

Writer's Choice
Grammar and Composition

Grammar Practice Workbook

Teacher's Annotated Edition

Grade 11



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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10.1 Nouns

Key Information

A **noun** is a word that names a person, a place, a thing, or an idea.

A **concrete noun** names an object that occupies space or that can be recognized by the senses.

carpet mouse sky

An **abstract noun** names an idea, a quality, or a characteristic.

surprise goodness intelligence

A **singular noun** names one person, place, thing, or idea. A plural noun names more than one.

A **proper noun** is the name of a particular person, place, thing, or idea.

Ernest Hemingway
Canada November

A **common noun** is the general—not the particular—name of a person, a place, a thing, or an idea.

writer country month

Proper nouns are capitalized; common nouns are generally not capitalized.

A **collective noun** names a group.

jury committee herd

A. Identifying Nouns

Underline all the nouns in the sentences below.

1. Preparation for an athletic event such as the New York City Marathon involves serious effort.
2. A weightlifter must have the capability to lift incredibly heavy weights.
3. Wrestlers wage individual battles but can earn points for a team.
4. Although basketball was invented in the United States, it is now played throughout the world and is a part of the Olympics.
5. Soccer and lacrosse are sports that are gaining popularity in America.
6. A club sometimes sponsors swimmers, golfers, or other athletes in competitions.
7. A group of running events may be held on indoor tracks.
8. A league, such as the National Hockey League, can provide national organization.
9. A committee may judge events such as skating competitions.
10. In any sport only a handful will earn the reputation of a Monica Seles or a Michael Jordan.

B. Using Nouns

From the sentences above, list five examples of each of the following: **Possible answers are given.**

1. (proper nouns) New York City Marathon, United States, Olympics, National Hockey League, Monica Seles
2. (collective nouns) team, club, group, league, committee
3. (concrete nouns) weightlifter, weight, soccer, swimmers, tracks
4. (abstract nouns) effort, capability, popularity, preparation, reputation
5. (plural nouns) weights, sports, athletes, events, swimmers

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10.2 Pronouns

Key Information

A **pronoun** is a word that takes the place of a noun, a group of words acting as a noun, or another pronoun. The word or group of words that a pronoun refers to is called its **antecedent**.

A **personal pronoun** refers to a specific person or thing.

A **reflexive pronoun** refers to a noun or another pronoun and indicates that the same person or thing is involved.

A **possessive pronoun** takes the place of the possessive form of a noun.

A **demonstrative pronoun** points out specific persons, places, things, or ideas.

An **interrogative pronoun** is used to form questions.

A **relative pronoun** is used to begin a special subject-verb word group called a subordinate clause.

An **indefinite pronoun** refers to people, places, or things in a general way.

Identifying Pronouns

Underline all pronouns below. Above each pronoun, write *Per.* (personal), *Poss.* (possessive), *Ref.* (reflexive), *Dem.* (demonstrative), *Int.* (interrogative), *Rel.* (relative), or *Ind.* (indefinite).

- Never advise ^{Ind.} anyone to go to war or to marry.—Spanish proverb
- Admonish ^{Poss.} your friends privately, but praise ^{Per.} them openly.—Syrus
- Ambition destroys ^{Poss.} its possessor.—Talmud
- ^{Per.} I pledge ^{Per.} you—^{Per.} I pledge ^{Ref.} myself—to a new deal for the American people.—F. D. Roosevelt
- ^{Ind.} Many can argue; not ^{Ind.} many converse.—Alcott
- As ^{Per.} you make ^{Poss.} your bed, ^{Per.} you must lie in ^{Per.} it.—English proverb
- ^{Ind.} Everything changes but change.—Zangwill
- ^{Ind.} All will come out in the washing.—Cervantes
- ^{Ind.} No one reaches a high position without daring.—Syrus
- The best way out of a difficulty is through ^{Per.} it.—Anonymous
- ^{Per.} I'm from Missouri; ^{Per.} you must show ^{Per.} me.—Vandiver
- God save ^{Per.} me from ^{Poss.} my friends; ^{Per.} I can protect ^{Ref.} myself from ^{Poss.} my enemies.—De Villars
- ^{Per.} We set ^{Ref.} ourselves to bite the hand that feeds ^{Per.} us.—Burke
- ^{Per.} He laughs best ^{Rel.} who laughs last.—English proverb
- ^{Ind.} Nothing is sillier than silly laughter.—Catullus
- ^{Int.} What is the city but the people?—Shakespeare
- If a man bites a dog, ^{Dem.} that is news.—John Bogart
- ^{Ind.} Nothing succeeds like success.—Dumas
- ^{Per.} He ^{Rel.} who is firm in will molds the world to ^{Ref.} himself.—Goethe
- ^{Per.} You must look into people as well as at ^{Per.} them.—Chesterfield

10.3 Action Verbs

Key Information

A **verb** is a word that expresses action or a state of being and is necessary to make a statement. A verb expresses time—present, past, and future—by using tense forms.

An **action verb** tells what someone or something does. Action verbs can express either physical or mental action.

He **worked** on the painting. (physical action)

She **admires** Picasso. (mental action)

A **transitive verb** is an action verb that is followed by a word or words that answer the question *what?* or *whom?*

The chorus **sang** a new song. (The action verb *sang* is followed by the noun *song*, which answers the question *sang what?*)

An **intransitive verb** is an action verb that is *not* followed by a word that answers the question *what?* or *whom?*

The chorus **sang** loudly. (The action verb is followed by a word that tells *how*.)

■ A. Identifying Action Verbs

Underline the action verb in each sentence. Identify each verb as transitive or intransitive by writing *T* or *I* in the blank.

- T 1. Duckbill platypuses pose a scientific enigma.
- T 2. They possess flat, rubbery bills, no teeth, and webbed feet.
- T 3. Mother platypuses produce milk for their young.
- T 4. Platypuses flop their beaverlike tails.
- I 5. Platypuses live in rivers and lakes.
- I 6. They also feed there.
- I 7. They sleep in burrows in riverbanks.
- T 8. Male platypuses usually strike their victims.
- T 9. Scientists sometimes call the platypus a “bits-and-pieces animal.”
- T 10. Researchers still seek answers to the mammal’s mysteries.

■ B. Using Action Verbs

Fill in the blank in each sentence below with an appropriate action verb. In the blank before the sentence, identify the action verb as *T* (transitive) or *I* (intransitive).

- T 1. Everyone in the concert hall watched the conductor, who raised his baton to begin the final piece.
- I 2. The first notes of the symphony sounded from the percussion section like approaching thunder.
- I 3. The audience listened almost breathlessly as the conductor led the orchestra through a very personal interpretation of one of Wagner’s best pieces.
- T 4. During the intermission, the crowd bought refreshments.
- I 5. After the final piece, everyone vigorously applauded.

10.3 Linking Verbs

Key Information

A **linking verb** links, or joins, the subject of a sentence (often a noun or a pronoun) with a word or expression that identifies or describes the subject.

Be in all its forms is the most commonly used linking verb. Forms of *be* include *am, is, are, was, were, will be, has been, and was being*.

Other verbs that can act as linking verbs include *appear, feel, look, seem, sound, taste, become, grow, remain, smell, and stay*. Most of these verbs can also be action verbs.

To determine whether a verb is an action verb or a linking verb, substitute *seem* for the verb. If *seem* can be substituted, the verb is probably a linking verb.

Linking: The leaves **turned** red.
[*Seemed* makes sense.]

Action: The taxi **turned** the corner.
[*Seemed* cannot be substituted.]

■ Identifying Linking Verbs

Underline the linking verbs in the sentences below.

1. The great frigate bird is the most widespread of the five species of frigate birds on earth.
2. Warm islands located in the Pacific and Indian oceans are the nesting spots of these birds.
3. High, rocky cliffs are the homes of frigate birds.
4. The birds seem happiest on uninhabited islands.
5. For over a year, young frigate birds remain dependent on their parents.
6. Most of the time the young birds stay warm in their nests.
7. A huge scarlet throat sac is characteristic of the full-grown male frigate bird.
8. This sac looks balloon-like.
9. Adult great frigates are marvelous soarers and gliders.
10. In flight a great frigate bird sometimes looks free, like a ragged bundle of feathers floating in the air.
11. Frigates seem happier in the air than on the ground.
12. Frigates appear capable of every kind of airborne movement; their flying ability is amazing.
13. Frigate birds are extraordinary; they are famous for snatching fish from other birds in flight.
14. They can also snatch fish from the ocean's surface; fish are their staple food.
15. People sometimes feel clumsy next to these spectacular fliers.

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10.4 Adjectives

Key Information

An **adjective** is a word that modifies a noun or a pronoun by limiting its meaning.

young girl **sudden** stop **last** time
comic play **large** flag **few** dreams
that goal **these** friends **many** troubles

Possessive nouns and pronouns are considered adjectives because they modify nouns.

Wanda's car **his** friend **our** cat

Articles are the adjectives *a*, *an*, and *the*. *A* and *an* are called indefinite articles. *The* is called a definite article.

a movie **the** answer

A **proper adjective** is formed from a proper noun and begins with a capital letter.

American flag **Ohio** border
Brazilian coffee **Chinese** food

■ A. Identifying Adjectives

Underline each adjective that appears in the following sentences. (Include articles and proper adjectives.)

- The treetops of a tropical forest contain a marvelous community of plants and animals living in a complex environment.
- Exotic varieties of mosses, cacti, ferns, and orchids present unusual shapes and bright colors that are unknown in our American forests.
- Huge limbs and woody vines intertwine to create the topmost layer of trees in these African and Asian forests.
- Yearly, biologists and naturalists gather to study the quiet, secret realm of the forests that yield many benefits to the world's population.
- Natural products that were first discovered in these forests include the familiar and the unfamiliar: rubber, copal, dammar, chicle, quinine, vanilla, cocoa, coffee, Brazil nuts, avocado, rattan, and a large percentage of many favorite houseplants.

■ B. Using Adjectives

In each blank provided in the following paragraph, write an appropriate adjective from the list below. Check to be sure that your completed paragraph makes sense.

In the rain forest, (1) thick swarms of mosquitoes hover around the trees.

A (2) heavy odor of (3) rotten vegetation and

(4) fragrant flowers fills the (5) humid air. Animals usually found

on the ground, such as mice, ants, even earthworms, live up in the (6) highest

treetops. (7) Deep, (8) spacious caverns inside

(9) hollow trees serve as homes to cockroaches, scorpions, vipers, and

(10) many varieties of bats.

heavy home fragrant happily highest vertical spacious orange
 many nature thick rotten hollow deep humid simply

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10.5 Adverbs

Key Information

An **adverb** is a word that modifies a verb, an adjective, or another adverb by making its meaning more specific.

Antonia **often** calls me. (modifies verb *calls*)

You seem **more** upset than I. (modifies adjective *upset*)

He answered **too** quickly. (modifies adverb *quickly*)

Adverbs tell *when*, *where*, *how*, and *to what degree*.

I'll do the job **later**. (*when*)

Fitz studies **upstairs**. (*where*)

He was treated **kindly**. (*how*)

Ana **completely** forgot that. (*to what degree*)

The word *not* and the contraction *n't* are considered adverbs. Certain adverbs of time, place, and degree also have a negative meaning.

We haven't left for the play yet.

The performance had **hardly** begun.

Using Adverbs

Underline the adverbs in each of the following sentences. On the line, write the word each adverb modifies, and identify whether the modified word is a verb, an adjective, or an adverb by writing *V.*, *Adj.*, or *Adv.* (Note that some adverbs may modify verb phrases.)

1. American painter Marsden Hartley certainly deserves greater recognition.
deserves, V.
2. His paintings almost always are innovative.
always, Adv; are, V.
3. Born in Maine, Hartley moved west to Cleveland when he was sixteen.
moved, V.
4. Soon he was studying art at the Cleveland School of Art.
was studying, V.
5. Born Edmund, the artist later adopted his stepmother's maiden name, Marsden.
adopted, V.
6. Hartley traveled east to New York. There he met John Marin and other artists.
traveled, V.; met, V.
7. In 1912 in Paris, museums, artists, and artistic ideas greatly impressed him.
impressed, V.
8. For a time, people in America scarcely paid attention to Hartley's work.
paid, V.
9. Nowadays his paintings are very valuable.
are, V.; valuable, Adj.
10. His works are frequently exhibited around the country.
are exhibited, V.

10.6 Prepositions

Key Information

A **preposition** is a word that shows the relationship of a noun or a pronoun to some other word in a sentence.

The new car is **behind** the station wagon.
(*Behind* shows the spatial relationship of the two cars.)

I saw him **after** the announcement.
(*After* relates the verb *saw* to the noun *announcement*.)

She acted the part **with** difficulty.
(*With* relates the verb *acted* to the noun *difficulty*.)

A **compound preposition** is a preposition that is made up of more than one word.

They were late **because of** car trouble.

Prepositions are found at the beginning of phrases that usually end with a noun or a pronoun called the **object of the preposition**.

She hit the ball **over the fence**. (*Fence* is the object of the preposition *over*.)

■ Identifying Prepositions

Underline all of the prepositions in the sentences below.

