

**Writer's Choice**  
Grammar and Composition

# **Grammar Practice Workbook**

**Grade 12**



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

**Glencoe/McGraw-Hill**

A Division of The McGraw-Hill Companies



Copyright © The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce material contained herein on the condition that such material be reproduced only for classroom use; and be provided to students, teachers, and families without charge; and be used solely in conjunction with *Writer's Choice*. Any other reproduction, for use or sale, is prohibited without written permission of the publisher.

Printed in Canada.

Send all inquiries to:  
Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, Ohio 43240

ISBN 0-07-823358-5

1 2 3 4 5 6 7 8 9 079 04 03 02 01 00

# Contents

## Unit 10 Parts of Speech

10.1	Nouns . . . . .	1
10.2	Pronouns . . . . .	2
10.3	Action Verbs. . . . .	3
10.3	Linking Verbs. . . . .	4
10.4	Adjectives. . . . .	5
10.5	Adverbs . . . . .	6
10.6	Prepositions. . . . .	7
10.7–8	Conjunctions and Interjections . . . . .	8

## Unit 11 Parts of the Sentence

11.1–4	Subjects and Predicates . . . . .	9
11.5	Direct Objects and Indirect Objects. . . . .	10
11.5	Object Complements . . . . .	11
11.5	Subject Complements. . . . .	12

## Unit 12 Phrases

12.1	Prepositional Phrases . . . . .	13
12.2	Appositives and Appositive Phrases . . . . .	14
12.3	Participles and Gerunds . . . . .	15
12.3	Infinitives: Phrases and Clauses . . . . .	16
12.4	Absolute Phrases . . . . .	17

## Unit 13 Clauses and Sentence Structure

13.1–4	Clauses and Sentence Structure . . . . .	18
13.5	Adjective Clauses. . . . .	19
13.6	Adverb Clauses . . . . .	20
13.7	Noun Clauses . . . . .	21
13.8	Four Kinds of Sentences . . . . .	22
13.9	Sentence Fragments. . . . .	23
13.10	Run-on Sentences . . . . .	24

## Unit 15 Verb Tenses, Voice, and Mood

15.1–3	Verbs: Principal Parts and Tense. . . . .	25
15.4–5	Verb Tenses and Forms . . . . .	26
15.6–7	Compatibility of Tenses and Voice of Verbs . . . . .	27

## Unit 16 Subject-Verb Agreement

16.2–3	Subject-Verb Agreement I. . . . .	28
16.4–6	Subject-Verb Agreement II . . . . .	29

# Contents

## Unit 17 Using Pronouns Correctly

---

17.1	Case of Personal Pronouns . . . . .	30
17.2–3	Pronouns with Appositives and <i>Than</i> and <i>As</i> . . . . .	31
17.4	Reflexive and Intensive Pronouns . . . . .	32
17.5	<i>Who</i> and <i>Whom</i> in Questions and Clauses . . . . .	33
17.6–7	Pronoun Agreement and Reference . . . . .	34

## Unit 18 Using Modifiers Correctly

---

18.1–2	Making Comparisons . . . . .	35
18.3–4	Double and Incomplete Comparisons . . . . .	36
18.7	Misplaced and Dangling Modifiers . . . . .	37

## Unit 20 Capitalization

---

20.1	Capitalization: Sentences and <i>I</i> . . . . .	38
20.2–3	Capitalization: Proper Nouns and Adjectives . . . . .	39

## Unit 21 Punctuation, Abbreviations, and Numbers

---

21.1–3	Period, Exclamation Point, Question Mark . . . . .	40
21.4	The Colon . . . . .	41
21.5	The Semicolon . . . . .	42
21.6	Commas and Compound Sentences . . . . .	43
21.6	Commas and Coordinate Adjectives . . . . .	44
21.6	Commas and Nonessential Elements . . . . .	45
21.6	Commas: Titles, Addresses, Direct Address . . . . .	46
21.6	Proper Use of Commas . . . . .	47
21.7–8	The Dash and Parentheses . . . . .	48
21.11	Quotation Marks . . . . .	49
21.12	Italics (Underlining) . . . . .	50
21.13	The Apostrophe . . . . .	51
21.14–15	The Hyphen and Abbreviations . . . . .	52

# Grammar Practice

Name ..... Class ..... Date .....

## 10.1 Nouns

### Key Information

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

A **common noun** is a general name.

man                      religion                      document

A **proper noun** names someone or something particular.

Andrew Jackson      Buddhism  
the Declaration of Independence

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

wall                      juice                      sun

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

liberty                      freshness                      dedication

**Singular nouns** name one person, place, thing, or idea. **Plural nouns** name more than one.

A **collective noun** names a group.

league                      tribe                      class

The **possessive** form of a noun indicates possession, ownership, or the relationship between two nouns.

a **mouse's** tail                      the **mice's** tails

### A. Identifying Nouns

Underline all the nouns in the sentences below.

1. When Alfred Nobel was born in Stockholm in 1833, his father had a reputation as an inventor.
2. Like his father, Alfred taught himself much of what he learned, and by the time he was a young man, his knowledge was extraordinary.
3. In his family's factory, which produced munitions for the Russian army, Alfred became fascinated by explosives.
4. When the end of the Crimean War brought a reversal to the clan's fortunes and one of his brothers was killed in an accident involving explosives, Nobel went to the United States.
5. He worked long and hard to produce an explosive (dynamite) that would not accidentally explode causing tragedies like the one that had killed his youngest brother.
6. Throughout his life, Nobel wanted to encourage positive instead of destructive forces.
7. He gave generously to many worthwhile causes and helped finance young people's educations.
8. After his death, Nobel's fortune was used to establish a series of annual Nobel Prizes awarded by committee in the fields of physics, chemistry, physiology or medicine, literature, and peace.

### B. Using Nouns

From the sentences above, list four examples of each of the following.

1. (proper nouns) \_\_\_\_\_
2. (collective nouns) \_\_\_\_\_
3. (concrete nouns) \_\_\_\_\_
4. (abstract nouns) \_\_\_\_\_
5. (possessive nouns) \_\_\_\_\_

# Grammar Practice

Name ..... Class ..... Date .....

## 10.2 Pronouns

### Key Information

**Pronouns** take the place of nouns, words acting as nouns, or other pronouns. **Personal pronouns** refer to specific people or things.

**She** sold **them** to **us**.

Personal pronouns that indicate possession or ownership are **possessive pronouns**. They take the place of the possessive forms of nouns.

**My** worry is **yours**, too.

**Reflexive pronouns** refer to nouns or other pronouns and indicate that the same persons or things are involved.

He gave **themselves** a treat.

**Intensive pronouns** add emphasis to other nouns or pronouns.

The leg **itself** was broken.

**Indefinite pronouns** refer to persons, places, or things in a more general way than nouns do.

**Each** of the major harbors along the Atlantic seaboard has a unique character.

**Demonstrative pronouns** (*this, that, these, and those*) point out specific persons, places, things, or ideas.

**Interrogative pronouns** (*who, whom, whose, which, and what*) form questions.

**Relative pronouns** begin subject-verb groups called subordinate clauses. Relative pronouns include *who, whom, whose, which, that, what, whoever, whomever, whichever, and whatever*.

### Identifying Pronouns

Underline all the pronouns in the sentences below. Above each pronoun, identify it as *Per.* (personal), *Poss.* (possessive), *Ref.* (reflexive), *Inten.* (intensive), *Dem.* (demonstrative), *Inter.* (interrogative), *Rel.* (relative), or *Ind.* (indefinite).

1. The evil that men do lives after them.—Shakespeare
2. Adversity introduces a person to himself.—Anonymous
3. You can tell the ideals of a nation by its advertisements.—Douglas
4. None preaches better than the ant, and she says nothing.—Franklin
5. The only thing we have to fear is fear itself.—Franklin Roosevelt
6. He who flees from trial confesses his guilt.—Syrus
7. God helps those who help themselves.—Sydney
8. What is history but a fable agreed upon?—Napoleon
9. He laughs best who laughs last.—English proverb
10. Logic is logic. That's all I say.—Holmes
11. Have a place for everything, and have everything in its place.—Anonymous
12. All that is not prose passes for poetry.—Crabbe
13. Not all are free who scorn their chains.—Lessing
14. Art! Who comprehends her?—Beethoven
15. The only question is: "Is it true in and for itself?"—Hegel

## 10.3 Action Verbs

### Key Information

A **verb** is a word that expresses action or a state of being. An **action verb** tells what someone or something does.

The dog **caught** the ball in its teeth.  
How she **yearned** to own such an animal.

A **transitive verb** is an action verb that is followed by a word or words (known as the direct object) that answer the questions *what?* or *whom?*

The cat **trailed** us home. (*Us* is the direct object.)

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

The cat **trailed** behind us. (*Behind us* tells where.)

### ■ Identifying Transitive and Intransitive Action Verbs

Underline the action verbs in the sentences below. Write *A-T* above each action verb that is transitive and *A-I* above each one that is intransitive. (Some sentences contain more than one action verb.)

1. Many people regard polo as a sport only for the rich.
2. The game probably originated in Persia, now Iran, sometime between the sixth and second centuries B.C.
3. It then spread to Turkey, India, Tibet, China, and Japan.
4. In the nineteenth century British army officers in India frequently played the game.
5. James Gordon Bennett, a U.S. newspaper publisher, imported polo to the United States from England.
6. Enthusiasts in the United States first played the sport indoors.
7. Even today some polo players prefer the indoor or arena version of the game to the outdoor version.
8. In indoor polo three players play on each team; teams of four play the outdoor game.
9. In tournament play, players have handicaps.
10. Polo players ride fast and nimble horses, and they ride with a tight knee-grip and tight reins.
11. Generally the players own a string of several polo ponies.
12. The ponies often require a year of special training.
13. The players of one team hit a rubber ball through their opponents' goal posts.
14. They hit from the saddle with flexible, long-handled mallets.
15. The game includes four or six periods, or chukkers, each 7 1/2 minutes long.

# Grammar Practice

Name ..... Class ..... Date .....

## 10.3 Linking Verbs

### Key Information

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

The most common linking verb is *be* in all its forms, including *am*, *is*, *are*, *was*, *were*, *will be*, *has been*, and *was being*.

Other verbs that can function as linking verbs are *look*, *grow*, *feel*, *remain*, *appear*, *seem*, *sound*, *become*, *taste*, *stay*, and *smell*.

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

LINKING: The crowd **stayed** calm.  
(*Seemed* makes sense.)

ACTION: The crowd **stayed** on the street.  
(*Seemed* cannot be substituted.)

### Identifying Linking Verbs

Each sentence below contains two underlined verbs. Decide which of the two is a linking verb, and write it in the space provided.

- \_\_\_\_\_ 1. In 1817 a young man who appeared adventurous arrived on a volcanic island in the South Atlantic.
- \_\_\_\_\_ 2. William Glass felt happy there, and he married a local girl, Maria.
- \_\_\_\_\_ 3. In time, William and Maria had sixteen children, all of whom seemed content with their life on the island.
- \_\_\_\_\_ 4. William, who became respected on the island, stayed on Tristan da Cunha until his death in 1853.
- \_\_\_\_\_ 5. Meanwhile, many other seafaring men chose Corporal Glass's island for a home, since it remained a calm and peaceful place to live.
- \_\_\_\_\_ 6. Some of the people who live on Tristan da Cunha today are descendants of Glass and of the other seafaring settlers.
- \_\_\_\_\_ 7. More than a hundred years after William Glass died, his island home again was famous.
- \_\_\_\_\_ 8. In 1961 a new volcano sounded threatening to the 264 islanders, who broadcast an SOS.
- \_\_\_\_\_ 9. They stayed calm until the H.M.S. *Leopard*, responding to their SOS, arrived to carry them to England.
- \_\_\_\_\_ 10. After two years in England, most of the islanders grew tired of life there and requested transportation back to their island.



# Grammar Practice

Name ..... Class ..... Date .....

## 10.4 Adjectives

### Key Information

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

<b>old</b> horse	<b>leisurely</b> stroll
<b>second</b> class	<b>tragic</b> play
<b>federal</b> law	<b>some</b> money
<b>this</b> aim	<b>those</b> coats
<b>few</b> quarrels	

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

<b>our</b> teacher	<b>their</b> music
<b>Kim's</b> bike	

Most adjectives have different forms to indicate their degree of comparison.

Positive	Comparative	Superlative
good	better	best
rigid	more rigid	most rigid
high	higher	highest

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

**Proper adjectives** are formed from proper nouns and begin with capital letters.

<b>African</b> continent	<b>Canadian</b> border
<b>Finnish</b> winters	<b>Japanese</b> cars

### ■ A. Identifying Adjectives

Underline each word that is used as an adjective in the sentences below. (Include articles and proper adjectives.)

