

# 16.1 Nouns (Names, Compound Nouns) • Practice 1

**Nouns as Names** A noun is the name of a person, place, or thing. Some of the things nouns name can be seen or touched; some cannot.

People	Places	Things
Mrs. Jones	field	deer
friend	Ohio	holiday
cousin	post office	crime

**Compound Nouns** A compound noun is a noun that is made up of more than one word. The chart shows the three ways compound nouns can be written.

Separated	Hyphenated	Combined
sweet potato	send-off	tablecloth
inner tube	son-in-law	handbook

**Exercise 1** **Recognizing Nouns.** Underline the two nouns in each sentence. Some nouns may be compound.

**EXAMPLE:** Charlotte helped us win the championship.

1. Each February, there is a major snowstorm.
2. The daisies in the garden are dying.
3. The children on the merry-go-round were laughing.
4. There are no longer any animals in that zoo.
5. Uncle Pete has been studying to become a pilot.
6. After the party there were dirty plates everywhere.
7. Poverty has always been a problem.
8. Her dream is to visit the Far East.
9. All of the silverware fell out of the drawer.
10. "This is not a good sign," said Dennis.

**Exercise 2** **Adding Nouns to Sentences.** Fill in each blank with a noun. Use at least one compound noun.

**EXAMPLE:** Christopher will visit us this year.

1. The \_\_\_\_\_ we saw was a \_\_\_\_\_.
2. We went to the \_\_\_\_\_ to see a \_\_\_\_\_.
3. Afraid of the \_\_\_\_\_, the \_\_\_\_\_ cried out.
4. \_\_\_\_\_ is not my favorite \_\_\_\_\_.
5. She must leave at \_\_\_\_\_ for \_\_\_\_\_.
6. In three \_\_\_\_\_ the \_\_\_\_\_ will be over.
7. Many of the \_\_\_\_\_ were not ready for the \_\_\_\_\_.
8. Put your \_\_\_\_\_ on the \_\_\_\_\_.
9. We must remember that \_\_\_\_\_ is not a \_\_\_\_\_.
10. Walking through the \_\_\_\_\_, they found a \_\_\_\_\_.

# 16.1 Nouns (Names, Compound Nouns) • Practice 2

**Exercise 1** Identifying Nouns as People, Places, or Things. Underline the two nouns in each group. Then label each pair as *people*, *places*, or *things*.

**EXAMPLE:** tree funny dandelion things

1. able baby musician \_\_\_\_\_
2. rabbit really chair \_\_\_\_\_
3. prison mountainside write \_\_\_\_\_
4. misery rusty success \_\_\_\_\_
5. only forest swamp \_\_\_\_\_
6. sailor tiny explorer \_\_\_\_\_
7. tame table dog \_\_\_\_\_
8. destroy dentist mayor \_\_\_\_\_
9. rock clever pie \_\_\_\_\_
10. beach pasture foolish \_\_\_\_\_
11. carry courage freedom \_\_\_\_\_
12. lion kindly kite \_\_\_\_\_
13. conductor do woman \_\_\_\_\_
14. grim king president \_\_\_\_\_
15. bedroom school rough \_\_\_\_\_
16. jolly desk thought \_\_\_\_\_
17. construction pain pretty \_\_\_\_\_
18. hunter nurse into \_\_\_\_\_
19. pelican shouted honor \_\_\_\_\_
20. plaza library ill \_\_\_\_\_

**Exercise 2** Recognizing Compound Nouns. Underline the compound noun or nouns in each sentence.

**EXAMPLE:** Last weekend Jane received an invitation to visit her grandparents.

(1) As soon as she arrived at the airport, Jane became excited about her first flight alone. (2) Once the ticket agent had given her a boarding pass, she kissed her parents, went on board, and fastened her seatbelt. (3) Shortly after takeoff, the flight attendant brought her a soft drink. (4) Later, the passengers lunched on meatloaf, string beans, and fruit salad. (5) Soon she heard the landing gear come down and returned her tray table to its correct position. (6) In a few minutes, she felt the gentle bump of the touchdown.

(7) Inside the terminal, next to the runway, her grandmother and grandfather were waiting for her. (8) A slight mix-up over her suitcases was soon solved. (9) With the help of a porter, they carried the luggage to the station wagon. (10) Jane couldn't believe her luck as she watched the beautiful scenery along the freeway on the way into town.

## 16.1 Nouns (Common and Proper Nouns) • Practice 1

**Common and Proper Nouns** A common noun names any one of a class of people, places, or things. A proper noun names a specific person, place, or thing. Proper nouns take capitals.

Common Nouns		Proper Nouns	
river	book	Hudson River	<i>The Pearl</i>
friend	group	Chris	Senate
battle	language	World War I	English

**Exercise 1** **Recognizing Proper Nouns.** Write the proper noun in each sentence in the blank at the right, adding the missing capitalization.

**EXAMPLE:** We greatly admired aunt clare.     Aunt Clare    

1. She decided that she would write to mark twain. \_\_\_\_\_
2. When we were in texas, we saw a huge ranch. \_\_\_\_\_
3. Do you think our ships will ever reach mars? \_\_\_\_\_
4. The moving van took a detour at maple avenue. \_\_\_\_\_
5. His favorite language is german. \_\_\_\_\_
6. They saw the guards at buckingham palace. \_\_\_\_\_
7. There must be a way to arouse school spirit here at emerson high school. \_\_\_\_\_
8. In seville, the people have a festival every year. \_\_\_\_\_
9. Finally, we had to ask donna what to do. \_\_\_\_\_
10. The leaves are now turning scarlet in vermont. \_\_\_\_\_

**Exercise 2** **Adding Proper Nouns to Sentences.** Fill in each blank with a proper noun.

**EXAMPLE:** In     Chicago     there are many famous buildings.

1. After much thought, he gave the bracelet to \_\_\_\_\_.
2. The author she likes the least is \_\_\_\_\_.
3. The sight of the \_\_\_\_\_ filled us with awe.
4. On \_\_\_\_\_ there were two new houses being built.
5. We finally decided to buy a \_\_\_\_\_.
6. During \_\_\_\_\_ there was very little to do around here.
7. Some day I would like to see \_\_\_\_\_.
8. After a heated contest, we beat \_\_\_\_\_ by two points.
9. Television just isn't the same without \_\_\_\_\_.
10. The explorers crossed the \_\_\_\_\_ during their first expedition.

# 16.1 Nouns (Common and Proper Nouns) • Practice 2

**Exercise 1** Distinguishing Between Common and Proper Nouns. Write the one proper noun in each group, adding the necessary capitalization.

**EXAMPLE:** planet neptune star Neptune

1. town village smithville \_\_\_\_\_
2. black beauty horse pony \_\_\_\_\_
3. state region texas \_\_\_\_\_
4. river nile stream \_\_\_\_\_
5. landmark memorial washington monument \_\_\_\_\_
6. whitman poet writer \_\_\_\_\_
7. french people language \_\_\_\_\_
8. dog puppy lassie \_\_\_\_\_
9. paris capital city \_\_\_\_\_
10. country nation italy \_\_\_\_\_
11. holiday season thanksgiving \_\_\_\_\_
12. sea mediterranean ocean \_\_\_\_\_
13. september month autumn \_\_\_\_\_
14. street avenue maple lane \_\_\_\_\_
15. pet sophie cat \_\_\_\_\_

**Writing Application** Writing Sentences with Nouns. Use the following instructions to write ten sentences of your own.

**EXAMPLE:** Write a sentence about flowers that includes two common nouns.

They planted pansies and marigolds.

1. Write a sentence about sports that includes one proper noun and one compound common noun.  
\_\_\_\_\_
2. Write a sentence about animals that includes two common nouns.  
\_\_\_\_\_
3. Write a sentence about an interesting place that includes one compound proper noun and two common nouns.  
\_\_\_\_\_
4. Write a sentence about your school that contains one compound proper noun and one proper noun.  
\_\_\_\_\_
5. Write a sentence about music that includes one compound proper noun and two common nouns.  
\_\_\_\_\_

# 16.2 Pronouns (Antecedents, Personal Pronouns)

## • Practice 1

**Antecedents of Pronouns** A pronoun is a word used to take the place of a noun. The noun a pronoun substitutes for is called an antecedent.

PRONOUNS AND ANTECEDENTS		
ANTECEDENT	PRONOUN	PRONOUN
<i>Elizabeth Macintosh</i>	asked	<i>her</i> parents if <i>she</i> could go.
	PRONOUN	ANTECEDENT
	Because of <i>his</i> sore knee,	the star <i>quarterback</i> couldn't play.

**Personal Pronouns** Personal pronouns refer to (1) the person speaking, (2) the person spoken to, or (3) the person, place, or thing spoken about.

First Person	Second Person	Third Person
I, me, my, mine we, us, our, ours	you, your, yours	he, him, his, she, her, hers, it, its, they, them, their, theirs

**Exercise 1** **Recognizing Pronouns and Antecedents.** Underline the personal pronoun in each sentence. Then, circle its antecedent.

**EXAMPLE:** The team lost its nerve in the third quarter.

1. Lisa, are you going to the party tonight?
2. When Paul drove up, everyone piled into his car.
3. Phyllis said that she would be absent today.
4. During the storm, the house lost its antenna.
5. "I must not forget," the child said over and over again.
6. With their suitcases packed, the Joneses left forever.
7. Joel, please take all of these gadgets with you.
8. The woman across the street left her trash in the driveway.
9. When he was very young, Mozart wrote beautiful music.
10. Why are you going to sleep, Tom?

**Exercise 2** **Using Personal Pronouns.** Fill in each blank with a personal pronoun.

**EXAMPLE:** Parker never remembers his lines.

1. Emily Dickinson spent much of \_\_\_\_\_ life in Amherst.
2. Randy, would \_\_\_\_\_ please give us a hand?
3. All of her friends sent her \_\_\_\_\_ best wishes.
4. With \_\_\_\_\_ motor running, the car sounded like a washing machine.
5. Tom Sawyer didn't always do \_\_\_\_\_ own work.
6. With \_\_\_\_\_ money ready, Trudy stood in the long line.
7. Many countries have \_\_\_\_\_ capitals in a central location.
8. These books are so good that I wish \_\_\_\_\_ were longer.
9. Charles Lindbergh flew \_\_\_\_\_ small plane across the Atlantic.
10. Anne Morrow Lindbergh features nature in many of \_\_\_\_\_ books.

# 16.2 Pronouns (Antecedents, Personal Pronouns)

## • Practice 2

**Exercise 1** Recognizing Antecedents. Circle the antecedent for each underlined pronoun.

**EXAMPLE:** Did Amy write both of the letters?

1. Some of the children are afraid of mice.
2. Andrea usually brings her lunch to school.
3. This is not the CD I ordered.
4. The horse has broken out of its stall.
5. Frank asked his father to help build the fire.
6. The explorers loaded supplies into their boat.
7. The Joneses enjoyed themselves at the picnic.
8. Did Joe bring his camera?
9. The boat with the red sail is the one that won.
10. The twins ordered strawberry milkshakes to drink with their lunches.
11. The fans jumped to their feet and cheered loudly.
12. That was the first time Sara had ever seen Jules.
13. Marcia bought herself a new jacket at the sale.
14. The umpire changed his call after seeing the tape.
15. The mayor wore a red suit to her inauguration.

**Exercise 2** Identifying Personal Pronouns. Underline the two personal pronouns in each sentence. Then draw an arrow from each personal pronoun to its antecedent.

**EXAMPLE:** Liz handed her brother his coat.

1. Alice asked Henry if he had brought his bike.
2. Paul baked his parents a cake for their party.
3. The twins took their skis with them.
4. Jody put down her pencil when she was finished.
5. Dad helped the Grants select their new piano and move it into the house.
6. The fans rose to their feet when they realized that the ball had gone over the fence.
7. The movie doesn't live up to its ads, but it does have an exciting ending.
8. Tracy enjoyed her trip and was sorry when it was over.
9. Ned decided he would order cake since it looked so good.
10. Ellen helped her brother find his baseball.
11. After paying for his purchases, Todd picked up the bag and carried it to the car.
12. Diane arranged her roses in a vase, filling the room with their delightful fragrance.
13. O. Henry got many of his story ideas when he was in prison.
14. Jamie likes the poems of Robert Frost because he can understand them.
15. In the attic, Annie found her mother's wedding dress and tried it on.

## 16.2

**Pronouns (Reflexive and Intensive Pronouns)****• Practice 1**

**Reflexive and Intensive Pronouns** A reflexive pronoun ends in *-self* or *-selves* and adds information to a sentence by pointing back to a noun or pronoun that appears earlier in the sentence. An intensive pronoun has the same ending as a reflexive pronoun but simply adds emphasis to a noun or pronoun in the same sentence.

REFLEXIVE AND INTENSIVE PRONOUNS		
	Singular	Plural
<b>First Person</b>	myself	ourselves
<b>Second Person</b>	yourself	yourselves
<b>Third Person</b>	himself, herself, itself	themselves

**Exercise 1** **Distinguishing Between Reflexive and Intensive Pronouns.** On the blank, write whether each sentence has a *reflexive* or *intensive* pronoun.

**EXAMPLE:** The article itself contains no new information. intensive

- Ted promised himself to work harder next semester. \_\_\_\_\_
- The jurors could not agree among themselves. \_\_\_\_\_
- The students made the scenery themselves. \_\_\_\_\_
- Ethel promised herself a reward for her hard work. \_\_\_\_\_
- The mayor presented the new program herself. \_\_\_\_\_
- We cooked the whole meal ourselves. \_\_\_\_\_
- Some animals protect themselves through camouflage. \_\_\_\_\_
- The pitcher scored the winning run himself. \_\_\_\_\_
- Have you asked yourselves why you are here? \_\_\_\_\_
- The players prepared themselves by staying in shape. \_\_\_\_\_

**Exercise 2** **Adding Reflexive and Intensive Pronouns to Sentences.** Fill in each blank with an appropriate reflexive or intensive pronoun.

**EXAMPLE:** Do yourself a favor.

- Many young children cannot amuse \_\_\_\_\_ easily.
- Ms. Willard said little about \_\_\_\_\_.
- Now my little brother can tie his shoes \_\_\_\_\_.
- Mr. Holmes supervised the experiment \_\_\_\_\_.
- Ivy easily attaches \_\_\_\_\_ to brick or stone walls.
- You must trust \_\_\_\_\_ to make the right decision.
- Only the teachers \_\_\_\_\_ know where we are having the picnic.
- We made up the rules \_\_\_\_\_.
- I gave \_\_\_\_\_ a break after an hour of studying.
- You can help \_\_\_\_\_ to another piece of cake.

# 16.2 Pronouns (Reflexive and Intensive Pronouns)

## • Practice 2

**Exercise 1** Distinguishing Between Reflexive and Intensive Pronouns. Underline the reflexive or intensive pronoun in each sentence. Then label each as *reflexive* or *intensive*.

**EXAMPLE:** The wind itself blew the door shut. intensive

1. I myself have never questioned Janet's loyalty. \_\_\_\_\_
2. We all enjoyed ourselves at the picnic. \_\_\_\_\_
3. The author described the plot to us herself. \_\_\_\_\_
4. Helen wallpapered her bedroom herself. \_\_\_\_\_
5. The governor himself answered our questions. \_\_\_\_\_
6. Paul kept telling himself he wasn't afraid. \_\_\_\_\_
7. The children went to the park by themselves. \_\_\_\_\_
8. The guests helped themselves from the heaping platters. \_\_\_\_\_
9. Pete had a hard time defending himself. \_\_\_\_\_
10. Rita found herself the only one left. \_\_\_\_\_
11. If you run with scissors, you might hurt yourself. \_\_\_\_\_
12. You yourselves are responsible for the decorations. \_\_\_\_\_
13. Speaking for myself, I don't agree with the senator. \_\_\_\_\_
14. Harry painted the room himself. \_\_\_\_\_
15. Gloria has always taken good care of herself. \_\_\_\_\_

**Exercise 2** Writing Sentences with Pronouns. Write a sentence for each pronoun, using the pronoun in the manner indicated in parentheses.

**EXAMPLE:** himself (reflexive) He bought the gifts himself.

1. herself (intensive) \_\_\_\_\_
2. herself (reflexive) \_\_\_\_\_
3. myself (intensive) \_\_\_\_\_
4. myself (reflexive) \_\_\_\_\_
5. ourselves (intensive) \_\_\_\_\_
6. ourselves (reflexive) \_\_\_\_\_
7. yourself (intensive) \_\_\_\_\_
8. yourself (reflexive) \_\_\_\_\_
9. himself (intensive) \_\_\_\_\_
10. itself (intensive) \_\_\_\_\_
11. itself (reflexive) \_\_\_\_\_
12. yourselves (intensive) \_\_\_\_\_
13. yourselves (reflexive) \_\_\_\_\_
14. themselves (intensive) \_\_\_\_\_
15. themselves (reflexive) \_\_\_\_\_



# 16.2 Pronouns (Demonstrative, Relative, and Interrogative Pronouns) • Practice 1

**Demonstrative, Relative, and Interrogative Pronouns** A demonstrative pronoun directs attention to a specific person, place, or thing.