1. In tennis a game begins with the serve, which many players consider the most important stroke in the game.
2. The ball is tossed into the air and is hit flat or with spin over the net into the opponent's service box.
3. After the return of the serve, the players trade shots, each trying to move the other around the court.
4. The play ends when one player fails to hit the ball over the net within the boundary lines of the tennis court on one bounce.
5. A player must not hit the ball beyond the baseline or into the net or miss two serves in a row.
6. A good player hits the ball past the other player or over the other player's head.
7. The best players can hit the tennis ball to any spot in the court; for them, the "feel" of the ball against the racket strings is second nature.
8. Among the most prestigious tennis championships, after Wimbledon in southeast England, is the U.S. Open.
9. Since 1978 the U.S. Open has been held at Flushing Meadows, New York; previously it was held for many years at Forest Hills, New York.
10. During a big point in a late-round match of an important tournament in front of thousands of spectators, total silence reigns despite the number of people present.

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10.7–8 Conjunctions and Interjections

Key Information

A **conjunction** is a word that joins single words or groups of words.

A **coordinating conjunction** joins words or groups of words that have equal grammatical weight.

I wanted to go, **but** I did not have time.

Correlative conjunctions work in pairs to join words or groups of words that have equal grammatical weight in a sentence.

Neither he **nor** I went.

A **subordinating conjunction** joins two clauses, or ideas, in such a way as to make one grammatically dependent on the other.

A subordinating conjunction introduces a subordinate, or dependent, clause—one that cannot stand alone as a sentence.

Although I wanted to go, I did not.

A **conjunctive adverb** is used to clarify the relationship between clauses of equal weight in a sentence.

I had little time; **therefore**, I did not go.

An **interjection** is a word or phrase that expresses emotion or exclamation. An interjection has no grammatical connection to other words.

Alas, I couldn't go.

Identifying Conjunctions and Interjections

Underline the conjunctions, conjunctive adverbs, and interjections in the following sentences. Above each underlined word, label it as a coordinating conjunction (*Coor. C.*), correlative conjunction (*Corr. C.*), subordinating conjunction (*Sub. C.*), conjunctive adverb (*Conj. Adv.*), or interjection (*Int.*).

1. About 270 million people in 103 countries are presently infected with malaria; furthermore, ^{Conj. Adv.} though ^{Sub. C.} estimates are crude, the World Health Organization believes that ^{Sub. C.} between 1 million ^{Coor. C.} and ^{Sub. C.} 2 million people die each year of the disease.
2. Although ^{Sub. C.} quinine drugs have long been used to treat malaria, they have become unreliable because ^{Sub. C.} the parasites that cause malaria are becoming resistant to quinine.
3. Unless ^{Sub. C.} new treatments are found soon, many people currently infected will die of the fatal fevers the disease can cause, since ^{Sub. C.} no other treatment is in widespread use.
4. Either ^{Corr. C.} scientists will have to discover new drugs or ^{Corr. C.} they will have to rely on an infusion of wormwood leaves in water that traditional Chinese healers have used for 2,000 years to treat malaria.
5. If ^{Sub. C.} preliminary reports from Asia are borne out, the ancient remedy may one day be the treatment of choice for the disease.
6. Although ^{Sub. C.} one form of a drug derived from wormwood is being used in China, work is just beginning on toxicity tests; consequently, ^{Conj. Adv.} studies of effectiveness are several years away.
7. Until ^{Sub. C.} the drug has been tested and ^{Coor. C.} approved for use, it cannot be used to treat patients in much of the world; nevertheless, ^{Conj. Adv.} scientists are not only ^{Corr. C.} cautious but also ^{Corr. C.} optimistic.
8. As soon as ^{Sub. C.} laboratory tests are completed, they expect to begin treating patients.

11.1–4 Subjects and Predicates

Key Information

The *subject* and the *predicate* are the two basic parts of every sentence. The **simple subject** is the key noun or pronoun that tells what a sentence is about. The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject of the sentence.

Forests/have survived.

The **complete subject** consists of the simple subject and all the words that modify it. The **complete predicate** consists of the simple predicate and all words that modify it.

Urban forests/have survived toxic metals.

A **compound subject** is made up of two or more simple subjects that are joined by a conjunction and have the same verb. A **compound predicate** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.

Birch, cherry, and red maple/have luxuriated and spread.

In English the subject comes before the verb in most sentences, as shown in the examples above.

■ A. Identifying Subjects and Predicates

In the space provided, identify the underlined word or words as one of the following: (SS) simple subject, (SP) simple predicate, (CS) complete subject, (CP) complete predicate, (CdS) compound subject, or (CdP) compound predicate.

- SP 1. Scrimshaw has always been among the most exquisite American folk art forms.
- SS, CS 2. Herman Melville refers to it in *Moby-Dick* as “skrimshandering.”
- CdP 3. Scrimshawing produces or creates a decoratively carved bone or ivory object.
- CS 4. The art of carving items from whalebone was a favorite pastime among nineteenth-century American sailors.
- CdS 5. Whale teeth and walrus tusks also were carved.
- CdS 6. Jackknives, large curved needles, and awls were used as carving tools.
- SP 7. The carefully carved lines were usually filled with colorful pigment.
- CP 8. Ships, seascapes, and bouquets of flowers were typical subjects for scrimshaw.
- CS 9. Subjects such as canes and workboxes were carved and polished with great care.
- CdP 10. Many fine examples of scrimshaw have been collected and are displayed in the Whaling Museum on Nantucket.

■ B. Using Normal and Inverted Sentence Order

On a separate sheet of paper, rewrite each of the following inverted sentences in normal word order.

- 1. There were people at the museum. **People were at the museum.**
- 2. In the corner of the room stood the stone statue. **The stone statue stood in the corner of the room.**
- 3. On the second floor the exhibit continued. **The exhibit continued on the second floor.**
- 4. In that part of the building are the jewelry and weapons. **The jewelry and weapons are in that part of the building.**

11.5 Direct and Indirect Objects

Key Information

A **complement** is a word or group of words that completes the meaning of a verb. There are four kinds of complements: *direct objects*, *indirect objects*, *object complements*, and *subject complements*.

A **direct object** answers the question *what?* or *whom?* after an action verb.

Edgar Allan Poe wrote **poems** and **stories**.
(wrote *what?*)
Poe married **Virginia Clemm**. (married *whom?*)

An **indirect object** answers the question *to whom?* *for whom?* *to what?* or *for what?* after an action verb. The indirect object always appears between the verb and the direct object.

Holidays bring **people** joy. (Holidays bring joy to *whom?*)
The baker always saves **us** the last pastry. (The baker always saves the last pastry *for whom?*)
Some people give their **homes** a holiday look. (Some people give a holiday look *to what?*)

■ A. Identifying Direct Objects

Underline the direct object in each of the following sentences. Some sentences have more than one direct object.

1. Many famous people throughout history have kept unusual and preposterous pets.
2. Napoleon's wife Josephine dressed an orangutan in dinner clothes.
3. Charles V of France built houses and jeweled cages for his feathered pets.
4. Augustus Caesar of Rome once entertained a raven.
5. In his wedding procession, the Holy Roman Emperor Frederick II included camels, monkeys, and leopards.

■ B. Identifying Indirect Objects

Underline the indirect object in each of the following sentences. Some sentences have more than one indirect object.

1. People give their friends gifts on some holidays.
2. Children write their grandparents thank-you letters for gifts.
3. Many children bring their teachers small gifts.
4. Some parents leave children money under their pillows for lost teeth.
5. Some people send friends and relatives flowers or plants on holidays.
6. No one should give children small pets as gifts.
7. Colorful decorations offer ordinary rooms a festive look.
8. Thanksgiving gives turkey farmers the greatest part of their annual income.
9. Rich holiday food can give party-goers indigestion.
10. Hectic holidays give some people feelings of mental and physical exhaustion.

11.5 Object Complements

Key Information

An **object complement** answers the question *what?* after a direct object. That is, it *completes* the meaning of the direct object by identifying or describing it.

Object complements will be found only in sentences that contain a direct object *and* one of the action verbs listed on page 499 of your textbook or a similar verb with the general meaning of “make” or “consider.”

An object complement may be an adjective, a noun, or a pronoun. It usually follows the direct object.

Some people consider Poe’s poetry **mysteri-ous**. (adjective)

A magazine made him a **member** of its staff. (noun)

Poe’s short stories made popularity **his**. (pronoun)

■ A. Identifying Object Complements

Underline the object complement(s) in each of the following sentences. Put parentheses around the direct object(s) identified or described.

1. The inventors of modern dance found earlier(dance forms)shallow.
2. They called(vaudeville)mere entertainment.
3. They considered(ballet)rigid and somewhat childish.
4. The founders of modern dance made(dance movement)more intellectual.
5. Ted Shawn and Doris Humphrey made the(label)“pioneers of modern dance” theirs.
6. Dance historians call(Isadora Duncan and Ruth St. Denis)the founders of modern dance.
7. Contemporary dancers now make the(works)of these artists available to the public.
8. An increasing number of modern dance companies are making strong(emotions)visible through dance.
9. Many people consider the(Dance Theater of Harlem)stimulating and unique.
10. Most dance critics consider Martha Graham’s(choreography)distinctly original.

■ B. Using Object Complements

Underline the direct object in each sentence. Then complete the sentences by writing an appropriate object complement. Use the part of speech specified in parentheses. **Answers will vary.**

1. The new invention rendered the old methods obsolete. (adjective)
2. My sister considers my clothes hers. (pronoun)
3. We elected Sarah chairperson of the committee. (noun)
4. Lucy named her cat Tom, after one of the main characters in *The Adventures of Huckleberry Finn*. (proper noun)
5. He believes the goal attainable. (adjective)

11.5 Subject Complements

Key Information

A **subject complement** follows a linking verb and identifies or describes the subject. There are two kinds of subject complements: *predicate nominatives* and *predicate adjectives*.

A **predicate nominative** is a noun or pronoun that follows a linking verb and points back to the subject to identify it further.

Tigers are **carnivores**.

A **predicate adjective** follows a linking verb and points back to the subject and further describes it.

This tiger seems **hungry**.

A. Identifying Subject Complements

Underline the subject complement in each sentence. Identify each subject complement as a predicate nominative or a predicate adjective by writing *PN* or *PA* in the space provided.

- PN 1. Kareem Abdul-Jabbar was a famous basketball player.
- PA 2. Some of the new regulations seem very unfair.
- PA 3. The water in the ditch looks polluted.
- PN 4. A dog is a wonderful companion for a person who lives alone.
- PN 5. Abraham Lincoln was president during the Civil War.
- PA 6. The travelers sounded tired at the end of the day.
- PN 7. The Statue of Liberty was a gift from France to America.
- PA 8. Many Mexican foods taste deliciously spicy.
- PA 9. The appreciation for handmade lace has grown greater.
- PN 10. The opposing lawyers remain friends.

B. Using Subject Complements

Follow the directions in parentheses to write a predicate nominative or a predicate adjective in the space provided. **Answers will vary.**

1. (Use a predicate adjective.)
The art of lace-making is ancient.
2. (Use a predicate adjective.)
After a heavy rain our basement always feels damp.
3. (Use a predicate nominative.)
The kangaroos of Australia are marsupials.
4. (Use a predicate adjective.)
Some of the remarks he makes seem offensive.
5. (Use a predicate nominative.)
Lions, tigers, jaguars, and cheetahs are big cats.

12.1 Prepositional Phrases

Key Information

A **prepositional phrase** is a group of words that begins with a preposition and usually ends with a noun or pronoun called the **object of the preposition**. A preposition may have more than one object.

A prepositional phrase usually functions as an adjective or an adverb. When a prepositional phrase is used as an adjective, it modifies a noun or a pronoun.

The old house **on the hill** has been sold.
(adjective phrase modifying the noun *house*)

Which **of the horses** is older? (adjective phrase modifying the pronoun *which*)

When a prepositional phrase is used as an adverb, it modifies a verb, an adjective, or another adverb.

Rosa lives **on a dairy farm**. (adverb phrase modifying the verb *lives*) She is proud **of her prize-winning cow**. (adverb phrase modifying the adjective *proud*)

■ A. Identifying Prepositional Phrases

Underline the prepositional phrases in the following sentences. The number of prepositional phrases in each sentence is given in parentheses.

1. The island nation of the Philippines is located at the edge of Asia. (3)
2. The food of the country can surprise Americans. (1)
3. Visitors to Manila can sample Filipino food in small cafes. (2)
4. Egg rolls, called *lumpia*, are crisp on the outside and filled with an assortment of tasty ingredients that may include shrimp, pork, and peanuts. (3)
5. A good Filipino chef can introduce you to a wide variety of Filipino foods with exotic names: *apritadang manok, abodong karne sa gata, and pinakbet*. (3)
6. A Filipino “tea” called *salabat* is made with ginger, water, and brown sugar. (1)
7. *Adobo* is the national dish of the Philippines; the name is actually a general term used for foods cooked in vinegar, garlic, and soy sauce. (3)
8. *Adobo* is a stew of meat cooked with those ingredients. (2)
9. Filipino cooking has been influenced by foods of many cultures. (2)
10. A hospitable Filipino cook prepares an abundance of food to place before the guests. (2)

■ B. Identifying Adjective and Adverb Phrases

Underline the prepositional phrase in each sentence. In the space provided write *Adj.* if the phrase is acting as an adjective. Write *Adv.* if the phrase is acting as an adverb.