1. The Sahel can support a small pastoral population.
2. Nomadic herders, who subsisted on marginal resources, followed rains north into drier areas during the rainy season and retreated to greener southern pastures during dry spells.
3. When the African nations gained their independence in the 1950s and 1960s, they began to receive foreign aid, which included new strains of many crops like cotton and peanuts that could tolerate a short season.
4. Agricultural production overran lands that were once pastures.
5. When agriculture strips the land of its protective vegetative cover, the relentless action of the wind can carry away the bare soil, and the desert advances.

### ■ B. Using Adjectives

On a separate sheet of paper, rewrite the exercise below. Complete your paragraph by using an appropriate adjective from the words given below the exercise.

The (1) \_\_\_\_\_ Chinese philosopher Confucius lived from about 551 to about 497 B.C. This period was an (2) \_\_\_\_\_ time in Chinese history. The (3) \_\_\_\_\_ barons caused continual wars. The weak (4) \_\_\_\_\_ government was unable to maintain peace. Confucius thought that China should try to recapture the (5) \_\_\_\_\_ and prosperous order of the past. A famous saying of Confucius is "Learning without thought is fruitless labor; thought without learning is (6) \_\_\_\_\_."

quarrelsome    central    peaceful    highest    unquiet    unbiased    famous    perilous

# Grammar Practice

Name ..... Class ..... Date .....

## 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.

- Saul **carefully** arranged the flowers. (modifies verb *arranged*)
- Midori was **very** careful. (modifies adjective *careful*)
- Pavlik left **quite** hastily. (modifies adverb *hastily*)

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

- They see her **often**. (*when*)
- Rob is asleep **downstairs**. (*where*)
- Rita drove **carefully**. (*how*)
- Anu **hardly** visits anymore. (*to what degree*)

**Negative adverbs** include the word *not*, the contraction *-n't*, or other negative words.

- The lawn is **scarcely** green.

### A. Identifying Adverbs

Underline the adverbs in the sentences below. Above the adverb write the word(s) each adverb modifies, and identify the part of speech of the word(s) modified by writing *V* (verb), *Adj.* (adjective), or *Adv.* (adverb). (The number of adverbs in each sentence is given in parentheses.)

1. Until the end of the nineteenth century, most New Englanders depended almost entirely on wood for their fuel needs. (2)
2. Meals were usually cooked with wood, and homes were ordinarily heated the same way. (2)
3. When gas, oil, and electricity became cheap and plentiful, they effectively replaced wood as the principal form of producing heat. (1)
4. Now, as fossil fuels are becoming more scarce, some people are again turning to fuels of the past. (3)
5. Evidently, wood is an exceedingly attractive alternative, for about half the homes in New England are already using wood for some of their heat. (3)

### B. Using Adverbs

In the sentences below, fill in each blank with the kind of adverb indicated in parentheses. Reread your completed sentences to make sure they make sense.

1. It \_\_\_\_\_ seemed impossible to watch a live broadcast from overseas. (when)
2. In 1964 Syncom III enabled Americans to see the Tokyo Olympics without actually being \_\_\_\_\_. (where)
3. \_\_\_\_\_, we have become quite familiar with global television and telephone transmissions that depend on satellites. (when)
4. Plans to expand the capabilities of satellites are going \_\_\_\_\_ well. (to what degree)
5. \_\_\_\_\_, viewers may be able to dial an area code on their television sets and select a program from Paris, Beijing, Sydney, or almost any other city. (when)

## 10.6 Prepositions

### Key Information

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

The child ran **across** the hall. (*Across* shows the relationship between *ran* and the *hall*.)

He was interrupted **during** his speech. (*During* expresses the time relationship between two events.)

The extra room is **for** guests. (*For* relates the noun *room* to the noun *guests*.)

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

They were late **because of** the weather.

Prepositions begin phrases that end with a noun or a pronoun, called the **object of the preposition**.

He passed the ball **over the defenders**. (*Defenders* is the object of *over*.)

### ■ Identifying Prepositions

Underline all the prepositions in the sentences below.

1. Traditions abound during the Chinese New Year festival.
2. There is a customary exchange of gifts.
3. A colorful parade winds through the streets.
4. After a sumptuous meal, fortune cookies are served.
5. Imagine that your cookie contains a fortune regarding your future.
6. Your fortune may promise love and happiness, among other things.
7. Besides predictions, proverbs or advice may be given.
8. "Success is within your grasp," one fortune might read.
9. Surprisingly, fortune cookies are not originally from China.
10. Most fortune cookies are made in the United States.
11. They were first produced in California in 1920.
12. Despite their origins, we still think of fortune cookies as Chinese treats.
13. How do the fortunes get into the cookies?
14. Freshly baked wafers move on a conveyor belt.
15. Workers take them off the belt by hand.
16. The hot wafer is then folded over a fortune.
17. It is bent around a rod by the time the wafer cools.
18. This process cannot safely be done without gloves.
19. Finally, the cookies are allowed to dry into the familiar shape.
20. Workers at one California factory fold 65,000 fortune cookies in a day.

## 10.7–8 Conjunctions and Interjections

### Key Information

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

**Coordinating conjunctions** (*and, but, or, nor, for, yet*) and **correlative conjunctions**, which work in pairs, join words or groups of words that have equal grammatical weight in a sentence.

She hoped to go, **but** she could not.

**Neither** she **nor** he went.

**Subordinating conjunctions** join two clauses, or ideas, in such a way as to make one grammatically dependent upon the other. The clause that the subordinating conjunction introduces cannot stand by itself as a complete sentence.

She did not go **because** she did not have time.

**Conjunctive adverbs** are used to clarify the relationship between clauses of equal grammatical importance.

She had very little time; **therefore**, she did not go.

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

**Oh**, she wanted to go.

### ■ Identifying Conjunctions and Interjections

Label each underlined word in the sentences below as *Coor. Conj.* (coordinating conjunction), *Corr. Conj.* (correlative conjunction), *Sub. Conj.* (subordinating conjunction), *Conj. Adv.* (conjunctive adverb), or *Inter.* (interjection).

1. The Maya lived in parts of present-day Mexico, Guatemala, El Salvador, Honduras, and Belize.
2. Not only did the Maya develop an advanced form of writing, but also they made significant advances in mathematics and astronomy.
3. Since the Maya based their mathematical system on the number 20, instead of the number 10 as in our system, they counted somewhat differently.
4. They used a special symbol to represent zero; furthermore, mathematicians consider the zero one of the world's greatest inventions.
5. The Maya developed a 365-day calendar, divided into 18 months of 20 days and 5 days at year's end.
6. Because the Maya considered these last five days to be unlucky, they avoided any unnecessary work during this time.
7. The Maya used herbs to treat illnesses; however, scholars know little else about Maya medicine.
8. The Maya played a game that resembled basketball and was played on specially designed courts.
9. One difference was that the Maya did not toss a rubber ball through a hoop; instead, they hit it with their elbows and hips.
10. The Mayan civilization, alas, disappeared for unknown reasons.

## 11.1–4 Subjects and Predicates

### Key Information

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

<u>Simple Subject</u>	<u>Simple Predicate</u>
<b>Snow</b>	<b>will continue.</b>

A **complete subject** is formed by adding modifiers to the simple subject, and a **complete predicate**, by adding modifiers or complements

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

In most English sentences, the subject generally precedes the predicate *except* when a sentence is a command (with the subject *you* understood), when it is inverted for emphasis, or when it begins with *here* or *there*.

### ■ A. Identifying Subjects and Predicates

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

- \_\_\_\_\_ 1. Simple and complex organisms develop from a single cell.
- \_\_\_\_\_ 2. Inside the membrane of an animal cell is a gelatinous material called cytoplasm.
- \_\_\_\_\_ 3. The cytoplasm contains the cell's nucleus, as well as organelles and other material needed for cellular functions.
- \_\_\_\_\_ 4. The nucleus directs and controls the activities of complex cells.
- \_\_\_\_\_ 5. The nucleus and the cytoplasm are the two basic parts of a cell.
- \_\_\_\_\_ 6. Genetic information in the chromosomes determines the characteristics of an organism.

### ■ B. Identifying Order of Subject and Predicate

In the space provided, write *Com.* if the sentence is a command and *Inv.* if the sentence is inverted.

- \_\_\_\_\_ 1. Note the division of both the nucleus and the cytoplasm.
- \_\_\_\_\_ 2. For the biology exam, review the process of mitosis, or cell division.
- \_\_\_\_\_ 3. There are four stages in the process of mitosis.
- \_\_\_\_\_ 4. Know that the four stages are prophase, metaphase, anaphase, and telophase.
- \_\_\_\_\_ 5. In the experiment are many different live organisms.

## 11.5 Direct Objects and Indirect Objects

### Key Information

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

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

America's farmers produce abundant **crops**.  
(produce *what?*)  
Agricultural scientists help **farmers** by  
applying new techniques to crop produc-  
tion. (help *whom?*)

An **indirect object** answers the questions *to whom?* *for whom?* *to what?* or *for what?* after an action verb.

The music gives **me** inspiration. (This music gives inspiration *to whom?*)  
Joel's aunt bought **him** the guitar. (Joel's aunt bought the guitar *for whom?*)  
They gave his **performance** their undivided attention. (They gave their undivided attention *to what?*)

### ■ A. Identifying Direct Objects

Underline the direct object in each of the sentences below.

1. "I hate quotations."—Ralph Waldo Emerson
2. "The cat in gloves catches no mice."—Benjamin Franklin
3. "A rolling stone gathers no moss."—Publilius Syrus
4. "People who live in glass houses should not throw stones."—George Herbert
5. "Don't count your chickens before they are hatched."—Aesop

### ■ B. Identifying Indirect Objects

Underline the indirect object in each of the sentences below. If a sentence has no indirect object, write *None* in the space provided.

- \_\_\_\_\_ 1. White blood cells give the body a strong defense against invasive organisms.
- \_\_\_\_\_ 2. Without the activity of white blood cells, or "leukocytes," countless diseases would have left humans extinct long ago.
- \_\_\_\_\_ 3. The body sends the site of a wound a special leukocyte fatal to bacteria.
- \_\_\_\_\_ 4. A second kind of leukocyte offers the body protection from unwanted chemical compounds.
- \_\_\_\_\_ 5. The lymphocyte, a third kind of leukocyte, gives our lymph system a useful ability.
- \_\_\_\_\_ 6. The lymphocytes make us necessary antibodies.
- \_\_\_\_\_ 7. Special "memory" cells guarantee us protection against a future invasion by the same antigen.
- \_\_\_\_\_ 8. Vaccinations give humans protection from dreaded diseases.

## 11.5 Object Complements

### Key Information

An **object complement** answers the question *what?* after a direct object. The object complement completes the meaning of the direct object by identifying or describing it. An object complement may be an adjective, a noun, or a pronoun.

North America's location in the mid-

latitudes makes American farmers **successful**. (adjective)

Soil and climate make the American farmer a top **producer**. (noun)

Above all, the hard work of many farmers makes the credit **theirs**. (pronoun)

### ■ A. Identifying Object Complements

Underline the object complement in each of the sentences below.

1. Many connoisseurs of monster films elect the 1950s the best decade for space monsters.
2. Some consider *The Thing*, released in 1951, the scariest space-invader film.
3. The “thing”—a horrible eight-foot man-vegetable—makes the Arctic its home.
4. Eventually a group of army scientists render it lifeless in an electric trap.
5. A small clique of fans calls *The Blob* (1958) the best space-monster film of the period.
6. A young Steve McQueen makes this movie his with a fine performance as the main character.
7. A great many monster-movie buffs consider undersea monsters wonderful.
8. A scaly monster in *The Creature from the Black Lagoon* fancies the scientist-heroine his.
9. A fellow scientist appoints himself her rescuer.
10. In a typical ending the heroine finds the scientist more attractive than the monster.

### ■ B. Identifying Object Complements

In the sentences below, underline the object complement(s) and put parentheses around the direct object modified by each complement.

1. The president, with the Senate's approval, appointed her ambassador to that small Pacific island nation.
2. They found the shoreline rocky and refused to walk there.
3. The general's excessive caution proved the slow approach a disaster.
4. The combination of the large lunch and the long lecture made the students sleepy.
5. They consider her the team spokesperson.
6. The speaker called him trustworthy, but the audience thought otherwise.
7. In hope of a solution for the country's problems, voters elected him president.
8. The judges chose her the winner after an acrimonious debate.
9. The builder named some of the streets of the new development Susan, James, and Elizabeth.
10. The wind's fury rendered the sails useless for the rest of the voyage.

