Elements of Language

SIXTH 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: IDENTIFICATION AND FUNCTION
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 and Indefinite Pronouns ................................ 7
The Adjective .................................................................... 9
The Verb A: Main Verbs and Helping Verbs .................................. 11
The Verb B: Action Verbs and Linking Verbs .................................. 13
The Verb C: Transitive Verbs and Intransitive Verbs ......................... 15
The Adverb ...................................................................... 17
The Preposition ............................................................... 19
The Conjunction and the Interjection ........................................ 21

Chapter 2
THE PARTS OF A SENTENCE: SUBJECT, PREDICATE, COMPLEMENT
Subjects ........................................................................... 23
Predicates ......................................................................... 25
Direct Objects .................................................................... 27
Indirect Objects ................................................................. 29
Predicate Nominatives ....................................................... 31
Predicate Adjectives ......................................................... 33

Chapter 3
THE PHRASE: KINDS OF PHRASES AND THEIR FUNCTIONS
The Prepositional Phrase .................................................... 35
The Participle and the Participle Phrase .................................... 37
The Gerund and the Gerund Phrase ........................................ 39
The Infinitive and the Infinitive Phrase .................................... 41
The Appositive and the Appositive Phrase ................................. 43

Chapter 4
THE CLAUSE: INDEPENDENT AND SUBORDINATE CLAUSES, SENTENCE STRUCTURE
The Adjective Clause ......................................................... 45
The Noun Clause ................................................................ 47
The Adverb Clause ............................................................ 49
Sentence Structure A: Simple Sentences and Compound Sentences ........ 51
Sentence Structure B: Complex Sentences and Compound-Complex Sentences ........................................ 53

Chapter 5
AGREEMENT: SUBJECT AND VERB, PRONOUN AND ANTECEDENT
Subject-Verb Agreement A: Singular, Plural, and Compound Subjects ........ 55
Subject-Verb Agreement B: Intervening Phrases and Clauses; Indefinite Pronouns ........................................... 57
Subject-Verb Agreement C: Don’t/Doesn’t; Collective Nouns; Amounts ................................................ 59
Subject-Verb Agreement D: Nouns Plural in Form; Titles and Names; Relative Pronouns ................................. 61
Pronoun-Antecedent Agreement A: Number, Gender, and Person; Compound Antecedents ................................ 63
Pronoun-Antecedent Agreement B: Indefinite Pronouns; Relative Pronouns ................................................. 65

Chapter 6
USING PRONOUNS CORRECTLY: CASE FORMS OF PRONOUNS; SPECIAL PRONOUN PROBLEMS
Personal Pronouns A: The Nominative Case, the Possessive Case ............ 67
Personal Pronouns B: The Objective Case .................................. 69
Special Problems in Pronoun Usage ........................................ 71

Chapter 7
CLEAR REFERENCE: PRONOUNS AND ANTECEDENTS
Clear Pronoun Reference A: Ambiguous Reference, General Reference ........ 73
Clear Pronoun Reference B: Weak Reference, Indefinite Reference ............ 75
Contents

Chapter 8
USING VERBS CORRECTLY:
PRINCIPAL PARTS, TENSE, VOICE, MOOD
Principal Parts of Verbs A: Regular Verbs .......... 77
Principal Parts of Verbs B: Irregular Verbs .......... 79
Lie and Lay, Sit and Set, Rise and Raise .......... 81
Tense ................................................................. 83
Progressive Forms of Verbs ............................. 85
The Uses of the Tenses ................................. 87
Consistency of Tense ........................................ 89
Active Voice and Passive Voice ..................... 91

Chapter 9
USING MODIFIERS CORRECTLY:
FORMS AND USES OF ADJECTIVES AND ADVERBS;
COMPARISON
Troublesome Modifiers A: bad/badly, good/well .... 93
Troublesome Modifiers B: slow/slowly, real/really .. 95
Degrees of Comparison ................................. 97
Use of Comparisons .................................. 99

Chapter 10
PLACEMENT OF MODIFIERS:
MISPLACED AND DANGLING MODIFIERS
Placement of Modifiers A: Misplaced Modifiers .. 101
Placement of Modifiers B: Dangling Modifiers .. 103

Chapter 11
A GLOSSARY OF USAGE:
COMMON USAGE PROBLEMS
Glossary of Usage A ........................................ 105
Glossary of Usage B ........................................ 107
Glossary of Usage C ........................................ 109
Glossary of Usage D ........................................ 111

Chapter 12
CAPITALIZATION:
STANDARD USES OF CAPITAL LETTERS
Capitalization A: First Words; the Pronoun I; Salutations and Closings ............... 113
Capitalization B: Proper Nouns and Proper Adjectives; Persons and Animals .......... 115
Capitalization C: Geographical Names; Organizations, Teams, Institutions, and Government Bodies .......... 117
Capitalization D: Historical Events and Periods, Dates, Holidays; Nationalities, Races, and Peoples; Religions, Holy Days, Holy Writings, and Specific Deities .......... 119
Capitalization E: Businesses and the Brand Names of Business Products; Ships, Trains, Aircraft, Spacecraft, and Other Vehicles; Buildings and Other Structures .......... 121
Capitalization F: Monuments, Memorials, and Awards; Planets, Stars, Constellations, and Other Heavenly Bodies; School Subjects .......... 123
Capitalization G: Titles of Persons; Titles of Creative Works .......... 125

Chapter 13
PUNCTUATION:
END MARKS AND COMMAS
End Marks .......................................................... 127
Abbreviations A: Personal Names; Titles; Agencies, Organizations, and Acronyms .......... 129
Abbreviations B: Geographical Terms; Time; Units of Measurement .......... 131
Commas A: Items in a Series .......... 133
Commas B: Independent Clauses .......... 135
Commas C: Nonessential Elements .......... 137
Commas D: Introductory Elements .......... 139
Commas E: Interrupters .......... 141
Commas F: Conventional Uses .......... 143
## Contents

### Chapter 14
**PUNCTUATION: OTHER MARKS OF PUNCTUATION**
- Semicolons A .............................................................. 145
- Semicolons B .............................................................. 147
- Colons: Lists; Quotations and Explanations; Conventional Situations ........................................ 149
- Italics .............................................................................. 151
- Quotation Marks A ...................................................... 153
- Quotation Marks B ...................................................... 155
- Ellipsis Points ............................................................... 157
- Apostrophes A: Forming Possessives .................... 159
- Apostrophes B: Contractions; Plurals ...................... 161
- Hyphens ........................................................................ 163
- Dashes, Parentheses, and Brackets ......................... 165

### Chapter 15
**SPELLING: IMPROVING YOUR SPELLING**
- Words with *ie* and *ei* .................................................. 167
- Prefixes and Suffixes .................................................... 169
- Plurals of Nouns A ...................................................... 171
- Plurals of Nouns B ...................................................... 173
- Writing Numbers ........................................................ 175
- Words Often Confused A ............................................ 177
- Words Often Confused B ............................................ 179
- Words Often Confused C ............................................ 181

### Chapter 16
**CORRECTING COMMON ERRORS: KEY LANGUAGE SKILLS REVIEW**
- Common Errors Review ............................................... 183
**Using This Workbook**

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

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## 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>Capitalize a lowercase letter.</td>
</tr>
<tr>
<td>/</td>
<td>Jerry's Aunt</td>
<td>Lowercase a capital letter.</td>
</tr>
<tr>
<td>^</td>
<td>different</td>
<td>Change a letter.</td>
</tr>
<tr>
<td>The capital Ohio of</td>
<td>Insert a missing word, letter, or punctuation mark.</td>
<td></td>
</tr>
<tr>
<td>beside the lake</td>
<td>Replace a word.</td>
<td></td>
</tr>
<tr>
<td>Where's the the key?</td>
<td>Leave out a word, letter, or punctuation mark.</td>
<td></td>
</tr>
<tr>
<td>an invisible guest</td>
<td>Leave out and close up.</td>
<td></td>
</tr>
<tr>
<td>a close friend ship</td>
<td>Close up space.</td>
<td></td>
</tr>
<tr>
<td>the thy</td>
<td>Change the order of letters.</td>
<td></td>
</tr>
<tr>
<td>Avoid having too many corrections of your paper in the final version.</td>
<td>Transfer the circled words. (Write tr in nearby margin.)</td>
<td></td>
</tr>
<tr>
<td>“Hi,” he smiled.</td>
<td>Begin a new paragraph.</td>
<td></td>
</tr>
<tr>
<td>Stay well</td>
<td>Add a period.</td>
<td></td>
</tr>
<tr>
<td>Of course you may be wrong.</td>
<td>Add a comma.</td>
<td></td>
</tr>
<tr>
<td>ice hockey</td>
<td>Add a space.</td>
<td></td>
</tr>
<tr>
<td>one of the following</td>
<td>Add a colon.</td>
<td></td>
</tr>
<tr>
<td>Maria Simmons, M.D.</td>
<td>Add a semicolon.</td>
<td></td>
</tr>
<tr>
<td>Jim Fiorello, Ph.D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a great-grandmother</td>
<td>Add a hyphen.</td>
<td></td>
</tr>
<tr>
<td>Paul's car</td>
<td>Add an apostrophe.</td>
<td></td>
</tr>
<tr>
<td>On the fifteenth of July</td>
<td>Keep the crossed-out material. (Write stet in nearby margin.)</td>
<td></td>
</tr>
</tbody>
</table>
for CHAPTER 1: PARTS OF SPEECH OVERVIEW

The Noun

1a. *A noun* names a person, a place, a thing, or an idea.

**PERSONS**  accountant, neighbor, athlete, George Washington Carver

**PLACES**  library, gymnasium, village, South Dakota

**THINGS**  calendar, shelves, streetlight, Declaration of Independence

**IDEAS**  truth, self-awareness, humor, belief, Confucianism

Common Nouns and Proper Nouns

A *common noun* names any one of a group of persons, places, things, or ideas. A common noun is capitalized only when it begins a sentence or is part of a title. A *proper noun* names a particular person, place, thing, or idea. A proper noun is always capitalized.

**COMMON NOUNS**  monarch, state, era, treaty

**PROPER NOUNS**  Queen Anne, Alaska, Renaissance, Treaty of Versailles

**EXERCISE A** Underline all of the nouns in the following sentences. Then, write *P* above each proper noun.

**Example 1.** The researcher, Robin Jerome, peered through the *microscope* at the *specimen*.

*Researcher* names any one of a group of persons. *Microscope* and *specimen* name any one of a group of things. *Robin Jerome* names a particular person.

1. Old Faithful, a geyser in Yellowstone National Park, erupts at fairly regular intervals. [Which words name particular things? Which words name any one of a group of things?]

2. A forerunner of jazz, ragtime is a musical style that was popular earlier in the century.

3. Nutritionists can help patients plan healthy meals and develop good eating habits.

4. Confucius was a famous teacher and philosopher from China.

5. The audience called for an encore after the pianist walked off the stage.

Concrete Nouns and Abstract Nouns

A *concrete noun* names a person, a place, or a thing that can be perceived by one or more of the five senses (sight, hearing, taste, touch, and smell). An *abstract noun* names an idea, feeling, quality, or characteristic that cannot be perceived by one or more of the five senses.

**CONCRETE NOUNS**  screen, Munich, Kobe Bryant, cactus

**ABSTRACT NOUNS**  dedication, courtesy, satisfaction, leisure

**EXERCISE B** Determine whether each of the following nouns is concrete or abstract. Then, write *C* for *concrete* or *A* for *abstract* on the line provided.
Examples 1. allegiance [Allegiance cannot be perceived by the senses.]
   2. radio [Radio can be perceived by the senses.]

   6. destiny
   7. receipt
   8. persistence
   9. kodiak bear
   10. loyalty
   11. self-sacrifice
   12. Barbara Jordan
   13. joy
   14. birthstone
   15. cheetah

Collective Nouns
The singular form of a collective noun names a group. Some collective nouns are family, team, council, audience, and herd.

**EXAMPLES**

The shepherd tended the flock that was grazing in the pasture. [Flock names a group of animals.]
The committee voted for the proposal. [Committee names a group of people.]

Compound Nouns
A compound noun is made up of two or more words that together name a person, a place, a thing, or an idea. A compound noun may be written as one word, as two or more separate words, or as a hyphenated word.

**ONE WORD**
raindrop, flagship, playground, swordfish, Iceland

**SEPARATE WORDS**
civil liberty, assistant professor, Cape Verde, rock salt

**HYPHENATED WORD**
out-of-towner, make-believe, two-by-fours

**EXERCISE C** Determine whether each of the underlined nouns in the following sentences is collective or compound. Then, if the noun is collective, write COLL for collective on the line provided. If the noun is compound, write COMP for compound on the line provided.

Example **COMP** 1. Isn’t your brother-in-law a radio announcer? [Brother-in-law is a compound noun that names a single person rather than a group.]

16. As the graduates entered the gymnasium, the band played a traditional march. [Does the underlined noun name one person or a group of people?]

17. The children always ride the merry-go-round when they go to the carnival.

18. In E. B. White’s Charlotte’s Web, isn’t the pig Wilbur the runt of the litter?

19. Using a robotic submarine, biologists watched lanternfish glow in the darkness.

20. Spain and Portugal occupy the Iberian Peninsula.
1b. A pronoun takes the place of one or more nouns or pronouns.

An antecedent is the word or word group to which a pronoun refers.

EXAMPLES

- The plate is chipped. I accidentally dropped it in the sink. [The pronoun it takes the place of plate. Plate is the antecedent of it.]

- When Stephanie and Monica go hiking, they always follow the trails. [The pronoun they takes the place of the proper nouns Stephanie and Monica. Stephanie and Monica are the antecedents of they.]

Personal Pronouns

A personal pronoun is a pronoun that refers to the one(s) speaking (first person), the one(s) spoken to (second person), or the one(s) 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

EXERCISE A

Underline the personal pronouns in each of the following sentences. Then, write 1st for first person, 2nd for second person, or 3rd for third person above each personal pronoun.

Examples

1. She told me a story about her youth. [She and her refer to the one spoken about. Me refers to the one speaking.]

2. Didn’t he give you my message? [He refers to the one spoken about. You refers to the one spoken to. My refers to the one speaking.

1. Did she tell him about the emergency procedures? [Which words take the place of nouns? Do these words refer to the ones speaking, the ones spoken to, or the ones spoken about?]

2. We often spend our vacations with them in New England. [Which words take the place of nouns? Do these words refer to the ones speaking, the ones spoken to, or the ones spoken about?]

3. The teacher called out several vocabulary words and asked us to use them in a short story.

4. Does he know what time you will be arriving?

5. A snake had shed its skin, which we found lying on the ground.

6. Dedicating her life to the poor, Mother Teresa of Calcutta received the 1979 Nobel Peace Prize.

7. He wore his favorite shirt to their party.
8. I have finished the book, so you may have it now.

9. Robert Fulton not only made the steamboat a success, but he also designed a submarine and a steam warship.

10. They bought a barn and converted it into a workshop.

Reflexive and Intensive Pronouns

A reflexive pronoun refers to the subject of a verb. A reflexive pronoun completes the meaning of the verb or acts as an object of a preposition. An intensive pronoun emphasizes its antecedent (the noun or pronoun to which the pronoun refers). Reflexive and intensive pronouns end in –self or –selves.

REFLEXIVE

Clara let herself in through the front door. [Herself refers to the subject Clara and completes the meaning of the verb let.]

The raccoon kept the fish for itself. [Itself refers to the subject raccoon and is the object of the preposition for.]

INTENSIVE

The manager himself made the delivery. [Himself emphasizes the antecedent manager.]

To determine whether a pronoun is reflexive or intensive, read the sentence aloud without the pronoun. Does the meaning of the sentence change without the pronoun? If the meaning of the sentence changes without the pronoun, the pronoun is reflexive. If the meaning of the sentence stays the same, the pronoun is intensive.

EXAMPLES

He prepared the salad himself. [Without himself, the meaning of the sentence does not change. Himself is intensive.]

He prepared the salad for himself. [The sentence doesn’t make sense without the pronoun. Himself is reflexive.]

Exercise B

Determine whether the underlined pronoun in each of the following sentences is reflexive or intensive. Then, write REF for reflexive or INT for intensive on the line provided.

Example REF 1. We laughed at ourselves for thinking that the tree stump was a bear.

[Ourselves is the object of the preposition at.]

11. The author herself gave me a copy of the book. [Does the underlined pronoun emphasize author, or does the pronoun complete the meaning of the verb gave?]

12. Last year, I prepared my income tax return myself.

13. Did you design the new kitchen yourself?

14. The knights of the Middle Ages pledged themselves to courtesy and honor.

15. As president during the Civil War, Abraham Lincoln devoted himself to the preservation of the Union.
The Pronoun B

1b. A pronoun takes the place of one or more nouns or pronouns.

Demonstrative Pronouns

A demonstrative pronoun points out a noun or another pronoun. Demonstrative pronouns are this, that, these, and those. This and that point out singular nouns and pronouns. These and those refer to plural nouns and pronouns.

EXAMPLES

- Are these the only flavors available? [These points out a plural noun, flavors.]
- This is the one that I built. [This points out a singular pronoun, one.]

NOTE

The same words that are used as demonstrative pronouns can also be used as adjectives. When these words describe nouns or pronouns, they are called demonstrative adjectives.

PRONOUN

This is my favorite song. [This is a pronoun referring to song.]

ADJECTIVE

This song is my favorite. [This is an adjective describing which song.]

Exercise A

Underline the demonstrative pronoun in parentheses that correctly completes each of the following sentences.

Examples

1. (This, Those) is the first time I have heard that story. [This refers to the singular noun time.]

2. Are (that, those) the only scarves that the store has in stock? [Those refers to the plural noun scarves.]

1. Could (that, those) be Lance at the door? [Is the pronoun’s antecedent singular or plural?]

2. (This, These) is a photograph of Machu Picchu, the site of ancient Incan ruins in Peru. [Is the pronoun’s antecedent singular or plural?]

3. Aren’t (that, those) the sunglasses you received for your birthday?

4. Wow! (That, These) may be the largest snake I’ve ever seen!

5. (This, Those) will likely be our only opportunity to take a quick break.

6. In addition to a new type of plow, (this, these) is one of John Deere’s inventions.

7. Are (that, these) toys the kind that require AA batteries?

8. (These, This) are letters from the Cyrillic alphabet, which is used for Russian and other similar languages.

9. Now part of a coffee table, (that, those) was once a window frame.

10. Do (this, those) vacuum cleaners come with a money-back guarantee?
Interrogative Pronouns

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

**EXAMPLES**
- Whose are these sandals?
- What is the name of your company?
- To whom should I address this letter?

**NOTE** Some of the words used as interrogative pronouns can also function as adjectives. Remember that a pronoun takes the place of a noun or another pronoun. An adjective makes the meaning of a noun or a pronoun more specific.

**PRONOUN** Which of these handbags belongs to her? *(Which is an interrogative pronoun that refers to* handbags, *the object of the preposition of.)*

**ADJECTIVE** Which handbag belongs to her? *(Which is an adjective describing handbag.)*

**EXERCISE B** Underline the demonstrative and interrogative pronouns in each of the following sentences. Then, write **DEM** for demonstrative or **INT** for interrogative above each pronoun.

**Examples**
1. Whose are these toys? *(Whose is an interrogative pronoun. These is an adjective describing toys.)*
2. This will be Naomi’s last visit until next year. *(This is a demonstrative pronoun that points out a specific noun, visit.)*

11. Is that a blackberry or a dewberry? *(Does the pronoun introduce a question, or does it point out another noun or pronoun?)*
12. Whose is the abstract painting on the far wall of the gallery? *(Does the pronoun introduce a question, or does it point out another noun or pronoun?)*
13. Are those Calvin’s computer magazines?
14. That is a model of the sphinx, a mythological creature with a human head and a lion’s body.
15. Who are the characters in *Death of a Salesman?*
16. These were the least expensive tools I could find.
17. For whom did you write that song?
18. Whew! That was a near miss!
19. What is the name of your younger brother?
20. This has been a popular tourist attraction for years.
The Pronoun C

A pronoun takes the place of one or more nouns or pronouns.

Relative Pronouns

A relative pronoun introduces a subordinate clause. Relative pronouns include that, which, who, whom, and whose.

**Examples**

- The person who scores the most points wins the game. [The relative pronoun who introduces the subordinate clause who scores the most points.]
- The milk that is in the refrigerator is fresh. [The relative pronoun that introduces the subordinate clause that is in the refrigerator.]
- Brie, which is a type of cheese, is made in France. [The relative pronoun which introduces the subordinate clause which is a type of cheese.]

**Reminder**

A subordinate clause is a group of words that contains a subject and its verb but does not express a complete thought. A subordinate clause cannot stand alone as a sentence.

**Subordinate Clause**

- that darted under the board [The group of words contains a subject, that, and a verb, darted, but does not express a complete thought.]

**Sentence**

- Did you see the salamander that darted under the board? [The subordinate clause is introduced by the relative pronoun that and is part of a complete sentence.]

**Exercise A**

Underline the subordinate clause introduced by the relative pronoun in each of the following sentences. Then, draw a second line under the relative pronoun.

**Examples**

1. Is the suit that is hanging in the closet made of wool? [That introduces the subordinate clause that is hanging in the closet.]
2. Rachel, whom I met yesterday, knows my sister. [Whom introduces the subordinate clause whom I met yesterday.]

1. The wallet that is on the table is mine. [What relative pronoun introduces a subordinate clause?]
2. This cactus, which is quite large, is native to Mexico and the states of Arizona and California. [What relative pronoun introduces a subordinate clause?]
3. Unfortunately, the car that we bought last week already has a large dent.
4. The person who usually works the switchboard is on vacation.
5. Ms. Ross, whom I highly recommend, is an outstanding piano teacher.
6. Strawberries, which are Tom’s favorite fruit, are not in season right now.
7. Howard Hughes, who amassed an enormous fortune over his lifetime, spent much of his life in seclusion.

8. The old towels that we use as rags are in the cabinet.

9. In small businesses, the employee who has the most seniority is often given first consideration for promotion.

10. Our dog, which is an Irish setter, sleeps in the laundry room.

Indefinite Pronouns

An *indefinite pronoun* refers to a person, a place, a thing, or an idea that may or may not be specifically named. An indefinite pronoun may not have a specific antecedent.

**COMMON INDEFINITE PRONOUNS**

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

**EXAMPLES**

Several of our neighbors signed the petition. [The indefinite pronoun *Several* refers to *neighbors*.]

Does anyone have a question? [Anyone has no specific antecedent.]

I have received replies from some of the people I invited. [Some refers to *people*.]

**EXERCISE B** Underline the indefinite pronouns in each of the following sentences.

**Example 1.** Everyone received a study guide for the course. [Everyone refers to people who are not specifically named.]

11. The theaters usually reserve several of their best seats for important guests. [Which pronoun refers to *seats*?]

12. Everything for the conference had been arranged for months.

13. Neither attended the family reunion.

14. Since no one expressed any concerns about the proposal, the committee accepted it.

15. Nothing is cozier than a warm fire on a chilly evening.
The Adjective

1c. An adjective modifies a noun or a pronoun.

Adjectives tell what kind, which one, how many, or how much about a noun or pronoun.

- **WHAT KIND** mountainous landscape
- **WHICH ONE** last chance
- **HOW MANY** three minutes
- **HOW MUCH** enough equipment

*Predicate adjectives* describe the subject of the sentence and appear in the predicate.

**EXAMPLE** The travelers felt *weary* and *uncomfortable*. [The adjectives *weary* and *uncomfortable* appear in the predicate. Both adjectives describe *travelers*.]

**EXERCISE A** Underline the adjectives in each of the following sentences. Then, draw an arrow from each adjective to the word it modifies. Do not underline *a*, *an*, or *the*.

**Examples**

1. Numerous species of birds inhabit the tiny island. [*Numerous* tells how many about *species*. *Tiny* tells what kind about *island*.]
2. What outdoor activities do we have planned for Theresa’s birthday picnic? [*Outdoor* tells what kind about *activities*. *Theresa’s* tells which one about *picnic*. *Birthday* tells what kind about *picnic*.]

1. The restaurant offers a wide selection of main dishes and free refills of beverages. [Which words make the meanings of nouns more specific?]
2. The highest mountain in Washington, Mount Rainier is actually a dormant volcano. [Which words make the meanings of nouns more specific?]
3. Please order fourteen new stools for the chemistry lab.
4. Christopher Wren, a prominent architect of the 1600s, designed the majestic St. Paul’s Cathedral in London.
5. Scientists have made exciting and important discoveries about dinosaurs.
6. Did Michael make the oak bookshelves in the front hallway?
7. Grandmother’s recipe for banana nut bread requires two cups of mashed bananas.
8. Rabbits and hares have long ears and long hind legs.
9. The flight attendants were helpful, knowledgeable, and courteous.
10. Last night, the full moon was beautiful.

*Developmental Language Skills*
Articles

A, an, and the, called articles, are the most frequently used adjectives. A and an refer to any member of a general group and are called indefinite articles. The is the definite article because it refers to a specific person, place, thing, or idea.

**EXAMPLE** An owl landed on the tree branch. [An refers to a member of a general group, owl. The refers to a specific thing, branch.]

Proper Adjectives

A proper adjective is an adjective that is formed from a proper noun.

**PROPER NOUN** Look at this satellite photograph of the United States. [United States is a proper noun.]

**PROPER ADJECTIVE** She is going to become a United States citizen. [United States is a proper adjective telling what kind of citizen.]

**EXERCISE B** Underline all of the adjectives in the following sentences, including definite and indefinite articles. Then, draw an arrow from each adjective to the noun or pronoun it describes.

**Examples**

1. The walls are covered in bright floral wallpaper. [The is an article describing walls. Bright and floral describe wallpaper.]

2. Certain couches have high headrests and low footrests. [Certain describes couches, high describes headrests, and low describes footrests.]

11. We searched several databases but found little useful information for the project. [Which words describe nouns or pronouns in the sentence?]

12. Plutonium is a radioactive chemical element. [Which words describe nouns in the sentence?]

13. The divers were happy when they found the sunken ship.

14. The sports competition required participants to invent a new game using old equipment.

15. Marie, talented and dedicated, contributed to the literary magazine.

16. These pearls are synthetic.

17. Cliff crafted a large wooden table that will fit on the porch.

18. An urgent matter requires immediate attention.

19. May I borrow the blue pen and a clean sheet of paper?

20. Though the plant appears delicate, it is quite hardy.
The Verb A

A verb expresses action or a state of being.

**ACTION** The sea often inspires wonder in writers and artists.

**BEING** The oceans are broad and deep.

### Main Verbs and Helping Verbs

A verb phrase is made up of at least one main verb and one or more helping verbs.

**EXAMPLES** Have we considered other options? [Considered is the main verb. Have is a helping verb.]

The nurses are currently working at their stations. [Working is the main verb. Are is a helping verb.]

Andrea should have been sleeping. [Sleeping is the main verb. Should, have, and been are helping verbs.]

Common helping verbs include forms of be, forms of have, forms of do, and modals.

- **BE** am, are, be, been, being, is, was, were
- **HAVE** had, has, have
- **DO** do, does, did
- **MODALS** can, could, may, might, must, shall, should, will, would

**REMINDER** A modal is a helping verb that is used with a main verb to express an attitude such as necessity or possibility.

**EXAMPLES** We must leave this afternoon. [Must expresses necessity.]

If you shop carefully, you may find a bargain. [May expresses possibility.]

### Exercise A

Draw one line under each verb phrase in the following sentences. Then, draw two lines under each main verb.

**Examples**

1. The Barnes family has moved. [The main verb moved expresses an action. Has is a helping verb.]

2. Maggie should crush some ice and squeeze some lemons for her lemonade. [The main verbs crush and squeeze express actions. Should is a helping verb.]

1. Pumpkins should be harvested in the fall. [What is the main verb in the sentence? What words are helping verbs?]

2. Todd often has taught community education classes. [What is the main verb in the sentence? What word is a helping verb?]

3. Did Thomas Jefferson negotiate the Louisiana Purchase with France?

4. The box office will open at nine.

5. How does a water clock measure time?
6. He shall arrive soon after the press corps.
7. Jeannine has typed a résumé and scheduled several job interviews.
8. Mark and Debbie will grind their own wheat for bread.
9. Perhaps we should have been paying closer attention to the time.
10. Janice must have stumbled over that branch on the sidewalk.

A helping verb may be separated from the main verb.

**EXAMPLES**
- Has the mail arrived yet?
- Do you know the way there?

**NOTE** The words *never* and *not*, including the contraction *–n’t*, are adverbs that tell *to what extent*. They are not part of the verb phrase.

**EXAMPLES**
- I have never been to Florida. [*Never* is an adverb that modifies *have been*. It is not part of the verb phrase.]
- Doesn’t that building look ancient? [*The contraction for *not, –n’t*, is an adverb that modifies *Does look*. It is not part of the verb phrase.*]

**Exercise B** Draw one line under each verb phrase in the following sentences. Then, draw two lines under each main verb.

**Examples**
1. Have you already eaten lunch? [*Eaten* is the main verb. *Have* is a helping verb.]
2. We should be starting a new unit in calculus class. [*Starting* is the main verb. *Should* and *be* are helping verbs.]

11. How did early Native Americans shape and hollow out logs for dugouts, a type of canoe? [*What are the two main verbs in the sentence? What word is a helping verb?*]
12. The committee isn’t allotting any more money for research this year. [*What is the main verb in the sentence? What word is a helping verb? Is the contraction *–n’t* part of a verb phrase?*]
13. Have you read *The Marble Faun* by Nathaniel Hawthorne?
14. She is hoping for a postcard from her grandparents.
15. In ten minutes, that puppy will have been barking for two hours.
16. Will they be renting an apartment or buying a house?
17. Isn’t that picture leaning a little bit to the left?
18. The term *holly* can be applied to over four hundred species of red- or black-berried plants.
19. Hasn’t the teacher assigned homework for this weekend?
20. This dish may be served either hot or cold.
The Verb B

A verb expresses action or a state of being.

Action Verbs

An action verb expresses either physical or mental activity.

<table>
<thead>
<tr>
<th>PHYSICAL ACTIVITY</th>
<th>lift</th>
<th>jog</th>
<th>listen</th>
<th>paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENTAL ACTIVITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXAMPLES

Benjamin wrote a short story and sold it to a magazine. [Wrote and sold are action verbs that describe Benjamin’s physical activities.]

Dena considered the benefits of investing. [Considered is an action verb describing Dena’s mental activity.]

EXERCISE A

Underline the action verbs in the following sentences. Hint: A sentence may contain more than one action verb.

Examples 1. Because of the slick, wet roads, the radio announcer cautioned motorists. [Cautioned expresses the announcer’s physical activity.]

2. Georgia dreams of the beautiful beaches in Hawaii. [Dreams expresses Georgia’s mental activity.]

1. I finally remembered the name of the hardware store downtown. [Which word expresses a mental activity?]

2. William Caxton, a translator and publisher, printed books in England. [Which word expresses a physical activity?]

3. Please initial the first two pages and then sign the last page.

4. Long vines of ivy climbed up the garden trellis.

5. The ancient Romans constructed many roads, including the famous Appian Way.

6. My grandfather recalls with fondness the adventures of his youth.

7. Bart builds model rockets and collects Star Wars memorabilia.

8. One steer ambled into a patch of clover and then quietly ate.

9. In one of the greatest volcanic explosions in North American history, Mount Saint Helens erupted on May 18, 1980.

10. The bright stadium lights illuminate the field for evening games.
Linking Verbs

A linking verb connects the subject to a word or word group that identifies or describes the subject. This word or word group is called a subject complement. Some common linking verbs are the forms of be as well as appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.

**EXAMPLES**  The little boy is shy.  [Is, a form of be, is a linking verb that connects the subject boy to the subject complement shy. Shy describes boy.]

Following a runoff election, she became mayor.  [Became is a linking verb that connects the subject she to the subject complement mayor. Mayor identifies she.]

**TIP** Some verbs may be used as linking verbs or as action verbs. To determine whether a verb in a sentence is a linking verb, substitute a form of the verb be or seem. If the sentence makes sense with a form of be or seem, the verb is probably a linking verb.

**LINKING**  The apple cider tasted great.  [The apple cider was great makes sense. Tasted is a linking verb.]

**ACTION**  Jeff tasted the apple cider.  [The sentence does not make sense with the verb was or seemed. Tasted is an action verb.]

**EXERCISE B**  Identify the underlined verbs in each of the following sentences as action verbs or linking verbs. Then, write ACT for action verb or LINK for linking verb on the line provided.

Example  **LINK**  1. He felt uncertain about his performance on the exam.  [Felt connects the subject He to the subject complement uncertain. Uncertain describes He.]

11. These grapes **taste** sour!  [Does taste connect the subject grapes to a subject complement that describes grapes?]

12. Many builders **use** granite, a type of rock, for floors and countertops.  [Does use express an action performed by builders?]

13. Our guests **stayed** with us for two weeks.

14. These plants **grow** only in tropical regions.

15. Everyone, please **remain** calm until the lights come on again.

16. **Outback** is the term for the remote inland areas of Australia.

17. We **felt** our way through the dark passageway.

18. The camp cook **sounded** the dinner bell promptly at six o’clock.

19. The quince, a fruit tree, **is** a native of Iran and Turkey.

20. Rex **seems** upset to me.
The Verb C

1d. A verb expresses action or a state of being.

Transitive Verbs

A transitive verb has an object. An object is a word or word group that tells who or what receives the action of the verb.

**EXAMPLES**

We built a birdhouse. [The object birdhouse receives the action of the verb built.]

Have you memorized the poem and the name of its author? [The objects poem and name receive the action of the verb Have memorized.]

**EXERCISE A** In each of the following sentences, underline the transitive verb once and its object twice. Hint: Remember to underline all words in a verb phrase.

- **Examples**
  1. Shall I carry your tray to the table? [Shall carry is a transitive verb whose object is tray.]
  2. We left our jackets and books in our lockers. [Left is the verb, and jackets and books are its objects.]

- 1. Does Carol have a copy of the notes from history class? [What two words form the verb phrase in this sentence? What is the object of that verb phrase?]
- 2. Beverly Sills began her career as an opera singer at age eighteen. [What word expresses action? What is the object of the verb in this sentence?]
- 3. The birds gathered dry grass and tufts of dog hair for their nests.
- 4. Has Frederick finished his homework yet?
- 5. An impressive structure, the Sears Tower in Chicago has 110 floors.
- 6. The copy machine needs toner and paper.
- 7. Felicia chooses her vehicles for their safety features and style.
- 8. Will you be sending the package first class?
- 10. That company awards scholarships to children of employees.

Intransitive Verbs

An intransitive verb does not have an object.

**EXAMPLES**

The baby drew clumsily. [Drew does not have an object. Clumsily is an adverb describing how the baby drew.]

Everyone shouted and jumped for joy. [Shouted and jumped do not have objects. Joy is the object of the preposition for.]
Although action verbs may be transitive or intransitive, linking verbs and state-of-being verbs are always intransitive. Linking verbs and state-of-being verbs never have direct objects.

**EXAMPLES**
- The basket *is* in the kitchen.
- The bear *became* slightly agitated.
- *I feel* much better now.
- That *sounds* like fun.

Many verbs can be either transitive or intransitive, depending on how they are used in a sentence.

**TRANSITIVE**
- The candidate *won* the election. [*Election* is the object receiving the action of the verb *won*.]

**INTRANSITIVE**
- The candidate *won* by a landslide. [*Won* does not have an object. *Landslide* is the object of the preposition *by*.]

**TIP**
Most dictionaries indicate whether verbs are used transitively or intransitively. To determine whether a verb is transitive or intransitive, find the definition of the verb as you intend to use it. Then, look for one of these symbols: *vt* for verb transitive or *vi* for verb intransitive.

### Exercise B
Identify the underlined words in each of the following sentences as transitive verbs or intransitive verbs. Then, write **TRANS** for transitive verb or **INT** for intransitive verb on the line provided. Hint: If the verb has an object, the verb is transitive.

**Examples**
- **INT** 1. Cattle grazed in the green fields. [*Grazed* does not have an object.]
- **TRANS** 2. Brenda planted *geraniums* in large pots. [*Planted* has an object, *geraniums*.]

- **INT** 11. My father plays the hammered dulcimer, which is an instrument with strings that are beaten with hammers rather than plucked. [Does the verb *plays* have an object?]
- **TRANS** 12. The coach talked with the athletic director. [Does the verb *talked* have an object?]
- **TRANS** 13. Born in Germany, Henry Kissinger became a political scientist in the United States.
- **INT** 14. Last night, lightning struck a tree near our home.
- **TRANS** 15. Glowing brightly, the moon lit the path for the campers.
- **TRANS** 16. We strolled leisurely through the park.
- **TRANS** 17. According to legend, Betsy Ross made the first flag of the United States.
- **TRANS** 18. Hurry! The train stops for only a few minutes!
- **TRANS** 19. The post office sells *stamps* as well as boxes.
- **TRANS** 20. Each of the performers impressed the audience.
The Adverb

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

An adverb tells *how*, *when*, *where*, or *to what extent* (*how much*, *how often*, or *how long*).

**EXAMPLES**

The surgeon proceeded *cautiously*. [how]

They work *here*. [where]

She understood the instructions *entirely*. [to what extent]

**Adverbs Modifying Verbs**

Adverbs are used most often to modify verbs. An adverb makes the meaning of a verb more specific.

**EXAMPLE**

She did *not* explain the instructions *clearly*. [The adverbs *not* and *clearly* describe the verb phrase *did explain* by telling *how*.]

**Exercise A** Underline the adverb in each of the following sentences. Then, draw an arrow from each adverb to the verb it modifies. Hint: Remember to include all parts of the verb phrase.

**Example** 1. He is carefully proofreading the documents for errors. [*Carefully* modifies the verb phrase *is proofreading* by telling *how*.]

1. The superintendent dealt with the situation fairly. [Which word makes the meaning of the verb *dealt* more specific?]

2. During the trial, the attorney presented her case effectively.

3. My hiking boots were completely covered with mud.

4. I looked everywhere for the lost library book.

5. American folklorist Carl Sandburg wrote poetically about the strength of people.

**Adverbs Modifying Adjectives**

An adverb makes the meaning of an adjective more specific.

**EXAMPLES**

The students were *quite* inventive with their projects. [The adverb *quite* describes the adjective *inventive* by telling *to what extent*.]

An *exceptionally* musical child, Dinah played the piano at an early age. [The adverb *exceptionally* describes the adjective *musical* by telling *to what extent*.]
EXERCISE B  Underline the adverb in each of the following sentences. Then, draw an arrow from the adverb to the adjective it modifies.

Example 1.  The political debate seemed **rather** awkward for the candidates.  [*Rather* describes the adjective *awkward* by telling *to what extent.*]

6.  The virus is entirely new, and researchers are trying to understand how it spreads.  [Which word makes the meaning of an adjective in this sentence more specific?]

7.  Karl Marx’s socialist philosophies were quite controversial in many circles.

8.  The students, unusually attentive during the presentation, applauded when the lecture ended.

9.  The hundred-year-old house was in remarkably good condition.

10.  The special effects in the film are truly amazing.

Adverbs Modifying Other Adverbs

An adverb makes the meaning of another adverb more specific.

**Examples**  Is it **too** late to sign up for tryouts?  [The adverb *too* modifies the adverb *late* by telling *to what extent.*]

A beginner, he plays the guitar **remarkably** well.  [The adverb *remarkably* modifies the adverb *well* by telling *to what extent.*]

EXERCISE C  Underline the two adverbs in each of the following sentences. Then, draw an arrow from the modifying adverb to the adverb it modifies.

Example 1.  The children were disguised **very** cleverly, but I recognized each of them.  [The adverb *very* modifies the adverb *cleverly* by telling *to what extent.*]

11.  Only rarely have sailors spotted giant squid.  [Which adverb makes the meaning of the other adverb more specific?]

12.  Our cousins arrived **too** late for the first song.

13.  After a strong gust of wind, paper and leaves were scattered nearly everywhere.

14.  We entered the dark cave somewhat reluctantly.

15.  Although she feels nervous in a crisis, Sandra reacts quite calmly.
The Preposition

1f. **A preposition** shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

Some common prepositions are about, above, across, at, before, behind, between, by, down, during, for, from, in, like, near, of, on, out, past, throughout, under, upon, with, and without.

The preposition in each of the following sentences shows the relationship between *plants* and *greenhouse*. *Greenhouse* is the object of each preposition.

**EXAMPLES**

- The plants *inside* the greenhouse are on sale.
- The plants *behind* the greenhouse are on sale.
- The plants *near* the greenhouse are on sale.

A preposition that consists of two or more words is a **compound preposition**. Some common compound prepositions are according to, along with, apart from, aside from, as of, because of, in addition to, in front of, in place of, instead of, next to, on account of, and out of.

**EXAMPLES**

- I sat *next to* the window.
- In front of the store are several parking spaces.

The **object of a preposition** is a noun, a pronoun, or a word group that functions as a noun. A preposition, its object, and any modifiers of the object form a **prepositional phrase**.

**EXAMPLES**

- Did you put the flowers *in cold water*? [*In cold water* is a prepositional phrase. *In* is the preposition, *water* is the object of the preposition, and *cold* is an adjective modifying *water.*]
- Maybe the car is parked *next to it*. [*Next to it* is a prepositional phrase. *Next to* is the compound preposition, and *it* is the object of the preposition.]

**EXERCISE A**

Underline the prepositions in each of the following sentences. Then, draw two lines under the object of each preposition. Hint: Some prepositions may be compound. Some sentences may contain more than one preposition.

**Examples 1.** Eve and Lou rescued a cat that was stuck *in a tree*. [*In* is a preposition. *Tree* is the object of the preposition.]

**2.** Out of nowhere swooped a large, black bird with a yellow beak. [*Out of* is a compound preposition. *Nowhere* is the object of *Out of*. *With* is a preposition. *Beak* is the object of *with*.]

1. Before his career with the Yankees, baseball great Lou Gehrig attended Columbia University.  
   [Which words are prepositions? Which words are objects of prepositions?]

2. We rode the elevator to the top of the Empire State Building.  
   [Which words are prepositions? Which words are objects of prepositions?]
3. With no moving parts, solar cells are an ideal power supply in space.
4. Ms. Stapleton brought us a basket of vegetables from her garden.
5. All of the tools are in the garage.
6. The commission has changed its strategy for the future.
7. My cat’s favorite toy is a sock filled with catnip.
8. The park ranger walked slowly toward the bear cub.
9. Near the subway station there’s an old newspaper stand.
10. Nearly 80 percent of the shipment was damaged by the storm.

Adverb or Preposition?

Some words that can be used as prepositions may also be used as adverbs. Remember that an adverb is a modifier and does not have an object. Prepositions always have objects.

**PREPOSITION** I stood outside my house. *Outside has an object, house.*

**ADVERB** I stood outside. *Outside is an adverb describing stood.*

**PREPOSITION** We walked around the airport. *Around has an object, airport.*

**ADVERB** We walked around. *Around is an adverb describing walked.*

**EXERCISE B** Determine whether the underlined word in each of the following sentences is a preposition or adverb. Then, write PREP for preposition or ADV for adverb on the line provided.

**Example** ___PREP___ 1. Before the concert, we rode through the park. *Before introduces a prepositional phrase and has an object, concert.*

— 11. Some of the members of our tour group were lagging behind. *Does the underlined word have an object?*

— 12. Areas outside a defined boundary are said to be “beyond the pale.”

— 13. He stood by and watched from the sidelines.

— 14. Jewelry and sculptures made from jade are very valuable.

— 15. An emergency medical technician, Eddie is prepared ___ for nearly any situation.
A conjunction joins words or word groups.

### Coordinating and Correlative Conjunctions

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

**Examples**

- In the morning, the team jogs *and* does sit-ups. [*And* joins two verbs, *jogs* and *does.*]
- Your keys are in your purse *or* on the table. [*Or* joins two phrases, *in your purse* and *on the table.*]
- It’s raining, *so* the seats are wet. [*So* joins two clauses, *It’s raining* and *the seats are wet.*]

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and*, *either . . . or*, *neither . . . nor*, *not only . . . but also*, and *whether . . . or*.

**Examples**

- Both Tiffany *and* Russell are from Denver. [*Both . . . and* joins two nouns, *Tiffany* and *Russell.*]
- Not only did we discover a boat, *but* we *also* found oars and a life preserver. [*Not only . . . but also* joins two clauses, *did we discover a boat* and *we found oars and a life preserver.*]

### Exercise A

Underline the conjunctions in each of the following sentences.

**Example 1.** Marshall joined us for lunch, and then we all went to the mall. [*And* joins two clauses, *Marshall joined us for lunch* and *then we all went to the mall.*]

1. All of the books had been sold, so I checked out a copy from the library. [*Which word is used to join two clauses?*]
2. The rehearsal was brief, but the director was happy with her actors’ performances.
3. Langston Hughes wrote not only poetry but also plays.
4. Neither Lauren nor Ted knows of a solution to the problem.
5. Is bronze an alloy of copper and tin?

### Subordinating Conjunctions

A subordinating conjunction begins a subordinate clause and connects that clause to an independent clause. Some commonly used subordinating conjunctions are *after*, *although*, *because*, *before*, *how*, *if*, *in order that*, *so that*, *unless*, *until*, *whenever*, *whether*, and *while.*
EXAMPLES  We left early because the weather was bad.  [Because begins the subordinate clause because the weather was bad and connects it to the independent clause.]
If the weather is bad, we'll leave early.  [If introduces the subordinate clause If the weather is bad. The subordinate clause is connected to the independent clause.]

EXERCISE B  Underline the subordinating conjunction in each of the following sentences.

Example 1.  While we searched for shells, he built a sand castle.  [The subordinating conjunction While introduces a subordinate clause.]
6.  If we hurry, we'll miss the traffic.  [Which word introduces a subordinate clause?]
7.  Ethan took a detour because the main road was closed.
8.  Unless the outfit goes on sale, I will not buy it.
9.  Though the refrigerator was somewhat expensive, it should last for a long time.
10.  We printed extra copies so that we would have enough for everyone.

Interjections

An interjection expresses emotion and has no grammatical relation to the rest of the sentence.
Some interjections are ah, alas, hey, oh, oops, ouch, well, whew, and yeah.
An interjection is often set off from the rest of the sentence by an exclamation point or by one or more commas. An exclamation point indicates strong emotion. A comma indicates mild emotion.

EXAMPLES  Oh, no! I locked my keys in the car!  [Oh, no expresses strong emotion.]
    Well, we can always get tickets later.  [Well expresses mild emotion.]

EXERCISE C  Underline the interjection in each of the following sentences. Then, on the line provided, write strong if the interjection indicates strong emotion or mild if the interjection indicates mild emotion.

Example 1.  Oh, I thought that Sandra's appointment was before mine.  [Oh is set off by a comma and expresses mild emotion.]

11.  Aha! The mystery is solved!  [What type of emotion does an exclamation point indicate?]
12.  Whew! That was a close call!
13.  Well, there's always next season.
14.  Ah, isn't the warm ocean breeze relaxing?
15.  Hey! That dog is running away with the newspaper!
Subjects

2b. Sentences consist of two basic parts: subjects and predicates. The subject is a word or word group that tells whom or what the sentence is about. The predicate is a word or word group that tells something about the subject.

**SUBJECT**

The dance routine

**PREDICATE**

amazed everyone.

The Simple Subject and the Complete Subject

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

The simple subject may consist of a noun, a pronoun, or a word group that functions as a noun. The complete subject includes the simple subject as well as any words that modify the simple subject.

**SIMPLE SUBJECT**

The author of this children's series lives in Vermont. [Author is the main word that tells whom the sentence is about.]

**COMPLETE SUBJECT**

The author of this children's series lives in Vermont. [The complete subject includes the simple subject author and all modifiers of the simple subject.]

Remember the following guidelines when you are trying to find the subject of a sentence.

- In a sentence that expresses a command or a request, the subject is always understood to be you, even though the word you may not appear in the sentence.
- The subject of a sentence is never the object of a prepositional phrase.
- In a question, the subject usually follows the verb or comes between parts of the verb phrase.
- The word here or there is almost never the subject of the sentence.

**TIP** To help find the subject of a sentence that expresses a question, turn the question into a statement. The subject of the statement will probably be the subject of the question.

**QUESTION**

Has the sidewalk been repaired?

**STATEMENT**

The sidewalk has been repaired. [What has been repaired? The sidewalk has been repaired. Sidewalk is the subject of both the statement and the question.]

**EXERCISE A** Draw two lines under the simple subject of each of the following sentences. Then, underline the rest of the complete subject.

**Examples**

1. Several of the players ran onto the field. [Several is the simple subject. Several is modified by the prepositional phrase of the players.]

2. Are the suitcases stored in the closet or under the bed? [When you turn the question into a statement, you get The suitcases are stored in the closet or under the bed. What are stored? Suitcases are stored. Suitcases is the simple subject. The article the modifies suitcases.]
1. Two of the judges agreed to hear the case. [Can the object of a preposition be part of a simple subject? What prepositional phrase modifies the simple subject?]