- Adv. 1. Larry cannot vote unless he registers before Tuesday.
- Adj. 2. One of the letters did not have enough postage.
- Adv. 3. Mark drove home after the game.
- Adj. 4. The winner of this year’s speech contest is Simone Wong.

12.2 Appositives and Appositive Phrases

Key Information

An **appositive** is a noun or pronoun that is placed next to another noun or pronoun to identify or give additional information about it.

Lee's brother **Jason** is in the Coast Guard. (The appositive *Jason* identifies the noun *brother*.)

An **appositive phrase** is an appositive plus any words that modify the appositive.

The armadillo, a **nocturnal mammal**, is found from Texas south to Argentina. (The appositive phrase *a nocturnal mammal* gives more information about the noun *armadillo*.)

A. Identifying Appositives and Appositive Phrases

Underline the appositives and appositive phrases in the following sentences. (Some sentences have more than one.)

1. Thomas Jefferson, the third president of the United States, was over six feet tall and was nicknamed "Long Tom."
2. Clarence Birdseye, founder of the frozen food industry, had an ancestor who saved the life of an English queen by shooting an arrow through the eye of an attacking hawk.
3. Six hundred people died in the San Francisco earthquake of 1906, one of the nation's worst disasters.
4. George Gershwin, a writer of show music, became one of America's greatest composers.
5. The bird with the largest number of feathers, the whistling swan, boasts about 25,000 feathers.
6. The number of bones in an adult human, 206, is far fewer than the number of bones in a human infant.
7. Each parent's twenty-three chromosomes, carriers of human hereditary characteristics, can combine in more than eight million ways.
8. The psychologist Dr. Catherine Cox estimates that Galileo, the seventeenth-century Italian astronomer, mathematician, and physicist, would have had an IQ of 185, measured by our modern IQ scale, on which a score of 100 is normal or average.
9. Men once wore spats, long cloth coverings for the instep and ankle.
10. Sugarcane, a type of tall tropical grass, is the main source of the sweetener sugar.

B. Using Appositives and Appositive Phrases

Expand the following sentences by adding an appositive or an appositive phrase to each one. Write your expanded sentences on a separate sheet of paper. **Possible answers are given.**

1. The class required a great deal of work and concentration. , **Advanced French Conversation,**
2. The dogs that belong to our neighbor jumped the fence along the road. **Joy Gilbert**
3. The newspaper announced the outbreak of the war, an inevitable consequence of the arms buildup
4. Her cousin got a bit part in a movie. **the hairdresser**
5. The setting of my favorite book is Long Island. , **The Great Gatsby,**

12.3 Participles and Gerunds

Key Information

A **verbal** is a verb form that functions as a noun, an adjective, or an adverb.

A **participle** is a verb form that can function as an adjective. Present participles end in *-ing*. Past participles often end in *-ed*.

We hurried through the **closing** doors.

(present participle modifying *doors*)

Sam replaced the **cracked** window. (past participle modifying *window*)

A **participial phrase** contains a participle and any complements and modifiers.

Long admired for her short stories, the writer published her first novel.

A **gerund** is a verb form that ends in *-ing* and is used in the same way a noun is used.

Schooling takes many years. (gerund as subject)

A **gerund phrase** contains a gerund and any complements and modifiers.

The left tonsil shows **abnormal swelling**.

■ A. Identifying Participles and Participial Phrases

Underline the participles and participial phrases that are used as adjectives below.

1. Horses are hoofed mammals.
2. Hunted by early people for food, the early horse crossed the Bering land bridge and spread throughout Asia, Europe, and Africa.
3. First domesticated about five thousand years ago in central Asia, the horse returned to the Americas with the Spaniards in the 1500s.
4. Today, the only surviving wild horse is Przewalski's horse, also called the Mongolian wild horse.
5. Falling into two well-defined categories, modern horse breeds are either light horses used for riding, racing, and driving or draft horses, which are massive work animals.
6. A team of towering draft horses at work is an awesome sight.
7. Their enormous strength has earned these horses the name "pulling horses."
8. Hitched to a plow, mower, or sled, draft horses can do an incredible amount of labor.
9. Frightening in their power, draft horses are actually friendly animals.
10. In fact, they often respond to mere shouted commands.

■ B. Identifying Gerunds and Gerund Phrases

Underline the gerund phrase in each sentence.

1. Owning a hamster can be fun and does not require much work.
2. Hamsters are furry rodents with large cheek pouches, which they use for carrying food.
3. Hamsters generally feed on seeds and grains, but they also like eating fruits and vegetables.
4. Hamsters sometimes have the habit of running several miles at night on their exercise wheels.
5. Hoarding their food is another habit of hamsters.

12.3 Infinitives: Phrases and Clauses

Key Information

An **infinitive** is a verb form that is usually preceded by the word *to* and is used as a noun, an adjective, or an adverb.

- To escape** is their goal. (infinitive as subject)
- They want **to leave**. (infinitive as direct object)
- Her goal was **to win**. (infinitive as predicate nominative)
- The king granted permission **to sail**. (infinitive as adjective)
- The cat was too tired **to move**. (infinitive as adverb)

An **infinitive phrase** contains an infinitive and any complements and modifiers.

The children want **to go camping**.

Occasionally an infinitive may have its own subject. Such a construction is called an **infinitive clause**.

The speaker asked **Mr. Hu to come up onto the stage**.

Note that the subject of the infinitive clause comes between the main verb and the infinitive.

■ A. Identifying Infinitives and Infinitive Phrases

Underline the infinitive, infinitive phrase, or infinitive clause in each sentence.

1. When she saw the clown in the park, the baby began to cry.
2. No one had time to go to the store until the week following exams.
3. His hope was to join the team.
4. To answer each question carefully and thoroughly should be the goal of every test-taker.
5. The judge asked the defendant to answer the prosecutor's questions.
6. The crew wants to finish the roof before the rain begins.
7. The group was eager to contribute to the fund as a way of helping the community.
8. The carpenter used the guide for as long as he could before it became too worn to perform accurately.
9. Do you want this spilled sugar to attract insects and rodents?
10. The hurricane forced the vacationers to abandon the beach for a town one hundred miles inland.

■ B. Identifying Infinitives as Parts of the Sentence

Underline the infinitive or infinitive phrase in each sentence. Then, write on the line whether it is used as the subject (S), the direct object (DO), or a predicate nominative (PN).

- DO 1. The villagers wanted to climb the mountain in search of the treasure.
- S 2. To follow the eastern side of the mountain would be the easier journey.
- PN 3. The goal of his career was to solve that particular problem.
- DO 4. They wanted to come to the party, but they did not have transportation.
- DO 5. The speaker wished to begin as soon as the music stopped.

12.4 Absolute Phrases

Key Information

An **absolute phrase** consists of a noun or a pronoun modified by a participle or a participial phrase. An absolute phrase has no grammatical relation to the rest of the sentence.

The sun setting behind the hills, we started our long hike back to the campsite.

In some absolute phrases the participle *being* is understood rather than stated.

The **wind [being] just right**, Eli and Ronnie ran outside to fly their new kites.

■ Identifying Absolute Phrases

On the line following each sentence, write the absolute phrase. Then, place parentheses around the participle or participial phrase within the absolute phrase.

1. Every year I look forward to the approach of September, autumn being my favorite season.
autumn (being my favorite season)
2. Full solar eclipses occurring rarely, we all looked forward to watching the day grow dark.
Full solar eclipses (occurring rarely)
3. My project completely finished, I couldn't wait to give my presentation to the committee.
My project (completely finished)
4. I was thrilled when I won tickets to watch the San Antonio Spurs, basketball being my favorite sport.
basketball (being my favorite sport)
5. His patience at an end, Tyrone decided it was time to call the plumber.
His patience ([being] at an end)
6. The game ended, Chelsea pushed her way through the crowd toward the exit.
The game (ended)
7. The Frisbee lost in the bushes, Maria decided to give up her search until morning.
The Frisbee (lost in the bushes)
8. Everyone exhausted from the day before, they ended rehearsal early and went home.
Everyone (exhausted from the day before)
9. Her back tire nearly deflated, Michelle walked her bike to a gas station to use an air hose.
Her back tire (nearly deflated)
10. The floor plan of the new library was utterly confusing, reading tables seemingly arranged without rhyme or reason.
reading tables (seemingly arranged without rhyme or reason)

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13.1–4 Clauses and Sentence Structure

Key Information

A **clause** is a group of words that has a subject and a predicate and that is used as a part of a sentence. A **main clause** has a subject and a predicate and can stand alone as a sentence.

We went to the ballpark.

A **subordinate clause** has a subject and a predicate but cannot stand alone as a sentence.

Although our team lost, we enjoyed the game.

A **simple sentence** has only one main clause and no subordinate clauses.

The game was close.

A **complex sentence** has one main clause and one or more subordinate clauses.

The game was close when the visitors loaded the bases.

■ Identifying Main and Subordinate Clauses and Simple and Complex Sentences

Write *M* above each underlined main clause; write *S* above each underlined subordinate clause. In the space following each sentence, write whether the sentence is *simple* or *complex*.

1. Pioneer ecologist Aldo Leopold ^M owned a farm in southern Wisconsin. simple
2. ^S After several previous owners had almost ruined the land, Leopold purchased the Wisconsin farm in 1935. complex
3. On the farm there was an old henhouse, ^S which Leopold converted into a cabin.
complex
4. Whenever he spent time on the farm, ^M Leopold lived in this rough cabin.
complex
5. ^M Waking very early each day, Leopold began writing at 3:30 A.M. simple
6. Aldo Leopold was a professor at the University of Wisconsin, ^S where he taught wildlife management. complex
7. ^M He remained largely unknown to the public until his books were published after his death.
complex
8. ^M Many readers consider his Sand County Almanac as important as Thoreau's *Walden*.
simple
9. According to Professor Leopold, nature, which could rejuvenate itself, would replenish itself ^S when human beings left it alone. complex
10. ^M So that the ecological balance of his land could be maintained, Leopold's farm was made into a twelve-hundred-acre reserve after his death. complex

13.5 Adjective Clauses

Key Information

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. An adjective clause normally comes after the word it modifies. Both relative pronouns (*who, whom, whose, that, and which*) and the subordinating conjunctions *where* and *when* may begin adjective clauses.

An **essential, or restrictive, clause** is an adjective clause that is needed to make the meaning of the sentence clear.

The girl **who is in the hall** is Mawa.

The class **that Mawa enjoys the most** is English.

A **nonessential, or nonrestrictive, clause** is an adjective clause that is not needed to make the meaning of the sentence clear. A nonessential clause is always set off by commas.

Mawa, **who often talks in class**, is a good student.

Geometry, **which Mawa enjoys**, is taught by Ms. Sampras.

■ Identifying Adjective Clauses

Underline the adjective clause(s) in each sentence. In the space provided, write *E* for an essential clause and *N* for a nonessential clause.

- E 1. Every person who goes on a hiking trip should carry certain minimum equipment.
- E, N, E 2. One thing that you should have is a compass, which will allow you to know the direction in which you are traveling.
- E, N 3. Wooden matches should be kept in a case that is waterproof or should be repeatedly dipped in melted paraffin, which will make them waterproof.
- N 4. Concentrated foods, which are light and portable, include dried fruit and nut mixtures.
- E 5. You need an area map that is up-to-date; topographic survey maps are detailed and accurate.
- E 6. A filled canteen is an essential piece of equipment that most people forget.
- N 7. You should also have a good knife, which is an important tool.
- E 8. A hiker whose head, hands, and feet are warm will feel warm, so you should take extra socks, a pair of gloves, and a wool stocking cap.
- E, N 9. Anyone who hikes in the wilderness should be able to read trail signs, which may be in the form of stacked rocks, bunched grass, broken branches, or tree blazes.
- E 10. Three rocks that are stacked on top of one another like a snowman mean "This is the trail."

13.6 Adverb Clauses

Key Information

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb. It tells *when, where, why, how, to what extent, or under what condition*.

Jennifer jogs **whenever she feels anxious**. (The adverb clause modifies the verb *jogs*.)

Glen is older **than I am**. (The adverb clause modifies the adjective *older*.)

Stephanie runs faster **than I do**. (The adverb clause modifies the adverb *faster*.)

Subordinating conjunctions introduce adverb clauses. An adverb clause that modifies a verb can come either before a main clause or after it.

I read short stories **whenever I get the chance**.

Whenever I get the chance, I read short stories.

Sometimes words may be left out of an adverb clause in order to avoid repetition and awkwardness. The omitted words can easily be supplied by the reader, however, because they are understood, or implied. Such adverb clauses are called *elliptical adverb clauses*.

She reads more novels **than I** (read).

■ Identifying Adverb Clauses

Underline the adverb clauses once and the subordinating conjunctions twice in the following sentences.