## 11.5 Subject Complements

### Key Information

A **subject complement** follows a subject and a linking verb and identifies or describes the subject. The two kinds of subject complements are **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.

A computer is a **machine**.

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

This computer is **slow**.

### ■ A. Identifying Predicate Nominatives

Underline the predicate nominative in each of the quotations below.

1. "Tomorrow will be a new day."
2. "Honesty's the best policy."
3. "Even a beggar is somebody."
4. "The thing of which I have most fear is fear."
5. "Veracity is the heart of morality."
6. "Knowledge is power."
7. "Procrastination is the thief of time."
8. "The better part of valor is discretion."
9. "Literature is my Utopia."
10. "A little learning is a dangerous thing."

### ■ B. Identifying Predicate Adjectives

Underline the predicate adjective in each of the sentences below.

1. The idea of bionic body parts has become very common in science fiction.
2. The mechanical arms and legs, and even internal organs, of today's science fiction characters seem ordinary.
3. The possibility of a bionic brain still seems improbable to most of us.
4. To Dr. Adam Reed, however, it appears quite likely.
5. Reed, a psychologist at Rockefeller University, feels optimistic about a connection between brain and computer.
6. Theoretically, the computer's stored information would be directly available to the brain.
7. Years of education might suddenly become unnecessary.
8. For a number of reasons, direct brain-computer communication is not now possible.
9. Nonetheless, the computer hookup should be feasible in the next fifty years.
10. In fact, computers themselves are becoming more and more "human."



## 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 normally acts as an adjective or an adverb. When it acts as an adjective, a prepositional phrase modifies a noun or a pronoun. When it acts as an adverb, a prepositional phrase modifies a verb, an adjective, or another adverb.

She is a candidate **for mayor**. (adjective phrase modifying the noun *candidate*)  
 Which **of these** do you prefer? (adjective phrase modifying the pronoun *which*)  
 Keith jumped **into the swimming pool**. (adverb phrase modifying the verb *jumped*)  
 She is upset **about the automobile accident**. (adverb phrase modifying the adjective *upset*)  
 The concert started soon **after sunset**. (adverb phrase modifying the adverb *soon*)

### ■ A. Identifying Prepositional Phrases

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

1. At most lumberyards protection for the employees' health is simply a matter of hard hats, work gloves, and steel-toed shoes. (3)
2. Scherer Brothers Lumber Company in Minneapolis, Minnesota, also pays attention to the physical health of its staff. (3)
3. In 1979 the company set up a "wellness" program. (1)
4. Cigarette and candy machines were banished from the company premises. (1)
5. The firm provides low-fat, low-salt meals to its office staff. (1)
6. The no-smoking signs in the yard and in the showroom are not simply precautions against fire. (3)
7. These signs also restrict the use of tobacco to certain areas. (2)
8. Sedentary office workers do a few minutes of isometric exercises at their typewriters or switchboards. (2)
9. Voluntary exercise is recommended for workers in the yard. (2)
10. Scherer Brothers Company has received rebates from its insurance company for its small number of claims. (3)

### ■ 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.

- \_\_\_\_\_ 1. During the storm the tree fell.
- \_\_\_\_\_ 2. Each of the dancers won an award.
- \_\_\_\_\_ 3. Lauren is extremely angry about the accident.
- \_\_\_\_\_ 4. The young man in the blue sweatshirt is Luis.
- \_\_\_\_\_ 5. Kari was nervous during her interview.

## 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.

Our dog **Sniffles** will be twelve years old. (The appositive *Sniffles* identifies the noun *dog*.)

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

The loon, **a diving bird that eats fish**, has a cry that sounds like a wail, a yodel, or a laugh. (The appositive phrase *a diving bird that eats fish* gives more information about the noun *loon*.)

### A. Identifying Appositives and Appositive Phrases

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

1. The lemur, a relative of the monkey, has large eyes and a long tail.
2. Prairie dogs, small burrowing rodents, live in large colonies in the southwestern and Rocky Mountain states.
3. The constellation Ursa Minor, the Little Bear or Little Dipper, contains the North Star, Polaris.
4. One city named for an American president is Lincoln, the capital of Nebraska.
5. The slide rule, an instrument for rapid mathematical calculations, has been virtually replaced by the calculator.
6. In hieroglyphics, an ancient Egyptian form of script, pictures and symbols represent words, syllables, and sounds.
7. The symbol of the medical profession is the caduceus, Mercury's staff of two coiled serpents.
8. In a double-blind experiment, a common type of medical research, the researchers do not know who is receiving a drug and who is receiving a placebo.
9. Phaethon, the sun god's son in ancient Greek and Roman mythology, tried unsuccessfully to drive the sun god's chariot across the sky.
10. My friend Jonelle rode a brindle horse, one with a gray coat with darker streaks.

### B. Using Appositives and Appositive Phrases

Use five appositives that you identified above to write five original sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 12.3 Participles and Gerunds

### Key Information

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

John watched the **exciting** game.  
Lisa is a **celebrated** violinist.

A **participial phrase**, which acts as an adjective, contains a participle plus any complements and modifiers.

The man **teaching the class** is a substitute teacher.

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

**Diving** can be dangerous. (as subject)  
Massimo enjoyed **walking**. (as direct object)

He was known for his **singing**. (as object of a preposition)

The chores, **cleaning** and **polishing**, were yet to be done. (as appositives)

A **gerund phrase** is a gerund plus any complements and modifiers.

**Framing exotic artwork** is the shop's specialty.

### ■ A. Identifying Participles and Participial Phrases

In the sentences below, underline all participles and participial phrases used as adjectives. Put parentheses around the word or words that each one modifies. (Some sentences have more than one.)

1. Environmentalists are experimenting with controlled fires all across North America.
2. Changing attitudes toward these fires are leading to renewed practice of an old skill.
3. Native Americans living throughout the continent once used regulated fires to control their environment.
4. They set fires in the early spring, when frozen soil could protect the root systems buried underground.
5. Spring fires promote early growth of grasses on flourishing prairies.
6. Recently burnt grasslands were especially attractive to buffalo, moose, and elk searching for tender plants and grasses.
7. Pioneers looking for homesteads built their cabins on prairies already cleared by Native Americans.
8. Fires set systematically in the spring also reduce the risk of damaging natural fires in the summer.

### ■ B. Identifying Gerund Phrases

Underline the gerund phrase in each sentence.

1. Making items by hand was common before there were power tools.
2. Weaving fabrics for clothing and linens was a job that even children could do.
3. Skilled workers used hand tools for producing beautiful items.
4. These artisans frequently enjoyed making their own hand tools.
5. Fashioning lanterns and candle molds was the job of the tinsmith.
6. For centuries silversmiths have been responsible for creating utensils for the home.

## 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 plan** is a must. (infinitive as subject)
- She wants **to swim**. (infinitive as direct object)
- His plan was **to speak**. (infinitive as predicate nominative)
- The teacher gave permission **to leave**. (infinitive as adjective)
- The racer was too weary **to sprint**. (infinitive as adverb)

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

The family **wants to spend a week at the beach**.

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

The officer asked **Mike to come forward**.

Note that the subject of the infinitive phrase 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. After checking with headquarters, the commander gave the signal to launch the boats.
2. They were ready to send the message when the electricity went off.
3. After months without communication he was thrilled to hear from them.
4. She was unable to keep the appointment.
5. The trainer asked the dog to stand quietly while the mounted police officer rode by.
6. To clean the house before the guests arrived was her only thought.
7. She needed to catch the first flight available so she would arrive in Tulsa on time.
8. One goal of the medical team was to examine the source of the contamination.
9. To go deep-sea fishing would make their vacation complete.
10. He was distressed to learn about the missing documents.

### ■ B. Identifying Infinitives as Parts of the Sentence

Underline the infinitive or infinitive phrase in each sentence. Then, in the space provided, write whether it is used as the *CS* (complete subject), *DO* (direct object), or *PN* (predicate nominative).

- \_\_\_\_\_ 1. He needs to sleep as long as possible.
- \_\_\_\_\_ 2. The task was to cut the roses without damaging the plant.
- \_\_\_\_\_ 3. To start the lawnmower that early in the morning is a sign of inconsideration.
- \_\_\_\_\_ 4. They wish to sacrifice luxury for the challenge of the voyage.
- \_\_\_\_\_ 5. Her idea was to talk to each group separately.

Name ..... Class ..... Date .....

## 12.4 Absolute Phrases

### Key Information

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

**Its antlers caught in the tree**, the stag was unable to free itself.

**The game forfeited**, the players grabbed their bags and headed for home.

The participle *being* is understood rather than stated in some absolute phrases.

We hurried home, **the hour [being] late**.

### ■ Identifying Absolute Phrases

Underline the absolute phrases in the following sentences. Write *None* before any sentence that does not contain an absolute phrase.

- \_\_\_\_\_ 1. Few people being “science literate,” many adults think of electricity as only the flow of negatively charged electrons through wires to the appliances in their homes.
- \_\_\_\_\_ 2. However, electricity is all around us, electric charges occurring naturally throughout our environment.
- \_\_\_\_\_ 3. Its cause being the movement of electrons and other charged particles from one place to another, electricity may appear in many different forms.
- \_\_\_\_\_ 4. Electric charges are even found within the human body, the heart producing electric impulses.
- \_\_\_\_\_ 5. His students being confused about the role of electric impulses in the body, Mr. Graham explained that electric impulses are produced by the heart, transfer information within the brain, and are responsible for the movement of muscles.
- \_\_\_\_\_ 6. Doctors can use the electrocardiogram, a device used to monitor and record the electrical currents of the heart, to diagnose heart abnormalities.
- \_\_\_\_\_ 7. Similarly, doctors can use the electroencephalogram, a device measuring the electric current in the brain, to help diagnose potential diseases of the brain.
- \_\_\_\_\_ 8. Their curiosity aroused, the class asked how the storm released electricity from the clouds.
- \_\_\_\_\_ 9. The scientific community knowing nothing about the true nature of lightning, Benjamin Franklin decided to conduct an experiment during a thunderstorm.
- \_\_\_\_\_ 10. His experiment successful, Franklin reportedly learned about lightning when lightning struck the kite and ran down its string.

# Grammar Practice

Name ..... Class ..... Date .....

## 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.

**Bruno dances every weekend.**

A **subordinate clause** has a subject and a predicate, but it cannot stand alone as a sentence. A subordinate clause needs a main clause to complete its meaning.

He enjoys most types of dance **because he likes movement and music.**

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

**His sister Eliza also enjoys dancing.**

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

**They both practice dancing whenever they have time.**

### ■ Identifying Clauses and Sentences

Write *MC* above the underlined clause if it is a main clause; write *SC* if the underlined clause is a subordinate clause. In the space provided, identify whether the sentence provided is simple or complex.

- \_\_\_\_\_ 1. Because organisms suit their environments, you can tell much about them from their shapes and sizes.
- \_\_\_\_\_ 2. Water animals and land animals look different because they have different needs.
- \_\_\_\_\_ 3. Land animals are often covered with rough skin or hair.
- \_\_\_\_\_ 4. The skin of water animals is likely to be slimy and slippery, so that the animals can slide easily through the water.
- \_\_\_\_\_ 5. Although most land dwellers have strong legs for walking on the surface of the earth, water animals need a different means of propulsion.
- \_\_\_\_\_ 6. Fish, whales, and dolphins have fins and tails, which they use to propel themselves through the water.
- \_\_\_\_\_ 7. Water changes temperature much more slowly than air does, since bodies of water can retain their temperatures for longer periods than air.
- \_\_\_\_\_ 8. Because bodies of water do not vary greatly in temperature, water animals do not have to adjust to temperature changes as much as land animals do.
- \_\_\_\_\_ 9. Under the water both aquatic plants and animals usually have plenty of food.
- \_\_\_\_\_ 10. Because water surrounds aquatic plants, they are in no danger of drying out.

## 13.5 Adjective Clauses

### Key Information

An **adjective clause** is a subordinate clause that modifies a noun or a pronoun and that normally follows the word it modifies. Adjective clauses are introduced by relative pronouns (*who, whom, whose, that, and which*) or by the subordinating conjunctions *where* and *when*.

An adjective clause that is needed to make the meaning of the sentence clear is called an **essential clause**, or a **restrictive clause**. An adjective clause that is *not* needed to make the meaning of the sentence clear is a **nonessential**, or **nonrestrictive, clause**.