DEMONSTRATIVE PRONOUNS			
this	that	these	those

A relative pronoun begins a subordinate clause and connects it to another idea in the sentence.

RELATIVE PRONOUNS				
that	which	who	whom	whose

An interrogative pronoun is used to begin a question.

INTERROGATIVE PRONOUNS				
what	which	who	whom	whose

**Exercise 1** Identifying Demonstrative, Relative, and Interrogative Pronouns. Write whether each underlined word is a *demonstrative*, a *relative*, or an *interrogative* pronoun.

**EXAMPLE:** Which of the cars is yours? interrogative

- Are these your keys? \_\_\_\_\_
- Is she the girl whom you met at the party? \_\_\_\_\_
- Whom have you asked for information? \_\_\_\_\_
- Tom is a person that everyone likes. \_\_\_\_\_
- Which of the twins was born first? \_\_\_\_\_
- This is the first edition of our school paper. \_\_\_\_\_
- What have you done with your umbrella? \_\_\_\_\_
- Have you found the book that you need? \_\_\_\_\_
- Is that your final decision? \_\_\_\_\_
- She is an artist whose work I admire. \_\_\_\_\_

**Exercise 2** Adding Demonstrative, Relative, and Interrogative Pronouns to Sentences. Fill in each blank with an appropriate *demonstrative*, *relative*, or *interrogative* pronoun.

**EXAMPLE:** These shirts look brighter than those.

- \_\_\_\_\_ is your favorite kind of ice cream?
- Are \_\_\_\_\_ the books you ordered?
- I got the directions from someone \_\_\_\_\_ lives nearby.
- Never make a promise \_\_\_\_\_ you cannot keep.
- \_\_\_\_\_ will pitch for the Bombers tonight?
- \_\_\_\_\_ is another book by the same author.
- \_\_\_\_\_ invited you to enter the essay contest?
- Is there anyone \_\_\_\_\_ can help you with your problem?
- Is there any way in \_\_\_\_\_ I can help you?
- With \_\_\_\_\_ did you leave a message?

**16.2**

**Pronouns (Demonstrative, Relative, and Interrogative Pronouns) • Practice 2**

**Exercise 1** Recognizing Demonstrative, Relative, and Interrogative Pronouns. Underline the pronoun in each sentence. Then label each as *demonstrative*, *relative*, or *interrogative*.

**EXAMPLE:** Alice chose the book that Paul wanted. relative

1. Which of the candidates is more likely to win? \_\_\_\_\_
2. Ralph was the person who told Lisa. \_\_\_\_\_
3. What will happen next? \_\_\_\_\_
4. This is a book by the same author. \_\_\_\_\_
5. Who was elected to represent the class? \_\_\_\_\_
6. Jake has a pen pal who lives in New Guinea. \_\_\_\_\_
7. Is that the jacket with the broken zipper? \_\_\_\_\_
8. What is Paul having for dinner? \_\_\_\_\_
9. Darryl's aunt is the lawyer who won the case. \_\_\_\_\_
10. These are the tomatoes from Mom's garden. \_\_\_\_\_
11. For whom are you baking the cookies? \_\_\_\_\_
12. Are those the apple trees Fiona mentioned earlier? \_\_\_\_\_
13. Whose baby is crying so loudly? \_\_\_\_\_
14. The person to whom Sally is writing is named Franklin. \_\_\_\_\_
15. Which of these three shades of pink do you prefer? \_\_\_\_\_

**Exercise 2** Using Pronouns in Sentences. Fill in each blank with the kind of pronoun indicated in parentheses.

**EXAMPLE:** (1) That (demonstrative) was the most exciting trip I have ever taken. We visited a castle (2) that (relative) was four hundred years old.

Carlito declared, (1) "\_\_\_\_\_ (demonstrative) is the best movie I have seen all year. The star, (2) \_\_\_\_\_ (relative) I have always liked, did a terrific job."

Roseanne answered, (3) "\_\_\_\_\_ (interrogative) was the name of the movie?"

"The strange thing," Carlito said, "is (4) \_\_\_\_\_ (relative) I can't remember the title."

(5) "\_\_\_\_\_ (interrogative) of the three theaters in town is showing it?" asked Roseanne.

"It's at the Roxie, (6) \_\_\_\_\_ (relative) is over on Tenth Avenue. It's also at the Star 12 on Eureka Road."

(7) "\_\_\_\_\_ (demonstrative) are both comfortable theaters," said Roseanne.

"With (8) \_\_\_\_\_ (interrogative) did you attend the movie?"

"Well, (9) \_\_\_\_\_ (demonstrative) is something I do remember. It was the person

(10) \_\_\_\_\_ (relative) drove me there: my mom!"

## 16.2 Indefinite Pronouns • Practice 1

**Indefinite Pronouns** Indefinite pronouns refer to people, places, or things, often without specifying which ones. Some indefinite pronouns may have an antecedent, but many do not have a specific antecedent.

INDEFINITE PRONOUNS			
Singular	Plural	Singular or Plural	
another	much	both	all
anybody	neither	few	any
anyone	nobody	many	more
anything	no one	others	Most
each	nothing	several	None
either	one		Some
everybody	other		
everyone	somebody		
everything	someone		
little	something		

**Exercise 1** **Recognizing Indefinite Pronouns.** Underline each indefinite pronoun in the sentences below.

**EXAMPLE:** Only one of the speakers answered any of the questions.

- Each of the players maintained a strict training schedule.
- Everyone had some of the cake.
- Many of the families offered their homes to some of the visitors.
- Few of the speakers had anything new to add.
- No one was able to answer all of the questions.
- Some of the books have been moved from that shelf to another.
- Most of the neighbors knew something about the legend.
- Janet suggested that little could be done to help.
- Neither of the plans was very attractive.
- We knew most of the guests at the party.

**Exercise 2** **Adding Indefinite Pronouns to Sentences.** Fill in each blank with an indefinite pronoun that makes sense. Circle any antecedents for the pronouns you write.

**EXAMPLE:** None of the cake was left.

- \_\_\_\_\_ of the players were familiar with the rules.
- The emcee asked \_\_\_\_\_ of the contestants the same question.
- The children asked for \_\_\_\_\_ to eat.
- The speaker knows \_\_\_\_\_ about her subject.
- \_\_\_\_\_ of the test questions were easy.
- Jon is always considerate of \_\_\_\_\_.
- Three days before the opening, \_\_\_\_\_ of the tickets had been sold.
- \_\_\_\_\_ of the candidates promised to lower taxes.
- My grandfather worries about \_\_\_\_\_.
- \_\_\_\_\_ of the fans shouted enthusiastically.

# 16.2 Indefinite Pronouns • Practice 2

**Exercise 1** **Identifying Indefinite Pronouns.** Underline the indefinite pronoun or indefinite pronouns in each sentence.

**EXAMPLE:** Most of us know something about insects.

(1) Although animals throughout the animal kingdom are adaptable, none have shown greater ability to adapt than insects. (2) Everyone knows that insects thrive in hot and humid jungle regions, but did you know that some also live in frozen polar regions? (3) Deserts, caves, lakes, and mountains provide homes for still others. (4) Few, however, are found in the Earth's oceans. (5) Scientists have already identified more of these small creatures than the average person would guess—over 800,000 different kinds. (6) No one is sure, but it seems likely that many remain to be discovered. (7) Some of the scientists who study insects estimate that there may be up to ten million kinds still to be identified. (8) All have six legs, three main body parts, and external skeletons that have helped them to survive. (9) One has a wingspan of about ten inches; another is only about one hundredth of an inch long. (10) Their great numbers and variety seem to have equipped insects with the ability to survive almost anything.

**Writing Application** **Writing Sentences with Pronouns.** Use the following instructions to write ten sentences of your own.

**EXAMPLE:** Write a sentence that includes a personal pronoun and a reflexive pronoun.

I invited myself to dinner.

1. Write a sentence that includes two personal pronouns.  
\_\_\_\_\_
2. Write a sentence that includes a personal pronoun and an intensive pronoun.  
\_\_\_\_\_
3. Write a sentence that includes a demonstrative pronoun followed by the word *is*.  
\_\_\_\_\_
4. Write a sentence that includes a personal pronoun and a relative pronoun.  
\_\_\_\_\_
5. Write a sentence that includes an interrogative pronoun or an indefinite pronoun, followed by the word *of*.  
\_\_\_\_\_
6. Write a sentence that includes two personal pronouns and an indefinite pronoun.  
\_\_\_\_\_
7. Write a sentence that includes an intensive pronoun and a demonstrative pronoun.  
\_\_\_\_\_
8. Write a sentence that includes a reflexive pronoun, a personal pronoun, and a relative pronoun.  
\_\_\_\_\_
9. Write a sentence that includes an interrogative pronoun and two demonstrative pronouns.  
\_\_\_\_\_
10. Write a sentence that includes a relative pronoun, an intensive pronoun, and an indefinite pronoun.  
\_\_\_\_\_

# 17.1 Action Verbs • Practice 1

**Visible and Mental Action** A verb is a word that expresses time while showing an action, a condition, or the fact that something exists. An action verb is a verb that tells what action someone or something is performing. An action verb may show mental action as well as visible action.

Visible Action		Mental Action	
dig	yell	wonder	hope
measure	play	believe	think

**Transitive and Intransitive Verbs** An action verb is transitive if it directs action toward someone or something. An action verb is intransitive if it does not direct action toward someone or something.

Transitive	Intransitive
Angie <i>played</i> baseball. (played what?) baseball	Danny <i>played</i> well. (played what?) no answer

**Exercise 1** **Recognizing Visible and Mental Actions.** Underline each verb that shows visible action. Circle each verb that shows mental action.

**EXAMPLE:** No one understood the question.

- Hansel and Gretel wandered through the forest.
- The teacher carefully considered the question.
- Grandma always gives me a treat.
- David wrote an excellent essay.
- The plane glided to a stop.
- We wanted to surprise Jessica with a birthday party.
- Our team built the best sand castle.
- Last night our family talked about our summer vacation.
- Darin wished for a career in music.
- We planted marigolds all around the vegetable garden.

**Exercise 2** **Distinguishing Between Transitive and Intransitive Verbs.** On each blank at the right, write *transitive* or *intransitive* to describe the action verb in each sentence.

**EXAMPLE:** Janet studied hard for the test. intransitive

- My mother studied Latin in high school. \_\_\_\_\_
- All the scout troops marched in the holiday parade. \_\_\_\_\_
- Dana entered her poem in the contest. \_\_\_\_\_
- The chef prepared spectacular desserts. \_\_\_\_\_
- The cowhand swung his lariat high above his head. \_\_\_\_\_
- The monkeys swung from tree to tree. \_\_\_\_\_
- Prairie dogs tunnel underground. \_\_\_\_\_
- We divided the rest of the cake among us. \_\_\_\_\_
- The train departed an hour late. \_\_\_\_\_
- After their long trek, the hikers ate greedily. \_\_\_\_\_

# 17.1 Action Verbs • Practice 2

**Exercise 1** **Recognizing Action Verbs.** Underline the action verb in each sentence. Then label each as *visible* or *mental*.

**EXAMPLE:** Sarah attended the concert. visible

1. The posse drove the bank robbers out of town. \_\_\_\_\_
2. I learned that song in kindergarten. \_\_\_\_\_
3. Some people worry about everything. \_\_\_\_\_
4. A nurse held the baby up to the nursery window. \_\_\_\_\_
5. Mom jogs two miles every morning. \_\_\_\_\_
6. The secretary filed the letter in the wrong drawer. \_\_\_\_\_
7. Paul often sleeps for twelve hours straight. \_\_\_\_\_
8. Our dog chased the squirrel up the tree. \_\_\_\_\_
9. We appreciated Elena's kindness. \_\_\_\_\_
10. The mayor wondered about the voters' reaction. \_\_\_\_\_

**Exercise 2** **Distinguishing Between Transitive and Intransitive Verbs.** Underline the action verb in each sentence. Then label each as *transitive* or *intransitive*.

**EXAMPLE:** The puppy growled at me. intransitive

1. Who called? \_\_\_\_\_
2. Someone ate my sandwich. \_\_\_\_\_
3. Mark reads the dictionary for pleasure. \_\_\_\_\_
4. Icicles hung from the roof. \_\_\_\_\_
5. Kelly often reads until bedtime. \_\_\_\_\_
6. We saw Grandma last night. \_\_\_\_\_
7. Sheila searched frantically for her umbrella. \_\_\_\_\_
8. The campers feared the bears. \_\_\_\_\_
9. A guide directed us back to our hotel. \_\_\_\_\_
10. The fans shouted their approval. \_\_\_\_\_
11. Eric shouted to his friend. \_\_\_\_\_
12. We crawled carefully under the fence. \_\_\_\_\_
13. The raindrops danced on the pavement. \_\_\_\_\_
14. A stray dog followed us home from the park. \_\_\_\_\_
15. The campers pitched their tent near the brook. \_\_\_\_\_
16. Helen pitched for nine straight innings. \_\_\_\_\_
17. Portia walks her dog before school every morning. \_\_\_\_\_
18. The speaker walked to the front of the platform. \_\_\_\_\_
19. We waited for three hours at the station. \_\_\_\_\_
20. The king offered a reward for the missing jewels. \_\_\_\_\_

## 17.2 Linking Verbs (*Be*, Other Linking Verbs) • Practice 1

**Forms of *Be*** A linking verb is a verb that connects a word at or near the beginning of a sentence with a word at or near the end. In English the most common linking verb is some form of *be*.

THE FORMS OF <i>BE</i>					
am	am being	can be	shall be	have been	might have been
are	are being	could be	should be	has been	must have been
is	is being	may be	will be	had been	shall have been
was	was being	might be	would be	could have been	should have been
were	were being	must be		may have been	will have been
					would have been

**Other Linking Verbs** Other verbs may be used in the same ways as *be* to link two parts of a sentence.

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

**Exercise 1** **Recognizing Forms of *Be* Used as Linking Verbs.** Circle the form of *be* in each sentence below. Then underline the words in the sentence that the verb links.

**EXAMPLE:** Geoff may be our new class president.

- The fans were eager for a win.
- The purpose of the experiment was not clear to us.
- Some of the council members were angry about the tax proposal.
- Like my mother, I am an ardent music lover.
- Both candidates were optimistic throughout the day.
- One of the boxes was completely empty.
- Reviews in both major papers were unfavorable.
- Some people are anxious about dental appointments.
- This colorful poster is suitable for framing.
- T-shirts are popular dress among young people.

**Exercise 2** **Recognizing Other Linking Verbs.** Circle the linking verb in each sentence. Then underline the words that the verb links.

**EXAMPLE:** Aunt Ethel seemed happy with our visit.

- The patient looks better today.
- The lemonade tastes sour.
- The crowd became angry.
- The old barn smelled musty.
- That music sounds too loud.

## 17.2 Linking Verbs (*Be*, Other Linking Verbs) • Practice 2

**Exercise 1** Recognizing Forms of *Be* Used as Linking Verbs. Underline each linking verb. Then draw a double-headed arrow to show which words are linked by the verb.

**EXAMPLE:** Ms. Hughes was happy about the promotion.

1. Helena is our new president.
2. Both candidates were certain of victory.
3. The patient was a man with great courage.
4. I am nervous about the interview.
5. The play was a huge success.
6. The Homans are our new neighbors.
7. The governor is always considerate of her staff.
8. The press was critical of the mayor's plan.
9. I am always the last person in line.
10. The score was lopsided almost from the kick-off.
11. The campers should have been afraid of the bears.
12. Darlene could be Donna's twin sister.
13. You must have been thrilled at the news.
14. The children were being extremely rude to the newcomer.
15. The error must have been serious.

**Exercise 2** Identifying Other Linking Verbs. Underline each linking verb. Then draw a double-headed arrow to show which words are linked by the verb.

**EXAMPLE:** Sean felt better after his nap.

1. The book became a classic.
2. Erica sounded happy about the results.
3. Peter Pan stayed a child all of his life.
4. Everyone feels a little lonely at times.
5. The bill became law despite the President's veto.
6. The boys remained good friends all their lives.
7. That style looks good on you.
8. The weather turned suddenly colder during the night.
9. The smaller car seemed more attractive.
10. The child grew sleepy after a long day at the beach.



# 17.2 Linking Verbs (Linking Verb or Action Verb?)

## • Practice 1

**Linking Verb or Action Verb?** Some verbs may be used as an action verb in one sentence and as a linking verb in another. If a verb is a linking verb, *am*, *are*, or *is* will make sense when substituted for it in a sentence.