1. As long as people need to protect their heads from the elements, hats like the Russian *shapka*, a fur cap, will exist.
2. People also wear hats in order that others may know their position or rank in society.
3. Korean gentlemen traditionally wore tall hats made of horsehair so that others would recognize them as married.
4. The Chinese attached mirrors to a baby's cap because mirrors supposedly kept away evil spirits.
5. Muslims wore long black tassels so that Allah could pull them up to Paradise.
6. People in ancient times wore a simple band or fillet when they wanted to keep their long hair away from the face.
7. Until the Greeks introduced the broad-brimmed *petasus*, hats had no brims.
8. Although the *sombrero* is of Mexican origin, it is also familiar as the Western ten-gallon hat.
9. The bowler hat became very popular in the United States as the derby, although it originated in England.
10. While he was riding on a train to Pennsylvania, Abraham Lincoln used his English stovepipe hat as a makeshift desk to write part of the Gettysburg Address.

13.7 Noun Clauses

Key Information

A **noun clause** is a subordinate clause used as a noun. You can use a noun clause in the same ways that you can use a noun or a pronoun: as a subject, a direct object, an indirect object, an object of a preposition, or a predicate nominative.

- That hang gliding is dangerous** is a fact. (subject)
- Do you know **who invented the camera?** (direct object)
- These free booklets are for **whoever wants one.** (object of a preposition)

Eating cake is **what I like best about birthdays.** (predicate nominative)

These are some words that can introduce noun clauses:

who	that	whoever
which	when	whichever
whom	why	whatever
whose	what	whomever

At times the introductory word is dropped from the beginning of a noun clause.

She thinks (that) **hang gliding is fun.**

■ Identifying Noun Clauses

Underline the noun clause in each of the following sentences. Then, on the line that follows each sentence, write whether the noun clause is used as a *subject*, *direct object*, *indirect object*, *object of a preposition*, or *predicate nominative*.

1. Whoever takes bird-watching seriously should be grateful to Roger Tory Peterson, the author of the classic *Field Guide to the Birds*. subject
2. Whoever wants to identify birds needs his pocket guide. subject
3. The new edition of this book, first published in 1934, contains what is known about birds' field markings and habitats. direct object
4. Peterson's beautiful, detailed illustrations may make an avid bird lover of whoever picks up the book. object of a preposition
5. Before Peterson published his book, avid bird-watchers gave whoever was interested information from personal experience. indirect object
6. What was sorely needed was a handy reference book that had accurate illustrations as well as information about bird songs and habits. subject
7. Peterson recorded in his book what he had observed about bird plumages and bird songs over a period of many years. direct object
8. Watching birds is what many Field Guide readers enjoy most. predicate nominative
9. What Peterson began doing as a "lark" has since become an American institution. subject
10. If you are a beginner, Peterson tells you how you can recognize birds by their size, shape, behavior, flight, and field markings. direct object

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13.8 Four Kinds of Sentences

Key Information

A **declarative sentence** makes a statement and usually ends with a period.

We have been waiting twenty minutes.

An **imperative sentence** gives a command or makes a request. The subject “you” is understood in an imperative sentence. It, too, usually ends with a period.

Please tell Jo that I called.

An **interrogative sentence** asks a question and ends with a question mark.

Will you come to the movie with us?

An **exclamatory sentence** expresses strong emotion and ends with an exclamation point.

What a terrific game that was!

■ Recognizing Four Kinds of Sentences

Read each of the following sentences. Then write in the space provided whether it is a *declarative*, *imperative*, *interrogative*, or *exclamatory* sentence.

1. It's getting dark. declarative
2. Turn on the light. imperative
3. Can't you see where you're going? interrogative
4. Please don't tease the cat. imperative
5. I don't want to sit here anymore. declarative
6. I enjoy reading. declarative
7. Do you like books? interrogative
8. What a fascinating book this is! exclamatory
9. Please bring me the book from the table. imperative
10. The author of that book was a famous diplomat. declarative
11. How many times did you read the ending? interrogative
12. I didn't think you liked that book very much. declarative
13. I need that book right now! exclamatory
14. Stop arguing and start reading. imperative
15. Reading is a relaxing activity. declarative
16. Turn to page 4 for information about the author. imperative
17. Did you know this book was set in Helsinki? interrogative
18. How many books have you read this month? interrogative
19. Read as much as you can. imperative
20. I recently finished an exciting mystery book. declarative

13.9 Sentence Fragments

Key Information

In general, avoid sentence fragments in your writing. A **sentence fragment** is an error that occurs when an incomplete sentence is punctuated as though it were a complete sentence.

Look for three things when reviewing your work to detect sentence fragments. First, check for a group of words without a subject. Then look for a group of words without a verb, especially a group that includes a verbal rather than a main

verb. Finally, check to see that a subordinate clause is not punctuated as though it were a complete sentence.

Because she could not understand what he had said. (fragment)

Because she could not understand what he had said, she asked him to speak more slowly. (sentence)

A. Identifying Sentence Fragments

Write whether each of the following sentences is a sentence fragment or a complete sentence. Then explain why each fragment is not a complete sentence.

1. The United States dollar, with its universal acceptability and trusted design. fragment
lacks verb
2. Is the most counterfeited currency in the world. fragment
lacks subject
3. When the United States Secret Service was created to curtail counterfeiters. fragment
subordinate clause only
4. At that time, bogus bills amounted to almost one third of the nation's currency.
sentence
4. Which posed a serious risk to the country's economic stability. fragment
subordinate clause only

B. Correcting Sentence Fragments

Rewrite each of the following sentence fragments to form a complete sentence. (There will be more than one way to rewrite each sentence.)

1. The Philadelphia Eagles. Are favorites in the Super Bowl. _____
The Philadelphia Eagles are favorites in the Super Bowl.
2. The Los Angeles Raiders were the ones. Who scored the first touchdown. _____
The Los Angeles Raiders were the ones who scored the first touchdown.
3. The Raiders leading 14–7 at halftime. _____
The Raiders were leading 14–7 at halftime.
4. We always have a good time on Super Bowl Sunday. Watching the Super Bowl on television. _____
We always have a good time on Super Bowl Sunday watching the Super Bowl on television.
5. The game played on the third Sunday in January. The game is played on the third Sunday in January.

13.10 Run-on Sentences

Key Information

Avoid run-on sentences in your writing. A **run-on sentence** is two or more complete sentences written as though they were one sentence.

The following are the three basic kinds of run-on sentences:

1. A comma splice occurs when two main clauses are separated by a comma rather than by a semicolon or a period.

The power went out, we could not find a working flashlight. (run-on)
 The power went out. We could not find a working flashlight. (sentences)

2. Another kind of run-on sentence is formed when there is no punctuation between the two main clauses.

She left to go to Mia's house they are working on a project together. (run-on)
 She left to go to Mia's house. They are working on a project together. (sentences)

3. Still another kind of run-on sentence is formed when there is no comma before a coordinating conjunction that joins two main clauses.

Jake went to the drugstore and Mara went to the hardware store. (run-on)
 Jake went to the drugstore, and Mara went to the hardware store. (sentence)

A. Identifying Run-on Sentences

Identify whether each of the following sentences is a run-on or a complete sentence. Use the numbers in the box above to explain why each run-on is not a complete sentence.

1. Counterfeiting is now aided more by technology than it was in 1865, today, advancements in printing equipment require another step to protect currency. run-on; 1
2. A new threat is posed to currency the opportunity exists for inexperienced people with access to modern equipment to make counterfeits. run-on; 2
3. Simple counterfeiting is much easier today but the Secret Service remains effective in rooting out large-scale, professional counterfeiters. run-on; 3
4. The potential for small numbers of counterfeit bills to be passed in widely dispersed areas presents a new law-enforcement challenge that needs to be met. complete sentence
5. Technology has aided the criminal, it has also created sophisticated instruments that aid law enforcement in the battle against counterfeiters. run-on; 1

B. Correcting Run-ons

Correct each of the following run-ons on another sheet of paper. (There will be more than one way to rewrite each run-on.) **Possible answers are given.**

1. I am really tired, I stayed up to watch the late movie last night. **... tired. I stayed up. ...**
2. Debbie plays the slide trombone she also plays the trumpet. **... trombone; she also. ...**
3. Word meanings may change greatly, for example, *silly* once meant "innocent." **... greatly; for example, ...**
4. Jack is a troubleshooter, he looks for and fixes broken machine parts. **... troubleshooter. He looks for ...**
5. The chambered nautilus has a pearly, many-chambered shell, it is beautiful. **... shell; it is. ...**

15.1–3 Verbs: Principal Parts and Tense

Key Information

All verbs have four principal parts—a *base form*, a *present participle*, a *simple past form*, and a *past participle*. All the verb tenses are formed from these principal parts.

A **regular verb** forms its past and past participle by adding *-ed* to the base form. An **irregular verb** forms its past and past participle in some other way.

The **tenses** of a verb are the forms that help to show time. The six tenses in English are the

present, past, and future and the present perfect, past perfect, and future perfect.

Use the **present tense** to express a constant, repeated, or habitual action or condition or a general truth. Use the **past tense** to express an action or condition that was started and completed in the past. Use the **future tense** to express an action or condition that will occur in the future.

■ A. Using the Principal Parts of Irregular Verbs

Complete the sentences using the principal part of the verb indicated in parentheses. Refer to the list of irregular verbs on pages 576–577 in your textbook to help you.

1. Kareem Abdul-Jabbar began his professional basketball career with the Milwaukee Bucks. (past form of *begin*)
2. Carl Lewis burst onto the world scene in 1988 when he became the “fastest human” by setting a world record in the 100-meter dash. (past form of *burst*)
3. That same year, Florence Griffith Joyner had broken the women’s track records for the 100- and the 200-meter dashes. (past participle of *break*)
4. Audiences have noted that Brazilian tennis star Maria Bueno has always shown grace in the midst of even the most intense tennis competition. (past participle of *show*)
5. In 1953 Maureen Connolly became the first woman to win the Grand Slam of tennis. (past form of *become*)
6. Before 1981 for five consecutive years, Bjorn Borg had been the winner of the men’s singles tennis title at Wimbledon. (past participle of *be*)
7. The Pittsburgh Steelers have won the Super Bowl many times. (past participle of *win*)
8. Athletes are bringing exciting entertainment to millions of people through the medium of television. (present participle of *bring*)

■ B. Identifying Tenses of Verbs

On the line next to each sentence, write *Pres.* (present), *Past*, or *Fut.* (future) to identify the tense of the underlined verb.

- Past 1. John Ruskin wrote, “Mountains are the beginning and end of all natural scenery.”
- Past 2. She sank back in her chair and watched the sun set behind a mountain.
- Fut. 3. Richard will drive upstate from New York City to ski in the mountains.
- Pres. 4. Every day people abandon the pressures of urban life for a more relaxed life style in rural mountain areas.

15.4–5 Verb Tenses and Forms

Key Information

The **tenses** of a verb are the forms that help to show time. Use the **present perfect tense** to express an action or condition that occurred at some indefinite time in the past or that began in the past and continues into the present.

He **has traveled** in Africa.

He **has traveled** every year for four years.

Use the **past perfect tense** to indicate that one past action or condition began and ended before another action started.

Radu **had eaten** before he arrived.

Use the **future perfect tense** to express one future action or condition that will begin and end before another future event starts.

We will **have gone** by the time he eats.

Each of the six tenses has a **progressive** form that expresses continuing action.

They **have been traveling**. (present perfect progressive)

They **had been traveling**. (past perfect progressive)

They **will have been traveling**. (future perfect progressive)

The present and past tenses have additional forms, called **emphatic**, that add special force, or emphasis, to the verb.

He **does travel** quite a bit.

He **did travel** quite a bit before he retired.

■ A. Identifying the Perfect Tenses

In the space provided before each sentence, identify the tense of the underlined verb by writing *present perfect*, *past perfect*, or *future perfect*.

- pres. perf.** 1. The famous director has promoted his new film for three months.
- pres. perf.** 2. We have seen this kind of behavior before today.
- past perf.** 3. Before she entered politics, the mayor had worked as a consumer advocate.
- past perf.** 4. They had finished their homework before they left for the movies.
- fut. perf.** 5. I will have lived here for six months by the end of this year.
- past perf.** 6. He had been a businessman before he went into teaching.
- fut. perf.** 7. By noon she will have been to three job interviews.
- past perf.** 8. Even before he received the award, he had thought about his speech.
- pres. perf.** 9. I have wanted to go to that museum for a long time.
- fut. perf.** 10. By the time I graduate from high school, my sister will have graduated from college.

■ B. Using the Progressive and Emphatic Forms

Replace the verb in parentheses with the progressive or the emphatic form of the verb.

1. I did think (*think*, past emphatic) I was right.
2. I still do think (*think*, present emphatic) that I am.
3. I have been thinking (*think*, present perfect progressive) about this matter for some time.

15.6–7 Compatibility of Tenses and Voice of Verbs

Key Information

Do not shift or change tenses when two or more events occur at the same time.

Sarah **drove** onto the street and **turned** left.

Shift tenses only to show that one event precedes or follows another.

After she **had left**, Sarah arrived.

An action verb is in the **active voice** when the subject performs the action.

The dog **chased** the cow.

An action verb is in the **passive voice** when its action is performed on the subject.

The cow **was chased** by the dog.

■ A. Making Tenses Compatible

Underline the two verbs that appear in each sentence. Then on a separate sheet of paper, rewrite the second verb to make it compatible with the first verb. If the verbs are already compatible, write *Correct*.