2. Glowing brightly against the night sky was the light from the old lighthouse. [What was glowing brightly? What phrase is part of the complete subject?]

3. Are all of the autographs authentic?

4. Here are the plans for the new addition to the house.

5. The chemists were wearing safety glasses and protective clothing.

6. At the end of the street lives a family from the Netherlands.

7. Was that map created by a famous explorer?

8. Members of the club will meet next Friday at four o’clock.

9. Pittsburgh was built at the intersection of two rivers that become the Ohio River.

10. Did everyone at the reception sign the guest book?

### Compound Subjects

Subjects can be compound. A **compound subject** consists of two or more subjects that are joined by a conjunction such as *and* or *or*. The parts of a compound subject have the same verb.

**EXAMPLES**  
Alaska and Hawaii do not border any other states.  
[Alaska and Hawaii are joined by the conjunction *and* and have the same verb, *do border.*]

Did Alyssa or Janelle write this note?  
[Alyssa and Janelle are joined by the conjunction *or* and have the same verb, *Did write.*]

**EXERCISE B**  
Underline the parts of the compound subject in each of the following sentences.

**Example 1.** Are tomato, onion and oregano used in this recipe?  
[Tomato, onion, and oregano are parts of a compound subject that have the same verb, *Are used.*]

11. Did Cecilia or Lawrence find Ms. Clay’s car keys?  
[Who *did find*?]

12. Haiku and tanka are both forms of Japanese poetry.

13. At the career fair, an oceanographer, an actor, and a cartoonist gave the most interesting presentations.

14. Sopranos, altos, tenors, and basses sing together in our community choir.

15. Exceptional hitters, Hank Aaron and Ty Cobb set many records in professional baseball.
Predicates

2b. Sentences consist of two basic parts: subjects and predicates. The subject is a word or word group that tells whom or what the sentence is about. The predicate is a word or word group that tells something about the subject.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several birds</td>
<td>perched on the fence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREDICATE</th>
<th>SUBJECT</th>
<th>PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did</td>
<td>you</td>
<td>put the mail?</td>
</tr>
</tbody>
</table>

The Simple Predicate and the Complete Predicate

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

The simple predicate may be a one-word verb or a verb phrase. A verb phrase is a main verb with one or more helping verbs. The complete predicate includes the simple predicate and all words that modify the simple predicate and complete its meaning.

**SIMPLE PREDICATE (VERB)**

To warm them up, the coach **gave** the team a pep talk.

**COMPLETE PREDICATE**

To warm them up, the coach **gave the team a pep talk.** [To warm them up tells why the coach gave the pep talk. The team and a pep talk are objects that complete the meaning of the verb.]

**SIMPLE PREDICATE (VERB)**

Has the mail been sorted today?

**COMPLETE PREDICATE**

Has the mail been sorted today? [Today tells when the mail has been sorted.]

**SIMPLE PREDICATE (VERB)**

The tide **was rising.**

**COMPLETE PREDICATE**

The tide **was rising.** [If no words modify or complete the meaning of the simple predicate, the simple predicate and the complete predicate are the same.]

**EXERCISE A** Draw two lines under the simple predicate in each of the following sentences. Then, underline the rest of the complete predicate. [Hint: The simple predicate may contain more than one word.]

**Examples**

1. At the end of the month, I will have lived here for a year.  *[Will have lived is the simple predicate that tells something about the subject I. At the end of the month and here for a year modify will have lived by telling when and where I will have lived.]*

2. Do these plants thrive in cooler climates? *[Do thrive is the simple predicate that tells something about the subject plants. In cooler climates modifies Do thrive by telling where the plants thrive.]*
1. Has the game schedule been posted on the bulletin board? [Which three words form the verb phrase that is the simple predicate? Which prepositional phrase modifies the predicate by telling where?]

2. A Norse explorer, Leif Ericson is often considered the first European on North American shores. [Which two words form the simple predicate? What adverb modifies the simple predicate? What words complete the meaning of the simple predicate?]

3. During peak traffic hours, we usually ride the subway.

4. During the night, a gust of wind blew a large branch onto the roof of the house.

5. Will the Russian ballet company perform at the local theater this weekend?

6. Most folk songs have survived through an oral tradition rather than a written one.

7. Ralph, the winner of the door prize, presented his ticket to the store manager.

8. Does the manufacturer’s warranty cover labor costs?


10. Should the government preserve more land for national parks?

**Compound Verbs**

Some sentences contain two or more verbs that share the same subject. These verbs are called *compound verbs*. The parts of a compound verb are usually joined by the conjunction *and*, *but*, or *or*.

**EXAMPLES**

The clerk has already **opened** the cash register and **counted** the money.  
[The verbs *has opened* and *counted* have the same subject, *clerk.*]

Isabella **bought** a gift but **forgot** to bring it to the party.  
[The verbs *bought* and *forgot* have the same subject, *Isabella.*]

**EXERCISE B** Underline the compound verbs in each of the following sentences. Be sure to underline all parts of any verb phrases.

**Example 1.** Did W.E.B. DuBois share in the creation of the NAACP and edit its magazine?  
[Did **share** and **edit** have the same subject, *W.E.B. DuBois.*]

11. Did anyone call or leave a message for me today?  
[Which verbs have the same subject, *anyone?*]

12. A noted scientist, Alfred Nobel invented dynamite and founded the Nobel Prizes.

13. Should we recycle these boxes or store them in the attic?

14. As his first project, Val sanded the wood and primed it.

15. During autumn, leaves turn bright colors and fall from the trees.
Direct Objects

2h. A direct object is a complement that tells who or what receives the action of a verb or shows the result of the action.

REMINDER A complement is a word or word group that completes the meaning of a verb.

A direct object may be a noun, a pronoun, or a word group that functions as a noun. To identify a direct object, ask Whom? or What? after a transitive verb.

- **NOUN** The accountant usually hires an assistant during tax season. [Whom does the accountant hire? The accountant hires an assistant.]

- **PRONOUN** Did the dog bury it? [The dog did bury what? It buried it.]

- **WORD GROUP** I will take whatever is available. [I will take what? I will take whatever is available.]

A direct object may be compound.

**EXAMPLE** We drove Mary and Sam to school. [Mary and Sam tell who receives the action of the verb drove.]

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

1. **Examples** 1. Do you remember the combination to the safe? [Combination receives the action of the verb Do remember.]
   
   2. Without her glasses, she can see only what is right in front of her. [What is right in front of her tells what she can see.]

   1. We need some bread and milk from the grocery store. [What do we need?]

   2. Has the rain washed the mud off the sidewalk? [What has the rain washed?]

   3. The famous architect Frank Lloyd Wright popularized certain home designs in the early twentieth century.

   4. They pitched their tents close to the lake.

   5. The actor performed an amazing stunt!

   6. Haven’t you already received information and an application?

   7. For the quilt, Sidney arranged the strips of fabric in a “log cabin” pattern.

   8. An early advocate for women’s rights, Mary Wollstonecraft wrote A Vindication of the Rights of Woman in 1792.

   9. After the yard sale, Chandra will donate whatever is left to the thrift store.

   10. The English sport of rugby requires an oval ball similar to an American football.
Objective Complements

An objective complement is a complement that helps complete the meaning of a transitive verb by identifying or modifying the direct object.

A sentence can have an objective complement only if the sentence has a direct object. An objective complement may be a noun, a pronoun, an adjective, or a word group that functions as a noun or an adjective.

**EXAMPLES**

- Many people consider Tiger Woods a positive **role model** for youth. [The compound noun **role model** identifies the direct object **Tiger Woods**.]
- We painted the shutters **green**. [The adjective **green** describes the direct object **shutters**.]

**NOTE**

Only a few verbs take objective complements. These verbs include **consider**, **make**, and any verbs that can be replaced by **consider** or **make**. Verbs that can be replaced by **consider** or **make** include **appoint**, **believe**, **call**, **choose**, **color**, **cut**, **dye**, **elect**, **find**, **keep**, **name**, **paint**, **render**, and **sweep**.

An objective complement may be compound.

**EXAMPLE**

- Competition in business often makes products more **affordable** and **available**. [**Affordable** and **available** form a compound objective complement describing the direct object **products**.]

**EXERCISE B**

Underline the objective complement(s) in each of the following sentences. [Hint: First, identify the direct object. Then, determine which word or words identify or modify the direct object.]

**Example 1.** Did recent rock slides make some roads impassable and dangerous? [**Impassable** and **dangerous** describe the direct object **roads**.]
Indirect Objects

An indirect object is a complement that often appears in sentences containing direct objects and that tells to whom or to what or for whom or for what the action of a transitive verb is done.

A sentence must have a direct object in order to have an indirect object. Indirect objects usually come between the verb and the direct object. An indirect object may be a noun, a pronoun, or a word group that functions as a noun.

**EXAMPLES**

Our grandparents brought us some peaches from Georgia. [The direct object peaches receives the action of the verb brought and tells what was brought. The indirect object us tells to whom the peaches were brought. The indirect object us comes between the verb brought and the direct object peaches.]

Our math teacher allows whoever has been absent two days for make-up work. [The direct object days receives the action of the verb allows and tells what is allowed. The indirect object whoever has been absent tells for whom the teacher allows two days. The indirect object whoever has been absent comes between the verb allows and the direct object days.]

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

**Examples**
1. The golf pro gave my boss some tips on improving her swing. [Boss tells to whom the pro gave tips.]
2. Did this corporation send the relief organization a donation? [Organization tells to what the corporation did send a donation.]
3. A guest artist taught the class a lesson on perspective art. [Which word tells to whom the artist taught a lesson?]
4. Through much of history, parents awarded whichever son was born first most of the family’s property. [Which group of words tells to whom the property was awarded?]
5. The new store owner handed the first several customers gift certificates.
6. At the end of our baseball season, the former champions present the new champions the trophy.
7. Before a car leaves the factory, employees give it a thorough inspection.
8. Would you please save me a seat in the front row?
9. Juanita’s teacher wrote her an excellent letter of recommendation.
10. King George V gave his son a home called Fort Belvedere.

Developmental Language Skills 29
Be careful not to confuse an indirect object with an object of the preposition to or for.

**INDIRECT OBJECT** The officer read the **suspects** their rights. [The indirect object *suspects* tells *to whom* the officer read the rights.]

**OBJECT OF A PREPOSITION** The officer read the rights to the **suspects**. [*Suspects* is the object of the preposition *to.*]

An indirect object may be compound.

**EXAMPLE** I always bring my **brother** and **sister** souvenirs from camp. [*Brother* and *sister* tell *to whom* I bring souvenirs.]

**EXERCISE B** In each of the following sentences, underline the direct object once and the indirect object(s) twice.

**Examples**
1. Sheila sent her aunt and uncle a graduation picture. [*Picture* is the direct object that tells *what* Sheila sent. *Aunt* and *uncle* are indirect objects that tell *to whom* a picture was sent.]
2. Did Colleen give him or her the key to the trunk? [*Key* tells *what* was given. *Him* and *her* tell *to whom* the key was given.]

11. According to legend, a Greek soldier ran from Marathon to Athens and delivered the citizens news of an Athenian military victory. [*What* did the soldier deliver? *To whom* did he deliver it?]
12. The judges will present whoever finishes first and whoever makes a perfect score blue ribbons. [*What word* tells *what* the judges will present? *What two word groups* tell *to whom* the judges will present it?]
13. During baseball practice, the coach hit the players several ground balls.
14. Did you give Jenny and Ted directions to the house?
15. Did the Egyptian queen Cleopatra pledge Marc Antony her loyalty?
16. Every evening, Mr. Shelton reads his children a bedtime story.
17. My mother knitted my sister and me wool sweaters.
18. Has the teacher allowed Stan and Ian extra time for their reports?
19. Show Lori and Dale your wildlife sketches.
20. The supervisor assigned Gail and Shane the first two projects.
Predicate Nominatives

2k. A subject complement is a complement that identifies or modifies the subject of a linking verb.

Some common linking verbs include forms of be (such as am, is, was, were, being, will be, and have been), appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.

A predicate nominative is a type of subject complement that identifies or refers to the subject of a linking verb. A predicate nominative may be a noun, a pronoun, or a word group that functions as a noun.

**EXAMPLES**

The Grangers were the first settlers in the region. [The noun settlers identifies the subject Grangers.]

Who is the woman in the back row? [The pronoun Who refers to the subject woman.]

The goal of the architects is to restore the building to its original condition. [The infinitive phrase to restore the building to its original condition functions as a noun and identifies the subject goal.]

**NOTE**

For emphasis, a writer sometimes places a subject complement before the subject and the verb.

**EXAMPLE**

What an interesting sculpture that is! [The noun sculpture identifies the subject that.]

**EXERCISE A**

Underline the predicate nominative in each of the following sentences.

Examples 1. In my childhood, I became an avid reader of suspense novels. [Reader refers to the subject I.]

2. Sunscreen and a hat are what Stacey brings to the beach. [What Stacey brings to the beach identifies the compound subject Sunscreen and hat.]

1. The purpose of the press conference was to clarify the senator’s position on the issue. [What group of words identifies the subject purpose?]

2. For over a thousand years, Kyoto was the capital of Japan. [What word follows the linking verb and refers to the subject Kyoto?]

3. With his coach’s encouragement, Evan has become a competitive swimmer.

4. Aren’t the Burnetts good friends of yours?

5. What an entertaining speaker he is!

6. My parents are active volunteers in several service organizations.

7. Idaho did not become a state until 1890.

8. Charles will remain vice president until the end of March.
9. The Federalist papers were essays in support of the U.S. Constitution.

10. Gloves and a scarf are what I put on in cold weather.

A predicate nominative may be compound.

**EXAMPLES** The colors of the rainbow are **violet, indigo, blue, green, yellow, orange,** and **red.** [**Violet, indigo, blue, green, yellow, orange,** and **red** identify the subject **colors.**]

The top salespeople for the month were **Brady and Ramona.** [**Brady** and **Ramona** refer to the subject **salespeople.**]

**EXERCISE B** Underline the compound predicate nominatives in the following sentences.

**Examples**
1. Important employee benefits are health **insurance** and a retirement **plan.** [**Insurance** and **plan** refer to the subject **benefits.**]

2. This fall, Felicia will become **editor and business manager** of the student journal. [**Editor** and **manager** identify the subject **Felicia.**]

11. The only businesses in the neighborhood are the corner market and a small convenience store. [Which words follow the linking verb and refer to the subject **businesses**?]

12. Two of the highest-paid teachers in the school are Ms. Robinson and Mr. Floyd. [Which words in the predicate identify the subject **Two?**]

13. Mr. Carson’s favorite types of programs are sports events and nature shows.

14. Two of the smallest countries in Europe are Luxembourg and Belgium.

15. The first guests at the reception were Cheryl and I.

16. A pioneer in higher education for women, Mary Lyon was the founder and first principal of Mount Holyoke Female Seminary.

17. Did Tyrone become a computer programmer or a psychologist?

18. The earliest of Jane Austen’s novels were **Sense and Sensibility** and **Pride and Prejudice.**

19. After a successful singing career, Sonny Bono became a mayor and later a U.S. representative.

20. The assistant band directors are Ms. Lawson and Mr. Samuelson.
Predicate Adjectives

A predicate adjective is a type of subject complement. A predicate adjective is an adjective that is in the predicate and that modifies or describes the subject of a linking verb.

**EXAMPLES**
- The puppy seemed **energetic** after its bath. [The predicate adjective *energetic* describes the subject *puppy.*]
- Is this set of antique dishes **complete**? [The predicate adjective *complete* describes the subject *set.*]

**NOTE** Sometimes writers place a predicate adjective before the subject and the verb for emphasis.

**EXAMPLE** Hot and **muggy** was our hike through the woods. [The predicate adjectives *Hot* and *muggy* modify the subject *hike.*]

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

**Examples**
1. Does this soup taste too spicy to you? [The adjective *spicy* refers to the subject *soup.*]
   
2. The customers became impatient after the long wait. [The adjective *impatient* refers to the subject *customers.*]

1. The fresh blueberries were delicious in my oatmeal. [What word completes the meaning of the linking verb *were* and describes the subject *blueberries*?]
2. The air always smells fresh after a summer shower. [What word completes the meaning of the linking verb *smells* and describes the subject *air*?]
3. The crowd became restless in the third quarter.
4. Even in a hot desert, temperatures can turn cold at night.
5. After the meeting, everyone seemed confident about the chairperson’s budget proposal.
6. Is this table narrow enough for the space beside the couch?
7. After learning more about chess, Nancy became more enthusiastic about the game.
8. Powerful were the speeches of Dr. Martin Luther King, Jr.
9. The novels of French writer and political activist Émile Zola were often controversial.
10. Does this outfit seem appropriate for the wedding reception?
NOTE Not all adjectives that are in the predicate are predicate adjectives. Remember that a predicate adjective describes only the subject.

EXAMPLES  *The Pirates of Penzance* is probably *popular* among fans of musicals.  
*Popular* is a predicate adjective because it completes the meaning of the linking verb *is* and describes the subject *The Pirates of Penzance.*

*The Pirates of Penzance* is probably a *popular* production among fans of musicals.  
[The adjective *popular* describes *production*, not the subject *The Pirates of Penzance.* *Popular* is not a predicate adjective.]

A predicate adjective may be compound.

EXAMPLE  These porcelain vases are *rare* and *expensive.*  
[The predicate adjectives *rare* and *expensive* describe the subject *vases.*]

EXERCISE B Underline the compound predicate adjectives in each of the following sentences.

Examples 1. Isn’t that actor usually *funny* and often *sensitive*?  
[The predicate adjectives *funny* and *sensitive* describe the subject *actor.*]

2. The city’s centennial celebration was *memorable* and *historic.*  
[The predicate adjectives *memorable* and *historic* describe the subject *celebration.*]

11. Were your grandmother’s parents *Puerto Rican* or *Italian*?  
[Which predicate adjectives identify the subject *parents*?]

12. The holidays were brief but restful.  
[Which adjectives complete the meaning of the linking verb *and* describe the subject *holidays*?]

13. During the debate, both teams remained calm and attentive.

14. The old house looks fresh and bright in its new coat of paint.

15. The Guggenheim Museum’s art collection is extensive and diverse.

16. Thorough and informative were Dr. Jacobson’s lectures on genetics.

17. The personnel at the hospital are always compassionate and sympathetic.

18. Sometimes the moon appears yellow or even orange in the night sky.

19. Cautious and deliberate were the scientists during the dinosaur fossil’s excavation.

20. This type of essay is argumentative or persuasive.
### The Prepositional Phrase

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

Common prepositions include **to**, **with**, **before**, **off**, **next to**, and **in spite of**.

**EXAMPLES**
- *In the brightly lit room,* Eric and Amy practiced the waltz step.  [The prepositional phrase tells where the waltz step was practiced. The phrase begins with the preposition *In.*]
- *The rhythm of waltz music* swings along happily.  [The prepositional phrase tells which rhythm the sentence describes. The phrase begins with the preposition *of.*]

**REMINDER**
A phrase is a group of related words that is used as a single part of speech. A phrase will not have both a verb and its subject.

The object of a preposition may be compound.

**EXAMPLE**
The book I’m reading is about an old **man** and the **sea**.  [**Man** and **sea** are objects of the preposition *about.*]  

### The Adjective Phrase

There are two types of prepositional phrases: adjective phrases and adverb phrases.

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

Like single-word adjectives, adjective phrases modify nouns or pronouns and often follow the word or words they modify. Adjective phrases answer the questions *What kind(s)?* and *Which one(s)?*

**EXAMPLES**
- Micah likes movies **about real-life heroes**.  [The adjective phrase *about real-life heroes* modifies the noun *movies*. It tells *what kind* of movies Micah likes to watch.]
- One movie starred a hero **in a red, white, and blue costume with stars**.  [The adjective phrase *with stars* modifies *costume*, telling *what kind* of costume. The adjective phrase *in a red, white, and blue costume* tells *which one* about the noun *hero*.]

**EXERCISE A** Find and underline the adjective phrase in each sentence. Then, draw an arrow from the phrase to the word or words it modifies.

**Example 1.** The library books **on the counter** are due Wednesday.  [The preposition *on* begins the adjective phrase *on the counter*. The entire phrase tells which books are due.]

1. Water the plants **on the back patio** every day.  [Which word group includes a preposition, its object, and modifiers of that object? What does the adjective phrase describe?]

2. Next, we’ll paint the shelves **next to the stove**.
3. Does the cat with the stripes need its shots?

4. Trees near rivers usually have a good water supply.

5. The children behind the stage curtain practiced their lines once again.

The Adverb Phrase

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

Like single-word adverbs, adverb phrases modify verbs, adjectives, or other adverbs. They answer these questions: **How? When? Where? Why? To what extent? How far? How long?** More than one adverb phrase may be used to add specific information to a sentence.

**EXAMPLES**

Janette sprinkled dried basil **into the sauce** and stirred it. [The prepositional phrase **into the sauce** tells where Janette sprinkled the basil. The phrase modifies the verb **sprinkled**.]

In her garden, she grows basil **from seeds**. [The prepositional phrase **In her garden** tells where the basil grows, and the phrase **from seeds** tells how the basil is grown. Both phrases modify the verb **grows**.]

Which of these ties is most appropriate **for the occasion**? [The prepositional phrase **for the occasion** tells how the tie is appropriate. The phrase modifies the adjective **appropriate**.]

**EXERCISE B** Find and underline the adverb phrase in each sentence. Then, draw an arrow from each phrase to the word or words it modifies.

**Example 1.** I chose this novel because of its suspenseful plot. [The compound preposition **because of** begins the phrase **because of its suspenseful plot**. The phrase modifies the verb **chose**.]

6. Tim poured turpentine on the paintbrush. [Which word group includes a preposition, its object, and modifiers of that object? Which verb does the adverb phrase modify?]

7. Coach Winters wears her whistle during basketball games.

8. My grandmother, active in volunteer organizations, is often quite busy.

9. Dash to the front door and unlock it.

10. The old moose moved quickly for its age.
A participle is a verb form that can be used as an adjective. There are two kinds of participles: present participles, which always end in –ing, and past participles. Regular verbs have past participles that end in –d or –ed. Irregular verbs have irregularly formed past participles.

**PRESENT PARTICIPLES**
- the exciting news
- a surprising outcome

**PAST PARTICIPLES**
- a welcomed guest
- polished windows
- the worn book

You will often see participles in verb phrases, such as have been welcoming or is worn. If a participle appears with these helping verbs, it is not an adjective. It is part of the verb phrase.

**Exercise A** Underline the participle in each sentence below. Then, draw an arrow to the word or words the participle modifies.

**Example 1.** The shining harp gleamed with jewels. [Shining is the present participle of the verb shine and modifies harp. Note that gleamed, which also ends in –ed, is not a modifier; it is the verb of the sentence.]

1. The balanced rock was precisely perched on the cliff’s edge. [Is there a participle in the sentence? Does it modify a noun or pronoun?]
2. Quick! Get out of this pouring rain!
3. Laughing, the children played tag in the park.
4. Everyone’s attention was on the ringing phone.
5. Did you see that well-researched report on the news last night?

**The Participial Phrase**

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

Like single-word adjectives, participial phrases modify nouns and pronouns.

**Examples** Watching thoughtfully, Kent noticed a change in the solution’s temperature. [The present participle Watching is modified by thoughtfully. The whole phrase modifies the proper noun Kent.]
The moviegoers, **concerned for the hero’s safety**, sat on the edges of their seats. [The past participle *concerned* is modified by the prepositional phrase *for the hero’s safety*. The whole phrase modifies the noun *moviegoers*.]

**REMINDER** If you are unsure of how the past participle of an irregular verb is formed, look the verb up in a current dictionary or handbook.

**EXERCISE B** Underline each of the participial phrases in the sentences below. Then, draw an arrow to the word or words the phrase modifies.

**Example 1.** Whistling a tune, Dusty strolled along. [The present participle *Whistling* has an object, *tune*. The whole phrase modifies the proper noun *Dusty*.]

6. Plugging in the toaster, Marsha wondered if there were any bagels. [Is there a participle in the sentence? Does the participial phrase modify a noun or pronoun?]

7. The travelers, arriving at the airport in the nick of time, sighed with relief.

8. How long will the meeting rescheduled for this afternoon last?

9. Pushing snow to either side of the road, the snowplows pressed on.

10. The fan, bought at a flea market, did little to cool the room.

**EXERCISE C** Using the verb suggested in the parentheses, add a participle to create a participial phrase. Hint: If you are not sure whether to use a present participle (*–ing*) or a past participle (*–d, –ed*), try both forms and choose the one that makes sense in the sentence.

**Example 1.** (Open) **Opening** her present, Mom smiled at us. [*Open* is a regular verb, and its present participle, *opening*, describes *Mom*.]

11. (puff) The steam engine rounded the corner, **__________** into the station on time. [Is *puff* a regular or irregular verb? Does a present or a past participle make sense in the sentence?]

12. (force) The stoplight turned red, **__________** the cars to wait.

13. (blow) The beach ball, **__________** too full, popped when Jamie caught it.

14. (laugh) The audience, **__________** at the lead comic, began to applaud.

15. (Tap) **__________** on the door, I called out, “Is anybody home?”
The Gerund and the Gerund Phrase

3g. A gerund is a verb form ending in –ing that is used as a noun.

The –ing form of a verb can be used as its present participle, functioning as an adjective. The –ing form can also be part of a verb phrase.

–ING FORM AS PART OF A VERB PHRASE
Lonnie has been cleaning house all day. [Cleaning is part of the verb phrase has been cleaning.]

–ING FORM AS A PRESENT PARTICIPLE
These cleaning brushes work well on many surfaces. [Cleaning is a participle and functions as an adjective describing brushes.]

–ING FORM AS A GERUND
Lonnie doesn’t mind cleaning if the rest of his family will pitch in, too. [Cleaning is a gerund and functions as the direct object of the verb phrase does mind.]

A gerund can function in all the ways a noun can function: as a subject, predicate nominative, direct object, indirect object, or object of a preposition.

EXERCISE A In each sentence, an –ing form of a verb is underlined. If the –ing form is part of a verb phrase, write V on the line provided. If it is a participle, write P on the line. If it is a gerund, write G on the line.

Examples  
P  1. This folding chair is made of maple. [The participle folding describes chair.]

   G  2. Suzi likes humming while she works. [The gerund humming is the direct object of the verb likes.]

   1. Who is rocking the baby to sleep? [Is the underlined word modifying a noun, functioning as a noun, or acting as part of a verb phrase?]

   2. Members of the band enjoyed marching. [Is the underlined word modifying a noun, functioning as a noun, or acting as part of a verb phrase?]

   3. Focusing, the students started the next step of the project.

   4. Plowing should be part of this field’s preparation.

   5. If you want to study fossils, be prepared for a lot of digging!

   6. To reduce office wastes, we’re going to give recycling a try.

   7. The backhoe has been digging a hole for the house’s foundation.

   8. The loudest sound in the gymnasium was Latrice’s clapping.

   9. Debating inspired Juan to become a lawyer.

   10. The rising moon lit up the landscape.
A gerund phrase consists of a gerund and any modifiers or complements the gerund has. The entire phrase is used as a noun.

As with nouns, gerund phrases can function as subjects, predicate nominatives, direct and indirect objects, and objects of prepositions.

**EXAMPLES**

Janet earns top scores for solving math problems quickly. [The gerund solving has a complement, math problems, and is modified by the adverb quickly. The whole phrase acts as the object of the preposition for.]

Riding in the parade was a fun experience. [The gerund Riding is modified by a prepositional phrase, in the parade. The whole phrase acts as the subject of the sentence.]

**EXERCISE B** Underline the gerund phrase in each sentence. Then, underline the gerund a second time.

**Examples** 1. Lounging on the couch is a pleasant way to spend a rainy afternoon. [The gerund Lounging is modified by the prepositional phrase on the couch. The whole phrase functions as the subject of the sentence.]

2. I heard a loud buzzing. [The gerund buzzing is modified by a and loud. The whole phrase functions as the direct object of the sentence.]

11. Nell is practicing her math by memorizing geometry theorems. [Is there an –ing form of a verb that functions as a noun in the sentence? Does it have a complement?]

12. Measuring carefully is important in carpentry. [Is there an –ing form of a verb that functions as a noun in the sentence? Does it have a modifier?]

13. The dog enjoys chewing on the twigs from the pecan tree.

14. Raising livestock is hard work.

15. This crab moves by scuttling sideways.

16. Let’s go dancing at that new club.

17. Running a marathon takes months of preparation.

18. Don’t make the mistake of promising what you can’t deliver.

19. Feeding the fish is one of Josh’s daily chores.

20. He gives winning the match his full attention.
The Infinitive and the Infinitive Phrase

3i. An infinitive is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with to, but occasionally the word to is omitted.

**EXAMPLES**

Is it time to go? [The infinitive to go is used as an adjective to modify time.]

Try to exercise daily. [The infinitive to exercise is used as a noun. The infinitive phrase is the direct object of the verb Try.]

Your next task is to lift this crate. [The infinitive to lift is used as a noun. The infinitive phrase is the predicate nominative of the verb is.]

**TIP** Remember that the word to is often used as a preposition. If to is followed by a noun or pronoun, to is a preposition. If to is followed by a verb, to is the sign of the infinitive.

<table>
<thead>
<tr>
<th>INFINITIVES</th>
<th>to permit</th>
<th>to count</th>
<th>to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPOSITIONAL PHRASES</td>
<td>to you</td>
<td>to the house</td>
<td>to New York</td>
</tr>
</tbody>
</table>

**Exercise A** Underline the infinitive in each sentence. Be sure to underline both the sign of the infinitive, the word to, and the verb itself.

**Examples**

1. Get ready to go to the park, please. [The word to comes before the verb go, making an infinitive. The word to that comes before the noun park is a preposition.]

2. How fast will the race car drivers try to drive? [The word to comes before the verb drive, making an infinitive.]

1. In front of the fireplace is a warm place to sit. [Is the word to used in the sentence? Does to come before a verb?]

2. After a good performance, it’s polite to applaud. [Is the word to used in the sentence? Does to come before a verb?]

3. The tired child managed to smile.

4. To finish is my only concern at this point!

5. On a warm, breezy day, it’s fun to sail.

6. Shane told us that he had finally learned to draw.

7. To win tonight would really improve the team’s record.

8. The best course to take is the one proposed by the commission.

9. Once the water began filling the canoe, it began to sink.

10. This pair of slacks is sure to fit.
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.

**EXAMPLES** To apply a **good coat of paint**, sand and clean the surface first. [The infinitive *To apply* has a direct object, *coat*. *Coat* is modified by *a* and *good* and by the prepositional phrase *of paint*. The whole infinitive phrase functions as an adverb modifying the verbs *sand* and *clean.*]

My little brother is easy **to put to bed**. [The infinitive *to put* is modified by the prepositional phrase *to bed*. The whole phrase functions as an adverb modifying the adjective *easy*.]

In formal speech and writing it is best to avoid “splitting infinitives.” An infinitive is “split” if a modifying word or words come between the sign of the infinitive, to, and the verb.

**SPLIT INFINITIVE** My parents plan **to soon buy** a new computer.

**REVISED** My parents plan **to buy** a new computer soon.

**Exercise B** Underline the infinitive phrase in each of the following sentences. Then, underline the infinitive a second time.

**Examples** 1. It’s hard to remain patient. [The infinitive phrase *to remain patient* functions as an adverb modifying the adjective *hard*.]

2. Does Daniel want to join us for lunch? [The infinitive phrase *to join us for lunch* functions as a noun and is the direct object of the verb *Does want*.]

11. Thunder began to boom loudly. [Is the word *to* followed by a verb? Does the infinitive have any complements or modifiers?] 

12. Do you have anything to say about this situation? [Is the word *to* followed by a verb? Does the infinitive have any complements or modifiers?]

13. To lose herself in a good mystery novel is Gina’s wish right now.

14. To reach the harbor, turn right at the light and drive two miles.

15. Has Kayla ever been tempted to tell your secret?

16. You need to lift this barbell slowly and steadily ten times.

17. How to cross the river safely was the question.

18. It’s important to be really honest with your friends.

19. The next step is to ventilate the room thoroughly.

20. To resolve this issue permanently will require time and effort.
The Appositive and the Appositive Phrase

3k. An appositive is a noun or a pronoun placed beside another noun or pronoun to identify or describe it.

Appositives add specific details that the sentence would otherwise lack. An appositive may be a single noun or pronoun, or it may be a compound noun or pronoun.

**EXAMPLES**
- Their cat *Frost* has a silver coat. *[Cat is a general noun, but the appositive *Frost* tells which cat.]*
- Our earliest crops, *carrots* and *radishes*, were almost ready for harvesting. *[Crops is a general noun, but the appositive nouns, *carrots* and *radishes*, tell what specific crops.]*
- *Vegetables*, these plants are good for our health. *[The appositive *Vegetables* comes before the more general noun *plants* for emphasis. Usually, an appositive follows the noun or pronoun it identifies.]*

**TIP** Very often, single-word or compound appositives are set off from the main sentence by commas. Sometimes, the commas can help you locate appositives.

**EXAMPLE** These plants, fresh corn and prickly okra, will be harvested soon.

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

**Examples**
- 1. Tom’s favorite food, *pasta*, is easy to make. *[The appositive *pasta* identifies the more general noun *food.*]*
- 2. He likes the long pasta shapes, *linguine* and *spaghetti*, most of all. *[The compound appositive nouns *linguine* and *spaghetti* identify the more general noun *shapes.*]*

1. That man, Dr. Nathan Bedford, has already testified in court. *[Does the sentence contain a general noun that is made more specific by an appositive?]*

2. This book, *Walden*, is a favorite in our English class. *[Does the sentence contain a general noun that is made more specific by an appositive?]*

3. Which boy is your brother Jason?

4. That store, Dollar-and-Dime, sells paper goods and other items.

5. Do you play her favorite instrument, guitar?

6. This Thursday, we volunteers will begin our final fund-raising campaign.

7. The museum’s latest acquisitions, sculptures, are now on display.
8. One of her friends, Jerome, will be helping us build the float.

9. The yard sale begins tomorrow, Wednesday, unless it rains.

10. The dog is learning a new skill, obedience.

**An appositive phrase** consists of an appositive and any modifiers the appositive has.

Like appositives, the appositive phrase adds detail and interest to the main sentence.

**EXAMPLE** The two machines, an off-balance washer and a dryer with a frayed belt, made a lot of noise. [The appositive phrase identifies the more general noun *machines.*]

**EXERCISE B** Underline the appositive phrase in each of the following sentences.

**Examples**
1. John’s favorite movie, the classic *Casablanca,* is a favorite of mine, too. [The appositive phrase *the classic Casablanca* identifies the noun *movie.*]

2. Mammals like us, white whales sometimes swim in rivers. [The appositive phrase *Mammals like us* describes *white whales.*]

11. Flour, an important ingredient in baking, comes in several varieties. [What phrase identifies or describes a more general noun?] 

12. Sit and watch this show, a suspenseful science fiction drama, with me. [What phrase identifies or describes a more general noun?] 

13. A chore I don’t mind at all, mowing the lawn actually relaxes me.

14. The long train, loaded freight cars and beat-up boxcars, blocked traffic for at least ten minutes.

15. Ficus, tropical plants with shiny leaves, are sometimes grown as ornamentals.

16. Beaches and ski slopes, popular vacation destinations, are always crowded in season.

17. The clean laundry, freshly washed jeans and socks, lay stacked on the kitchen table.

18. Hawks and eagles, both birds of prey, have hook-tipped beaks.

19. The advisor, attorney Mavis Newton of Dallas, is an expert in medical legal issues.

20. The clouds, streaks of pink against the sky, reflected the sunset.
The Adjective Clause

A clause is a group of words that contains a verb and its subject. Clauses may be independent and stand on their own, or subordinate, functioning as part of a sentence. A subordinate clause cannot stand alone as a sentence.

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

Adjective clauses usually follow the noun or pronoun they modify. They describe nouns or pronouns, adding interesting details to sentences by telling what kind or which one.

**EXAMPLES**
Felicia’s house, which is the red brick one on the corner, is shaded by pine trees. [The adjective clause follows the noun it modifies, house, and describes it, telling which house it is.]

The shade that moves across her yard each day allows her little brothers to play outside comfortably. [The adjective clause follows the noun it modifies, shade, telling what kind of shade.]

**NOTE** An adjective clause usually begins with a relative pronoun, which shows the relationship of the clause to the word or words it modifies. Common relative pronouns include that, which, who, whom, and whose. An adjective clause may also begin with a relative adverb, such as when or where.

**EXERCISE A** Find and underline the adjective clause in each sentence below. Then, circle the noun or pronoun that the adjective clause modifies.

Example 1. A snowy egret stalked among the reeds that fringed the lake. [The adjective clause that fringed the lake modifies the noun reeds.]

1. Please wind the clock that sits on the mantel. [What relative pronoun or relative adverb begins a clause? What word does the clause modify?]
2. Is the Scott family looking for a car that has lots of legroom?
3. The chairperson, to whom the committee listened closely, outlined the proposal.
4. Where is the trophy that Samantha won at the tennis match?
5. Do you remember the time when Aunt Emma taught us to fish?

Adjective clauses come in two types, depending on what they do in a sentence. An essential (or restrictive) clause is critical to the meaning of the sentence. An essential clause restricts the meaning of the noun or pronoun it modifies. If you remove an essential adjective clause from the sentence, the sentence loses part of its basic message and may not make sense at all.

**ESSENTIAL** Avoid exercises that cause you pain. [Without the essential clause, the sentence would read, “Avoid exercises.” The essential clause restricts the meaning of exercises. Not all exercises should be avoided, only those that cause you pain.]
A nonessential (or nonrestrictive) clause, on the other hand, adds additional information to a sentence. Removing a nonessential clause from a sentence makes the sentence less specific or less interesting, but it does not change the basic meaning of the sentence. Because nonessential clauses can be removed from the sentence in this way, these clauses are separated from the sentence by commas.

NONESSENTIAL A weight bar, to which weights can be added, should carry just enough weight to challenge your muscles. [The adjective clause adds a detail about a weight bar that is interesting. However, if you remove the clause, the sentence’s basic meaning stays the same: “A weight bar should carry just enough weight to challenge your muscles.”]

**Exercise B** Underline the adjective clause in each of the following sentences. Then, on the line before the sentence, write **E** if the clause is essential or **NE** if the clause if nonessential. Hint: Remember that nonessential clauses are set off by one or more commas.

**Example E** 1. Children who are finishing kindergarten probably know their alphabet.

   [Without the essential adjective clause, the sentence inaccurately reads, “Children probably know their alphabet.” Note that the clause is not set off from the sentence by commas.]

____ 6. Many kindergarten teachers keep healthful snacks handy for their students, who get hungry often. [What clause begins with a relative pronoun or a relative adverb? Is the clause essential to the meaning of the sentence?]

____ 7. On the bulletin board, the teacher displayed art that the children had made. [What clause begins with a relative pronoun or a relative adverb? Is the clause essential to the meaning of the sentence?]

____ 8. Letters and numbers, which are the building blocks of writing and math, are taught to these children.

____ 9. The children also play finger games, which improve motor skills and hand-eye coordination.

____ 10. Their teachers must be people who enjoy the company of small children.

____ 11. My best friend, whom I have known since kindergarten, is in my math class.

____ 12. Is that the book that you’ve been looking for?

____ 13. Those pictures remind me of a time when I didn’t worry about anything.

____ 14. Isn’t the site where the old elementary school stood being turned into a park?

____ 15. The new elementary school, which my youngest brother will attend, was just completed last year.
The Noun Clause

4e. A noun clause is a subordinate clause that is used as a noun. A noun clause can function in any way that a single noun can function.

**SUBJECT** Whoever leaves last should turn off the lights. [The noun clause is the subject of the verb phrase should turn.]

**PREDICATE NOMINATIVE** My hope is that the bees will not sting him. [The noun clause is the predicate nominative, following the verb is.]

**DIRECT OBJECT** Does someone know where we pick up the tickets? [The noun clause is the direct object of the verb Does know.]

**INDIRECT OBJECT** Give whoever is thirsty a bottle of cold water. [The noun clause is the indirect object of the verb give (bottle is the direct object).]

**OBJECT OF A PREPOSITION** Please hand a blank form to whoever does not have one. [The noun clause is the object of the preposition to.]

**EXERCISE A** Identify the function of the noun clause in each of the following sentences. On the line provided, write **S** for subject, **PN** for predicate nominative, **DO** for direct object, **IO** for indirect object, or **OP** for object of a preposition. The noun clauses have been underlined for you.

Example **DO** 1. No one knows what the coach will say next. [The noun clause follows the verb knows and is its direct object.]

1. Show whoever hasn’t yet signed them these documents. [Does the noun clause come after a verb or before a verb? Does it follow a preposition?]
2. Kelly suddenly realized what might happen next.
3. What Mel learned is how he can be successful in math.
4. That horses are intelligent animals is a well-known fact to their trainers.
5. The judges awarded prizes to whoever had done well.

**NOTE** Noun clauses are usually introduced by a word such as how, that, what, when, which, who, whom, or whose. The introductory word often has a function within the noun clause, such as serving as the subject, direct object, or predicate nominative. When who/whom and whoever/whomever are part of a noun clause, their function in that clause determines which form to use, not the word that comes before the pronoun.

**EXAMPLE** Concert seating is free to whoever wants to attend. [In the noun clause, whoever is the subject of the verb wants. The entire noun clause is the object of the preposition to.]
**Exercise B** Underline the noun clause in each of the following sentences. Hint: If you are having trouble finding the whole clause, look first for one of the words that commonly introduce noun clauses.

**Example 1.** Naomi said that there is a message for you. [This noun clause, that there is a message for you, is the direct object of the verb said.]

6. Only his mother knew why the child was laughing. [What word group functions as the direct object of the verb knew?]

7. Where the treasure is buried remains a mystery to this very day.

8. Will each student conduct an interview with whoever has inspired him or her?

9. The final decision is whether we should travel by car or by train.

10. Notify whichever teacher is closest if a problem occurs.

**Tip** Adjective clauses and noun clauses can both begin with that, which, who, whom, or whose. Remember that an adjective clause describes a noun or a pronoun, while a noun clause performs the function of a noun in the sentence.

**Exercise C** Underline the noun clause in each of the following sentences. Then, tell how the noun clause functions in the sentence by writing S for subject, PN for predicate nominative, DO for direct object, IO for indirect object, or OP for object of a preposition on the line provided.

**Example S 1.** Whoever is finished may help another student. [The noun clause is introduced by Whoever and serves as the subject of the verb may help.]

11. Careful consideration is what is required now. [Which word commonly introduces noun clauses? Does the noun clause follow an action verb or a linking verb?]

12. Kevin asked when the movie starts.

13. Let’s get in line at whichever cash register has the fewest people waiting.

14. The stadium is where all the excitement is happening.

15. That the kitten attacked its own reflection amused all of us.
The Adverb Clause

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

Like single-word adverbs, adverb clauses tell how, when, where, why, to what extent, or under what conditions. Unlike adjective clauses, which follow the words they modify, adverb clauses can appear at the beginning, in the middle, or at the end of sentences. However, they are easy to identify because they begin with a subordinating conjunction. Common subordinating conjunctions include after, although, as if, as long as, because, before, since, so that, unless, whenever, and while.

EXAMPLES Before the biologist sampled the water, she dropped a dye tablet into the test tube. [The adverb clause tells when the action of the sentence occurred. The adverb clause begins with the subordinating conjunction Before.]
She scooped up a few tablespoons of water so that she could examine it in the lab. [This adverb clause begins with the subordinating conjunction so that and tells why she collected the water.]

EXERCISE A Find and underline the adverb clause in each sentence. The word or words the adverb clause modifies have been underlined already. Hint: If you are having trouble finding the adverb clause, look first for the subordinating conjunction that begins the clause.

Example 1. David reads nonfiction more than he reads fiction. [The subordinating conjunction than begins the clause than he reads fiction, which modifies the adverb more.]

1. As long as Michelle keeps practicing, her abilities will grow. [Which subordinating conjunction begins the adverb clause?]

2. Relieved because the hard rain had stopped, Nicholas steered the car back out onto the road.

3. Please continue working on the test until time is called.

4. Since the store's inventory sold more quickly than expected, employees may go home early.

5. When the curtain had risen completely, Susan walked onto the stage.

NOTE You may have noticed that when an adverb clause begins a sentence, it is followed by a comma. The comma marks the end of the adverb clause and the beginning of an independent (or main) clause.
EXERCISE B  Underline the adverb clause in each of the following sentences. Then, underline twice the verb, adverb, or adjective that the clause modifies.

Example 1. Exhausted because she had weeded and planted all day, Felicia welcomed a rest in the hammock and a cold glass of tea. [The clause modifies the adjective Exhausted by telling why Felicia was exhausted.]

6. George should study anatomy carefully if he wants to be a personal trainer for athletes. [What clause tells under what conditions about a word group in the sentence? What word group does it modify?]

7. Will Nell help her brother with his homework so that he will complete it on time?

8. Sam must kick the ball harder than he has so far, or he will not be able to score.

9. Please put another coat of paint on the wall because the old color is showing through.

10. When we take our dog Pepper to the dog park, she always comes home tired but happy.

4g. Part of a clause may be left out when its meaning can be clearly understood from the context of the sentence. Such a clause is called an elliptical clause.

As long as the meaning of the sentence remains clear, certain words—often the subject, the verb, or both—can be omitted from the adverb clause.

COMPLETE CLAUSE  Frances runs more often than Mike runs.

ELLIPTICAL CLAUSE  Frances runs more often than Mike. [Both sentences and both adverb clauses mean the same thing. In the second sentence, the verb runs is understood, though not expressed.]

EXERCISE C  Underline the elliptical clause in each of the following sentences.

Example 1. I enjoy a good game of chess as much as the next person. [The words enjoys a good game of chess are understood in this elliptical clause.]

11. When building a campfire, start with small pieces of dry wood. [What group of words leaves out the words you are?]

12. Adrienne sings more loudly than Janet.

13. The painter carefully mixed new paint while waiting for the canvas to dry.

14. When revising their writing, some students choose to read aloud to a friend.

15. Marta received as many notes of congratulations as her sister.
Sentence Structure A

Simple Sentences and Compound Sentences

**REMINDER** An independent clause expresses a complete thought. It can stand by itself as a sentence. A subordinate clause has a verb and its subject but does not express a complete thought. It cannot stand by itself as a sentence.

**SUBORDINATE** when the doorbell rang [This thought leaves the reader asking, “What happened when the doorbell rang?” The thought is not complete.]

**INDEPENDENT** The doorbell rang. [This thought is complete by itself.]

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

(1) **A simple sentence** has one independent clause and no subordinate clauses.

A simple sentence may have a compound subject or verb, or both a compound subject and compound verb.

**EXAMPLES**

- The water sparkled in the bright sun. [one independent clause]
- The reeds by the lake rustled and whispered in the wind. [one independent clause with a compound verb: rustled and whispered]

**EXERCISE A** Underline the subject once in each of the following sentences. Then, underline the verb twice. Hint: Remember to underline all parts of a compound subject or a compound verb and all parts of a verb phrase.

**Example 1.** Do you have a favorite hobby? [The subject is you, and the verb is Do have.]

1. Hal and I carve wood into sculptures. [Who is the sentence about? What are they doing?]

2. Some people prefer quieter hobbies.

3. For example, my brother spends many hours watching birds.

4. Did he see a new species of bird for the first time yesterday?

5. Almost everyone has some sort of hobby or collects something.

(2) **A compound sentence** has two or more independent clauses and no subordinate clauses.

Like simple sentences, compound sentences do not have any subordinate clauses.

**EXAMPLES**

- We fished during the morning, we napped during the afternoon, and we hiked around the lake during the evening. [Three independent clauses—we fished, we napped, we hiked—with their modifiers form one compound sentence.]
- Later, clouds gathered, and a storm seemed likely. [Two independent clauses—clouds gathered and a storm seemed likely—form a compound sentence. Each independent clause could be a sentence by itself.]
EXERCISE B  Underline each independent clause in the sentences below. If a sentence has only one independent clause, write S for simple sentence on the line before the sentence. If the sentence has more than one independent clause, write C for compound sentence.

Example  C  1. The fire burned down slowly, the moon rose, and the campers looked forward to sleep.  [Three independent clauses make this a compound sentence. Each clause could stand alone as a sentence.]

       6. It took only minutes to douse the fire completely.  [How many complete thoughts are expressed in this sentence?]

       7. Not even an ember glowed in the ashes; as a result, the stars seemed to shine more brightly than before.

       8. The campers looked at the stars in awe; after all, most of the boys were used to bright city lights and dim stars.

       9. In the distance, a coyote yowled, paused, and then yipped.

       10. The campers called goodnight to one another; then they zipped their tents up and slept.

**NOTE** Simple sentences can be joined to form compound sentences in one of three ways:

- Use a comma followed by one of the seven coordinating conjunctions (and, but, for, nor, or, so, yet). Example: Seth was tired, but he kept working anyway.
- Use a semicolon. Example: I'm having some juice; would you like a glass?
- Use a semicolon followed by a conjunctive adverb or transitional expression. Example: Water the hanging plants daily; otherwise, they will dry out and wilt.