Linking Verbs	Action Verbs
Robbie <i>grew</i> quite tall. (Robbie <i>is</i> tall?) linking	Robbie <i>grew</i> tomatoes. (Robbie <i>is</i> tomatoes?) not linking
The pizza <i>smells</i> good. (The pizza <i>is</i> good?) linking	Tanya <i>smelled</i> the rose. (Tanya <i>is</i> the rose?) not linking

**Exercise 1** **Distinguishing Between Linking Verbs and Action Verbs.** On each blank at the right, write whether each sentence contains a linking verb or an action verb.

**EXAMPLE:** This soup tastes too salty. linking

- The chef tasted the sauce. \_\_\_\_\_
- The lemon juice turned the milk sour. \_\_\_\_\_
- The driver turned the corner carefully. \_\_\_\_\_
- I looked carefully through the book. \_\_\_\_\_
- I felt refreshed after my catnap. \_\_\_\_\_
- We stayed for three hours. \_\_\_\_\_
- Erin remains friends with Dawn even now. \_\_\_\_\_
- Mom felt the fabric before buying it. \_\_\_\_\_
- The nurse sounded the alarm. \_\_\_\_\_
- The baby looks a little pale. \_\_\_\_\_

**Exercise 2** **Adding Verbs to Sentences.** Fill in each blank within the sentence with an appropriate verb. On each blank line at the right, write whether the verb is an action verb or a linking verb.

**EXAMPLE:** Everyone stayed calm during the emergency. linking

- Cold lemonade \_\_\_\_\_ refreshing on a warm day. \_\_\_\_\_
- Last night I \_\_\_\_\_ squid for the first time. \_\_\_\_\_
- Since his illness, Grandpa \_\_\_\_\_ tired easily. \_\_\_\_\_
- Litmus paper \_\_\_\_\_ red in an acid solution. \_\_\_\_\_
- The bus \_\_\_\_\_ left into the service area. \_\_\_\_\_
- Our neighbor \_\_\_\_\_ prize-winning roses. \_\_\_\_\_
- I \_\_\_\_\_ interested in coins a year ago. \_\_\_\_\_
- Each bird's call \_\_\_\_\_ different. \_\_\_\_\_
- We \_\_\_\_\_ at four different models. \_\_\_\_\_
- The jeweler \_\_\_\_\_ closely at the ring. \_\_\_\_\_

**17.2**

**Linking Verbs (Linking Verb or Action Verb?)**

**• Practice 2**

**Exercise 1** **Distinguishing Between Linking Verbs and Action Verbs.** Underline the verb in each sentence. Then label each as *linking* or *action*.

**EXAMPLE:** The baby gently felt the kitten's fur. action

1. The kiss turned the handsome prince into an ugly frog. \_\_\_\_\_
2. The vegetables tasted salty. \_\_\_\_\_
3. Archie tasted the snails after a little hesitation. \_\_\_\_\_
4. Fred smelled the flowers. \_\_\_\_\_
5. The star always grows nervous before a performance. \_\_\_\_\_
6. The bridge looked sturdy enough. \_\_\_\_\_
7. The crowd became restless. \_\_\_\_\_
8. The grass turned brown during the drought. \_\_\_\_\_
9. This milk smells sour. \_\_\_\_\_
10. Dad stayed at home with the children. \_\_\_\_\_
11. The guard sounded the alarm. \_\_\_\_\_
12. The groundhog appeared on schedule. \_\_\_\_\_
13. The detective looked closely at the fingerprints. \_\_\_\_\_
14. The two remained friends through the years. \_\_\_\_\_
15. The candidate appeared confident during the campaign. \_\_\_\_\_
16. Two tourists remained in the museum. \_\_\_\_\_
17. We all felt cooler after a dip in the ocean. \_\_\_\_\_
18. Our neighbor grows magnificent roses. \_\_\_\_\_
19. The troops stayed loyal to the general during the battle. \_\_\_\_\_
20. Sharon sounds happy about her job. \_\_\_\_\_

**Writing Application** **Writing Sentences with Linking and Action Verbs.** Use each verb in two sentences of your own, first as a linking verb, then as an action verb.

**EXAMPLE:** remain Even after eating, the boys remained hungry.  
Three students remained in the gym.

1. turn \_\_\_\_\_  
\_\_\_\_\_
2. look \_\_\_\_\_  
\_\_\_\_\_
3. sound \_\_\_\_\_  
\_\_\_\_\_
4. taste \_\_\_\_\_  
\_\_\_\_\_
5. feel \_\_\_\_\_  
\_\_\_\_\_

# 17.3 Helping Verbs • Practice 1

**Recognizing Helping Verbs** Helping verbs are verbs that can be added to another verb to make a single verb phrase. Any of the many forms of *be* as well as some other common verbs can be used as helping verbs.

HELPING VERBS OTHER THAN THE FORMS OF BE			
do	have	shall	can
does	has	should	could
did	had	will	may
		would	might
			must

VERB PHRASES	
Helping Verbs	Key Verbs
am	talking
can	write
will be	studying
should have been	considered

**Finding Helping Verbs in Sentences** Other words may sometimes separate helping verbs from key verbs.

VERB PHRASES SEPARATED
Mom <i>will</i> certainly not <i>allow</i> anyone in the kitchen at that time.
<i>Has</i> anyone <i>seen</i> my keys to the apartment?

**Exercise 1** Adding Helping Verbs to Sentences. Fill in each blank with an appropriate helping verb.

**EXAMPLE:** You should have come with us.

- I \_\_\_\_\_ studying for two hours.
- Who \_\_\_\_\_ running for student council?
- We \_\_\_\_\_ never \_\_\_\_\_ done it without your help.
- Dinner \_\_\_\_\_ not be ready for a while.
- \_\_\_\_\_ the show \_\_\_\_\_ starting soon?
- I \_\_\_\_\_ going to camp this summer.
- We \_\_\_\_\_ prepared more food.
- The first guests \_\_\_\_\_ arriving at any moment.
- The runner \_\_\_\_\_ not even seem winded.
- The diver \_\_\_\_\_ positioned herself more carefully.

**Exercise 2** Identifying Helping Verbs. Underline each helping verb in the sentences below. Circle the key verb in each verb phrase.

**EXAMPLE:** Will Tasha be arriving today?

- Phil should never have repeated that remark.
- Ms. Wilkins does not always announce tests.
- Will your sister be starting college this fall?
- How could I have been so mistaken?
- Did you make your train on time?
- What else do you need?
- They must have left late.
- Bill may not call tonight.
- Why is Tracy crying?
- Where have you put it?

# 17.3 Helping Verbs • Practice 2

## Exercise 1 Supplying Helping Verbs. In each sentence, write one helping verb for each blank.

**EXAMPLE:** Al will be waiting for me.

1. Judd \_\_\_\_\_ written a poem about growing up.
2. \_\_\_\_\_ you finished your homework?
3. I still \_\_\_\_\_ not found my record album.
4. The governor \_\_\_\_\_ speaking.
5. The party \_\_\_\_\_ ended by now.
6. \_\_\_\_\_ Ellie ever visited San Francisco?
7. Gary \_\_\_\_\_ not \_\_\_\_\_ delayed.
8. The game \_\_\_\_\_ not \_\_\_\_\_ delayed.
9. When \_\_\_\_\_ the furniture \_\_\_\_\_ delivered?
10. Janet \_\_\_\_\_ not \_\_\_\_\_ chosen.

## Exercise 2 Locating Helping Verbs. Underline the verb phrase in each sentence. Include all helping verbs but do not include any words that interrupt the verb phrase.

**EXAMPLE:** Most of the earth has been explored thoroughly.

- (1) Explorers have been faced with many obstacles. (2) They may spend days looking for a shallow place in a river to cross safely. (3) Canyons and ravines can often not be crossed at all. (4) Instead, people must travel long distances around them. (5) Mountain ranges have always presented a challenge. (6) Explorers must search for a pass through them. (7) Some explorers searching for mountain passes have been killed by storms, severe cold, or landslides. (8) Desert heat can also be dangerous. (9) Even insects can be a hazard. (10) Would you explore the few areas that remain?

## Writing Application Writing Sentences with Helping Verbs. Use the following instructions to write five sentences of your own.

**EXAMPLE:** Use the verb phrase *has seen* in a question.

Has Liz seen that movie yet?

1. Interrupt the verb phrase *can be fixed* with the word *not*.  
\_\_\_\_\_
2. Use the verb phrase *does work* in a question.  
\_\_\_\_\_
3. Interrupt the verb phrase *should have started* with the words *never really*.  
\_\_\_\_\_
4. Interrupt the verb phrase *must have been running* with the word *definitely*.  
\_\_\_\_\_
5. Use the verb phrase *will succeed* in a question.  
\_\_\_\_\_

# 18.1 Adjectives (Modification, Articles) • Practice 1

**The Process of Modification** An adjective is a word used to describe a noun or pronoun, or to give a noun or pronoun a more specific meaning. Adjectives answer the questions *What kind? Which one? How many?* or *How much?* about the nouns or pronouns they modify.

ADJECTIVE QUESTIONS		
<b>What Kind?</b>	<i>rare coin</i>	<i>lucky one</i>
<b>Which One?</b>	<i>first try</i>	<i>that dog</i>
<b>How Many?</b>	<i>seven days</i>	<i>few people</i>
<b>How Much?</b>	<i>adequate time</i>	<i>no money</i>

**Articles** The definite article, *the*, indicates that the noun it modifies refers to a specific person, place, or thing. The indefinite articles, *a* and *an*, indicate that the nouns they modify may refer to any one of a class of people, place, or things. The following chart summarizes the rules for choosing between *a* and *an*.

Consonant Sounds	Vowel Sounds
a <i>book</i>	an <i>incident</i>
a <i>horn</i> ( <i>h</i> sound)	an <i>honorable</i> decision (no <i>h</i> sound)
a <i>one-day</i> sale ( <i>w</i> sound)	an <i>open</i> door ( <i>o</i> sound)
a <i>unicycle</i> ( <i>y</i> sound)	an <i>umbrella</i> ( <i>u</i> sound)

**Exercise 1** **Identifying Adjectives.** Underline the two adjectives in each sentence. Do not count *a*, *an*, and *the*.

**EXAMPLE:** The final play in the game was spectacular.

- Dad divided the apple pie among the eager guests.
- The runner was proud of setting a new record.
- The passengers remained calm in spite of the turbulent weather.
- The giant spacecraft orbited Earth for ten days.
- Everything always looks fresher and greener after a rainfall.
- No one in the class had the correct answer to the last question.
- Cellars of old houses near the river flood during heavy rains.
- The first speaker raised an interesting point.
- At the last debate, Collins seemed the stronger candidate.
- The new students were eager to volunteer.

**Exercise 2** **Using Articles in Sentences.** Fill in each blank with the correct article called for in parentheses.

**EXAMPLE:** a Halloween costume (indefinite)

- \_\_\_\_\_ exotic flower (indefinite)
- \_\_\_\_\_ plaid coat (definite)
- \_\_\_\_\_ one-horse town (indefinite)
- \_\_\_\_\_ unanimous vote (indefinite)
- \_\_\_\_\_ honorary degree (indefinite)
- \_\_\_\_\_ final episode (definite)
- \_\_\_\_\_ unique opportunity (indefinite)
- \_\_\_\_\_ new book (definite)
- \_\_\_\_\_ travel agent (definite)
- \_\_\_\_\_ unusual bird (indefinite)

# 18.1 Adjectives (Modification, Articles) • Practice 2

**Exercise 1** Recognizing Words Modified by Adjectives. Circle the word or words modified by each underlined adjective.

**EXAMPLE:** In the green meadow stood an ugly, old ram.

1. A strange creature crept out of the murky water.
2. A steady diet of any food will not provide sufficient nutrients.
3. The winner, weary but happy, gave us a broad grin.
4. The big game was played on a raw, cold day.
5. A long drive lined with stately, old oaks led to an old mansion.
6. Many people watched as a new record was set.
7. You were generous to give me the larger piece.
8. Alice wasted the first wish because she had not given the matter enough thought.
9. Dana tried a third time, and then she was successful.
10. The pale and wintry sun gave little warmth.
11. Over short distances, cheetahs are the fastest land animals.
12. The yellowish fur of a leopard has black spots.
13. Eagles and hawks are carnivorous birds with long, sharp claws.
14. A few eagles are so big that they can catch small deer.
15. Young ducks and geese have short, thick feathers called *down*.

**Exercise 2** Using Definite and Indefinite Articles. Write the article needed to complete each sentence.

**EXAMPLE:** I had an apple for dessert. (indefinite)

1. Joey studied hard for \_\_\_\_\_ exam. (definite)
2. Alison is \_\_\_\_\_ one-woman band. (indefinite)
3. That book has \_\_\_\_\_ unusual title. (indefinite)
4. Did you find \_\_\_\_\_ car keys? (definite)
5. Grandma always keeps \_\_\_\_\_ cookie jar full. (definite)
6. June will give us \_\_\_\_\_ honest answer. (indefinite)
7. Dad fixed us \_\_\_\_\_ omelet for lunch. (indefinite)
8. \_\_\_\_\_ agent showed us several houses. (definite)
9. We stayed in \_\_\_\_\_ hotel just outside town. (indefinite)
10. Liz had brought \_\_\_\_\_ umbrella. (indefinite)
11. Deer's antlers fall off in \_\_\_\_\_ winter. (definite)
12. The bird looked for \_\_\_\_\_ good place for her nest. (indefinite)
13. Jake picked up \_\_\_\_\_ apple that had fallen to the ground. (indefinite)
14. \_\_\_\_\_ largest bird is the ostrich. (definite)
15. We saw \_\_\_\_\_ hummingbird at our new feeder. (indefinite)

# 18.1 Adjectives (Nouns Used as Adjectives, Proper and Compound Adjectives) • Practice 1

**Nouns Used as Adjectives** A noun used as an adjective answers the question *What kind?* or *Which one?* about a noun that follows it.

Nouns	Nouns Used as Adjectives
Snack	snack food ( <i>What kind of food?</i> )
ring	ring finger ( <i>Which finger?</i> )

**Proper and Compound Adjectives** A proper adjective is a proper noun used as an adjective or an adjective formed from a proper noun.

Proper Nouns as Adjectives	Proper Adjectives from Proper Nouns
Boston newspaper	Bostonian dialect
India ink	Indian curry

A compound adjective is an adjective made up of more than one word.

Hyphenated Compound Adjectives	Combined Compound Adjectives
long-distance operator	bedtime story
saber-toothed tiger	household goods

**Exercise 1** **Recognizing Nouns Used as Adjectives, Proper Adjectives, and Compound Adjectives.** On each blank at the right, write *noun*, *proper adjective*, or *compound adjective* to describe the underlined adjective in that sentence.

**EXAMPLE:** We had dinner in a Greek restaurant. proper adjective

- The decision had far-reaching effects. \_\_\_\_\_
- Ms. Wallace is running for a town office. \_\_\_\_\_
- David Copperfield is a favorite Dickensian character. \_\_\_\_\_
- My mother raises African violets. \_\_\_\_\_
- Those children like peppermint-flavored ice cream. \_\_\_\_\_
- Dairy products are good sources of calcium and protein. \_\_\_\_\_
- Each camper had a bottle of insect repellent. \_\_\_\_\_
- The Parkers are very closemouthed about their new business. \_\_\_\_\_
- We have a birdbath in our rose garden. \_\_\_\_\_
- This juice comes from Florida oranges. \_\_\_\_\_

**Exercise 2** **Using Proper and Compound Adjectives to Modify Nouns.** Rewrite each word group below to contain a proper adjective or a compound adjective before the main noun.

**EXAMPLE:** Lens with a wide angle wide-angle lens

- cafe on a sidewalk \_\_\_\_\_
- hat of a cowboy \_\_\_\_\_
- serape from Mexico \_\_\_\_\_
- streets of the inner city \_\_\_\_\_
- island in Hawaii \_\_\_\_\_

**18.1**

# Adjectives (Nouns Used as Adjectives, Proper and Compound Adjectives) • Practice 2

**Exercise 1** **Identifying Nouns Used as Adjectives.** Underline the noun or nouns that are used as adjectives in each sentence. Make sure each one modifies another noun.

**EXAMPLE:** Good family members should be careful shoppers.

(1) When you go to the grocery store, do you look for a breakfast cereal, fruit drink, or soap powder with a famous name? (2) If so, you probably pay more than you would if you bought another household product.

(3) Name brands—products with well-known names—are sold across the country. (4) As a result, name brands are usually more costly than regional products, which are sold in a limited area.

(5) Producers of national brands know the value of package design and spend money to give products shelf appeal.

**Exercise 2** **Recognizing Proper and Compound Adjectives.** Underline the proper and compound adjectives in each sentence.

**EXAMPLE:** German shepherds make high-spirited pets.

(1) From the days of the Egyptian and Mesopotamian empires, people have valued dogs because many of their senses are much stronger than ours. (2) A dog’s sense of smell is keen, as can be seen in the fugitive-hunting activities of the bloodhound. (3) A dog’s sense of hearing is acute, especially for high-pitched sounds. (4) Though dogs are nearsighted and colorblind, their eyes can detect the slightest movement.