1. When Herbert Hoover took office in 1929, the Roaring Twenties were coming to a close. **Correct**
2. Real estate booms, wild spending, and stock market speculation had punctuated the decade, and America's future looks bright. **looked**
3. Yet, on October 29 of that year, the economy started to unravel, and the United States subsequently had experienced the worst business collapse in its history. **experienced**
4. After the stock market crashed, the American economy had begun to fall apart at an uncontrollable speed. **began**
5. Many people lost all their money, and banks have failed. **failed**
6. Factories and stores were closing, and businesses will have been mired in bankruptcies. **were being mined**
7. County and state governments were unable to collect enough taxes to cover expenses, and foreign trade had nearly halted in the worldwide depression. **halted**
8. Today, as we look back at the severity of that depression, we will be surprised to learn of Hoover's reassurances of a quick recovery and of a speedy return to prosperity. **are**
9. More than two years into the depression, after conditions had grown steadily worse, the Hoover administration finally began to implement steps to rescue the paralyzed economy. **Correct**
10. These steps were too little and too late, and the nation had voted overwhelmingly for Franklin Roosevelt to lead it to recovery. **voted**

■ B. Changing the Voice of Verbs

On a separate sheet of paper, rewrite each of the following sentences to change the active voice to the passive voice or the passive voice to the active voice.

1. Roosevelt advocated a New Deal for "the forgotten man."
A New Deal for "the forgotten man" was advocated by Roosevelt.
2. Many bills initiated by Roosevelt were passed by Congress.
Congress passed many bills initiated by Roosevelt.
3. Taxation policies were changed by the government to fall the hardest on the wealthy.
The government changed taxation policies to fall the hardest on the wealthy.
4. Several congressional acts improved the working conditions and wages of the average worker.
The working conditions and wages of the average worker were improved by several congressional acts.

16.2-3 Subject-Verb Agreement I

Key Information

A verb must agree with its subject in person and number.

Only the simple subject (not a predicate nominative) affects the number of the linking verb.

The spectators' **cheers were** the only distraction. (The subject is *cheers*; *distraction* is a predicate nominative.)

Inverted sentences are sentences in which the subject follows the verb. In such sentences, locate the simple subject, and make sure that the verb agrees with the subject.

Above the magazines **is** the **dictionary**.
There **are** good **mysteries** on television.
Do the **boys like** games?

■ A. Identifying Subject-Verb Agreement

Underline the verb form that agrees with the simple subject.

1. Many American artists (is/are) an important part of modern art.
2. High among nineteenth-century American painters (ranks/rank) Mary Cassatt.
3. There (is/are) many women among Cassatt's subjects.
4. Among Winslow Homer's paintings (is/are) scenes of nineteenth-century outdoor life.
5. His sea paintings (is/are) a testament to his skill with color and space.
6. Homer (was/were) a lithographer and a freelance illustrator before the Civil War.
7. There (is/are) few American painters more popular than Andrew Wyeth.
8. In Wyeth's work (is/are) wonderful country scenes.
9. Other Andrew Wyeth works (is/are) meticulously detailed portraits.
10. (Do/Does) the influence of these artists remain strong in art today?

■ B. Using Correct Verb Forms

Use present-tense verbs to complete each of the following sentences. Write the correct form of the verb in parentheses.

1. Small New England towns are (be) a favorite subject of the artist Edward Hopper.
2. A popular theme is (be) scenes of New York City.
3. Hopper's paintings often seem (seem) an invitation into stark interiors or harsh, city night scenes.
4. Do Hopper's paintings also show (show) the remote landscape of New England?
5. Throughout the works of Hopper lies (lie) a pervasive feeling of loneliness.

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16.4–6 Subject-Verb Agreement II

Key Information

A collective noun is singular when it refers to a group and plural when it refers to the members of the group individually.

The **team practices** every day.
The **team practice** with one another.

Similarly, when a noun of amount refers to one unit, it is singular. When it refers to a number of individual units, it is plural.

Fifty dollars is the prize.
Fifty dollars are hidden around the room.

A title is always singular.

In compound subjects joined by *or* or *nor*, the verb agrees with the nearer subject.

Either the **taxis** or the **bus runs** at night.
Neither the **bus** nor the **taxis run** at night.

Intervening expressions do not create a compound subject.

The **girl**, as well as her mother, **sings**.

■ A. Identifying Subject-Verb Agreement

Underline the correct form of the verb in parentheses.

1. The Abstract Expressionist group of painters (offers/offer) a very different kind of art.
2. Not all people (appreciates/appreciate) this art form.
3. Each artist (paints/paint) abstract colors and forms, not realistic scenes.
4. Today, one million dollars (is/are) the price for some of their paintings.
5. Pollock's *Moon Vibrations*, as well as other works by Pollock, (serves/serve) as an example of Abstract Expressionism.
6. Another school of artists (is/are) the Pop Artists.
7. Both Robert Rauschenberg and Andy Warhol (is/are) famous Pop Artists.
8. Rauschenberg's *Jammers* (shows/show) a beautiful work of silk, twine, and cane.
9. In Pop Art, every road sign (becomes/become) a potential subject.
10. Soup cans, as well as other refuse, (is/are) actually incorporated into the work.

■ B. Understanding Subject-Verb Agreement

On a separate sheet of paper, complete each sentence. Use present-tense verbs. **Answers will vary.**

Possible verbs are given.

1. Either Florence or Venice . . . **is**
2. "Hugs and Kisses" . . . **is**
3. Both the White House and the Pentagon . . . **are**
4. Teri's new eyeglasses . . . **seem**
5. The mother, accompanied by her children, . . . **stands**
6. Either her aunts or her uncle . . . **stays**
7. *Roots* . . . **is**
8. A delicacy such as quail eggs . . . **tastes**

Grammar Practice

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17.1 Case of Personal Pronouns

Key Information

Pronouns that are used to refer to persons or things are called **personal pronouns**. The case of a personal pronoun depends on the pronoun's function in a sentence.

Use the **nominative case** if the pronoun is the subject of a sentence or follows a form of *be*. The nominative pronouns are *I, you, she, he, it, we, and they*.

He and **I** are good friends.

We do many things together.

It was **they** who arrived late.

The first people here were **she, you, and I**.

Use the **objective case** if the pronoun is the object of a verb or the object of a preposition. The objective pronouns are *me, you, her, him, it, us, and them*.

She told **them** and **us** to take a seat.

We thanked **her** and sat down.

It is time for **you** and **me** to leave.

A. Identifying Case of Personal Pronouns

Underline the personal pronouns in the sentences below. Above each pronoun write *Nom.* for nominative or *Obj.* for objective.

1. Janine and ^{Nom.}I are planning to go to the movie with Lauren and ^{Obj.}them.
2. Alan has planned a surprise anniversary party for ^{Obj.}them.
3. It was ^{Nom.}I at the awards assembly last night.
4. Unless ^{Nom.}we hear otherwise from ^{Obj.}them, ^{Nom.}I will be visiting the O'Connors next weekend.
5. ^{Nom.}We bought Keisha and ^{Obj.}her the tapes for Christmas.
6. According to ^{Obj.}her, ^{Nom.}they have finally finished the project.
7. Julio and ^{Nom.}she have recorded a song ^{Nom.}they wrote for ^{Obj.}us.
8. The company will hire ^{Obj.}him and ^{Obj.}us on a temporary basis.

B. Using Personal Pronouns

Underline the personal pronoun in parentheses that correctly completes each sentence.

1. Some important critics of the arts are Stanley Kauffmann, Arlene Croce, and (she/her).
2. The play was surprisingly well received by John Simon and (he/him).
3. The performers, especially Jim Dale, were much admired by (they/them).
4. My friends and (I/me) are avid moviegoers.
5. Critics and (we/us) viewers often have different opinions.
6. Critics often disagree with (we/us) viewers.
7. Sometimes critics condemn producers and (we/us) for our taste.
8. The variety of films astonishes critics and (we/us) in the audience.
9. Do you think that critics and (we/us) influence filmmakers?
10. Successful filmmakers listen to (we/us) viewers.

17.2-3 Pronouns with Appositives and *Than* and *As*

Key Information

Use the nominative case for a pronoun that is in apposition to a subject or a predicate nominative.

We were the best ones, **Jackie** and **I**.
(*Ones* is a predicate nominative.)

Use the objective case for a pronoun that is in apposition to a direct object, an indirect object, or an object of a preposition.

They gave the second-place finishers, Ben and **her**, red ribbons. (*Finishers* is an indirect object.)

When a pronoun is followed by an appositive, choose the case of the pronoun that would be correct if the appositive were omitted.

We young men enjoy basketball. (We enjoy basketball.)

In elliptical adverb clauses using *than* and *as*, choose the case of the pronoun that you would use if the missing words were fully expressed.

Jackson goes to the library more often than **I**. (The nominative pronoun **I** is the subject of the incomplete adverb clause *than I do*.)

■ A. Using Pronouns with *and* as Appositives

Underline the personal pronoun in parentheses that correctly completes each sentence.

1. We, Susan and (I/me), organized a pumpkin-carving contest last October.
2. The decision to award two prizes in each category was made by our judges, (she/her) and Carlos.
3. The first award of the night went to the carvers of the ugliest pumpkins, Georgiana and (he/him).
4. The sloppiest carvers, Toni and (she/her), were awarded bibs and rubber gloves.
5. For the people who carved the happiest pumpkins, Ivan and (he/him), we had balloons and candy.
6. We gave the carvers of the most villainous pumpkins, Matthew and (she/her), black capes to wear.
7. The last contestants, (he/him) and Stuart, were awarded protractors for the most geometrically perfect abstract designs.
8. The people having the most fun were (we/us) other carvers, who just kept laughing.
9. The grand prize went to the carvers of the best all-around pumpkins, Rachel and (he/him).
10. The worst-dressed-pumpkins-of-the-night award was given to (we/us) judges.

■ B. Using Pronouns after *Than* and *As*

In each of the sentences below, underline the pronoun in parentheses that correctly completes the sentence.

1. My friend and I argue about the movie *Citizen Kane*, which I like more than (he/him).
2. Few people appreciate the wonderful American musical *Swing Time* as much as (we/us).
3. One of his favorite movies is the Astaire-Rogers film *Top Hat*, which he likes more than (I/me).
4. My friends and I disagree. I admire Cary Grant as an actor much more than (they/them).
5. We all agree, however, that Alfred Hitchcock is superb; we cannot think of many directors we like better than (he/him).

17.4 Reflexive and Intensive Pronouns

Key Information

Reflexive pronouns refer back to a noun or a pronoun and name the same person or thing.

They gave **themselves** credit.

Always use a reflexive pronoun when a pronoun refers to the person who is the subject of the sentence.

INCORRECT: I had to make **me** pay attention to the lecture.

CORRECT: I had to make **myself** pay attention to the lecture.

Intensive pronouns add emphasis to another noun or pronoun.

The arm **itself** was broken.

Use *himself* and *themselves* instead of the incorrect forms *hisself* and *theirselves*.

Howie completed the job **himself**.

The guests helped **themselves** to seconds of the delicious meal.

A. Identifying Reflexive and Intensive Pronouns

Underline the reflexive and intensive pronouns in the sentences below. Above each underlined pronoun write *Ref.* if it is reflexive and *Inten.* if it is intensive.

1. New York's Museum of Modern Art outdid itself^{Ref.} in the impressive Picasso exhibit.
2. Picasso himself^{Inten.} would have been pleased at the result.
3. Thousands of people could see for themselves^{Ref.} the full range of his genius.
4. In Picasso's *Mandolin and Guitar* the guitar itself^{Inten.} is not apparent.
5. Françoise Gilot, Picasso's model, is herself^{Inten.} an artist.

B. Using Reflexive and Intensive Pronouns

Rewrite each of the following sentences, correcting any error in the use of the pronouns. Write *Correct* if the sentence needs no correction.

1. Jason was not certain that he had made the best decision for hisself.
himself
2. I lost me a certain "B" when I failed to turn in that report on Taiwan.
myself
3. Himself and Emilia went to the crafts show just last weekend.
He
4. I could not believe what Marla bought for herself at the sporting goods store.
correct
5. Doug brought three muffins to lunch the other day, one for hisself, one for myself, and one for Liz.
himself; me

17.5 Who and Whom in Questions and Clauses

Key Information

In questions, use *who* for subjects and *whom* for direct and indirect objects and objects of a preposition.

Who won the race? (*Who* is the subject.)

Whom are you asking? (*Whom* is the direct object.)

Use the nominative pronouns *who* and *whoever* for subjects and predicate nominatives in subordinate clauses.

We want **whoever** can kick the farthest.
(*Whoever* is the subject of the noun clause *whoever can kick the farthest*)

He asked **who** the girl in the red jacket is. (*Who* is the predicate nominative in the noun clause *who the girl in the red jacket is*.)

Use the objective pronouns *whom* and *whomever* for direct and indirect objects and objects of a preposition in subordinate clauses.

We do not know to **whom** the letter was addressed. (*Whom* is the object of the preposition *to*.)

The chairperson will be **whomever** the members elect. (*Whomever* is the direct object of the verb *elect*.)

■ A. Identifying Uses of *Who* and *Whom*

In the sentences below, label the use of *who* or *whom* as subject (S), predicate nominative (PN), direct object (DO), indirect object (IO), or object of a preposition (OPrep).

