueling the Wonder” about subway systems.

19. Tonight’s television episode, “Apples and Onions,” will surely draw a large audience.

20. Have any of you read the short story “Marigolds”? 
Chapter 14: Punctuation, pp. 139–140

Apostrophes, pp. 139–140

Exercise A
1. Penicillin’s
2. Lampasas’
3. glass’s
4. Bedford’s
5. hippopotamus’s

Exercise B
6. bosses’, theirs
7. herons’, its
8. women’s, neither’s
9. ties’, his
10. delegates’, everyone’s

Exercise C
11. Shouldn’t we tell them that they’re supposed to use as and its rather than 1’s and 2’s in their outlines?
12. Mike’s agreeing that he’d prefer to get to class at nine o’clock.
13. You’re definitely going to get A’s if your study habits don’t change.
14. Back in ’49, after studying this creek, she predicted that we’d eventually discover gold here.
15. If we are going to finish this project on time, it’s easy to see that we were going to need to remove some of the don’ts and won’ts from our vocabularies.
Chapter 15: Punctuation, pp. 141–44
Hyphens and Ellipses, pp. 141–42

EXERCISE A
Answers, save items 3 and 4, may vary according to the dictionary used.

1. Ne-pal
2. Broad-way
3. C
4. C
5. holo-graph

EXERCISE B
6. The formula calls for one half ounce acetic acid.
7. Tyrone’s score on this game may be an all time high.
8. Some pre-Socratic philosophers thought the universe was made of water.
9. At least forty-five bearings are inside this wheel’s hub.
10. Isn’t she an ex-member of the debating team.

EXERCISE C
11. The center stands on three acres of woodland, and it houses sixteen injured birds.
12. People often find downed birds and bring them to the center.
13. Our biggest success was with a golden eagle that we released this fall.
14. Her first fuzz-covered eaglet has just hatched.
15. It’s almost ready to fly alongside its parents and other eagles because its regular feathers have begun to grow.

Parentheses, Dashes, and Brackets, pp. 143–144

EXERCISE A
1. The Empire State Building (located on Fifth Avenue) was completed in 1931.
2. George Eliot (1819–1880) is the pen name of the novelist Mary Ann Evans.
3. By December 15, 1791, the Bill of Rights (the first ten amendments to the Constitution) had been approved by a sufficient number of states.
4. Mark Twain (Samuel Langhorne Clemens) wrote Life on the Mississippi.
5. When I Was Young in the Mountains (1982) is a book about Cynthia Rylant’s childhood in West Virginia.

EXERCISE B
6. Their ancestral homes—small mud and straw buildings—eroded into dust long ago.
7. Sheila’s little sister—she’s only seven years old—is already studying algebra.
8. The Aztecs’ principal food consisted of cornmeal pancakes—tortillas.
9. “So when is this roller coaster going to take” he said, and then he shrieked.
10. The Taj Mahal—one of the most expensive tombs ever built—was constructed in memory of an Indian ruler’s wife.

EXERCISE C
Answers will vary. Suggested responses follow.

11. The Board of Directors announced, “We are happy that all of our new stores will be operational soon [July], and we are pleased by increased growth.” (the name of a month)
12. “The main character ___Buddy___ often agrees with the nation’s value system,” he explained. (a character’s name)

13. “While we all knew who would win the student assembly seat ___Kim___, we hadn’t expected it to be by such a large margin.” (the name of the winner)

14. I hope that this letter (and the enclosed materials ___flyers for distribution___) have arrived safely. (a description of the enclosed materials)

15. He tells us, “According to her book, they ___giant squid___ have never been seen alive in their deep-sea home.” (a type of sea animal)
Chapter 16: Spelling, pp. 145–56

Words with \textit{ie} and \textit{ei}, pp. 145–46

\textbf{EXERCISE A}
1. deceit
2. interview
3. cashiers
4. neighbors’
5. briefcase
6. pier
7. pieces
8. view
9. forfeit
10. beliefs