(5) In far-off days, dogs first served people as hunters. (6) Mesopotamian records from 3000 B.C. describe greyhound-like dogs. (7) Labrador retrievers, Irish setters, and Russian wolfhounds are a few descendants of early hunters. (8) Work dogs also have a long-lived history. (9) German shepherds, English collies, and Siberian huskies belong to the hard-working group. (10) Today, most breeds, such as the Yorkshire terrier, the Mexican chihuahua, and the French poodle, are kept mainly for companionship.

**Writing Application** **Writing Sentences with Adjectives.** Write each sentence, adding one or more adjectives. Include at least one noun used as an adjective, one proper adjective, and one compound adjective.

**EXAMPLE:** The team won a game.

The basketball team won a tournament game.

1. We moved the table out under the tree.  
\_\_\_\_\_
2. The house on our street has a fence around it.  
\_\_\_\_\_
3. We had food for dinner.  
\_\_\_\_\_
4. The child played with the ball.  
\_\_\_\_\_
5. The driver couldn’t read the sign.  
\_\_\_\_\_



# 18.1 Pronouns Used as Adjectives • Practice 1

**Possessive Pronouns or Adjectives** A pronoun is used as an adjective if it modifies a noun. A personal pronoun used as a possessive adjective answers the question *Which one?* about a noun that follows it.

POSSESSIVE ADJECTIVES							
my	your	his	her	its	our	their	

**Demonstrative, Interrogative, and Indefinite Adjectives** A demonstrative, interrogative, or indefinite pronoun used as an adjective answers the question *Which one? How many? or How much?* about the noun that follows it.

Demonstrative Adjectives	Interrogative Adjectives
this, that, these, those	what, which, whose

INDEFINITE ADJECTIVES			
Singular	Plural	Singular or Plural	
another	both	all	other
each	few	any	some
either	many	more	
neither	several	most	

**Exercise 1** **Recognizing Possessive Adjectives.** Underline the possessive adjective in each sentence and circle the noun it modifies.

**EXAMPLE:** We were late because our car broke down.

1. Is your typewriter broken?
2. The cat cleaned its paws.
3. The jurors have taken their seats.
4. The mayor is in her office.
5. Who broke my tennis racquet?
6. We take our vacation in August.
7. Several guests brought their records.
8. I left my notes in school.
9. The boat came off its moorings.
10. Did Dad tell you his surprise?

**Exercise 2** **Adding Other Pronouns Used as Adjectives.** Fill in each blank with the kind of pronoun given in parentheses.

**EXAMPLE:** Whose notebook is this? (interrogative)

1. \_\_\_\_\_ tomatoes are bigger than last year's. (demonstrative)
2. \_\_\_\_\_ prominent citizens oppose the bill. (indefinite)
3. \_\_\_\_\_ student completed a questionnaire. (indefinite)
4. \_\_\_\_\_ career are you thinking of? (interrogative)
5. \_\_\_\_\_ class are you in for math? (interrogative)

# 18.1 Pronouns Used as Adjectives • Practice 2

**Exercise 1** **Recognizing Personal Pronouns That Act as Adjectives.** Underline the possessive pronoun used as an adjective in each of the following sentences. Circle the word it modifies.

**EXAMPLE:** The lion paced restlessly up and down in its (cage).

1. Have you asked your parents for permission to go to the movies?
2. Stan offered his help to the motorist stranded by the side of the road.
3. All of the players carried their helmets.
4. After the game Tess and her friends waited for the bus.
5. Our grandparents are coming to visit us next week.
6. She helped me with my homework.
7. The dog wagged its tail at us.
8. Jed and Michael rode their bicycles to school.
9. The baby robin fell from its nest during the storm.
10. Please put the books back on their shelves.

**Exercise 2** **Recognizing Other Pronouns Used as Adjectives.** Underline the pronouns used as adjectives. Label each as *demonstrative*, *interrogative*, or *indefinite*.

**EXAMPLE:** Did you catch all of these trout? demonstrative

1. Some students still have tickets for the game. \_\_\_\_\_
2. Which sport is Judy trying out for? \_\_\_\_\_
3. All citizens have a duty to vote. \_\_\_\_\_
4. What subject do you like best? \_\_\_\_\_
5. Are these sunglasses yours or mine? \_\_\_\_\_
6. We visited several museums last summer. \_\_\_\_\_
7. Each teacher must hand in a written report. \_\_\_\_\_
8. That car seldom starts easily on cold mornings. \_\_\_\_\_
9. Whose trumpet did you borrow? \_\_\_\_\_
10. Please mail those letters. \_\_\_\_\_

**Writing Application** **Writing Sentences with Pronouns Used as Adjectives.** Use each pronoun as an adjective in a sentence of your own. Then draw an arrow from each pronoun to the word it modifies.

**EXAMPLE:** both Julie wore both sweaters.

1. each \_\_\_\_\_
2. its \_\_\_\_\_
3. this \_\_\_\_\_
4. that \_\_\_\_\_
5. which \_\_\_\_\_

## 18.2 Adverbs (Modifying Verbs) • Practice 1

**Adverbs Modifying Verbs** An adverb is a word that modifies a verb, an adjective, or another adverb. An adverb modifying a verb answers the question *Where? When? In what manner?* or *To what extent?*

ADVERBS MODIFYING VERBS		
<b>Where?</b>	looked <i>around</i>	turned <i>right</i>
<b>When?</b>	awoke <i>early</i>	arrived <i>yesterday</i>
<b>In What Manner?</b>	<i>easily</i> won	ran <i>fast</i>
<b>To What Extent?</b>	had <i>barely</i> touched	<i>thoroughly</i> understood

**Exercise 1** **Recognizing Adverbs That Modify Verbs.** Underline the adverb that modifies a verb in each sentence. On each line at the right, write the question the adverb answers.

**EXAMPLE:** I have seldom seen a better performance. when

- The ice storm completely destroyed several buildings. \_\_\_\_\_
- The emergency crew arrived promptly. \_\_\_\_\_
- New condominiums will be built nearby. \_\_\_\_\_
- Leave the packages here. \_\_\_\_\_
- The aerialist cautiously tiptoed across the rope. \_\_\_\_\_
- The sailor pulled the anchor up. \_\_\_\_\_
- Our neighbors will be moving away. \_\_\_\_\_
- The children laughed hard at the clown's pranks. \_\_\_\_\_
- Ellen spelled one word incorrectly. \_\_\_\_\_
- Did you return the call immediately? \_\_\_\_\_

**Exercise 2** **Adding Adverbs to Modify Verbs.** Fill in the blank in each sentence below with an adverb that modifies the verb.

**EXAMPLE:** We usually go away during the month of August.

- The plane gradually moved \_\_\_\_\_.
- The guests \_\_\_\_\_ ate anything that was offered.
- The writer worked \_\_\_\_\_ on the revisions.
- Several musicians will perform \_\_\_\_\_.
- Our connecting flight from Chicago arrived \_\_\_\_\_.
- Phyllis solved every problem \_\_\_\_\_.
- My grandfather \_\_\_\_\_ does the Sunday crossword puzzle.
- The siren wailed \_\_\_\_\_ in the distance.
- That meat should be cooked \_\_\_\_\_.
- Please meet me \_\_\_\_\_.

# 18.2 Adverbs (Modifying Verbs) • Practice 2

**Exercise 1** Recognizing Adverbs That Modify Verbs. Write the adverb in each sentence in the correct column.

**EXAMPLE:** We have almost finished our work.

<u>Where?</u>	<u>When?</u>	<u>In What Manner?</u>	<u>To What Extent?</u>
_____	_____	_____	<i>almost</i> _____

1. The pork chops are being served now.
2. The child behaved badly at the circus.
3. Several guests arrived late.
4. Julia beat the eggs briskly.
5. Have any of the tomatoes ripened completely?
6. You'll find the package inside.
7. Our neighbors are moving away.
8. Ted bravely answered the question.
9. The patient has fully recovered from surgery.
10. Jason finished the test early.
11. The pianist performed brilliantly.
12. I will meet you there.
13. The new mayor spoke confidently about the future of the city.
14. Yesterday I forgot my lab notebook.
15. The leaves rustled softly.

<u>Where?</u>	<u>When?</u>	<u>In What Manner?</u>	<u>To What Extent?</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____
13. _____	_____	_____	_____
14. _____	_____	_____	_____
15. _____	_____	_____	_____

# 18.2 Adverbs (Modifying Adjectives and Other Adverbs)

## • Practice 1

**Adverbs Modifying Adjectives** An adverb modifying an adjective answers only one question: *To what extent?*

MODIFYING ADJECTIVES	
<i>too</i> eager	<i>very</i> far
<i>slightly</i> nervous	<i>nearly</i> ready

**Adverbs Modifying Other Adverbs** An adverb modifying another adverb also answers just one question: *To what extent?*

MODIFYING ADVERBS	
worked <i>very</i> carefully	followed <i>too</i> closely
visits <i>almost</i> daily	<i>only</i> slightly hungry

**Exercise 1** **Recognizing the Words Adverbs Modify.** On each blank at the right, write whether each underlined adverb modifies an adjective or another adverb.

**EXAMPLE:** The President was extremely upset by the news leak. adjective

- The end of the movie was rather unsatisfying. \_\_\_\_\_
- Alison will almost certainly finish the course. \_\_\_\_\_
- That is an exceptionally good novel. \_\_\_\_\_
- The alarm clock hardly ever wakes me up. \_\_\_\_\_
- Dad seemed genuinely surprised by the party. \_\_\_\_\_
- The mayor was quite strongly opposed to the new law. \_\_\_\_\_
- The patient seemed somewhat stronger today. \_\_\_\_\_
- Hardly any cookies were left over. \_\_\_\_\_
- The student worked very diligently. \_\_\_\_\_
- That building is extraordinarily beautiful. \_\_\_\_\_

**Exercise 2** **Adding Adverbs to Sentences.** Fill in the blank in each sentence with an adverb that answers the question *To what extent?* Underline the word it modifies.

**EXAMPLE:** Not many people attended the concert.

- The bride looked \_\_\_\_\_ beautiful.
- The earthquake \_\_\_\_\_ completely destroyed the city.
- Several people were \_\_\_\_\_ unhappy about the decision.
- The situation seemed \_\_\_\_\_ hopeless.
- The hedge \_\_\_\_\_ partially hid the town dump.
- \_\_\_\_\_ early this morning, the repair crew arrived.
- Mr. Hillyer looks \_\_\_\_\_ tired today.
- Jerry is \_\_\_\_\_ always on time for appointments.
- We were \_\_\_\_\_ thoroughly confused by the diagrams.
- Her compliment sounded \_\_\_\_\_ sincere.

## 18.2 Adverbs (Modifying Adjectives and Other Adverbs)

### • Practice 2

**Exercise 1** Recognizing Adverbs That Modify Adjectives. Underline the adverb in each sentence. Then circle the adjective it modifies.

**EXAMPLE:** This soup is extremely (hot).

1. That child seems unusually bright.
2. Are you nearly ready for the party?
3. The road was barely visible through the dense fog.
4. Your answer is partially correct.
5. The candidate was thoroughly upset by the question.
6. Lisa looked extremely pale.
7. The auditorium was almost full on opening night.
8. The doctors remained somewhat hopeful.
9. A very sharp noise woke us at three a.m.
10. I was especially happy to see Gladys.
11. As a basketball coach, Pat is quite talented.
12. The rock concert was surprisingly brief.
13. Cynthia was an exceptionally beautiful baby.
14. The skier was particularly careful near the trees.
15. The conductor was visibly moved by the music.

**Exercise 2** Recognizing Adverbs That Modify Other Adverbs. Underline the adverb that modifies another adverb in each sentence. Then circle the adverb it modifies.

**EXAMPLE:** The movie ended too (quickly).

1. The flood waters spread very rapidly.
2. The train arrived unusually late.
3. The horse ran surprisingly fast.
4. The dog moved somewhat closer to the squirrel.
5. The turtle moved more quickly than we had expected.
6. Arnold just barely finished in time.
7. Clare speaks more clearly than her brother.
8. The cookies are almost completely gone.
9. The jury reached its verdict unexpectedly soon.
10. Please move the couch farther forward.
11. Stan takes himself too seriously.
12. The speaker pronounced every word very carefully.
13. Joseph speaks annoyingly slowly.
14. The car was moving frighteningly fast.
15. The driver applied the brakes quite suddenly.

# 18.2 Adverbs (Adverb or Adjective?) • Practice 1

**Adverb or Adjective?** Some words can be either adjectives or adverbs. Remember that an adverb modifies a verb, an adjective, or another adverb. An adjective modifies a noun or a pronoun.

Adverbs	Adjectives
The train arrived <i>late</i> .	I took the <i>late</i> train.
Cheetahs run <i>fast</i> .	Cheetahs are <i>fast</i> .

**Exercise 1** **Distinguishing Between Adjectives and Adverbs.** Write whether the underlined word in each sentence is an adjective or an adverb.

**EXAMPLE:** The children seemed excited. adjective

- The lions ate greedily. \_\_\_\_\_
- Glynnis regretted her past mistakes. \_\_\_\_\_
- My cousin is an only child. \_\_\_\_\_
- Pamela always studies very hard. \_\_\_\_\_
- Early dinner guests can be quite unnerving. \_\_\_\_\_
- We have only enough money to get home. \_\_\_\_\_
- The judge's decision seemed just. \_\_\_\_\_
- The Olympic torch went past too quickly. \_\_\_\_\_
- I never get up early on weekends. \_\_\_\_\_
- My grandmother has just arrived for a visit. \_\_\_\_\_

**Exercise 2** **Adding Adverbs and Adjectives to Sentences.** If an adjective is needed in a sentence below, write the word given in parentheses in the blank. If an adverb is needed, add *-ly* to the given word.

**EXAMPLE:** Dad told the story amusingly. (amusing)

- The children seemed \_\_\_\_\_ to please the teacher. (eager)
- Ms. Bascomb always walks with a \_\_\_\_\_ step. (quick)
- The parents looked \_\_\_\_\_ at their sleeping infant. (fond)
- The speaker \_\_\_\_\_ approached the microphone. (nervous)
- My aunt is quite \_\_\_\_\_ of artichokes. (fond)
- Paul felt \_\_\_\_\_ about his unkind remark. (bad)
- After our hot walk, we \_\_\_\_\_ drank the lemonade. (eager)
- Many actors feel \_\_\_\_\_ just before curtain time. (nervous)
- The waiter brought our food \_\_\_\_\_. (prompt)
- The child behaved \_\_\_\_\_ during the play. (bad)

# 18.2 Adverbs (Adverb or Adjective?) • Practice 2

**Exercise 1 Distinguishing Between Adverbs and Adjectives.** Write whether the underlined word in each sentence is an *adjective* or an *adverb*.

**EXAMPLE:** Agnes looks exceptionally happy today. adverb

1. I spoke too hastily. \_\_\_\_\_
2. Faith always avoids early classes. \_\_\_\_\_
3. Jesse seems like a very friendly person. \_\_\_\_\_
4. The lawyer argued her case convincingly. \_\_\_\_\_
5. Alice took the late bus back to Minneapolis. \_\_\_\_\_
6. Many of the guests stayed very late. \_\_\_\_\_
7. Sid offered me a little brotherly advice. \_\_\_\_\_
8. Yesterday's game was a close one. \_\_\_\_\_
9. Christine is extremely athletic. \_\_\_\_\_
10. Mr. Hawkes gave us a neighborly wave. \_\_\_\_\_
11. This past year has been a busy one. \_\_\_\_\_
12. My French teacher lives close to the school. \_\_\_\_\_
13. We waited eagerly for the election results. \_\_\_\_\_
14. A butterfly just flew past. \_\_\_\_\_
15. Lancelot's courtly gesture pleased King Arthur. \_\_\_\_\_
16. The cyclists began at a leisurely speed. \_\_\_\_\_
17. The audience applauded enthusiastically. \_\_\_\_\_
18. Sedwick's punishment was only fair. \_\_\_\_\_
19. Her stately appearance on stage surprised us all. \_\_\_\_\_
20. The President openly admitted his mistake. \_\_\_\_\_

**Exercise 2 Using Adverbs in Sentences.** Complete each sentence by writing one adverb in each blank.

**EXAMPLE:** The story of Helen Keller's life is truly inspiring.

(1) Illness \_\_\_\_\_ destroyed Helen Keller's sight and hearing when she was eighteen months old. (2) For \_\_\_\_\_ five years, she lived in a dark, silent world, shrieking \_\_\_\_\_ when she was unhappy or wanted something. (3) Her father \_\_\_\_\_ hired Anne Sullivan to teach Helen. (4) \_\_\_\_\_, Anne managed to establish contact with Helen. (5) She spelled words \_\_\_\_\_ on Helen's hand with her fingers.