1. ^SWho do you think will win the contest?
2. We did not know to ^{OPrep}whom we should address our complaint.
3. The judge gave ^Swhoever played without sheet music good scores.
4. We should praise ^Swhoever did not panic.
5. ^SWho are the people that we should invite to the party?

■ B. Using *Who* and *Whom* in Questions and Subordinate Clauses

Underline the pronoun that correctly completes each sentence.

1. Do you remember (who/whom) played Scarlett O'Hara in *Gone with the Wind*?
2. Walt Whitman is the American poet (who/whom) I like best.
3. Alicia is the one (who/whom) Mrs. Kris appointed as head of the committee.
4. I never found out (who/whom) sent the flowers.
5. The person (who/whom) Jim admires most is his grandfather.
6. The people (who/whom) you invited should have arrived by now.
7. Everyone (who/whom) is interested in Ping-Pong can join the tournament.
8. Jenny is the kind of person (who/whom) everyone likes.
9. What is the name of the young man (who/whom) we met at Lila's house?
10. I wonder (who/whom) Laura will ask to the dance.

17.6–7 Pronoun Agreement and Reference

Key Information

An **antecedent** is the word or group of words to which a pronoun refers or that a pronoun replaces. All pronouns must agree with their antecedents in number, gender, and person.

Ms. Santini mowed **her** yard.
The **neighbors** mowed **their** yards.
Each of the men cut **his** hedge.

When the antecedent of a pronoun is a collective noun, the number of the pronoun depends on whether the collective noun is meant to be singular or plural.

The **team** won **its** final game.
The **team** took **their** places on the field.

Make sure that the antecedent of a pronoun is clearly stated and that a pronoun cannot possibly refer to more than one antecedent.

UNCLEAR: Raoul asked Frank for his keys.
(Whose keys?)
CLEAR: Raoul asked to borrow Frank's keys.

Never use the pronouns *this*, *that*, *which*, and *it* without a clearly stated antecedent.

UNCLEAR: Gold has led to many problems throughout history, **which** can make people greedy. (**Which** has no clear antecedent.)
CLEAR: Gold, **which** can make people greedy, has led to many problems throughout history.

A. Identifying and Using Pronoun-Antecedent Agreement

In each of the sentences below underline the antecedent; then write the missing personal pronoun.

1. A dolphin always looks as if _____ **it** _____ is smiling
2. At Flipper's Sea School in Florida, scientists are continuing _____ **their** _____ research on dolphin intelligence.
3. Dolphins have unusually large brains; _____ **they** _____ are about the same size as human brains.
4. In marine biology, debate continues about whether dolphins have an actual language or whether _____ **they** _____ do not have one.
5. The novel *Day of the Dolphin* took _____ **its** _____ story from dolphin research.
6. In the novel, both of the dolphins spoke to and often played with _____ **their** _____ trainers.
7. After I read the book, _____ **my** _____ attitude toward dolphins changed.
8. I found that _____ **my** _____ reaction to the book was not what I expected.

B. Using Clear Pronoun Reference

Each of the sentences below contains a pronoun without a clear antecedent. On another sheet of paper, rewrite each sentence correctly. (There will be more than one way to correct each sentence.) **Possible answers are given.**

1. An ordinary house spider is fascinating, which is the truth. **It is true that an ordinary house spider is fascinating.**
2. The house spider weaves majestically, which many people try to imitate. **Many people . . . majestic weaving.**
3. In a classical myth they tell where spiders came from. **A classical myth tells where spiders came from.**
4. The Roman goddess Minerva and the mortal Arachne competed at weaving, which drew crowds. **The Roman goddess Minerva . . . weaving, a competition which drew crowds.**

18.1–2 Making Comparisons

Key Information

Most adjectives and adverbs have three degrees of comparison: the positive, or base, form; the comparative form; and the superlative form.

The **positive form** of a modifier cannot be used to make a comparison.

Robert was **loud**.
He shouted **loudly**.

The **comparative form** of a modifier shows two things being compared.

Robert was **louder** than Tyrone.
He yelled **more loudly** than Tyrone.

The **superlative form** of a modifier shows three or more things being compared.

Robert was the **loudest** person in the class. Of all the people in the class, he shouted the **most loudly**.

A few commonly used modifiers have irregular forms for the comparative and the superlative.

good	better	(the) best
well	better	(the) best
bad	worse	(the) worst
badly	worse	(the) worst
far (distance)	farther	(the) farthest
far (degree)	further	(the) furthest
many	more	(the) most

■ A. Identifying Degrees of Comparison

In each of the sentences below, underline the adjective or adverb modifier. Then, in the space provided, identify the form of the modifier by writing *Pos.* (positive), *Comp.* (comparative), or *Super.* (superlative).

- Pos. 1. Today is a lovely day to go sailing.
- Super. 2. The best part about dessert is eating it.
- Pos. 3. He smiled warmly and thanked his parents for their support.
- Comp. 4. When he restated his opinion, he voiced it more strongly.
- Comp. 5. The beginning of the movie was more exciting than the ending.
- Pos. 6. The wind blew fiercely from the north.
- Super. 7. In winter the winds blow hardest from the northeast.
- Pos. 8. Many landmarks dot the road to Provincetown.

■ B. Using Degrees of Comparison

Complete each of the following sentences with the correct degree of comparison of the modifier in parentheses.

1. Fishing is the best (good) activity for relaxing.
2. More (many) people like to fish than to sail.
3. Boats made of wood are the prettiest (pretty) of all.
4. Workboats are usually sturdier (sturdy) than pleasure boats.
5. They often have to venture farther (far) out into the ocean than pleasure craft.

18.3-4 Double and Incomplete Comparisons

Key Information

Do not make a **double comparison** by using both *-er* or *-est* and *more* or *most* in the same sentence.

That is the ~~most~~ longest bridge I have ever seen.

Do not make an incomplete or unclear comparison by omitting *other* or *else* when you compare one member of a group with another.

INCORRECT: That bridge is longer than any bridge in the world.

CORRECT: That bridge is longer than any **other** bridge in the world.

Be sure your comparisons are between like things.

INCORRECT: The length of the bridge is greater than a football field.

CORRECT: The length of the bridge is greater than **the length** of a football field.

A. Identifying Double Comparisons

In each of the following sentences, cross out the unnecessary word or words.

1. The White Mountains are ~~the more~~ farther north than the Blue Ridge Mountains.
2. Camping is ~~more~~ better in the White Mountains than anywhere else.
3. Mount Washington is the ~~most~~ tallest mountain in New Hampshire.
4. Temperatures on top of the mountain are ~~most~~ coldest in January.
5. Driving is a ~~more~~ faster way to get to the top than walking.

B. Making Complete Comparisons

Rewrite each of the following sentences to correct the unclear or incomplete comparison.

1. Camping in the White Mountains is better than the Smokies.
Camping in the White Mountains is better than camping in the Smokies.
2. There are more campsites and shelters there than in any park.
There are more campsites and shelters there than in any other park.
3. The members of the Appalachian Mountain Club are more active than other hiking clubs.
The members of the Appalachian Mountain Club are more active than the members of other hiking clubs.
4. The volunteers who pack supplies up to the shelters carry more than any hikers.
The volunteers who pack supplies up to the shelters carry more than any other hikers.
5. The conditions in the shelters make campers more comfortable than tents.
The conditions in the shelters make campers more comfortable than they would be in tents.

18.7 Misplaced and Dangling Modifiers

Key Information

Misplaced modifiers modify the wrong word or seem to modify more than one word in a sentence. You can correct a sentence with a misplaced modifier by moving the modifier as close as possible to the word it modifies.

MISPLACED: She could not go to the party, **recovering from the flu**. (Was the party recovering from the flu?)

CLEAR: **Recovering from the flu**, she could not go to the party.

MISPLACED: He saw a spider spinning a web **reading a book**. (Was the web reading a book?)

CLEAR: **Reading a book**, he saw a spider spinning a web.

Taken logically, a **dangling modifier** seems to modify no word in the sentence in which it appears. You can correct a sentence with a dangling modifier by supplying a word or a phrase the dangling phrase can sensibly modify.

DANGLING: **Writing all afternoon**, the report was finished. (Who was writing?)

CLEAR: **Writing all afternoon**, he finished the report.

CLEAR: **By writing all afternoon** he finished the report.

■ A. Identifying Misplaced Modifiers

In each of the following sentences, cross out the misplaced modifier. In the first blank, write the word that the modifier *seems* to modify. In the second blank, write the word that it *should* modify.

1. I read an article about the president taking a trip ~~in the newspaper~~.

_____ trip _____ article

2. He visited a neutral country ~~attending a peace conference~~.

_____ country _____ He

3. Peace was the goal of the delegates ~~between their nations~~.

_____ delegates _____ Peace

4. ~~Demonstrating in the square~~, television cameras filmed protesting students.

_____ cameras _____ students

5. Democracy is the dream of many people ~~with freedom and liberty for all~~.

_____ people _____ Democracy

■ B. Correcting Modifiers

On another sheet of paper, rewrite each of the following sentences to correct the misplaced or dangling modifier. You may need to make other changes to the sentences. **Possible answers are given.**

1. Scientists still study the instincts of pigeons baffled for years.
Baffled for years, scientists still study the instincts of pigeons.
2. Studying birds, pigeons have keener senses than humans scientists have discovered.
Scientists studying birds have discovered that pigeons have keener senses than humans.
3. Pigeons seem to find their way, detecting changes in the earth's magnetic field.
Pigeons, detecting changes in the Earth's magnetic field, seem to find their way.
4. Speculating about these birds, pigeons detect "invisible" light waves and soundless noises.
Scientists speculate that pigeons detect "invisible" light waves and soundless noises.
5. Changing course with different phases of the moon, scientists have a theory about pigeons.
Scientists have a theory about pigeons changing course with different phases of the moon.

20.1 Capitalization: Sentences and I

Key Information

Capitalize the first word of every sentence, including the first word of a direct quotation that is a complete sentence.

A proverb states, “**A** fool and his money are soon parted.”

Do not capitalize the first word of a quotation that is not a complete sentence. Do not capitalize the first word of an indirect quotation. An **indirect quotation**, often introduced by the word *that*, does not repeat a person’s exact words.

Goethe said that architecture is “frozen music.”

Capitalize the first word of a sentence enclosed by parentheses provided the sentence stands by itself. Do not capitalize the first word of a sentence enclosed by parentheses and contained within another sentence.

Pablo Picasso was a cubist painter. (**C**ubism stresses abstract forms.) Cubism shows several aspects of an object (**a**n object is viewed in the round) at the same time.

Always capitalize the pronoun *I* no matter where it appears in the sentence.

■ A. Identifying Errors in Capitalization

In the sentences below, underline all the words that contain an error in capitalization.

1. Thomas Jefferson’s epitaph says, “here was buried Thomas Jefferson, author of the Declaration of Independence.”
2. Jefferson believed that His authorship of this document was more memorable than his service as the third president of the United States.
3. in truth, science was Jefferson’s greatest passion. (he regarded politics as his duty.)
4. Although he claimed to have mixed feelings about politics, Jefferson once said that he was “Much an enemy to monarchy.”
5. Jefferson publicly supported the French Revolution (A republican uprising against the Bourbon monarchy), though most of his friends did not.
6. Although Jefferson claimed to have mixed feelings about politics, Alexander Hamilton (No admirer of Jefferson), once said of Jefferson that His politics were tinged with fanaticism.
7. Jefferson said, “i was bold in the pursuit of knowledge.”
8. John Quincy Adams said that Jefferson told “Large stories.”

■ B. Correcting Errors in Capitalization

On a separate sheet of paper, rewrite each of the following sentences to correct all errors in capitalization.

1. Thomas Jefferson said that “Politeness is artificial humor.”
2. Jefferson described the College of William and Mary (Which he attended) as “The finest school of manners and morals that ever existed in America.”
3. Supporting the Revolutionary War, Jefferson said, “I think i speak the sentiments of America.”
4. Jefferson was such a poor public speaker (He mumbled through his speeches) that few people could understand him.

20.2–3 Capitalization: Proper Nouns and Adjectives

Key Information

Capitalize a proper noun.

Capitalize a common noun only when it is the first word of a sentence.

Capitalize only the important words in proper nouns composed of several words.

William the Conqueror

Capitalize articles (a, an, the) at the beginning of a title only when they are part of the title itself.

The Great Gatsby
the *Washington Post*

Capitalize titles used before a proper name and titles used in direct address.

Governor Rafael Hernández
Rafael Hernández, the governor
Yes, Governor (direct address)
Yes, Sir (direct address)

Capitalize proper adjectives (adjectives formed from proper nouns).

Victorian manners
Jewish tradition
American heritage
Puerto Rican countryside

■ Correcting Errors in Capitalization

Correct the following sentences by underlining each letter that should be capitalized.