Commas are always used to set off a nonessential clause. Often, the relative pronoun *that* is used to introduce an essential clause and *which* to introduce a nonessential clause.

The tree **that Huong planted in the backyard** is an elm. (essential clause)  
 That tree, **which is ten years old**, has Dutch elm disease. (nonessential clause)  
 The letter **I am expecting** is from the state university. (essential clause with *that* omitted)  
 This letter, **which has a Mexican stamp**, is from Manolo. (nonessential clause)

### ■ Identifying Essential and Nonessential Adjective Clauses

Underline each adjective clause in the sentences below. In the space provided, write *EC* for an essential clause and *NC* for a nonessential clause.

- \_\_\_\_\_ 1. One area that offers many opportunities for high school graduates is sales.
- \_\_\_\_\_ 2. Retail sales has jobs that offer opportunities for training and careers.
- \_\_\_\_\_ 3. Department stores and other retail stores, which employ about 2.5 million sales-clerks, have tens of thousands of sales openings every year.
- \_\_\_\_\_ 4. These employers are looking for high school graduates who can learn to accept responsibility and operate cash registers, which are often similar to computers.
- \_\_\_\_\_ 5. Another quality that is a great plus is a lively personality.
- \_\_\_\_\_ 6. An able salesclerk may become a manager, whose responsibility it is to supervise an entire department.
- \_\_\_\_\_ 7. The top selling jobs are those that pay a commission, which rewards the clerk with a percentage of each sale.
- \_\_\_\_\_ 8. An ambitious clerk whose pay includes a commission can make a great deal of money.
- \_\_\_\_\_ 9. Clerks try to increase their sales volume because a portion, which varies in size, is returned to them as commission.
- \_\_\_\_\_ 10. Experienced clerks may move to departments where more knowledge is required to be an effective salesperson.

## 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*.

**As soon as Juan finishes his homework,** he exercises. (The adverb clause modifies the verb *exercises*.)

Elliptical adverb clauses have words left out of them.

Barbara is more flexible **than anyone else in gymnastics class.** (The adverb clause

modifies the adjective *flexible*.) The sentence can also be written: Barbara is more flexible **than is anyone else in gymnastics class.**

Subordinating conjunctions, such as those listed below, introduce adverb clauses.

after	as soon as	because
before	provided that	since
so that	than	though
unless	until	when
whenever	whereas	wherever

### ■ Identifying Adverb Clauses and Subordinating Conjunctions

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

1. Annie Dodge was born where her father, Chee Dodge, was an influential rancher.
2. As soon as she could walk, Annie herded her father's sheep according to tribal custom.
3. At age eight she was sent to a government Native American boarding school so that she could be educated.
4. After Annie turned thirteen, her father visited the school as chairman of the Tribal Council, and she listened proudly when he spoke of the need for Navajo education.
5. After she left school, Annie and her husband, George Wauneka, ran her father's ranch.
6. Wherever Chee Dodge spoke to his fellow Native Americans, his daughter was likely to be with him.
7. Since her father died, Annie Wauneka has carried on his work—as an interpreter and secretary of her council chapter and then as the first woman member of the Tribal Council.
8. While she was on the council, Annie chaired its Health and Welfare Committee.
9. In order that she might convey her health message to her fellow Navajo, she broadcast a radio program in their tribal language.
10. Of the work still to be done, Annie Wauneka says, "I will continue to try as long as there is breath to do so."



# Grammar Practice

Name ..... Class ..... Date .....

## 13.7 Noun Clauses

**Key Information**

<p>A <b>noun clause</b> is a subordinate clause used as a subject, a direct object, an object of a preposition, or a predicate nominative.</p> <p><b>Whoever gets to write the report</b> will have to do hard work. (subject)</p> <p>The writer must verify <b>what she reports.</b> (direct object)</p> <p>Please give the package to <b>whoever answers the door.</b> (object of a preposition)</p> <p>That is <b>why we left early.</b> (predicate nominative)</p>	<p>Some of the words that can introduce noun clauses are</p> <table border="0" style="width: 100%;"> <tr> <td>how</td> <td>that</td> <td>what</td> </tr> <tr> <td>whatever</td> <td>when</td> <td>where</td> </tr> <tr> <td>which</td> <td>whichever</td> <td></td> </tr> <tr> <td>who, whom</td> <td>whoever, whomever</td> <td></td> </tr> <tr> <td>whose</td> <td>why</td> <td></td> </tr> </table>	how	that	what	whatever	when	where	which	whichever		who, whom	whoever, whomever		whose	why	
how	that	what														
whatever	when	where														
which	whichever															
who, whom	whoever, whomever															
whose	why															

■ **Identifying Noun Clauses**

Underline the noun clauses in the sentences below. Then, in the space provided, write whether the noun clause is used as a subject, direct object, object of a preposition, or predicate nominative.

1. What Louis S. B. Leakey accomplished in his lifetime is amazing. \_\_\_\_\_
2. His childhood among the Kikuyu people in Kenya may explain why he became interested in prehistoric human life. \_\_\_\_\_
3. Although he became a Kikuyu warrior at thirteen, Leakey never disclosed anything about how he was initiated. \_\_\_\_\_
4. When he became an elder of the group is not known. \_\_\_\_\_
5. Dr. Mary Leakey, his wife, discovered in Tanzania what was then the oldest hominid skull known. \_\_\_\_\_
6. What exasperated both of the Leakeys was that revolutionary fossils were there for the finding and that they hadn't the money for a decent excavation campaign. \_\_\_\_\_
7. Support from the National Geographic Society was what enabled the Leakeys to continue their work. \_\_\_\_\_
8. Friends recall that Leakey met scholarly criticism with a smile. \_\_\_\_\_
9. Such controversies, of course, are what stretch human knowledge. \_\_\_\_\_
10. When early humans first made tools is still one of the mysteries of history. \_\_\_\_\_

Copyright © The McGraw-Hill Companies, Inc.

## 13.8 Four Kinds of Sentences

### Key Information

Sentences may be classified according to their purpose. A **declarative sentence** makes a statement and ends with a period.

That music is too loud.

An **imperative sentence** gives a command or makes a request. Imperative sentences usually end with a period.

Please lower the volume of the stereo.

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

Will you go to the movie with us?

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

Watch out! Don't step on that snake!

### ■ Identifying the Four Kinds of Sentences

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

1. I like walking through the woods. \_\_\_\_\_
2. Do you like hiking? \_\_\_\_\_
3. That is a great view! \_\_\_\_\_
4. Have you ever been camping before? \_\_\_\_\_
5. This is a good campsite. \_\_\_\_\_
6. I guess we'll stop here. \_\_\_\_\_
7. Please help me pitch the tent. \_\_\_\_\_
8. Wasn't that an invigorating swim? \_\_\_\_\_
9. Every tree has a story to tell. \_\_\_\_\_
10. What do you want to eat? \_\_\_\_\_
11. I could go for hot dogs and beans. \_\_\_\_\_
12. Please grill two hot dogs for me. \_\_\_\_\_
13. Is that a bear I see? \_\_\_\_\_
14. I don't think the bear will follow you into the tent. \_\_\_\_\_
15. What do you think it wants? \_\_\_\_\_
16. I don't think it has had enough to eat. \_\_\_\_\_
17. Pack all the food carefully. \_\_\_\_\_
18. That should do it. \_\_\_\_\_
19. Hurry! \_\_\_\_\_
20. Let's get out of here! \_\_\_\_\_

## 13.9 Sentence Fragments

### Key Information

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

- a group of words without a subject;
- a group of words without a complete verb;
- a word group that includes a verbal rather than a complete verb;
- a sentence that lacks a main clause.

FRAGMENT: There she is. **The woman he ate dinner with last night.**

COMPLETE SENTENCE: There is the woman he ate dinner with last night.

### ■ A. Identifying Sentence Fragments

Read each of the sentences below. Then, in the space provided, write whether each sentence is a *CpS* (complete sentence) or an *SF* (sentence fragment).

- \_\_\_\_\_ 1. The movie that I saw.
- \_\_\_\_\_ 2. It was entertaining but also very violent.
- \_\_\_\_\_ 3. I prefer comedies.
- \_\_\_\_\_ 4. What I liked most about the ending.
- \_\_\_\_\_ 5. Leaving everyone sitting on the edge of his or her seat.

### ■ B. Correcting Sentence Fragments

Rewrite each fragment below as a complete sentence. (There is more than one way to correct each item.)

1. Where the sea and shore meet.

\_\_\_\_\_

2. This sandy strip of shore.

\_\_\_\_\_

3. That birds called piping plovers spend summers there.

\_\_\_\_\_

4. Were so named for their melodious singing ability.

\_\_\_\_\_

5. Listening to their chirping.

\_\_\_\_\_

6. Are now on the U.S. Fish and Wildlife Service's list of endangered species.

\_\_\_\_\_

## 13.10 Run-on Sentences

### Key Information

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

The most common kind of run-on sentence, a comma splice, occurs when two main clauses are punctuated by a comma rather than a semicolon or period.

- RUN-ON: The power went out, we could not find a flashlight.  
 CORRECT: The power went out. We could not find a flashlight.  
 CORRECT: The power went out, and we could not find a flashlight.

A second kind of run-on sentence occurs when no punctuation separates two main clauses.

- RUN-ON: My mother became nervous she is afraid of the dark.  
 CORRECT: My mother became nervous; she is afraid of the dark.  
 CORRECT: My mother became nervous. She is afraid of the dark.

A third kind of run-on sentence is formed when there is no comma before a coordinating conjunction joining two main clauses.

- RUN-ON: My father tried to act brave but we could see that he was upset.  
 CORRECT: My father tried to act brave, but we could see that he was upset.

### ■ A. Identifying Run-on Sentences

Read each of the sentences below. Then, in the space provided, write whether it is a *CpS* (complete sentence) or an *RO* (run-on sentence).

- \_\_\_\_\_ 1. I enjoy reading military history and this account detailing the origins of the Vietnam conflict is truly engrossing.
- \_\_\_\_\_ 2. I was entertained by the colorful language and imagery.
- \_\_\_\_\_ 3. You should be able to find this book in the library.
- \_\_\_\_\_ 4. The ending made me think, I didn't expect that.
- \_\_\_\_\_ 5. I found the events hard to believe but it was a true story.

### ■ B. Correcting Run-on Sentences

On a separate sheet of paper, correct each run-on sentence. (There may be more than one way to correct each item.)

1. Europeans knew very little about Africa, they called it the "dark continent."
2. European merchants had traded at ports along the African coast for centuries but few Europeans had ever explored the continent's interior until the 1800s.
3. European explorers slowly ventured into the African interior, the Scotsman Mungo Park led the way.
4. The Frenchman René Caillé crossed the Sahara the German Heinrich Barth explored western Africa.
5. The most famous adventurer was David Livingstone he was a Scottish missionary who explored central Africa for about thirty years.

## 15.1–3 Verbs: Principal Parts and Tense

### Key Information

All verbs have four **principal parts**—a *base form*, a *present participle*, a *past form*, and a *past participle*.

A **regular verb** forms its past and past participle by adding *-ed* to the base form. The parts of **irregular verbs** have different forms and must be memorized individually.

BASE FORM: **shop, drive**  
 PRESENT PARTICIPLE: **shopping, driving**  
 PAST FORM: **shopped, drove**  
 PAST PARTICIPLE: **shopped, driven**

The **tenses** of a verb help to show time.

PRESENT: I **walk**. She **walks**. They **walk**.  
 OR I **am walking**. She **is walking**. They **are walking**.  
 PAST: I **walked**. She **walked**. They **walked**.  
 FUTURE: I **will walk**. She **will walk**. They **will walk**.  
 OR I **am going to walk**. She **is going to walk**. They **are going to walk**.

### ■ A. Identifying Principal Parts of Regular and Irregular Verbs

Complete each sentence below with the specified form of the verb in parentheses.

1. (become)
  - a. (Present Participle): Benny is \_\_\_\_\_ deaf.
  - b. (Past Form): Beethoven \_\_\_\_\_ totally deaf at forty-seven.
  - c. (Past Participle): Few musicians have \_\_\_\_\_ deaf so young.
2. (begin)
  - a. (Present Participle): The parade is \_\_\_\_\_ at noon.
  - b. (Past Form): The band \_\_\_\_\_ to practice last month.
  - c. (Past Participle): The leader has \_\_\_\_\_ to distribute instruments.
3. (have)
  - a. (Present Participle): The cheerleaders are \_\_\_\_\_ a soda.
  - b. (Past Form): The band members \_\_\_\_\_ orange juice earlier.
  - c. (Past Participle): The girls have \_\_\_\_\_ the most juice.
4. (speak)
  - a. (Present Participle): The leader is \_\_\_\_\_ to the drummers.
  - b. (Past Form): He \_\_\_\_\_ to the trumpet players earlier.
  - c. (Past Participle): He will have \_\_\_\_\_ to the whole band several times before the performance.