(6) Helen \_\_\_\_\_ made the connection between the words spelled on her hand and the things the words stood for. (7) Her progress \_\_\_\_\_ became \_\_\_\_\_ rapid. (8) She \_\_\_\_\_ learned how to speak \_\_\_\_\_. (9) With Anne Sullivan to interpret the lectures, Helen \_\_\_\_\_ completed her degree at Radcliffe College in 1904. (10) For the rest of her life, Helen worked \_\_\_\_\_ to improve conditions for other blind and deaf-blind people.



# 19.1 Prepositions • Practice 1

**Words Used as Prepositions** A preposition is a word that relates a noun or pronoun that appears with it to another word in the sentence. The choice of preposition affects the way the other words in a sentence relate to each other.

PREPOSITIONS	
The actors performed	$\left\{ \begin{array}{l} \text{for} \\ \text{without} \\ \text{with} \end{array} \right\}$ the children.

**Prepositional Phrases** A prepositional phrase is a group of words that includes a preposition and a noun or pronoun called the object of the preposition.

PREPOSITIONAL PHRASES	
Prepositions	Objects of the Prepositions
about	<i>whom</i>
near	the <i>river</i>
next to	the <i>baby</i>

**Exercise 1** **Identifying Prepositions.** Underline each preposition in the sentences below.

**EXAMPLE:** Elsa brought her camera with her to the museum.

1. Snacks before dinner may spoil your appetite.
2. We agreed to the plan without any hesitation.
3. The wagon in the barn once belonged to my grandfather.
4. Paul Revere rode through the countryside on his horse.
5. According to the newspaper, the play will open in three weeks.
6. We walked along the riverbank until sundown.
7. Mom found my keys in the clothes hamper.
8. The wood stove in the kitchen heats the whole house.
9. Jerry hasn't changed much since last year.
10. Everyone but me had a good view of the runner.

**Exercise 2** **Identifying Prepositional Phrases.** Underline each preposition and circle its object.

The number in parentheses tells you how many phrases to look for.

**EXAMPLE:** The girl in front of the (line) came from (Germany). (2)

1. Among the five of us, we had just enough money for a pizza. (3)
2. The sirens could be heard throughout the town. (1)
3. The woman with the tan briefcase is the mayor. (1)
4. A statue of a figure on horseback is an equestrian statue. (2)
5. Despite the sudden shower, we enjoyed our day in the park. (2)
6. Please put this vase of flowers in front of the fireplace. (2)
7. Several guests were late because of the traffic. (1)
8. During the summer everyone met often at the playground. (2)
9. We could see the crab among the rocks beneath the surface. (2)
10. I laughed in spite of myself. (1)

# 19.1 Prepositions • Practice 2

**Exercise 1** **Recognizing Prepositions.** Write each prepositional phrase, replacing the given preposition with a new one that makes sense.

**EXAMPLE:** The reporter stood in front of the candidate.

*The reporter stood behind the candidate.*

1. Please put this under the counter. \_\_\_\_\_
2. The child played outside the pool. \_\_\_\_\_
3. I'd like my pizza with anchovies. \_\_\_\_\_
4. The secret service rode ahead of the President. \_\_\_\_\_
5. I finished my homework after dinner. \_\_\_\_\_
6. We carried the packages into the house. \_\_\_\_\_
7. The runners raced up the hill. \_\_\_\_\_
8. The senator spoke prior to the press conference. \_\_\_\_\_
9. The branch fell onto the woodpile. \_\_\_\_\_
10. The child ran from its mother. \_\_\_\_\_
11. The party started without Benjamin. \_\_\_\_\_
12. This gift from you means a great deal. \_\_\_\_\_
13. Jasmine sat between Roland and Stephen. \_\_\_\_\_
14. Katherine walked out the door. \_\_\_\_\_
15. In addition to apples, I bought some peaches. \_\_\_\_\_

**Exercise 2** **Identifying Prepositional Phrases.** Underline the prepositional phrase or prepositional phrases in each sentence. The number at the end of each sentence tells how many prepositional phrases the sentence has.

**EXAMPLE:** Please hand me the book with the red cover. (1)

1. Very little could be seen through the fog. (1)
2. In spite of his low test scores, he was admitted to the program. (2)
3. The children dropped their mittens into the muddy creek. (1)
4. The squirrels chased each other around the park. (1)
5. The huge dog dragged his master along the path. (1)
6. Cars and trucks streamed across the bridge during the rush hour. (2)
7. You will find the beach house next to the pier and in back of the parking lot. (2)
8. For three years she traveled the same road. (1)
9. They hiked in the Rocky Mountains for two weeks. (2)
10. Every morning, he passes by on roller skates. (1)
11. The path winds through the hills and into a valley. (2)
12. The person standing near the kitchen seems angry. (1)
13. Life on a raft on the Mississippi gave Huck a chance for adventure. (3)
14. After an hour I finally arrived at the home of my new friend. (3)
15. The book opens with a mystery concerning a lost bracelet. (2)

# 19.1 Preposition or Adverb? • Practice 1

**Preposition or Adverb?** Many words can be either prepositions or adverbs, depending on how they are used. Remember that prepositions always have objects. Adverbs do not.

Prepositions	Adverbs
We walked <i>along</i> the path.	Will Adam come <i>along</i> ?
Perry sits <i>behind</i> me.	The dog followed <i>behind</i> .

**Exercise 1** **Distinguishing Between Prepositions and Adverbs.** On each line at the right, write whether the underlined word in each sentence is a *preposition* or an *adverb*.

**EXAMPLE:** We planted marigolds around the vegetable garden. preposition

1. The children enjoyed playing outside. \_\_\_\_\_
2. A beautiful cherry tree grows outside my bedroom window. \_\_\_\_\_
3. An eager autograph-seeker slipped past the doorman. \_\_\_\_\_
4. A fire engine just sped past. \_\_\_\_\_
5. These belong on the shelf above the encyclopedia. \_\_\_\_\_
6. A seagull circled high above. \_\_\_\_\_
7. It was too warm to leave our jackets on. \_\_\_\_\_
8. Burt was wobbly on his new ice skates. \_\_\_\_\_
9. I must have left my notebook behind. \_\_\_\_\_
10. We sat behind a woman with a big hat on. \_\_\_\_\_

**Exercise 2** **Adding Prepositions and Adverbs to Sentences.** In each blank fill in a word that is appropriate for the meaning of both sentences in each pair. In the sentence in which the word is used as a preposition, underline its object.

**EXAMPLE:** The cake has plenty of raisins throughout .

The baby was restless throughout the night.

1. a. It is cooler \_\_\_\_\_ the house than outside.  
b. Please take these packages \_\_\_\_\_.
2. a. The diver had enough air to stay \_\_\_\_\_ the water for hours.  
b. The sailors stayed \_\_\_\_\_ during the storm.
3. a. We heard strange noises \_\_\_\_\_.  
b. That information is to be kept strictly \_\_\_\_\_ the family.
4. a. Jeanne had never seen a movie star \_\_\_\_\_.  
b. The cast arrived at the theater an hour \_\_\_\_\_ the play.
5. a. Timmy often comes \_\_\_\_\_ for a visit with my grandmother.  
b. Have you read any other books \_\_\_\_\_ that author?

# 19.1 Preposition or Adverb? • Practice 2

**Exercise 1** Distinguishing Between Prepositions and Adverbs. Label each underlined word as a *preposition* or an *adverb*.

**EXAMPLE:** The car was rusted underneath in three places. adverb

1. Please take your coat off the table. \_\_\_\_\_
2. After I sent the letter off, I remembered the stamp. \_\_\_\_\_
3. The crowd would not allow him through. \_\_\_\_\_
4. Alicia skied easily through the dense pine trees. \_\_\_\_\_
5. Three beautiful boats sank slowly in the waves. \_\_\_\_\_
6. Although the space was tight, Dave fit his car in. \_\_\_\_\_
7. The crew went below after they heard the order. \_\_\_\_\_
8. Below the surface, I saw green and blue fish. \_\_\_\_\_
9. Entering the apartment, she turned the radio on to catch the news. \_\_\_\_\_
10. Bill enjoys water skiing on one ski. \_\_\_\_\_

**Writing Application** Writing Sentences with Prepositions. Use each prepositional phrase in a sentence of your own.

**EXAMPLE:** before school

I usually do my homework in the morning before school.

1. into the water  
\_\_\_\_\_
2. above the clouds  
\_\_\_\_\_
3. except for one student  
\_\_\_\_\_
4. toward my house  
\_\_\_\_\_
5. until next Saturday  
\_\_\_\_\_
6. in addition to soccer  
\_\_\_\_\_
7. outside the window  
\_\_\_\_\_
8. without any fear  
\_\_\_\_\_
9. in front of the post office  
\_\_\_\_\_
10. in spite of the rain  
\_\_\_\_\_

# 19.2 Conjunctions and Interjections (Different Kinds of Conjunctions) • Practice 1

**Different Kinds of Conjunctions** A conjunction is a word used to connect other words or groups of words. Coordinating conjunctions and correlative conjunctions join similar kinds of words or word groups. Subordinating conjunctions connect two ideas by making one of them less important than the other.

COORDINATING CONJUNCTIONS			
and	for	or	yet
but	nor	so	

CORRELATIVE CONJUNCTIONS	
both ... and	not only ... but also
either ... or	whether ... or
neither ... nor	

FREQUENTLY USED SUBORDINATING CONJUNCTIONS					
after	as long as	before	since	till	whenever
although	as soon as	even though	so that	unless	where
as	as though	if	than	until	wherever
as if	because	in order that	though	when	while

**Exercise 1 Identifying Conjunctions.** Underline the conjunction in each sentence. Write whether it is *coordinating*, *correlative*, or *subordinating* in each blank at the right.

**EXAMPLE:** After the race, we were not only tired but also thirsty. correlative

- Mr. Kellogg phoned while you were out. \_\_\_\_\_
- Alison knew the answer, yet she did not volunteer. \_\_\_\_\_
- The swimmer was exhausted but proud. \_\_\_\_\_
- We need both cucumbers and tomatoes for the salad. \_\_\_\_\_
- I waited in the car while Ted got his bathing suit. \_\_\_\_\_
- Katie is a better swimmer than I am. \_\_\_\_\_
- Neither Pete nor Carol solved the last problem correctly. \_\_\_\_\_
- We will leave as soon as the car is loaded. \_\_\_\_\_
- Dad leaves an hour early so that he can avoid traffic. \_\_\_\_\_
- Put the packages down wherever there is room for them. \_\_\_\_\_

**Exercise 2 Adding Conjunctions in Sentences.** Fill in each blank with a conjunction of the kind given in parentheses.

**EXAMPLE:** Aunt Joan came with us, but Uncle Jack stayed home. (coordinating)

- \_\_\_\_\_ you need any help, please call me. (subordinating)
- The food was \_\_\_\_\_ delicious \_\_\_\_\_ appealing to the eye. (correlative)
- The fans were clapping \_\_\_\_\_ cheering wildly. (coordinating)
- Al's last book has made him \_\_\_\_\_ rich \_\_\_\_\_ famous. (correlative)
- \_\_\_\_\_ the cake looked delicious, it was not on my diet. (subordinating)
- The bus broke down, \_\_\_\_\_ many students were late. (coordinating)
- \_\_\_\_\_ she has the time, Mom volunteers at the hospital. (subordinate)
- Please type \_\_\_\_\_ print clearly. (coordinating)
- The shortstop is good at \_\_\_\_\_ hitting \_\_\_\_\_ fielding. (correlative)
- \_\_\_\_\_ you pass the high school, turn left. (subordinating)

**19.2**

# Conjunctions and Interjections (Different Kinds of Conjunctions) • Practice 2

**Exercise 1** **Identifying Conjunctions.** Underline the conjunction in each sentence. Then label each as *coordinating*, *correlative*, or *subordinating*.

**EXAMPLE:** As the rain ended, a rainbow appeared. subordinating

1. Either Elizabeth or Susanne would make a good class president. \_\_\_\_\_
2. Janet will never agree to that plan, nor will she support anyone who does. \_\_\_\_\_
3. When the bus was late, Carlos became impatient. \_\_\_\_\_
4. The pilot of the airplane waited until he received the signal for takeoff. \_\_\_\_\_
5. You must either leave for the movies immediately or forget about going. \_\_\_\_\_
6. Wherever the child went, she left cookie crumbs. \_\_\_\_\_
7. The runner was exhausted but happy. \_\_\_\_\_
8. Sandy ate not only her own dinner but also mine. \_\_\_\_\_
9. We waited for hours, yet no one came. \_\_\_\_\_
10. You will have to call after lunch because she is in a meeting now. \_\_\_\_\_
11. Both Kevin and Jennifer are working on the ticket committee. \_\_\_\_\_
12. As soon as he heard about the sale, he rushed to the department store. \_\_\_\_\_
13. Would you rather have a hot dog or a hamburger? \_\_\_\_\_
14. Neither the tomatoes nor the peppers are ripe yet. \_\_\_\_\_
15. If you hear of a part-time job, please let me know. \_\_\_\_\_
16. Would you please set the table for dinner while I finish the salad. \_\_\_\_\_
17. We had to take a detour because the bridge had been washed out. \_\_\_\_\_
18. The town has cleaned up Jones Park, so it is now a safe place to play. \_\_\_\_\_
19. We all went out for pizza after we finished painting the house. \_\_\_\_\_
20. The visiting team played hard and well. \_\_\_\_\_

**Exercise 2** **Using Conjunctions in Sentences.** Fill in each blank with the kind of conjunction indicated in parentheses.

**EXAMPLE:** The day started out normally, (1) but (coordinating) soon things began to change.

Jason had always wanted to visit the Capitol, (1) \_\_\_\_\_ (coordinating) he signed up for the 1:00 tour. At the appointed time, the tourists (2) \_\_\_\_\_ (coordinating) their guide set out on the tour of the famous building. The guide pointed out interesting items (3) \_\_\_\_\_ (subordinating) the group got close to them.

It was (4) \_\_\_\_\_ hot \_\_\_\_\_ (correlative) extremely humid, (5) \_\_\_\_\_ (coordinating) Jason could barely concentrate. (6) \_\_\_\_\_ (subordinating) he had looked forward to the tour, he was now eager for it to end.

Jason looked at his watch, (7) \_\_\_\_\_ (coordinating) he was wondering how much longer the tour would continue. It was 3:00, (8) \_\_\_\_\_ (coordinating) the tour was supposed to be over. It seemed (9) \_\_\_\_\_ (subordinating) the tour guide would never stop talking. (10) “ \_\_\_\_\_ this guide ends the tour immediately \_\_\_\_\_ (correlative) I will have to be rude and leave,” thought Jason.

# 19.2 Conjunctions and Interjections • Practice 1

**Conjunctive Adverbs** A conjunctive adverb is an adverb that acts as a conjunction to connect complete ideas.

FREQUENTLY USED CONJUNCTIVE ADVERBS		
accordingly	finally	nevertheless
again	furthermore	otherwise
also	however	then
besides	indeed	therefore
consequently	moreover	thus

**Interjections** An interjection is a word that expresses feeling or emotion and functions independently of a sentence.

SOME COMMON INTERJECTIONS		
aha	goodness	tsk
alas	hurray	well
darn	oh	whew
golly	ouch	wow

**Exercise 1** **Recognizing Conjunctive Adverbs.** Underline each conjunctive adverb in the sentences below. If a sentence does not have a conjunctive adverb, write *none* in the blank at the right.

**EXAMPLE:** We waited for the bus; not a single one came by.            *none*

- Ellen's new bike was a bargain; besides, she needed one. \_\_\_\_\_
- I overslept this morning; therefore, I was late for school. \_\_\_\_\_
- The phone rang ten times; no one answered. \_\_\_\_\_
- It is not unusual for Phil to be late; indeed, he is seldom on time. \_\_\_\_\_
- Louise had never eaten snails; nevertheless, she was willing to try. \_\_\_\_\_
- Please eat your potatoes; they are getting cold. \_\_\_\_\_
- The third batter struck out; again, the Pirates had not scored. \_\_\_\_\_
- Len finished his homework; then, he was ready to relax. \_\_\_\_\_
- One twin is extremely cautious; the other is impulsive. \_\_\_\_\_
- We were caught in traffic; consequently, we missed the overture. \_\_\_\_\_

**Exercise 2** **Adding Interjections to Sentences.** Fill in each blank with an interjection that shows the feeling or emotion given in parentheses.

**EXAMPLE:** \_\_\_\_\_ This tastes terrible! (disgust)

- \_\_\_\_\_ I just bit my tongue. (pain)
- \_\_\_\_\_ The stain will not come out. (regret)
- \_\_\_\_\_ What a terrific car that is! (delight)
- \_\_\_\_\_ It's just what I always wanted. (surprise)
- \_\_\_\_\_ What a close game this is! (excitement)
- \_\_\_\_\_ I'm trapped in here! (fear)
- \_\_\_\_\_ I knew I got that one wrong. (annoyance)
- \_\_\_\_\_ The game has been rained out. (disappointment)
- \_\_\_\_\_ Our team is winning. (enthusiasm)
- \_\_\_\_\_ What a workout that was! (exhaustion)

# 19.2 Conjunctions and Interjections • Practice 2

**Exercise 1 Recognizing Conjunctive Adverbs.** Read each sentence to see whether or not it has a conjunctive adverb. If it does, underline the conjunctive adverb. If it does not, write a conjunctive adverb in the blank and mark where it belongs in the sentence.