EXERCISE C  Identify each of the following sentences as simple or compound. On the line provided, write S if the sentence is simple or C if the sentence is compound. Hint: If you are not sure, first underline each independent clause.

Example  S  1. Does your city have a public library?  [Only one complete thought is expressed in this sentence.]

       11. At one time, libraries were only for books, but they are not any more.  [How many complete thoughts are expressed in this sentence?]

       12. For instance, many libraries have computers with Internet access; patrons can spend hours surfing the World Wide Web.

       13. Most libraries also have DVDs and CDs available for checkout.

       14. Borrowing a movie from your library is free, and you get to keep it for a whole week.

       15. Just don’t forget to bring it back on time!
Sentence Structure B

Complex Sentences and Compound-Complex Sentences

REMINDER  An independent clause expresses a complete thought. It can stand by itself as a sentence. A subordinate clause has a verb and its subject but does not express a complete thought. It cannot stand by itself as a sentence.

SUBORDINATE  if the shop is already closed [This thought leaves the reader asking, “What will happen if the shop is already closed?” The thought is not complete.]

INDEPENDENT  The shop is already closed. [This thought is complete by itself.]

4h.  Depending on its structure, a sentence can be classified as simple, compound, complex, or compound-complex.

You have already studied simple and compound sentences.

(3)  A complex sentence has one independent clause and at least one subordinate clause.

The subordinate clauses may be an adjective, a noun, or an adverb clause. A complex sentence may also have other modifiers or phrases.

EXAMPLE  Unless we use the avocados today, we will have to throw them away because they will go bad. [A subordinate clause, Unless we use the avocados today, introduces the independent clause, we will have to throw them away. The complex sentence ends with a second subordinate clause, because they will go bad.]

EXERCISE A  Underline each independent clause in the sentences below; then underline each subordinate clause twice.

Example 1.  Have you ever muted the television volume because an ad came on? [The subordinating conjunction because begins the subordinate clause because an ad came on; the rest of the sentence, Have you ever muted the television volume, is an independent clause.]

1. Composers spend time composing catchy jingles so that people will walk around whistling and humming them. [Which word group expresses a complete thought? Which word group does not?]

2. Because the images in ads are so important, sometimes there are no words at all.

3. Although there are quiet ads, many ads scream at viewers to get their attention.

4. Have you ever enjoyed an ad but forgotten what product it was for right away?
5. Because so many people watch the Super Bowl, it costs millions of dollars to run an ad during that event.

A compound-complex sentence contains two or more independent clauses and at least one subordinate clause.

**EXAMPLES**

Place the paper, which has already been used, in the recycle bin, but leave the other art supplies out. [Two independent clauses—Place the paper in the recycle bin and leave the other art supplies out—combine with the subordinate adjective clause which has already been used to make a compound-complex sentence.]

Until the entire art area is cleaned up, the students may not leave; therefore, everyone works quickly to get the job, which no one particularly likes, done. [This complicated sentence combines two independent clauses—the students may not leave and everyone works quickly to get the job done—and two subordinate clauses, an adverb clause—Until the entire art area is cleaned up—and an adjective clause—which no one particularly likes.]

**EXERCISE B**

Underline the independent clause or clauses in each of the following sentences. Then, underline any subordinate clauses twice. If a sentence has one independent clause, write Cx for complex on the line provided. If a sentence has two or more independent clauses, write Cd-Cx for compound-complex.

Example Cd-Cx 1. While reading is important in the workplace, it also offers us recreation; after all, a good book can take us away from our hectic lives. [This sentence has two independent clauses and one subordinate clause.]

6. Some people like to read history, while others prefer romance. [Which word group expresses a complete thought? Which word group does not?]

7. Have you ever been swept up in a book, even though you knew it was only a story, and have you ever been sorry when you reached the last page?

8. Magazines, which cover every possible interest, have many readers as well; in fact, our family currently subscribes to seven magazines because everyone in the family wants to read something different.

9. If you want to keep up with the daily news, there’s still no beating a good city newspaper, which has coverage of local, national, and global events and issues.

10. However, some people like to get their news from the Internet, or they listen to news radio programs while they do chores around the house.
Subject-Verb Agreement A

Singular and Plural Subjects

5b. A verb should agree in number with its subject.

Singular subjects take singular verbs.

EXAMPLE  Taylor draws designs for robots. [The singular subject Taylor agrees with the singular verb draws.]

Plural subjects take plural verbs.

EXAMPLE  Are those robots products of his designs? [The plural subject robots agrees with the plural verb Are.]

NOTE 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 he been designing robots for long? [Has been designing is the verb phrase. The singular helping verb has agrees with the singular subject he.]

EXERCISE A Underline the subject in each of the following sentences. Then, draw two lines under the verb in parentheses that agrees in number with the subject.

Example 1. (Do, Does) factories sometimes use robots? [The subject of the sentence is factories. Do use is the verb phrase. The plural helping verb Do agrees with the plural subject factories.]

1. Many industries (rely, relies) on the work of robots. [Is the subject singular or plural? Which verb form agrees with the subject?]

2. For example, the automotive industry (uses, use) robots on assembly lines.

3. Certain robots (welds, weld) vehicle bodies.

4. At a different stage of the process, another robot (paints, paint) the vehicles.

5. (Do, Does) an engineer design a different robot for each specific task?

Compound Subjects

Two or more subjects joined together form a compound subject. The words in a compound subject take the same verb.

5e. Subjects joined by and usually take a plural verb.

EXAMPLES  Basil and thyme are herbs. [The subjects Basil and thyme are joined by and, so the compound subject agrees with the plural verb are.]

Michelle and the others swim for the school team. [The subjects Michelle and others are joined by and, so the compound subject agrees with the plural verb swim.]
Singular subjects joined by or or nor take a singular verb.

**EXAMPLE** Was the speech or the poster Grant’s idea? [Speech and poster are singular subjects joined by or. The compound subject agrees with the singular verb Was.]

When a singular subject and a plural subject are joined by or or nor, the verb agrees with the subject nearer the verb.

**EXAMPLES** The speech or the posters were Grant’s idea. [Or joins speech, a singular subject, to posters, a plural subject. The plural verb were agrees with posters, the subject nearer the verb.]

Neither the campaign buttons nor the Web site is ready. [Nor joins buttons, a plural subject, to Web site, a singular subject. The singular verb is agrees with Web site, the subject nearer the verb.]

**EXERCISE B** Underline the compound subject in each of the following sentences. Then, draw two lines under the verb in parentheses that agrees with the compound subject.

**Examples**

1. *(Is, Are)* Marsha and Ted watching the debate on television? [Joined by and, the compound subject Marsha and Ted agrees with the plural verb phrase Are watching.]

2. Neither Frank nor his opponents *(has, have)* run for office before. [Joined by nor, the compound subject is formed from a singular subject, Frank, and a plural subject, *opponents*. The plural verb phrase have run agrees with the compound subject because the subject nearer the verb, *opponents*, is plural.]

6. *(Does, Do)* the president and the vice-president meet each day? [Does a compound subject joined by *and* take a singular or plural verb?]

7. The refrigerator, the dishwasher, or the disposal *(hum, hums)* rather loudly. [Does a compound subject joined by *or* take a singular or plural verb?]

8. Leon and Lana *(love, loves)* being on the debate team.

9. Neither the planet nor its moon *(sustain, sustains)* life.

10. In their jobs, lawyers and politicians *(debates, debate)* many issues.

11. After high school he and I *(am, are)* going to college.

12. The chairs or the coffee table *(fit, fits)* next to the sofa.

13. *(Has, Have)* you and she chosen careers in the legal profession?

14. The principal or the teachers *(counts, count)* the votes.

15. Rachel, Phil, or the editor *(writes, write)* about every election.
Subject-Verb Agreement B
Intervening Phrases and Clauses

5c. The number of a subject is not changed by a word in a phrase or a clause following the subject.

EXAMPLES

The bread with walnuts is homemade. [The phrase with walnuts comes between the subject bread and its verb is. Although the plural noun walnuts comes between the subject and verb, bread and is still agree.]

Bread, when we bake it, smells delicious. [The adverb clause when we bake it comes between the subject Bread and its verb smells. Although the plural pronoun we comes between the subject and verb, Bread and smells still agree.]

EXERCISE A
Underline the subject in each of the following sentences. Then, draw two lines under the verb in parentheses that agrees with the subject.

Example 1. The story about the space aliens (was, were) inventive. [The singular subject story agrees with the singular verb was.]

1. Strange lights across the lake (flashes, flash) along the shore every night. [Is the subject singular or plural? Which verb agrees with the subject?]

2. Each morning, a delivery truck that carries packages (stops, stop) at the corner.

3. A banana, together with those berries, (makes, make) a tasty smoothie.

4. The artists who own this studio (has, have) filled it with their own art.

5. His property, which includes a house and a barn, (is, are) for sale.

Indefinite Pronouns

5d. Some indefinite pronouns are singular, some are plural, and some can be singular or plural, depending on how they are used.

Anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something are always singular.

EXAMPLE Everybody likes the building’s new look. [The singular indefinite pronoun Everybody agrees with the singular verb likes.]

Both, few, many, and several are always plural.

EXAMPLES Several of those birds have built nests. [The plural indefinite pronoun Several agrees with the plural verb phrase have built.]

When are both arriving? [The plural indefinite pronoun both agrees with the plural verb phrase are arriving.]

EXERCISE B
Underline the subject in each of the following sentences. Then, draw two lines under the verb in parentheses that agrees with the subject.
Examples 1. (Is, Are) each of them ready? [Each is singular, so the verb should be singular.]

2. In winter, few (attend, attends) the games. [Few is plural, so the verb should be plural.]

6. After lunch someone always (feeds, feed) the parakeet. [Is the subject singular or plural? Which verb agrees with the subject?]

7. (Is, Are) many in the stands cheering for my brother? [Is the subject singular or plural? Which verb agrees with the subject?]

8. (Has, Have) anybody seen my beach towel and sunscreen lotion?

9. One of the scientists (have, has) discovered a new vaccine.

10. At the same moment, both (jumps, jump) for the basketball.

11. Once underwater, each quickly (swim, swims) toward the school of fish.

12. (Is, Are) something in that large blue bag for you?

13. Luckily, nothing on that buffet table (tempt, tempts) me to overeat tonight.

14. Every evening, several (gather, gathers) near the edge of the clearing.

15. Neither (run, runs) faster than that little bird can fly.

The indefinite pronouns all, any, more, most, none, and some may be singular or plural, depending on their meaning in a sentence. If the indefinite pronoun refers to a singular word, it is singular. If the indefinite pronoun refers to a plural word, it is plural.

EXAMPLES

Some of the mail goes to Horace. [Some refers to the singular noun mail. Some agrees with the singular verb goes.]

Some of the letters go to Horace. [Some refers to the plural noun letters. Some agrees with the plural verb go.]

Exercise C Underline the subject in each of the following sentences. Then, draw two lines under the verb in parentheses that agrees with the subject.

Example 1. None of the recycling bins (has, have) been emptied yet. [The subject None refers to the plural noun bins, so the verb should be plural.]

16. Most of the movie (has, have) been very suspenseful. [Does the indefinite pronoun refer to a singular or plural word? Which verb agrees with the subject?]

17. (Are, Is) any of the apartments on the list already furnished?

18. More of the proposals under discussion (sound, sounds) sensible now.

19. None of the other players (score, scores) as well as Rosa.

20. By the end of the game, all of his uniform (was, were) drenched with sweat.
Subject-Verb Agreement C

Don’t and Doesn’t

The contraction don’t stands for the words do not. The helping verb do is plural. The contraction
doesn’t stands for the words does not. The helping verb does is singular.

5h. The contractions don’t and doesn’t should agree with their subjects.

Use don’t with plural subjects and with the pronouns I and you. Use doesn’t with singular
subjects, except for the pronouns I and you.

EXAMPLES Those beetles don’t scare me! [Both subject and verb are plural.]
I don’t fear beetles. [I is the subject, so don’t agrees.]
That beetle doesn’t scare me! [Both subject and verb are singular.]

Collective Nouns

Collective nouns name a group of people or things. Common collective nouns include army,
assembly, audience, band, club, crowd, family, flock, group, herd, jury, staff, swarm, and team.

5j. A collective noun may be either singular or plural, depending on its meaning in a sentence.

A collective noun is singular when it refers to the group as a whole. A collective noun is plural
when it refers to the individual parts or members of the group.

SINGULAR The committee is meeting at four o’clock. [The group as a unit is meeting,
so the noun is singular. The singular verb is agrees in number.]

PLURAL The committee are preparing their notes. [Individual members of the
committee are preparing their notes, so the noun is plural. The plural
verb are agrees in number.]

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

Examples 1. (Doesn’t, Don’t) his jokes make you laugh? [The subject jokes is plural, so the verb
should be plural.]
2. After the show, the crowd (claps, clap) their hands. [Individual members of the crowd
clap, so the verb should be plural.]

1. This volleyball (doesn’t, don’t) have enough air in it. [Which contraction agrees with the singular
subject?] 
2. (Is, Are) a group going to the new action movie tonight? [Is the collective noun referring to the
whole group or individual members of the group?] 
3. (Doesn’t, Don’t) you work at the YMCA each summer?
4. A swarm of bees (lives, live) in that hollow tree!
5. The flock (fly, flies) toward their nests in the forest.

6. In science class the experiments (doesn't, don't) seem difficult.

7. Once a month, the club (brings, bring) their own guests to the meeting.

8. The army (recruit, recruits) at a booth at the career fair.

9. Because of my allergies, I (doesn't, don't) eat dairy foods.

10. (Was, Were) the team in the dugout when the rain began?

Expressions of Amount

An expression of an amount (a measurement, a percentage, or a fraction, for example) may be singular or plural, depending on how it is used.

When an expression of an amount refers to a unit, it is singular. When an expression of an amount refers to separate units, it is plural.

**Singular**

- Ten minutes is the length of my speech. [The expression is of one unit of time, so it agrees with the singular verb *is*.]

**Plural**

- Ten minutes are slowly ticking by on the clock. [The expression is of individual minutes, so it agrees with the plural verb *are*.]

A fraction or a percentage is singular when it refers to a singular word. A fraction or a percentage is plural when it refers to a plural word.

**Singular**

- One third of the barn needs paint. [The fraction refers to the singular word *barn*, so it agrees with the singular verb *needs*.]

**Plural**

- One third of the boards need paint. [The fraction refers to the plural word *boards*, so it agrees with the plural verb *need*.]

An expression of measurement such as length, weight, capacity, and area is usually singular.

**Example**

- Two acres is the size of Ty's homestead. [The expression of measurement refers to an area, so it agrees with the singular verb *is*.]

**Exercise B** Underline the verb in parentheses that agrees in number with the underlined subject in each of the following sentences.

**Example 1.** (Has, Have) fifty percent of your paycheck been spent? [Fifty percent refers to the singular word *paycheck*, so the verb should be singular.]

11. At this thrift store, eight dollars (is, are) enough to buy a shirt. [Is *eight dollars* used as a single unit of amount or as separate units? Which verb agrees with the subject?]

12. (Do, Does) two pounds of flour fill this bin?

13. Forty-six cents (was, were) scattered across Mandy’s dresser.

14. At the shelter seventy-five percent of the cats (lives, live) in the outdoor yard.

15. As quick as a wink, two thirds of the omelet (was, were) eaten.
Subject-Verb Agreement D
Nouns Plural in Form

Some nouns that are plural in form take singular verbs.

Some of these nouns are civics, economics, electronics, gymnastics, mathematics, measles, molasses, news, and physics.

EXAMPLE Gymnastics demands time and dedication. [The noun Gymnastics agrees with the singular verb demands. Even though Gymnastics is plural in form, it is treated as one thing, a sport.]

Some plural nouns that refer to single items take plural verbs. Some of these nouns are binoculars, eyeglasses, pliers, scissors, shears, and trousers.

EXAMPLE Are the pliers in Jessie’s toolbox? [The noun pliers agrees with the plural verb Are. Although pliers refers to one thing, it is treated as a plural noun.]

EXERCISE A Underline the subject in each of the following sentences. Then, draw two lines under the verb in parentheses that agrees with the subject.

Example 1. The gray trousers (has, have) a rip in one knee. [Trousers refers to a single item, but it agrees with a plural verb.]

1. (Is, Are) mathematics your favorite subject in school? [Is the subject of the sentence treated as one or more than one thing?]

2. For durability, the eyeglasses (has, have) spring-loaded hinges.

3. According to Aunt Leigh, molasses (adds, add) a good flavor to bread.

4. Usually, the local news (features, feature) at least one human-interest story.

5. Binoculars (magnifies, magnify) an object in the distance.

Titles and Names

Even when plural in form, the titles of creative works (such as books, songs, movies, or paintings) and the names of countries, cities, and organizations generally take singular verbs.

EXAMPLES The Martian Chronicles describes the colonization of Mars. [Although the title is plural in form, it represents one book, so the verb is singular.]
Los Alamos in New Mexico has been the site of an atomic energy facility. [The name of a city usually takes a singular verb.]
**Exercise B** Decide whether the underlined subject agrees with the verb in each of the following sentences. If the subject and verb agree, write C for correct on the line provided. If the subject and verb do not agree, write the correct verb form on the line provided.

**Example 1.** Were *Domino Players* painted in oil in 1943?  

*Domino Players* is the name of one painting and takes the singular verb phrase *Was painted.*

6. The *United States* share the North American continent with Canada and Mexico.  

[Does the name of a country take a plural or singular verb?]

7. Once a month, *Friends of the Homeless* meets in a room at the library.

8. *Hard Times* by Charles Dickens tell the story of Louisa Gradgrind and her father.

9. In my opinion, *101 Dalmatians* have a fun and inventive plot.

10. Do “The Bells” by Edgar Allan Poe have an intricate rhyme scheme?

**Relative Pronouns**

When the relative pronoun *that, which, or who* is the subject of an adjective clause, the verb in the clause agrees with the word to which the relative pronoun refers.

**Examples**  

- *These dolls, which are* handmade, sell rapidly.  
  
  [Which refers to the plural noun *dolls,* so the plural verb *are* agrees.]

- *This doll, which is* handmade, belongs to Nina.  
  
  [Which refers to the singular noun *doll,* so the singular verb *is* agrees.]

**Exercise C** Underline the verb in parentheses that agrees with the underlined relative pronoun in each of the following sentences.

**Example 1.** Hurricanes that *(cause, causes)* great damage are long remembered.  

[The relative pronoun *that* refers to the plural word *Hurricanes,* so that agrees with a plural verb.]

11. In 1998, a hurricane that *(was, were)* powerful was Hurricane Mitch.  

[Does *that* refer to a plural word or to a singular word?]

12. The Caribbean Sea, which *(is, are)* south of Cuba, was the site of Mitch’s damage.

13. Of the people who *(was, were)* affected, most lived in Nicaragua and Honduras.

14. Did these two countries, which *(is, are)* very poor, take the brunt of the hurricane?

15. Sadly, thousands who *(was, were)* living in the capital of Honduras suffered.
A pronoun should agree in number, gender, and person with its antecedent.

REMINDER A pronoun is a word that takes the place of a noun or another pronoun. An antecedent is the noun or pronoun to which a pronoun refers.

EXAMPLE The shrub grew a new branch to replace the one it lost. [Shrub is the antecedent of the pronoun it.]

Singular pronouns refer to singular antecedents. Plural pronouns refer to plural antecedents.

SINGULAR The snake shed its skin. [Its refers to the singular antecedent snake.]

PLURAL They raised their hands. [Their refers to the plural antecedent They.]

Some singular pronouns indicate gender and may be masculine, feminine, or neuter, depending on the gender of the antecedent.

MASCULINE Carl’s notes are in his locker. [The masculine pronoun his refers to the masculine antecedent Carl.]

FEMININE Tell the uniformed woman because she is in charge. [The feminine pronoun she refers to the feminine antecedent woman.]

NEUTER Is the camera itself also voice activated? [The neuter pronoun itself refers to the neuter antecedent camera.]

Person indicates whether a pronoun refers to the one(s) speaking (first person), the one(s) spoken to (second person), or the one(s) spoken of (third person).

FIRST PERSON I, me, my, mine, myself, we, us, our, ourselves

SECOND PERSON you, your, yours, yourself, yourselves

THIRD PERSON he, she, it, they, him, her, them, his, hers, its, their, theirs, himself, herself, itself, themselves

EXERCISE A Underline the pronoun in parentheses that agrees with the underlined antecedent in each of the following sentences.

Example 1. Are the ice cubes in (its, his, their) bucket in the freezer? [Ice cubes is a plural antecedent, so the pronoun should be plural.]

1. Is the order on (its, his, their) way to the customers? [Which pronoun is both singular and neuter?]

2. In the afternoons, several students volunteer (his, their, its) time to tutor others.

3. The boy rolled off (his, its, their) inner tube and into the pool.
4. At the young age of eight, Sylvia Plath published *(her, its, their)* first poem.

5. White daisies gripped the thin layer of soil with *(its, their, his)* roots.

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### Compound Antecedents

**5s.** Use a plural pronoun to refer to two or more antecedents joined by *and*.

**EXAMPLE** The lizard and the snake flicked *their* tongues in the breeze. *[Lizard and snake form a compound antecedent joined by *and*. The plural pronoun *their* refers to the nouns in the compound antecedent.]*

**5t.** Use a singular pronoun to refer to two or more singular antecedents joined by *or* or *nor*.

**EXAMPLES**

Grandma or *she* brought her notebook along. *[Grandma and *she* form a compound antecedent joined by *or*. The singular pronoun *her* refers to the nouns in the compound antecedent.]*

Neither Paul nor *Willie* left his umbrella in the car. *[Paul and *Willie* form a compound antecedent joined by *nor*. The singular pronoun *his* refers to the nouns in the compound antecedent.]*

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**EXERCISE B** Underline the compound antecedent in each of the following sentences. Then, draw two lines under the pronoun in parentheses that agrees with the compound antecedent.

**Examples**

1. Will the book and magazine have mystery stories in *(it, them)*? [The singular antecedents are joined by *and*, so the pronoun should be plural.]

2. Neither this book nor that magazine has a mystery story in *(it, them)*. [The singular antecedents are joined by *nor*, so the pronoun should be singular.]

6. On summer days Michelle and Felicia spend *(her, their)* afternoons together. [Should a pronoun referring to antecedents joined by *and* be singular or plural?]

7. Ella or Sue Ann will bring an ice chest full of cold fruit drinks with *(her, them)*. [Should a pronoun referring to singular antecedents joined by *or* be singular or plural?]

8. Neither the deck nor the table has *(its, their)* surface sealed against rain.

9. A book, a magazine, and good food provide *(its, their)* own kind of entertainment.

10. This card and that envelope have familiar handwriting on *(it, them)*.

11. In the backyard a tree or an umbrella is useful because *(it, they)* provides shade.

12. Dad or Joe sometimes offers sandwiches when *(he, they)* makes lunch.

13. Often our cat and dog treat *(itself, themselves)* to a swim in our backyard pool.

14. Is Ken or Vern famous in the neighborhood for *(his, their)* “backyard banquets”?

15. Are the books and magazines in *(its, their)* usual place next to the reclining chair?
Pronoun-Antecedent Agreement B

Indefinite Pronouns

Pronouns must agree in number, gender, and person with their antecedents.

Some indefinite pronouns are singular, some are plural, and some can be either singular or plural, depending on how they are used in the sentence.

The following antecedents are singular: anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, and something.

**EXAMPLE** No one brought a lunch with **him** or **her**. [The singular antecedent No one may be either masculine or feminine, so both masculine and feminine singular pronouns are used.]

Clues in the sentence often reveal whether these singular antecedents are masculine, feminine, or neuter.

**EXAMPLE** Each of the girls brought her ballet slippers. [Each is the singular antecedent of her. Girls shows that Each is feminine.]

**EXERCISE A** Underline the pronoun in parentheses that agrees with the underlined antecedent in each of the following sentences.

**Example 1.** Neither of the bus drivers has a map with **(them, him or her)**. [The singular antecedent Neither may be either masculine or feminine, so **him or her** is the correct choice.]

1. Everyone who entered the girls’ tennis competition should bring **(her, their)** racket. [Which pronoun agrees with **Everyone** in number and gender?]

2. Did either of those students lose **(their, his or her)** trigonometry book?

3. For the presentation, one of the men brought slides with **(them, him)**.

4. Might anyone improve himself or herself, **(themselves)** on this exercise equipment?

5. Everything in this attic has a thick layer of dust on **(it, them)**!

The following antecedents are plural: both, few, many, and several.

**EXAMPLE** Few brought lunches with **them**. [The plural pronoun **them** refers to Few.]

Use a singular or a plural pronoun, depending on the meaning of the sentence, to refer to any of the following indefinite pronouns: all, any, more, most, none, and some.

**EXAMPLES** All of the pages have corrections. Please revise **them**. [All refers to the plural noun pages. Therefore, the plural pronoun **them** agrees.]

All of the report has corrections. Please revise **it**. [All refers to the singular noun report. Therefore, the singular pronoun **it** agrees.]
EXERCISE B Underline the antecedent in each of the following sentences. Then, draw two lines under the pronoun in parentheses that agrees with the antecedent.

Example 1. Meg can’t find any of the green pencils. (It, They) were here yesterday. [The antecedent any refers to the plural word pencils, so the pronoun should be plural.]

6. Does most of the road to your house have asphalt on (its, their) surface? [Does most refer to a singular or a plural word?]

7. Chad talked with both of the mechanics about (his or her, their) estimates.

8. Several of the watches are broken. Can (it, they) be fixed?

9. None of the truck drivers are tired. Will (he or she, they) drive another hour?

10. All of the fence has been painted. Please don’t touch (it, them).

Relative Pronouns

The gender and number of the relative pronoun that, which, or who are determined by the gender and number of the word to which it refers—its antecedent.

EXAMPLES Cedric, who rebuilt his car, will drive there. [Who refers to a singular, masculine antecedent, Cedric. Therefore, the masculine pronoun his agrees with who.]

The chairs that have had their cushions cleaned are in the dining room. [That refers to a plural antecedent, chairs. Therefore, the plural pronoun their agrees with that.]

EXERCISE C Underline the pronoun in parentheses that agrees in number and gender with the underlined pronoun in each of the following sentences.

Example 1. The young girl who has freckles on (their, her) nose is Brenda. [Who refers to a singular, feminine antecedent, girl. Therefore, the pronoun should be both feminine and singular.]

11. Please pass me the platter that has the fruit on (it, them). [Does that refer to a singular antecedent or to a plural antecedent?]

12. Rosa, who submitted (their, her) application yesterday, will probably get the job.

13. Does the kangaroo, which carries (its, their) young in a pouch, live in Australia?

14. Do you know the boys who brought the skateboard with (him, them)?

15. Is the river that overflowed (its, their) banks the Mississippi River?
Personal Pronouns A

The Nominative Case

Pronouns are grouped into three cases, depending on how they are used. **Nominative case** pronouns include I, you, he, she, it, we, and they.

6a. **The subject of a verb should be in the nominative case.**

**EXAMPLES**
- We are paddling the boat. [**We** is the subject of the verb *are paddling.*]
- She or I will wash the car. [*She* and *I* are the compound subject of the verb *will wash.*]

6b. **A predicate nominative should be in the nominative case.**

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

**TIP** The predicate nominative identifies the subject by completing the meaning of a linking verb. Some common linking verbs are am, is, are, was, were, be, and been.

**EXAMPLES**
- The winner of the race is **she**. [The predicate nominative *she* identifies the subject *winner* and completes the meaning of the linking verb *is.*]
- My parents are **she** and **he**. [The compound predicate nominative *she* and *he* identifies the subject *parents* and completes the meaning of the linking verb *are.*]

**EXERCISE A** Underline the correct form of the pronoun in parentheses in each of the following sentences.

**Examples** 1. Were the coauthors of the article your brother and (they, them)? [The predicate nominative **they** identifies the subject *coauthors.*]

2. Jason and (I, me) will help put up decorations. [The subject *I* is in the nominative case.]

1. Will the Andersons and (they, them) be at the council meeting? [Which pronoun should be used as a subject?]

2. Last summer, Josh’s camp counselors were Lane and (him, he). [Which pronoun should be used as a predicate nominative?]

3. Was it (she, her) at the front door?

4. The judges and (he, him) will decide the winners.

5. The seniors on the drama team are (they, them).

6. (Her, She) and her sisters have formed a band.

7. What kind of trees were (them, they)?

8. The mother of those kittens is (she, her).
9. The Washingtons and *(we, us)* are organizing a neighborhood cleanup.

10. Julia and *(I, me)* have finished our project.

## The Possessive Case

Possessive pronouns show ownership. Some possessive pronouns, such as *mine, yours, his, hers, its, ours,* and *theirs,* may be used as subjects, predicate nominatives, and objects.

**SUBJECT** Theirs is the poodle with pink toenails. [*Their* is the subject of the verb *is.*]

**PREDICATE NOMINATIVE** Was the tie-breaking touchdown his? [*His* completes the meaning of the linking verb *Was* and identifies the subject *touchdown.*]

**OBJECT** Recently, Tana gave hers to charity. [*Hers* is the direct object of the verb *gave.*]

Other possessive pronouns, such as *my, our, your, his, her, its,* and *their,* are used to modify, or describe, nouns.

**EXAMPLES**

- My car is in the garage. [*My* modifies *car.*]
- Cleaning the tables will be your job. [*Your* modifies *job.*]

Pronouns that come before a gerund should be in the possessive case.

**EXAMPLES**

- Your volunteering for the fair was a surprise. [*The possessive pronoun *your* comes before the gerund *volunteering.* The gerund *volunteering* is the subject of the sentence.*]
- Stella was fascinated by its ringing. [*The possessive pronoun *its* comes before the gerund *ringing.* The gerund *ringing* is the object of the preposition *by.*]

**REMEMINDER** A gerund is a verb form that ends in *–ing* and is used as a noun.

- **VERB** She is training for a marathon. [*Training* is part of the verb phrase *is training.*]
- **GERUND** Her training is very time consuming. [*The gerund *training* is the subject of the sentence.*]

### Exercise B

Underline the correct form of the pronoun in parentheses in each of the following sentences.

**Example 1.** Was the noise I heard *(their, them)* arriving home? [The possessive pronoun *their* is used before the gerund *arriving.*]

11. Is your foot the same size as *(hers, she)*? [Which pronoun is in the possessive case?]

12. No one knew that the Nat King Cole CD was *(you, yours).*

13. *(Your, You)* laughing woke the children from their nap.

14. We’ll have to take your car; *(my, mine)* is in the repair shop.

15. As always, the audience was charmed by *(him, his)* singing.
Personal Pronouns B

The Objective Case

Objective case pronouns are used as direct objects, indirect objects, and objects of prepositions. Objective case pronouns include me, us, you, him, her, it, and them.

6c. A direct object should be in the objective case.

A direct object tells who or what receives the action of a transitive verb.

**EXAMPLE**  Joel's e-mails amuse her. [Amuse whom? Amuse her. Her receives the action of the verb amuse.]

6d. An indirect object should be in the objective case.

You will often find an indirect object in a sentence with a direct object. An indirect object tells to whom, for whom, to what, or for what the action of a transitive verb is done.

**EXAMPLE**  Will Joel send me an e-mail? [Will send an e-mail to whom? The indirect object me tells to whom Joel will send an e-mail. The direct object e-mail receives the action of Will send.]

**EXERCISE A** Underline the correct form of the pronoun in parentheses in each of the following sentences.

**Examples** 1. In the runoff election, the citizens elected (her, she). [The pronoun is the direct object of the verb elected, so the objective form, her, is correct.]

2. The interview went well, and the manager offered (he, him) a job. [The pronoun is the indirect object of the verb offered, so the objective form, him, is correct.]

1. That comedian can imitate (them, they) with incredible accuracy! [Which pronoun is in the objective case?]

2. Please hand (I, me) that map of Chicago. [Which pronoun is in the objective case?]

3. After a short pause, the audience gave (him, he) an enthusiastic round of applause.

4. Will Mr. Volney present (her, she) the MVP trophy at the banquet tonight?

5. Call (me, I) this weekend if you need help with the garage sale.

6. A large wave crashed on the rocks and gave (they, them) a darker appearance.

7. Did the results of the student-opinion poll surprise (he, him)?

8. Every time she gives a tour of the capitol, a tourist asks (her, she) that very question.

9. The actor and the actress both thanked (them, they) for the award.

10. Coach Sandoval gave (them, they) an encouraging speech at halftime.
An object of a preposition should be in the objective case.

An object of a preposition is the noun or pronoun that follows a preposition.

**Example** Joel sent e-mails to us. [Us is the object of the preposition to.]

**Tip:** To choose the correct form of a pronoun in a sentence with a compound object, cross out any objects before the pronoun. Then, choose the pronoun that sounds correct.

**Example** These flowers are from Mom and (he, him). [Which sounds correct? These flowers are from he or These flowers are from him? The correct pronoun is him.]

**Exercise B** Underline the correct form of the pronoun in parentheses in each of the following sentences. Hint: For help choosing the correct pronoun when there is a compound object, you can cross out one object.

**Examples**

1. Ms. Ruiz sent the neighbors and (we, us) homemade tortillas. [The pronoun is part of the compound indirect object, so the objective form, us, is correct.]

2. Have you read that article about Glen and (I, me)? [The pronoun is part of the compound object of a preposition, so the objective form, me, is correct.]

11. That roller coaster ride is thrilling for Justin and (I, me). [Which pronoun is in the objective case?]

12. When did Uncle Bart make Holly and (them, they) that tire swing? [Which pronoun is in the objective case?]

13. Grandpa showed the neighbors and (us, we) some old photographs.

14. Will this secret stay between you and (I, me)?

15. Where did you find Chi and (him, he) those unusual Christmas gifts?

16. Coach McIntire sent the pitcher and (her, she) a secret signal.

17. Please give Mr. Tatum or (I, me) your permission slips for the field trip.

18. These plates of chicken and biscuits are for you and (they, them).

19. There was a safety railing between the edge of the cliff and (we, us).

20. I wish you and (she, her) many happy times together.
Special Problems in Pronoun Usage

Appositives

An appositive is a word or word group that is placed near a noun or a pronoun to identify or describe it.

A pronoun used as an appositive should be in the same case as the word to which it refers.

**EXAMPLE** My best friends, Chris and **she**, are applying to the same colleges. [The appositive *she* identifies the subject friends. It is in the nominative case.]

**TIP** To decide which form of a pronoun to use as an appositive, substitute the pronoun for the word to which it refers. The pronoun that is correct in this position will also be correct as the appositive.

**EXAMPLE** I helped my friends, Chris and (they, them), with their applications. [Which sounds correct? *I helped they with their applications* or *I helped them with their applications*? The correct form of the appositive is *them*.]

Sometimes the pronoun *we* or *us* is followed by an appositive.

**EXAMPLE** We seniors are excited about college. [The subject *We* is followed by the appositive seniors.]

**TIP** To decide whether to use *we* or *us* before an appositive, cross out the appositive. Whichever pronoun form is correct without the appositive will be correct with the appositive.

**EXAMPLE** Which college is a good choice for (we, us) musicians? [Which sounds correct? *Which college is a good choice for we* or *Which college is a good choice for us*? The correct pronoun is *us*.]

**EXERCISE A** Underline the correct form of the pronoun in parentheses in each of the following sentences.

**Example 1.** Have you given our assistants, Zack and (them, they), a call? [**Them** is an appositive that identifies the indirect object assistants. *Have you given them a call?* sounds correct.]

1. The editors of the school newspaper are those students, Marta and (her, she). [Which pronoun is in the same case as the predicate nominative, students?]

2. (Us, We) editors are looking for an interesting story to publish in next week’s edition.

3. Are you writing an article about the all-star players, Kelsey and (they, them)?

4. All details about school pictures should be sent to (we, us), the writers.

5. The newspaper gives my friends, Tia and (he, him), something to discuss at lunch.
Who and Whom

The pronoun who is used as a subject of a verb or as a predicate nominative. The pronoun whom is used as a direct object, an indirect object, or an object of a preposition.

**NOMINATIVE CASE**

Who wrote this note? [subject of the verb wrote]

Whoever wrote this note should speak up. [subject of the subordinate clause Whoever wrote this note]

Who was the author of this note? [predicate nominative identifying the subject author]

**OBJECTIVE CASE**

To whom is the note addressed? [object of the preposition To]

Give it to whomever you see first. [Whomever is a direct object in the subordinate clause whomever you see first.]

**TIP**

To decide whether to use who or whom in a subordinate clause, follow these steps: (1) First, decide how the pronoun is used in the clause. Is the pronoun being used as a subject or predicate nominative, or is the pronoun being used as an object? (2) Then, decide which case form is correct for this use. If the pronoun is being used as a subject or a predicate nominative, use who. If the pronoun is being used as an object, use whom.

**EXAMPLE**

Joe DiMaggio, (who, whom) Marilyn Monroe married, played baseball. [In the subordinate clause, the pronoun is used as the direct object of the verb married. Marilyn Monroe married whom? Whom is in the objective case, so it is the correct pronoun.]

**EXERCISE B** Underline the correct form of the pronoun in parentheses in each of the following sentences.

**Example 1.** Arthur Conan Doyle, (who, whom) wrote the Sherlock Holmes stories, was British.

[Who is the subject of the subordinate clause who wrote the Sherlock Holmes stories.]

6. (Who, Whom) gave Doyle inspiration for the Holmes character? [Which pronoun is in the nominative case?]

7. The person upon (who, whom) Doyle partially modeled Holmes was Doyle’s teacher, Dr. Joseph Bell.

8. Doyle, (who, whom) was interested in medicine, worked as a doctor until 1891.

9. He wrote about Holmes and Dr. Watson, (who, whom) shared many adventures.

10. (Who, Whom) do readers love more, Holmes or Dr. Watson?
Clear Pronoun Reference A

A pronoun stands for a word or word group called its antecedent. The antecedent to which a pronoun refers must be clear in order for readers to understand a pronoun’s meaning.

EXAMPLE After Leslie painted the old dresser, it looked much better. [The pronoun it clearly refers to its antecedent, dresser.]

Ambiguous Reference

7b. Avoid an ambiguous reference, which occurs when any one of two or more words could be a pronoun’s antecedent.

To revise an ambiguous reference, replace the pronoun with a specific noun or rewrite the sentence to eliminate the ambiguous reference.

AMBIGUOUS When Tammy saw Joy at the wedding, she was dancing. [The antecedent of she is unclear. Is Tammy or Joy dancing?]

CLEAR When Tammy saw Joy at the wedding, Tammy was dancing. [The ambiguous pronoun she is replaced with the specific noun Tammy.]

CLEAR When Joy was dancing at the wedding, she saw Tammy. [The sentence is rewritten to eliminate the ambiguous reference. Now, the pronoun she clearly refers to its antecedent, Joy.]

Exercise A Decide whether each sentence below has an ambiguous pronoun reference or a clear pronoun reference. On the line provided, write A for ambiguous reference or C for clear reference. Hint: Draw an arrow from the pronoun to the antecedent. If you can draw one arrow, the pronoun reference is clear. If you can draw more than one arrow, the pronoun reference is ambiguous.

Example  A 1. After the dress was placed in the display, it attracted shoppers. [What attracted shoppers, the dress or the display?]

1. Megan met Sonia at the movies, and she offered to buy some popcorn. [Does she refer to Megan or to Sonia?]

2. Wayne eats a nutritious snack before he baby-sits Tommy for the afternoon.

3. When the bowling ball hit the pin, it fell into the gutter.

4. When the teacher talks to the student, does he make eye contact?

5. Greg repaired an old sailboat, and he went sailing yesterday.
General Reference

A pronoun must refer to a specific antecedent, not a general idea. Avoid a general reference, which is the use of a pronoun that refers to a general idea rather than to a specific antecedent.

The pronouns it, that, this, and which are often used in general references. To revise a general reference, use a specific noun or rewrite the sentence to eliminate the general reference.

**GENERAL**
I once found an arrowhead. That was exciting. [That does not have a specific antecedent. Instead, it refers to the general idea of finding an arrowhead.]

**CLEAR**
I once found an arrowhead. That find was exciting. [The word group That find is clearer and more specific.]

**CLEAR**
Finding an arrowhead was exciting. [The sentence is rewritten to avoid the general reference.]

**EXERCISE B** Each of the following items contains an unclear pronoun reference. On the lines provided, revise each sentence to correct the ambiguous pronoun reference error or the general pronoun reference error. Hint: There is more than one way to revise each sentence. The unclear pronoun has been underlined.

**Example 1.**

Before you put the figurine back on the shelf, will you dust it?

*Will you dust the shelf before you put the figurine back?*

6. The tornado uprooted a tree near our house. That really scared me. [Can the sentence be rewritten to eliminate the general reference?]

7. When the leaves on the trees turn red, they look beautiful.

8. Suddenly the cat pounced on the box. That was amusing.

9. The horses raced around the field, which was a beautiful sight.

10. Did Melanie find Amy in the mall? Did she have the car keys?
Clear Pronoun Reference B

A pronoun stands for a word or word group called its antecedent. The antecedent to which a pronoun refers must be clear in order for readers to understand a pronoun’s meaning.

**EXAMPLE** Charles and Alex think their design for a catapult will win first prize in the physics contest. [The pronoun their clearly refers to its antecedents, Charles and Alex.]

**Weak Reference**

7d. Avoid a weak reference, which occurs when a pronoun refers to an antecedent that has been suggested but not expressed.

To revise a weak reference, replace the pronoun with a specific noun or rewrite the sentence to eliminate the weak reference.

**WEAK** Nate’s brother plays professional basketball, but I haven’t met any. [What is the antecedent of any? It is not stated.]

**CLEAR** Nate’s brother plays professional basketball, but I haven’t met his teammates. [His teammates replaces the pronoun any.]

**CLEAR** Nate’s brother plays professional basketball with his teammates, but I haven’t met any. [The sentence was rewritten to eliminate the weak reference. Now any clearly refers to teammates.]

**Exercise A** Decide whether each item below has a weak pronoun reference or a clear pronoun reference. On the line provided, write W for weak reference or C for clear reference. Hint: If you can draw an arrow from the pronoun to a specific antecedent, the pronoun reference is clear. If you cannot draw such an arrow, the pronoun reference is weak.

**Example** W 1. When the convention was held, they stayed at Hotel Regalia. [The antecedent of they is not stated.]

____ 1. Jennifer enrolled in the journalism class because she wants to be a professional one. [Can you draw an arrow from one to an antecedent?]

____ 2. Although I believe that friends should be honest with each other, it is not always easy.

____ 3. Did Grace open her sister’s closet and try several on?

____ 4. The statistics surprised the professor. Are they accurate?

____ 5. I couldn’t make photocopies of the worksheets because it was out of order.
Indefinite Reference

Avoid an **indefinite reference**—the use of a pronoun that refers to no particular person or thing and that is unnecessary to the structure and meaning of a sentence.

The pronouns *it, they,* and *you* are often used in indefinite references. To revise a sentence with an indefinite reference, remove the unnecessary pronoun and rewrite the sentence.

**INDEFINITE** On the radio it said that a new high school will open next year. *It* does not refer to a particular person or thing. *It* is not needed in the sentence.

**CLEAR** The radio announcer said that a new high school will open next year. *It* is removed, and the sentence is rewritten.

**INDEFINITE** In Elizabethan England, they valued a knowledge of Latin. *They* does not have a clear antecedent.

**CLEAR** In Elizabethan England, a knowledge of Latin was valued. *They* is removed, and the sentence is rewritten.

**Exercise B** Each of the following items contains an unclear pronoun reference. On the lines provided, revise each sentence to correct the weak pronoun reference error or the indefinite pronoun reference error. Hint: There is more than one way to revise each sentence. The unclear pronoun has been underlined.

**Example 1.** Keisha spent an hour in the clothing store but didn’t buy one. [The sentence has a weak pronoun reference. *One* does not refer to a specific antecedent.]

Keisha spent an hour in the clothing store but didn’t buy a dress.

6. In the army, you learn discipline, stamina, and obedience. [Can *you* be replaced with a specific noun to eliminate the indefinite reference?]

7. My grandparents own a bakery, and they make them fresh every morning.

8. Find the number for the fire department! We need them now!

9. In the comic strip, it shows an argument between Charlie Brown and Lucy.

10. The class spent several hours in the museum and studied one in particular.
Principal Parts of Verbs A

The Principal Parts of Verbs

Every verb can take different forms to show when the verb’s action or state of being happened. The main forms of a verb are called its principal parts.

8a. The principal parts of a verb are the base form, the present participle, the past, and the past participle. All other verb forms are formed from these principal parts.

In the following chart, all helping verbs are shown in brackets because present participles and past participles cannot be used as verbs unless accompanied by helping verbs.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>[is] tricking</td>
<td>tricked</td>
<td>[have] tricked</td>
</tr>
<tr>
<td>marry</td>
<td>[is] marrying</td>
<td>married</td>
<td>[have] married</td>
</tr>
<tr>
<td>go</td>
<td>[is] going</td>
<td>went</td>
<td>[have] gone</td>
</tr>
</tbody>
</table>

EXERCISE A Label the form of each of the following verbs. Write base form, present participle, past, or past participle on the line provided.

Examples 

1. has spoken [Spoken is the past participle form of speak. Past participles are used with a helping verb.]

2. popped [Popped is the past form of pop.]

1. are flashing [Which verb form ends in –ing and is used with a form of be?]

4. managed

5. had counseled

6. encourage

7. is studying

2. have found [Which verb form is used with a form of have?]

8. showed

9. has proven

10. are practicing

Regular Verbs

All verbs form the present participle by adding –ing to the base form.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>spray</td>
<td>[is] spraying</td>
</tr>
<tr>
<td>organize</td>
<td>[is] organizing</td>
</tr>
<tr>
<td>swing</td>
<td>[is] swinging</td>
</tr>
</tbody>
</table>
A regular verb forms its past and past participle by adding –d or –ed to its base form.

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepare</td>
<td>prepared</td>
<td>[have] prepared</td>
</tr>
<tr>
<td>follow</td>
<td>followed</td>
<td>[have] followed</td>
</tr>
</tbody>
</table>

**REMINDER**: Do not leave off the –d or –ed from the past or past participle forms of a regular verb.

**NONSTANDARD** Betty use to put her toys away when she was suppose to do so.

**STANDARD** Betty used to put her toys away when she was supposed to do so.

**Exercise B** Complete the following chart by writing the base form, present participle, past, and past participle of each verb that has been provided.

**Examples**
1. bake
   - [is] baking
   - [have] baked
   - [The present participle of bake is [is] baking, the past is baked, and the past participle is [have] baked.]
2. trot
   - [is] trotting
   - [have] trotted
   - [The base form of the past verb form trotted is trot, the present participle is [is] trotting, and the past participle is [have] trotted.]

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>print</td>
<td>[is]</td>
<td></td>
<td>[have]</td>
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<tr>
<td></td>
<td>_________________</td>
<td></td>
<td>_______________</td>
</tr>
<tr>
<td></td>
<td>[What needs to be added to print to make each of the other three forms?]</td>
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<td></td>
</tr>
<tr>
<td>proposed</td>
<td>[is]</td>
<td></td>
<td>[have]</td>
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<tr>
<td></td>
<td>_________________</td>
<td></td>
<td>_______________</td>
</tr>
<tr>
<td></td>
<td>[To what verb has –d been added to make a past form? What needs to be added to make each of the other two forms?]</td>
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<td>_________________</td>
<td></td>
<td>_______________</td>
</tr>
<tr>
<td></td>
<td>[have] chased</td>
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<td>[have]</td>
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<td>[have]</td>
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<td></td>
<td>[have]</td>
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</tbody>
</table>
Principal Parts of Verbs B
Irregular Verbs

8c. An irregular verb forms its past and past participle in some way other than by adding –d or –ed to its base form.

Irregular verbs form their past and past participle forms in one of the following ways:

• changing vowels
• changing consonants
• making no change

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>win</td>
<td>won</td>
<td>[have] won [The i in win changes to o.]</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>[have] built [The d in build changes to t.]</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>[have] done [Vowels and consonants in do change.]</td>
</tr>
<tr>
<td>spread</td>
<td>spread</td>
<td>[have] spread [There is no change to spread.]</td>
</tr>
</tbody>
</table>

REMINDER: All verbs form the present participle by adding –ing to the base form of the verb.

<table>
<thead>
<tr>
<th>VERB</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>[is] beginning</td>
</tr>
<tr>
<td>forsake</td>
<td>[is] forsaking</td>
</tr>
</tbody>
</table>

EXERCISE A Complete the following chart by writing the base form, present participle, past, and past participle of each verb that is provided. Hint: You may look in a dictionary to find the correct spellings of any past or past participle verb forms.

Examples 1. weave

[The present participle of weave is [is] weaving, the past is wove, and the past participle is [have] woven.]

2. swing

[The base form of the present participle [is] swinging is swing, the past is swung, and the past participle is [have] swung.]