### ■ B. Identifying and Using Verb Tenses

For each item below, identify the verb tense. On a separate sheet of paper, write a sentence using the tense of the verb given.

- |                |                    |
|----------------|--------------------|
| _____ 1. finds | _____ 3. grew      |
| _____ 2. chose | _____ 4. will ring |

## 15.4–5 Verb Tenses and Forms

### Key Information

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 lived** in Italy.  
He **has lived** in Italy for three years.

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

He **had lived** in Italy before he moved to Canada.

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 moved** by the time I graduate.

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

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

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

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

The present and past tenses also have **emphatic** forms that add force.

He **does sing** quite a bit.

He **did sing** 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 *Pres. Perf.* (present perfect), *Past Perf.* (past perfect), or *Fut. Perf.* (future perfect).

- \_\_\_\_\_ 1. They had hoped to find a job for this summer.
- \_\_\_\_\_ 2. I will have finished practicing the piano by the time you arrive.
- \_\_\_\_\_ 3. When the war began, he had been in the service for six months.
- \_\_\_\_\_ 4. Have you ever walked through a thick wood in a park or forest?
- \_\_\_\_\_ 5. By the time I run in that race, I will have trained seriously for four months.

### ■ B. Using the Perfect Tenses and the Progressive and Emphatic Forms

On a separate sheet of paper, write the form of the italicized verb requested in each set of parentheses.

1. Before he graduated from high school, Sam (*choose*, past perfect) his future career.
2. She (*teach*, present perfect progressive) at the university for more than twenty years.
3. By February, the company (*market*, future perfect progressive) the new product for half a year.
4. Once she (*initiate*, past perfect) the project, she proceeded to draft guidelines for it.
5. They (*conduct*, present perfect) geographical research for many years.
6. In recent years, doctors (*bring*, present perfect progressive) some virus infections under control.
7. By the time she finally (*return*, present emphatic) my call, I will have left the office.
8. They received joint credit because they (*collaborate*, past perfect progressive) on the research.
9. We (*make*, future perfect) six regular payments by the end of the year.
10. Already the leaves (*fall*, present perfect), and it is only the middle of October.

## 15.6–7 Compatibility of Tenses and Voice of Verbs

### Key Information

To keep verb tenses compatible, do not change tenses when two or more events occur at the same time.

We **watched** the game and **ate** our lunch.

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

Because we **had ridden** all morning, we **stopped** for lunch.

The **voice** of a verb indicates whether the subject performs the action or is acted upon. An action verb is in the **active voice** when the subject performs the action.

The cat **stalked** the bird.

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

The bird **was stalked** by the cat.

### ■ A. Using Compatible Tenses

Underline the two verbs that appear in each sentence. 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. Sir Francis Drake was the first Englishman to sail around the world, and he has become the most famous of the sea captains of Elizabethan England.
2. Soon after Drake became captain of a ship at the age of twenty-two, he had begun a career of daring raids against Spanish galleons.
3. The Spanish named him “the Dragon” after he looted a Spanish convoy carrying silver from the New World.
4. Contemporary evidence indicates that Drake’s most famous voyage, a three-year trip around the world, is for the purpose of annexing territory for England.
5. He discovered Cape Horn and then had sailed north up the west coast of South America.
6. After he had sailed northward along the long Mexican coast, he will have landed in California.
7. A brass plaque, discovered in San Francisco in 1936, proved that Drake has indeed claimed the land for England.
8. This famous “Plate of Brass” is now at the University of California and was judged to be authentic by all authorities today.

### ■ 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 or the passive voice to the active.

1. As a young man, Francis Drake was attracted to adventure.
2. Drake’s career was aided by a distant relative, Sir John Hawkins.
3. Hawkins obtained for Drake a position aboard Captain Lovell’s ship for a 1566 expedition.
4. In 1572, with a small force of men, Drake raided a Spanish settlement in Panama.
5. After he sailed around the world, Drake was knighted by Queen Elizabeth I.

# Grammar Practice

Name ..... Class ..... Date .....

## 16.2-3 Subject-Verb Agreement I

### Key Information

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

Do not be confused by a predicate nominative that is different in number from the subject.

A delicious **appetizer is** mozzarella sticks. (The singular verb *is* agrees with the singular subject *appetizer*, not with the predicate nominative *mozzarella sticks*.)

In **inverted sentences**, in which the subject always follows the verb, locate the simple subject and make sure that the verb agrees with the subject.

Along the seashore **are** many **birds**.  
There **is** a **sea gull** on the chair.  
**Does** that **bird see** the children there?

### ■ Making Subjects and Verbs Agree

Underline each simple subject and label it *Sing.* (singular) or *Pl.* (plural). Then, fill in the blank in each sentence with the correct verb. Use a present tense form of the verb in parentheses.

1. The causes of climatic change \_\_\_\_\_ (be) numerous.
2. Among these causes \_\_\_\_\_ (be) the variation that occurs in natural forces, such as the sun's energy.
3. Volcanoes \_\_\_\_\_ (be) a natural force that affects the climate.
4. Ash from the eruption of Mount Saint Helens \_\_\_\_\_ (be) still in the atmosphere.
5. Some human activities \_\_\_\_\_ (be) also causes of climatic change.
6. In the news \_\_\_\_\_ (be) stories about how spray from aerosol cans depletes the ozone layer.
7. This thinning of the ozone layer \_\_\_\_\_ (remain) a serious threat and may lead to global warming.
8. Global warming \_\_\_\_\_ (be) a factor responsible for warmer winters.
9. Although we might enjoy warmer winter temperatures, there \_\_\_\_\_ (be) many reasons to fear global warming.
10. Among the potential effects of global warming \_\_\_\_\_ (be) drought.
11. As the earth's temperature \_\_\_\_\_ (grow) warmer, coastal areas will become more and more vulnerable to flooding.
12. Such catastrophic occurrences \_\_\_\_\_ (seem) an impossibility.
13. Fortunately, there \_\_\_\_\_ (be) still ways, such as modifying our behavior, that we can prevent such disasters.
14. One way \_\_\_\_\_ (be) to curtail open burning of trash and leaves.



## 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 **staff is** large.

The **staff are** lovers of literature.

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.

Ten **dollars is** the fee.

Ten **dollars are** in the drawer.

A title is always singular.

Intervening expressions do not create a compound subject.

The **dog**, as well as the cats, **needs** shots.

### ■ A. Identifying Subject-Verb Agreement

Underline the correct form of the verb in parentheses.

1. Many weekly and monthly magazines (is/are) published in the United States.
2. *People*, as well as *Newsweek*, (is/are) published weekly.
3. Seven days (is/are) not enough time for putting out an entire magazine.
4. To meet the tight weekly deadlines, the staff (cooperates/cooperate) closely with one another.
5. The staff of a major weekly like *Newsweek* (is/are) huge.
6. The art department and the editorial department (works/work) hand in hand.
7. The production staff (is/are) some of the hardest-working people on any magazine.
8. Time Inc., in addition to many other firms, (produces/produce) several different magazines.
9. *Time*, *Life*, and *Sports Illustrated* (is/are) owned by Time Inc.
10. Millions of Americans, as well as foreigners, (reads/read) each issue.

### ■ B. Using Subject-Verb Agreement

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

1. Both Bach and Beethoven . . .
2. Bacon and eggs . . .
3. Neither the United States nor Canada . . .
4. Many a newspaper and magazine . . .
5. The students, as well as the teacher, . . .
6. The news . . .
7. *A Tale of Two Cities* . . .
8. Either her brother or her sister . . .

## 17.1 Case of Personal Pronouns

### Key Information

**Personal pronouns** are pronouns that are used to refer to persons or things. The case of a personal pronoun depends upon 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, and they*.

**We** people have the right to be heard.

Tanya and **he** have something to say.

**They** want everyone to pay attention.

The first people to listen were **she** 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*.

The manager gave José and **me** jobs.

She told **us** to arrive at eight on Saturday.

When we arrived, there was much for **him** and **me** to do.

At the end of the day, the two of **us** were exhausted.

### ■ A. Identifying the Case of Personal Pronouns

Underline the personal pronouns in the sentences below. Identify the case of each pronoun by writing *Nom.* (nominative) or *Obj.* (objective) above the pronoun.

1. Like most of us, you probably have been bitten by mosquitoes and do not like them.
2. We consider a mosquito bite annoying, but in some parts of the world, it can also be deadly.
3. Malaria and yellow fever are mosquito-borne diseases, and more people have been killed by them than by all the wars in history.
4. The female mosquito bites us because she needs blood for protein to produce eggs.
5. Although mosquitoes are annoying, they are an important source of food for fish and birds.

### ■ B. Using Personal Pronouns Correctly

Underline the personal pronoun that correctly completes each sentence below.

1. When the Acadians settled Canada, other groups of immigrants helped (they/them).
2. (They/Them) lived peacefully according to their traditions and customs.
3. Abbé Le Loutre was an Acadian priest. It was his religious beliefs that prompted (he/him) to side with the Indians in the French and Indian War.
4. The Indians and (he/him) attacked the English soldiers.
5. (Him/He) and his fellow Acadians were punished by the English.
6. The English dispersed (they/them), sending the Acadians to different colonies.
7. Historians tell (us/we) that some Acadians settled in Louisiana.
8. If families included children, (they/them) and their parents were separated.
9. According to the legend of Evangeline, (her/she) and Gabriel loved each other.
10. The legend tells of the separation of (he and she/him and her).

## 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.

They were the loudest ones, **Stanley** and **she**. (*Ones* is the 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.

The largest poster was painted by the siblings, **Ellen** and **him**. (*Siblings* is the object of the preposition *by*.)

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

The most noise was made by **us cheerleaders**. (*Us* is the correct form because *us* is the object of the preposition *by*.)

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

The other team did not seem as enthusiastic as **we**. (The nominative pronoun *we* is the subject of the incomplete adverb clause as *we did*.)

### ■ A. Using Pronouns with and as Appositives

Underline the correct personal pronoun in each of the sentences below.

1. The coaches, Mr. Watson and (he/him), got the team all fired up before the big game.
2. The coaches gave the two running backs, Anton and (he/him), extra encouragement.
3. Everyone began singing, and musical support was added by (we/us) members of the band.
4. Everyone enjoyed cheering and making noise during the game, but the loudest people were (we/us) drummers.
5. Two people from the German club, (she/her) and Jacob, sold popcorn during the game.
6. The German club members appreciated the two bass drummers, Dylan and (I/me), because we bought most of their popcorn.
7. The game was close until the fourth quarter when two of our linebackers, Bruce and (he/him), forced a fumble and recovered it.
8. On the next play, a big hole was opened up by two of our linemen, Miguel and (he/him), allowing the running back to score the winning touchdown.

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

Underline the pronoun that correctly completes each of the sentences below.

1. Paula Robinson is a far better flutist than (I/me).
2. I would like to play tennis as well as (he/him).
3. There is no one I like better than (she/her).
4. Len and Pat both garden, but Len likes gardening much more than (she/her).
5. When I am seventy, I hope I look as good as (he/him).

## 17.4 Reflexive and Intensive Pronouns

### Key Information

**Reflexive pronouns** refer back to a noun or pronoun and indicate that the same person or thing is involved.

You should give **yourself** credit.

When a personal pronoun refers to the subject of a sentence, always use a reflexive pronoun.

INCORRECT: I helped ~~me~~ to another serving of green beans.

CORRECT: I helped **myself** to another serving of green beans.

**Intensive pronouns** add emphasis to another noun or pronoun.

She **herself** was mistaken.

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

Jeff did the dishes **himself**.

The swimmers **themselves** baked their coach some cookies.

### ■ A. Identifying Reflexive and Intensive Pronouns

Underline the reflexive and intensive pronouns in the sentences below. Identify each underlined pronoun by writing *Ref.* (reflexive) or *Inten.* (intensive) above the pronoun.

1. The phrase itself comes from a book of poems by him.
2. Elaine cleared herself a place at the table and began working.
3. I taught myself how to play guitar by reading a self-instruction book.
4. The painting was shown to the class by the artist herself.
5. The only thing he cannot do for himself is go up a flight of stairs.

### ■ B. Using Reflexive and Intensive Pronouns

Rewrite each of the following sentences, correcting any error in the use of pronouns.