1. Florence sabin was born on november 9, 1871, in a small mining town near the rocky mountains in colorado.
2. After her mother died (when florence was seven years old), mr. Sabin sent his daughter to lake forest, Illinois, to live with the family of her uncle, Albert Sabin.
3. Years later, florence traveled east across the great plains to attend vermont academy, where she decided to pursue a career in science.
4. With the support of uncle Albert, Sabin continued her studies at smith college in massachusetts and then at johns hopkins school of medicine in baltimore, maryland.
5. For nearly twenty-three years, dr. sabin worked at johns hopkins as both a teacher and a researcher.
6. The famous doctor made important discoveries about the lymphatic system, and dr. Sabin made news as the first woman elected to the national academy of sciences.
7. As her reputation grew, Sabin published several of her papers in the american journal of anatomy.
8. The baltimore sun carried a story about the doctor when she was offered a position at the rockefeller institute for medical research in new york city.
9. During world war II, dr. sabin served on the board of an institution that was trying to relocate european scholars who were fleeing from the nazis in germany.
10. When the war ended, the governor of the state of colorado appointed dr. sabin to a state commission, and the celebrated doctor became a crusader for public health.

Grammar Practice

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21.1–3 Period, Exclamation Point, Question Mark

Key Information

Use a period at the end of a declarative sentence and at the end of a polite command.

Declarative Sentence: Shakespeare wrote *A Midsummer Night's Dream*.

Polite Command: Prepare to discuss Act I of *A Midsummer Night's Dream*.

Use an exclamation mark to show strong feeling or to indicate a forceful command.

That was an exciting play!
Read that exciting play!

Use a question mark to indicate a direct question.

Was Shakespeare a good writer?

A question mark should not follow a declarative sentence that contains an indirect question.

He asked when Shakespeare wrote *A Midsummer Night's Dream*.

A. Inserting Correct End Punctuation

Provide the appropriate end punctuation for the sentences below.

1. The professor asked questions about the American Revolution.
2. Did the Boston Tea Party influence the colonists in other colonies?
3. He asked if the issue of taxes was related to the Tea Party.
4. What unfair treatment the colonists received!
5. I wonder how they felt about taxation without representation.
6. Paul Revere is today considered one of America's finest silversmiths.
7. We must be free from England!
8. I was asked whether I agreed with the actions the colonists took.
9. Tell me what you think.
10. Were the colonists successful in their revolution?

B. Using Correct End Punctuation

Respond as directed to each item below. Include the correct end punctuation. Possible answers are given.

1. Politely ask a librarian for assistance.

Where can I find the computerized catalog?

2. In a sentence name the last book you read.

I have just finished reading *Jane Eyre*.

3. Express your pleasure at winning a game.

Fantastic! We won!

4. Complete this sentence: Robert asked me what

Robert asked me what I needed for the trip.

21.4 The Colon

Key Information

Use a colon to introduce a list, especially after a statement that uses such words as *these*, *the following*, or *as follows*. A colon is not used to introduce a list that immediately follows a verb or preposition.

Among the plays that Shakespeare wrote are the following: *Hamlet*, *A Midsummer Night's Dream*, *King Lear*, and *The Tempest* BUT: Shakespeare wrote *Hamlet*, *A Midsummer Night's Dream*, *King Lear* and *The Tempest*

Use a colon to introduce material that illustrates, explains, or restates the preceding material.

The works of Shakespeare are legendary: they create a culture of their own.

Use a colon to introduce a long or formal quotation.

Thus Hamlet ponders: "To be or not to be: That is the question."

Use a colon between the hour and the minute of the precise time, between the chapter and verse in biblical references, and after the salutation of a business letter.

■ A. Inserting Colons

Supply colons where necessary in the sentences below. (Some sentences may not need a colon.)

1. It is advisable to make long-distance calls after 11:00 P.M. or before 8:00 A.M.
2. In English class I learned the difference between the following: *polyglot* and *linguist*.
3. The official languages of the United Nations are as follows: English, Spanish, French, Chinese, Arabic, and Russian.
4. Williamsburg is a living museum: the city is a slice of colonial life.
5. Birds of the Chesapeake Bay include the osprey, cormorant, and great blue heron. **no colon**

■ B. Using Colons in Writing

Rewrite the following passage correctly, adding colons where they are needed. Write *Correct* if a sentence needs no colons. Use a separate sheet of paper. **Carets indicate position of colons.**

- (1) The Trinity Alps wilderness is an experience, walking through the forest is a revelation. :
- (2) The forest contains these trees, ponderosa pines, incense cedars, and white firs. (3) The old-growth forest is home to woodpeckers, spotted owls, martens, and bears. (4) The diversity of plant life includes the following, wildflowers, shrubs, and grasses. :
- (5) Spotted owls depend on large areas of old growth for survival. (6) They feed mainly on such rodents as flying squirrels, red-backed voles, and others that inhabit these ancient forests. (7) Many other animals also depend on the forest for survival. (8) Two of these are marbled murrelets and giant salamanders.
- (9) Neither the animals nor the plants can break down the cellulose and lignin of dead plant matter directly, both animals and plants depend on a variety of microorganisms to provide this service. The forest, then, is an interdependent community. (10) As T. S. Eliot once said, perhaps in reference to an old-growth forest like that of the Trinity Alps, "What are the roots that clutch, what branches grow out of this stony rubbish?"

21.5 The Semicolon

Key Information

Use a semicolon to separate main clauses that are not joined by a coordinating conjunction (*and, but, or, nor, yet, and for*).

The World Trade Center towers over the city; the view from the top is staggering.

Use a semicolon to separate main clauses joined by a conjunctive adverb such as *however, therefore, nevertheless, moreover, and consequently* or by an expression such as *for example* or *that is*.

The World Trade Center is very tall; however, the Sears Tower is even taller.

Use a semicolon to separate the items in a series when these items contain commas.

The Itos visited Washington, D.C.; Chicago, Illinois; and Decorah, Iowa.

Use a semicolon to separate two main clauses joined by a coordinating conjunction when such clauses already contain several commas.

The vacation trip, which included stops in New York City, Boston, and Philadelphia, was exciting and enjoyable; but it was also educational.

A. Identifying Semicolon Uses

Insert semicolons in the sentences as needed. Carets indicate position of semicolons.

- Three Scots founded the *Encyclopaedia Britannica*: Colin Macfarquhar, a printer, William Smellie, a scholar, and Andrew Bell, an engraver of dog collars.
- Booker T. Washington wrote *Up from Slavery* in 1901, however, he is better known for starting the Tuskegee Institute.
- Barbra Streisand is one of the most popular singers in the world today, her voice reaches out to all people.
- Jazz is a highly improvisational musical form, that is, much of the music is made up as it is being performed.
- Major volcanoes of the world include Asama, located in Japan, Mount Tarawera, located in New Zealand, and Mount Wrangell, located in Alaska.

B. Using Semicolons

On a separate sheet of paper, rewrite the following sentences correctly, adding semicolons where they are needed. Carets indicate position of semicolons.

- Cubism is considered to be a revolutionary art movement, that is, it is a movement that departed from representational art.
- Some famous painters are Claude Monet, an impressionist, Georges Seurat, a pointillist, Salvador Dalí, a surrealist, and Pablo Picasso, a cubist.
- Vincent van Gogh is remembered for the frenzied activity characteristic of his troubled life, moreover, his works exhibit a similar intensity and energy.
- Michelangelo was a great painter, moreover, he was also an architect and a sculptor.
- Leonardo da Vinci, the Renaissance man, was a great artist, furthermore, he was also a scientist, inventor, and engineer.

21.6 Commas and Compound Sentences

Key Information

Use a comma between the main clauses in a compound sentence.

You should use a comma before a coordinating conjunction (*and, but, or, nor, yet, or for*) that joins two main clauses.

Our team played well, but they did not win.
The team needs to win next week, or our rivals will be in first place.

The comma may be omitted when two very short main clauses are connected by a coordinating conjunction, unless the comma is needed to avoid confusion.

Lao mowed the grass and Emma trimmed the hedges. (clear)
Lao mowed the grass and the hedges needed trimming. (unclear) Lao mowed the grass, and the hedges needed trimming. (clear)

■ A. Inserting Commas Correctly

Insert commas where necessary in the sentences below. If no commas are needed, write Correct after the sentence. **Carets indicate position of commas.**

1. Einstein was born in Germany[^]and he was a physicist.
2. I know Einstein worried about Nazism[^]for he left Germany when Hitler came to power.
3. Einstein was awarded the Nobel Prize in 1921[^]and he became a U.S. citizen in 1940.
4. Albert Einstein dabbled in theoretical physics[^]and then he went on to publish the theory of relativity.
5. His special theory of relativity led to the development of the atom bomb[^]yet Einstein worked devotedly for peace throughout his life.

■ B. Writing with Commas

Carets indicate position of commas.

On another sheet of paper, rewrite the sentences below inserting commas where necessary.

1. New York has impressive skyscrapers and renowned museums[^]but my town has the best sledding hill in the world.
2. Be sure to visit the Museum of Fine Arts in Boston[^]for you will be dazzled by the Impressionist paintings that hang there.
3. The Gobi Desert is cold and flat[^]but people still travel there to explore its beauty.
4. Should we go to the seven o'clock movie[^]or is there something else that you would rather do?
5. The roads around Los Angeles stretch for miles[^]but they still are inadequate for all the traffic they must carry.

21.6 Commas and Coordinate Adjectives

Key Information

Place a comma between coordinate adjectives that precede a noun.

Coordinate adjectives modify the same noun to an equal degree. One way to tell whether adjectives in a sentence are coordinate is to reverse their order or put the word *and* between them. The adjectives are coordinate if the sentence still sounds natural.

Rover is an energetic, friendly, adorable St. Bernard.

A comma should not be used between adjectives preceding a noun if they sound unnatural with their order reversed or with *and* between them. Adjectives that describe size, age, shape, and material usually do not need a comma between them.

COORDINATE: The books were stored in a solid, valuable box.

NONCOORDINATE: The books were stored in an old wooden box.

A. Identifying Correct Use of Commas

Write *Correct* after the sentence if the commas are used correctly. Write *Incorrect* if they are not.

1. Mohandas Gandhi was a tolerant, peaceful, educated human being. **Correct**
2. Abraham Lincoln was noted for his intelligent, timely, acerbic language. **Correct**
3. Wolfgang Amadeus Mozart was a gifted, Austrian performer and composer. **Incorrect**
4. Washington Irving was the first internationally famous American author. **Correct**
5. Roald Amundsen was an adventurous Norwegian explorer and discoverer of the South Pole. **Correct**

B. Using Commas Correctly

Carets indicate position of commas.

On another sheet of paper, rewrite the sentences below, inserting commas where necessary.

1. Every year I eagerly await the warm^damp spring that brings plants sprouting from the muddy earth.
2. Cheryl dusted off her old leather glove and headed out to the neglected^overgrown ballfield.
3. After he had worn it for years, Bo finally had to throw out the faded^tattered shirt that he wore to play baseball and football.
4. The dilapidated^graying building gave way to a shiny^startlingly stark skyscraper.
5. Taking the rutted^potholed road was the only way to reach their friend's wonderfully peaceful farm.

21.6 Commas and Nonessential Elements

Key Information

Use commas to set off nonessential elements—participles, infinitives, and their phrases, adjective clauses, and appositives. A nonessential element is not essential to the meaning of the sentence.

Alfred Hitchcock, who was a master of suspense, directed *Notorious*.

Alfred Hitchcock, a master of suspense, directed *Notorious*.

Alfred Hitchcock, known as a master of suspense, directed *Notorious*.

Do not use commas to set off essential elements—participles, infinitives, and their phrases,

adjective clauses, and appositives.

The man who directed *Notorious* was the talented Alfred Hitchcock.

The director of the suspense film *Notorious* was Alfred Hitchcock.

One of the most famous films directed by Alfred Hitchcock was *Notorious*.

Use commas to set off interjections (such as *oh* and *well*), parenthetical expressions (such as *on the contrary* and *in fact*), and adverbs and conjunctive adverbs (such as *however* and *consequently*).

A. Identifying Correct Use of Commas

Insert commas where necessary in the following sentences. If no commas are needed, write *Correct* after the sentence. **Carets indicate position of commas.**

- Daily newspapers[^]reaching millions of people[^]print news from all over the world.
- In fact[^]most international news comes from wire services[^]which maintain bureaus and correspondents in key spots around the world.
- Two press associations that provide most of our news are the Associated Press and Reuters. **correct**
- Oh[^]the *New York Times*[^]a famous newspaper[^]runs its own wire service.
- By the way[^]the term *pi* has a special meaning in the newspaper business; furthermore[^]this same meaning applies in other printing industries.
- Pi*[^]which in geometry expresses a ratio[^]in printing is an abbreviation for pica.
- Used as a noun to refer to the mess that results when printing types are mixed together indiscriminately[^]*pi* is also used as a verb meaning “to mix types indiscriminately.”
- Computer typesetters[^]who have essentially replaced the linotypers who used to cast type by the line[^]compose many newspapers today.

B. Using Commas Correctly

On a separate sheet of paper, rewrite the following sentences, inserting commas where necessary. Write *Correct* if a sentence needs no correction. **Carets indicate position of commas.**

- Johannes Gutenberg[^]the celebrated fifteenth-century German printer[^]would probably be impressed by modern printing equipment.
- The concept of movable type evolved with Gutenberg[^]who printed some of the earliest books.
- Gutenberg’s most famous printing job[^]an edition of the Bible[^]was printed before 1456.
- Naturally[^]the Gutenberg Bibles that still exist today are very valuable.
- Incidentally[^]you can see a Gutenberg Bible in Pasadena[^]a city near Los Angeles.