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PRESENT PARTICIPLE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[is]</td>
<td></td>
<td>[have]</td>
</tr>
</tbody>
</table>

1. [What is the base form of the past participle [have] sunk? How are the present participle and past forms of the verb formed?]

2. [What is the base form of the past verb took? How are the present participle and past participle of the verb formed?]
Avoid the following common errors:

- Using the past form of an irregular verb with a helping verb

  **NONSTANDARD**  Todd has broke your record.

  **STANDARD**  Todd **broke** your record.

- Using the past participle of a verb without a helping verb

  **NONSTANDARD**  We seen the races between you.

  **STANDARD**  We **have seen** the races between you.

- Adding –d, –ed, or –t to the base form of an irregular verb

  **NONSTANDARD**  Todd breaked your record.

  **STANDARD**  Todd **broke** your record.

**EXERCISE B**  Underline the correct verb form in parentheses in each of the following sentences.

**Example 1.**  Yuck! The pickup’s tires (**flung**, **flinged**) mud on us.  [*Fling* forms its past form by changing the *i* to *u*.]

11. Every night this week, your friends have (**came**, **come**) over to study.  [*Is a helping verb used with the past (**came**) or the past participle (**come**)?]*

12. Fireworks (**burst**, **bursted**) brightly in the night sky.

13. Before the rain, the coyote (**woked**, **woke**) to loud crashes of thunder.

14. Someone has (**stole**, **stolen**) the camp counselor’s whistle.

15. As a Girl Scout, I (**have rung**, **rung**) many doorbells for the fund-raiser.
Lie and Lay, Sit and Set, Rise and Raise

Lie and Lay

The verb *lie* means “to rest,” “to recline,” or “to be in a certain place.” *Lie* does not take a direct object. The verb *lay* means “to put [something] in a place.” *Lay* generally takes a direct object.

### BASE FORM PRESENT PARTICIPLE PAST PAST PARTICIPLE

<table>
<thead>
<tr>
<th>lie</th>
<th>[is] lying</th>
<th>lay</th>
<th>[have] lain</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay</td>
<td>[is] laying</td>
<td>laid</td>
<td>[have] laid</td>
</tr>
</tbody>
</table>

**EXAMPLES**
- Fran’s scrapbook *lay* on her desk. [The verb *lay* means “rested” and does not have a direct object.]
- Fran *laid* the scrapbook on her desk. [The verb *laid* means “put” and has a direct object, *scrapbook*.]

**EXERCISE A** Underline the correct form of *lie* or *lay* in parentheses in each of the following sentences. Hint: If the verb has a direct object, the verb must be a form of *lay*.

**Example 1.** The puppy had *(lain, laid)* down for a nap, so the veterinarian *(lay, laid)* a blanket over it. [*Lain* does not have a direct object. *Laid* has a direct object, *blanket*.]

1. A white carnation *(lay, laid)* on the table; I *(lay, laid)* the flower there for Jessica. [Which verb takes a direct object?]
2. If you *(lay, lie)* a rug before the fire, our dog, King, will *(lay, lie)* on it.
3. The teenager had *(laid, lain)* his towel on the sand and had *(laid, lain)* on it.
4. Dirty laundry is *(lying, laying)* on the floor. Did you *(lay, lie)* it there?
5. Please *(lie, lay)* these tools near the mechanic who is *(lying, laying)* beneath the brown car.

Sit and Set

The verb *sit* means “to be in a seated, upright position” or “to be in a place.” *Sit* seldom takes a direct object. The verb *set* means “to put [something] in a place.” *Set* usually takes a direct object.

### BASE FORM PRESENT PARTICIPLE PAST PAST PARTICIPLE

<table>
<thead>
<tr>
<th>sit</th>
<th>[is] sitting</th>
<th>sat</th>
<th>[have] sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td>[is] setting</td>
<td>set</td>
<td>[have] set</td>
</tr>
</tbody>
</table>

**EXAMPLES**
- A small gift *sat* on the table. [*Sat* means “was in a place” and has no direct object.]
- Morgan *set* a gift nearby. [*Set* means “put” and has a direct object, *gift*.]

Developmental Language Skills
EXERCISE B  Underline the correct form of sit or set in parentheses in each of the following sentences. Hint: If the verb has a direct object, the verb is a form of set.

Example 1. Mark had (set, sat) an apple on his tray; it (set, sat) next to his soup. [Set has a direct object, apple, and means “put.” Sat has no direct object and means “was in a place.”]

6. A cafeteria employee (sits, sets) rolls on plates, and the plates (sit, set) on large trays. [Which verb takes a direct object?]

7. This milk was (sitting, setting) here when I arrived. Did you (sit, set) it here?

8. First, his lunch tray was (set, sat) on the table, and then he (set, sat) down.

9. Are Mark’s friends (sitting, setting) nearby? Their books are (sitting, setting) by Mark.

10. The boys will (sit, set) with Mark in a moment. They had (sat, set) their books there earlier.

Rise and Raise

The verb rise means “to go up” or “to get up.” Rise does not take a direct object. The verb raise means “to lift up” or “to cause [something] to rise.” Raise usually takes a direct object.

<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>rise</td>
<td>[is] rising</td>
<td>rose</td>
<td>[have] risen</td>
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<tr>
<td>raise</td>
<td>[is] raising</td>
<td>raised</td>
<td>[have] raised</td>
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</tbody>
</table>

EXAMPLES  A heron rose into the air. [Rose has no direct object and means “went up.”]

It raised its wings. [Raised means “lifted up” and has a direct object, wings.]

EXERCISE C  Underline the correct form of rise or raise in parentheses in each of the following items. Hint: If the verb has a direct object, the verb is a form of raise.

Example 1. Did you (raise, rise) the alarm? The river has (risen, raised). [Raise has a direct object, alarm, and means “to lift up.” Risen has no direct object and means “gone up.”]

11. I (raise, rise) the blinds on the windows when I (raise, rise) each morning. [Which verb takes a direct object?]

12. After the helicopter (rose, raised) into the sky, the general (rose, raised) a hand in farewell.

13. Inflation is (rising, raising), and stores are (rising, raising) their prices.

14. The tires had (risen, raised) a cloud of dust, which (rose, raised) into the summer air.

15. During our hike, temperatures had (risen, raised), so we (rose, raised) a shelter.
Tense

The tense of a verb indicates the time of the action or of the state of being expressed by the verb.

Each verb in English has six tenses: present, past, future, present perfect, past perfect, and future perfect. These six tenses are formed from the four principal parts of each verb.

**PRESENT**
- We are artists. We paint. [existing or happening now]

**PAST**
- We were artists. We painted. [existing or happening in the past]

**FUTURE**
- We will be artists. We will paint. [existing or happening in the future]

**PRESENT PERFECT**
- We have been artists. We have painted. [existing or happening sometime before now; may be continuing now]

**PAST PERFECT**
- We had been artists. We had painted. [existing or happening before a specific time in the past]

**FUTURE PERFECT**
- We will have been artists. We will have painted. [existing or happening before a specific time in the future]

**EXERCISE A** Identify the tense of the underlined verb in each of the following sentences. On the line provided, write present, past, future, present perfect, past perfect, or future perfect.

**Examples**

1. In May, Lily will have been our pitcher for two years. [The verb phrase will have been indicates a state of being that will have existed before a specific time in the future, May, so the verb phrase is in the future perfect tense.]

2. Pam hits home runs often. [The verb hits indicates an action that is happening now, so the verb is in the present tense.]

1. Will Pilar catch during Friday’s game? [Does this action happen in the present or in the future?]

2. Maria pitches skillful fastballs. [Does this action happen in the present or in the past?]

3. That summer, Kimi had batted really well!

4. Every day last season, Marion practiced diligently.

5. Has Maria pitched to you before?

6. This is the most important game of the season.

7. Our team has been district champions twice.

8. In June, Mrs. Lewis will have coached the team for five years.

9. Lilac’s Florist was our sponsor last year.

10. Will they be our sponsor again this year?
Listing the forms of a verb according to tense is called *conjugating* the verb.

**PRESENT**  I paint.  

**PRESENT PERFECT** I have painted.

**PAST**  I painted.  

**PAST PERFECT** I had painted.

**FUTURE**  I will paint.  

**FUTURE PERFECT** I will have painted.

Notice that helping verbs are used with four of the tenses: the future, present perfect, past perfect, and future perfect tenses.

**EXERCISE B**  Conjugate the verbs in the following items according to the given instructions. Write the correct tense on the line provided.

**Examples**  1. Past perfect tense of *know*: We ______ had known.  [The past perfect tense of *know* is formed by adding *had* to the past participle *known.*]

2. Future tense of *know*: We ______ will know.  [The future tense of *know* is formed by adding *will* to the base form.]

11. Past tense of *believe*: We ______.  [How is the past tense of *believe* formed?]

12. Future tense of *believe*: We ______.  [Which helping verb is used with *believe* to form the future tense?]

13. Present perfect tense of *believe*: We ______.

14. Present tense of *believe*: We ______.

15. Future perfect tense of *believe*: We ______.

16. Past tense of *study*: We ______.

17. Future tense of *study*: We ______.

18. Present perfect tense of *study*: We ______.

19. Past perfect tense of *study*: We ______.

20. Future perfect tense of *study*: We ______.
Progressive Forms of Verbs

Each of the six verb tenses has a form called the **progressive form**, which expresses continuing action or state of being. Each progressive form consists of a form of the verb *be* and the present participle (–ing form) of the verb.

**PRESENT PROGRESSIVE**
- am creating, is creating, are creating [continuous action in the present]

**PAST PROGRESSIVE**
- was creating, were creating [continuous action in the past]

**FUTURE PROGRESSIVE**
- will be creating [continuous action in the future]

**PRESENT PERFECT PROGRESSIVE**
- has been creating, have been creating [continuous action that happens before and up to the present]

**PAST PERFECT PROGRESSIVE**
- had been creating [continuous action that happened before a specific time in the past]

**FUTURE PERFECT PROGRESSIVE**
- will have been creating [continuous action that will happen before a specific time in the future]

**EXERCISE A** Complete each of the following sentences by writing the verb tense in parentheses on the line provided.

**Example 1.** That movie ____ is showing ____ at several theaters. (present progressive tense of show)
- [The present progressive tense of show is formed by adding the appropriate form of the helping verb be to the present participle showing.]

1. The orchestra _____________ when the blizzard struck. (past progressive form of perform)
- [How is the past progressive form of a verb formed?]

2. That artist _____________ portraits of us. (future progressive form of paint)

3. Outside of the convenience store, a phone _________________. (past progressive form of ring)

4. A spider ________________ on the keys of the piano. (present progressive form of crawl)

5. That song ________________ on the radio when we left for our date last week, too. (past progressive form of play)

**EXERCISE B** Complete each of the following sentences by writing the verb tense in parentheses on the line provided.

**Example 1.** They _____________ to vocational schools. (present perfect progressive form of apply)
- [The present perfect progressive form of apply is formed by adding appropriate forms of the helping verbs have and be to the present participle applying.]
6. The class __________ some new welding techniques. (past perfect progressive form of learn) [What helping verbs are added to form the past perfect progressive form of a verb?]

7. Construction crews __________ several streets in our neighborhood. (present perfect progressive form of pave)

8. These hummingbirds __________ for several days. (future perfect progressive form of migrate)

9. We __________ in our new apartment for three months in July. (future perfect progressive form of live)

10. Her brother __________ his money diligently. (past perfect progressive form of save)

**TIP** To tell the difference between the progressive form and the perfect progressive form, compare their structures. The perfect progressive form requires an extra word.

**PROGRESSIVE** a form of be plus the –ing verb

**PERFECT PROGRESSIVE** a form of have plus a form of be plus the –ing verb

**EXERCISE C** Identify the form of the underlined verb in each of the following sentences. Then, write present progressive, past progressive, future progressive, present perfect progressive, past perfect progressive, or future perfect progressive on the line provided.

**Example**  past perfect progressive 1. Had Rita been sleeping well before school started?

   [Rita’s continuous action in the past has happened before a specific time, so the verb phrase is a past perfect progressive form.]

   ________________ 11. By ten o’clock, the rain will have been falling for four hours.

   [Does this verb express a continuous action in the future or does it express a continuous action that will happen before a specific time in the future?]

   ________________ 12. The wind has been blowing a lot lately.

   ________________ 13. In her cool, quiet room, Alma is reading a magazine.

   ________________ 14. Last week the phones were ringing constantly.

   ________________ 15. In the winter, these animals will be sleeping in their dens.
The Uses of Tenses

The Present, Past, and Future Tenses

Each of the six tenses has its own uses.

The present tense is used to express an action or a state of being that is occurring now, to show habitual or customary action, to convey a general truth, to create a literary present, to make historical events seem current, and to express future time.

- **OCCURRING NOW**  Detective Dane solves another mystery. [Present tense is used to show that the action happens now.]
- **HABITUAL ACTION**  Doug Dane works as a detective. [Present tense is used to show that the action occurs on a regular basis.]
- **GENERAL TRUTH**  In Dane's town, criminals never win. [Present tense is used to show that something is always true.]
- **LITERARY PRESENT**  In this chapter, Dane finds a new clue. [Present tense is used to summarize the plot or subject matter of a literary work.]
- **HISTORICAL PRESENT**  In 1861, the Pinkerton National Detective Agency stops a plot to kill President-elect Lincoln and saves his life. [Present tense is used to make a historical event seem current.]
- **FUTURE TIME**  The new book comes out tomorrow. [Present tense is used, but the word tomorrow indicates that the action will occur in the future.]

The past tense is used to express an action or a state of being that occurred in the past and does not continue into the present.

- **EXAMPLE**  Last year Detective Dane solved many mysteries.

The future tense is used to express an action or a state of being that will occur. The future tense is formed with the helping verb will or shall and the base form of the verb.

- **EXAMPLES**  Detective Dane will solve many more mysteries.
  Detective Dane shall work for many years to come.

**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**  future  1. Will Kim enter an act in the talent show? [Kim will enter in the future.]

1. In the auditorium, the audience waits for the show to begin. [Does this action occur in the present or in the future?]
2. Nick and Christina usually work the sound system from a special booth.
3. During the previous week, rehearsals went well.
4. Will the newspaper send reporters to the performance?
5. The article says, "Last night’s show pleased a huge crowd of happy spectators."

**Developmental Language Skills**
The Present Perfect, Past Perfect, and Future Perfect Tenses

The **present perfect tense** expresses an action or a state of being that occurred at some indefinite time in the past and may be continuing into the present. The present perfect tense is formed with the helping verb *have* or *has* and the past participle of a verb.

**Example**  The report **has undergone** many changes.  *Has undergone* shows an action that occurred at an indefinite time in the past.

The **past perfect tense** expresses an action or a state of being that ended before some other past action or state of being. The past perfect tense is formed with the helping verb *had* and the past participle of a verb.

**Example**  **Had** the computer network *crashed* before the lightning struck?  *Had crashed* shows that the network’s action ended before another past action occurred.

The **future perfect tense** expresses an action or a state of being that will end before some other future action or state of being. The future perfect tense is formed with the helping verbs *will have* or *shall have* and the past participle of a verb.

**Example**  By Friday, the council **will have determined** their next course of action.  *Will have determined* shows that the council’s action will end before a specific future time.

**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**  **future perfect**  1. By noon, **will everyone have begun** lunch?  *Will have begun* shows that the action will end before a specific future time; therefore, the verb phrase is in the future perfect tense.

6. Most of the seniors eagerly **have prepared** for graduation.  *Does this action continue into the present or did the action end in the past?*

7. Soon, Shawna **will have completed** her graduation speech.

8. **Had the principal expected** so many family members to attend the ceremony?

9. Over two hundred students **will have graduated** this year.

10. Our class has become famous for its wealth of talent and promise.
Consistency of Tense

8f. Use tense forms correctly to show relationships between verbs in a sentence.

**Events That Occur at the Same Time**

When describing events that occur at the same time, use verbs in the same tense.

**PRESENT** The pitcher throws the ball, and the batter swings at it.

**PAST** The pitcher threw the ball, and the batter swung at it.

**FUTURE** The pitcher will throw the ball, and the batter will swing at it.

**EXERCISE A** Underline the verb in parentheses that is in the same tense as the underlined verb in each of the following sentences.

**Example 1.** An army of ants has invaded our picnic and (ate, has eaten) some of our food. [Has invaded is in the present perfect tense, so the correct verb choice should also be in the present perfect tense.]

1. Yesterday afternoon I wanted privacy, so I (will retreat, retreated) to my room. [Which verb is in the same tense as the past tense verb wanted?]

2. The trip (will go, goes) smoothly and we will arrive on time.

3. Did William Wordsworth write this poem, or (does, did) John Keats write it?

4. Mike enjoys yardwork, so he happily (maintains, maintained) his family’s lawn.

5. The cat (has returned, had returned) from its wandering and has fallen asleep on the sofa.

**Events That Occur at Different Times**

When describing events that occur at different times, use verbs in different tenses to show the order of events.

**EXAMPLES** Lynn attends the state university now, but she went to a community college last year. [In the present, Lynn goes to the state university, so attends is in the present tense. At a specific time in the past, before she began attending the university, Lynn attended a community college, so went is in the past tense.]

Lynn has decided that she will become a speech therapist. [Lynn made her decision at some indefinite time in the past, so has decided is in the present perfect tense. In the future Lynn will become a speech therapist, so will become is in the future tense.]
The tense used depends on the writer’s desired meaning.

**EXAMPLES** Jesse *says* that he *is taking* some nursing classes. [Both verbs are in the present tense. Both actions are occurring now.]

Jesse *says* that he *will take* some nursing classes. [Says is in the present tense, so this action is happening now. Will take is in the future tense, so this action will happen in the future.]

**EXERCISE B** In each of the following sentences, underline the correct form of the verb in parentheses to show the order of events.

**Example 1.** Terry *forgot* that he *(had promised, will promise)* you a ride to school. [Terry’s promise happened before he forgot. Therefore, forgot is in the past tense and had promised is in the past perfect tense.]

6. Darla and Greg decided that they *(have gone, will go)* to the park this Saturday. [Which of the two choices shows that the action will happen in the future?]

7. As an adult, our dog loves its naps, but as a puppy it *(has, had)* little interest in sleep.

8. Will you read the poem I *(composed, compose)* for you last night?

9. Martina is saying that she *(is returning, returned)* your library books yesterday.

10. Do you believe that this ancient organization *(had, will have)* solid founding principles?

**EXERCISE C** Identify whether each of the following sentences uses verb tenses correctly. On the line provided, write *C* if the verb tenses are used correctly or *I* if the verb tenses are used incorrectly. Then, if the verb tenses are used incorrectly, use proofreading symbols to correct the sentence.

**Example 1**. Last night, Alfredo packed a lunch and *lays* out his clothes. [Both actions happened in the past, so each verb should be in the past tense.]

_____ 11. Grandma promised that she and Grandpa visited us next Sunday. [Since the visit takes place in the future, what form should visited take?]

_____ 12. Lola had discovered her love of music long before she joined the band.

_____ 13. The pond is rising while the rain fell.

_____ 14. As a child, Kevin watched television programs in Spanish, and he *will learn* the language from those programs.

_____ 15. Has everyone decided what he or she orders from the menu?
Active Voice and Passive Voice

The subject of a sentence either may perform or receive the action of the verb.

**EXAMPLES**

- Josh lost the hat.  [The subject Josh performs the action of lost.]
- The hat was lost.  [The subject hat receives the action of was lost.]

When a subject performs the action of the verb, the verb is in the **active voice**. When a subject receives the action, the verb is in the **passive voice**. In the passive voice, the verb phrase includes a form of be and the past participle of the main verb. Other helping verbs may also be included.

- **ACTIVE VOICE**  Someone found a ring.  [The subject someone performs the action of found.]
- **PASSIVE VOICE**  The ring was found.  [The subject ring receives the action of the verb phrase was found.]
- The ring has been found.  [The subject ring receives the action of the verb phrase has been found.]

**EXERCISE A**  Identify whether each of the following sentences is in the active voice or the passive voice. Then, write A for active voice or P for passive voice on the line provided.

**Examples**

- **P**  1. Are these egg rolls filled with vegetables?  [Egg rolls receives the action of are filled, so the sentence is in the passive voice.]
- **A**  2. I sent flowers to my mom.  [/ performs the action sent, so the sentence is in the active voice.]

- 1. To her delight, Candace was treated to a surprise graduation party.  [Does the subject Candace perform or receive the action of was treated?]
- 2. Has the software been updated to include the necessary changes?  [Does the subject software perform or receive the action of has been updated?]
- 3. At the salon, a hairstylist will cut your hair in a bold new style.
- 4. Did the pilot share the flight plan with her copilot?
- 5. In the bakery, the pastries are sprinkled with cinnamon.
- 6. In my classroom, every student is given a turn at the board.
- 7. Often, special options are offered to customers at the car lot.
- 8. Ms. Hampton gives awards to many students.
- 9. They were promised a fun time by their tour conductor.
- 10. At dinner at my house, we pass plates of food around the table.
The Uses of the Passive Voice

Writing is usually clearer and stronger when in the active voice, so the passive voice should be used sparingly. However, there are some times when the passive voice is preferable. Use the passive voice when you do not know who performed the action, when you do not want to reveal the performer of the action, or when you want to emphasize the receiver of the action rather than the performer.

**EXAMPLES**

Several events were cancelled. [The performer of the action is unknown.]

The surprise was ruined. [The performer of the action is unrevealed.]

Ms. Li has been given an award. [The receiver of the action is emphasized.]

**EXERCISE B** Decide whether each of the following sentences should be rewritten using active voice. Then, on the line provided, rewrite the sentence in the active voice or explain why the sentence should remain in the passive voice.

**Example 1.** Many seniors have been admitted to colleges already. [The passive voice is preferable.]

*This sentence should remain in the passive voice to emphasize the receiver of the action.*

11. Yesterday, new locks were installed by a skilled locksmith. [Will this sentence be stronger and more direct if rewritten using the active voice?]

12. The traffic accident will be investigated.

13. Last Sunday, our fantastic dinner was prepared by me.

14. All stockholders have been sent their dividends.

15. Unfortunately, a lie about what happened was told by someone.
Troublesome Modifiers A

**Bad and Badly**

*Bad* is an adjective; it describes nouns and pronouns. Usually, *bad* follows a linking verb such as *feel, look, taste, sound,* and *smell.* *Badly* is an adverb; it modifies verbs, adjectives, and adverbs.

**TIP** You may remember that many adverbs end in *–ly.* Use the *–ly* ending of *badly* as a reminder that this word is an adverb.

**ADJECTIVE** The recording sounds **bad.** [Bad follows the linking verb *sounds.*]

**ADVERB** The sound system needs repairs **badly.** [Badly modifies the verb *needs.*]

**NOTE** In standard, formal English, only the adjective form, *bad,* follows a linking verb. You may hear people using the expression *feel badly.* This usage is informal. In your formal writing and speaking, always use the adjective form, *bad,* after a linking verb.

**INFORMAL** Thelma feels **badly** about the mistake. [Badly is an adverb; it should not follow the linking verb *feels.*]

**FORMAL** Thelma feels **bad** about the mistake. [The adjective *bad* should follow the linking verb *feels.*]

**EXERCISE A** In each of the following items, underline the word in parentheses that is correct according to standard, formal English.

**Examples** 1. The television has *(bad, badly)* reception. It probably needs a new antenna. [The adjective *bad* describes the noun *reception.*]

2. The team played *(bad, badly).* [The adverb *badly* modifies the verb *played.*]

1. When I keep secrets from my best friend, I feel *(bad, badly)* about it. [Which word is an adjective and should follow the linking verb *feel?*.]

2. Champion, the horse rescued earlier today, has a *(bad, badly)* injured leg. [Which word is an adverb and should modify the adjective *injured?*.]

3. Were the plants *(bad, badly)* damaged by the early frost?

4. Can I give the dog a bath? He smells *(bad, badly).*

5. The rowboat should be repaired; it leaks *(bad, badly).*

6. When I play the recording through the loudspeakers, does it sound *(bad, badly)*?

7. That old, flaky paint looks *(bad, badly).*

8. Felix wants a car of his own very *(bad, badly).*

9. To me, hot mustard tastes *(bad, badly).* I prefer mild mustard.

10. The new movie got *(bad, badly)* reviews.
**Good and Well**

*Good* is an adjective; it usually describes a noun or a pronoun. *Well* may be used as an adjective or an adverb. Avoid using *good* to modify a verb. Instead, use *well* as an adverb meaning “capably” or “satisfactorily.”

**ADJECTIVE**

His drum solo sounded **good**.  [The adjective *good* follows the linking verb *sounded* and describes the noun *solo*.]

**ADVERB**

Does the drummer usually play **well**?  [The adverb *well* modifies the verb phrase *Does play*.]

*Feel good* and *feel well* mean different things. If you feel good, you feel happy or pleased. If you feel well, you feel healthy.

**EXAMPLES**

The soccer team felt **good** about their victory.  [The team felt pleased.]

Because of the fever, Janet does not feel **well**.  [Janet does not feel healthy.]

**Exercise B**

In each of the following sentences, underline the word in parentheses that is correct according to standard, formal English.

**Examples 1.**

Did the children behave (**good**, **well**) while I was gone?  [The adverb *well* modifies the verb phrase *Did behave*.]

2.  Eve has recovered from the flu, and she feels (**good**, **well**).  [The expression *feel well* means “feel healthy.”]

11.  After I spilled the paint, I cleaned the floor (**good**, **well**).  [Which word is an adverb and should modify the verb *cleaned*?]

12.  Doesn’t Mary’s new perfume smell (**good**, **well**)?  [Which word is an adjective and should describe the noun *perfume*?]

13.  Because Carla sews so (**good**, **well**), she volunteered to make the costumes for the play.

14.  Participating in the beach cleanup is a (**good**, **well**) way for our organization to help the community and have a positive impact on the environment.

15.  I felt (**good**, **well**) about my performance at the recital.

16.  The shady area is a (**good**, **well**) spot for a picnic.

17.  Does my sketch for art class look (**good**, **well**)?

18.  In the play, Brad performed quite (**good**, **well**).

19.  Please clean your room (**good**, **well**) before our guests arrive.

20.  Does a late lunch sound (**good**, **well**) to you?
Troublesome Modifiers B

Real and Really

Real is an adjective; it is used to describe nouns and pronouns. Really is an adverb meaning "truly" or "actually." Really can be used to modify verbs, adjectives, and adverbs.

You may remember that many adverbs end in –ly. Use the –ly ending of really as a reminder that this word is an adverb.

ADJECTIVE Is that a real autograph? [Real is an adjective and describes the noun autograph.]

ADVERB Max gave Sandy a really beautiful charm for her bracelet. [Really is an adverb and modifies the adjective beautiful.]

In informal situations, you may hear people using real as an adverb. It is best, however, to use the adverb really in your formal speaking and writing.

INFORMAL Is Fredric real nervous about his solo?

FORMAL Is Fredric really nervous about his solo? [The adverb really modifies the adjective nervous.]

Exercise A In each of the following sentences, underline the word in parentheses that is correct according to standard, formal English.

Examples 1. Your knowledge of economics is (real, really) impressive. [The adverb really modifies the adjective impressive.]

2. Is that a (real, really) plant in the aquarium? [The adjective real modifies the noun plant.]

1. Thank you. Your offer of help is (real, really) thoughtful. [Which word is an adverb and should modify the adjective thoughtful?]

2. Is that an account of (real, really) events? [Which word is an adjective and should describe the noun events?]

3. The platypus is a (real, really) interesting animal.

4. Did Miranda see the (real, really) Declaration of Independence during her trip to Washington, D.C.?

5. Everyone should drive (real, really) slowly through school zones.

6. Jason practices the violin (real, really) faithfully.

7. Did Uncle Taylor create a (real, really) fun treasure hunt for the kids?
8. This paperweight is made of (real, really) granite.

9. Did you (real, really) solve the crossword puzzle without any help?

10. Tonight we are using (real, really) linen napkins instead of paper ones.

**Slow and Slowly**

Slow can be used as an adjective or an adverb. Slowly is used only as an adverb. Usually, it is better to use slowly instead of slow when you need an adverb.

**ADJECTIVE**

At the prom, they danced to several slow songs.  
[Slow modifies the noun songs.]

The climb up the mountain was slow.  
[Slow follows the linking verb was and modifies the noun climb.]

**ADVERB**

At the prom, they danced slowly.  
[Slowly modifies the verb danced.]

We climbed slowly up the mountain.  
[Slowly modifies the verb climbed.]

**Exercise B**  In each of the following sentences, underline the word in parentheses that is correct according to standard, formal English. Hint: Use slowly as an adverb to modify verbs.

**Examples**

1. Is the traffic on the freeway moving (slow, slowly)?  
[The adverb slowly modifies the verb phrase is moving.]

2. The (slow, slowly), soothing music helped me relax.  
[The adjective slow describes the noun music.]

11. A firefighter must not react (slow, slowly) to an emergency.  
[Which word is an adverb and should modify the verb phrase must react?]

12. The (slow, slowly) snail inched its way across the sidewalk.  
[Which word is an adjective and should describe the noun snail?]

13. Why is the service at the drive-through so (slow, slowly)?

14. (Slow, Slowly), the trucker drove his rig through the mountain passes.

15. The feather (slow, slowly) fluttered to the ground.

16. Trish’s actions were (slow, slowly) and careful.

17. Please pour the hot tea into the cups (slow, slowly).

18. In my backyard, the (slow, slowly) sway of the hammock relaxed me.

19. With so many stops, the train ride seemed incredibly (slow, slowly).

20. Breathing (slow, slowly) has a calming effect.
Degrees of Comparison

Regular Comparison

9e. Modifiers change form to show comparison.

The three degrees of comparison are the positive, the comparative, and the superlative.

(1) Most one-syllable modifiers form the comparative degree by adding –er and the superlative degree by adding –est.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE SYLLABLE</td>
<td>loud</td>
<td>louder</td>
</tr>
</tbody>
</table>

(2) Two-syllable modifiers may form the comparative degree by adding –er and the superlative degree by adding –est, or they may form the comparative degree by using more and the superlative degree by using most.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO SYLLABLES</td>
<td>sunny</td>
<td>sunnier, more</td>
</tr>
</tbody>
</table>

(3) Modifiers that have three or more syllables form the comparative degree by using more and the superlative degree by using most.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>THREE SYLLABLES</td>
<td>dramatic</td>
<td>more dramatic</td>
</tr>
</tbody>
</table>

(4) To show a decrease in the qualities they express, modifiers form the comparative degree by using less and the superlative degree by using least.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECREASING</td>
<td>fragile</td>
<td>less fragile</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. Please handle the eggs more gently. (increasing comparative form of gently)  [The two-syllable word gently uses more to form the increasing comparative degree.]

2. Of all our cats, Weezy was the least aggressive. (decreasing superlative form of aggressive)  [Least is used to form the decreasing superlative degree of aggressive.]

1. Is the navy blue jacket less expensive than the brown one? (decreasing comparative degree of expensive)  [What word is used to form the decreasing comparative degree?]  

2. That was the funniest joke I’ve ever heard! (increasing superlative form of funny)  [How is the increasing superlative degree of a two-syllable word formed?]
3. Although I knew the cold front would arrive in the afternoon, the temperature dropped
more rapidly than I had expected. (increasing comparative form of rapidly)

4. The mineral exhibit was less interesting than the dinosaur exhibit. (decreasing
comparative form of interesting)

5. Who won the prize for the most outrageous costume at the party? (increasing superlative
form of outrageous)

6. Can we make the engine quieter? (decreasing comparative form of noisy)

7. I bought the more light bike I could find. (increasing superlative degree of light)

8. The teacher asked the student to speak more softly so that everyone could hear the
speech. (decreasing comparative form of softly)

9. I think mice are the most fearsome animals, but some of my friends are deathly afraid of
them. (decreasing superlative form of fearsome)

10. The mobile I made for my baby brother was more colorful than the ones in the catalog.
(increasing comparative degree of colorful)

Irregular Comparison

Some modifiers are irregular. They do not form the comparative and superlative degrees with
the usual methods.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>

Exercise B Underline the correct form of the word in parentheses in each of the following sentences.

Example 1. That is the (baddest, worst) excuse I have ever heard! [The superlative form of bad is
worst.]

11. Although I found many Easter eggs, Harry found (more, manier). [Which word is the correct
comparative form of the word many?]

12. Which organization raised the (most, maniest) money during the charity fund-raiser?

13. Your work on this test is (better, gooder) than your work on the previous test.

14. Which of the three options do you feel (goodest, best) about?

15. The weather today is (worse, badder) than it was yesterday.
Uses of Comparisons
Comparative and Superlative Forms

9f. Use the comparative degree when comparing two things. Use the superlative degree when comparing more than two things.

**COMPARATIVE** Both Pamela and Craig gave speeches in history class. Pamela's speech was more interesting. [Two speeches are being compared.]

**SUPERLATIVE** Of all the speeches in history class, Pamela's speech was most interesting. [More than two speeches are being compared. Pamela’s speech is being compared to all of the speeches given in history class.]

9g. Include the word other or else when you are comparing one member of a group with the rest of the group.

**ILLOGICAL** Pamela worked harder than any student in the class. [Pamela is a student in the class. Logically, Pamela cannot have worked harder than herself.]

**LOGICAL** Pamela worked harder than any other student in the class. [One member of a group is being compared with the rest of the group, so the word other is used.]

**NOTE** When comparing one member of a group to each of the other members, use the comparative form. When comparing one member of a group to all of the members of the group, use the superlative form.

**COMPARATIVE** Leo swam faster than the other members of the team, Carl, Nina, and Ashley. [Leo is being compared to each of the other members of the team. He swam faster than Carl, he swam faster than Nina, and he swam faster than Ashley.]

**SUPERLATIVE** Leo is the fastest swimmer on the team. [Leo is being compared to all of the members of the group.]

**EXERCISE A** Use proofreading marks to correct any errors in the use of comparative or superlative forms. If an item is already correct, write C on the line provided.

**Examples**

1. When Mr. King studied the two applications, he decided Nora’s was best.
   [Two applications are being compared. The comparative form better should be used.]

   C 2. Of all the rosebushes, this one has the most blooms. [More than two rosebushes are being compared, so the superlative form most is correct.]

   ___ 1. My dog Fido learned the commands more quickly than any dog in the class. [Which word should be added when comparing one member of a group with the rest of the group?]

   ___ 2. The grass is greenest on the other side of the fence. [Should the comparative or the superlative degree be used when comparing two things?]
3. I’ve put together over fifty jigsaw puzzles, and this one is the more difficult.

4. Isabel has scored more points than anyone else on the team.

5. Of the two parrots, this one is most colorful.

6. I considered yellow, blue, or green paint for my bedroom. I liked yellow better.

7. Which play did you enjoy most, Hamlet or The Taming of the Shrew?

8. Tyrone collected more canned goods than anyone in the class.

9. Carrying the couch up the stairs was most difficult than carrying the chairs up the stairs.

10. Which of these two fonts is easier to read?

Double Comparisons

9h. Avoid using double comparisons.

A double comparison occurs when two comparative forms (usually –er and more) are used together or when two superlative forms (usually –est and most) are used together.

NONSTANDARD The curtains for the kitchen window should be more shorter than those for the dining room window. [More shorter is a double comparison.]

STANDARD The curtains for the kitchen window should be shorter than those for the dining room window. [Shorter is the correct comparative form.]

NONSTANDARD A cheetah can run more faster than any other land animal. [More faster is a double comparison.]

STANDARD A cheetah can run faster than any other land animal. [Faster is the correct comparative form.]

Exercise B Use proofreading marks to correct double comparisons in the following items. If an item is already correct, write C on the line provided. Hint: There may be more than one way to correct an item.

Example 1. The water in the pond was more murky than it should have been. [More murkier is a double comparison. Changing more murkier to more murky is one way to correct the double comparison.]

11. The computer monitors in the drafting lab are more bigger than the monitors in the writing lab. [Which word can be deleted to correct the double comparison?]

12. Of all the grocery stores near my home, the one on Fourth Street has the most freshest produce.

13. Which one of these refrigerators is the most energy efficient?

14. During the camping trip, we swam, hiked, and canoed, and I liked hiking most best.

15. Mrs. Fermo is the most friendliest of the five board members.
Placement of Modifiers A
Misplaced Modifiers

10a. Avoid using misplaced modifiers.

A misplaced modifier is a word, phrase, or clause that seems to modify the wrong word or word group in a sentence. To avoid misplaced modifiers, place a modifier as close as possible to the word or word group it modifies.

**MISPLACED WORD** Melting, the trees were covered with icicles. [Are the trees melting?]

**CLEAR** The trees were covered with **melting** icicles. [**Melting** modifies **icicles**, so it has been placed close to the word it modifies.]

**MISPLACED PHRASE** Janell finished the report that Ms. Brooks assigned during her vacation. [Did Ms. Brooks assign the report while on vacation? The phrase *during her vacation* is too far from the verb it modifies, *finished*.]

**CLEAR** During her vacation, Janell finished the report that Ms. Brooks assigned. [This placement shows that Janell finished the report while she was on vacation.]

**MISPLACED CLAUSE** James needed a break, **who had been studying for an exam**. [Had the break been studying for an exam? The clause *who had been studying for an exam* is too far from the noun it modifies, *James*.]

**CLEAR** James, **who had been studying for an exam**, needed a break. [This placement shows that James had been studying, not the break.]

**EXERCISE A** The underlined word or word group in each of the following sentences is misplaced. Draw an arrow to show where the underlined modifier should go in the sentence.

**Examples**
1. **Determined**, the steep trail did not bother the climbers. [The climbers were determined, not the trail. **Determined** should be placed closer to the word it modifies, **climbers**.]
2. This old trunk belonged to my great-grandfather, **which was full of books and papers**. [The trunk was full of books and papers, not the great-grandfather. The clause should be placed closer to the word it modifies, **trunk**.]

1. **Delighted**, the fireworks surprised the children. [Were the fireworks delighted?]
2. I found the book in my room **that was due yesterday**. [Was the room due yesterday?]
3. The bicycle is in the shed with a flat tire.
4. **Escaping**, the boy tried to grab the tail of the kite.
5. Karen’s soccer team is ranked second in the state; her team has **nearly won all of its games**.
6. Ringing, I ran for the phone.
7. The canoe slid through the water, **built by hand**.
8. We finished reading a short story written by Mark Twain during study hall.

9. Hundreds of pumpkins lay in the fields, which were almost ripe.

10. The supervisor complimented the carpenters for working so quickly as he handed out their paychecks.

Squinting Modifiers

10b. Avoid misplacing a modifying word, phrase, or clause so that it seems to modify either of two words.

This kind of misplaced modifier is often called a *squinting*, or *two-way*, modifier.

**SQUINTING** My father promised on Saturday we would go fishing. [Did the father make the promise on Saturday, or do they plan to go fishing on Saturday?]

**CLEAR** On **Saturday**, my father promised we would go fishing. [This placement clarifies that the father made the promise on Saturday.]

**CLEAR** My father promised we would go fishing **on Saturday**. [This placement clarifies that they plan to go fishing on Saturday.]

**SQUINTING** Annie reminded me at 6:00 P.M. we have a rehearsal. [Did Annie say that at 6:00 P.M., or will the rehearsal take place at 6:00 P.M.?]

**CLEAR** At **6:00 P.M.**, Annie reminded me we have a rehearsal. [This placement clarifies that Annie spoke at 6:00 P.M.]

**CLEAR** Annie reminded me we have a rehearsal at **6:00 P.M.**. [This placement clarifies that the rehearsal is at 6:00 P.M.]

**EXERCISE B** Decide whether the underlined modifier in each of the following sentences is clear or squinting. If the modifier is clear and correct, write C for *clear* on the line provided. If the modifier is squinting, write S for *squinting* on the line provided.

**Example 9** 1. The weather reporter said shortly after five o'clock severe weather is expected. [The underlined modifier is squinting. Did the weather reporter speak shortly after five o'clock, or is the severe weather expected shortly after five o'clock?]

11. The article in the school newspaper said on March 20th representatives from local colleges will be on campus. [Did the newspaper print the article on March 20th, or will representatives be on campus on March 20th?]

12. Barbara claimed she was not discouraged when she saw the test scores.

13. Mark remembered after dinner he was supposed to wash the dishes.

14. Mr. Fields said after the mixture changed colors we should turn off the Bunsen burner.

15. Before the whistle blew, the coach said too many players were on the field.
Placement of Modifiers B

Dangling Modifiers

10c. Avoid using dangling modifiers.

When a modifier does not clearly and sensibly modify any word or word group in a sentence, it is called a *dangling modifier*.

**DANGLING** Having decided to learn to dance, a dance studio was contacted. [Who had decided to learn to dance?]

**CLEAR** Having decided to learn to dance, she contacted a dance studio. [Having decided to learn to dance now clearly modifies *she*.]

**DANGLING** While shopping for groceries, the rain started. [Was the rain shopping for groceries?]

**CLEAR** The rain started *while I was shopping for groceries*. [The subordinate clause now makes clear *who* was shopping.]

**EXERCISE A** Look at the underlined word group in each of the following sentences. If the word group clearly and sensibly modifies another word or word group in the sentence, write C for *clear* on the line provided. If the underlined word group is a dangling modifier, write D for *dangling* on the line provided.

**Examples**

1. Before making the decision, all the possibilities were considered. [The underlined word group is dangling. Who will make the decision?]

2. Having already decorated the gym, the committee members began to set up tables and chairs. [The underlined word group clearly modifies *members*.]

3. Having hiked for three long hours, the cabin was a welcome sight. [Should the underlined word group modify *cabin*?]

4. Waiting for the bus, Chris and Jenny sat on the bench and talked. [Should the underlined word group modify *Chris and Jenny*?]

5. While leaving to get the mail, the note was taped on the door.

6. Distracted by the loud construction noise, Leonard’s new earplugs helped.

7. While finishing the sketch, the pencil lead broke.

8. Sewn with care, the museum’s lighting was delicate.

9. When skating, you should always wear protective gear.

10. Chattering excitedly, the squirrel ran from the diving blue jays.

11. After mowing the lawn and raking the leaves, his eyes itched.
Most dangling modifiers come at the beginning of sentences. Two common ways to correct such dangling modifiers are as follows: (1) Add a subject to the word group that comes at the beginning of the sentence. (2) Place the word being modified closely after the comma that follows the word group at the beginning of the sentence.

**Dangling** While researching the Industrial Revolution, the librarian helped her find several useful books.  
**Clear** While Clara was researching the Industrial Revolution, the librarian helped her find several useful books.

**Dangling** Resting in the shade, the tennis ball was still held in our dog’s mouth.  
**Clear** Resting in the shade, our dog still held the tennis ball in its mouth.

**Exercise B** Underline the dangling modifier in each of the following sentences. Then, on the line provided, rewrite each sentence to correct the dangling modifier.

**Example 1.** Fascinated by the ants’ efficiency at collecting food, the ants carried crumbs back to their anthill.  
**Fascinated by the ants’ efficiency at collecting food** is a dangling modifier. The sentence was rewritten to make it clear that Nick, not the ants, was fascinated by the ants’ efficiency at collecting food.

**Fascinated by the ants’ efficiency at collecting food,** Nick watched the ants carry crumbs back to their anthill.

11. While watching the sun set over the ocean, the sky turned purple, red, and orange.

12. Having run several miles, nothing is as refreshing as a cool glass of water.

13. After baking bread, the house smelled wonderful!

14. Pestered by the flies buzzing around, the cow’s tail swatted at them.

15. After completing the test, the answer sheet should be placed inside the test booklet.
Glossary of Usage A

accept, except  The verb *accept* means “to receive.” *Except* may be a preposition or a verb. The preposition *except* means “excluding.” The verb *except* means “to leave out” or “to excuse.”

**EXAMPLES**

She would not accept his phone call. [You can replace *accept* with *receive.*]

Everyone except Jake has gone to the museum. [You can replace *except* with *excluding.*]

Are they excepted from duty? [You can replace *excepted* with *excused.*]

*affect, effect*  The verb *affect* means “to influence.” *Effect* may be used as either a verb or a noun. The verb *effect* means “to bring about [a desired result]” or “to accomplish.” The noun *effect* means “the result [of an action].”

**EXAMPLES**

Light affects a plant’s growth. [You can replace *affects* with *influences.*]

Managers effected changes to the process. [You can replace *effected* with *brought about.*]

Did the praise have an effect on the dog’s training? [You can replace *effect* with *result.*]

all right  *All right* should be written as two words. *All right* means “satisfactory,” “unhurt,” “safe,” or “correct.” *All right* also means “yes” when it used as a reply to a question or as an introductory remark.

**NONSTANDARD**  Ella asked me if I was allright after I scraped my leg sliding into home plate.

**STANDARD**  Ella asked me if I was all right after I scraped my leg sliding into home plate.

**EXERCISE A**  Underline the word or word group in parentheses that is correct according to formal, standard English.

**Example 1.**  The law had an (affect, effect) on energy conservation requirements.  [*Effect* is a noun that means “the result [of an action].” *Effect* is the correct choice.]

1. Everyone stood and cheered when Chris (excepted, accepted) the award.  [Which word means “received”?]

2. I think I did (all right, allright) on the history exam.

3. (Except, Accept) for my sister, everyone in my family was born in Oregon.

4. High mountains (effect, affect) the weather in the region.

5. (All right, Allright), the speed bump on Chaucer Street has been installed.
a lot  A lot is always two words and is always informal. A lot can be used as a noun meaning “a large number or amount” or “a great deal.” A lot can also be used as an adverb meaning “a great deal” or “very much.” Avoid using a lot in formal situations.

   INFORMAL I don’t have a lot of time this week.
   FORMAL I don’t have a great deal of time this week.

   INFORMAL Those bats like mosquitoes a lot.
   FORMAL Those bats like mosquitoes very much.

anyways, anywhere Do not add an s to words such as anyway, anywhere, everywhere, nowhere, or somewhere.

   NONSTANDARD Have you seen my jacket anywhere?
   STANDARD Have you seen my jacket anywhere?

at  Don’t use at after where.

   NONSTANDARD Where are the boxes at?
   STANDARD Where are the boxes?

between, among Use between when referring to two individuals or items at one time. Use among when referring to a group rather than to separate individuals or items.

   EXAMPLES The museum is located between Fifth Avenue and Sixth Avenue. [Between Fifth Avenue and Sixth Avenue refers to two items.]
   Phyllis, Emilia, and Tamara divided the boxes among themselves. [Among themselves refers to a group of three individuals.]

EXERCISE B Underline the word or word group in parentheses that is correct according to formal, standard English.

Example 1. The birdseed was distributed (between, among) the five birdhouses. [Among the five
   birdhouses refers to a group of five items.]

6. (A lot, A large number) of students will be going to the concert. [Which word group is formal?]

7. Where did you buy your (backpack at, backpack)? [Should at be used after Where?]

8. I bought it at a store (somewhere, somewheres) in the mall.

9. The bees were buzzing around (between, among) the many flowers.

10. Our new dishwasher is (much, a lot) quieter than our old one.

11. It may rain this weekend, but we plan to go camping (anyway, anyways).

12. The supervisor divided the work (between, among) the six employees.

13. I looked (everywheres, everywhere), but I couldn’t find my keys.

14. Please meet me (among, between) six and seven o’clock.

15. Do you know where the meeting (is, is at)?
Glossary of Usage B

done     Always use a helping verb with done, the past participle of the verb do. Do not use done instead of did.

NONSTANDARD  I already done the laundry.
STANDARD    I have already done the laundry.
STANDARD    I already did the laundry.

don’t, doesn’t  Don’t is a contraction of do not. Use don’t with plural subjects and the pronouns I and you. Doesn’t is a contraction of does not. Use doesn’t with all other singular subjects.

EXAMPLES  These photographs don’t need to be retouched. [Don’t agrees with the plural subject photographs.]
           I don’t know how to get there. Don’t you have the directions? [Don’t agrees with the pronouns I and you.]
           My uncle doesn’t drive a car. [Doesn’t agrees with the singular subject uncle.]

EXERCISE A  Underline the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. She (don’t, doesn’t) enjoy watching football. [ Doesn’t agrees with the singular subject She.]

2. After Carl (done, had done) his errands, he went to a movie. [A helping verb is always used with done.]

1. (Don’t, Doesn’t) you play the violin? [Which contraction agrees with the pronoun you?]
2. Everyone has (done, did) the homework assignment. [Which form of do should be used with a helping verb?]
3. This orange (don’t, doesn’t) have many seeds.
4. My brothers (don’t, doesn’t) look alike.
5. Has everyone (did, done) the stretching exercises?
6. After I (done, did) my chores, I played tennis.
7. That radio station (don’t, doesn’t) come in well.
8. Have you (done, did) today’s crossword puzzle?
9. If I (doesn’t, don’t) get some sleep, I’ll be exhausted tomorrow.
10. Has everyone in Mrs. Lowen’s class (done, did) his or her presentation?
fewer, less  Fewer is used with plural words and tells “how many.” Less is used with singular words and tells “how much.”