\textbf{EXERCISE B}
11. achieved
12. foreign
13. veins
14. mischief
15. weights
16. brief
17. received
18. Their
19. believe
20. receipt

\textbf{Plurals of Nouns, pp. 149–50}

\textbf{EXERCISE A}
1. passengers
2. boxes
3. dishes
4. Jordans
5. finches
6. cables
7. flowers
8. benches
9. lurches
10. faxes

\textbf{EXERCISE B}
11. women
12. enemies
13. selves
14. moose
15. tragedies
16. thieves
17. allies
18. wolves
19. children
20. shelves

\textbf{Prefixes and Suffixes, pp. 147–48}

\textbf{EXERCISE A}
1. preview
2. uneventful
3. impatient
4. misunderstand
5. reorganize

\textbf{EXERCISE B}
6. bluish
7. timeless
8. aging
9. peaceful
10. baked

\textbf{EXERCISE C}
11. a. enjoyment
12. b. loneliness

13. b. reliable
14. a. saying
15. b. likelihood

16. beginning
17. regrettable
18. keeper
19. topped
20. dented

$\&$’s
$\textit{17}$’s
$i$’s
$that$’s
$S$’s
Words Often Confused A, pp. 151–52

**EXERCISE A**
1. altogether
2. all ready
3. effect
4. already
5. all ready
6. already
7. affect
8. all together
9. affect
10. all together

**EXERCISE B**
11. chose
12. brakes
13. choose
14. break
15. choose
16. brake
17. breaks
18. choose
19. brakes
20. chose

Words Often Confused B, pp. 153–54

**EXERCISE A**
1. Here
2. deserts
3. dessert
4. course
5. coarse
6. desert
7. course
8. here
9. course
10. hear

**EXERCISE B**
6. too
7. There
8. two
9. to
10. there
11. to
12. They’re
13. too
14. their
15. too

Words Often Confused C, pp. 155–56

**EXERCISE A**
1. piece
2. peace
3. quiet
4. past
5. passed

**EXERCISE B**
6. too
7. There
8. two
9. to
10. there
11. to
12. They’re
13. too
14. their
15. too
Chapter 17: Correcting Common Errors, pp. 157–58
Common Errors Review, pp. 157–58

EXERCISE A
Some answers may vary.

1. Sandra and Martin built their first garden in Sandra’s backyard, but it ran out of room, so they found a new plot in the city’s garden area.

2. Looking for new kinds of vegetable to grow, seed catalogs are read quickly by the two.

3. They try to raise new varieties every year, and they do all of the gardening themselves.

4. She and Martin plant carrots, radishes, and lettuce early in the season.

5. During last spring’s cooler weeks, Martin, for whom tomatoes are a treat, bought tomato plants and stakes at a local nursery.

6. Sandra and he went to plant the tomatoes, but they found that they still had work to do.

7. Sprouting from the well-tilled soil, they found weeds, but neither teen would want to pull them.

8. Luckily, two nearby gardeners said that they would help, if, once they finished weeding Sandra and Martin’s garden, Sandra and Martin were to help them in return.

9. Sandra and Martin, when their own garden finished, helped their new friends plant vegetables for themselves.

10. Martin and Sandra now garden very well, especially after having got so much practice.

EXERCISE B
Some answers may vary.

11. Some people believe that Duke paoa kahanamoku, the winner of three Olympic gold medals was the world’s best freestyle swimmer.

12. He won gold medals in 100-meter freestyle events in Stockholm (1912) and Antwerp (1920), and he was a member of the winning United States team in the 800-meter relay.

13. Didn’t he take his ten-foot surfboard with him whenever he traveled outside Hawaii?

14. “I am only happy,” he once said, “When I am swimming like a fish.”

15. He had a worldwide effect on the sport; by the time of Duke’s death, surfing had become quite popular all over the world.