**EXAMPLE:** Eat your breakfast; ^ go to school. then,

- Several accidents have occurred on that ride; nevertheless, people wait in line for their turn on it.  
\_\_\_\_\_
- I saw that movie; however, I did not enjoy it. \_\_\_\_\_
- The train arrived late; we missed the concert. \_\_\_\_\_
- The book was exciting; I read it all evening. \_\_\_\_\_
- Her car broke down; consequently, she had to walk home. \_\_\_\_\_
- Finish your dinner; you will have no dessert. \_\_\_\_\_
- Al is reliable; moreover, he is never late. \_\_\_\_\_
- The fans waited for hours; finally, the star arrived. \_\_\_\_\_
- Your appointment was at 6:00; you arrived at 7:00. \_\_\_\_\_
- We ran out of gas; we had a flat tire. \_\_\_\_\_

**Exercise 2 Supplying Interjections.** Complete each sentence by writing an interjection that shows the indicated emotion.

**EXAMPLE:** Whew! This has been a long day. (weariness)

- \_\_\_\_\_ I lost my keys. (annoyance)
- \_\_\_\_\_ I was hoping for that. (surprise)
- \_\_\_\_\_ I stubbed my toe. (pain)
- \_\_\_\_\_ What a beautiful cake you made. (delight)
- \_\_\_\_\_ It's starting to rain. (disappointment)

**Writing Application Using Conjunctions and Conjunctive Adverbs to Combine**

**Sentences.** Turn each pair of sentences into a single sentence by using the kind of conjunction or conjunctive adverb indicated.

**EXAMPLE:** I keep fit. I swim every day. (subordinating conjunction)

I keep fit because I swim every day.

- The team practiced hard all week. They did not win the match. (coordinating conjunction)  
\_\_\_\_\_
- We yanked the door open. Jody stumbled out. (coordinating conjunction)  
\_\_\_\_\_
- I will go. I will stay. (correlative conjunction)  
\_\_\_\_\_
- He insisted on driving. He had never driven a truck before. (subordinating conjunction)  
\_\_\_\_\_
- It rained. The game was canceled. (conjunctive adverb)  
\_\_\_\_\_



## 20.1

**The Sentence (Complete Subjects and Predicates)****• Practice 1**

**Complete Subjects and Predicates** A sentence is a group of words with two main parts: a complete subject and a complete predicate. Together these parts express a complete thought.

Complete Subjects	Complete Predicates
Everyone in our family	likes Mexican food.
The house down the street	has been for sale for months.
Fish	swim.

**Exercise 1**

**Recognizing Complete Subjects and Predicates.** On the blank after each sentence, write *S* or *P* to tell whether the underlined word or group of words is the complete subject or the complete predicate.

**EXAMPLE:** The bike with the missing reflector is mine.      *P*

1. Azaleas do well in acid soil. \_\_\_\_\_
2. The last essay question was really challenging. \_\_\_\_\_
3. Most of the students in my class study hard. \_\_\_\_\_
4. The player with the most points at the end of the game loses. \_\_\_\_\_
5. Weather forecasters predict another storm front from the west. \_\_\_\_\_
6. The first volunteer fire company in the United States was in Philadelphia. \_\_\_\_\_
7. Benjamin Franklin organized it. \_\_\_\_\_
8. Franklin was once ambassador to France. \_\_\_\_\_
9. Many American towns and cities are named for places in England. \_\_\_\_\_
10. You may have a little trouble with the lock. \_\_\_\_\_

**Exercise 2**

**Identifying Complete Subjects and Predicates.** In each sentence underline the complete subject once and the complete predicate twice.

**EXAMPLE:** The tall ships sailed up the Atlantic Coast.

1. Several members of that family have served in the armed forces.
2. Louise borrowed my sweater last week.
3. A pane in one of the bedroom windows cracked.
4. Lemmings follow their leader to their death.
5. A portrait of my grandmother hangs above the mantel.
6. The first pianist on the program seemed nervous.
7. All the children in the neighborhood enjoyed the new playground.
8. Searchlights from the rescue ships flashed across the water.
9. The fans of the losing team groaned.
10. Philip or his brother will surely help you.

## 20.1

**The Sentence (Complete Subjects and Predicates)****• Practice 2**

**Exercise 1** **Recognizing Complete Subjects and Predicates.** In each sentence, underline each complete subject once and each complete predicate twice.

**EXAMPLE:** The tall pine trees swayed in the wind.

1. The car swerved away from the child.
2. My favorite radio station plays all of the hit songs.
3. Grandfather Kim owns an art gallery in Chicago.
4. Mexico City was built on a lake.
5. The evening news summarizes the day's events.
6. Shakespeare's father was a glove maker.
7. Computers process information very quickly.
8. My older brother has a telephone shaped like Mickey Mouse.
9. The bags of coins were placed in an armored truck.
10. Damascus, the capital of Syria, has been continuously inhabited for over four thousand years.
11. Mr. Axelrod worked for years as a traveling salesman.
12. The magma in a volcano is called lava when it reaches the air.
13. The ancient Greeks were the first people to have free public museums.
14. People in ancient times used the abacus to compute numbers.
15. Some museums are devoted entirely to computers.
16. Some species of bats are very beneficial to the environment.
17. More than five hundred volcanoes have erupted over the centuries.
18. Our sun is a typical, medium-sized star.
19. The gravity of the sun is almost twenty-eight times the gravity of Earth.
20. Some planets have one or more moons.

**Exercise 2** **Recognizing Complete Subjects and Predicates.** In each sentence underline the complete subject once and the complete predicate twice.

**EXAMPLE:** The blue-eyed Siamese cat curled up on the oak desk.

(1) The giant panda lives in the remote mountains of southern China. (2) This animal is a frustrating mystery to zoologists. (3) The Chinese name for the panda is *xiong-mao*, or "bear-cat". (4) However, the animal is not a cat. (5) Zoologists do not agree about its identity. (6) Some call it a bear. (7) Others place it in the same family as the raccoon. (8) Sadly, the panda is becoming rare. (9) The reason for this is the scarcity of bamboo, its main food. (10) The panda populations can be saved only through worldwide efforts.

# 20.1 The Sentence (Sentence or Fragment?) • Practice 1

**Sentence or Fragment?** A fragment is a group of words that does not express a complete thought.

Fragments	Complete Sentences
Early Sunday afternoon	Our weekend guests left early Sunday afternoon.
The beautiful phoenix	The beautiful phoenix was a mythical bird.
Rose from its own ashes	The phoenix rose from its own ashes.

**Fragments as Sentence Parts** To turn fragments into sentences, add whatever sentence parts are needed to express a complete thought. The chart below explains what sentence parts were added to the fragments in the chart above.

SENTENCE PARTS ADDED
Complete subject and predicate areas were added.
A predicate area was added.
A subject area was added.

**Exercise 1** Distinguishing Between Sentences and Fragments. In the blanks below, write *S* for each sentence and *F* for each fragment.

**EXAMPLE:** throughout the day and into the night.  F

- Without any trouble at all. \_\_\_\_\_
- Played quietly after dinner. \_\_\_\_\_
- Pete plays the piccolo. \_\_\_\_\_
- Beyond our wildest expectations. \_\_\_\_\_
- Yellowstone Park attracts many tourists. \_\_\_\_\_
- People from all parts of the world. \_\_\_\_\_
- The contestant with the most unusual costume. \_\_\_\_\_
- Has traveled widely throughout the United States. \_\_\_\_\_
- The prospector struck oil. \_\_\_\_\_
- Robins fly south for the winter. \_\_\_\_\_

**Exercise 2** Adding Words to Make Sentences from Fragments. Rewrite five of the fragments above as complete sentences.

**EXAMPLE:**  Snow fell throughout the day and into the night.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# 20.1 The Sentence (Sentence or Fragment?) • Practice 2

**Exercise 1** Distinguishing Between Sentences and Fragments. Identify each item as a *sentence* or a *fragment*.

**EXAMPLE:** Worked for many hours fragment

1. In the woods almost until dawn. \_\_\_\_\_
2. A few inches of snow. \_\_\_\_\_
3. The grizzly bear needs large territories undisturbed by people. \_\_\_\_\_
4. Have been unusually high because of the very heavy rains this season. \_\_\_\_\_
5. Herds of thousands of caribou. \_\_\_\_\_
6. Haste makes waste. \_\_\_\_\_
7. Dived in search of food. \_\_\_\_\_
8. Cousteau believes artificial islands could be built off the coast. \_\_\_\_\_
9. About a great white shark, one of the largest ones ever caught. \_\_\_\_\_
10. Cougars have become increasingly rare. \_\_\_\_\_
11. Is the last frontier. \_\_\_\_\_
12. There he sat, totally content. \_\_\_\_\_
13. In the day in order to hunt at night. \_\_\_\_\_
14. Ice-covered Mount McKinley in Alaska attracts many tourists. \_\_\_\_\_
15. Wolves, jaguars, and grizzly bears once numerous in North America. \_\_\_\_\_

**Writing Application** Using Fragments to Make Sentences. Combine each of the ten complete subjects on the left with one of the ten complete predicates on the right to make ten logical sentences.

**EXAMPLE:** The umpire at yesterday's game      told me to watch my temper.

The umpire at yesterday's game told me to watch my temper.

- |   |  |
|---|--|
| 1. His Roman costume                        | took the wrong bus.                          |
| 2. The children                             | stuck to the stage.                          |
| 3. The girl with butterflies in her stomach | wandered into the tack room.                 |
| 4. The curious horse                        | can fool people.                             |
| 5. The boy with the confused expression     | was tangled in the stage scenery.            |
| 6. Lemon jello inside empty eggshells       | put sugar at the bottom of her sleeping bag. |
| 7. Their cousins coming for dinner          | was wearing his shirt inside out.            |
| 8. The man standing on the corner           | scored a goal for the opposing team.         |
| 9. Her long, pointed putty nose             | thought the raccoon was a ghost.             |
| 10. Her friends at the slumber party        | spoke to the flag instead of to the class.   |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# 20.1 Subjects and Verbs (Simple Subjects and Predicates) • Practice 1

**Simple Subjects and Predicates** The simple subject is the essential noun, pronoun, or group of words acting as a noun that cannot be left out of the complete subject. The simple predicate is the essential verb or verb phrase that cannot be left out of the complete predicate. In the chart below, each simple subject and simple predicate is in darker type.

Complete Subjects	Complete Predicates
Tired of arguing, <b>Maria</b>	finally <b>agreed</b> to the plan.
Like many others in my class, <b>I</b>	<b>do</b> not especially <b>like</b> homework.
Many <b>citizens</b> in town	<b>oppose</b> higher taxes.
<b>Others</b>	<b>agree</b> .

**Focusing on Subjects and Verbs** Being able to locate subjects and verbs quickly in sentences will help you to determine that a sentence is clear and grammatically correct.

FINDING SUBJECTS AND VERBS
To find the subject, ask "What word is the sentence telling about?" To find the verb, look for a word or word group that expresses action, existence, or a linking relationship.

**Exercise 1** **Recognizing Complete and Simple Subjects and Predicates.** Draw a line between the complete subject and the complete predicate in each sentence. Then circle each simple subject and predicate.

**EXAMPLE:** That tall (girl) in the red dress | usually (gets) the best grades.

- The album with the original cast is now available in most stores.
- Senator Billings will propose the new law.
- The fourth Thursday in November is celebrated as Thanksgiving Day.
- The skydiver landed safely.
- Youngsters sometimes jump from those high rocks.
- Dignitaries from all over the world attended the reception.
- The children's elaborate skyscraper collapsed.
- Ghosts are popular Halloween characters.
- Several students from Europe are staying with local families.
- The mysterious figure in black vanished.

**Exercise 2** **Adding Sentence Parts.** Each word group below is missing either a complete subject or a complete predicate. On the line write a missing part to create a complete sentence. Circle the simple subject and simple predicate in the final sentence.

**EXAMPLE:** (Most) of the people passing by (did) not (offer) to help.

- From among the many entries, only one \_\_\_\_\_.
- Every visitor to our school \_\_\_\_\_.
- \_\_\_\_\_ gradually overcame the fear of heights.
- My younger brother \_\_\_\_\_.
- \_\_\_\_\_ has misplaced a library book.

# 20.1 Subjects and Verbs (Simple Subjects and Predicates) • Practice 2

**Exercise 1** **Recognizing Simple Subjects and Predicates.** Draw a line between the complete subject and complete predicate. Then underline each simple subject once and each simple predicate twice.

**EXAMPLE:** A friend of mine | plays chess with me.

1. A sixteen-year-old girl from California gave the best dramatic interpretation.
2. A muddy dog of unknown breed ran away with Bernard's lunch.
3. Her friends at school helped her get a job.
4. The weary commuters were angry about the delay.
5. The freshman with the most unusual hat won the contest.
6. The boxes under the sink are empty.
7. The frightened witnesses wrote reports for the police.
8. The speaker caught his fishing pole on the light fixture.
9. Students going on the trip left early this morning.
10. The forward with the knee brace made ten baskets.

**Exercise 2** **Finding Subjects and Verbs.** Underline the subject once and the verb twice.

**EXAMPLE:** Many people visit the Grand Canyon.

(1) A tourist gets a spectacular view at the Grand Canyon. (2) Curious visitors can take nature walks along the trails on the edge of the canyon. (3) Hikers may want to venture down the steep trails into the canyon. (4) However, the crumbling walls of the canyon's sides make mountain climbing dangerous. (5) A guided mule trip is a safer way to see the canyon. (6) Trips down the Colorado River also enable tourists to see the canyon from the inside.

(7) Tourists can also take a helicopter or an airplane ride over the canyon. (8) From the helicopter or plane, passengers can see the different branches of the canyon. (9) The aircraft can fly into the canyon for a closer view of the river and rock formations. (10) With all of these approaches, tourists can see the canyon from above, from the inside, or from the edge.

**Writing Application** **Using Subjects and Verbs to Write Sentences.** Use each subject and verb in a sentence of your own.

**EXAMPLE:** robins chirped

In the nest baby robins chirped for food.

1. truck is stopping \_\_\_\_\_
2. girl jumped \_\_\_\_\_
3. steak shriveled \_\_\_\_\_
4. wind was shrieking \_\_\_\_\_
5. radio blared \_\_\_\_\_
6. lawnmower sputtered \_\_\_\_\_
7. automobile is wobbling \_\_\_\_\_
8. water feels \_\_\_\_\_
9. waiter dropped \_\_\_\_\_
10. newscaster hiccupped \_\_\_\_\_

## 20.1

## Compound Subjects and Verbs • Practice 1

**Compound Subjects** A compound subject is two or more subjects that have the same verb and are joined by a conjunction such as *and* or *or*.

COMPOUND SUBJECTS
Mother or <u>Dad</u> <u>will pick</u> us up after the movie.
<u>Lobsters</u> , <u>shrimp</u> , and <u>crabs</u> <u>are</u> popular shellfish.

**Compound Verbs** A compound verb is two or more verbs that have the same subject and are joined by a conjunction such as *and* or *or*.

COMPOUND VERBS
The <u>waves</u> <u>crested</u> and <u>broke</u> against the rocks.
The <u>passers-by</u> <u>did not move</u> on but <u>stopped</u> to watch the mime.
<u>Paul</u> and <u>Andrew</u> <u>write</u> , <u>direct</u> , and <u>star</u> in their own plays.

**Exercise 1** **Recognizing Compound Subjects.** Underline the nouns or pronouns that make up each compound subject below.

**EXAMPLE:** High winds and freezing rain caused the power failure.

1. Carrots or small tomatoes would make an attractive garnish.
2. Cheese and whole-wheat crackers are a healthful snack.
3. Nancy, Darryl, and I worked on the decorations.
4. Time and the tide wait for no one.
5. In the forest, ferns and wildflowers abound.
6. Neither my brother nor I felt comfortable with those people.
7. Without your help, the table and the food would not have been ready.
8. Jason and Ulysses are characters from Greek mythology.
9. Pueblos, hogans, and tepees were common Indian dwellings.
10. In colonial times, stocks and pillories were used for punishment.

**Exercise 2** **Recognizing Compound Verbs.** Underline the verbs that make up each compound verb below.

**EXAMPLE:** The masked stranger mounted his horse and galloped away.

1. The baby eats and sleeps on a regular schedule.
2. The photographer checked the lighting, posed the subject, and snapped the picture.
3. The paramedic did not hesitate but acted at once.
4. The captain hoisted the sail and pulled up the anchor.
5. The sick puppy neither ate nor drank.
6. The whole family baked and cooked for days before the holiday.
7. Brenda organized her note cards and began her rough draft.
8. Mike pruned and fertilized the grapefruit plant.
9. The departing dignitary neither waved nor looked back.
10. Some students seldom study but still do well.