EXAMPLES  This room has fewer chairs in it than that room. [Chairs is plural.]
If we leave before rush hour, it will take us less time to get there. [Time is singular.]

kind of, sort of  Kind of and sort of are informal. In formal situations, use rather or somewhat.

INFORMAL  The article was kind of long.
FORMAL   The article was rather long.

learn, teach  The verb learn means “to gain knowledge.” The verb teach means “to provide knowledge.”

EXAMPLES  Lori learns many sewing techniques from her aunt. [Lori gains knowledge about sewing techniques from her aunt.]
Her aunt teaches a sewing class. [Her aunt provides knowledge about sewing.]

EXERCISE B  Underline the word or word group in parentheses that is correct according to formal, standard English.

Examples 1. I wish I had brought (fewer, less) pieces of luggage on this trip. [Pieces is plural, so fewer is the correct choice.]
2. She acted (somewhat, sort of) surprised when we gave her flowers for her birthday. [Sort of is informal. Somewhat is the correct choice.]

11. Mr. Kramer (learned, taught) the students geometry. [Which word means “to provide knowledge”?]
12. Making the quilt required (less, fewer) fabric than we thought it would. [Is fabric singular or plural?]
13. Isn’t that colt looking (kind of, rather) sleepy?
14. (Fewer, Less) runners entered the race this year.
15. My younger brother has already (learned, taught) how to ride a bicycle.
16. Did (fewer, less) people watch the program last week?
17. Dr. Farrow (learns, teaches) French at the community college.
18. Due to the construction, there were (fewer, less) parking spaces next to the soccer fields.
19. Mary was (sort of, somewhat) pleased with her new haircut.
20. The programs on this station have (less, fewer) advertisements.
Glossary of Usage C

**of**  Do not use *of* after verbs such as *could, should, would, might, must,* and *ought* [to]. *Of* is a preposition and should not be substituted for *have.* Also, do not use *had of* for *had.*

**NONSTANDARD**  The overpass should of been completed on time.

**STANDARD**  The overpass *should have* been completed on time.

**supposed to, used to**  The past-tense forms of *suppose* and *use* always end in *–d.*

**EXAMPLES**  Were you *supposed to* call?  [The past tense of *suppose* is *supposed.*]

Leonard *used to* play the piano.  [The past-tense form of *use* is *used.*]

**than, then**  *Than* is a subordinating conjunction; it is used to make comparisons. *Then* is an adverb; it answers the question *when?* and usually means “at that time” or “next.”

**EXAMPLES**  This mug is bigger *than* that one is.  [*Than* is used in a comparison.]

Jan found her seat and *then* read the program.  [*Then* means “next.”]

**EXERCISE A**  Underline the word or word group in parentheses that is correct according to formal, standard English.

**Examples**  1. No one is *(suppose, supposed)* to leave before three o’clock.  [The past-tense form of *suppose* is *supposed.*]

2. We have to sand the wood first, and *(than, then)* we will put a coat of primer on it.  [*Then* tells *when* the coat of primer should be put on.]

1. Matthew would *(have, of)* been in the play, but he became ill the day before the show.  [Which word should be used after *would*?]

2. My parents and I *(used, use)* to go to the park every weekend and feed the ducks.  [How is the past-tense form of *use* formed?]

3. Weren’t you *(suppose, supposed)* to call me last night?

4. The judge examined the dogs, and *(than, then)* the trainer walked them around the ring.

5. We should *(of, have)* brought our camera.

6. If I finish earlier *(than, then)* you do, I’ll wait for you outside.

7. If you *(had, had of)* secured the lid to the cage, the hamster would not have escaped.

8. *(Than, Then)* what do you want to do?

9. All of the volunteers were *(supposed, suppose)* to receive free T-shirts.

10. Do you like this shade of blue better *(than, then)* that one?
**try and, try to** Use try to, not try and.

- **INFORMAL** Try and shut the door more quietly next time.
- **FORMAL** Try to shut the door more quietly next time.

**this here, that there** Do not use here or there after this or that.

- **NONSTANDARD** This here door is locked.
- **STANDARD** This door is locked.

**who, which, that** Who is used to refer to people. Which is used to refer to things. That can be used to refer to either people or things.

- **EXAMPLES** He is the man who [or that] lost his keys. [Who or that can be used to refer to people.]
  The table, which is made of solid wood, was expensive. [Which is used to refer to things.]
  Is that the bicycle that your aunt bought you? [That can be used to refer to things.]
Double Negatives

Using two or more negative words for one negative idea creates a double negative. Some common negative words include barely, but (meaning “only”), hardly, neither, never, no, nobody, none, no one, not (~n’t), nothing, nowhere, only, and scarcely. Avoid using double negatives.

NONSTANDARD I couldn’t barely reach the top shelf. [The contraction ~n’t and the word barely are both negative. When they are used together to express one negative idea, they form a double negative.]

STANDARD I could barely reach the top shelf. [Deleting the negative contraction ~n’t eliminates the double negative.]

STANDARD I couldn’t reach the top shelf. [Deleting the negative word barely eliminates the double negative.]

NONSTANDARD She doesn’t need no help. [The contraction ~n’t and the word no are both negative. When they are used together to express one negative idea, they form a double negative.]

STANDARD She needs no help. [Deleting the negative contraction ~n’t eliminates the double negative.]

STANDARD She doesn’t need any help. [Substituting any for the negative word no eliminates the double negative.]

EXERCISE A Each of the following sentences contains a double negative. Use proofreading marks to delete or change words to correct the double negative. Hint: There may be more than one way to correct each double negative.

Examples 1. My cousins haven’t never learned to swim. [Haven’t never is a double negative. Changing haven’t to have is one way to correct the double negative.]

2. We couldn’t hardly stay away! [Couldn’t hardly is a double negative. Deleting hardly is one way to correct the double negative.]

1. Don’t you have no manners? [Which two words or word parts are negative? Which word could you change to correct the double negative?]

2. My little sister can’t hardly talk yet. [Which two words or word parts are negative? Which word could you change to correct the double negative?]

3. Did hardly no residents vote for the new property tax?

4. Couldn’t Sarah find no shoes she liked?

5. Don’t never leave the car’s engine running while you’re at the gas pump!

6. Without a good light, I can’t barely read comfortably.

7. There isn’t scarcely time to finish the test.
8. I don’t want nothing for dessert.
9. We haven’t bought scarcely enough flour for the recipe.
10. Permanent marker shouldn’t never be used on the white board.

Nonsexist Language

Nonsexist language applies to people in general, whether they are male or female. Often these words refer to occupations or professions. Usually you can replace words that refer to only one gender with words that apply to all people. You should use nonsexist language rather than gender-specific language when you are referring to people in general.

<table>
<thead>
<tr>
<th>GENDER-SPECIFIC</th>
<th>NONSEXIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>stewardess, steward</td>
<td>flight attendant</td>
</tr>
<tr>
<td>fireman</td>
<td>firefighter</td>
</tr>
<tr>
<td>policeman</td>
<td>police officer</td>
</tr>
<tr>
<td>man-made</td>
<td>synthetic, manufactured</td>
</tr>
<tr>
<td>mailman</td>
<td>mail carrier</td>
</tr>
</tbody>
</table>

For additional assistance, please contact one of our salesmen. [Salesmen is a gender-specific term.]

For additional assistance, please contact one of our salesclerks. [Salesclerks is a nonsexist term.]

NOTE If a pronoun’s antecedent may be either masculine or feminine, use both the masculine and the feminine pronouns to refer to that antecedent.

EXAMPLE No one worked on his or her project last weekend. [No one may be either masculine or feminine, so both his and her are used to refer to No one.]

**Exercise B** Use proofreading symbols to revise each of the following sentences to eliminate gender-specific terms.

**Example 1.** When will mankind learn to work out differences peacefully? [Mankind is gender-specific. The word humanity or people can be used instead.]

11. My cousins Jack and Ann are training to become airline stewards. [Which nonsexist term can be used in place of the gender-specific word stewards?]

12. Ask the deliveryman to leave the package outside.

13. Mrs. Sims was elected president of that businessmen’s organization.

14. Is the material in this rug man-made or natural?

15. Aunt Deborah found a part-time job as a watchman at the factory.
Capitalization A

First Words

12a. Capitalize the first word of every sentence.

**EXAMPLE** Bluebirds flew in circles around the tree. [*Bluebirds* is the first word of the sentence.]

Begin a quoted sentence with a capital letter, even when the quoted sentence begins in the middle of a longer sentence.

**EXAMPLES** “Are we going to the movies tonight?” asked Josh. [*Are* is capitalized because it is the first word of a quoted sentence. *Are* is also the first word of the longer sentence.]

Gina said, “We should leave now, or we will be late for school.” [*We* is capitalized because it is the first word of a quoted sentence.]

**EXERCISE A** Circle the letter that should be capitalized in each of the following sentences.

1. new employees are being asked to report to the cafeteria at one o’clock. [The *n* in *new* should be capitalized because it is the first word of the sentence.]

2. Tom asked, “*A*re you auditioning for *Our Town*?” [The *a* in *are* should be capitalized because it is the first word of the quoted sentence.]

1. Jessica said, “*L*et’s go out for lunch today.” [Is the first word of the quoted sentence capitalized?]

2. our teacher was promoted to vice principal. [Is the first word of the sentence capitalized?]

3. this computer runs slowly when the network is busy.

4. Alicia whispered, “*W*hen are the reports due?”

5. the cat stretched out its paw and swatted at the ball.

6. “*W*here are we supposed to set these cases of juice?” asked Devon.

7. the spider has woven its web across the opening in the fence.

8. Grandma muttered, “*W*ell, I guess the bulb needs to be changed.”

9. a mouse has been scratching around behind the walls of the storage shed.

10. Hey! there’s a quarter lying next to the curb.
The Pronoun I

In English the pronoun I is always capitalized, even if it is not the first word of a sentence.

EXAMPLES
Do you think I will like this lasagna? [I is always capitalized.]
She knows that I'm joining the drama club next year. [I is capitalized even when it is used as part of a contraction.]

Exercise B
Circle the letter that should be capitalized in each of the following sentences.

Example 1. “If I were you,” he said, “I'd ask Dad for advice.” [I should always be capitalized.]

11. If you set the table, I'll wash the dishes tonight. [Should I be capitalized when used in contractions?]

12. For the past two summers, I've volunteered at the animal shelter.

13. Jason and I rode our bicycles around Town Lake this weekend.

14. “This fall,” Marta told us, “I'm going to visit my sister in Nevada.”

15. I've decided that I should take the shuttle to the fairgrounds.

Salutations and Closings

12c. Capitalize the first word in both the salutation and the closing of a letter.

A salutation is a short line of greeting that begins a letter. A closing is a short line at the end of a letter, right before a signature.

SALUTATIONS  Dear Mr. Tamayo:  My dearest grandson,
CLOSINGS  Very truly yours,  Sincerely,

NOTE: Except for names and titles, the first word is the only word that is capitalized in a salutation or closing. In the examples, Mr. is capitalized because it is a title. Tamayo is capitalized because it is a name.

Exercise C
Circle each letter that should be capitalized in each closing or salutation.

Example 1. Regards, [Regards is the first word in a closing.]

16. yours truly, [Should the first word of a closing be capitalized?]

17. dear Aunt Teresa,

18. my darling Rebecca,

19. dear Professor Hanami:

20. sincerely yours,
Proper Nouns and Proper Adjectives

A proper noun is the name of a particular person, place, thing, or idea. Proper nouns are capitalized. A common noun is the name of a 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  Eric Clapton  Reyes Park  Buddhism

 Common Nouns  guitarist  park  religion

A proper adjective is an adjective formed from a proper noun. Proper adjectives are capitalized. Some proper adjectives are formed by adding an ending, such as -ish, -ic, -ese, -ian, or -an, to a proper noun.

 Examples  Gulf moisture [same form as the proper noun]
           Italian lace [formed from the proper noun Italy]
           Icelandic heritage [formed from the proper noun Iceland]

Exercise A  Circle each letter that should be capitalized in each of the following sentences.

 Examples  1. Leticia named her new kitten Fiona.  [Fiona is the name of a particular kitten.]
           2. How far is the Atlantic shoreline from that campground?  [Atlantic is a proper adjective describing shoreline.]

1. Will the company cookout be held at Brentwood Park?  [What words are the name of a particular place?]
2. My friend Mario is playing center in tonight's basketball game.  [What word is the name of a particular person?]
3. Ms. Samuels is making a speech to the committee.
4. I am visiting Boston this summer.
5. Today's lecture is on the origin of Arabic numerals.
6. One of the highest mountains in the world is Nanga Parbat.
7. Mr. Jesse and his dog once hiked across much of South Carolina.
8. Doesn't a Portuguese man-of-war have stinging cells in its tentacles?
9. That simple cabin was Kentucky Winslow Carter's birthplace.
10. The island of Cuba gained its independence from Spain in 1898.
TIP To tell whether a noun is common or proper, try placing the article a, an, or the in front of the noun. If a, an, or the makes sense, the noun is probably a common noun. If a, an, or the does not make sense, the noun is probably a proper noun.

NOUN Houston
NOUN + ARTICLE a Houston, the Houston [When placed in front of the noun Houston, the articles a and the do not make sense. Houston is a proper noun.]
NOUN city
NOUN + ARTICLE a city, the city [When placed in front of the noun city, the articles a and the make sense. City is a common noun.]

EXERCISE B Write a proper noun for each of the common nouns given below. Be sure to capitalize the proper nouns that you write. Hint: You may make up any names you need.

Example 1. hamster ____________
11. state ____________
12. lake ____________
13. school ____________
14. team ____________
15. month ____________

Persons and Animals

Capitalize the names of people and animals, including initials and abbreviations that either precede or follow names.

PERSONS Claude Monet E.W. Roosevelt Simon Osborne, Jr.
ANIMALS Lassie Checkers Mr. Ed

EXERCISE C Underline the correctly capitalized word group in each pair below.

Example 1. Jarrel d. keating ____________
                    Jarrel D. Keating
                    [Jarrel D. Keating is the name of a specific person.]

16. her puppy Jack ____________
                    her puppy jack
                    [Should the name of a specific puppy be capitalized?]
17. Juanita F. Garcia ____________
                    Juanita f. garcia
18. Francis Riggs, jr. ____________
                    Francis Riggs, Jr.
19. marcella l. ward ____________
                    Marcella L. Ward
20. my horse Barney ____________
                    my horse barney
Capitalization C
Geographical Names

12d. Capitalize proper nouns and proper adjectives.

Geographical names are proper nouns and should be capitalized. Geographical names include places such as countries, states, street names, and natural landmarks.

Examples
- Japan [country]
- Kansas [state]
- Richmond Avenue [street]
- Luray Caverns [natural landmark]

When words such as north, south, eastern, or southwest are used as the name of a region, they are capitalized. When you use these words to show a direction, don't capitalize them.

Examples
- The library is being built north of the high school. [North is used to tell direction, so it is not capitalized.]
- Shelly has lived in the North for most of her life. [North is used as the name of a region, so it is capitalized.]

Note: Words such as lake, park, and street are capitalized only when used as part of a name.

Examples
- He went to the park today.
- We met at Woodlawn Park.

Exercise A
Circle each letter that should be capitalized in each of the following sentences.

Examples
1. Lucy has lived in Baytown for six years. [Baytown is the name of a specific town.]
2. We sailed on Lake Austin. [Lake Austin is the name of a specific lake.]
3. Adam voted that we visit the Grand Canyon this year. [What words are the name of a specific landmark?]
4. We made a map of Argentina for geography class. [What word is the name of a specific country?]
5. My friend Enrique lives in Maine.
6. The new high school is on Raines Road.
8. Captain James Cook’s ship ran aground on the Great Barrier Reef in 1770.
9. We are moving to Kentucky next year.
10. Kingsville, Texas, is in Kleberg County.
Organizations, Teams, Institutions, and Government Bodies

The names of organizations, teams, institutions, and government bodies are proper nouns and should be capitalized.

**EXAMPLES**
- Mothers Against Drunk Driving [organization]
- Bell High School Chargers [team]
- Trenton Heights Memorial Hospital [institution]
- Congress [government body]

**NOTE** Abbreviations of the names of organizations, institutions, and government bodies are often a set of capital letters.

**EXAMPLES**
- PAL Police Activities League
- NATO North Atlantic Treaty Organization

**EXERCISE B** Circle each letter that should be capitalized in each of the following sentences.

**Examples**
1. The [Humane Society of the United States] provides tips on how to keep squirrels out of bird feeders. **[Humane Society of the United States]** is the name of an organization.
2. Is she really applying for a job with the [FBI]? **[FBI]** is the abbreviation of a name of an organization, the Federal Bureau of Investigation.

11. My cousin is joining the United States Air Force when she graduates. **[What words are the name of an organization?]**

12. Our state elected members of the House of Representatives. **[What words are the name of a government body?]**

13. The reporter wrote, “The Carrollton cougars cruised to an easy victory,” but the game was tough!

14. Dr. Frye is a member of the American Medical Association.

15. This facility complies with the directives of OSHA and other regulatory agencies.

16. The Interstate Commerce Commission regulated railroads.

17. Be sure to get on one of the buses that has “Mollett ISD” printed on its side.

18. The Muscular Dystrophy Association educates the public about muscular dystrophy.

19. Did you apply to the University of Pennsylvania?

20. Aren’t we playing the Hornets tomorrow?
**Capitalization D**

**Historical Events and Periods, Dates, Holidays**

**12d. Capitalize proper nouns and proper adjectives.**

Be sure to capitalize the names of important events and periods in history. The names of other kinds of special events are also capitalized.

**EXAMPLES**

- Great Depression [historical period]
- World War II [historical event]
- Wimbledon Championships [sporting event]

Always capitalize days of the week, months, and holidays. The names of the seasons of the year are not usually capitalized.

- **WEEKDAY** Monday
- **HOLIDAY** Fourth of July
- **SEASON** spring

**EXERCISE A** Circle each letter that should be capitalized in each of the following sentences.

**Examples**

1. Is your grandfather coming for a visit on Thanksgiving? [Thanksgiving is the name of a holiday.]

2. Arturo's saving up to go to the Olympic Games someday. [Olympic Games is the name of a sporting event.]

1. The algebra test is on Monday. [What word is the name of a day of the week?]

2. I am watching the British Open, my favorite golf tournament, this Sunday. [What words name a specific sporting event?]

3. Why did the Ming dynasty last for more than 250 years?

4. Marilyn, Maya, and I are cleaning up the park on Arbor Day this year.

5. Traditionally, seniors hold their formal banquet in early April.

6. This Saturday is the day of the Expo.

7. This summer, Paul's birthday falls on a Thursday.

8. We studied the battle of Waterloo in history class today.

9. Why do the British celebrate Guy Fawkes Day?

10. Our little brother Owen turns seven in January.
Nationalities, Races, and Peoples

Words that name nationalities, races, or peoples begin with a capital letter.

- Nationality: Canadian
- Race: Caucasian
- People: Choctaw

**Exercise B** Circle each letter that should be capitalized in each of the following sentences.

**Example 1.** Maureen’s ancestry is Irish. [Irish is capitalized because it is the name of a nationality.]

11. The Greek chef cooked a delicious meal. [What word names a nationality?]
12. I am taking a course in Asian studies next year.
13. The painting in the waiting area is by a little-known Japanese artist.
14. The curator’s lecture concerned the history of the Iroquois peoples.
15. Mara and David are studying Indian culture in sociology class.

Religions, Holy Days, Holy Writings, and Specific Deities

Capitalize the names of religions and their followers, holy days and celebrations, holy writings, and specific deities.

- Examples: Judaism [religion]
- Catholic [follower of a religion]
- Ramadan [religious event]
- Juno [specific deity]

**Exercise C** Circle each letter that should be capitalized in each of the following sentences.

**Example 1.** Emma is celebrating Passover. [Passover is the name of a religious event.]

16. The commemoration of the birth of Jesus is called Christmas. [What word is the name of a holy day?]
17. We read selections from the torah, the five books of Moses, in world religions class.
18. Muslims study the koran, a book said to contain Allah’s revelations to Mohammed.
19. One god in the Hindu religion is Vishnu.
20. A goddess of the ancient Greeks, Athena was thought to be wise.
Capitalization E

Businesses and the Brand Names of Business Products

12d. Capitalize proper nouns and proper adjectives.

The names of businesses and brand names are capitalized. Do not capitalize the name of a type of product.

**EXAMPLES**
- Kellogg Company [business name]
- Post Bran Flakes [brand name]
- cereal [type of product]

**EXERCISE A** Circle each letter that should be capitalized in the following sentences. Draw a slash through each letter that is capitalized but should be lowercase.

**Example 1.** If I owned a store that sold Software, I’d name it Software Giant. [Software should not be capitalized because it is the name of a type of product. Software Giant should be capitalized because it is the name of a business.]

1. The new Computers in the library were made by dell. [What word is the name of a type of product? What word is the name of a business?]
2. She drives a ford Pickup Truck.
3. We took a Flight on northwest airlines when we visited Grandma.
4. Would you like some Oatmeal—quaker oats—for breakfast?
5. The brand of Juice in the ice chest is ocean spray.

**Ships, Trains, Aircraft, Spacecraft, and Other Vehicles**

The names of ships, trains, aircraft, spacecraft, and other vehicles should be capitalized.

**SHIP** Atlantic Dragon
**TRAIN** Mountain Skipper
**AIRCRAFT** the Doyle
**SPACECRAFT** Discovery

**EXERCISE B** Circle each letter that should be capitalized in each of the following sentences.

**Examples 1.** We saw a replica of the *Spirit of St. Louis* at the exhibition. [*Spirit of St. Louis* should be capitalized because it is the name of a specific aircraft.]

2. Wasn’t the command capsule named *Odyssey*? [*Odyssey* should be capitalized because it is the name of a specific spacecraft.]
6. She named her hot-air balloon *roswell*. [What word is the name of a specific aircraft?]

7. We rode on a train called the *lowland flyer*. [What words are the name of a specific train?]

8. The hubble space telescope’s optics were repaired in 1993.

9. One of Christopher Columbus’s ships was named the *pinta*.

10. According to the story, the time machine *counterclock* visited ancient Rome.

11. On their quest for the Golden Fleece, the argonauts sailed aboard the *argo*.

12. Has *galileo*’s mission been completed?

13. The USS *forrestal* sailed out of this port.

14. Footage of the launch of the space shuttle *columbia* was shown in a documentary last night.

15. It’s fun to sit on the balcony listening to the sound of the train *newcastle express* as it roars past our apartments.

### Buildings and Other Structures

The names of buildings and other structures are capitalized. Do not capitalize the name of a type of building unless the word is part of the building’s name.

**EXAMPLES**

- *Rialto Bridge* [Bridge is part of the structure’s name.]
- *Sears Tower* [Tower is part of the building’s name.]

### Exercise C

Circle each letter that should be capitalized in each of the following sentences.

**Example 1.** Andreas brought pictures of the *Great Wall* of China to class. [*Great Wall* should be capitalized because it is the name of a structure.]

16. My aunt visited Chaucer’s grave, which is inside *westminster abbey*, when she was in London. [What words are the name of a building?]

17. The senior prom was held at the *driskill hotel*.

18. Meet us at the *paramount theater* at 7:00 P.M.

19. The *riverside animal park* opened today.

20. The *turner wildflower center* was full of flowers in bloom.
Capitalization F
Monuments, Memorials, and Awards

12d. Capitalize proper nouns and proper adjectives.

The names of monuments and memorials, which are often buildings or structures, are capitalized. The names of special awards and prizes also should begin with a capital letter.

**EXAMPLES**

- Cape Kruzenshtern National Monument
- Lincoln Memorial
- Purple Heart

**NOTE** Some proper nouns have more than one word. In these names, short prepositions (those of fewer than five letters) and articles (a, an, the) are generally not capitalized. Some common short prepositions are at, in, from, of, on, to, and with.

**EXAMPLE** Medal of Freedom [The short preposition of in the proper noun Medal of Freedom is not capitalized.]

**EXERCISE A** Circle each letter that should be capitalized in each of the following sentences.

**Example 1.** Each year, the Academy of Motion Picture Arts and Sciences awards an Oscar for best actress. [Oscar is the name of an award.]

1. Who won the pritzker prize this year? [What words are the name of an award?]
2. On our trip to Washington, D.C., we saw the Washington monument.
3. The civil rights memorial was dedicated in Montgomery, Alabama.
4. In Japan, the Sengen shrine has been used in the worship of Mount Fuji.
5. Someday, Brook hopes to win an Avery Fisher prize.

**EXERCISE B** Circle each letter that should be capitalized in each of the following sentences.

**Example 1.** Did you see Andromeda last night? [Andromeda is the name of a constellation.]

6. Is Neptune the planet farthest from the sun? [What word is the name of a planet?]
7. Studies of Biela’s comet helped support the idea that some meteors are pieces of comets.
8. The star Proxima Centauri is part of a triple star system.
9. The moon is too bright tonight for us to see the Pleiades.
10. Like the moon, the planet Mercury exhibits phases.

**School Subjects**

Capitalize the names of language classes or course names that include a number. Otherwise, the names of school subjects are not capitalized.

**EXAMPLES**
- math [school subject]
- German [name of a language class]
- Creative Writing II [course name that includes a number]

**NOTE** Do not capitalize the word *freshman*, *sophomore*, *junior*, or *senior* unless it is part of a name.

**EXAMPLES**
- Is Deven a junior or a senior this year? [Junior and senior are not capitalized.]
- Tomorrow is Freshman Spirit Day. [Freshman is capitalized because it is part of a name.]

**Exercise C** Circle each letter that should be capitalized in each of the following sentences. Draw a slash through each letter that is capitalized but should be lowercase.

**Example** 1. I am planning to take Math and Latin classes next year. [Math should not be capitalized because it is the name of a class but does not have a number. Latin should be capitalized because it is the name of a language.]

11. Do you enjoy your geometry II class? [What word is the name of a class followed by a course number?]
12. I finished my Chemistry homework last night.
13. Mr. Durand is a good French teacher.
14. I wrote an essay for my Language Arts class.
15. Mrs. Garcia is teaching physical education II next year.
Capitalization G
Titles of Persons

12f. **Capitalize titles.**

Always capitalize the title of a person when the title comes before the person’s name. Even if the title is abbreviated, capitalize it.

**EXAMPLES**
- These orders should go directly to Captain Knight. [The title Captain comes before a person’s name.]
- Did you make an appointment with Dr. Ramirez? [Dr., an abbreviation for the title Doctor, comes before a person’s name.]
- The professor claimed that birds were actually dinosaurs. [The word professor is not capitalized because it does not come before a person’s name.]

**Exercise A** Circle each letter that should be capitalized in each of the following sentences. Draw a slash through each letter that is capitalized but should be lowercase.

**Example 1.** We followed the instructions of Mr. Blake, our piano Instructor. [Mr. should be capitalized because it is a person’s title and comes before a person’s name.]

1. The Mayor spoke to the town council. [What word is a title? Does it come before a person’s name?]
3. That sprained ankle may need a Doctor’s care.
4. The army troop was under the command of sergeant Jefferson.
5. Shelley was elected President of the student council.

A word that shows a family relationship is capitalized when the word comes before the person’s name or is used in place of the person’s name.

**EXAMPLES**
- Ask Dad if he would like a sandwich, too. [Dad is used in place of someone’s name.]
- Do you think Uncle Robert will play the fiddle at the family reunion? [Uncle comes before a person’s name.]

Do not capitalize a word showing a family relationship when a possessive comes before the word. Possessives are words such as my, your, his, her, its, our, and their.

**EXAMPLES**
- My aunt Veronica is a very good chef. [My comes before a word showing a family relationship; therefore, aunt is not capitalized.]
- What time is your grandma arriving from Spain? [Your comes before a word showing a family relationship; therefore, grandma is not capitalized.]
**Exercise B** Circle each letter that should be capitalized in each of the following sentences. Draw a slash through each letter that is capitalized but should be lowercase.

**Example 1.** I think that cousin Fred is coming to the birthday party for my Father. [Cousin should be capitalized because it comes before a person’s name. Father should not be capitalized because it follows the possessive word my.]

6. Remember that grandma needs a ride to the airport at 3:00 P.M. [What word is used in place of someone’s name?]

7. Is your Mother coming to the talent show tonight?

8. I didn’t know that your Uncle Mike was in the Peace Corps.

9. This afternoon, dad, I have a guitar lesson.

10. My Aunt Kelly was a country-western singer.

**Titles of Creative Works**

Whenever you write the title of a book, a poem, or any other creative work, be sure to capitalize the first word, the last word, and all other important words. Capitalize these words in subtitles, too. Do not capitalize an article (a, an, or the) or a short preposition (such as of, in, or with) unless the article or preposition is the first or last word in the title or subtitle.

- **BOOK** Frankenstein; or, the Modern Prometheus
- **CHAPTER** “The Great Depression”
- **POEM** “Ode on a Grecian Urn”
- **PAINTING** Sidewalk and Grate

**Exercise C** Circle each letter that should be capitalized in each of the following sentences.

**Example 1.** Have you finished reading Hamlet, Prince of Denmark? [Hamlet, Prince of Denmark is the name of a play.]

11. The times was founded in 1851. [What word is the name of a newspaper?]

12. My doctor keeps a copy of the book middlemarch on her desk.

13. Miguel told us that he found the painting subway angels: a study in blue very beautiful.

14. For Christmas, Ms. Kostas is writing a play called a yuletide visitor.

15. Have you finished reading the short story “the last bus”?
End Marks

An **end mark** is a period, question mark, or exclamation point used to indicate the purpose of a sentence.

**Sentences**

**13a.** A statement (or declarative sentence) is followed by a period.

**EXAMPLE** Buster is the dog with the brown spots. [The sentence is a statement, so it is followed by a period.]

**13b.** A question (or interrogative sentence) is followed by a question mark.

**EXAMPLE** What time is your guitar lesson? [The sentence is a question, so it is followed by a question mark.]

Sometimes a sentence may sound like a question but be a statement. Use a period when a sentence is a statement.

**EXAMPLES** Did you get the correct answer to question five? [The sentence is a question, so it is followed by a question mark.]

Jacob asked if we got the correct answer to question five. [The sentence is a statement, not a question, so it is followed by a period.]

**EXERCISE A** Use proofreading symbols to add either a period or a question mark as needed to each of the following sentences.

**Examples** 1. Austin is the capital of Texas. [The sentence is a statement, so it should be followed by a period.]

2. Did you water the plants this morning? [The sentence is a question, so it should be followed by a question mark.]

1. Maya said that it was nice being at home again [Is the sentence a question or a statement?]

2. Are you finished with your essay for history class [Is the sentence a question or a statement?]

3. Do you think your father will give us a ride to the movies

4. We gathered research at the library on Saturday for our essays

5. The newspaper was delivered early this morning

6. What do you think of my handmade quilt

7. Is it time for the baby’s bath

8. I would like more asparagus, please

*Developmental Language Skills*
9. Is Michael’s specialty spaghetti with marinara sauce

10. Allison asked Teresa if Teresa could tutor her after school

### 13c. An exclamation (or exclamatory sentence) is followed by an exclamation point.

**EXAMPLE** Look out for that step! [The sentence is an exclamation, so it is followed by an exclamation point.]

An interjection is followed by an exclamation point or comma. If the interjection expresses mild surprise or excitement, it is followed by a comma. If the interjection expresses strong surprise or excitement, it is followed by an exclamation point.

**EXAMPLES**

- Oh, I’m glad you are feeling better. [The interjection _Oh_ expresses mild excitement, so it is followed by a comma.]
- Wow! That model airplane can fly high! [The interjection _Wow_ expresses strong surprise, so it is followed by an exclamation point.]

### 13d. A request or a command (an imperative sentence) is followed by either a period or an exclamation point.

If the request or command is mild, it is followed by a period. If the request or command is strong, it is followed by an exclamation point.

**EXAMPLES**

- Please clean your room. [The request is a mild command, so it is followed by a period.]
- Don’t touch that hot oven! [The command is strong, so it is followed by an exclamation point.]

### Exercise B

Use proofreading symbols to add a period, comma, or exclamation point where it is needed in each of the following sentences.

**Example 1.** Ah, that is what he meant. [Ah is a mild interjection, so it should be followed by a comma.]

11. No Don’t bring that spider near me! [What word is an interjection expressing strong surprise?]

12. Don’t climb any higher

13. My what a beautiful garden that is.

14. That television is far too loud

15. Hey Turn that music down!
Abbreviations A

Many abbreviations are followed by a period.

Personal Names

Abbreviate names if a person is commonly known by the abbreviated form of the name. Place a period after each initial, leaving a space between two initials, but not between three or more.

**EXAMPLES**

Thomas **A**. Edison  
Ida **B**. Wells-Barnett  
**T**. **S**. Eliot  
**M**. **F**. **K**. Fisher

**Exercise A** Use proofreading symbols to add periods where they are needed in each of the following sentences.

**Example 1.** My uncle, Reilly **J**. Ward, established the first hotel in Riverside. [**J** is an initial that stands for someone's name, so it should be followed by a period.]

1. Did you read that book by F Scott Fitzgerald?  
**[What letter stands for someone's name?]**

2. My father is known as E E J Serafini.

3. One of the U.S. presidents on the list is Ulysses S Grant.

4. When Roberta becomes an author, her pen name will be R N McIntyre.

5. Of all the authors we have studied, I like E M Forster the best.

**Titles**

Abbreviate social titles (*Mr.*, *Mrs.*, *Ms.*, *Sr.*, *Sra.*, *Dr.*) whether they are used before the full name or before the last name alone. Abbreviate civil and military titles used before full names or before initials and last names. Spell out civil and military titles when they are used before last names alone.

**Examples**

*Dr*. Michelle L. Rodriguez  
*Sen*. Mary Janowitz  
*Prof*. J. Garcia  
*Senator* Thomas

Abbreviate titles and academic degrees that come after names.

**Examples**

John Andrews, Jr.  
Janet Meyerson, M.D.

**Note** Do not use the abbreviations *Mr.*, *Mrs.*, *Ms.*, or *Dr.* with a title or degree that appears after a name.

**Incorrect** Dr. Robert Agarwal, M.D.  
**Correct** Dr. Robert Agarwal  
Robert Agarwal, M.D.
EXERCISE B  Circle the letter of the item that is correctly abbreviated in each of the following pairs.

Example  1.  a. Mrs. Mary Park  b. Missus Mary Park

[Social titles should be abbreviated.]


[Should military titles be abbreviated before last names alone?]


8.  a. Dr. Ann Bernini, M.D.  b. Ann Bernini, M.D.

9.  a. Professor McDonald  b. Prof. McDonald


Agencies, Organizations, and Acronyms

Many agencies and organizations are known by their acronyms. An **acronym** is formed from the first (or first few) letters of a series of words. When writing, spell out the first use of the name of the agency or organization. After that, you may use the acronym. Do not use periods in acronyms.

**EXAMPLES**  
PBS  Public Broadcasting Service  
HSUS  Humane Society of the United States

EXERCISE C  Circle the letter before the item that is correct in each of the following pairs.

Example  1.  a. The EPA is investigating the spill. Environmental Protection Agency personnel soon will begin arriving at the contaminated site.

b. The Environmental Protection Agency is investigating the spill. EPA personnel soon will begin arriving at the contaminated site. [The first use of the name of an agency or organization should be spelled out rather than abbreviated.]

11.  a. HUD  b. H.U.D.  [Should an acronym contain periods?]

12.  a. The Department of Public Safety is expanding. DPS officials are calling for applicants.

b. The DPS is expanding. Department of Public Safety officials are calling for applicants.

13.  a. MDA  b. M.D.A.

14.  a. Volunteers for MADD handed out Mothers Against Drunk Driving brochures today.

b. Volunteers for Mothers Against Drunk Driving handed out MADD brochures today.

15.  a. O.S.H.A.  b. OSHA
Many abbreviations are followed by a period.

Geographical Terms

Spell out names of states and political units in regular text. Abbreviate names of states and political units in tables, notes, and bibliographies.

TEXT Have you ever been to Portland, Oregon, or Memphis, Tennessee?

TABLE OR NOTE Portland, Ore. Memphis, Tenn.

Spell out the words of an address in regular text. Words in a letter address or in tables and notes may be abbreviated. Use two-letter state abbreviations only when the ZIP Code is included.

TEXT My sister moved to 4523 Woodlawn Avenue, Seattle, Washington.

ENVELOPE 4523 Woodlawn Ave.
Seattle, WA 78564

TABLE Westlake Dr. | Albuquerque, N. Mex.

Exercise A Circle the letter of the item that is correct in each of the following pairs.

Examples 1. a. They’ve lived in Phoenix, Arizona, and San Diego, California.

   b. They’ve lived in Phoenix, Ariz., and San Diego, Calif.

   [The names of states should be spelled out in regular text.]

1. a. 4782 Anderson Lane

   Riverdale, CA

   Riverdale, CA 89753

   [When should a two-letter abbreviation of the name of a state be used?]

2. a. The university library is located in Nashville, Tennessee.

   b. The university library is located in Nashville, TN.

3. a. The invitation said that the party is at 332 Cameron Dr.

   b. The invitation said that the party is at 332 Cameron Drive.

4. a. My grandmother’s luggage was sent to Paris, France, not Paris, Tex.

   b. My grandmother’s luggage was sent to Paris, France, not Paris, Texas.

5. a. 784 Prairie Ln.

   Oklahoma City, OK 78843

   [When should a two-letter abbreviation of the name of a state be used?]
**Time**

Always abbreviate A.D. (*anno Domini*), B.C. (*before Christ*), A.M. (*ante meridiem*), and P.M. (*post meridiem*). Spell out the names of months and days in regular text. The names of months and days can be abbreviated in tables, notes, and bibliographies.

**EXAMPLES**  
This tomb was sealed in 1355 B.C. and it was opened in A.D. 1786.

The bridge will open at 9:00 A.M. tomorrow, **Monday, August 21**.

**NOTE**  
Fri., Oct. 12

**Units of Measurement**

Spell out the names of units of measurement in regular text. They may be abbreviated in tables and notes following a number. Abbreviations for units of measurement are usually written without periods, but *in.*, the abbreviation for *inch*, always has a period to avoid confusion with the word *in*.

**TEXT**  
The room measured seven **feet** by twelve **feet**. [The unit of measurement *feet* is spelled out in regular text.]

**TABLE OR NOTE**  
26 in. 2 c water 1 **doz** eggs [Abbreviated measurements are written without periods, except for *in.* for *inch*.]

**EXERCISE B**  
Circle the letter of the item that is correct in each of the following pairs.

Example 1.  
- a. The meteor shower will peak at 3:00 A.M.
- b. The meteor shower will peak at 3:00 *ante meridiem*.

[**Ante meridiem** and **post meridiem** should always be abbreviated.]

6. a. Is the dance scheduled for Wed., Nov. 20?  
- b. Is the dance scheduled for Wednesday, November 20?  
[Should days and months be abbreviated in regular text?]

7. a. We need three yds of material for this dress.  
- b. We need three yards of material for this dress.

8. a. These scattered stones, in 1500 BC, were part of a wall.  
- b. These scattered stones, in 1500 B.C., were part of a wall.

9. a. **NOTE** 5 tsp basil  
- b. **NOTE** 5 teaspoons basil

10. a. **NOTE** Sat., May 31  
- b. **NOTE** Saturday, May 31
Commas A

Items in a Series

13f. Use commas to separate items in a series.

Do not use a comma before the first item or after the last item in a series.

**WORDS**

The cups, saucers, glasses, and dishes have been washed. [Each of the nouns in the list is a separate item, so commas separate the nouns.]

**PHRASES**

The dog ran down the street, across the yard, and through the gate. [Each of the phrases in the list is a separate item, so commas separate the phrases.]

**CLAUSES**

The heater is on, the doors are closed, and the room is warm. [Each of the clauses in the list is a separate item, so commas separate the clauses.]

When *and*, *or*, or *nor* joins all the items in a series, do not use commas to separate them.

**EXAMPLES**

Paul and Roger and Margaret were all selected for the leads in the play.  
[And joins all the items in the series, so commas do not separate the items.]

The missing keys must be on the counter or in the cabinet or under the sofa.  
[Or joins all the items in the series, so commas do not separate the items.]

**EXERCISE A**

Use proofreading symbols to add commas where they are needed in each of the following sentences. If a sentence doesn’t need additional commas, write *C* on the line provided.

**Examples**

1. Rita went to the optometrist, got an eye exam, and selected a pair of glasses.  
[Commas should separate items in a series.]

2. The kitten stretched and yawned and napped.  
[And joins all the items in the series, so no commas are needed.]

C  

1. Were Robert and Marcia and Janet the finalists in the talent show?  
[Do items in a series joined by *and* need commas?]

2. My favorite kinds of books are mysteries thrillers and the classics.  
[Do commas separate each of the nouns in this series?]

3. We rode our bikes swam in the creek and fished for trout.

4. Aunt Sally sewed and washed and pressed the curtains.

5. I wrote my essay and completed my math problems and planned my science project.

6. Did Anna write produce and direct her own play?

7. The cows grazed in the field mooed loudly and stood blinking in the sunlight.

**GO ON**
8. My father planted the flowers, mulched the garden, and watered the plants.
9. Vincent chopped the vegetables, stirred the stew, and baked the bread.
10. The parrot squawked, rustled its feathers, and asked for a cracker.

13g. Use a comma to separate two or more adjectives preceding a noun.

**EXAMPLE**  The green, lush hills were beautiful against the blue, clear sky. [Green and lush describe hills and are separated by a comma. Blue and clear describe sky and are separated by a comma.]

Don’t place a comma before the last adjective in a series if the adjective is so closely related to the noun that it is thought of as part of the noun.

**EXAMPLE**  A small, new French restaurant is on Richmond Avenue. [Small and new are both adjectives describing French restaurant, so a comma separates them. French and restaurant are thought of as part of the same noun, so no comma comes before French.]

An adverb may modify an adjective that comes before a noun. Do not use a comma between the adverb and adjective.

**EXAMPLE**  It was a bright, sunny morning. [Bright and sunny are adjectives describing morning, so a comma separates them.]
He’s wearing a bright green jacket. [Bright describes the adjective green, so bright is an adverb. No comma is needed between bright and green.]

**EXERCISE B** Use proofreading symbols to add commas where they are needed in each of the following sentences. If a sentence doesn’t need commas, write C on the line provided.

**Example**  1. Don’t you like that fancy, new grocery store? [Fancy and new describe grocery store, which is thought of as one item.]

11. I like those light yellow curtains. [Is light an adverb describing the adjective yellow?]
12. Lucy is a gentle intelligent dog.
13. Today was a beautiful windy spring day.
14. Dad prepared a light tasty lunch.
15. Mario is a hungry tired boy.
Commas B
Independent Clauses

13h. Use a comma before a coordinating conjunction (and, but, for, nor, or, so, or yet) when it joins independent clauses.

**Examples**  
Sandy skated to the park, and Marcus rode his bike. [The two groups of words are independent clauses that are joined by and.]
Dad repaired the fence, but Mom mowed the lawn. [The two groups of words are independent clauses that are joined by but.]

**Reminder** An independent clause is a group of words that has a subject and a verb, expresses a complete thought, and can stand by itself as a sentence.

**Exercise A** Use proofreading symbols to add commas where they are needed in each of the following sentences.

**Examples**  
1. Joshua played the guitar and Susan sang a song. [A comma should be placed before the coordinating conjunction and, which joins two independent clauses.]
2. The room had been painted, but the floor still needed to be repaired. [A comma should be used before the coordinating conjunction but, which joins two independent clauses.]

1. Are you studying or are you sleeping? [Does a comma separate two independent clauses joined by or?]
2. Patrick painted the shutters and Felicia painted the eaves. [Does a comma separate two independent clauses joined by and?]
3. He didn’t feel well yet he went to the concert.
4. My uncle built a boat but he isn’t sure it will float.
5. We could go to the library or we could study at home.
6. Veronica wasn’t prepared for class but she promised herself that it wouldn’t happen again.
7. The kitten played with the toy mouse all day so he took a long afternoon nap.
8. The book *The Hobbit* was very good so I am reading *The Lord of the Rings*.
9. We went to the baseball game and my little brother caught a fly ball.
10. I enjoyed the art gallery and Mom enjoyed the wildflower center.
A compound sentence has two or more independent clauses. Do not confuse a compound sentence with a simple sentence that has a compound verb. A compound verb is two or more verbs that are joined by a conjunction and share the same subject. A simple sentence does not need a comma before the conjunction that joins its verbs.

**EXAMPLES**

The chipmunk grabbed the pecan, and he shelled it with his paws. [This compound sentence has two independent clauses joined by the conjunction *and*, so a comma is used before *and*.]

The dog jumped in the air and caught the ball. [This simple sentence has only one subject and a compound verb, *jumped* and *caught*. The sentence has only one independent clause. No comma is needed.]

**EXERCISE B** Use proofreading symbols to add commas where they are needed in each of the following sentences. If a sentence doesn’t need commas, write C on the line provided.

**Examples**

1. The butterfly floated through the air and landed on the coneflower. [The simple sentence has a compound verb, *floated* and *landed*. It does not need a comma.]

2. My father jogged past the bridge and then he rested on the park bench. [This sentence has two independent clauses joined by the coordinating conjunction *and*. A comma should be placed before the coordinating conjunction.]

11. The snake sunned itself on the patio and then slithered away. [Are there two independent clauses joined by a coordinating conjunction in this sentence?]

12. The movie was long and dull but my aunt stayed until the end. [Are there two independent clauses joined by a coordinating conjunction in this sentence?]

13. Has Janet combined the colors and brushed paint on the canvas?

14. The newspaper flew from the delivery person’s hand and landed right on the porch.

15. The leaf fell from the tree and tumbled in the wind.

16. Little Sara swam the length of the pool so her father cheered for her.

17. I rode my bike to the bus stop but I took a cab to the museum.

18. Julian mixed the ingredients and his mother baked the casserole.

19. Did Victoria kick the soccer ball and run down the field?

20. I read the article and wrote a review of it.
Commas C
Nonessential Elements

13i. Use commas to set off nonessential subordinate clauses and nonessential participial phrases.

A nonessential subordinate clause adds information to a sentence but is not necessary to the meaning of the sentence. A nonessential subordinate clause can be removed from the sentence without changing its basic meaning.

**EXAMPLE** Our teacher, who is an author, helped us begin our essays. [Who is an author is a nonessential subordinate clause. It adds information about teacher and can be removed from the sentence without changing the basic meaning of the sentence.]

**REMINDER** A subordinate clause is a group of words that has both a verb and its subject but does not express a complete thought.

An essential subordinate clause contains information that is necessary to the meaning of the sentence. An essential subordinate clause is not set off by commas.

**EXAMPLE** The boys that are standing by the lockers are my cousins. [That are standing by the lockers is an essential subordinate clause that tells which boys are being discussed.]

**EXERCISE A** The subordinate clause in each of the following sentences is underlined. If the clause is nonessential, use proofreading symbols to insert commas where they are needed. If the clause is essential and does not need commas, write C on the line provided.

Examples 1. My little brother, who is wearing the blue shirt, is a very fast runner. [Who is wearing the blue shirt is a nonessential subordinate clause adding information about brother. It should be set off from the rest of the sentence by commas.]

C 2. Is the book that is on the sofa Joshua’s favorite? [The essential subordinate clause that is on the sofa does not need commas.]
7. Jennifer wrote the article that was printed in the school newspaper.

8. We shouldn’t try to paint the car’s hood while the wind is blowing.

9. That team which is in our division was last year’s regional champion.

10. The store manager is the person whom we first contacted.

A nonessential participial phrase adds information to a sentence but is not necessary to the meaning of the sentence. A nonessential participial phrase can be removed from the sentence without changing its basic meaning.

**Example** Warmed by the sun, the streets steamed after the rain. [The participial phrase Warmed by the sun adds information about streets but can be removed from the sentence without changing the basic meaning of the sentence.]

A participial phrase is a group of words that begins with a present or past participle. The entire phrase is used as an adjective.

An essential participial phrase contains information that is necessary to the meaning of a sentence. Essential participial phrases are not set off by commas.

**Example** The man jogging around the park is my father. [The participial phrase jogging around the park is necessary to the meaning of the sentence. The phrase is not set off by commas.]

**Exercise B** The participial phrase in each of the following sentences is underlined. If the phrase is nonessential, use proofreading symbols to insert commas where they are needed. If the phrase is essential and does not need commas, write C on the line provided.

**Example** 1. Thrown into the stands, the football bounced into Zack’s hands. [The participial phrase Thrown into the stands is not necessary to the basic meaning of the sentence, so it is set off by a comma.]

11. How many of the parts worn by friction can be replaced quickly? [Does the basic meaning of the sentence change if the participial phrase is removed?]

12. The snail creeping slowly finally made it to the garden.

13. Citizens needing information about where to vote should visit the city’s Web site.

14. Polished with wax the car looked as if it were new.

15. The boy speaking with the teacher about the essay is Robert.
Commas D
Introductory Elements
13j. Use a comma after certain introductory elements.

Use a comma to set off introductory words such as yes, no, well, or why at the beginning of a sentence.