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21.6 Commas: Titles, Addresses, Direct Address

Key Information

Use commas to set off titles when they follow a person's name.

Elizabeth Duran, M.D., was elected president of the association.

Use commas to separate the various parts of an address, a geographical term, or a date. A comma is not used when only the month and the day or year are given.

He lives at 403 Cove Road, Brook Haven, New Jersey, each summer.

She was born on June 11, 1982.

Independence Day is celebrated on July 4 every year.

Use commas to set off parts of a reference that direct the reader to the exact source.

Read the passage in *Grapes of Wrath*, pages 27–31.

Use commas to set off words or names used in direct address.

Joel, did you get the invitation I mailed?

A. Writing with Commas

In the space provided, rewrite each item, and supply the necessary commas.

- 17 Rodeo Drive Los Angeles California 17 Rodeo Drive, Los Angeles, California
- December 7 1941 December 7, 1941
- Rob are you here? Rob, are you here?
- 47 Main Street Tulsa Oklahoma 74102 47 Main Street, Tulsa, Oklahoma 74102
- See *Nausea* page 129. See *Nausea*, page 129.
- Richard M. Daley Mayor Richard M. Daley, Mayor
- Virginia Lee B.A. Virginia Lee, B.A.
- Sunday August 4 2001 Sunday, August 4, 2001
- Yes sir I know. Yes, sir, I know.
- I'm home Mom. I'm home, Mom.

B. Using Commas Correctly

Supply commas where necessary in each of the sentences below. **Carets indicate commas.**

1. On June 1[^]1954[^]Armistice Day was changed to Veterans Day.
2. Isaac Asimov was born in Petrovichi[^]Russia[^]on January 2[^]1920.
3. The official residence of the president is 1600 Pennsylvania Avenue[^]Washington[^]D.C.
4. Maggie[^]can you name the five Great Lakes?
5. I need information[^]Mr. Harrison[^]on John Quincy Adams, the famous son of John Adams.

21.6 Misuse of Commas

Key Information

Do not use a comma before a conjunction that connects the parts of a compound predicate when there are only two parts.

We will eat at my favorite restaurant and then see a movie at the historical society.

Do not use a comma alone to join two main clauses that are not part of a series. Such a sentence punctuated with a comma alone is called a *run-on sentence* (or a *comma splice* or a *comma fault*). To avoid making this error, use a coordinating conjunction with the comma, or use a semicolon.

It was eight o'clock when we finished dinner, and the movie was scheduled to start in fifteen minutes.

Never use a comma between a subject and its verb or between a verb and its complement.

The movie we were going to see was on the history of local architecture. The buildings in the movie included the library, the city hall, and the post office.

■ Correcting Comma Usage

Rewrite each of the sentences below, correcting any comma errors. If a sentence is correct, write *Correct* on the line.

1. Franklin is almost always late, but today he was five minutes early.
Correct
2. Of all the things to eat, my favorites are, ice cream, pineapples, and popcorn.
no comma
3. Whatever made that noise, is not around here anymore.
no comma
4. We wanted to go swimming, but we couldn't decide where to go.
Correct
5. Pam's best imitations include, those of her mother and the principal.
no comma
6. Carlos left for the game late, he was detained by a phone call.
semicolon
7. What I could not believe, was that he had never played before.
no comma
8. Last year she won first place in the diving events, but this year she was last.
Correct
9. Many years have passed, she still looks the same.
semicolon or comma and but
10. After the game ended in a tie, we got some pizza, and then went to the dance.
no comma

21.7–8 The Dash and Parentheses

Key Information

In typed material a dash is indicated by two hyphens (--).

Use a dash to indicate an abrupt break or change in thought within a sentence.

She lectured me on right and wrong—
I wish I knew what she thought I had done wrong.

Use a dash to set off and emphasize supplemental information or parenthetical comments.

I called Rose—Carol answered—and got the assignment.

Use parentheses to set off supplemental material that is not intended to be part of the main statement.

Do not capitalize or add end punctuation to a complete sentence within parentheses if the parenthetical material is contained within another sentence. If a sentence in parentheses stands by itself, use both a capital letter and end punctuation.

The collected data (see Appendix B) reveal striking patterns.

The collected data reveal striking patterns.
(A list appears in Appendix B.)

■ A. Using Dashes

Insert dashes where necessary.

1. Ebenezer Scrooge probably the most famous miser in literature is the protagonist of Dickens's *Christmas Carol*.
2. A *wahine* it's a Hawaiian word is a female surfer.
3. The shrewish wife of Socrates was named Xanthippe what a name!
4. "It wasn't my fault," I stammered.
5. The book I was talking about I remember it now was *Ethan Frome*.
6. Dachshunds such affectionate dogs were bred in Germany to hunt badgers.

■ B. Using Parentheses

Insert parentheses where necessary.

1. William Henry Harrison (1773–1841) was the ninth president of the United States.
2. These exercises pose typical problems. (See chapter 4 for a complete analysis.)
3. UNICEF (the United Nations International Children's Emergency Fund) is one of the most famous of the United Nations agencies.
4. Pikes Peak, in central Colorado, is 14,110 feet (4,301 meters high.)
5. The capital of Ecuador is Quito (kē' tō).
6. Suffragists (from the Latin *suffragium*, meaning "vote") advocated votes for women.
7. His suggestion was probably an expensive one. (His suggestions always are.)
8. Several varieties of daisies (especially *Chrysanthemum leucanthemum*) are common wildflowers.
9. Thus, the substance remains in suspension. (See Roberts.)

21.10 Quotation Marks

Key Information

Use quotation marks to enclose a direct quotation. Place quotation marks around the quoted material *only*, not around introductory or explanatory remarks. Such remarks are generally separated from the actual quotation with a comma.

“Ripeness is all,” wrote Shakespeare.

When a quotation is interrupted by explanatory words such as *he said* or *she wrote*, use two sets of quotation marks.

“The course of true love,” wrote Shakespeare, “never did run smooth.”

Do not use quotation marks in an indirect quotation.

Shakespeare said that love never ran smoothly.

Use single quotation marks around a quotation within a quotation.

Use quotation marks to enclose titles of short works, unfamiliar slang and other unusual expressions, or a definition that is stated directly.

I listened to the song “Tie a Yellow Ribbon” on the radio.

He said that it was “the cat’s meow.”

The word *April* comes from *aperire*, Latin for “to open.”

■ A. Inserting Quotation Marks and Commas

Insert quotation marks and commas where necessary.

1. “If you do not think about the future, you cannot have one,” John Galsworthy once wrote.
2. “We are all in the gutter,” said Oscar Wilde, “but some of us are looking at the stars.”
3. Commodore Josiah Tattnell said, “Blood is thicker than water.”
4. “Laugh and the world laughs with you,” said Ella Wheeler Wilcox. “Weep and you weep alone.”
5. Carrie said, “My favorite quotation from Diderot is, ‘I can be expected to look for truth but not to find it.’”

■ B. Using Quotation Marks and Commas

Rewrite the following sentences, inserting quotation marks and commas where necessary. Not all sentences will need to be changed.

1. The play’s the thing wrote Shakespeare wherein I’ll catch the conscience of the king.
“The play’s the thing,” wrote Shakespeare, “wherein I’ll catch the conscience of the king.”
2. The ticket agent said that there were no more seats for the show.
correct
3. *Native Dancer*, a one-act play, was one of the theatrical pieces to be performed.
correct
4. George had said, in describing this story, that it was totally awesome.
correct or “totally awesome.”
5. Roberta said I really enjoyed it when I saw it.
Roberta said, “I really enjoyed it when I saw it.”

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21.10–11 Quotation Marks and Italics (Underlining)

Key Information

Italicize (underline) titles of books, lengthy poems, plays, films, television series, paintings and sculptures, long musical compositions, and court cases. Also italicize the names of newspapers and magazines, ships, trains, airplanes, and spacecraft.

Macbeth was one of Shakespeare's most famous plays.

Italicize (underline) and capitalize articles at the beginning of a title only when they are part of the title itself. Do not italicize (underline) the article preceding the title of a periodical or the word *magazine* unless it is part of the title.

the *Wall Street Journal*
Business Week magazine

Italicize (underline) foreign words and expressions that are not used frequently in English.

He believes in the motto *carpe diem*, "live for the day."

Italicize (underline) words, letters, and numerals used to represent themselves.

Write *T* for true and *F* for false.

A. Using Italics

Underline any words in the sentences below that should be italicized.

1. She just began reading Gone with the Wind.
2. She had seen a review in the New York Times.
3. The reviewer considered the ending of the story to be comme ci, comme ça.
4. Gone with the Wind's plot is both dramatic and romantic.
5. Raoul gave a report to the class about the movie Casablanca.
6. He consistently used the word literally when he really meant figuratively.
7. I think that the Beatles' Abbey Road album was their finest work.
8. Did you see the latest issue of Sports Illustrated?
9. It had an article on the Stars & Stripes and other racing sailboats.
10. The five sailing safety rules were labeled a through e.

B. Using Italics and Quotation Marks

On a separate sheet of paper, rewrite the following sentences correctly, underlining the words that should be italicized and inserting quotation marks where necessary.

1. I just finished reading Nathaniel Hawthorne's short story "My Kinsman, Major Molineux."
2. In her bibliography she included an article from English Journal called "Mexican Poetry: An Introduction to a Culture."
3. "The Purloined Letter" is included in a volume called The Complete Stories of Edgar Allan Poe.
4. My favorite song in Priscilla Herdman's album The Water Lily is "Do Not Think That I Do Not Know."
5. "When Lilacs Last in the Dooryard Bloom'd" is Walt Whitman's poem commemorating Abraham Lincoln's death.

21.13–14 The Apostrophe

Key Information

Use an apostrophe and -s for the possessive of a singular indefinite pronoun.

someone's opinion

Use an apostrophe and -s to form the possessive of a singular noun, even one that ends in -s.

Russ's suit octopus's garden

Use an apostrophe alone to form the possessive of a plural noun that ends in -s. Use an apostrophe and -s to form the possessive of a plural noun that does not end in -s.

students' books the oxen's strength

Use an apostrophe in place of letters omitted in contractions.

you have = you've cannot = can't

Use the apostrophe in place of the omitted numerals of a particular year.

the '96 season winter of '76

■ A. Writing Possessives

In the space provided, rewrite each of the expressions below, using the possessive form of the noun.

Example: the novels of George Sand George Sand's novels

1. the reputation of John Adams John Adams's reputation
2. rights of the states the states' rights
3. the toughness of the boss the boss's toughness
4. the governess of the children the children's governess
5. house of the Turners the Turners' house
6. shell of a chambered nautilus a chambered nautilus's shell

■ B. Using Apostrophes Correctly

Insert apostrophes where necessary in the sentences below.

1. I shouldve known. should've
2. Whatll happen when were gone? What'll, we're
3. One hours driving should get us there. hour's
4. The Joneses and Gomezes lawns are the greenest. Joneses', Gomezes'
5. Dont go near that machine when its running! Don't, it's
6. What were you doing during the summer of 95? '95
7. Ill be ready in ten minutes time. I'll, minutes'
8. Hes a member of the class of 93. He's, '93
9. My aunt and uncles apartment is near ours. uncle's
10. Five miles of walking brought us to the forests edge. forest's

21.13–14 The Hyphen and Abbreviations

Key Information

Usually hyphens are not used to join a prefix to a word, but you should use a hyphen after any prefix joined to a proper noun or a proper adjective and after the prefixes *all-*, *ex-* (meaning “former”), and *self-* joined to any noun or adjective.

pre-Cambrian all-knowing

Use a hyphen in a compound adjective that precedes a noun (but not one that follows).

sweet-tasting liquid *but*
The liquid was sweet tasting.

Hyphenate two numerals to indicate a span.

Hyphenate any spelled-out cardinal or ordinal compound number up to ninety-nine or ninety-ninth.

Hyphenate a fraction used as an adjective (but not one used as a noun).

one-half price one half of the price

Use hyphens to divide words at the end of a line, usually between syllables or pronounceable parts.

Use abbreviations, or shortened forms of words, to save space and time and to avoid wordiness. Check your dictionary to see how to write a particular abbreviation.

■ A. Using Hyphens

Rewrite the sentences below, using hyphens where needed. Then show where the underlined word in the sentence would be divided if it had to be broken at the end of a line.

1. I guess you can say they are a happily married couple. (mar-ried)
2. They get along well three quarters of the time, and they both have an all inclusive interest in art. all-inclusive (quar-ters)
3. The wife is always warmhearted, although the husband, usually a rather good natured man, is sometimes too self absorbed to be kindhearted. good-natured, self-absorbed, (some-times)
4. She gave him a post Impressionist painting, and he presented her with a beautifully carved pre Columbian sculpture. post-Impressionist, pre-Columbian, (paint-ing)

■ B. Using Abbreviations

Rewrite the sentences below, abbreviating the underlined words.

1. He was proud to live in the United States of America.
U.S.A. or USA

2. Alfred Edward Housman wrote many wonderful poems.
A.E.

3. We should all meet here at 5:30 post meridiem.
P.M.

4. Doctor Sue Chin was to deliver a speech at the American Medical Association conference.
Dr., AMA

5. The box is 2 meters, or 6.5616 feet, long.
m, ft.