1. Patty and Luke enjoyed theirselves at the dance last Friday.  
\_\_\_\_\_
2. Nikki and yourself should join us at the restaurant for dinner.  
\_\_\_\_\_
3. The workers theirselves were the ones who decided to come in early.  
\_\_\_\_\_
4. I bought me a pair of very comfortable tennis shoes the other day.  
\_\_\_\_\_
5. Rebecca brought three sodas to drink, one for herself, one for myself, and one for himself.  
\_\_\_\_\_
6. Aaron decided that shorts were inappropriate for hissself to wear to the banquet.  
\_\_\_\_\_

## 17.5 Who and Whom in Questions and Clauses

### Key Information

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

**Who** went for pizza? (*Who* is the subject.)

**Whom** are we visiting? (*Whom* is the direct object.)

Use the nominative pronouns *who* and *whoever* for the subject and the predicate nominative in a subordinate clause.

We wanted to know **who** the singer was. (*Who* is the predicate nominative of the noun clause *who the singer was*.)

We told **whoever** would listen. (*Whoever* is the subject of the noun clause *whoever would listen*.)

Use the objective pronouns *whom* and *whomever* for the object of a verb or preposition in a subordinate clause.

The doctor about **whom** she told us was late. (*Whom* is the object of the preposition *about* in the adjective clause *about whom she told us*.)

He asked **whom** we had seen at the game. (*Whom* is the direct object of the verb *had seen* in the noun clause *whom we had seen at the game*.)

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

In the sentences below, draw a line through any interrupting expression, and label the use of *who* or *whom*. Use *S* (subject), *PN* (predicate nominative), *DO* (direct object), *IO* (indirect object), or *OPrep*. (object of a preposition).

1. Who did you say was chosen to play the part?
2. I know to whom they will give the award.
3. Whoever did this should take the credit.
4. The heroine will be whomever the director chooses.
5. The person whom you liked so much married Sylvia's cousin.

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

Underline the pronoun that correctly completes each sentence.

1. The person (who/whom) you met is president of the camera club.
2. Who is the family for (who/whom) you are baby-sitting tonight?
3. Dr. Paula O'Connor is the pediatrician (who/whom) Mrs. Gutierrez recommended.
4. The person to (who/whom) you should speak is the personnel director.
5. Bobby Short is the jazz singer (who/whom) Alice likes so much.
6. I know (who/whom) won the award.
7. The two friends (who/whom) I trust most are Peter and Robin.
8. The writer (who/whom) interests me most is Herman Melville.
9. Anyone (who/whom) is interested can attend the preview of the art exhibit.
10. I am the one (who/whom) suggested that we raise money with a car wash.

## 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 (singular or plural), gender (masculine, feminine, or neuter), and person.

The **tire** had lost **its** air pressure.  
**Each** of the girls had **her** bicycle.  
 The **troupe** gave **its** best performance.  
 The **troupe** took **their** bows separately.

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

UNCLEAR: In the newspaper **it** says that the mayor is retiring. (What is *it*?)

CLEAR: The **newspaper article** reports that the mayor is retiring.

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

### A. Using Pronoun-Antecedent Agreement

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

- John Van Druten uses only three characters in \_\_\_\_\_ play *Voice of the Turtle*.
- The play was written in the 1940s, but \_\_\_\_\_ gentle love story is still engaging.
- The play opens with Sally Middleton, an actress, sitting in \_\_\_\_\_ living room.
- When Sally's friend Olive Lashbrook arrives, \_\_\_\_\_ talks frivolously about life.
- When Bill Page, Olive's date, arrives, Olive makes Sally entertain \_\_\_\_\_.
- The three characters are captivating in \_\_\_\_\_ very simplicity.

### B. Making Pronoun Reference Clear

Each of the sentences below contains a pronoun with an unclear antecedent. Underline the pronoun; then rewrite the sentence to correct the antecedent error.

- In a French newspaper in 1784, it published a sensational story.  
 \_\_\_\_\_
- In *Courier de L'Europe* it reported that a monster had been captured in South America.  
 \_\_\_\_\_
- The newspaper described the monster in detail, which made the story seem true.  
 \_\_\_\_\_
- The monster was said to be eleven feet tall, but that was not its strangest feature.  
 \_\_\_\_\_
- The monster had wings and tails, and they were pointed.  
 \_\_\_\_\_
- An unknown person was the fabricator of the story, and it was a hoax.  
 \_\_\_\_\_

# Grammar Practice

Name ..... Class ..... Date .....

## 18.1–2 Making Comparisons

**Key Information**

<p>Most adjectives and adverbs have three degrees: the positive, or base, form; the comparative form; and the superlative form.</p> <p>The <b>positive form</b> of a modifier cannot be used to make a comparison.</p> <p style="padding-left: 40px;">Robert was very <b>loud</b>. He shouted <b>loudly</b>.</p> <p>The <b>comparative form</b> of a modifier shows two things being compared.</p> <p style="padding-left: 40px;">Sue was <b>quieter</b> than Ana. She spoke <b>more softly</b> than Ana.</p> <p>The <b>superlative form</b> of a modifier shows three or more things being compared.</p>	<p>Sue was the <b>quietest</b> person in the class. Of all the people in the class, she spoke the <b>most softly</b>.</p> <p>A few commonly used modifiers have irregular comparative and superlative forms. Some of these are</p> <table border="0" style="width: 100%;"> <tr> <td style="padding-right: 20px;">good</td> <td style="padding-right: 20px;">better</td> <td>(the) best</td> </tr> <tr> <td>well</td> <td>better</td> <td>(the) best</td> </tr> <tr> <td>bad</td> <td>worse</td> <td>(the) worst</td> </tr> <tr> <td>badly</td> <td>worse</td> <td>(the) worst</td> </tr> <tr> <td>far (distance)</td> <td>farther</td> <td>(the) farthest</td> </tr> <tr> <td>far (degree)</td> <td>further</td> <td>(the) furthest</td> </tr> <tr> <td>many</td> <td>more</td> <td>(the) most</td> </tr> </table>	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
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 comparative modifier. In the space provided, write whether the modifier is *Pos.* (positive), *Com.* (comparative), or *Sup.* (superlative).

- \_\_\_\_\_ 1. It was a lovely week to go backpacking.
- \_\_\_\_\_ 2. The weather has been the best I have ever seen.
- \_\_\_\_\_ 3. The sun was shining more brightly than usual.
- \_\_\_\_\_ 4. There was less rain than I had expected.
- \_\_\_\_\_ 5. We are planning to backpack farther than we have before.
- \_\_\_\_\_ 6. This part of the forest provides more interesting climbing than other places.
- \_\_\_\_\_ 7. It has the greatest number of trails.
- \_\_\_\_\_ 8. There are also numerous campsites.
- \_\_\_\_\_ 9. We travel at a comfortable pace.
- \_\_\_\_\_ 10. I think that backpacking is the most relaxing form of recreation.

### ■ B. Using Degrees of Comparison

Underline the positive-degree modifier in each sentence below. Then write the comparative and superlative forms in the spaces provided.

- 1. Hiking is a good recreational activity. \_\_\_\_\_
- 2. Many people enjoy hiking. \_\_\_\_\_
- 3. When I hike, I move at a slow pace. \_\_\_\_\_
- 4. I do not hike far in a single day. \_\_\_\_\_

Copyright © The McGraw-Hill Companies, Inc.

# Grammar Practice

Name ..... Class ..... Date .....

## 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.

INCORRECT: That is the ~~most~~ scariest movie I have ever seen.

CORRECT: That is the **scariest** movie 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 building is taller than any building in the city.

CORRECT: That building is taller than any **other** building in the city.

### ■ Correcting Double, Incomplete, and Unclear Comparisons

Rewrite each of the sentences below to correct double, incomplete, or unclear comparison(s). (There may be several ways to correct each sentence.)

1. I consider the Beatles the most greatest musical group of all time.

\_\_\_\_\_

2. They had more hit singles than any rock band.

\_\_\_\_\_

3. Their music was more better than that of the Rolling Stones.

\_\_\_\_\_

4. People bought more of their records than those of any group of the sixties.

\_\_\_\_\_

5. Some people think their music was as good as Beethoven.

\_\_\_\_\_

6. Other people, of course, think less of the Beatles' music than any other group.

\_\_\_\_\_

7. According to my brother, for instance, music of other groups is more better.

\_\_\_\_\_

8. He claims that their records were no better than any other group of their day.

\_\_\_\_\_

9. He goes on to say that even the most better rock music, if there is such a thing, is just bubble gum for the ears.

\_\_\_\_\_

10. His opinion is often different from me.

\_\_\_\_\_



## 18.7 Misplaced and Dangling Modifiers

### Key Information

A **misplaced modifier** modifies the wrong word or seems to modify more than one word in a sentence. You can correct the sentence by placing the modifier as close as possible to the word that it modifies.

MISPLACED: He went to the library ~~wearing a leather jacket~~. (Was the library wearing a jacket?)

CLEAR: **Wearing a leather jacket**, he went to the library.

A **dangling modifier** does not logically modify any word in the sentence in which it appears.

Correct a dangling modifier by supplying a word that can be modified by the dangling phrase.

DANGLING: ~~After reading the paper~~, the telephone rang. (Did the telephone read the paper?)

CLEAR: The telephone rang **after I read the paper**.

DANGLING: ~~Working all afternoon~~, the foundation was completed. (Who was working?)

CLEAR: **Working all afternoon**, the construction crew completed the foundation.  
OR: They completed the foundation by working all afternoon.

### ■ A. Identifying Misplaced Modifiers

In each of the sentences below, cross out the misplaced modifier. In the first space write the word(s) the modifier *seems* to modify. In the second space write the word(s) the modifier *should* modify.

1. I read a book about trains in the library.

\_\_\_\_\_

2. Trains crisscross this country running on steel rails and wood ties.

\_\_\_\_\_

3. Transportation is provided by trains for everything from people to freight.

\_\_\_\_\_

4. Running from New York to Florida, people ride the *Silver Star*.

\_\_\_\_\_

5. The era of luxury trains has ended with beautiful cars and sumptuous meals.

\_\_\_\_\_

### ■ B. Correcting Misplaced and Dangling Modifiers

On a separate sheet of paper, rewrite each of the sentences below to correct the misplaced or dangling modifier. You may need to make other changes to the sentences.

1. The wigmaker was a busy artisan in colonial times, also called a peruke maker.
2. Catering to the wealthy, wigs were designed for all occasions.
3. The customer's head was measured exactly by the wigmaker, often shaved for the purpose.
4. The new wig was chosen by the customer, tinted to the right shade with colored powders.

## 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.

John F. Kennedy once said, “**A**sk not what your country can do for you; ask what you can do for you country.”

Do not capitalize the first word of a quotation that cannot stand as a complete sentence.

Kennedy stressed “**f**or your country.”

Do not capitalize the first word of an indirect quotation, which often begins with *that*.

Who said that **m**usic is the food of love?

Capitalize the first word of a sentence in parentheses only if the sentence stands by itself—not if the sentence in parentheses is contained within another sentence.

Always capitalize the pronoun *I*.

### ■ A. Identifying Errors in Capitalization

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

1. Russian-born Betya Abramowitz was only fifteen years old when she reached Ellis Island (The famous immigration processing center).
2. Once in America, she told people that Her name was Bessie. (that was how the immigration official had recorded her name.)
3. Some time later, Bessie traveled to Chicago (The largest city in the Midwest) where she found work in a tailor shop.
4. When a major clothing manufacturer cut workers' wages, Bessie created a strike poster that read, “we want better conditions.”
5. Bessie wrote Sidney Hillman (A fellow reform worker and her future husband) that She was bombarded with questions about her strike action.
6. Bessie later became educational director of the Laundry Workers Union, whose slogan was “touch the worker from the cradle to the grave.”

### ■ B. Using Capitalization

In the space provided, rewrite the sentences below to correct all errors in capitalization.

1. i believe that after Bessie and Sidney Hillman married (She did not keep her maiden name), they worked together for labor reform.

\_\_\_\_\_

2. Sidney Hillman later became general director of the Office of Production Management. (this was during World War II.)

\_\_\_\_\_

3. Someone told me that During World War II, Bessie Hillman helped to raise money for a tank.

\_\_\_\_\_

4. An inscription on the tank said that It had been “Donated by the Pennsylvania Shirt Workers Union.”

\_\_\_\_\_

## 20.2–3 Capitalization: Proper Nouns and Adjectives

### Key Information

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

Capitalize a proper noun. When a proper noun comprises several words, capitalize only the important words.