**EXAMPLES**
- No, the plants haven’t been watered yet.
- Well, I think it is time to leave.

**EXERCISE A**
Use proofreading symbols to add commas where they are needed in the following sentences.

**Example 1.** No, I didn’t see that bird.  [No is an introductory element, so it should be set off by a comma.]

1. Well Sheila said that it might happen.  [What word is an introductory element?]
2. Why that is the prettiest bouquet of flowers I have ever seen!
3. Yes I will meet you at the movies at 7 P.M.
4. Oh that was a complete surprise!
5. Yes I agree with you completely.

Use a comma after an introductory participle or participial phrase.

**REMINDER**
A participle is a verb form usually ending in –ing or –ed that is used as an adjective. A participial phrase is a group of words that begins with a participle and is used as an adjective.

**EXAMPLES**
- Pouncing, the cat landed on the toy mouse.  [The introductory participle Pouncing is set off from the rest of the sentence by a comma.]
- Frozen by the winter cold, the lawn had turned yellow.  [The introductory participial phrase Frozen by the winter cold is set off from the rest of the sentence by a comma.]

**EXERCISE B**
Use proofreading symbols to add a comma where it is needed in each of the following sentences.

**Example 1.** Reading, the boy stumbled over the chair.  [Reading is an introductory participle, so it should be set off from the rest of the sentence by a comma.]

6. Proofreading his essay for the last time Julio felt happy about his work.  [What words are an introductory participial phrase?]
7. Blushing Maura thanked the student council for their compliments.
8. Made from scratch the casserole tasted delicious.
9. Smiling the mayor, wearing his best suit, announced that the resolution had passed.

10. Trimmed the bushes along the front sidewalk looked good again.

Use a comma after two or more introductory prepositional phrases or after one long introductory prepositional phrase.

EXAMPLES In the fields next to the school, we found a jacket. [The two introductory prepositional phrases are followed by a comma.]

After hard work and perseverance, we won the championship. [The long introductory prepositional phrase is followed by a comma.]

Use a comma after an introductory adverb clause. An adverb clause is a group of words that has a subject and a verb, cannot stand alone as a sentence, and tells where, when, how, or to what extent about another word in the sentence. An adverb clause begins with a subordinating conjunction such as as soon as, although, after, because, if, when, or while.

EXAMPLES As soon as Ashley gets here, we will leave for the recital. [The introductory adverb clause is followed by a comma.]

EXERCISE C Insert commas where they are needed in each of the following sentences.

Examples 1. While I waited for my mother, I read part of Chapter 27. [The introductory adverb clause While I waited for my mother should be followed by a comma.]

2. Under the umbrella over the picnic table, we ate our lunch. [A comma should follow the two prepositional phrases Under the umbrella and over the picnic table.]

11. After warming up on the violin for the next several minutes Frederick will perform. [Should a comma follow two or more introductory prepositional phrases?]

12. When you get home will you please let the dog out? [Should a comma follow an introductory adverb clause?]

13. Although we didn’t think we would win the game we won by five points.

14. Near the edge of the lake the ducks quacked happily.

15. Once the dog had drunk its water did it bound off after the ball?

16. After we wash the dishes we can ride our bikes to the park.

17. By the time the game is over my mother should be here.

18. Since I have been exercising regularly I feel healthier and stronger.

19. As soon as we feed the baby we can leave for the picnic.

20. Beneath the books on the table you will find the letter.
Commas E
Interrupters

13k. Use commas to set off an expression that interrupts a sentence.

Use commas to set off nonessential appositives and appositive phrases. An **appositive** is a word that is placed beside another word to explain or describe it. An **appositive phrase** is a group of words that includes an appositive and any of the modifiers of the appositive.

A **nonessential** appositive or appositive phrase adds information to a sentence but is not necessary to the basic meaning of the sentence.

**EXAMPLE**  My cousin, the athlete, draws very well. [The appositive phrase the athlete adds information about cousin but is not necessary to the meaning of the sentence.]

An **essential** appositive or appositive phrase adds information that is necessary to the meaning of the sentence. An essential appositive or appositive phrase is not set off from the rest of the sentence by commas.

**EXAMPLE** My friend Carmen invited me to dinner. [The essential appositive Carmen is not set off from the rest of the sentence by commas.]

**EXERCISE A** The appositives and appositive phrases in the following sentences are underlined. If the appositive or appositive phrase is nonessential, use proofreading symbols to add commas where they are needed. If the appositive or appositive phrase is essential and the sentence is correct without commas, write C on the line provided.

**Examples** 1. Teresa, the oldest girl in our family, is graduating from high school tomorrow. [The nonessential appositive phrase the oldest girl in our family should be set off by commas.]

   **C** 2. My brother Tom came for a visit this weekend. [The essential appositive Tom should not be set off by commas.]

   1. Your aunt the one that lives in Mexico is a talented artist. [Will the basic meaning of the sentence change if the appositive phrase is removed?]

   2. Does the store Kodie’s sell hand-crafted shelves? [Is the appositive necessary to the basic meaning of the sentence?]

   3. Barney my little brother’s hamster runs on its wheel for hours.

   4. These tools some wrenches and screwdrivers are probably all we’ll need to finish the project.

   5. The assignment a five-page essay on wildlife is due on Monday.


*Developmental Language Skills*
for CHAPTER 13: PUNCTUATION  pages 390–391  continued

7. The quilt the one with the gingham and clouds was sewn by my great-grandmother.
8. Is that dress the white chiffon the one you want?
9. My dog Barkley is the smartest dog on the whole block.
10. The dentist Dr. Nobles always kids me out of being afraid.

Words used in direct address are set off by commas. Direct address names the person or persons spoken to in a sentence.

EXAMPLE  Marcellus, could you come here please?  [Marcellus is direct address, so it is set off from the rest of the sentence by a comma.]

Exercise B  Use proofreading symbols to add commas where they are needed in the following sentences.

Example 1. What are you doing after school, Sarah?  [Sarah is direct address, so it should be set off from the rest of the sentence by a comma.]

11. This pasta primavera Dad is the best I have ever tasted.  [What word is direct address?]
12. Your poem Mr. Reyes is inspirational.
13. Suzi what do you think of our science project?
14. I will decorate for the party Lee if you bring the plates and cups.
15. What time does the movie start Francis?

Parenthetical expressions are set off by commas. Parenthetical expressions are side remarks that add information or show relationships between ideas in a sentence. Some common parenthetical expressions are after all, by the way, for instance, however, meanwhile, and therefore.

EXAMPLE  He was, after all, an excellent violinist.  [After all is a parenthetical expression, so it is set off from the rest of the sentence by commas.]

Exercise C  Use proofreading symbols to add commas where they are needed in the following sentences.

Example 1. The new girl at school, by the way, is quite nice.  [The parenthetical expression by the way should be set off by commas.]

16. David went home I believe.  [What words are a parenthetical expression?]
17. In the first place I never said that I could attend.
18. The tires however still need to be rotated.
19. She was incidentally the best cook in Springfield.
20. I agree with you of course.
Commas F
Conventional Uses

13l. Use commas in certain conventional situations.

Use commas to separate items in dates and addresses. Do not use commas to separate a month from the day of the month, the day from the month when the day comes before the month, or the month from the year when no day is given.

**EXAMPLES**
The graduation ceremony will be on Friday, May 18, 2009. [Commas are used to separate items in the dates, but a comma does not separate the month from the day of the month.]
The reunion is scheduled for 19 November, 2010. [A comma separates the month from the year, but no comma separates the day from the month.]
The new bridge should be completed by July 2010. [Commas are not used between the month and the year when no day is given.]

Do not use commas to separate a house number from a street name, a state name or abbreviation from a ZIP Code, or items joined by prepositions.

**EXAMPLES**
We once lived at 1325 Newcreek Lane. [Commas are not used between the house number and a street name.]
Send the package to 4217 Woodrow Avenue, Raleigh, NC 44873. [Commas are not used between the two-letter state abbreviation and the ZIP Code.]
The new museum is at 637 Karen Avenue in Manchester. [At and in are prepositions. No commas are used between items separated by the prepositions.]

**EXERCISE A** Use proofreading symbols to add commas where they are needed in each of the following sentences. Draw a slash through each comma that should not be in the sentence.

**Example 1.** In December, 2019, my grandparents will celebrate their fiftieth anniversary. [A comma is not needed between the month and the year when no date is given.]

1. The observatory will be built on Fifth Street, in Weston. [Are commas needed between items joined by a preposition?]
2. The address on the envelope read 234 Anderson Avenue, New York, NY, 65342.
3. Stop by my house at 875, Beechwood Avenue.
4. The wellness center is at 543 Bluebonnet Lane Marshall TX 74652.
5. On January 30 2018 my baby nephew will be eighteen years old.
Use a comma after the salutation of a personal letter and after the closing of any letter. The *salutation* is the short line at the top of a letter in which you greet the person you are writing. The *closing* is the short line at the bottom telling the person that the letter is about to end.

**EXAMPLES**

Dear Macy, Yours truly

**EXERCISE B** Use proofreading symbols to add commas where they are needed in each of the following items.

- **Example 1.** Dear Grandma, [The salutation of a personal letter should have a comma.]
- 6. Sincerely [Should the closing of a letter have a comma?]
- 7. Dear James
- 8. Very truly yours
- 9. Regards
- 10. Dear Aunt Janet

Use a comma to set off a title, such as *Jr., Sr.,* or *Ph.D.,* that follows a person’s name.

**EXAMPLE** Roger Baldwin, Jr.

**EXERCISE C** Use proofreading symbols to add a comma where it is needed in each of the following items.

- **Example 1.** Michael Morris, Sr. [A comma should set off a title after a person’s name.]
- 11. Maria Cypress M.D. [Should a comma set off a title after a person’s name?] 
- 14. Frederick Jefferson Sr.
- 15. Anna Bledsoe Ph.D.
Semicolons A

14a. Use a semicolon between independent clauses that are closely related in thought and are not joined by a coordinating conjunction (and, but, for, nor, or, so, or yet).

**EXAMPLE** The wooden bridge groaned; a heavy truck was driving across. [The clause *The wooden bridge groaned* is connected to the related clause *a heavy truck was driving across* by a semicolon.]

An independent clause has a subject and a verb and can stand alone as a sentence. Two independent clauses with similar ideas may be joined with a semicolon. Use a semicolon only if the ideas are closely related.

**EXAMPLE** The Sahara was once wet and green; climate changes have made it a vast desert. [The two independent clauses are closely related. The clauses are not joined by a coordinating conjunction, so a semicolon separates them.]

**EXERCISE A** Insert a semicolon between the independent clauses in the following sentences.

Example 1. The ring slipped down the drain; Nora immediately turned off the faucet. [The *ring slipped down the drain* is an independent clause, and *Nora immediately turned off the faucet* is an independent clause that tells what Nora did when the ring slipped.]

1. I reached into my pocket the horse nuzzled me for a treat. [Where should these two independent clauses be separated?]

2. The ice cubes must be ready they have been in the freezer for an hour. [Where should these two independent clauses be separated?]

3. Patrick glanced at his watch the plane was actually early.

4. The thermometer showed it was 100 degrees outside Carla went back for her hat.

5. The player kicked toward the net the goalie sprang toward the ball.

6. Dusk fell on the neighborhood porch lights flicked on.

7. The school bus came to a stop children poured out.

8. Margo felt relieved her exam was over at last.

9. The probe landed on the planet computers soon lit up with incoming information.

10. Sunshine Café is famous people come from miles around for the food.
14b. Use a semicolon between independent clauses joined by a conjunctive adverb or a transitional expression.

A **conjunctive adverb** or a **transitional expression** tells how two clauses are related in meaning. Always set off conjunctive adverbs and transitional expressions with commas because conjunctive adverbs and transitional expressions are extra information in the sentence. You can place a conjunctive adverb or transitional expression right after the semicolon or put it within the second clause.

**EXAMPLES**

Camels have very thick skin; **otherwise**, blowing desert sand would hurt them. [The clause *Camels have very thick skin* is connected to the related clause *blowing desert sand would hurt them* by a semicolon and the conjunctive adverb *otherwise.*]

Jan looked at the radios; she did not, **however**, buy one. [The clause *Jan looked at the radios* is connected to the related clause *she did not buy one* by a semicolon and the conjunctive adverb *however.* Conjunctive adverbs do not always come at the beginning of the second independent clause.]

**EXERCISE B** Insert a semicolon between the independent clauses in the following sentences.

**Example 1.** The batteries were dead; as a result, the flashlight was useless. [The transitional expression *as a result* directly follows the semicolon. The expression is set off by one comma.]

11. Laurie worked all summer consequently, she started a savings account. [What conjunctive adverb joins the two independent clauses? Where should the semicolon go?]

12. The nest we were observing was unusual for instance, a hair ribbon was wound through it. [What transitional expression joins the two independent clauses? Does the transitional expression come at the beginning of the second clause?]

13. One team took the mountain route meanwhile, our team took the river route.

14. The woven rug had a snag it began to unravel, in fact.

15. The class was almost over the students, therefore, put away the lab materials.

16. The weather forecast predicted rain Miss Rose, accordingly, decided to bring her umbrella.

17. Don’t throw that paper away instead, put it in the recycling bin.

18. Linda was never a stranger for very long in other words, she was very friendly.

19. It’s getting dark out besides, it’s freezing outside!

20. That bird feeder is popular sparrows, for example, flock around it every day.

146 Sixth Course
Semicolons B

14c. You may need to use a semicolon (rather than a comma) before a coordinating conjunction to join independent clauses that contain commas.

Think of a semicolon as “stronger” than a comma. A comma tells readers to pause, but a semicolon helps readers make a bigger pause when too many commas make a sentence long and confusing.

**EXAMPLE** The toolbox held nails, a hammer, screws, and a screwdriver but a wrench, a ruler, and a saw were missing. [Both independent clauses contain several commas. A semicolon is needed with the coordinating conjunction but to join the clauses without confusion.]

The coordinating conjunctions are and, or, for, nor, but, so, and yet.

**EXERCISE A** Insert a semicolon between the independent clauses in the following sentences.

**Examples**

1. The store was out of paper towels, laundry soap, and dish soap; nor did it have milk, orange juice, or eggs. [These clauses contain commas, so a semicolon and the coordinating conjunction nor join the two independent clauses.]

2. We walked the dogs, watered the plants, and mowed the lawn; and Frank painted the mailbox, washed the dishes, and mended the fence. [These clauses contain commas, so a semicolon and the coordinating conjunction and join the two independent clauses.]

1. The suitcase contained shirts, lots of socks, pants, and a tie but it had no identification card, tag, or paper inside. [What coordinating conjunction joins the two independent clauses? Does the sentence need a semicolon to help make a stronger pause?]

2. Mr. Snyder will go on vacation June 16 through June 20, and then take off June 25 or he will take off June 6 through June 15. [What coordinating conjunction joins the two independent clauses? Does the sentence need a semicolon to help make a stronger pause?]

3. A stage costume may have feathers, sequins, and several flounces yet bright colors and a simple design will show up more onstage.

4. Stock your pantry with noodles, cans of fruit, dried beans, and rice for you can use these inexpensive and healthy foods in so many quick meals.

5. The cave tour wound through low walkways, tight tunnels, and cramped turns but then, at the end, we reached an open, large cavern.
6. The children gathered strawberries, blueberries, and raspberries but the strawberries, sweet and juicy, were their favorites.

7. Mrs. Bird had stocked the cabinet with paper, envelopes, and pens so the faculty, staff, and students did not run out of supplies.

8. Today’s mail had two flyers, a few bills, and a catalog yet no letters, postcards, or packages arrived.

9. On the lunch special you can order a main dish, two side dishes, and a drink or a main dish, three side dishes, and fruit can be ordered.

10. The tournament runs Thursday, Friday, and Saturday but Monday, and possibly Tuesday, will also be game days.

14d. Use a semicolon between items in a series if the items contain commas.

**EXAMPLE** The dance team included Lila Keys, the captain; Sandra Davis, the co-captain; and Nina Nichols, the lieutenant. [Each item in this series contains commas. A semicolon between items keeps the items separate and makes the list of items easier to read.]

**EXERCISE B** Circle the commas that should be semicolons between items in the following series.

**Example 1.** The art show winners were Alice James, for oil painting; Bob Tiller, for watercolors; Yin Parks, for murals; and Roy Long, for drawing. [The four items in this series contain commas, so they should be separated by semicolons.]  

11. The museum displayed a mummy, from Egypt, a kimono, from Japan, and a statue, from Italy. [Find each item in the series. Does each item have a semicolon to separate it from the other items?]

12. The band was made up of Shari Bolt, on piano, Chris Lee, on saxophone, Jon Burk, on guitar, and Cam Smith, on drums.

13. A baseball catcher wears a mask, to protect his face, a mitt, to protect his hand, and leg pads, to protect his knees.


15. The hit songs now are “Hello You,” by Kate Katz, “Summer Song,” by The Urchins, and “Salza Waltz,” by Lemon-Aide.
Colons

Lists

**14e. Use a colon to mean “note what follows.”**

(1) **Use a colon before a list of items, especially after expressions such as *as follows* and *the following.*

**EXAMPLES**

- The stew had several ingredients: potatoes, carrots, and celery.  
  [The colon tells a reader that a list follows.]
- The recipe was *as follows:* brown the onions, add the broth, and stir in the chopped vegetables.  
  [The phrase *as follows* and the colon tell the reader that a list follows.]

**NOTE** Do not use a colon immediately after a verb or immediately after a preposition.

**INCORRECT** The school offered: fencing, archery, and karate.  
  [The colon after the verb *offered* cuts off the verb from its complements *fencing, archery, and karate.*]

**CORRECT** The school offered fencing, archery, and karate.

**Exercise A** Circle the colons that are used correctly in the following sentences. Put a slash (/) through colons that are not used correctly.

**Example 1.** The bank teller counted the following coins: nickels, dimes, and quarters.  
  [The colon appears after the phrase *the following* to signal that a list of coins follows.]

1. The dentist had the following three openings: Tuesday morning, Thursday morning, or Friday afternoon.  
   [Is the list correctly set off by a colon?]
2. The Colorado River crosses through: Colorado, Utah, and Arizona.
3. The client jotted down: the name, the address, and the phone number of the company.
4. The past club presidents were as follows: Mr. Samson, Miss Gonzales, and Mrs. Lee.
5. The trainer recommended several exercises as follows: sit-ups, curls, and pull-ups.

**Quotations and Explanations**

(2) **Use a colon before a long, formal statement or quotation.

**EXAMPLE** Jane Austen opens *Pride and Prejudice* with a view of marriage: “It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.”  
  [A colon sets off the long quotation.]

(3) **Use a colon between independent clauses when the second clause explains or restates the idea of the first.

**EXAMPLE** Gina grimaced suddenly: The kitten had attached itself to her ankle.  
  [The second clause is set off with a colon because it explains the first clause.]
**Exercise B** Insert a colon where needed in the following sentences.

1. Our team has a code of honor: We will play hard, play smart, and play against the other team, not against ourselves. [The colon sets off the second sentence, which explains the first sentence.]

6. My father lives by these simple words “You should not live your life as an explanation but live it as an exclamation.” [Does the quotation need a colon before it?]

7. That puppy was on a mission Trashing the couch, chewing shoes, and shredding newspapers seemed its goal in life.

8. The store has a rigid policy They accept no returns without a receipt and a price tag.

9. The novel *Lord Jim* begins with a description of Jim “He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charging bull.”

10. There’s just one problem with this map It is missing a section.

**Conventional Situations**

Use a colon in certain conventional situations.

Use a colon between the hour and the minute, between chapter and verse when referring to a passage from the Bible, between a title and a subtitle, and after the salutation of a business letter.

**Examples**

10:30 P.M. John 3:16

Paw Prints: The Life of a Clever Cat [book] Dear Mr. Jones:

**Exercise C** Insert a colon where needed in the following sentences.

1. Dear Store Manager: [Dear Store Manager is a business letter salutation that needs a colon.]

11. I believe that verse is from Mark 4:1–15 in the Bible. [Should a colon separate the chapter from the verses when referring to passages from the Bible?]

12. Sasha calls this painting Hours of the Day Siesta.

13. The shuttle leaves at exactly 4:00 P.M. each day.


15. Dear Madam Justice
Italics

14g. Use italics (underlining) for the titles and subtitles of books, plays, long poems, periodicals, works of art, films, radio and television series, long musical works and recordings, videos, video and computer games, and comic strips.

Italics are printed letters that slant to the right. If you are not using a computer, you can show italicized words by underlining them: I read The Cave this summer.

**EXAMPLES**  Cry, the Beloved Country [book]  
Smithsonian [magazine]  
Mona Lisa [painting]

**NOTE** Italicize the articles a, an, and the in the title of a periodical (something published at regular intervals, like a magazine or a newspaper) only if the article is part of the official title. Check the title page, front page, or table of contents of a periodical to find the official title.

**EXAMPLE** The article appeared in The New York Times, but it was not in the USA Today that I bought. [The is part of the official title of The New York Times, so it is italicized. USA Today does not have the in its official title, so the is not italicized.]

**EXERCISE A** Underline the words, letters, or numbers that should be italicized in the following sentences.

**Examples** 1. You Can’t Take It with You will be the spring play for the drama club. [You Can’t Take It with You is italicized because it is the name of a play.]

2. Did you find the stock quotes in The Wall Street Journal? [The Wall Street Journal is italicized because it is the title of a periodical (newspaper).]

1. We finally got tickets to the musical The Producers. [Should the title of a long musical work be italicized?]

2. Which part of the long poem The Rime of the Ancient Mariner did you enjoy most? [Should the title of a long poem be italicized?]

3. During my drive from work, I listen to Fresh Air with Terry Gross on the radio.

4. Have you seen my copy of Time magazine?

5. I’m learning sign language from the CD-ROM Speaking with Your Hands.

6. Will we rent Antz or some other movie this weekend?

7. Louisa always carries a tattered copy of Jane Eyre when she travels.

8. I get a laugh out of The Far Side cartoons on my desk calendar.
9. Is my costume for A Midsummer Night’s Dream ready yet?

10. The new television series Danger Mountain should be a hit.

14h. Use italics (underlining) for the names of trains, ships, aircraft, and spacecraft.

**EXAMPLES**  
Orient Express [train]  
Lusitania [ship]  
The Flyer [aircraft]  
Discovery [spacecraft]

14i. Use italics (underlining) for words, letters, symbols, and numerals referred to as such, and for foreign words that have not been adopted into English.

**EXAMPLES**  
Aunt Cora uses the word *pince-nez* to describe her oddly shaped eyeglasses.  
*Pince-nez* is italicized because the writer is calling attention to it as a word. If the writer did not want to call attention to *pince-nez* as a word, the sentence would not contain italics: Aunt Cora asked for her pince-nez.

I stamped the box with an *E* for express mail. *The letter E is italicized because it is referred to as a letter.*

The typewriter’s *6* key doesn’t seem to work. *The number 6 is italicized because it is referred to as a number.*

The hotel clerk in Montreal answered the phone with a cheerful *bonjour*.  
*Bonjour* is italicized because it is a foreign word that has not been adopted into English.

**Exercise B** Underline the words, letters, or numbers that should be italicized in the following sentences.

**Example 1.** What do the letters *km* stand for on this ruler? *The letters km are italicized because they are referred to as letters.*

11. A replica of the Mayflower is on display in the harbor. *Should the names of ships be italicized?*

12. Carmen wrote 60 on the box, but I find only fifty candles in here.

13. We saw gorgeous scenery as we chugged along on the California Zephyr.

14. In Hawaii, we were greeted with the word *aloha* wherever we went.

15. Did I put an extra *s* in *Mississippi*?
Quotation Marks A

14j. Use quotation marks to enclose a direct quotation—a person’s exact words.

When you write exactly what a person says, you are directly quoting that person. Quotation marks show when that person’s exact words begin and when the words end. The first word of a direct quotation generally begins with a capital letter. Words that indicate the speaker are set off with a comma or commas.

**EXAMPLES**

"My hobby," Joe said, "is disk golf." [Joe’s exact words are enclosed in a set of quotation marks.]

The Australian laughed, "You ought to try a boomerang." [The Australian’s exact words are enclosed in a set of quotation marks. Notice that the first word of the quoted sentence is capitalized.]

When you write what someone said without using his or her exact words, you are using an indirect quotation. Indirect quotations do not have quotation marks.

**EXAMPLE**
The historian said that people did not use forks much until the 1700s. [The words people did not use forks much until the 1700s retell what the historian said. They are not the historian’s exact words, so they do not need quotation marks.]

**EXERCISE A** Revise the following sentences by adding quotation marks.

**Examples** 1. "Mom, I’m looking for my backpack," Dinah called. [Dinah’s exact words Mom, I’m looking for my backpack should be set off with quotation marks.]

2. Mom replied, "Look in your closet." [Mom’s exact words are Look in your closet. The first quoted word, Look, is capitalized because it is the first word of the quoted sentence.]

1. The secret to light biscuits is sticky dough, the cook confessed. [Where are the cook’s exact words?] 2. I ride every day, the cyclist said, and I eat a lot of high-energy meals. [Where are the cyclist’s exact words?] 3. Let’s try that scene again, said the director. 4. Try a scarf with that jacket, the salesperson suggested. 5. The salesperson suggested, That red scarf would match best. 6. Race cars, said the mechanic, need a lot of maintenance. 7. Do not stand up in a canoe, our river guide warned.
8. The innkeeper apologized, I’m afraid we are full tonight.

9. Get your cold drinks right here, called the vendor.

10. I think it’s odd, Gene remarked, how the newspaper always ends up in the doghouse.

In general, a comma belongs inside the closing quotation marks. A period also belongs inside the quotation marks if the quotation is at the end of the whole sentence.

**EXAMPLE**

“Your car needs an oil change,” the mechanic advised, “or you could ruin the engine.” [A comma tells the reader to switch from quoted words to the rest of the sentence. The comma goes inside the closing quotation mark. The period at the end of the sentence also goes inside the closing quotation mark.]

Question marks and exclamation points generally go inside the quotation marks if they belong to the quoted sentence. When question marks and exclamation points are not part of the quoted sentence, then they belong outside the quotation marks.

**EXAMPLES**

“What’s wrong with my car?” Curran asked. [The quoted sentence is a question, so the question mark is inside the quotation marks.]

Did the mechanic say, “The oil level is really low”? [The overall sentence is a question about what the mechanic said. The question mark goes outside the quotation marks because it is not part of the quotation.]

**EXERCISE B** Revise the following sentences by adding quotation marks and appropriate punctuation.

**Example 1.** “Bring that rake to me,” Mr. Evans called. [The words *Bring that rake to me* are enclosed in quotation marks because they are Mr. Evans’ exact words. A comma goes inside the closing quotation marks to separate the quotation from the explanation of who was talking.]

11. Is it going to rain Ivan wondered. [Where are Ivan’s exact words? Where does the question mark belong?]

12. The sky this morning Eva wrote is pearly gray.

13. This book Kayla remarked says that pandas aren’t actually bears.

14. Don’t forget to lock the door called Dad.

15. May I have another serving, please the guest asked.
Quotation Marks B

14k. Use quotation marks to enclose titles (including subtitles) of short works, such as short stories, short poems, essays, articles and other parts of periodicals, songs, episodes of radio and television series, and chapters and other parts of books.

EXAMPLES

- "The Gift of the Magi" [short story]
- "Harlem" [poem]
- "On Liberty" [essay]
- "The New Century" [article]

When you use the title of a short work within another quotation, use single quotation marks (’) for the title.

EXAMPLE  Starla asked, “Don’t you love the song ‘Space Race’ by Alien Invasion?” [The song title ‘Space Race’ has single quotation marks around it because it is within a quotation.]

TIP You may find it easier to remember when to use quotation marks or italics with titles if you keep in mind that long works that use italics, such as books and long musical works, usually stand alone. Short works that use quotation marks, such as chapters and songs, are usually part of some larger work.

EXAMPLE  My favorite song from the album Rubber Soul is ‘Norwegian Wood (This Bird Has Flown).’

Exercise A  Revise the following sentences by adding quotation marks to titles of short works.

Examples 1. Ms. Little assigned the chapter “Modern Art” in our textbook. [“Modern Art” is enclosed with quotation marks because it is the title of a book chapter.]

2. I found Pam’s Pizzaria listed in the “Restaurant Review” section of the December city guide. [“Restaurant Review” is the title of a part of a periodical.]

1. Ann Smith appeared in the episode Edge of Night of Mummies and Mommies. [Is the title of an episode set off by quotation marks?]

2. One of Elvis Presley’s first hits was the song Heartbreak Hotel in 1956. [Is the title of a song set off by quotation marks?]

3. Every senior should read the article Packing for College in On the Move magazine.

4. Set the VCR to record the episode Eleanor Roosevelt of The Lives of First Ladies.

5. I made copies of the essay My Certain Slant of Light.

6. Check the chapter Fast Fish Recipes in that cookbook.

7. Mrs. Forest read aloud Wallace Stevens’ poem Anecdote of the Jar to the class.

8. The speaker in Lucille Clifton’s poem Island Mary is a woman.
9. Do you understand that chapter called Fire and Ice in this novel?

10. Wishing Star is my favorite song on this CD.

14L. Use quotation marks to enclose slang words, invented words, technical terms, dictionary definitions of words, and any expressions that are unusual in standard English.

**EXAMPLES**

Hold out your hand so I can “pony up” your allowance. [*Pony up is slang for “pay money owed.”]*

We call Tim’s car the “*Joltswagon.*” [*Joltswagon is an invented term.]*

“*Scud*” is a sailing term meaning “sail with a strong wind.” [*Scud is a technical term in the sailing profession.]*

The rancher rounded up the “*dogies,*” or orphaned calves. [*Dogie is a slang word for a motherless calf.]*

Mina needed plenty of time to get “*dolled up*” for the prom. [*Dolled up is an informal term for “dressed up” in standard English.*]

**EXERCISE B** Revise the following sentences by adding quotation marks around slang words, invented words, technical terms, dictionary definitions of words, and any expressions that are unusual in standard English.

**Examples** 1. I always delete “*spam*” from my e-mail messages. [*The word *spam* belongs in quotation marks because it is an invented term for unwanted Internet messages.*]

2. This old novel refers to nickels as “*jitneys.*” [*The word *jitneys* belongs in quotation marks because it is slang for a type of money.*]

11. Does your brother really prefer snail-mail to electronic communication? [*Is the word *snail-mail* a standard term for traditional postal service?]*

12. The pilot radioed roger when he’d gotten our message. [*Is the term *roger* a technical term in communications?]*

13. In Canada, a toonie is a two-dollar coin.

14. The headings in the beautiful, old manuscript were set in a swash style of type.

15. Dan said he was a spelunker, which means cave explorer.

16. The newspaper called the unsuccessful track meet an Uh-Oh-lympics.

17. Gina loves to put little emoticons (smiling face symbols) in her e-mails.

18. *Voyage to Mars* was the sleeper hit of the summer movie season.

19. Dad’s lawn mower is so advanced that we call it the Robomower.

20. I think our cat is the original couch potato.
Ellipsis Points

**Use ellipsis points** to mark omissions from quoted material and pauses in a written passage.

When you leave out words in a direct quotation, you must use three ellipsis points (three periods with spaces between them) to show where the words were left out. You can use ellipsis points for words left out at the beginning, middle, or end of a quotation.

**Original**

Mr. Conrad explained, “Not all birds can fly. Penguins have wings, but they cannot fly. Instead, penguins swim underwater by using their wings.”

**Omission**

Mr. Conrad explained, “Not all birds can fly. Penguins have wings, but they . . . swim underwater by using their wings.” [Three ellipsis points show where the words *cannot fly. Instead, penguins* have been left out of the quotation.]

**Note**

When you omit the first word of a sentence, capitalize the new first word of the sentence. Then, put brackets around the capital letter to show that the word was not capitalized in the original sentence.

**Example**

“Not all birds can fly. . . . [P]enguins swim underwater by using their wings.”

**Exercise A**

Rewrite the following sentences by crossing out the words in parentheses. Then, draw ellipsis points above the crossed out words. If a sentence will begin with a new first word, put the capital letter in brackets after the ellipsis points.

**Examples 1.**

The journalist claimed, “The background for this article came from court records and interviews.” (The background for) [Three ellipsis points show where words were omitted at the beginning of the quotation. The word *this* has a capital *T* in brackets to show it is not the first word of the original sentence.]

2. “You must go far, far into the country to see lots of stars clearly,” advised the astronomer. (far, far) [Three ellipsis points show where words were omitted from the middle of the quotation.]

1. The skater cautioned, “The ice is thin over there near the trees.” (near the trees) [Where will you need ellipsis points?]

2. Rachel told the store manager, “I’ve read all the books in this mystery series. I especially liked the first two mysteries. Now I’m waiting for the next book to come out.” (I especially liked the first two mysteries.) [When you leave out a whole sentence, where do the ellipsis points belong?]

3. As Amy opened the mailbox, she thought, “Please, let there be a letter from Greenwood College telling me I’m accepted at the college.” (from Greenwood College)

*Developmental Language Skills*
4. The coach yelled, “Take your time. That’s it. Nice shot!” (That’s it.)
5. The skier asked, “Is it true snow can turn pink when it has red bacteria in it?” (Is it true)
6. The naturalist wrote in his journal, “At midnight the coyotes began to howl. Their chorus of yips and yowls kept me awake for hours. It was music to my ears.” (kept me awake for hours. It)
7. “That cloud up there looks full of rain,” Sam noticed warily. (up there)
8. The artist murmured, “I think a touch of red makes a sunset more realistic.” (I think a touch of)
9. “Watch my black Labrador Cinder catch this ball,” Ron called. (my black Labrador)
10. Darcy shivered, “Turn up the heat. It’s too cold in here. I’m turning into an ice cube!” (It’s too cold in here.)

Use three ellipsis points ( . . . ) with spaces between them to indicate a pause in written dialogue. Speakers sometimes pause for dramatic effect or because they are hesitating. When you write dialogue, ellipsis points show a dramatic or hesitant pause by the speaker.

**EXAMPLE**

“So . . . you decided to cut your hair?” Greg remarked. [The pause between Greg’s words is shown by three ellipsis points.]

**EXERCISE B** Find the most likely place for a pause in the following sentences. Then, draw a caret (^) where the pause should be and write ellipsis points above it.

**Example 1.** “Oh, I thought you were my date,” Chrissy said in surprise when she opened the door. [Ellipsis points show that the speaker paused.]

11. “I think your drawing is very creative,” Maria carefully commented. [Where is the most likely or effective place for a pause?]
12. Mrs. Parks sighed warily, “Well at least that’s over for another year.”
13. After Tim drove for an hour, Keri asked, “Um do you know where you’re going?”
14. Lance told Mrs. Ramirez, “That’s right the dog ate my homework.”
15. “No but you’re getting warmer,” Emma teased as Josie tried to guess her surprise.
Apostrophes A
Forming Possessives

**14n. Use an apostrophe to form the possessives of singular nouns and indefinite pronouns.**

A noun or pronoun is “possessive” when it shows ownership or possession. An apostrophe signals that a word is possessive. In general, you can add an apostrophe and an *s to singular nouns to make them possessive.

**EXAMPLES**  
Kelly's microscope is focused now. [That the microscope belongs to Kelly is shown by an 's added to Kelly.]

A zebra's stripes make it unique. [That the stripes belong to the zebra is shown by an 's added to zebra.]

A plural noun that ends in an *s needs only the apostrophe to make the noun possessive. A plural noun that does not end in *s needs both the apostrophe and an *s.

**EXAMPLES**  
the Sims' home [Sims is a plural noun ending in *s. An apostrophe alone makes the word possessive.]

the men's team [Men is a plural noun that does not end in *s. An apostrophe and an *s make the word possessive.]

**EXERCISE A** Write the possessive form of each of the following words on the lines provided.

**Examples**  
1. river  
   river's  
   [The possessive form of the singular noun river is made by adding an apostrophe and an *s.]

2. children  
   children's  
   [The word children is a plural noun that does not end in *s. The possessive is formed by adding an apostrophe and an *s.]

1. volcano  
2. pioneers  
3. windows  
4. Odysseus  
5. Jerry  
6. trees  
7. player  
8. hive  
9. peacock  
10. women

*Developmental Language Skills*
Possessive personal pronouns do not need an apostrophe or an s.

**EXAMPLES**
- I bought my ticket. *My* is the possessive form of the pronoun *I.*
- David parked his bicycle. *His* is the possessive form of the pronoun *he.*
- The stamp lost its stickiness. *Its* is the possessive form of the pronoun *it.*
- Snakes shed their skin. *Their* is the possessive form of the pronoun *they.*

Indefinite pronouns need both an apostrophe and an *s* to make them possessive.

**EXAMPLES**
- Is this anybody’s map?
- I think I have someone’s jacket.

**EXERCISE B** Complete the following sentences by using the directions following the sentence to write the correct possessive noun or pronoun on the line provided.

**Examples**
1. Jenna phoned in _______ **her** order. (belonging to Jenna) [The word *her* is a possessive personal pronoun that refers to *Jenna.*]
2. _______ Someone’s _____ letter is on your desk. (belonging to someone) [The possessive of *someone* is formed by adding an apostrophe and an *s.*]

11. Lizards can regrow _______ tails after they are damaged. (belonging to lizards) [Which plural possessive pronoun can refer to *lizards*?]

12. The library offers books for _______ tastes. (belonging to anybody) [How do you form the possessive of an indefinite pronoun?]

13. _______ home was damaged in the storm. (belonging to nobody)

14. Larry put _______ speech notes in his briefcase. (belonging to Larry)

15. The wolves raised _______ voices to howl at the moon. (belonging to wolves)

16. Toby checked that _______ name was missing from the list. (belonging to no one)

17. You, Abby, and I must finish the decorations before the party for _______ mother begins. (belonging to you, Abby, and I)

18. Would you collect _______ tickets now? (belonging to everybody)

19. _______ watch is two minutes fast. (belonging to you)

20. _______ car alarm is going off. (belonging to somebody)
Apostrophes B
Contractions

Use an apostrophe to show where letters, numerals, or words have been omitted in a contraction.

A contraction is a shortened form of a word or a number. When you want to shorten a long word, a group of words, or a number, use an apostrophe to show where a letter, word, or number has been left out.

**EXAMPLES**
- we’d (we would)
- it’s (it is)
- ’96 (1996)
- o’clock (of the clock)
- won’t (will not)
- shouldn’t (should not)

**TIP** Do not confuse contractions with possessive pronouns. Most possessive pronouns do not use apostrophes.

**CONTRACTIONS**
- It’s an ad for a summer job. [It’s is the contraction of It is.]
- You’re looking for a job? [You’re is the contraction of You are.]

**POSSESSIVES**
- Its pay is really high. [Its is a possessive pronoun.]
- Your job application is finished? [Your is a possessive pronoun.]

**EXERCISE A** Write the contraction of the underlined words or numbers in each of the following sentences.

**Examples**

1. This picture was taken in 1942. [The contraction for the number 1942 is ‘42.]

2. This tire will not go flat. [The contraction for will not is won’t.]

3. That is my old elementary school. [Which letter is left out to form the contraction for that is?]

4. Leigh Ann graduated from high school in 2008. [How is the number 2008 made into a contraction?]

5. What will the new fence cost?

6. We had better make our reservations now.

7. The movie starts at 3 o’clock this afternoon.

8. Carlos should not need a coat today.

9. The heavy truck could not get up the hill.

10. Let us ride to the game together.

11. I am so thrilled you won an award.

12. Has the package arrived yet?
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**Plurals**

Use an apostrophe and an *s* to form plurals of all lowercase letters, of some capital letters, of numerals, of symbols, and of words referred to as words.

**EXAMPLES**

The word Massachusetts has four *s*s in it. [To show more than one *s*, an 's is added after the *s*.]

Write **s** on the items you're putting in the garage sale. [To show more than one * symbol, the writer put an 's after the *.]

The phone number has three 9*s*s in it. [More than one nine is shown by adding 's to the numeral 9.]

The vote was decided by two no*s*. [More than one no is shown by adding an 's to no.]

**NOTE**

To form the plural of abbreviations that end with a period, add an apostrophe and an *s*. To form the plurals of abbreviations that do not end with periods, add either an 's or just an *s*.

**EXAMPLES**

Dr.*s*  Ph.D.*s*

RPM*s*  SASEs

**EXERCISE B** Complete the following sentences by writing on the line provided the plural of the letters, symbols, numbers, and words in parentheses.

**Examples**

1. Hannah spells her name with two ____________ (h) [The lowercase letter *h* is made plural by adding an apostrophe and an *s*.]

2. The actress’ speech had five ____________ in it. (thank you) [A word referred to as a word is made plural by adding an apostrophe and an *s*.]

11. The menu needs ____________ beside each price. ($) [How is the plural of the $ symbol shown?]

12. As a snake in the play, I use lots of ____________ in my speech. (s) [How is the plural of a lowercase letter shown?]

13. Does the word roommate have two ____________ or one? (m)

14. We received six ____________ to our invitation. (yes)

15. Using ____________ and thank you’s at the dinner table is common courtesy. (please)

16. Mrs. Carr is in charge of processing the ____________ (COD)

17. So many prices have two ____________ in them. (9)

18. Rowan plans to make all ____________ this semester. (A)

19. Please use ____________ to fill in your ballot. (X)

20. All e-mail addresses have ____________ in them. (@)
Hyphens

Use a hyphen to divide a word at the end of a line.

A hyphen (-) tells a reader that a word you began on one line will continue on the next line. Hyphens should be used only between the syllables of a word.

**EXAMPLE** After playing for an hour, the chess players reached a stale-mate. [*Stalemate divides into two syllables, stale-mate. The hyphen belongs between the two syllables.*]

**NOTE** Do not hyphenate a word that has only one syllable. Also, do not leave a letter standing alone when you divide a word.

**INCORRECT** When we arrived, the play was just about to start. [*The word about divides into two syllables, a-bout. However, the a by itself is awkward.*]

**CORRECT** When we arrived, the play was just about to start. [*The whole word about goes on the second line because it cannot be divided.*]

If you aren’t sure whether a word is two or more syllables, check a dictionary. Dictionaries show exactly where words divide into syllables.

**EXERCISE A** Each of the following sentences has one word underlined. Draw a vertical line in the word showing where the word could be hyphenated. If the underlined word cannot be hyphenated, write none on the line provided. Hint: One of the words may be hyphenated in more than one place. Draw a line for each place the word can be hyphenated.

**Example**

1. Luke gave the audience a stunning smile. [*Stunning can be divided between the double consonants n.]

   ______ 1. Cassie looked all around for poison ivy. [*Can around be divided?]  

   ______ 2. The raccoon was busily rummaging through the picnic area.  

   ______ 3. The bay held boats from all over the world.  

   ______ 4. Chef Garza agreed to prepare omelets for breakfast.  

   ______ 5. The school board hired a new football coach this year.

Some words are always hyphenated. 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 and adjectives; and compound adjectives that precede the nouns they modify.

**EXAMPLES**

Pedro planted twenty-six trees in the park. [*Twenty-six is a compound number.]*

The recipe calls for one-third cup of chopped chives. [*The fraction one-third is used to modify cup.*]
Has Kimi been officially named **treasurer-elect** for next year? [Use a hyphen with the suffix –elect.]

Most **pre-Elizabethan** playwrights have been overshadowed by Shakespeare. [The prefix pre– is hyphenated before a proper adjective.]

These sturdy, **well-insulated** houses should be inexpensive to maintain. [The compound adjective is hyphenated because it comes before the word it modifies.]

**NOTE** Do not use a hyphen if one of the modifiers before a noun ends in –ly.

**EXAMPLE** These **fully insulated** houses should be inexpensive to maintain. [The first modifier ends in –ly, so no hyphen is needed.]

**EXERCISE B** Rewrite the underlined word in each of the following sentences, adding hyphens where needed. Write the words on the lines provided. If an underlined word does not need a hyphen, write C on the line.

**Examples**

1. Li’s great grandmother sang opera. **great-grandmother** [The prefix great– is hyphenated when it is connected to a word.]

2. Two thirds of the school board members must agree to pass a new attendance policy. **C** [In this sentence, Two thirds is not used as an adjective, so it does not need a hyphen.]

6. The sack with the hole lost three fourths of the sugar. ________________ [Does three fourths modify anything here? If not, do you need a hyphen?]

7. Engineers have designed a two way bridge. ________________ [Is two way a compound adjective?]

8. Mama Maria’s is a world famous brand of pasta. ________________

9. The newspaper ran a picture of the mayor elect. ________________

10. The radio announced an all points weather bulletin. ________________

11. It’s so hard to find foods that are salt free. ________________

12. The collector has many pre Civil War artifacts. ________________

13. Explorers need warm gear for the trans Alaskan hike. ________________

14. **Crisscross** is a highly rated new novel. ________________

15. This job requires a five eighths inch bolt. ________________
Dashes, Parentheses, and Brackets

Dashes

14v. Use a dash to indicate an abrupt break in thought or speech.

**EXAMPLE** The hurricane—it was massive—did not come on land. [The information *it was massive* is set off with dashes because it breaks into the sentence.]

14w. Use a dash to mean *namely, in other words, or that is* before an explanation.

**EXAMPLE** Claire is more than a sister—she is my best friend. [The dash here means *that is*. The words *she is my best friend* further explain Claire’s opinion of her sister.]

**EXERCISE A** Place a caret (^) in the following sentences where dashes should be placed. Then, draw the dash above the caret.

Example 1. The mural—it covered the whole wall—showed the state’s history. [Dashes around *it covered the whole wall* indicate an abrupt break in thought.]

1. Only one word can describe the dance fantastic! [Does the word *fantastic* explain the first part of this sentence?]
2. Those salmon look at them go are swimming upstream.
3. Chen didn’t just win any old award he won the top award.
4. Then, a limousine drove up and but I won’t give away the show’s end.
5. Ben Franklin or was it William Shakespeare? said the world is a stage.

Parentheses

14x. Use parentheses to enclose informative or explanatory material of minor importance.

**EXAMPLE** Florence Nightingale (known as “The lady with the lamp”) began the modern nursing profession. [The information known as “The lady with the lamp” goes in parentheses because it is extra, minor information that does not affect the overall meaning of the sentence.]

**EXERCISE B** Add parentheses around the informative or explanatory words in the following sentences.

Example 1. People in cities can see very few stars (about 2 percent) compared to people in the country. [The information *about 2 percent* is extra information that is not necessary to the sentence’s meaning.]

6. Glenda Jones formerly an actress directed the movie *Modern Poetry*. [What extra information is given in this sentence?]
7. The menu offers two choices I like either one of vegetables.

8. Black bears see their range map on page 50 still live in North America.

9. Polynesia which means “many islands” lies in the Pacific Ocean.

10. Friday’s assembly I won’t be able to attend it will be in the gym.

**Brackets**

Use brackets to enclose an explanation within quoted or parenthetical material.

**EXAMPLES**

“Our bodies need three to four hours of deep sleep [called “orthodox” sleep] each night,” said Dr. Ross. [Called “orthodox” sleep is in brackets to show that it is not part of the original quotation.]

Easter Island (2,200 miles west of Chile [3,540 kilometers]) has mysterious stone statues. [3,540 kilometers is in brackets because it is an explanation within parenthetical information.]

Another use of brackets is to insert the Latin word sic into a quotation to show that an error exists in the original quotation.

**EXAMPLE**

Susan’s report began, “James Joyce’s novel The [sic] Portrait of the Artist as a Young Man is unique.” [The correct title of the novel is A Portrait of the Artist as a Young Man. Adding the word sic in brackets shows that the mistake was made in Susan’s report, not in this quotation from it.]

**EXERCISE C**

Each of the following sentences is followed by information in brackets. Draw a caret in each sentence to show where the information should be added.

**Example 1.** A Russian ballerina (Anna Pavlova) is the focus of my report. [1881–1931]

[1881–1931 is in brackets because it is part of the parenthetical information about Anna Pavlova.]

11. According to this article, “Few people expressed any opinion about President Taft.” [sic] [Taft is misspelled in this quotation. Where would you put the bracketed information?]

12. Chariot races (run on an oval track) were a popular event in ancient Rome. [called a “hippodrome”]

13. The skateboard (first developed in California) was originally used for surfing practice. [in the 1930’s]

14. The story of Frankenstein (created by Mary Shelley) is a popular movie theme. [who published it in 1818]

15. “Franklin Roosevelt (who made public radio broadcasts) was president for twelve years,” explained the tour guide. [called ‘fireside chats’]
Words with *ie* and *ei*

**15a.** *Write ie* when the sound is long *e*, except after *c*.

The long *e* sound is what you hear in words such as *need, grief, and leaf*.

*before e*  
achieve, piece, siege, thief

*after c*  
ceil, conceive, deceit, receipt

Some exceptions to the rule include the following words: *either, neither, leisure, protein*.

**15b.** *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 *gate, braid, sleigh, and bay*.

*pronounced ay*  
freight, neighbor, rein, weigh

Some exceptions to the rule include the following words: *ancient, patience, mischief, friend*.

**EXERCISE A** Underline the word in parentheses that is spelled correctly in each of the following sentences.

**Examples** 1. Would you like a *(peice, piece)* of fruit? [The sound is a long *e*, and the letters do not follow *c*, so the correct spelling is *piece*.]

2. Is this blood vessel a *(vein, vien)* or an artery? [The sound is a long *a*, so the correct spelling is *vein*.]

1. Did she *(receive, recieve)* a reward for finding the lost kitten? [Is the sound a long *e* or a long *a*? Do the letters follow *c*?]

2. The judge *(beleived, believed)* that the defendant was innocent. [Is the sound a long *e* or a long *a*? Do the letters follow *c*?]

3. *(Weigh, Wiegh)* each test tube and its contents.

4. The fort was badly damaged during the long *(seige, siege)*.

5. Late at night, they heard the whistle of a *(freight, frieght)* train.

6. Your graduation represents a major *(acheivement, achievement)*.

7. That building is at least *(eight, ieght)* hundred feet high.

8. Have you ever seen a horse-drawn *(sleigh, sliegh)*?

9. The knight’s *(sheild, shield)* protected him from injury.

10. Let me know when you find the missing *(piece, peice)* of the puzzle.
The old rhyme “i before e, except after c or when sounded as ay, as in neighbor and weigh” may help you remember these spelling rules. However, there are several exceptions to the rule, so be sure to use a dictionary if you are uncertain about a word’s spelling.

**TIP**

**EXERCISE B** Underline the word in parentheses that is spelled correctly in each of the following sentences.

**Examples**
1. Everyone was (releived, relieved) when the storm was over. [The sound is a long e, and the letters do not follow c, so the correct spelling is relieved.]
2. Where do (reindeer, riendeer) live? [The sound is a long a, so the correct spelling is reindeer.]

11. Mr. Kelly’s (niece, neice) moved here from Arizona. [Is the sound a long e or a long a? Do the letters follow c?]
12. The earth’s magnetic (feild, field) causes compass needles to point north. [Is the sound a long e or a long a? Do the letters follow c?]
13. Please help me (retreive, retrieve) the papers that scattered in the wind.
14. The door frame in the kitchen is marked with all of our (heights, hieghts).
15. I thought that movie was (weird, wierd).
16. What (foriegn, foreign) language are you studying this year?
17. The teacher asked each group to give a (breif, brief) report about its progress.
18. Ask the salesperson to give you a (receipt, reciept).
19. Jake sold his prize (heifer, hiefer) at the livestock fair.
20. The kingdom prospered during the monarch’s (reign, riegn).
Prefixes and Suffixes

A prefix is a letter or group of letters added to the beginning of a word to change its meaning. A suffix is a letter or group of letters added to the end of a word to change its meaning.

15d. When adding a prefix, do not change the spelling of the original word.

Examples: un + important = unimportant mis + spell = misspell

15e. When adding the suffix –ness or –ly, do not change the spelling of the original word.

Examples: careless + ness = carelessness love + ly = lovely

If a word ends in y, you may need to change the y to i before adding –ness or –ly. For most words that have two or more syllables and end in y, change the y to i before adding –ness or –ly.

Examples: messy + ness = messiness happy + ly = happily

EXERCISE A Add the given prefix or suffix to each of the following words. Write the new word on the line provided.

Example 1. dis + cover = discover [Adding the prefix dis– does not change the spelling of the word cover.]

1. careful + ly = ______________ [Does adding the suffix –ly change the spelling of the word?]
   3. semi + circle = ____________
   4. lonely + ness = ____________
   5. over + achieve = ____________

15f. Drop the final silent e before adding a suffix that begins with a vowel.

15g. Keep the final silent e before adding a suffix that begins with a consonant.

A silent e is not pronounced when you say the word.

Examples: imagine + able = imaginable [The suffix –able begins with a vowel, so the final silent e is dropped.]
   awe + some = awesome [The suffix –some begins with a consonant, so the final silent e is not dropped.]

EXERCISE B Add the given suffix to each of the following words. Write the new word on the line provided.

Example 1. lone + some = lonesome [The suffix begins with the consonant s, so the final silent e is kept.]

6. conspire + ing = ______________ [Does the suffix begin with a vowel or a consonant?]
   8. drive + er = ____________
   9. retrieve + al = ____________
   10. same + ness = ____________

GO ON
For words ending in y preceded by a consonant, change the y to i before adding any suffix that does not begin with i.

**EXAMPLES**
- steady + ly = steadily [The suffix –ly does not begin with i.]
- classify + ing = classifying [The suffix –ing begins with i.]

For words ending in y preceded by a vowel, keep the y when adding a suffix.

**EXAMPLE**
- employ + ment = employing [The y follows the vowel o.]

**EXERCISE C** Add the given suffix to each of the following words. Write the new word on the line provided.

**Example 1.** fly + ing = flying [The letter before y is the consonant l, but the suffix begins with i, so the y does not change to i.]

11. ally + ed =
12. try + ed =
13. rely + able =
14. delay + ing =
15. empty + ness =

Double the final consonant before adding a suffix that begins with a vowel if the word both (1) has only one syllable or has the accent on the final syllable and (2) ends in a single consonant preceded by a single vowel.

**EXAMPLES**
- swim + ing = swimming [Swim has only one syllable and ends in a single consonant preceded by a single vowel. The final consonant is doubled.]
- break + able = breakable [Break has only one syllable, but it does not end in a single consonant preceded by a single vowel. The final consonant is not doubled.]

**EXERCISE D** Add the given suffix to each of the following words. Write the new word on the line provided.

**Example 1.** excel + ed = excelled [Excel has the accent on the final syllable and ends in a single consonant preceded by a single vowel. The l should be doubled.]

16. select + ed =
17. trim + ed =
18. control + able =
19. bright + est =
20. drop + ed =
Plurals of Nouns A

15k. Remembering the following rules will help you spell the plural forms of nouns.

(1) For most nouns, add s.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>brick</th>
<th>eye</th>
<th>lizard</th>
<th>Smith</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>bricks</td>
<td>eyes</td>
<td>lizards</td>
<td>Smiths</td>
<td>words</td>
</tr>
</tbody>
</table>

(2) For nouns ending in s, x, ch, or sh, add es.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>boss</th>
<th>mix</th>
<th>Gomez</th>
<th>church</th>
<th>wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>bosses</td>
<td>mixes</td>
<td>Gomezes</td>
<td>churches</td>
<td>wishes</td>
</tr>
</tbody>
</table>

**Tip** If the plural form of a word has one more syllable than the singular form, then the plural word is probably spelled with es.

**Example** The singular word pinch has one syllable. The plural word pinches has two syllables: pinches. The plural word pinches is formed by adding es to the singular word pinch.

**Exercise A** Write the plural form of each of the following words on the line provided.

**Examples** 1. father __________ [The plural of father is formed by adding s.]

2. box __________ [Box ends in x, so the plural is formed by adding es.]

1. ring __________ [Does the plural form of ring end in s or es?]

2. trench __________ [Do words that end in ch add s or es to form the plural?]

3. fox __________

4. impression __________

5. guess __________

6. physician __________

7. fire __________

8. canyon __________

9. dish __________

10. moon __________

(3) For nouns ending in y preceded by a vowel, add s.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>boy</th>
<th>journey</th>
<th>tray</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>boys</td>
<td>journeys</td>
<td>trays</td>
</tr>
</tbody>
</table>

(4) For nouns ending in y preceded by a consonant, change the y to i and add es.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>mutiny</th>
<th>penny</th>
<th>sky</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>mutinies</td>
<td>pennies</td>
<td>skies</td>
</tr>
</tbody>
</table>
**Exercise B** Write the plural form of each of the following words on the line provided.

**Examples**

1. alley  **alleys**  [The letter before *y* is a vowel, so the plural is formed by adding *s*.]
2. possibility  **possibilities**  [The letter before *y* is a consonant, so the plural is formed by changing the *y* to *i* and adding *es*.]

11. enemy  

15. decoy  

16. candy  

17. valley  

18. harmony  

19. attorney  

20. victory  

**SINGULAR**  

11. enemy  

15. decoy  

16. candy  

17. valley  

18. harmony  

19. attorney  

20. victory  

**PLURAL**  

roof  

safe  

leaf  

wife  

wharf  

roofs  

safes  

leaves  

wives  

wharfs or wharves  

**Tip** If you are unsure how to form the plural of a word, consult a dictionary.

**Exercise C** Write the plural form of each of the following words on the line provided.

**Example**

1. thief  **thieves**  [The *f* in *thief* changes to *v* before *es* is added.]

21. life  

22. giraffe  

23. belief  

24. hoof  

25. shelf
Plurals of Nouns B

15k. Remembering the following rules will help you spell the plural forms of nouns.

(6) For nouns ending in o preceded by a vowel, add s.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>igloo</th>
<th>patio</th>
<th>radio</th>
<th>stereo</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>igloos</td>
<td>patios</td>
<td>radios</td>
<td>stereos</td>
</tr>
</tbody>
</table>

(7) For many nouns ending in o preceded by a consonant, add es.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>hero</th>
<th>potato</th>
<th>tomato</th>
<th>veto</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>heroes</td>
<td>potatoes</td>
<td>tomatoes</td>
<td>vetoes</td>
</tr>
</tbody>
</table>

EXCEPTIONS

- piano
- solo
- ego
- photo

Most words that refer to music and end in o form the plural by adding s. If you are unsure of how a word forms the plural, look the word up in a dictionary.

EXERCISE A Write the plural form of each of the following words on the line provided.

Example 1. ratio ________ ratios [Ratio ends in o preceded by a vowel, so the plural is formed by adding s.]

1. rodeo ________ [Is the letter o before a consonant or a vowel?]
2. torpedo ________
3. trio ________
4. cameo ________
5. echo ________

(8) The plurals of a few nouns are formed irregularly.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>child</th>
<th>louse</th>
<th>tooth</th>
<th>woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>children</td>
<td>lice</td>
<td>teeth</td>
<td>women</td>
</tr>
</tbody>
</table>

(9) For a few nouns, the singular and the plural forms are the same.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>aircraft</th>
<th>deer</th>
<th>pliers</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL</td>
<td>aircraft</td>
<td>deer</td>
<td>pliers</td>
<td>sheep</td>
</tr>
</tbody>
</table>

EXERCISE B Write the plural form of each of the following words on the line provided.

Example 1. tooth ________ teeth [The letters oo change to form the plural form teeth.]

6. foot ________ [What letters change to make the plural form?]
7. spacecraft ________
8. man ________
9. pants ________
10. series ________
For most compound nouns, form the plural of only the last word of the compound.

**SINGULAR**
- doorbell
- picture window
- five-year-old

**PLURAL**
- doorbells
- picture windows
- five-year-olds

For compound nouns in which one of the words is modified by the other word or words, form the plural of the noun modified.

**SINGULAR**
- brother-in-law
- editor in chief
- bird-watcher

**PLURAL**
- brothers-in-law
- editors in chief
- bird-watchers

**EXERCISE C** Write the plural form of each of the following words on the line provided.

**Example 1.**
- teenager — teenagers [The plural form of teenager is formed by adding s.]

11. runner-up _______ [Which word is being modified by the other word?]

12. baby sitter _______

13. bookshelf _______

14. window box _______

15. great-grandmother _______

**EXERCISE D** Write the plural form of each of the following words, numerals, letters, or symbols on the line provided. Hint: The plurals may be formed in more than one way.

**Example 1.**
- radius — radii or radiuses [The plural form of radius is radii or radiuses.]

16. although _______ [What is added to form the plural of words used as words?]

17. formula _______

18. 1870 _______

19. @ _______

20. W _______
Writing Numbers

15l. Spell out a cardinal number—a number that states how many—if it can be expressed in one or two words. Otherwise, use numerals.

Cardinal numbers are the numbers you use when you count: 1, 2, 3, and so on.

**EXAMPLES**
- one hundred cats
- twelve hours
- 294 chairs
- 5,280 feet

**NOTE** When two or more cardinal numbers are in the same sentence, be consistent. Do not spell out one number and use numerals for the other.

- **INCONSISTENT** Of 1,550 tickets, we sold only two hundred.
- **CONSISTENT** Of 1,550 tickets, we sold only 200.

15m. Spell out a number that begins a sentence.

**EXAMPLE** Ten thousand people attended the concert. [The number should be spelled out because it begins the sentence.]

A long number at the beginning of a sentence is difficult to read. You may need to revise a sentence if the spelled-out number will be longer than two or three words.

**EXAMPLES**
- One thousand seven hundred sixty yards equal one mile. [The spelled-out number is quite long.]
- One mile equals 1,760 yards. [The sentence was rewritten so that numerals could be used.]

**EXERCISE A** In the following sentences, underline any number that should be spelled out. If all the numbers in a sentence are written correctly, write C on the line provided.

**Example 1.** 2,000 posters were printed. [2,000 should be spelled out because it begins the sentence and can be written as two words.]

1. There are 29 rows in this section. [Can the number be written in one or two words?]
2. We need at least 375 more cups.
3. 2 or 3 hours from now, we’ll be leaving for the beach.
4. The flower garden has over 25 different types of flowers.
5. 475 actors tried out for the play.

15n. Spell out an ordinal number—a number that expresses order.

Ordinal numbers are the numbers you use when you describe the position or order of something: first, second, third, and so on.

**EXAMPLE** No one remembers the third verse of the song.
**Exercise B** In the following sentences, underline any number that should be spelled out. If all the numbers in a sentence are written correctly, write C on the line provided.

**Example 1.** Frank answered the 2nd problem correctly. [The ordinal number *second* should be spelled out.]

______ 6. The two runners tied for 3rd place. [Should ordinal numbers be spelled out?]

______ 7. She is the sixth person from the right in that photograph.

______ 8. Jupiter, the 5th planet from the sun, is larger than the 6th planet from the sun, Saturn.

______ 9. 1st, put away your books and take out a pencil.

______ 10. The game was boring until the bottom of the 8th inning.

**Exercise C** In the following sentences, underline any number that is spelled out but should not be. If all the numbers in a sentence are written correctly, write C on the line provided.

**Example 1.** By 5 o’clock, the temperature had fallen to 30 degrees. [The time should be spelled out because it comes before *o’clock*. The temperature is correctly written as a numeral because it is a measurement.]

______ 11. The ruins date to about five hundred B.C. [Which number expresses a date?]

______ 12. U.S. Highway Five runs from the Canadian border to the Mexican border.

______ 13. Were you born in nineteen ninety-five?

______ 14. The rooster began to crow shortly after five o’clock in the morning.

______ 15. Who can paraphrase lines nine–twelve of the poem?
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.

- **all ready**  [adjective] *all prepared*
  The students were *all ready* for summer vacation.

- **already**  [adverb] *previously*
  Have they *already* announced the winner?

- **all together**  [adverb] *in unison; at the same time*
  At the signal, the runners will start *all together*.
  [adjective] *in the same place*
  The family will be *all together* at the wedding.

- **altogether**  [adverb] *entirely*
  The line for the movie is *altogether* too long.

**EXERCISE A** Underline the word or word group in parentheses that correctly completes the sentence.

**Example 1.** Is everyone (*all ready, already*) to leave?  [The meaning is *all prepared*, so the correct answer is *all ready*.]

1. The traffic has become (*altogether, all together*) frustrating.  [Is the meaning *entirely*, or is the meaning *in unison*?]

2. The herd stood (*altogether, all together*) under a tree in the center of the field.

3. Has Nick (*all ready, already*) painted the walls?

4. Mix the first five ingredients (*all together, altogether*) in a bowl.

5. Are we (*already, all ready*) for the morning hike?

**brake**  [verb] *to slow down or stop*
  Jerry *braked* when the ball rolled in front of the car.
  [noun] *a device for slowing down or stopping*
  Those steep hills are hard on the *brakes*.

**break**  [verb] *to cause to come apart; to shatter*
  That kind of plastic may bend, but it should not *break*.
  [noun] *a fracture*
  The *break* happened when he fell off the bicycle.
**capital**  [noun]  a city that is the seat of government of a state or country; money or property

  The capital of Germany is Berlin.

  He invested all his capital in his business.

  [adjective] punishable by death; of major importance; uppercase

  What is your position on capital punishment?

  Increasing attendance at our meetings is a capital concern.

  Proper nouns begin with capital letters.

**capitol**  [noun]  a building in which a legislature meets

  The Capitol is beautiful at night. [U.S. Capitol is always capitalized.]

**coarse**  [adjective]  rough; crude

  The road was covered with coarse gravel.

**course**  [noun]  path of action; part of a meal; series of studies

  This path follows the course of the river.

  The first course at the banquet was asparagus soup.

  How many courses are required for graduation?

  [also used in the expression of course, meaning naturally or certainly]

  Of course, we meant to invite you!

**EXERCISE B** Underline the word in parentheses that correctly completes the sentence.

**Examples**  1. Which math (coarse, course) was your favorite?  [The meaning is a unit of study, so the correct answer is course.]

  2. We took our cousins on a tour of the dome of the (capital, capitol).  [The meaning is a building in which a legislature meets, so capitol is the correct choice.]

  6. How did he (break, brake) his leg?  [Is the meaning to fracture, or is the meaning to stop?]

  7. The bag is made of (coarse, course) cloth.  [Is the meaning rough, or is the meaning path of action?]

  8. That crime may be a (capital, capitol) offense.

  9. The sailor set a (course, course) for the distant island.

  10. Apply the (break, brake) slowly on an icy road.

  11. Did the investors refuse to provide more (capital, capitol)?

  12. Her ankle is badly sprained, but she didn’t (break, brake) it.

  13. This poet doesn’t use many (capital, capitol) letters.

  14. Over the (course, course) of a year, our garden produced enough food for three families.

  15. Olympia, not Seattle, is the (capital, capitol) of Washington.
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.

**complement**  
[noun] *something that makes whole or complete*  
Is angle ABC the complement or the supplement of angle CBD?  
[verb] *to make whole or complete*  
A glass of water complements any meal.

**compliment**  
[noun] *praise; a courteous act or expression*  
She meant that comment as a compliment.  
[verb] *to express praise or respect*  
The children were complimented on their behavior.

**desert**  
[noun, pronounced des’•ert] *a dry region*  
This overgrazed area may become a desert one day.  
[verb, pronounced de•sert’] *to leave or abandon*  
Why did you desert me when I needed you?

**dessert**  
[noun, pronounced des•ert’] *the sweet, final course of a meal*  
I don't want any dessert, thank you.

**EXERCISE A** Underline the word in parentheses that correctly completes the sentence.

Example 1. This thorny plant grows only in the (desert, dessert). [The meaning is *a dry region*, so the correct word is desert.]

1. The clarinet’s part (complements, compliments) the oboe’s part. [Is the meaning *something that makes whole or complete*, or is the meaning *praise*?]

2. Even the rats (desert, dessert) a sinking ship.

3. Please send our (complements, compliments) to the designers; these costumes look great!

4. Would anyone like pumpkin pie for (desert, dessert)?

5. Sunset in the (desert, dessert) is spectacular.
its [possessive form of the pronoun *it*] belonging to *it*  
The cat yawned and stretched its back.

*it’s* [contraction of *it is* or *it has*]  
*It’s* not cold outside today.

*lead* [verb, rhymes with *feed*]  to go first; to guide  
The park ranger will lead us to the campground.

*led* [verb, past form of *lead*] went first  
The drum major led the marching band.

*lead* [noun, rhymes with *red*] a heavy metal; graphite used in a pencil  
Are those old pipes made from lead or copper?  
The lead in this pencil keeps breaking.

*loose* [adjective, rhymes with *noose*] free; not close together; not firmly fastened  
The hamsters escaped from the cage, so they may be loose in the house.  
When there is loose gravel on the road, you should slow down.  
One of the buttons on my jacket is loose.

*lose* [verb, rhymes with *shoes*] to suffer loss of  
Did you lose the phone number?

**Exercise B** Underline the word in parentheses that correctly completes the sentence.

**Examples**  
1. I’ll be home before *its*, *it’s* dark.  [The meaning is *it is*. The correct word is *it’s*.]
2. The phone may *loose*, *lose* the signal in the elevator.  [The meaning is *to suffer loss of*, so the correct word is *lose*.]

6. The dog found *its*, *it’s* way home again.  [Is the meaning *belonging to it* or a contraction for *it has*?]
7. My little brother has another *loose*, *lose* tooth.  [Is the meaning *not firmly fastened*, or is the meaning *to suffer loss*?]
8. Was *led*, *lead* used in the glaze on this piece of pottery?  
9. *Its*, *It’s* been several weeks since the last rain.
10. How dark is the *led*, *lead* in this pencil?
11. Did the volleyball team win or *loose*, *lose* the game last night?
12. Last weekend we repainted the shed because *its*, *it’s* paint had begun to crack and peel.
13. Sometimes an internship *leads*, *leads* to a well-paying job.
14. When did the cat *loose*, *lose* its collar?
15. With all *its*, *it’s* might, the hurricane slammed into the coast.
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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>passed</strong></td>
<td>[verb, past form of <em>pass</em>] <em>went beyond</em></td>
<td>Did you see me when I <em>passed</em> your house?</td>
</tr>
<tr>
<td><strong>past</strong></td>
<td>[noun] <em>time gone by</em></td>
<td>The incident happened in the <em>past</em>.</td>
</tr>
<tr>
<td></td>
<td>[adjective] <em>of a former time</em></td>
<td>In the <em>past</em> few minutes, I've made five phone calls.</td>
</tr>
<tr>
<td></td>
<td>[preposition] <em>beyond</em></td>
<td>Craig drove <em>past</em> the school and turned around.</td>
</tr>
<tr>
<td><strong>quiet</strong></td>
<td>[adjective] <em>still; silent</em></td>
<td>After Labor Day, the beach is peaceful and <em>quiet</em>.</td>
</tr>
<tr>
<td><strong>quite</strong></td>
<td>[adverb] <em>completely; rather; very</em></td>
<td>The merry-go-round was <em>quite</em> old and rickety.</td>
</tr>
</tbody>
</table>

**EXERCISE A** Underline the word in parentheses that correctly completes the sentence.

**Example 1.** The marchers (*past, passed*) the courthouse. [The meaning is *went by*, so the correct answer is *passed.*]

1. Watching the squirrels chase each other was (*quiet, quite*) entertaining. [Is the meaning *silent*, or is the meaning *rather*?]
2. A library is supposed to be a place for (*quiet, quite*) reading.
3. Just (*past, passed*) the drugstore is a mailbox.
4. Do animals have any memories of the (*past, passed*)?
5. You’ll have to get up (*quiet, quite*) early tomorrow morning.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>than</strong></td>
<td>[conjunction, used for comparisons]</td>
<td>It’s windier today <em>than</em> it was yesterday.</td>
</tr>
<tr>
<td><strong>then</strong></td>
<td>[adverb] <em>at that time; next</em></td>
<td>When everyone is seated, <em>then</em> we can start the movie.</td>
</tr>
</tbody>
</table>
**Exercise B** Underline the word in parentheses that correctly completes the sentence.

**Examples** 1. The twins opened *(their, they’re)* birthday presents together. [The meaning is *belonging to them*, so the correct answer is *their.*]

2. *(Who’s, Whose)* turn is it to take out the trash? [The meaning is *belonging to whom*, so the correct answer is *Whose.*]

6. Kim would rather lead *(then, than)* follow. [Is the meaning *next*, or is the sentence making a comparison?]

7. If there is no way to determine *(whose, who’s)* backpack that is, please bring it to the front desk. [Is the meaning *belonging to whom*, or is it a contraction of *who has*?]

8. Nearly all bats search for *(their, there)* food at night.

9. *(Who’s, Whose)* responsible for this mess?

10. These tomatoes are ripening faster *(than, then)* those are.

11. Someone *(who’s, whose)* dog is missing has put up posters.

12. *(There, They’re)* are three primary colors and three secondary colors.

13. Write a draft first, and *(than, then)* read and revise it.

14. *(There, They’re)* rehearsing in the theater.

15. I spent more *(than, then)* twenty dollars on school supplies.
Common Errors Review

Common Usage Errors

Be sure to proofread your writing before you turn it in. Errors in your writing can confuse and
distract your readers, and readers may form a poor impression of a writer who makes careless
errors. Look for mistakes by asking yourself these questions:

- Do subjects and verbs agree?
- Are verb forms and tenses correct?
- Are pronouns used correctly?
- Are pronoun references clear?
- Are modifiers used and placed correctly?
- Are troublesome words used correctly?
- Is usage appropriate for audience and purpose?

After you make corrections or changes to your writing, read your writing again. Sometimes a
change you make will create a new problem in another part of your writing.

EXERCISE A  Use the list of questions above to help you find and correct common errors in usage in the
following items. Use proofreading symbols to make your corrections.

Example 1. Rapid Repair, a garage in Mark’s town, needs a junior mechanic to work during the
summer. [Rapid Repair is singular, so the verb should be singular too. Needs agrees with
the singular subject.]

1. As graduation approaches, me and many of my classmates have started to look for jobs. [Does
me have started sound right? What pronoun would sound better as the subject of the sentence?]

2. I would like to work at Rapid Repair during the summer and gain most experience fixing cars
than I have at this time. [Which word should be used when comparing two things?]

3. I am taking a course at my high school, which covers advanced topics in automotive repair,
currently.

4. I can do basic tune-ups real good, and I have alot of experience replacing brake pads and shoes.

5. Everyone which works on late model cars needs to know their way around computer
diagnostics, and I would like to learn more about using computer diagnostics.

6. My experience and my desire to learn more automotive repair makes me the perfect candidate
for the job opening at Rapid Repair garage.

7. Because I have did so well in my automotive repair classes, my teacher, Mr. Calhoun, has
written me a letter of recommendation for this job.
8. I have included his letter, and you had ought to call him if you have any questions about them.

9. I will graduate at the end of this month, and then I will be available for work.

10. I can’t hardly wait to hear from you and begin my career as a mechanic. Thank you for taking the time to look over my application.

Common Mechanics Errors

Always check your capitalization, punctuation, and spelling. Use a dictionary if you are not sure of a spelling or how to divide a word. Make sure you haven’t confused two words that sound alike but are spelled differently. These details make a big difference in your writing! Ask yourself the following questions as you proofread your work:

- Does every sentence begin with a capital letter and end with an appropriate end mark?
- Are all proper nouns and proper adjectives capitalized?
- 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 the errors in capitalization, punctuation, and spelling in the following items. Use proofreading symbols to make your corrections.

Example 1. While Joanne was camping in the Great Smoky mountains she kept a journal of her daily activities. [A comma should set off the introductory clause from the rest of the sentence. Mountains should be capitalized because it is part of a proper noun. The plural form of activity is activities.]

11. After driving for six hours we arrived at the campsite and managed to set up camp before nightfall, now everything is quite. [Is the introductory phrase set off from the rest of the sentence with a comma? Can a comma separate two complete sentences? Is quite spelled correctly?]

12. Its so beautiful hear The early-morning fog makes me feel as though Im waking in an enchanted land.

13. Ms. hughes, our Trail Guide, said that “she hopes all of us will leave with a greater appreciation of nature and its beauty.”

14. I have learned several new skills; how to set up a tent how to read a compass and how to identify different animals tracks.

15. What a great time Im having on this trip?
ANSWER KEY
Chapter 1: Parts of Speech Overview, pp. 1–22
The Noun, pp. 1–2
EXERCISE A
1. Old Faithful, a geyser in Yellowstone National Park, erupts at fairly regular intervals.
2. A forerunner of jazz, ragtime is a musical style that was popular earlier in the century.
3. Nutritionists can help patients plan healthy meals and develop good eating habits.
4. Confucius was a famous teacher and philosopher from China.
5. The audience called for an encore after the pianist walked off the stage.

EXERCISE B
6. A
7. C
8. A
9. C
10. A

EXERCISE C
16. COLL
17. COMP
18. COLL
19. COMP
20. COMP

The Pronoun A, pp. 3–4
EXERCISE A
1. Did she tell him about the emergency procedures?
2. We often spend our vacations with them in New England.
3. The teacher called out several vocabulary words and asked us to use them in a short story.
4. Does he know what time you will be arriving?

EXERCISE B
11. INT
12. INT
13. INT
14. REF
15. REF

The Pronoun B, pp. 5–6
EXERCISE A
1. that
2. This
3. those
4. That
5. This
6. this
7. these
8. These
9. that
10. those

EXERCISE B
11. Is that a blackberry or a dewberry?
12. Whose is the abstract painting on the far wall of the gallery?
13. Are those Calvin’s computer magazines?
14. **DEM** That is a model of the sphinx, a mythological creature with a human head and a lion’s body.

15. **INT** Who are the characters in *Death of a Salesman*?

16. **DEM** These were the least expensive tools I could find.

17. **INT** For whom did you write that song?

18. **DEM** Whew! That was a near miss!

19. **INT** What is the name of your younger brother?

20. **DEM** This has been a popular tourist attraction for years.

**The Pronoun C, pp. 7–8**

**EXERCISE A**

1. The wallet that is on the table is mine.

2. This cactus, which is quite large, is native to Mexico and the states of Arizona and California.

3. Unfortunately, the car that we bought last week already has a large dent.

4. The person who usually works the switchboard is on vacation.

5. Ms. Ross, whom I highly recommend, is an outstanding piano teacher.

6. Strawberries, which are Tom’s favorite fruit, are not in season right now.

7. Howard Hughes, who amassed an enormous fortune over his lifetime, spent much of his life in seclusion.

8. The old towels that we use as rags are in the cabinet.

9. In small businesses, the employee who has the most seniority is often given first consideration for promotion.

10. Our dog, which is an Irish setter, sleeps in the laundry room.

**EXERCISE B**

11. several

12. Everything

13. Neither

14. no one

15. Nothing

**The Adjective, pp. 9–10**

**EXERCISE A**

1. The restaurant offers a wide selection of main dishes and free refills of beverages.

2. The highest mountain in Washington, Mount Rainier is actually a dormant volcano.

3. Please order fourteen new stools for the chemistry lab.

4. Christopher Wren, a prominent architect of the 1600s, designed the majestic St. Paul’s Cathedral in London.

5. Scientists have made exciting and important discoveries about dinosaurs.

6. Did Michael make the oak bookshelves in the front hallway?

7. Grandmother’s recipe for banana nut bread requires two cups of mashed bananas.

8. Rabbits and hares have long ears and long hind legs.

9. The flight attendants were helpful, knowledgeable, and courteous.

10. Last night, the full moon was beautiful.

**EXERCISE B**

11. We searched several databases but found little useful information for the project.

12. Plutonium is a radioactive chemical element.

13. The divers were happy when they found the sunken ship.

14. The sports competition required participants to invent a new game using old equipment.
15. Marie, talented and dedicated, contributed to the literary magazine.

16. These pearls are synthetic.

17. Cliff crafted a large wooden table that will fit on the porch.

18. An urgent matter requires immediate attention.

19. May I borrow the blue pen and a clean sheet of paper?

20. Though the plant appears delicate, it is quite hardy.

The Verb A, pp. 11–12

EXERCISE A

1. Pumpkins should be harvested in the fall.

2. Todd often has taught community education classes.

3. Did Thomas Jefferson negotiate the Louisiana Purchase with France?

4. The box office will open at nine.

5. How does a water clock measure time?

6. He shall arrive soon after the press corps.

7. Jeannine has typed a résumé and scheduled several job interviews.

8. Mark and Debbie will grind their own wheat for bread.

9. Perhaps we should have been paying closer attention to the time.

10. Janice must have stumbled over that branch on the sidewalk.

EXERCISE B

11. How did early Native Americans shape and hollow out logs for dugouts, a type of canoe?

12. The committee isn’t allotting any more money for research this year.

13. Have you read *The Marble Faun* by Nathaniel Hawthorne?

14. She is hoping for a postcard from her grandparents.

15. In ten minutes, that puppy will have been barking for two hours.

16. Will they be renting an apartment or buying a house?

17. Isn’t that picture leaning a little bit to the left?

18. The term *holly* can be applied to over four hundred species of red- or black-berried plants.

19. Hadn’t the teacher assigned homework for this weekend?

20. This dish may be served either hot or cold.

The Verb B, pp. 13–14

EXERCISE A

1. remembered

2. printed

3. initial, sign

4. climbed

5. constructed

6. recalls

7. builds, collects

8. ambled, ate

9. erupted

10. illuminate

EXERCISE B

11. LINK

12. ACT

13. ACT

14. ACT

15. LINK

16. LINK

17. ACT

18. ACT

19. LINK

20. LINK
The Verb C, pp. 15–16

EXERCISE A
1. Does Carol have a copy of the notes from history class?
2. Beverly Sills began her career as an opera singer at age eighteen.
3. The birds gathered dry grass and tufts of dog hair for their nests.
4. Has Frederick finished his homework yet?
5. An impressive structure, the Sears Tower in Chicago has 110 floors.
6. The copy machine needs toner and paper.
7. Felicia chooses her vehicles for their safety features and style.
8. Will you be sending the package first class?
10. That company awards scholarships to children of employees.

EXERCISE B
6. The virus is entirely new, and researchers are trying to understand how it spreads.
7. Karl Marx’s socialist philosophies were quite controversial in many circles.
8. The students, unusually attentive during the presentation, applauded when the lecture ended.
9. The hundred-year-old house was in remarkably good condition.
10. The special effects in the film are truly amazing.

EXERCISE C
11. Only rarely have sailors spotted giant squid.
12. Our cousins arrived too late for the first song.
13. After a strong gust of wind, paper and leaves were scattered nearly everywhere.
14. We entered the dark cave somewhat reluctantly.
15. Although she feels nervous in a crisis, Sandra reacts quite calmly.

The Preposition, pp. 19–20

EXERCISE A
1. Before his career with the Yankees, baseball great Lou Gehrig attended Columbia University.
2. We rode the elevator to the top of the Empire State Building.

The Adverb, pp. 17–18

EXERCISE A
1. The superintendent dealt with the situation fairly.
2. During the trial, the attorney presented her case effectively.
3. My hiking boots were completely covered with mud.
4. I looked everywhere for the lost library book.
5. American folklorist Carl Sandburg wrote poetically about the strength of people.
3. With no moving parts, solar cells are an ideal power supply in space.
4. Ms. Stapleton brought us a basket of vegetables from her garden.
5. All of the tools are in the garage.
6. The commission has changed its strategy for the future.
7. My cat’s favorite toy is a sock filled with catnip.
8. The park ranger walked slowly toward the bear cub.
9. Near the subway station there’s an old newspaper stand.
10. Nearly 80 percent of the shipment was damaged by the storm.

EXERCISE B
11. ADV
12. PREP
13. ADV
14. PREP
15. PREP

The Conjunction and the Interjection, pp. 21–22
EXERCISE A
1. so
2. but
3. not only . . . but also
4. Neither . . . nor
5. and

EXERCISE B
6. If we hurry, we’ll miss the traffic.
7. Ethan took a detour because the main road was closed.
8. Unless the outfit goes on sale, I will not buy it.
9. Though the refrigerator was somewhat expensive, it should last for a long time.
10. We printed extra copies so that we would have enough for everyone.

EXERCISE C
___strong___ 11. Aha! The mystery is solved!
___strong___ 12. Whew! That was a close call!
___mild___ 13. Well, there’s always next season.
___mild___ 14. Ah, isn’t the warm ocean breeze relaxing?
___strong___ 15. Hey! That dog is running away with the newspaper!
Chapter 2: Parts of a Sentence
pp. 23–34
Subjects, pp. 23–24

EXERCISE A
1. Two of the judges agreed to hear the case.
2. Glowing brightly against the night sky was the light from the old lighthouse.
3. Are all of the autographs authentic?
4. Here are the plans for the new addition to the house.
5. The chemists were wearing safety glasses and protective clothing.
6. At the end of the street lives a family from the Netherlands.
7. Was that map created by a famous explorer?
8. Members of the club will meet next Friday at four o’clock.
9. Pittsburgh was built at the intersection of two rivers that become the Ohio River.
10. Did everyone at the reception sign the guest book?

EXERCISE B
11. Did Cecilia or Lawrence find Ms. Clay’s car keys?
12. Haiku and tanka are both forms of Japanese poetry.
13. At the career fair, an oceanographer, an actor, and a cartoonist gave the most interesting presentations.
14. Sopranos, altos, tenors, and basses sing together in our community choir.
15. Exceptional hitters, Hank Aaron and Ty Cobb set many records in professional baseball.

Predicates, pp. 25–26

EXERCISE A
1. Has the game schedule been posted on the bulletin board?
2. A Norse explorer, Leif Ericson is often considered the first European on North American shores.
3. During peak traffic hours, we usually ride the subway.
4. During the night, a gust of wind blew a large branch onto the roof of the house.
5. Will the Russian ballet company perform at the local theater this weekend?
6. Most folk songs have survived through an oral tradition rather than a written one.
7. Ralph, the winner of the door prize, presented his ticket to the store manager.
8. Does the manufacturer’s warranty cover labor costs?
10. Should the government preserve more land for national parks?

EXERCISE B
11. Did anyone call or leave a message for me today?
12. A noted scientist, Alfred Nobel invented dynamite and founded the Nobel Prizes.
13. Should we recycle these boxes or store them in the attic?
14. As his first project, Val sanded the wood and primed it.
15. During autumn, leaves turn bright colors and fall from the trees.
EXERCISE A

1. We need some **bread** and **milk** from the grocery store.
2. Has the rain washed the **mud** off the sidewalk?
3. The famous architect Frank Lloyd Wright popularized certain home **designs** in the twentieth century.
4. They pitched their **tents** close to the lake.
5. The actor performed an amazing **stunt**!
6. Haven’t you already received **information** and an **application**?
7. For the quilt, Sidney arranged the **strips** of fabric in a “log cabin” pattern.
8. An early advocate for women’s rights, Mary Wollstonecraft wrote *A Vindication of the Rights of Woman* in 1792.
9. After the yard sale, Chandra will donate whatever is left to the thrift store.
10. The English sport of rugby requires an oval **ball** similar to an American football.

EXERCISE B

11. The gardener clipped the hedges **straight** and **even**.
12. City employees decorated the city hall **red**, **white**, and **blue** in honor of Independence Day.
13. Does the Food and Drug Administration consider these chemicals **safe**?
14. The Morrises named their children **Ramón** and **Isabel**.
15. You have made our visit **pleasant**!

EXERCISE A

1. A guest artist taught the **class** a lesson on perspective art.
2. Through much of history, parents awarded whichever son was born **first** most of the family’s property.
3. The new store owner handed the first several **customers** gift certificates.
4. At the end of our baseball season, the former champions present the new **champions** the **trophy**.
5. Before a car leaves the factory, employees give it a thorough **inspection**.
6. Would you please save **me** a seat in the front row?
7. Juanita’s teacher wrote her an excellent **letter of recommendation**.
8. King George V gave his son a home called **Fort Belvedere**.
9. The auctioneer sold the **buyers** the rest of the cars from the lot.
10. The mayor’s presence lent the event an air of **formality**.

EXERCISE B Answers to items 13 and 16 may vary.

11. According to legend, a Greek soldier ran from Marathon to Athens and delivered the citizens news of an Athenian military **victory**.
12. The judges will present whoever finishes **first** and whoever makes a perfect score **blue ribbons**.
13. During baseball practice, the coach hit the **players** several **ground balls**.
14. Did you give **Jenny** and **Ted** directions to the house?
15. Did the Egyptian queen Cleopatra pledge Marc Antony her loyalty?

16. Every evening, Mr. Shelton reads his children a bedtime story.

17. My mother knitted my sister and me wool sweaters.

18. Has the teacher allowed Stan and Ian extra time for their reports?

19. Show Lori and Dale your wildlife sketches.

20. The supervisor assigned Gail and Shane the first two projects.

**Predicate Nominatives, pp. 31–32**

**EXERCISE A**

1. The purpose of the press conference was to clarify the senator’s position on the issue.

2. For over a thousand years, Kyoto was the capital of Japan.

3. With his coach’s encouragement, Evan has become a competitive swimmer.

4. Aren’t the Burnetts good friends of yours?

5. What an entertaining speaker he is!

6. My parents are active volunteers in several service organizations.

7. Idaho did not become a state until 1890.

8. Charles will remain vice president until the end of March.

9. *The Federalist* papers were essays in support of the U.S. Constitution.

10. Gloves and a scarf are what I put on in cold weather.

**EXERCISE B**

*Answers to items 11 and 17 may vary.*

11. The only businesses in the neighborhood are the corner market and a small convenience store.

12. Two of the highest-paid teachers in the school are Ms. Robinson and Mr. Floyd.

13. Mr. Carson’s favorite types of programs are sports events and nature shows.

14. Two of the smallest countries in the Europe are Luxembourg and Belgium.

15. The first guests at the reception were Cheryl and I.

16. A pioneer in higher education for women, Mary Lyon was the founder and first principal of Mount Holyoke Female Seminary.

17. Did Tyrone become a computer programmer or a psychologist?

18. The earliest of Jane Austen’s novels were *Sense and Sensibility* and *Pride and Prejudice*.

19. After a successful singing career, Sonny Bono became a mayor and later a U.S. representative.

20. The assistant band directors are Ms. Lawson and Mr. Samuelson.

**Predicate Adjectives, pp. 33–34**

**EXERCISE A**

1. The fresh blueberries were delicious in my oatmeal.

2. The air always smells fresh after a summer shower.

3. The crowd became restless in the third quarter.

4. Even in a hot desert, temperatures can turn cold at night.

5. After the meeting, everyone seemed confident about the chairperson’s budget proposal.

6. Is this table narrow enough for the space beside the couch?
7. After learning more about chess, Nancy became more enthusiastic about the game.
8. Powerful were the speeches of Dr. Martin Luther King, Jr.
9. The novels of French writer and political activist Émile Zola were often controversial.
10. Does this outfit seem appropriate for the wedding reception?

**EXERCISE B**
11. Were your grandmother’s parents Puerto Rican or Italian?
12. The holidays were brief but restful.
13. During the debate, both teams remained calm and attentive.
14. The old house looks fresh and bright in its new coat of paint.
15. The Guggenheim Museum’s art collection is extensive and diverse.
16. Thorough and informative were Dr. Jacobson’s lectures on genetics.
17. The personnel at the hospital are always compassionate and sympathetic.
18. Sometimes the moon appears yellow or even orange in the night sky.
19. Cautious and deliberate were the scientists during the dinosaur fossil’s excavation.
20. This type of essay is argumentative or persuasive.
Chapter 3: The Phrase, pp. 35–44
The Prepositional Phrase, pp. 35–36

EXERCISE A
1. Water the plants on the back patio every day.
2. Next, we’ll paint the shelves next to the stove.
3. Does the cat with the stripes need its shots?
4. Trees near rivers usually have a good water supply.
5. The children behind the stage curtain practiced their lines once again.

EXERCISE B
6. Tim poured turpentine on the paintbrush.
7. Coach Winters wears her whistle during basketball games.
8. My grandmother, active in volunteer organizations, is often quite busy.
9. Dash to the front door and unlock it.
10. The old moose moved quickly for its age.

The Participle and the Participle Phrase, pp. 37–38

EXERCISE A
1. The balanced rock was precisely perched on the cliff’s edge.
2. Quick! Get out of this pouring rain!
3. Laughing, the children played tag in the park.
4. Everyone’s attention was on the ringing phone.
5. Did you see that well-researched report on the news last night?

EXERCISE B
6. Plugging in the toaster, Marsha wondered if there were any bagels.
7. The travelers, arriving at the airport in the nick of time, sighed with relief.
8. How long will the meeting rescheduled for this afternoon last?
9. Pushing snow to either side of the road, the snowplow’s pressed on.
10. The fan, bought at a flea market, did little to cool the room.

EXERCISE C
11. puffing
12. forcing
13. blown
14. laughing
15. Tapping

The Gerund and the Gerund Phrase, pp. 39–40

EXERCISE A
1. V 6. G
2. G 7. V
3. P 8. G
5. G 10. P

EXERCISE B
11. Nell is practicing her math by memorizing geometry theorems.
12. Measuring carefully is important in carpentry.
13. The dog enjoys chewing on the twigs from the pecan tree.
14. Raising livestock is hard work.
15. This crab moves by scuttling sideways.
16. Let’s go dancing at that new club.
17. Running a marathon takes months of preparation.
18. Don’t make the mistake of promising what you can’t deliver.
19. Feeding the fish is one of Josh’s daily chores.
20. He gives winning the match his full attention.
The Infinitive and the Infinitive Phrase, pp. 41–42

EXERCISE A
1. In front of the fireplace is a warm place to sit.
2. After a good performance, it’s polite to applaud.
3. The tired child managed to smile.
4. To finish is my only concern at this point!
5. On a warm, breezy day, it’s fun to sail.
6. Shane told us that he had finally learned to draw.
7. To win tonight would really improve the team’s record.
8. The best course to take is the one proposed by the commission.
9. Once the water began filling the canoe, it began to sink.
10. This pair of slacks is sure to fit.

EXERCISE B
11. Thunder began to boom loudly.
12. Do you have anything to say about this situation?
13. To lose herself in a good mystery novel is Gina’s wish right now.
14. To reach the harbor, turn right at the light and drive two miles.
15. Has Kayla ever been tempted to tell your secret?
16. You need to lift this barbell slowly and steadily ten times.
17. How to cross the river safely was the question.
18. It’s important to be really honest with your friends.
19. The next step is to ventilate the room thoroughly.
20. To resolve this issue permanently will require time and effort.

The Appositive and the Appositive Phrase, pp. 43–44

EXERCISE A
1. That man, Dr. Nathan Bedford, has already testified in court.
2. This book, Walden, is a favorite in our English class.
3. Which boy is your brother Jason?
4. That store, Dollar-and-Dime, sells paper goods and other items.
5. Do you play her favorite instrument, guitar?
6. This Thursday, we volunteers will begin our final fundraising campaign.
7. The museum’s latest acquisitions, sculptures, are now on display.
8. One of her friends, Jerome, will be helping us build the float.
9. The yard sale begins tomorrow, Wednesday, unless it rains.
10. The dog is learning a new skill, obedience.

EXERCISE B
11. Flour, an important ingredient in baking, comes in several varieties.
12. Sit and watch this show, a suspenseful science fiction drama, with me.
13. A chore I don’t mind at all, mowing the lawn actually relaxes me.
14. The long train, loaded freight cars and beat-up box cars, blocked traffic for at least ten minutes.
15. Ficus, tropical plants with shiny leaves, are sometimes grown as ornamentals.
16. Beaches and ski slopes, popular vacation destinations, are always crowded in season.
17. The clean laundry, freshly washed jeans and socks, lay stacked on the kitchen table.
18. Hawks and eagles, both birds of prey, have hook-tipped beaks.
19. The advisor, attorney Mavis Newton of Dallas, is an expert in medical legal issues.
20. The clouds, streaks of pink against the sky, reflected the sunset.
Chapter 4: The Clause, pp. 45–54
The Adjective Clause, pp. 45–46

EXERCISE A
1. Please wind the clock that sits on the mantel.
2. Is the Scott family looking for a car that has lots of legroom?
3. The chairperson to whom the committee listened closely, outlined the proposal.
4. Where is the trophy that Samantha won at the tennis match?
5. Do you remember the time when Aunt Emma taught us to fish?

EXERCISE B
6. Many kindergarten teachers keep healthful snacks handy for their students, who get hungry often.
7. On the bulletin board, the teacher displayed art that the children had made.
8. Letters and numbers, which are the building blocks of writing and math, are taught to these children.
9. The children also play finger games, which improve motor skills and hand-eye coordination.
10. Their teachers must be people who enjoy the company of small children.

EXERCISE C
11. Careful consideration is what is required now.
12. Kevin asked when the movie starts.
13. Those pictures remind me of a time when I didn’t worry about anything.
14. Isn’t the site where the old elementary school stood being turned into a park?
15. The new elementary school, which my youngest brother will attend, was just completed last year.

The Noun Clause, pp. 47–48

EXERCISE A
1. IO
2. DO
3. PN
4. S
5. OP

EXERCISE B
6. Only his mother knew why the child was laughing.
7. Where the treasure is buried remains a mystery to this very day.
8. Will each student conduct an interview with whoever has inspired him or her?
9. The final decision is whether we should travel by car or by train.
10. Notify whichever teacher is closest if a problem occurs.

EXERCISE C
11. Careful consideration is what is required now.
12. Kevin asked when the movie starts.
13. Let’s get in line at whichever cash register has the fewest people waiting.
14. The stadium is where all the excitement is happening.
15. That the kitten attacked its own reflection amused all of us.

The Adverb Clause, pp. 49–50

EXERCISE A
1. As long as Michelle keeps practicing, her abilities will grow.
2. Relieved because the hard rain had stopped, Nicholas steered the car back out onto the road.
3. Please continue working on the test until time is called.
4. Since the store’s inventory sold more quickly than expected, employees may go home early.
5. When the curtain had risen completely, Susan walked onto the stage.

EXERCISE B
6. George should study anatomy carefully if he wants to be a personal trainer for athletes.
7. Will Nell help her brother with his homework so that he will complete it on time?
8. Sam must kick the ball harder than he has so far, or he will not be able to score.
9. Please put another coat of paint on the wall because the old color is showing through.
10. When we take our dog Pepper to the dog park, she always comes home tired but happy.