Catherine the **G**reat

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

**S**urgeon **G**eneral Antonia Novello  
 Antonia Novello, the surgeon general  
 Yes, **S**enator (direct address)  
**S**enator Lloyd Bentsen  
 Lloyd Bentsen, the senator from Texas

Capitalize proper adjectives, adjectives formed from proper nouns.

**J**ewish holiday  
**A**frican **A**merican heritage  
**A**laskan pipeline

### ■ Identifying Proper Nouns and Adjectives

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

1. Elizabeth cady, born in 1815, resolved to promote women’s rights when mr. cady said to her shortly after the death of her brother, “Ah, my daughter, I wish you were a boy.”
2. She studied “masculine” subjects, such as greek and latin, and graduated from the troy female seminary in 1832.
3. While working for temperance and antislavery causes, elizabeth met and married the abolitionist henry stanton.
4. Elizabeth Cady Stanton and lucretia mott organized the first women’s rights convention in the united states; it was held in seneca falls, new york, in 1848.
5. At the convention, elizabeth cady stanton drafted what came to be named the declaration of rights and sentiments.
6. Elizabeth Cady Stanton met susan b. anthony in 1851, and together the two women promoted African American rights (before and during the civil war) as well as women’s rights.
7. In 1869 an english philosopher, john stuart mill, helped the women’s movement with his publication of *the subjection of women*.
8. That same year, stanton and anthony formed a women’s suffrage organization, which later became part of the national american woman suffrage association.
9. The women were delighted when wyoming (then a frontier area) granted voting rights to women in 1869.
10. It was not until 1920, however, (eighteen years after stanton’s death) that congress approved the nineteenth amendment that finally gave women the right to vote.

# Grammar Practice

Name ..... Class ..... Date .....

## 21.1–3 Period, Exclamation Point, Question Mark

### Key Information

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

DECLARATIVE SENTENCE: Greek tragedy has never been equaled.

POLITE COMMAND: Read *Antigone* for next Monday.

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

Take me with you!

How moving that play was!

Use a **question mark** to indicate a direct question.

Was Euripides a Greek dramatist?

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

He asked whether Euripides was a Greek dramatist.

### A. Identifying Correct End Punctuation

Provide the appropriate end punctuation for the sentences below.

1. The first American tennis court was built on Staten Island in 1874 by Mary Ewing Outerbridge
2. On the golf course people move quickly when they hear the call “Fore”
3. For inexpensive fun learn how to pitch horseshoes
4. Can you guess how deck tennis got its name
5. What a fast game squash is
6. You had better watch out when you are near a one-wall handball game
7. You might ask your physical education teachers if they can play jai alai
8. Do you know what a jai alai court is called
9. Perhaps you have wondered whether there are any American cricket teams
10. Did you know that baseball was derived from cricket

### B. Using Correct End Punctuation

Respond as directed to each item below. Include the correct end punctuation.

1. Ask your teacher what something means.

\_\_\_\_\_

2. Politely ask your sister for help.

\_\_\_\_\_

3. Express a forceful warning.

\_\_\_\_\_

4. Complete this sentence: Sarah, Mom wants to know when. . . .

\_\_\_\_\_

5. State a historical fact.

\_\_\_\_\_

## 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*. Do not use a colon if a list immediately follows a verb or preposition.

Woodworkers need the following tools: a hammer, saw, square, plane, and chisels.  
Woodworkers need a hammer, saw, square, plane, and chisels.

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

Woodworking is easy: you just need a little patience and skill.

Use a **colon** to introduce a long or formal quotation. A formal quotation is often preceded by such words as *this*, *these*, *the following*, or *as follows*.

Abraham Lincoln said this: "Four score and seven years ago . . ."

Use a **colon** between the hour and the minute, 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.

1. Historians question everything they read they even question newspaper headlines.
2. Even the *Chicago Tribune* sometimes prints errors it announced the victory of Dewey over Truman.
3. The company began running the presses at 2 00 A.M.
4. An unknown author contributed biographies of the following nonexistent people a botanist, an explorer, and an industrialist.
5. Mark Twain gave this advice "When in doubt, tell the truth."

### ■ B. Using Colons in Writing

On a separate sheet of paper, rewrite the following sentences correctly, adding colons where they are needed. Write *Correct* if a sentence needs no colons.

1. Good joinery depends on a good workbench something is needed to hold the work so that both hands are free to use tools.
2. Early craftsmen used the clave, the shaving horse, and the framing bench.
3. Chairmakers use low, heavy benches to hold pieces, shape them, cut joints, and assemble the whole.
4. Joseph Moxon wrote the following in 1678 "Set one end of their work against the breast, and the other against the workbench, and keep it steady in its position."
5. Planing requires the following types of support one for working edges and one for working surfaces.
6. A good woodworkers' bench includes these a front vise, an end vise, and dogs for holding irregular pieces.

## 21.5 The Semicolon

### Key Information

Use a **semicolon** to separate main clauses that are not joined by a coordinating conjunction.

Robert Altman is a talented film director;  
he was the director of *Nashville*.

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

He was not a serious student; nevertheless,  
he did very well in music.

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

They have lived in Seattle, Washington;  
Topeka, Kansas; and Chicago, Illinois.

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

The movie, which contained plenty of  
action, was exciting; but it was also sad.

### A. Identifying Uses of Semicolons

Insert semicolons in the sentences below.

1. The three German merchant ships that took refuge in neutral Goa at the beginning of World War II were *Brauenfels*, 7,847 tons *Drachenfels*, 6,342 tons and *Ehrenfels*, 7,752 tons.
2. The *Ehrenfels* carried a hidden radio transmitter moreover, it beamed messages to U-boats.
3. The U-boats received radio signals about the location of Allied freighters the information was rarely wrong.
4. A brilliant attack on the *Ehrenfels* was conducted by eighteen middle-aged civilians led by Lewis Pugh, a titled dignitary Gavin Stewart, an engineer and John Crossley, an explosives expert.
5. Only the *Ehrenfels* was boarded nevertheless, all three ships went up in flames.

### B. Using Semicolons

On a separate sheet of paper, rewrite the sentences below, adding semicolons where they are needed.

1. Many instruments are stringed that is, they produce sound by making a taut string vibrate.
2. Stringed instruments include orchestral instruments such as violins, cellos, and basses, they also include solo instruments such as guitars and mandolins.
3. The string may be bowed, as with violins and cellos, plucked or strummed, as with guitars and banjos, or hammered, as in a piano.
4. The pitch of a note depends on these factors: length, weight, and tension of the string a short, light, tight string produces the highest note.
5. In many instruments the strings themselves make very little sound the vibration is amplified by the body of the instrument.

## 21.6 Commas and Compound Sentences

**Key Information**

Use commas between the main clauses in a compound sentence. Place a comma before a coordinating conjunction ( <i>and, but, or, nor, yet, or for</i> ) that joins two main clauses.  I ran quickly to the platform, but I missed the train.  You may omit the comma between very short main clauses that are connected by a	coordinating conjunction, unless the comma is needed to avoid confusion.  CLEAR: I waved my arms and I got my friend's attention. UNCLEAR: I waved my arms and my legs started moving faster. CLEAR: I waved my arms, and my legs started moving faster.
--	--

### A. Identifying Correct Use of Commas

Insert commas where necessary in the sentences below. If no commas are needed, write *C* (for *Correct*) before the sentence.

- \_\_\_\_\_ 1. Sir Isaac Newton was an English mathematician and philosopher but he is best remembered for his discoveries in physics.
- \_\_\_\_\_ 2. Newton had a perceptive mind and he is famous for his theory on the behavior of gravity.
- \_\_\_\_\_ 3. Newton, according to legend, saw an apple fall from a tree and the sighting led to his development of the law of universal gravitation.
- \_\_\_\_\_ 4. Newton's laws of motion state that an object at rest or in motion will tend to stay that way for a force is needed to change the motion of an object.

### B. Using Commas Correctly

Rewrite the sentences below, inserting commas where necessary.

- 1. The Three Stooges were masters of comedy and they will always be remembered for their hilarious antics.  
\_\_\_\_\_
- 2. Some people laugh the hardest at Larry and Curley but I think Moe is the most humorous.  
\_\_\_\_\_
- 3. A typical show would have them fighting among themselves or they would get into some kind of mischief.  
\_\_\_\_\_
- 4. They acted bumbling and incompetent yet they were always entertaining.  
\_\_\_\_\_

## 21.6 Commas and Coordinate Adjectives

### Key Information

Place a comma between coordinate adjectives that precede a noun.

**Coordinate adjectives** modify a noun equally. To discover whether adjectives are coordinate, reverse their order or put the word *and* between them. If the sentence still sounds natural, the adjectives are coordinate.

**COORDINATE:** Dorothy Parker was famous for her cynical, witty remarks.

**NONCOORDINATE:** The language school was in a new brick building.

Generally, adjectives that describe size, shape, age, and material do not need to be separated by commas.

### A. Identifying Correct Use of Commas

Insert commas where necessary in the sentences below. If no commas are needed, write *C* (for *Correct*) in the space provided.

- \_\_\_\_\_ 1. On one clear crisp fall day, Sam and Rosa went fishing.
- \_\_\_\_\_ 2. Each wore grimy torn blue jeans and a light cotton sweater.
- \_\_\_\_\_ 3. Their small narrow boat rocked gently on the calm sparkling water.
- \_\_\_\_\_ 4. Suddenly, Rosa caught a big thrashing pike.
- \_\_\_\_\_ 5. She almost had the fish in the boat when the thin taut line on her fishing pole broke.
- \_\_\_\_\_ 6. As Sam let out a long hearty laugh, he nearly fell overboard.

### B. Using Commas Correctly

Rewrite the sentences below, inserting commas where necessary. If no changes are necessary, write *Correct*.

1. Her parents live in a big brick house on Main Street.

\_\_\_\_\_

2. At night they hear the shrill screeching sounds of traffic.

\_\_\_\_\_

3. The family occasionally eats hot delicious spicy pizza at the restaurant across the street.

\_\_\_\_\_

4. They can easily walk to the grand old movie theater two blocks away.

\_\_\_\_\_

5. They enjoy sitting on their squeaky metal porch swing and watching the multicolored stylish outfits of people passing by.

\_\_\_\_\_

6. They love living in such a busy convenient colorful area.

\_\_\_\_\_



## 21.6 Commas and Nonessential Elements

### Key Information

Use commas to set off adjective clauses, appositives, participles, infinitives, and their phrases that are not essential to the meaning of the sentence.

Robert Lowell, who was an American, wrote many poems about New England.

Robert Lowell, an American, wrote many poems about New England.

Robert Lowell, born in 1917, was renowned for his poems about New England.

Do not set off adjective clauses, appositives, participles, infinitives, and their phrases that are essential to the meaning of the sentence.

The poet who wrote “Robert Frost” was Robert Lowell.

The poet Robert Lowell wrote “Robert Frost.”

One of the most famous poems written by Robert Lowell was “Robert Frost.”

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 sentences below. If no commas are needed, write *C* (for *Correct*) before the sentence.

- \_\_\_\_\_ 1. Have you heard of Camelot King Arthur’s wondrous palace and court?
- \_\_\_\_\_ 2. The first known mention of the mighty warrior Arthur was in the seventh-century Welsh poem “Gododdin.”
- \_\_\_\_\_ 3. However Sir Thomas Malory’s *Morte d’Arthur* printed posthumously in 1485 is the most famous source of the legend.
- \_\_\_\_\_ 4. In Tennyson’s *Idylls of the King* a long, somber epic the stories of the Knights of the Round Table are told in poetry.
- \_\_\_\_\_ 5. T. H. White’s *Once and Future King* which also tells the story of Arthur is written in prose.
- \_\_\_\_\_ 6. The legends are based on reality; consequently students who read about Camelot wonder how much is real and how much is myth.

### ■ B. Using Commas Correctly

On a separate sheet of paper, rewrite the sentences below, inserting commas where necessary. If no commas are needed, write *Correct*.

- 1. The zipper invented in 1891 did not become immediately popular.
- 2. Whitcomb Judson who developed the fastener intended it for fastening boots.
- 3. However the U.S. Navy using the new fastener for the first time in 1918 tried it on flying suits.
- 4. In fact the name *zipper* created in 1926, was responsible for the invention’s success.
- 5. Now zippers used on everything from tents to clothing are commonplace.

## 21.6 Commas: Titles, Addresses, Direct Address

### Key Information

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

Howard Miller, Ph.D., was named dean.

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.

She has lived at 381 Main Street, Cleveland, Ohio, all of her life.  
 Pearl Harbor in Hawaii was bombed on December 7, 1941.

December 25 is the day that Christmas is celebrated.