EXERCISE C
11. When building a campfire, start with small pieces of dry wood.
12. Adrienne sings more loudly than Janet.
13. The painter carefully mixed new paint while waiting for the canvas to dry.
14. When revising their writing, some students choose to read aloud to a friend.
15. Marta received as many notes of congratulations as her sister.

Sentence Structure A, pp. 51–52

EXERCISE A
1. Hal and I carve wood into sculptures.
2. Some people prefer quieter hobbies.
3. For example, my brother spends many hours watching birds.
4. Did he see a new species of bird for the first time yesterday?
5. Almost everyone has some sort of hobby or collects something.

EXERCISE B
6. It took only minutes to douse the fire completely.
7. Not even an ember glowed in the ashes; as a result, the stars seemed to shine more brightly than before.
8. The campers looked at the stars in awe; after all, most of the boys were used to bright city lights and dim stars.
9. In the distance, a coyote yowled, paused, and then yipped.
10. The campers called goodnight to one another; then they zipped their tents up and slept.

EXERCISE C
11. C
12. C
13. S
14. C
15. S
EXERCISE A

1. Composers spend time composing catchy jingles so that people will walk around whistling and humming them.

2. Because the images in ads are so important, sometimes there are no words at all.

3. Although there are quiet ads, many ads scream at viewers to get their attention.

4. Have you ever enjoyed an ad but forgotten what product it was for right away?

5. Because so many people watch the Super Bowl, it costs millions of dollars to run an ad during that event.

EXERCISE B

6. Some people like to read history, while others prefer romance.

7. Have you ever been swept up in a book, even though you knew it was only a story, and have you ever been sorry when you reached the last page?

8. Magazines, which cover every possible interest, have many readers as well; in fact, our family currently subscribes to seven magazines because everyone in the family wants to read something different.

9. If you want to keep up with the daily news, there’s still no beating a good city newspaper, which has coverage of local, national, and global events and issues.

10. However, some people like to get their news from the Internet, or they listen to news radio programs while they do chores around the house.
Chapter 5: Agreement, pp. 55–66
Subject-Verb Agreement A, pp. 55–56
EXERCISE A

1. Many industries (rely, relies) on the work of robots.
2. For example, the automotive industry (uses, use) robots on assembly lines.
3. Certain robots (welds, weld) vehicle bodies.
4. At a different stage of the process, another robot (paints, paint) the vehicles.
5. (Do, Does) an engineer design a different robot for each specific task?

EXERCISE B

6. (Does, Do) the president and the vice-president meet each day?
7. The refrigerator, the dishwasher, or the disposal (hum, hums) rather loudly.
8. Leon and Lana (love, loves) being on the debate team.
9. Neither the planet nor its moon (sustain, sustains) life.
10. In their jobs, lawyers and politicians (debates, debate) many issues.
11. After high school he and I (am, are) going to college.
12. The chairs or the coffee table (fit, fits) next to the sofa.
13. (Has, Have) you and she chosen careers in the legal profession?
14. The principal or the teachers (counts, count) the votes.
15. Rachel, Phil, or the editor (writes, write) about every election.

Subject-Verb Agreement B, pp. 57–58
EXERCISE A

1. Strange lights across the lake (flashes, flash) along the shore every night.
2. Each morning, a delivery truck that carries packages (stops, stop) at the corner.
3. A banana, together with those berries, (makes, make) a tasty smoothie.
4. The artists who own this studio (has, have) filled it with their own art.
5. His property, which includes a house and a barn, (is, are) for sale.

EXERCISE B

6. After lunch someone always (feeds, feed) the parakeet.
7. (Is, Are) many in the stands cheering for my brother?
8. (Has, Have) anybody seen my beach towel and sunscreen lotion?
9. One of the scientists (have, has) discovered a new vaccine.
10. At the same moment, both (jumps, jump) for the basketball.
11. Once underwater, each quickly (swim, swims) toward the school of fish.
12. (Is, Are) something in that large blue bag for you?
13. Luckily, nothing on that buffet table (tempt, tempts) me to overeat tonight.
14. Every evening, several (gather, gathers) near the edge of the clearing.
15. Neither (run, runs) faster than that little bird can fly.
EXERCISE C

16. Most of the movie (has, have) been very suspenseful.

17. (Are, Is) any of the apartments on the list already furnished?

18. More of the proposals under discussion (sound, sounds) sensible now.

19. None of the other players (score, scores) as well as Rosa.

20. By the end of the game, all of his uniform (was, were) drenched with sweat.

Subject-Verb Agreement C, pp. 59–60

EXERCISE A

1. doesn’t
2. Is
3. Don’t
4. lives
5. fly
6. don’t
7. bring
8. recruits
9. don’t
10. Was

EXERCISE B

11. is
12. Does
13. were
14. live
15. was

EXERCISE C

11. was
12. is
13. were
14. are
15. were

Subject-Verb Agreement D, pp. 61–62

EXERCISE A

1. (Is, Are) mathematics your favorite subject in school?
2. For durability, the eyeglasses (has, have) spring-loaded hinges.
3. According to Aunt Leigh, molasses (adds, add) a good flavor to bread.

EXERCISE B

6. shares
7. C
8. tells
9. has
10. Does

EXERCISE C

6. shares
7. C
8. tells
9. has
10. Does

Pronoun-Antecedent Agreement A, pp. 63–64

EXERCISE A

1. its
2. their
3. his
4. her
5. their

EXERCISE B

6. On summer days Michelle and Felicia spend (her, their) afternoons together.
7. Ella or Sue Ann will bring an ice chest full of cold fruit drinks with (her, them).
8. Neither the deck nor the table has (its, their) surface sealed against rain.
9. A book, a magazine, and good food provide (its, their) own kind of entertainment.
10. This card and that envelope have familiar handwriting on (it, them).
11. In the backyard a tree or an umbrella is useful because (it, they) provides shade.
12. Dad or Joe sometimes offers sandwiches when (he, they) makes lunch.
13. Often our cat and dog treat \( \textit{itself, themselves} \)
to a swim in our backyard pool.

14. Is Ken or Vern famous in the neighborhood for \( \textit{his, their} \) “backyard banquets”?

15. Are the books and magazines in \( \textit{its, their} \) usual place next to the reclining chair?

**Pronoun-Antecedent Agreement B, pp. 65–66**

**Exercise A**

1. her
2. his or her
3. him
4. himself or herself
5. it

**Exercise B**

6. Does most of the road to your house have asphalt on \( \textit{its, their} \) surface?

7. Chad talked with both of the mechanics about \( \textit{his or her, their} \) estimates.

8. Several of the watches are broken. Can \( \textit{it, they} \) be fixed?

9. None of the truck drivers are tired. Will \( \textit{he or she, they} \) drive another hour?

10. All of the fence has been painted. Please don’t touch \( \textit{it, them} \).

**Exercise C**

11. it
12. her
13. its
14. them
15. its
Chapter 6: Using Pronouns Correctly, pp. 67–72

Personal Pronouns A, pp. 67–68

**EXERCISE A**
1. they
2. he
3. she
4. he
5. they
6. She
7. they
8. she
9. we
10. I

**EXERCISE B**
11. hers
12. yours
13. Your
14. mine
15. his

Personal Pronouns B, pp. 69–70

**EXERCISE A**
1. them
2. me
3. him
4. her
5. me
6. them
7. him
8. her
9. them
10. them

**EXERCISE B**
The strikethroughs are to help students choose the correct pronoun. They are not meant to be graded, though the teacher may require them.

11. That roller coaster ride is thrilling for Justin and (I, me).

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12. When did Uncle Bart make Holly and (them, they) that tire swing?
13. Grandpa showed the neighbors and (us, we) some old photographs.
14. Will this secret stay between you and (I, me)?
15. Where did you find Chi and (him, he) those unusual Christmas gifts?
16. Coach McIntire sent the pitcher and (her, she) a secret signal.
17. Please give Mr. Tatum or (I, me) your permission slips for the field trip.
18. These plates of chicken and biscuits are for you and (they, them).
19. There was a safety railing between the edge of the cliff and (we, us).
20. I wish you and (she, her) many happy times together.

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Special Problems in Pronoun Usage, pp. 71–72

**EXERCISE A**
1. she
2. We
3. them
4. us
5. him

**EXERCISE B**
6. Who
7. whom
8. who
9. who
10. Whom
Chapter 7: Clear Reference, pp. 73–76

Clear Pronoun Reference A, pp. 73–74

EXERCISE A

The arrows are to help students determine whether the reference is clear or ambiguous. Though the teacher may require the arrows, they are not meant to be graded.

A 1. Megan met Sonia at the movies, and she offered to buy some popcorn.

C 2. Wayne eats a nutritious snack before he baby-sits Tommy for the afternoon.

A 3. When the bowling ball hit the pin, it fell into the gutter.

A 4. When the teacher talks to the student, does he make eye contact?

C 5. Greg repaired an old sailboat, and he went sailing yesterday.

EXERCISE B

Answers will vary. Sample answers are provided.

6. The tornado uprooted a tree near our house. That tornado really scared me.

7. When the leaves turn red, the trees look beautiful.

8. To my amusement, the cat suddenly pounced on the box.

9. The beautiful horses raced around the field.

10. Did Melanie find Amy in the mall? Did Amy have the car keys?

Clear Pronoun Reference B, pp. 75–76

EXERCISE A

The arrow is to help students determine whether the reference is clear or weak. Though the teacher may require the arrow, it is not meant to be graded.

W 1. Jennifer enrolled in the journalism class because she wants to be a professional one.

W 2. Although I believe that friends should be honest with each other, it is not always easy.

W 3. Did Grace open her sister’s closet and try several on?

C 4. The statistics surprised the professor. Are they accurate?

W 5. I couldn’t make photocopies of the worksheets because it was out of order.

EXERCISE B

Answers may vary. Sample answers are provided.

6. In the army, soldiers learn discipline, stamina, and obedience.

7. My grandparents own a bakery, and they make their baked goods fresh every morning.

8. Find the number for the fire department! We need firefighters now!

9. The comic strip shows an argument between Charlie Brown and Lucy.

10. The class spent several hours in the museum and studied one sculpture in particular.
Chapter 8: Using Verbs Correctly, pp. 77–92

Principal Parts of Verbs A, pp. 77–78

EXERCISE A

1. present participle
2. past participle
3. base form
4. past
5. past participle
6. base form
7. present participle
8. past
9. past participle
10. present participle

EXERCISE B

11. print [is] printing printed
   [have] printed
12. propose [is] proposing proposed
   [have] proposed
13. chase [is] chasing chased
   [have] chased
14. giggle [is] giggling giggled
   [have] giggled
15. borrow [is] borrowing borrowed
   [have] borrowed
16. snare [is] snaring snared
   [have] snared
17. unpack [is] unpacking unpacked
   [have] unpacked
18. stop [is] stopping stopped
   [have] stopped
19. dribble [is] dribbling dribbled
   [have] dribbled
20. call [is] calling called
   [have] called

Principal Parts of Verbs B, pp. 79–80

EXERCISE A

1. sink [is] sinking sank
   [have] sunk
2. take [is] taking took
   [have] taken
3. cost [is] costing cost
   [have] cost
4. tear [is] tearing torn
   [have] torn
5. lose [is] losing lost
   [have] lost
6. sing [is] singing sang
   [have] sung
7. eat [is] eating ate
   [have] eaten
8. set [is] setting set
   [have] set
9. hide [is] hiding hid
   [have] hidden
10. spend [is] spending spent
    [have] spent

EXERCISE B

11. come
12. burst
13. woke
14. stolen
15. have rung
**Lie and Lay, Sit and Set, Rise and Raise, pp. 81–82**

**Exercise A**
1. lay; laid
2. lay; lie
3. laid; lain
4. lying; lay
5. lay; lying

**Exercise B**
6. sets; sit
7. sitting; set
8. set; sat
9. sitting; sitting
10. sit; set

**Exercise C**
11. raise; rise
12. rose; raised
13. rising; raising
14. raised; rose
15. risen; raised

**Tense, pp. 83–84**

**Exercise A**
1. future
2. present
3. past perfect
4. past
5. present perfect
6. present
7. present perfect
8. future perfect
9. past
10. future

**Exercise B**
11. believed
12. will believe
13. have believed
14. believe
15. will have believed

16. studied
17. will study
18. have studied
19. had studied
20. will have studied

**Progressive Forms of Verbs, pp. 85–86**

**Exercise A**
1. was performing
2. will be painting
3. was ringing
4. is crawling
5. was playing

**Exercise B**
6. had been learning
7. have been paving
8. will have been migrating
9. will have been living
10. had been saving

**Exercise C**
11. future perfect progressive
12. present perfect progressive
13. present progressive
14. past progressive
15. future progressive

**The Uses of Tenses, pp. 87–88**

**Exercise A**
1. present
2. present
3. past
4. future
5. past

**Exercise B**
6. present perfect
7. future perfect
8. past perfect
9. future perfect
10. present perfect
Consistency of Tense, pp. 89–90

EXERCISE A
1. retreated
2. will go
3. did
4. maintains
5. has returned

EXERCISE B
6. will go
7. had
8. composed
9. returned
10. had

EXERCISE C
Except for item 12, answers will vary. Sample student responses are provided.

11. Grandma promised that she and Grandpa will visit us next Sunday.

12. Lola had discovered her love of music long before she joined the band.

13. The pond is rising while the rain fell.

14. As a child, Kevin watched television programs in Spanish, and he learned the language from those programs.

15. Has everyone decided what he or she will order from the menu?

Active Voice and Passive Voice, pp. 91–92

EXERCISE A
1. P
2. P
3. A
4. A
5. P
6. P
7. P
8. A
9. P
10. A

EXERCISE B
Answers may vary. Sample student responses are provided.

11. Yesterday, new locks were installed by a skilled locksmith.

12. The traffic accident will be investigated.

13. Last Sunday, our fantastic dinner was prepared by me.

14. All stockholders have been sent their dividends.

15. Unfortunately, a lie about what happened was told by someone.

Unfortunately, someone told a lie about what happened.
Chapter 9: Using Modifiers Correctly, pp. 93–100

Troublesome Modifiers A, pp. 93–94
EXERCISE A
1. bad
2. badly
3. badly
4. bad
5. badly
6. bad
7. bad
8. badly
9. bad
10. bad

EXERCISE B
11. well
12. good
13. well
14. good
15. good
16. good
17. good
18. well
19. well
20. good

Troublesome Modifiers B, pp. 95–96
EXERCISE A
1. really
2. real
3. really
4. real
5. really
6. really
7. really
8. real
9. really
10. real

EXERCISE B
11. slowly
12. slow
13. slow
14. Slowly
15. slowly
16. slow
17. slowly
18. slow
19. slow
20. slowly

Degrees of Comparison, pp. 97–98
EXERCISE A
1. less expensive
2. funniest
3. more rapidly
4. less interesting
5. most outrageous
6. less noisy
7. lightest
8. less softly
9. least fearsome
10. more colorful

EXERCISE B
11. more
12. most
13. better
14. best
15. worse

Uses of Comparisons, pp. 99–100
EXERCISE A
1. My dog Fido learned the commands more quickly than any other dog in the class.
2. The grass is greener on the other side of the fence.
3. I’ve put together over fifty jigsaw puzzles, and this one is the most difficult.
4. C
5. Of the two parrots, this one is most colorful.
6. I considered yellow, blue, or green paint for my bedroom. I liked yellow best.

7. Which play did you enjoy more, Hamlet or The Taming of the Shrew?

8. Tyrone collected more canned goods than anyone in the class.

9. Carrying the couch up the stairs was more difficult than carrying the chairs up the stairs.

10. C

**EXERCISE B**

*Answers may vary.*

11. The computer monitors in the drafting lab are more bigger than the monitors in the writing lab.

12. Of all the grocery stores near my home, the one on Fourth Street has the most freshest produce.

13. C

14. During the camping trip, we swam, hiked, and canoed, and I liked hiking most best.

15. Mrs. Fermo is the most friendliest of the five board members.
Chapter 10: Placement of Modifiers, pp. 101–104

Placement of Modifiers A, pp. 101–102

EXERCISE A

Answers may vary. Sample answers are provided.

1. Delighted, the fireworks surprised the children.
2. I found the book in my room that was due yesterday.
3. The bicycle is in the shed with a flat tire.
4. Escaping, the boy tried to grab the tail of the kite.
5. Karen’s soccer team is ranked second in the state; her team has nearly won all of its games.
6. Ringing, I ran for the phone.
7. The canoe slid through the water, built by hand.
8. We finished reading a short story written by Mark Twain during study hall.
9. Hundreds of pumpkins lay in the fields, which were almost ripe.
10. The supervisor complimented the carpenters for working so quickly as he handed out their paychecks.

EXERCISE B

11. S
12. C
13. S
14. S
15. C

Placement of Modifiers B, pp. 103–104

EXERCISE A

1. D
2. C
3. D
4. D
5. D
6. D
7. C
8. D
9. C
10. D

EXERCISE B

Answers will vary. Sample answers are provided.

Red underscore indicates dangling modifier prior to revision.

11. While we watched the sun set over the ocean, the sky turned purple, red, and orange. (While watching the sun set over the ocean,)
12. Having run several miles, the members of the track team agreed that nothing is as refreshing as a cool glass of water.
13. After my brother and I baked bread, the house smelled wonderful! (After baking bread,)
14. Pestered by the flies buzzing around, the cow swatted its tail at them.
15. After completing the test, you should place the answer sheet inside the test booklet.
Chapter 11: A Glossary of Usage, pp. 105–12
Glossary of Usage A, pp. 105–106
EXERCISE A
1. accepted
2. all right
3. Except
4. affect
5. All right
EXERCISE B
6. A large number
7. backpack
8. somewhere
9. among
10. much
11. anyway
12. among
13. everywhere
14. between
15. is
Glossary of Usage B, pp. 107–108
EXERCISE A
1. Don’t
2. done
3. doesn’t
4. don’t
5. done
6. did
7. doesn’t
8. done
9. don’t
10. done
EXERCISE B
11. taught
12. less
13. rather
14. Fewer
15. learned
16. fewer
17. teaches
18. fewer
19. somewhat
20. fewer
Glossary of Usage C, pp. 109–10
EXERCISE A
1. have
2. used
3. supposed
4. then
5. have
6. than
7. had
8. Then
9. supposed
10. than
EXERCISE B
11. who
12. try to
13. This
14. which
15. that
16. try to
17. that
18. this
19. that
20. try to
Glossary of Usage D, pp. 111–12
EXERCISE A
Answers will vary.
1. Don’t you have no manners?
2. My little sister can’t hardly talk yet.
3. Did hardly no residents vote for the new property tax?
4. Couldn’t Sarah find no shoes she liked?
5. Don’t never leave the car’s engine running while you’re at the gas pump!
6. Without a good light, I can’t barely read comfortably.
7. There isn’t scarcely time to finish the test.
8. I don’t want nothing for dessert.
9. We haven’t bought scarcely enough flour for the recipe.

10. Permanent marker shouldn’t never be used on the white board.

**Exercise B**

*Answers will vary.*

11. My cousins Jack and Ann are training to become flight attendants.

12. Ask the deliveryman to leave the package outside.

13. Mrs. Sims was elected president of that businessmen’s organization.

14. Is the material in this rug man-made or natural?

15. Aunt Deborah found a part-time job as a watchman at the factory.
Chapter 12: Capitalization, pp.113–26

Capitalization A, pp. 113–14

EXERCISE A
1. Jessica said, "Let’s go out for lunch today."
2. Our teacher was promoted to vice principal.
3. This computer runs slowly when the network is busy.
4. Alicia whispered, "When are the reports due?"
5. The cat stretched out its paw and swatted at the ball.
6. "Where are we supposed to set these cases of juice?" asked Devon.
7. The spider has woven its web across the opening in the fence.
8. Grandma muttered, "Well, I guess the bulb needs to be changed."
9. A mouse has been scratching around behind the walls of the storage shed.
10. Hey! There’s a quarter lying next to the curb.

EXERCISE B
11. If you set the table, I’ll wash the dishes tonight.
12. For the past two summers, I’ve volunteered at the animal shelter.
13. Jason and I rode our bicycles around Town Lake this weekend.
14. “This fall,” Marta told us, “I’m going to visit my sister in Nevada.”
15. I’ve decided that I should take the shuttle to the fairgrounds.

EXERCISE C
16. Yours truly,
17. Dear Aunt Teresa,
18. My darling Rebecca,
19. Dear Professor Hanami:
20. Sincerely yours,

EXERCISE A
1. Will the company cookout be held at Brentwood Park?
2. My friend Mario is playing center in tonight’s basketball game.
3. Ms. Samuels is making a speech to the committee.
4. I am visiting Boston this summer.
5. Today’s lecture is on the origin of Arabic numerals.
6. One of the highest mountains in the world is Nanga Parbat.
7. Mr. Jesse and his dog once hiked across much of South Carolina.
8. Doesn’t a Portuguese man-of-war have stinging cells in its tentacles?
9. That simple cabin was Kentuckian Winslow Carter’s birthplace.
10. The island of Cuba gained its independence from Spain in 1898.

EXERCISE B
Answers will vary. Sample responses follow.

11. state Florida
12. lake Lake Travis
13. school McNeil High School
14. team Bradford Bears
15. month December
**Exercise C**

16. her puppy Jack
17. Juanita F. Garcia
18. Francis Riggs, Jr.
19. Marcella L. Ward
20. my horse Barney

**Capitalization C, pp. 117–18**

**Exercise A**

1. Adam voted that we visit the Grand Canyon this year.
2. We made a map of Argentina for geography class.
3. My friend Enrique lives in Maine.
4. The new high school is on Raines Road.
5. The continent of Europe is one of the smallest continents in the world.
6. Julia rode her bike around Rosedale Park.
8. Captain James Cook’s ship ran aground on the Great Barrier Reef in 1770.
9. We are moving to Kentucky next year.
10. Kingsville, Texas, is in Kleberg County.

**Exercise B**

11. My cousin is joining the United States Air Force when she graduates.
12. Our state elected members of the House of Representatives.
13. The reporter wrote, “The Carrollton Cougars cruised to an easy victory,” but the game was tough!
14. Dr. Frye is a member of the American Medical Association.
15. This facility complies with the directives of OSHA and other regulatory agencies.
16. The Interstate Commerce Commission regulated railroads.
17. Be sure to get on one of the buses that has “Molltown ISD” printed on its side.
18. The Muscular Dystrophy Association educates the public about muscular dystrophy.
19. Did you apply to the University of Pennsylvania?
20. Aren’t we playing the Hornets tomorrow?

**Capitalization D, pp. 119–20**

**Exercise A**

1. The algebra test is on Monday.
2. I am watching the British Open, my favorite golf tournament, this Sunday.
3. Why did the Ming dynasty last for more than 250 years?
4. Marilyn, Maya, and I are cleaning up the park on Arbor Day this year.
5. Traditionally, seniors hold their formal banquet in early April.
6. This Saturday is the day of the Expo.
7. This summer, Paul’s birthday falls on a Thursday.
8. We studied the battle of Waterloo in history class today.
9. Why do the British celebrate Guy Fawkes Day?
10. Our little brother Owen turns seven in January.

**Exercise B**

11. The Greek chef cooked a delicious meal.
12. I am taking a course in Asian studies next year.
13. The painting in the waiting area is by a little-known Japanese artist.

14. The curator’s lecture concerned the history of the Iroquois peoples.

15. Mara and David are studying Indian culture in sociology class.

**EXERCISE C**

16. The commemoration of the birth of Jesus is called Christmas.

17. We read selections from the Torah, the five books of Moses, in world religions class.

18. Muslims study the Koran, a book said to contain Allah’s revelations to Mohammed.

19. One god in the Hindu religion is Vishnu.

20. A goddess of the ancient Greeks, Athena was thought to be wise.

**Capitalization E, pp. 121–22**

**EXERCISE A**

1. The new Computers in the library were made by Dell.

2. She drives a Ford Pickup Truck.

3. We took a Flight on Northwest Airlines when we visited Grandma.

4. Would you like some Oatmeal—Quaker oats—for breakfast?

5. The brand of Juice in the ice chest is Ocean Spray.

**EXERCISE B**

6. She named her hot-air balloon *Roswell*.

7. We rode on a train called the *Lowland Flyer*.

8. The Hubble Space Telescope’s optics were repaired in 1993.

9. One of Christopher Columbus’s ships was named the *Pinta*.

10. According to the story, the time machine *Counterclock* visited ancient Rome.

11. On their quest for the Golden Fleece, the Argonauts sailed aboard the *Argo*.

12. Has Galileo’s mission been completed?

13. The USS *Forrestal* sailed out of this port.

14. Footage of the launch of the space shuttle *Columbia* was shown in a documentary last night.

15. It’s fun to sit on the balcony listening to the sound of the train *Newcastle Express* as it roars past our apartments.

**EXERCISE C**

16. My aunt visited Chaucer’s grave, which is inside Westminster Abbey, when she was in London.

17. The senior prom was held at the *Driskill Hotel*.

18. Meet us at the *Paramount Theater* at 7:00 P.M.

19. The *Riverside Animal Park* opened today.

20. The *Turner Wildflower Center* was full of flowers in bloom.

**Capitalization F, pp. 123–24**

**EXERCISE A**

1. Who won the Pritzker prize this year?

2. On our trip to Washington, D.C., we saw the *Washington Monument*.

3. The *Civil Rights Memorial* was dedicated in Montgomery, Alabama.

4. In Japan, the Sengen Shrine has been used in the worship of Mount Fuji.

5. Someday, Brook hopes to win an Avery Fisher prize.
EXERCISE B
6. Is Neptune the planet farthest from the sun?
7. Studies of Biela's Comet helped support the idea that some meteors are pieces of comets.
8. The star Proxima Centauri is part of a triple star system.
9. The moon is too bright tonight for us to see the Pleiades.
10. Like the moon, the planet Mercury exhibits phases.

EXERCISE C
11. Do you enjoy your geometry II class?
12. I finished my Chemistry homework last night.
13. Mr. Durand is a good French teacher.
14. I wrote an essay for my Language Arts class.
15. Mrs. Garcia is teaching Physical Education II next year.

Capitalization G, pp. 125–26
EXERCISE A
1. The Mayor spoke to the town council.
3. That sprained ankle may need a Doctor's care.
4. The army troop was under the command of Sergeant Jefferson.
5. Shelley was elected President of the student council.

EXERCISE B
6. Remember that grandma needs a ride to the airport at 3:00 P.M.
7. Is your Mother coming to the talent show tonight?
8. I didn't know that your Uncle Mike was in the Peace Corps.
9. This afternoon, dad, I have a guitar lesson.
10. My Aunt Kelly was a country-western singer.

EXERCISE C
11. The Times was founded in 1851.
13. Miguel told us that he found the painting Subway Angels: A Study in Blue very beautiful.
14. For Christmas, Ms. Kostas is writing a play called A Yuletide Visitor.
15. Have you finished reading the short story The Last Bus?
Chapter 13: Punctuation, pp. 127–44
End Marks, pp. 127–28
EXERCISE A
1. Maya said that it was nice being at home again.
2. Are you finished with your essay for history class?
3. Do you think your father will give us a ride to the movies?
4. We gathered research at the library on Saturday for our essays.
5. The newspaper was delivered early this morning.
6. What do you think of my handmade quilt?
7. Is it time for the baby’s bath?
8. I would like more asparagus, please.
9. Is Michael’s specialty spaghetti with marinara sauce?
10. Allison asked Teresa if Teresa could tutor her after school.

EXERCISE B
Answers may vary slightly.
11. No! Don’t bring that spider near me!
12. Don’t climb any higher.
13. My, what a beautiful garden that is.
14. That television is far too loud!
15. Hey! Turn that music down!

Abbreviations B, pp. 131–32
EXERCISE A
1. b
2. a
3. b
4. b
5. a

EXERCISE B
6. b
7. b
8. b
9. a
10. a

Commas A, pp. 133–34
The final comma in each series can be deleted, depending on teacher’s instructions.

EXERCISE A
1. Were Robert and Marcia and Janet the finalists in the talent show?
2. My favorite kinds of books are mysteries, thrillers, and the classics.
3. We rode our bikes, swam in the creek, and fished for trout.
4. Aunt Sally sewed and washed and pressed the curtains.

5. I wrote my essay and completed my math problems and planned my science project.

6. Did Anna write, produce, and direct her own play?

7. The cows grazed in the field, mooed loudly, and stood blinking in the sunlight.

8. My father planted the flowers, mulched the garden, and watered the plants.

9. Vincent chopped the vegetables and stirred the stew and baked the bread.

10. The parrot squawked, rustled its feathers, and asked for a cracker.

EXERCISE B

11. The snake sunned itself on the patio and then slithered away.

12. The movie was long and dull, but my aunt stayed until the end.

13. Has Janet combined the colors and brushed paint on the canvas?

14. The newspaper flew from the delivery person’s hand and landed right on the porch.

15. The leaf fell from the tree and tumbled in the wind.

16. Little Sara swam the length of the pool, so her father cheered for her.

17. I rode my bike to the bus stop, but I took a cab to the museum.

18. Julian mixed the ingredients, and his mother baked the casserole.

19. Did Victoria kick the soccer ball and run down the field?

20. I read the article and wrote a review of it.

Commas B, pp. 135–36

EXERCISE A

1. Are you studying, or are you sleeping?

2. Patrick painted the shutters, and Felicia painted the eaves.

3. He didn’t feel well, yet he went to the concert.

4. My uncle built a boat, but he isn’t sure it will float.

5. We could go to the library, or we could study at home.

6. Veronica wasn’t prepared for class, but she promised herself that it wouldn’t happen again.

7. The kitten played with the toy mouse all day, so he took a long afternoon nap.

8. The book *The Hobbit* was very good, so I am reading *The Lord of the Rings*.

9. We went to the baseball game, and my little brother caught a fly ball.

10. I enjoyed the art gallery, and Mom enjoyed the wildflower center.
Commas C, pp. 137–38

**EXERCISE A**

1. This pack, which was left on the table, belongs to Nancy.

2. Is this one of the lakes where migrating geese gather?

3. Chip, who always worked hard at his studies, won a scholarship to Harvard.

4. My bicycle, which needs a new tire, is leaning against the fence.

5. Lyle, whose family lives in New York, plans to visit the city soon.

6. Holly is the only tennis player from Bayside High School who made it to the finals.

7. Jennifer wrote the article that was printed in the school newspaper.

8. We shouldn’t try to paint the car’s hood while the wind is blowing.

9. That team, which is in our division, was last year’s regional champion.

10. The store manager is the person whom we first contacted.

**EXERCISE B**

11. How many of the parts worn by friction can be replaced quickly?

12. The snail, creeping slowly, finally made it to the garden.

13. Citizens needing information about where to vote should visit the city’s Web site.

14. Polished with wax, the car looked as if it were new.

15. The boy speaking with the teacher about the essay is Robert.

**Commas D, pp. 139–40**

**EXERCISE A**

1. Well, Sheila said that it might happen.

2. Why, that is the prettiest bouquet of flowers I have ever seen!

3. Yes, I will meet you at the movies at 7 P.M.

4. Oh, that was a complete surprise!

5. Yes, I agree with you completely.

**EXERCISE B**

6. Proofreading his essay for the last time, Julio felt happy about his work.

7. Blushing, Maura thanked the student council for their compliments.

8. Made from scratch, the casserole tasted delicious.

9. Smiling, the mayor, wearing his best suit, announced that the resolution had passed.

10. Trimmed, the bushes along the front sidewalk looked good again.

**EXERCISE C**

11. After warming up on the violin for the next several minutes, Frederick will perform.

12. When you get home, will you please let the dog out?

13. Although we didn’t think we would win the game, we won by five points.

14. Near the edge of the lake, the ducks quacked happily.

15. Once the dog had drunk its water, did it bound off after the ball?

16. After we wash the dishes, we can ride our bikes to the park.

17. By the time the game is over, my mother should be here.

18. Since I have been exercising regularly, I feel healthier and stronger.
19. As soon as we feed the baby, we can leave for the picnic.

20. Beneath the books on the table, you will find the letter.

**Commas E, pp. 141–42**

**Exercise A**

1. Your aunt, the one that lives in Mexico, is a talented artist.
2. Does the store Kodie’s sell handcrafted shelves?
3. Barney, my little brother’s hamster, runs on its wheel for hours.
4. These tools, some wrenches and screwdrivers, are probably all we’ll need to finish the project.
5. The assignment, a five-page essay on wildlife, is due on Monday.
6. My teacher, Ms. Janowitz, offered extra help on this algebra problem. [or C]
7. The quilt, the one with the gingham and clouds, was sewn by my great-grandmother.
8. Is that dress, the white chiffon, the one you want?
9. My dog, Barkley, is the smartest dog on the whole block. [or C]
10. The dentist, Dr. Nobles, always kids me out of being afraid. [or C]

**Exercise B**

11. This pasta primavera, Dad, is the best I have ever tasted.
12. Your poem, Mr. Reyes, is inspirational.
13. Suzi, what do you think of our science project?
14. I will decorate for the party, Lee, if you bring the plates and cups.
15. What time does the movie start, Francis?

**Exercise C**

17. In the first place, I never said that I could attend.
18. The tires, however, still need to be rotated.
19. She was, incidentally, the best cook in Springfield.
20. I agree with you, of course.

**Commas F, pp. 143–44**

**Exercise A**

1. The observatory will be built on Fifth Street, in Weston.
2. The address on the envelope read 234 Anderson Avenue, New York, NY, 65342.
3. Stop by my house at 875 Beechwood Avenue.
4. The wellness center is at 543 Bluebonnet Lane, Marshall, TX 74652.
5. On January 30, 2018, my baby nephew will be eighteen years old.

**Exercise B**

6. Sincerely,
7. Dear James,
8. Very truly yours,
9. Regards,
10. Dear Aunt Janet.

**Exercise C**

11. Maria Cypress, M.D.
12. Patrick Matthews, Jr.
14. Frederick Jefferson, Sr.
15. Anna Bledsoe, Ph.D.
Chapter 14: Punctuation, pp. 145–66
Semicolons A, pp. 145–46
EXERCISE A
1. I reached into my pocket; the horse nuzzled me for a treat.
2. The ice cubes must be ready; they have been in the freezer for an hour.
3. Patrick glanced at his watch; the plane was actually early.
4. The thermometer showed it was 100 degrees outside; Carla went back for her hat.
5. The player kicked toward the net; the goalie sprang toward the ball.
6. Dusk fell on the neighborhood; porch lights flicked on.
7. The school bus came to a stop; children poured out.
8. Margo felt relieved; her exam was over at last.
9. The probe landed on the planet; computers soon lit up with incoming information.
10. Sunshine Café is famous; people come from miles around for the food.

EXERCISE B
11. Laurie worked all summer; consequently, she started a savings account.
12. The nest we were observing was unusual; for instance, a hair ribbon was wound through it.
13. One team took the mountain route; meanwhile, our team took the river route.
14. The woven rug had a snag; it began to unravel, in fact.
15. The class was almost over; the students, therefore, put away the lab materials.
16. The weather forecast predicted rain; Miss Rose, accordingly, decided to bring her umbrella.
17. Don’t throw that paper away; instead, put it in the recycling bin.
18. Linda was never a stranger for very long; in other words, she was very friendly.
19. It’s getting dark out; besides, it’s freezing outside!
20. That bird feeder is popular; sparrows, for example, flock around it every day.

Semicolons B, pp. 147–48
EXERCISE A
1. The suitcase contained shirts, lots of socks, pants, and a tie; but it had no identification card, tag, or paper inside.
2. Mr. Snyder will go on vacation June 16 through June 20, and then take off June 25; or he will take off June 6 through June 15.
3. A stage costume may have feathers, sequins, and several flounces; yet bright colors and a simple design will show up more onstage.
4. Stock your pantry with noodles, cans of fruit, dried beans, and rice; for you can use these inexpensive and healthy foods in so many quick meals.
5. The cave tour wound through low walkways, tight tunnels, and cramped turns; but then, at the end, we reached an open, large cavern.
6. The children gathered strawberries, blueberries, and raspberries; but the strawberries, sweet and juicy, were their favorites.
7. Mrs. Bird had stocked the cabinet with paper, envelopes, and pens; so the faculty, staff, and students did not run out of supplies.
8. Today’s mail had two flyers, a few bills, and a catalog; yet no letters, postcards, or packages arrived.
9. On the lunch special you can order a main dish, two side dishes, and a drink; or a main dish, three side dishes, and fruit can be ordered.
10. The tournament runs Thursday, Friday, and Saturday; but Monday, and possibly Tuesday, will also be game days.
**Exercise B**

11. The museum displayed a mummy, from Egypt, a kimono, from Japan, and a statue, from Italy.

12. The band was made up of Shari Bolt, on piano, Chris Lee, on saxophone, Jon Burk, on guitar, and Cam Smith, on drums.

13. A baseball catcher wears a mask, to protect his face, a mitt, to protect his hand, and leg pads, to protect his knees.


15. The hit songs now are “Hello You,” by Kate Katz, “Summer Song,” by The Urchins, and “Salza Waltz,” by Lemon-Aide.

**Exercise C**

11. I believe that verse is from Mark 4:1–15 in the Bible.

12. Sasha calls this painting *Hours of the Day*: *Siesta*.

13. The shuttle leaves at exactly 4:00 P.M. each day.


15. Dear Madam Justice:

**Italics, pp. 151–52**

**Exercise A**

1. We finally got tickets to the musical *The Producers*.

2. Which part of the long poem *The Rime of the Ancient Mariner* did you enjoy most?

3. During my drive from work, I listen to *This American Life* with Ira Glass on the radio.

4. Have you seen my copy of *Time* magazine?

5. I’m learning sign language from the CD-ROM *Speaking with Your Hands*.

6. Will we rent *Antz* or some other movie this weekend?

7. Louisa always carries a tattered copy of *Jane Eyre* when she travels.

8. I get a laugh out of *The Far Side* cartoons on my desk calendar.

9. Is my costume for *A Midsummer Night’s Dream* ready yet?

10. The new television series *Danger Mountain* should be a hit.

11. There’s just one problem with this map: It is missing a section.
EXERCISE B
11. A replica of the Mayflower is on display in the harbor.
12. Carmen wrote 60 on the box, but I find only fifty candles in here.
13. We saw gorgeous scenery as we chugged along on the California Zephyr.
14. In Hawaii, we were greeted with the word aloha wherever we went.
15. Did I put an extra s in Mississippi?

Quotation Marks A, pp.153–54
EXERCISE A
1. “The secret to light biscuits is sticky dough,” the cook confessed.
2. “I ride every day,” the cyclist said, “and I eat a lot of high-energy meals.”
3. “Let’s try that scene again,” said the director.
4. “Try a scarf with that jacket,” the salesperson suggested.
5. The salesperson suggested, “That red scarf would match best.”
6. “Race cars,” said the mechanic, “need a lot of maintenance.”
8. The innkeeper apologized, “I’m afraid we are full tonight.”
9. “Get your cold drinks right here,” called the vendor.
10. “I think it’s odd,” Gene remarked, “how the newspaper always ends up in the doghouse.”

EXERCISE B
12. “The sky this morning,” Eva wrote, “is pearly gray.”
14. “Don’t forget to lock the door!” called Dad.
15. “May I have another serving, please?” the guest asked.

Quotation Marks B, pp.155–56
EXERCISE A
1. Ann Smith appeared in the episode “Edge of Night” of Mummies and Mommies.
2. One of Elvis Presley’s first hits was the song “Heartbreak Hotel” in 1956.
3. Every senior should read the article “Packing for College” in On the Move magazine.
4. Set the VCR to record the episode “Eleanor Roosevelt” of The Lives of First Ladies.
5. I made copies of the essay “My Certain Slant of Light.”
6. Check the chapter “Fast Fish Recipes” in that cookbook.
7. Mrs. Forest read aloud Wallace Stevens’ poem “Anecdote of the Jar” to the class.
8. The speaker in Lucille Clifton’s poem “Island Mary” is a woman.
9. Do you understand that chapter called “Fire and Ice” in this novel?
10. “Wishing Star” is my favorite song on this CD.

EXERCISE B
11. Does your brother really prefer “snail-mail” to electronic communication?
12. The pilot radioed “roger” when he’d gotten our message.
13. In Canada, a “toonie” is a two-dollar coin.
14. The headings in the beautiful, old manuscript were set in a “swash” style of type.
15. Dan said he was a spelunker, which means “cave explorer.”
16. The newspaper called the unsuccessful track meet an “Uh-Oh-lympics.”
17. Gina loves to put little “emoticons” (smiling face symbols) in her e-mails.
18. Voyage to Mars was the “sleeper” hit of the summer movie season.
19. Dad’s lawn mower is so advanced that we call it the “Robomower.”
20. I think our cat is the original “couch potato.”
Ellipsis Points, pp. 157–58

**Exercise A**

1. The skater cautioned, “The ice is thin over there near the trees.”

2. Rachel told the store manager, “I’ve read all the books in this mystery series. I especially liked the first two mysteries. Now I’m waiting for the next book to come out.”

3. As Amy opened the mailbox, she thought, “Please, let there be a letter from Greenwood College telling me I’m accepted at the college.”

4. The coach yelled, “Take your time. That’s it. Nice shot!”

5. The skier asked, “Is it true snow can turn pink when it has red bacteria in it?”

6. The naturalist wrote in his journal, “At midnight the coyotes began to howl. Their chorus of yips and yowls kept me awake for hours. It was music to my ears.”


8. The artist murmured, “I think a touch of red makes a sunset more realistic.”


10. Darcy shivered, “Turn up the heat. It’s too cold in here. I’m turning into an ice cube!”

**Exercise B**

*Answers may vary.*

11. “I think your drawing is very creative,” Maria carefully commented.

12. Mrs. Parks sighed wearily. “Well, at least that’s over for another year.”

13. After Tim drove for an hour, Keri asked, “Um, do you know where you’re going?”

14. Lance told Mrs. Ramirez, “That’s right, the dog ate my homework.”

15. “No, but you’re getting warmer,” Emma teased as Josie tried to guess her surprise.

Apostrophes A, pp. 159–60

**Exercise A**

1. volcano’s

2. pioneers’

3. windows’

4. Odysseus’

5. Jerry’s

6. trees’

7. player’s

8. hive’s

9. peacock’s

10. women’s

**Exercise B**

11. their

12. anybody’s

13. Nobody’s

14. his

15. their

16. no one’s

17. our

18. everybody’s

19. Your

20. Somebody’s

Apostrophes B, pp. 161–62

**Exercise A**

1. That’s

2. ‘08

3. What’ll

4. We’d

5. o’clock

6. shouldn’t

7. couldn’t

8. Let’s

9. I’m

10. Hasn’t
EXERCISE B
11. $’s
12. s’ s
13. m’ s
14. yes’ s
15. please’ s
16. COD’ s
17. 9’ s
18. A’ s
19. X’ s
20. @’ s

Hyphens, pp. 163–64

EXERCISE A
1. none
2. rum | mag | ing
3. none
4. pre | pare
5. foot | ball

EXERCISE B
6. C
7. two-way
8. world-famous
9. mayor-elect
10. all-points
11. salt-free
12. pre-Civil War
13. trans-Alaskan
14. C
15. five-eighths

Dashes, Parentheses, and Brackets, pp. 165–66

EXERCISE A
1. Only one word can describe the dance, fantastic!
2. Those salmon look at them go are swimming upstream.
3. Chen didn’t just win any old award he won the top award.
4. Then, a limousine drove up and but I won’t give away the show’s end.
5. Ben Franklin, or was it William Shakespeare? said the world is a stage.

EXERCISE B
6. Glenda Jones (formerly an actress) directed the movie Modern Poetry.
7. The menu offers two choices (I like either one) of vegetables.
8. Black bears (see their range map on page 50) still live in North America.
9. Polynesia (which means “many islands”) lies in the Pacific Ocean.
10. Friday’s assembly (I won’t be able to attend it) will be in the gym.

EXERCISE C
Some answers may vary.

11. According to this article, “Few people expressed any opinion about President Tafft.” [sic]
12. Chariot races (run on an oval track) were a popular event in ancient Rome. [called a “hippodrome”]
13. The skateboard (first developed in California) was originally used for surfing practice. [in the 1930’s]
14. The story of Frankenstein (created by Mary Shelley) is a popular movie theme. [who published it in 1818]
15. “Franklin Roosevelt (who made public radio broadcasts) was president for twelve years,” explained the tour guide. [called ‘fireside chats’]
Chapter 15: Spelling, pp. 167–82

Words with ie and ei, pp. 167–68

**Exercise A**
1. receive
2. believed
3. Weigh
4. siege
5. freight
6. achievement
7. eight
8. sleigh
9. shield
10. piece

**Exercise B**
11. niece
12. field
13. retrieve
14. heights
15. weird
16. foreign
17. brief
18. receipt
19. heifer
20. reign

**Exercise C**
21. lives
22. giraffes
23. beliefs
24. hoofs or hooves
25. shelves

**Exercise D**
13. reliable
14. delaying
15. emptiness

**Plurals of Nouns A, pp. 171–72**

**Exercise A**
1. rings
2. trenches
3. foxes
4. impressions
5. guesses
6. physicians
7. fires
8. canyons
9. dishes
10. moons

**Exercise B**
11. enemies
12. keys
13. pantries
14. Mondays
15. decoys
16. candies
17. valleys
18. harmonies
19. attorneys
20. victories

**Exercise C**
21. lives
22. giraffes
23. beliefs
24. hoofs or hooves
25. shelves

16. selected
17. trimmed
18. controllable
19. brightest
20. dropped
Plurals of Nouns B, pp. 173–74

EXERCISE A
1. rodeos
2. torpedoes
3. trios
4. cameos
5. echoes

EXERCISE B
6. feet
7. spacecraft
8. men
9. pants
10. series

EXERCISE C
11. runners-up
12. baby sitters
13. bookshelves
14. window boxes
15. great-grandmothers

EXERCISE D
16. althoughs or although’s
17. formulas or formulae
18. 1870s or 1870’s
19. @s or @’s
20. Ws or W’s

Words Often Confused A, pp. 177–78

EXERCISE A
1. altogether
2. all together
3. already
4. all together
5. all ready

EXERCISE B
6. break
7. coarse
8. capital
9. course
10. brake
11. capital
12. break
13. capital
14. course
15. capital

Writing Numbers, pp. 175–76

EXERCISE A
1. There are 29 rows in this section.
2. C
3. 2 or 3 hours from now, we’ll be leaving for the beach.
4. The flower garden has over 25 different types of flowers.
5. 475 actors tried out for the play.

EXERCISE B
6. The two runners tied for 3rd place.
7. C
8. Jupiter, the 5th planet from the sun, is larger than the 6th planet from the sun, Saturn.

9. 1st, put away your books and take out a pencil.
10. The game was boring until the bottom of the 8th inning.

EXERCISE C
11. The ruins date to about five hundred B.C.
12. U.S. Highway Five runs from the Canadian border to the Mexican border.
13. Were you born in nineteen ninety-five?
14. C
15. Who can paraphrase lines nine–twelve of the poem?

Words Often Confused B, pp. 179–80

EXERCISE A
1. complements
2. desert
3. compliments
4. dessert
5. desert
EXERCISE B
6. its
7. loose
8. lead
9. It’s
10. lead
11. lose
12. its
13. leads
14. lose
15. its

Words Often Confused C, pp. 181–82

EXERCISE A
1. quite
2. quiet
3. past
4. past
5. quite

EXERCISE B
6. than
7. whose
8. their
9. Who’s
10. than
11. whose
12. There
13. then
14. They’re
15. than
Chapter 16: Correcting Common Errors
Common Errors Review, pp. 183–84

EXERCISE A
Some answers may vary.

1. As graduation approaches, me and many of my classmates have started to look for jobs.

2. I would like to work at Rapid Repair during the summer and gain most experience fixing cars than I have at this time.

3. I am taking a course at my high school, which covers advanced topics in automotive repair, currently.

4. I can do basic tune-ups real good, and I have a lot of experience replacing brake pads and shoes.

5. Everyone who works on late model cars needs to know their way around computer diagnostics, and I would like to learn more about using computer diagnostics.

6. My experience and my desire to learn more automotive repair makes me the perfect candidate for the job opening at Rapid Repair garage.

7. Because I have done so well in my automotive repair classes, my teacher, Mr. Calhoun, has written me a letter of recommendation for this job.

8. I have included his letter, and you had ought to call him if you have any questions about them.

9. I will graduate at the end of this month, and then I will be available for work.

10. I can’t hardly wait to hear from you and begin my career as a mechanic. Thank you for taking the time to look over my application.

EXERCISE B
Some answers may vary.

11. After driving for six hours, we arrived at the campsite and managed to set up camp before nightfall; now everything is quiet.

12. It’s so beautiful here. The early morning fog makes me feel as though I’m waking in an enchanted land.

13. Ms. Hughes, our Trail Guide, said that she hopes all of us will leave with a greater appreciation of nature and its beauty.

14. I have learned several new skills: how to set up a tent, how to read a compass, and how to identify different animal tracks.

15. What a great time I’m having on this trip!