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

Refer to that lesson, pages 207–209, *English Grammar*.

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

Sis, have you seen my brown shirt?  
 Thank you, Mr. Schmidt.

### ■ A. Identifying Proper Use of Commas

Each of the sentences below is missing at least one comma. Insert the missing comma(s). (The number of commas needed is given in parentheses at the end of each sentence.)

1. David Morton B.A. was born on February 21 1886 and died on June 13 1957. (5 commas)
2. He lived in Louisville Kentucky until 1918. (2 commas)
3. For the next six years, he taught English and history at the high school in Morristown New Jersey. (1 comma)
4. After receiving an honorary doctorate from the University of Kentucky Lexington Kentucky he became David Morton Litt. D. (4 commas)
5. Margaret Haley Carpenter's introduction to Morton's *Journey into Time* reproduces a handwritten letter from him dated December 11 1953. (1 comma)
6. David Morton vice president of the Poetry Society of America shared the 1955 Borestone Mountain Award with Eric Barker. (2 commas)
7. The Pentelic Press Norfolk Virginia published *Journey into Time* in 1958. (3 commas)
8. In the title poem, "Journey into Time," stanza 3 line 1 Morton writes, "See, time is blue and whole—time is not broken. . . ." (2 commas)

### ■ B. Using Commas Correctly

On a separate sheet of paper, write sentences that include the information requested in each set of parentheses. Be sure to use commas properly.

1. (the complete address of a friend)
2. (the date of the signing of the Declaration of Independence)
3. (telling someone you will be home late)
4. (thanking someone for a present)

## 21.6 Proper Use of Commas

### Key Information

A comma should not precede a conjunction that connects two parts of a compound predicate.

INCORRECT: She walks when the weather is nice, but takes the bus when it rains.

CORRECT: She walks when the weather is nice but takes the bus when it rains.

Avoid run-on sentences by using a coordinating conjunction with the comma or by using a semicolon.

INCORRECT: The sky was cloudy, she decided to walk anyway.

CORRECT: The sky was cloudy, but she decided to walk anyway.

CORRECT: The sky was cloudy; she decided to walk anyway.

A comma should never be used between a subject and its verb or between a verb and its complement.

INCORRECT: What made listening difficult, was the noise in the room.

CORRECT: What made listening difficult was the noise in the room.

### A. Correcting Misuse of Commas

On a separate sheet of paper, rewrite each of the sentences below to correct errors in comma usage. Add or delete commas where appropriate.

1. Geographical factors that shaped early Greek civilization included, its access to the sea, its mountainous landscape, and its Mediterranean climate.
2. Some writers have said, that the Greeks, rather than living on a land, lived around a sea.
3. What made transportation difficult in ancient Greece, was the rugged terrain.
4. Sparta was only about 60 miles from Olympia yet it took Spartans nearly a week to reach that city.
5. Temperatures are moderate in Greece and rain falls only during the winter season.

### B. Reviewing Use of Commas

Insert commas where necessary in the sentences below.

1. My younger sister was born on Saturday July 10 1999.
2. She was a beautiful black-eyed energetic baby.
3. My father was excited and his company's newsletter carried the story on the front page.
4. His boss lives at 3830 River Drive Fargo North Dakota 58103.
5. My mother fed the baby I helped change the diapers and my father cleaned the house.
6. Well all I really did was entertain the baby while my mother changed the diapers.
7. I loved my little sister but her crying drove me crazy.
8. During the first week of her life I ate dinner did my homework and slept at a friend's house almost every night.
9. My friend's father the mayor of Fargo was very understanding.
10. He told me that his little brother who later became a pediatrician cried for nearly two months.

## 21.7–8 The Dash and Parentheses

### Key Information

In typed material a dash is indicated by two hyphens (--). Use a dash to emphasize supplemental information or parenthetical comments, to indicate an abrupt change in thought within a sentence, or to show hesitation or faltering in dialogue.

It was a long movie--seemingly interminable.  
 For my birthday last year--no, it was the year before--I received a bike.  
 "Did he--did he really do that?" she stammered.

Use parentheses to set off supplemental material that is not intended to be part of the main statement. A complete sentence within parentheses that is contained within another sentence is not capitalized and needs no period. However, if a complete sentence in parentheses stands by itself, use a capital letter and a period.

Such a design (see illustration, next page) is called an arabesque.  
 Such a design is called an arabesque.  
 (See the illustration on the next page.)

### ■ A. Using Dashes

Insert dashes where necessary.

1. Did you hear about oh, maybe I shouldn't say that.
2. "What what is it?" the child asked timidly.
3. The record for that event is two hours, twenty minutes fantastic!
4. "Do you know if I if I was accepted?" he asked.
5. She challenged him to a duel what a switch!
6. The sound of the words *cellar door* say it to yourself is very lovely.
7. The shrub we planted last year that one over there is blooming nicely.
8. Walnut a beautiful, deep brown wood is frequently used for furniture.

### ■ B. Using Parentheses

Insert parentheses where necessary.

1. The recipe called for one pint 0.47 liters of milk.
2. Daffy Dan Doolittle ZOWY is a contender for the silliest radio announcer.
3. Their last song they claimed it was a classic was one we had never heard.
4. These results have been tabulated. A complete list appears on page 227.
5. Membership in the American Association of University Women AAUW confers a number of benefits.
6. A tam-o'-shanter Tam o'Shanter was the hero of a Robert Burns poem is a tight-fitting Scottish cap.
7. The city of London population around seven million has more people than the country of Norway population around four million.
8. Senator John F. Kennedy Democrat, Massachusetts won the 1960 presidential election.

## 21.11 Quotation Marks

### Key Information

Use quotation marks to enclose a direct quotation only, not introductory or explanatory remarks. In general, separate such remarks from the quotation with a comma.

Wendell Phillips observed, "Eternal vigilance is the price of liberty."

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

"The love of liberty," said William Hazlitt, "is the love of others."

Never use quotation marks in an indirect quotation.

George Bernard Shaw said that liberty meant responsibility.

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 read the poem "Rime of the Ancient Mariner."

She described it as "awesome."

*Opera* comes from the Latin *opus*, "work."

### ■ A. Identifying Quotations

Insert quotation marks and commas where necessary.

1. John Paul Jones made the famous remark I have not yet begun to fight.
2. It was Thomas Love Peacock who said A book that furnishes no quotations is no book—it is a plaything.
3. Famous remarks are very seldom quoted correctly Simeon Strunsky remarked.
4. Every quotation contributes something wrote Samuel Johnson to the stability or enlargement of the language.
5. The writers who have nothing to say are the ones you can buy observed Walter Lippmann. The others have too high a price.

### ■ B. Using Quotation Marks

On a separate sheet of paper, rewrite the sentences below, inserting quotation marks, commas, and capital letters where necessary. If a sentence does not need to be changed, write *Correct*.

1. My teacher stated the Liberty Bell is inscribed with the words Proclaim liberty throughout all the land unto all the inhabitants thereof.
2. He promised that we could see it when we were in Philadelphia.
3. Anita described the bell as the cat's pajamas.
4. It reminds me of Elton John's song Philadelphia Freedom.
5. Everyone get in line Mr. Moreno called. It is time to board the buses.

## 21.12 Italics (Underlining)

### Key Information

Italicize (or 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.

*Hawaii* is one of James Michener's most famous novels.

Italicize (or underline) and capitalize articles written at the beginning of a title only when they are part of the title itself. Do not italicize (or underline) the article preceding the title of a

periodical or the word *magazine* unless it is part of the title.

the *Saturday Night Review*  
*Newsweek* magazine

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

She follows the advice *Caveat emptor*, "Let the buyer beware."

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

Write *Y* for yes and *N* for no.

### ■ A. Using Italics

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

1. Mark Twain completed *A Connecticut Yankee in King Arthur's Court* in 1889.
2. My father subscribes to the *Washington Post*.
3. The hostess described her magnificent gown as a *peu de chose*.
4. *Indiana Jones and the Temple of Doom* is his favorite movie.
5. Advertisers misuse and overuse the word *virtually*.
6. I still think that Carole King's *Tapestry* album was her best.
7. All members of the National Geographic Society receive the organization's official journal, *National Geographic* magazine.
8. The *Plessy v. Ferguson* decision established the separate-but-equal doctrine.
9. Jules Verne's book *Around the World in 80 Days* is captivating reading.
10. I'm looking for the *C* volume of the encyclopedia.

### ■ B. Using Italics and Quotation Marks

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

1. *A Tale of Ragged Mountains*, a short story by Edgar Allan Poe, was first published in *Godey's Lady's Book*.
2. Robert Penn Warren wrote a critical essay entitled *The Love and Separateness in Miss Welty*.
3. Betty Carter's *Social Call* album includes the old song *I Could Write a Book*.
4. *The Idylls of the King* is Tennyson's series of poems on the Arthurian legend.
5. *Buckdancer's Choice*, the volume for which James Dickey won the National Book Award, includes the poem *Buckdancer's Choice*.

Name ..... Class ..... Date .....

## 21.13 The Apostrophe

**Key Information**

<p>Use an apostrophe and -s for the possessive of a singular indefinite pronoun but not with any other possessive pronouns.</p> <p style="padding-left: 20px;">somebody's car BUT his car</p> <p>Use an apostrophe and -s to form the possessive of a singular noun, even one that ends in -s.</p> <p style="padding-left: 20px;">Chris's garden</p> <p>Use only an apostrophe to form the possessive of a plural noun that ends in -s. Use an apostrophe and -s for a plural noun that does not end in -s.</p>	<p style="padding-left: 20px;">books' pages      mice's tails</p> <p>Use a possessive form to express amounts of money or time that modify a noun.</p> <p style="padding-left: 20px;">two hours' time      fifty cents' worth</p> <p>Use an apostrophe in place of letters omitted in contractions and in place of the omitted numerals of a particular year.</p> <p style="padding-left: 20px;">they are = they're she will = she'll class of 1992 = class of '92</p>
---	--

■ **A. Inserting Apostrophes Correctly**

Insert apostrophes where necessary in the sentences below.

1. Anyones guess is as good as mine.
2. The Johnsons house cant be far from here.
3. The boys basketball team didnt do well this year.
4. Mr. Watsons employer wasnt in a good mood today.
5. The geeses feathers were gray and black.

■ **B. Writing Possessives**

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

1. the entrances to the shop \_\_\_\_\_
2. the birthday of my grandmother \_\_\_\_\_
3. the prices of the blouses \_\_\_\_\_
4. the sheen on the chintz \_\_\_\_\_
5. the delicacy of the lilies \_\_\_\_\_
6. the disappearance of the necklaces \_\_\_\_\_
7. the color of her purse \_\_\_\_\_
8. the mistake of the salesclerk \_\_\_\_\_
9. the garden of the Joneses \_\_\_\_\_
10. the release of the suspects \_\_\_\_\_

Copyright © The McGraw-Hill Companies, Inc.

## 21.14–15 The Hyphen and Abbreviations

### Key Information

Usually a hyphen is not used to join a prefix to a word, but exceptions include the following:

- after any prefix joined to a proper noun or a proper adjective (pro-Japanese)
- after the prefixes *all-*, *ex-* (meaning “former”), and *self-* (self-discovery)

A hyphen is used in a compound adjective that precedes a noun but not in one that follows a noun.

a reddish-brown dog  
The dog is reddish brown.

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 fourth of the price      one-fourth price

Hyphenate two numerals to indicate a span, and 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. Use your dictionary to check how to write a particular abbreviation.

### ■ A. Using Hyphens Correctly

On a separate sheet of paper, rewrite each of the sentences below, using hyphens only where needed. Then show where the italicized word in the sentence would be divided if it had to be broken at the end of a line.

1. Folk *wisdom* holds that bright colored autos are more likely to be ticketed than those that are gray or brown.
2. I heard that *almost* one-half of all speeding tickets are issued to drivers of red sports cars.
3. Most of the drivers claim that they were going only a bit *faster* than fifty five miles per hour.
4. Many of these *thoughtless*, self righteous lawbreakers react in an ill mannered way when they are caught.
5. They don't seem to recognize that they have broken a law that was carefully-considered *before* it was passed.

### ■ B. Using Abbreviations Correctly

On the same sheet of paper you used for the exercise above, rewrite the sentences below, using abbreviations for the italicized words or phrases.

1. She worked for the *Central Intelligence Agency*.
2. Did she arrive at 2:00 *ante meridiem*?
3. She didn't seem to mind that it was only 30 *degrees Fahrenheit* outside.
4. Her undercover name is *Doctor* Jessica Stevens.
5. She is only 5 *feet*, 1 *inch* tall.