# 20.1 Compound Subjects and Verbs • Practice 2

**Exercise 1** **Recognizing Compound Subjects.** Underline the nouns that make up each compound subject.

**EXAMPLE:** The windows and doors are locked.

1. Both flowers and perfume cause her to sneeze.
2. David and Marie both failed to win the prize.
3. Neither pets nor pianos are allowed in the apartment.
4. Lettuce, tomatoes, peppers, and cucumbers grew in the garden.
5. Hurricanes and tornadoes cause much damage to property every year.

**Exercise 2** **Recognizing Compound Verbs.** Underline the verbs that make up each compound verb.

**EXAMPLE:** I studied hard and passed the test.

1. The car suddenly skidded on the ice and hit the curb.
2. Winds howled through the night but died down at dawn.
3. Hercules lifted Antaeus from the ground and crushed him.
4. Sports medicine is a relatively new field and offers many opportunities for careers.
5. The duck waddled down the bank, splashed into the water, and paddled to safety.
6. My brother and I built a rowboat in 1979 and used it on the lake the next year.
7. We washed the dishes and put them away.
8. He survived the war but died soon after.
9. The Romans erected buildings in brick and then faced them with marble.
10. We rehearsed the play for three weeks, had a dress rehearsal, and then gave a performance.

**Writing Application** **Writing Sentences with Compound Subjects and Verbs.** Use the following items to write ten sentences of your own. Use the first three items as compound subjects, the next three as compound verbs, and the last four as compound subjects and verbs.

**EXAMPLE:** dog squirrel

Our dog and a squirrel raced around the yard.

1. jumper sprinter \_\_\_\_\_
2. beaches docks \_\_\_\_\_
3. guitarist drummer composer \_\_\_\_\_
4. stamped screamed \_\_\_\_\_
5. dribbled tossed \_\_\_\_\_
6. nods smiles \_\_\_\_\_
7. orchestra conductor bowed disappeared  
\_\_\_\_\_
8. horses riders galloped trotted  
\_\_\_\_\_
9. clown acrobat stumbled fell rose  
\_\_\_\_\_
10. vans trucks cost carry  
\_\_\_\_\_



**20.2**

# Hard-to-Find Subjects (in Orders and Directions, in Questions) • Practice 1

**Subjects in Orders and Directions** In sentences that give orders or directions, the subject is understood to be *you*.

Orders or Directions	With Understood Words Added
Return your library books immediately.	[You] return your library books immediately.
David, answer the door.	David, [you] answer the door.

**Subjects in Questions** In questions the subject often follows the verb. To find the subject in a question, mentally rephrase the question as a statement.

Questions	Reworded as Statements
Is <u>this</u> your address?	This <u>is</u> your address.
Can <u>we</u> eat now?	We <u>can</u> eat now.
Where <u>are</u> you <u>going</u> ?	You <u>are</u> <u>going</u> where.

**Exercise 1** **Finding the Subject in Orders or Directions.** Write the subject of each sentence in the blank at the right. Put a caret (^) where the subject belongs in the sentence.

**EXAMPLE:** André, ^ please clear the table. you

1. A block past the First Bank, turn left. \_\_\_\_\_
2. Whatever the difficulties, do your best. \_\_\_\_\_
3. Please take out the trash. \_\_\_\_\_
4. Alison, don't forget your lunch. \_\_\_\_\_
5. Blacken in the grid with a soft pencil. \_\_\_\_\_
6. Derek, please give your mother a message. \_\_\_\_\_
7. Meet me at the library after school. \_\_\_\_\_
8. Mandy, please let me copy that recipe. \_\_\_\_\_
9. Before starting out, buckle your safety belt. \_\_\_\_\_
10. Help yourself, everyone. \_\_\_\_\_

**Exercise 2** **Finding the Subject in Questions.** Underline the simple subject in each question below.

**EXAMPLE:** How much do these shoes cost?

1. Do you know the combination to this lock?
2. Have your parents given their permission for the class trip?
3. How is that casserole prepared?
4. What color did you paint the kitchen walls?
5. Did anyone bring directions to the farm?
6. Where are the Claytons going for the weekend?
7. Didn't Shakespeare write sonnets as well as plays?
8. Who brought the sandwiches?
9. Whom did Sue invite on the picnic?
10. Whose story should we believe?

# 20.2 Hard-to-Find Subjects (in Orders and Directions, in Questions) • Practice 2

**Exercise 1** Finding Subjects in Orders or Directions. Rewrite each sentence, inserting the understood subject in brackets.

**EXAMPLE:** During your break, take the dog out.

During your break, [you] take the dog out.

1. After school, come straight home.  
\_\_\_\_\_
2. Joanne, give me a quarter.  
\_\_\_\_\_
3. Now tell me what happened.  
\_\_\_\_\_
4. When using that machine, always wear safety goggles.  
\_\_\_\_\_
5. Sue, order me a milkshake, please.  
\_\_\_\_\_
6. After class, meet me at the library.  
\_\_\_\_\_
7. Pete, during takeoff, keep your seatbelt fastened.  
\_\_\_\_\_
8. Before leaving, pack a good lunch.  
\_\_\_\_\_
9. Dad, turn left at the end of the exit ramp.  
\_\_\_\_\_
10. When filling out that form, use ink.  
\_\_\_\_\_

**Exercise 2** Finding Subjects in Questions. Underline the subject of each sentence.

**EXAMPLE:** Where did they spend their last winter vacation?

1. Have you seen the new horror movie?
2. When will Sally be home?
3. Who baked this cake?
4. About what will Andy write?
5. Are the final reports complete?
6. Is the story ready for publication?
7. Why hasn't Judy answered my note?
8. What did Jack wear to the game?
9. Has Joyce finished her term paper yet?
10. Which team won the championship?

## 20.2

## Hard-to-Find Subjects (in Sentences Beginning with *There* or *Here*, in Sentences Inverted for Emphasis)

### • Practice 1

**Subjects in Sentences Beginning with *There* or *Here*** The subject of a sentence is never *there* or *here*. Like inverted questions, such sentences can usually be rephrased as statements to find the subject.

Sentences Beginning with <i>There</i> or <i>Here</i>	Reworded with Subjects First
There <u>goes</u> my best <u>friend</u> .	My best <u>friend</u> <u>goes</u> there.
Here <u>is</u> your tennis <u>racquet</u> .	Your tennis <u>racquet</u> <u>is</u> here.

**Subjects in Sentences Inverted for Emphasis** In some sentences the subject is placed after the verb in order to receive greater emphasis. Such sentences can be mentally rephrased in normal subject-verb order to find the subject.

Inverted Word Order	Rephrased in Subject-Verb Order
After the elephants came the <i>clowns</i> .	The <i>clowns</i> came after the elephants.
Beyond the river lay the <i>cliffs</i> .	The <i>cliffs</i> lay beyond the river.

**Exercise 1** Finding the Subject in Sentences Beginning with *There* or *Here*. Underline the subject in each sentence below.

**EXAMPLE:** Here comes the circus parade.

1. There is the new mayor.
2. Here are the proofs from the photographer.
3. There has seldom been a more beautiful sunset.
4. There is little undeveloped land in this part of town.
5. Here comes the custodian with the keys.
6. There must be a better restaurant in town than this one.
7. Here is the newest book by my favorite author.
8. There is no doubt about the outcome.
9. There went our last chance at the championship.
10. Here comes the President's helicopter.

**Exercise 2** Finding the Subject in Inverted Sentences. Underline the subject in each sentence below.

**EXAMPLE:** Over the mantel hangs a beautiful landscape.

1. Right before our eyes appeared a white rabbit.
2. Between the creek and the dirt road stretches a lush meadow.
3. Throughout the town flew rumors about the bank manager.
4. Outside my bedroom window blooms a beautiful lilac bush.
5. On the front page appeared a story about the student of the year.
6. Into the stadium filed the throng of eager fans.
7. Through these halls have passed generations of dedicated lawmakers.
8. In the center of the harbor stands the Statue of Liberty.
9. From every window streamed tons of ticker tape and confetti.
10. Along the cobblestone streets stood restored colonial houses.

**20.2**

# Hard-to-Find Subjects (in Sentences Beginning with *There* or *Here*, in Sentences Inverted for Emphasis)

## • Practice 2

**Exercise 1** Finding Subjects in Sentences Beginning with *There* or *Here*. Underline the subject of each sentence.

**EXAMPLE:** Here she is.

1. There are your keys on the table.
2. Here comes the bus.
3. There was no excuse for his behavior.
4. There goes the kite into the tree.
5. Here is your pizza with mushrooms and extra cheese.
6. There is the rest of the strawberry pie.
7. There are last week's papers.
8. Here are the poppy-seed rolls from the bakery.
9. There went my sister in her new car.
10. There were only three seeds left in the birdfeeder.

**Exercise 2** Finding Subjects in Inverted Sentences. Underline the subject of each sentence.

**EXAMPLE:** In her hand was the missing letter.

1. After the rain came a beautiful rainbow.
2. All about us rang the bells of the village's three churches.
3. To the south rose the snow-covered peaks of the lofty mountains.
4. Ahead of the couple ran four noisy children.
5. All around them lay the scattered leaves.
6. With their safe arrival came a feeling of great happiness and relief.
7. Among the people in the crowd were our neighbors.
8. Beside the fire sat an old man.
9. On a raft floating down the river were their treasured possessions.
10. From the distance came the sound of thunder.

**Writing Application** Writing Sentences with Hard-to-Find Subjects. Write four sentences of your own. The first sentence should give an order; the second should ask a question; the third should be an inverted sentence that begins with *there* or *here*; and the fourth sentence should be inverted for emphasis.

**EXAMPLE:** Lisa, leave right away.

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

## 20.3

## Direct Objects (The Direct Object, Compound Direct Objects) • Practice 1

**The Direct Object** A direct object is a noun, pronoun, or group of words acting as a noun that receives the action of a transitive verb.

DIRECT OBJECTS	
DO	
Mom <u>bought</u> new <span style="border: 1px solid black; padding: 2px;">curtains</span> for my bedroom.	
DO	
What <span style="border: 1px solid black; padding: 2px;">color</span> <u>did she buy</u> ? (Reworded: She did buy what <span style="border: 1px solid black; padding: 2px;">color</span> ?)	

**Compound Direct Objects** A compound direct object is more than one noun, pronoun, or group of words acting as a noun that receives the action of the same transitive verb.

COMPOUND DIRECT OBJECTS	
DO	DO
We <u>Painted</u> the <span style="border: 1px solid black; padding: 2px;">walls</span> and <span style="border: 1px solid black; padding: 2px;">woodwork</span> .	
DO	DO
<u>Jim brought</u> <span style="border: 1px solid black; padding: 2px;">records</span> and a <span style="border: 1px solid black; padding: 2px;">guitar</span> to the party.	

### Exercise 1

**Recognizing Direct Objects.** Draw a box around the direct object in each sentence.

**EXAMPLE:** Please set this vase in the center of the table.

1. What tapes did you bring?
2. Everyone enjoyed the performance.
3. Who will teach classes during Mr. Roper's leave of absence?
4. The owner of the missing dog has offered a reward.
5. Too much sugar may promote tooth decay.
6. Did you make this long-distance call to Denver?
7. Tanya likes basketball better than I do.
8. The campers took a wrong turn.
9. On the day of the test, bring two sharpened pencils.
10. Phyllis's parents surprised her with a new bike.

### Exercise 2

**Recognizing Compound Direct Objects.** Draw a box around the nouns or pronouns that make up each compound direct object.

**EXAMPLE:** Would you rather have sausage or pepperoni on your pizza?

1. Mandy plays both basketball and soccer.
2. The new album brought fame and fortune to the young singer.
3. Should we serve the soup or the salad first?
4. The contestant won not only the car but also a cash jackpot.
5. Would you rather play chess or checkers?
6. Did the painter use a roller or a brush?
7. The chef will prepare pancakes or omelets.
8. The shopper bought both the knee-high boots and the matching purse.
9. For a bedtime snack, Fran has a sandwich and milk every night.
10. Are you taking biology or chemistry next term?

**20.3****Direct Objects (The Direct Object, Compound Direct Objects) • Practice 2****Exercise 1****Recognizing Direct Objects.** Underline the direct object in each sentence.**EXAMPLE:** Most people own umbrellas.

(1) Umbrellas have a long history. (2) Even the ancient Egyptians used them. (3) The umbrella symbolized royal and religious power to the Egyptians. (4) Assyrian tablets from 1350 B.C. show an umbrella-shaded king. (5) The early Greeks also used the umbrella symbol. (6) Religious festivals and parades featured it prominently. (7) The later Greeks used the umbrella shape more practically. (8) They invented the sunshade. (9) They even developed a sunshade hat. (10) Later still, the Romans used parasols.

**Exercise 2****Recognizing Compound Direct Objects.** Underline the nouns or pronouns that make up each compound direct object.**EXAMPLE:** Maggie knitted a hat and mittens.

1. Don't forget the hammer and nails.
2. Mike bought a new jacket, shirt, and trousers.
3. The fire destroyed both the main house and the barn.
4. Who invited Joan and Jack?
5. That factory produces cars and trucks.
6. The baby doesn't eat fruit or cereal yet.
7. Which shrubs and bushes did the gardener trim?
8. The recipe requires cinnamon and sugar.
9. The waiter overlooked you and me.
10. Mom planted cabbage, tomatoes, lettuce, and peppers.
11. We read the bulletin board and the pamphlets carefully.
12. Susan had salad and soup for lunch.
13. The dog chased woodchucks and rabbits all over the field.
14. Caroline bought roses and carnations for the centerpiece.
15. My duties that summer included filing and word processing.
16. On our road trip, we visited Montana and Idaho.
17. William Shakespeare wrote sonnets and plays.
18. The mechanic replaced the points and plugs in the car.
19. Mabel added sprouts and radishes to the salad.
20. Winifred is studying history and literature.

**20.3**

**Direct Objects (Direct Object or Object of a Preposition?) • Practice 1**

**Direct Object or Object of a Preposition** A direct object is never the noun or pronoun at the end of a prepositional phrase.

DIRECT OBJECTS AND PREPOSITIONAL PHRASES	
DO	
Marge and Steve	played <span style="border: 1px solid black; padding: 2px;">croquet</span> . (played <i>what?</i> croquet)
DO      PREP PHRASE	
They	played <span style="border: 1px solid black; padding: 2px;">croquet</span> in the back yard. (played <i>what?</i> croquet)
PREP PHRASE	
They	played in the back yard. (played <i>what?</i> no answer)

**Exercise 1** **Distinguishing Between Direct Objects and Objects of Prepositions.** Draw a box around only direct objects in the sentences. Do not box any objects of prepositions.

**EXAMPLE:** We joined Kelly and Tim for a picnic.

1. Please put the fruit into the refrigerator.
2. Several new families moved into our neighborhood.
3. A true story inspired the novel about Robinson Crusoe.
4. Alexander Selkirk survived on a desert island.
5. We changed planes in Chicago.
6. Betsy chose fruit instead of ice cream for dessert.
7. Linus carries his blanket everywhere.
8. We watched the sunset from the porch.
9. Eventually the cowboy overcame his fear of horses.
10. The guest of honor arrived in time for dinner.

**Exercise 2** **Writing Sentences with Direct Objects.** Add words to each sentence beginning below to make a complete sentence. Be sure each sentence ending includes a direct object.

**EXAMPLE:** The singer performed an old-time favorite.

1. My sister broke \_\_\_\_\_.
2. The teacher gave Ian \_\_\_\_\_.
3. We all enjoyed \_\_\_\_\_.
4. Some of the children followed \_\_\_\_\_.
5. Have you read \_\_\_\_\_.
6. My friend Jessica wrote \_\_\_\_\_.
7. The guests ate \_\_\_\_\_.
8. Robins built \_\_\_\_\_.
9. Our team won \_\_\_\_\_.
10. Please put \_\_\_\_\_.

# 20.3 Direct Objects (Direct Object or Object of a Preposition?) • Practice 2

**Exercise 1** Distinguishing Between Direct Objects and Objects of Prepositions. Write the direct object in each sentence. If a sentence does not have one, write *none*.

**EXAMPLE:** People have used umbrellas for a long time. umbrellas

(1) The word umbrella has come to us from the Romans. (2) The Latin word *umbra* translates into our word “shade.” (3) The Romans used umbrellas for protection against the sun. (4) People often carried them to chariot races. (5) Romans sometimes dyed the umbrellas with the colors of their favorite chariot team. (6) Eventually umbrellas at chariot races caused a public uproar. (7) They often blocked the view of other spectators. (8) The Roman emperor Domitian finally settled the dispute about umbrellas. (9) By his decree only sunshade hats could be used at the public games. (10) No one with an umbrella could attend the games.

- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____  |
| 2. _____ | 6. _____ | 9. _____  |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ |          |           |

**Writing Application** Writing Sentences with Direct Objects. Use each subject and verb to write a sentence with a direct object. Then circle each direct object.

**EXAMPLE:** kittens played

The kittens played **tag** with each other.

1. police will escort \_\_\_\_\_
2. truck dented \_\_\_\_\_
3. Mr. Lopez described \_\_\_\_\_
4. elephant trampled \_\_\_\_\_
5. water ruined \_\_\_\_\_
6. Eileen organized \_\_\_\_\_
7. Craig should have won \_\_\_\_\_
8. grasshoppers destroy \_\_\_\_\_
9. detectives found \_\_\_\_\_
10. noise shook \_\_\_\_\_



# 20.3 Indirect Objects (Indirect Objects, Compound Indirect Objects) • Practice 1

**Indirect Objects** An indirect object is a noun or pronoun that appears with a direct object and names the person or thing that something is given to or done for.

INDIRECT OBJECTS		
	IO	DO
The <u>clerk</u> <u>sold</u> <span style="border: 1px solid black; padding: 2px;">me</span> the wrong <span style="border: 1px solid black; padding: 2px;">size</span> . (sold to whom? to me)		
IO	DO	
I <u>gave</u> the <span style="border: 1px solid black; padding: 2px;">car</span> a <span style="border: 1px solid black; padding: 2px;">coat</span> of wax. (gave to what? to the car)		

**Compound Indirect Objects** A compound indirect object is two or more nouns or pronouns that appear with a direct object and name the people or things that something is given to or done for.

COMPOUND INDIRECT OBJECTS		
IO	IO	DO
<u>Jason</u> <u>did</u> <span style="border: 1px solid black; padding: 2px;">Anna</span> and <span style="border: 1px solid black; padding: 2px;">me</span> a big <span style="border: 1px solid black; padding: 2px;">favor</span> . (did for whom? for Anna and me)		
IO	IO	DO
The <u>cleaner</u> <u>gave</u> the <span style="border: 1px solid black; padding: 2px;">slacks</span> and <span style="border: 1px solid black; padding: 2px;">jacket</span> special <span style="border: 1px solid black; padding: 2px;">care</span> . (gave to what? to the slacks and jacket)		

## Exercise 1 Recognizing Indirect Objects. Draw a box around each indirect object.

**EXAMPLE:** My parents gave me an allowance for doing chores.

1. Grandma offered us another piece of pie.
2. The baby sitter read the children another story before bedtime.
3. Warren gave the teacher his first draft this morning.
4. The testing service will send the school our grades in a few weeks.
5. The prisoner passed the warden his empty cup.
6. The famous chef served the guests an elegant meal.
7. Who told you that secret?
8. Jimmy's parents allowed him one more chance.
9. Doris dealt each player thirteen cards.
10. Has anyone given the dog a bath this week?

## Exercise 2 Recognizing Compound Indirect Objects. Draw a box around the nouns or pronouns that make up each compound indirect object.

**EXAMPLE:** Brenda showed her brother and me pictures from her vacation.

1. We fixed Mom and Dad a special anniversary dinner.
2. The PTA gave the teachers and aides an end-of-year luncheon.
3. Hannah brought the painter and his helper a cold drink.
4. The magician showed me and the others the secret compartment.
5. The principal handed Doug and Karen their diplomas first.
6. We gave Mom and Grandma corsages.
7. Aunt Paula always makes my cousins and me a special dessert.
8. The city gave the players and their families a ticker tape parade.
9. The mechanic gave the chain, sprocket, and axles a coat of oil.
10. The child left Santa and his reindeer a snack.

## 20.3

**Indirect Objects (Indirect Objects, Compound Indirect Objects) • Practice 2****Exercise 1****Recognizing Indirect Objects.** Underline the indirect object in each sentence.**EXAMPLE:** He gave me his old tennis racquet.

1. He told his parents the news.
2. Greg ordered us seconds.
3. The receptionist gave the messenger an envelope.
4. The sitter read Paul two stories at bedtime.
5. I lent Amanda my pink sweater.
6. Ms. Hall showed us slides of Venice.
7. Who sent you these flowers?
8. Sandy hasn't written me a letter for weeks.
9. Mom left the painters a note.
10. Mr. Poirot teaches his students French.
11. You owe me a more complete explanation than that.
12. Please do Sylvia this favor.
13. Give James a call about your plans for the trip.
14. The federal government sent the flooded city aid.
15. Henry gave the school a memorial bench.
16. The coach handed the team members their new jerseys.
17. Mr. Costanza bought his daughter a new bicycle for her birthday.
18. Emma knitted her granddaughter a lavender blanket.
19. The store owner sold the young child a defective toy.
20. The politician told the people his plans for the future.

**Exercise 2****Recognizing Compound Indirect Objects.** Underline the nouns or pronouns acting as indirect objects in each sentence. Then circle the nouns or pronouns that make up each compound indirect object.**EXAMPLE:** We wrote Sue and Al letters about our trip.

(1) Bart showed us the route for the trip. (2) Mr. Perkins rented Joyce and me bikes. (3) My mother packed us a snack. (4) I had already given the group the other food supplies. (5) I had also given Helen and Max the sleeping bags. (6) Our families wished us a pleasant trip. (7) At the campsite Bart showed Helen, Joyce, and Max the best way to make a fire. (8) We cooked ourselves a fine meal. (9) No one left the raccoons and other animals even a nibble. (10) Then Joyce told us ghost stories around the campfire.

# 20.3 Indirect Objects and Objective Complements • Practice 1

**Indirect Object or Object of a Preposition** An indirect object never follows the word *to* or *for*.

INDIRECT OBJECT VERSUS PREPOSITIONAL PHRASE					
	IO	DO		IO	DO
The <u>caller</u>	<u>left</u>	<u>you</u>	a <u>message</u> .	We <u>gave</u>	<u>mother</u> a <u>corsage</u> .
	DO	PREP PH		DO	PREP PH
The <u>caller</u>	<u>left</u>	a <u>message</u>	for you.	We <u>gave</u>	a <u>corsage</u> to mother.

**The Objective Complement** An objective complement is an adjective, noun, or group of words acting as a noun that follows a direct object and describes or renames it.

OBJECTIVE COMPLEMENTS			
	DO	OC	
The <u>gift</u>	<u>made</u>	<u>me</u>	<u>happy</u> . (made me <i>what?</i> happy)
	DO	OC	
We <u>chose</u>	<u>Paula</u>	<u>captain</u>	. (chose Paula <i>what?</i> captain)

**Exercise 1** **Distinguishing Between Indirect Objects and Objects of Prepositions.** In each blank at the right, write whether the underlined word is an *indirect object* or an *object of a preposition*.

**EXAMPLE:** Volunteers offered each passer-by a flyer. indirect object

- The realtor showed the family several houses. \_\_\_\_\_
- The child brought an apple for the teacher. \_\_\_\_\_
- Lana told us a funny joke. \_\_\_\_\_
- A volunteer brought the patient a newspaper. \_\_\_\_\_
- The messenger handed the envelope to the secretary. \_\_\_\_\_
- Please give this note to Phillip. \_\_\_\_\_
- Ms. Nelson gave us a surprise quiz. \_\_\_\_\_
- The principal read the notice to the entire school. \_\_\_\_\_
- The defendant told the judge his story. \_\_\_\_\_
- Luis made his father a bookcase. \_\_\_\_\_

**Exercise 2** **Recognizing Objective Complements.** Underline the objective complement in each sentence below. Then write whether it is a *noun* or an *adjective* in the blank to the right.

**EXAMPLE:** The race left us exhausted. adjective

- The team made the coach proud. \_\_\_\_\_
- The class elected Harry treasurer. \_\_\_\_\_
- The jury found the defendant not guilty. \_\_\_\_\_
- The mechanical swing kept the baby quiet for hours. \_\_\_\_\_
- Everyone in his family calls Jeremy "Jem." \_\_\_\_\_

# 20.3 Indirect Objects and Objective Complements • Practice 2

**Exercise 1** **Distinguishing Between Indirect Objects and Objects of Prepositions.** In the following sentences, change each indirect object into a prepositional phrase. Change each prepositional phrase that you can into an indirect object.

**EXAMPLE:** Janet left a message for you.

Janet left you a message.

1. Last night at the restaurant, the chef prepared a special dessert for us.  
\_\_\_\_\_
2. The sitter handed the baby the rattle.  
\_\_\_\_\_
3. The realtor showed us four apartments.  
\_\_\_\_\_
4. Alex sold his farm to the county.  
\_\_\_\_\_
5. Did you bring some ice cream for the children?  
\_\_\_\_\_

**Exercise 2** **Recognizing Objective Complements.** Underline the objective complement in each sentence.

**EXAMPLE:** The movie made him very sad.

1. The third-period class nominated him treasurer.
2. The continuous rain made them depressed.
3. The cousins called their talented uncle a wizard.
4. The actor dyed his blond hair red.
5. My parents' rules sometimes make me angry.

**Writing Application** **Using Indirect Objects to Combine Sentences.** Turn each pair of sentences into a single sentence with an indirect object.

**EXAMPLE:** I bought the album. I bought it for Mark.

I bought Mark the album.

1. The sitter prepared a snack. He prepared it for Paul.  
\_\_\_\_\_
2. The waiter served my order. He served it to Ann.  
\_\_\_\_\_
3. I made a macramé belt. I made it for my mother.  
\_\_\_\_\_
4. The realtor rented the apartment. She rented it to us.  
\_\_\_\_\_
5. The principal gave an award. He gave it to our class.  
\_\_\_\_\_

## 20.3

## Subject Complements (Predicate Nominative, Predicate Adjective) • Practice 1

**Subject Complements** A predicate nominative is a noun or pronoun that follows a linking verb and renames, identifies, or explains the subject of a sentence.

PREDICATE NOMINATIVES	
PN	
<u>Jackson</u> <u>became</u> a <span style="border: 1px solid black; padding: 2px;">superstar</span> . ( <i>Superstar</i> renames <i>Jackson</i> .)	
PN	
The better <u>player</u> <u>is</u> <span style="border: 1px solid black; padding: 2px;">Tim</span> . ( <i>Tim</i> identifies <i>player</i> .)	

**The Predicate Adjective** A predicate adjective is an adjective that follows a linking verb and describes the subject of the sentence.

PREDICATE ADJECTIVES	
PA	
The pizza <u>smelled</u> <span style="border: 1px solid black; padding: 2px;">delicious</span> . ( <i>Delicious</i> describes <i>pizza</i> .)	
PA	
<u>Harry</u> <u>is</u> always <span style="border: 1px solid black; padding: 2px;">late</span> . ( <i>Late</i> describes <i>Harry</i> .)	

### Exercise 1 Recognizing Predicate Nominatives. Underline each predicate nominative.

**EXAMPLE:** Helen has been my best friend since kindergarten.

- The Tigers are the team to beat.
- Math and science are my best subjects.
- My sister became a lawyer after years of study.
- The former President remained a prominent figure after leaving office.
- The specialty of the house is cheese fondue.
- Judy's plan seemed a workable one.
- The understudy became an overnight success.
- He is the best choice for the job.
- The executive remained an officer even after her retirement.
- Nero Wolfe is a famous fictional detective.

### Exercise 2 Recognizing Predicate Adjectives. Underline each predicate adjective.

**EXAMPLE:** The movie sounds ridiculous.

- The first plan seemed unworkable.
- The color of that blouse is unbecoming.
- Paul was disappointed with his strikeout.
- Audrey sounded quite cheerful on the phone.
- The crowd grew restless because of the long delay.
- That centerpiece looks beautiful on the table.
- The singer appeared nervous before the concert.
- You will surely feel better after a nap.
- The patient grows stronger every day.
- The weather stayed sunny throughout the weekend.

## 20.3

**Subject Complements (Predicate Nominative,  
Predicate Adjective) • Practice 2****Exercise 1**

**Recognizing Predicate Nominatives.** Underline the predicate nominative in each sentence.

**EXAMPLE:** Carl is my brother.

1. Hawkins remained the best player on the team.
2. Some people stay children throughout their lives.
3. The first speaker was I.
4. Which of those records is a classic?
5. A hamburger seemed the safest thing to order.
6. The puppies in the corner are the ones for sale.
7. Our state senator may soon become governor.
8. The special today is broiled swordfish.
9. The girls have remained friends for years.
10. Ellen appears the strongest candidate.
11. Florence is Albert's youngest sister.
12. The result of the revolution was chaos.
13. The best item on the menu has always been the salmon.
14. The aroma in the air was clearly cinnamon.
15. Ramona is Rachel's best friend.

**Exercise 2**

**Recognizing Predicate Adjectives.** Underline the predicate adjective in each sentence.

**EXAMPLE:** Jean seems tired this afternoon.

1. The flowers smell heavenly.
2. I look awful in this shade of green.
3. Some of the cheese is moldy.
4. The pineapple tasted delicious.
5. The music sounds better from farther away.
6. The sky became cloudy toward evening.
7. I felt angry after our argument.
8. The weather remained hot all week.
9. The team's fans became more unhappy with each new setback.
10. The children grew tan from the summer sun.
11. The path is extremely treacherous.
12. The oatmeal seemed much too hot.
13. The moon was full last night.
14. The children looked very unhappy.
15. The price of the couch is much too high.

## 20.3 Subject Complements (Compound Subject Complements) • Practice 1

**Compound Subject Complements** A compound predicate nominative is two or more nouns or pronouns that follow a linking verb and rename the subject of the sentence. A compound predicate adjective is two or more adjectives that follow a linking verb and describe the subject of the sentence.

COMPOUND SUBJECT COMPLEMENTS	
The new <u>officers</u> <u>are</u> <span style="border: 1px solid black; padding: 2px;">Kate</span> and <span style="border: 1px solid black; padding: 2px;">Tom</span> . ( <i>Kate and Tom identify officers</i> )	PN                      PN
The <u>puppy</u> <u>was</u> <span style="border: 1px solid black; padding: 2px;">hungry</span> and <span style="border: 1px solid black; padding: 2px;">dirty</span> . ( <i>Hungry and dirty describe puppy.</i> )	PA                      PA

**Exercise 1** **Recognizing Compound Subject Complements.** Underline the nouns or adjectives that make up each compound subject complement. On the line at the right, write *PN* for predicate nominative or *PA* for predicate adjective to describe each one.

**EXAMPLE:** The chair is neither attractive nor sturdy.      PA

1. The twins are Kim and Karen. \_\_\_\_\_
2. The main-course choices are steak, shrimp, or chicken. \_\_\_\_\_
3. That blazer is neither attractive nor affordable. \_\_\_\_\_
4. Cory will become either a lawyer or a politician. \_\_\_\_\_
5. When annoyed, the dog becomes mean and vicious. \_\_\_\_\_
6. After the long drought, the ground looks hard and dusty. \_\_\_\_\_
7. My favorite breakfast is pancakes and sausage. \_\_\_\_\_
8. The pizza will be ready and waiting in ten minutes. \_\_\_\_\_
9. Monsieur Henri is the owner and chef of that restaurant. \_\_\_\_\_
10. Without proper care, the plant may become bent or discolored. \_\_\_\_\_

**Exercise 2** **Writing Sentences with Compound Subject Complements.** Each sentence below contains a subject complement. On each line to the right, add a conjunction and a noun or adjective to make the subject complement compound. Be sure the word you add is the same part of speech as the subject complement given.

**EXAMPLE:** The child became tired and cranky.

1. That remark sounded rude \_\_\_\_\_.
2. The stew tastes both rich \_\_\_\_\_.
3. Every visitor to their home feels comfortable \_\_\_\_\_.
4. The winner will surely be either Hank \_\_\_\_\_.
5. The best math students are Ellen \_\_\_\_\_.
6. All the fans felt proud \_\_\_\_\_.
7. A good snack would be fruit \_\_\_\_\_.
8. That star is both intelligent \_\_\_\_\_.
9. The losing team felt neither discouraged \_\_\_\_\_.
10. Her favorite months are January \_\_\_\_\_.

# 20.3 Subject Complements (Compound Subject Complements) • Practice 2

**Exercise 1** **Recognizing Compound Subject Complements.** Underline the nouns or adjectives that make up each compound subject complement. Then label each compound complement as a *predicate nominative* or *predicate adjective*.

**EXAMPLE:** The museum is beautiful and interesting. predicate adjective

(1) The most frequent visitors to the museum are foreign visitors or other out-of-towners. (2) The museum's treasures are mainly furniture and paintings. (3) Its collection grows larger and better every year. (4) The paintings are old and valuable. (5) Most of them are pastels, watercolors, or oils. (6) The majority of paintings are Dutch or Italian. (7) The museum's furnishings are graceful and elegant. (8) The most interesting pieces in the foyer are a colonial table, a Philadelphia clock, and a silver lamp. (9) Other museum highlights are its beautiful rugs and its formal gardens. (10) The museum is free to the public and open daily except holidays.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Writing Application** **Writing Sentences with Subject Complements.** Use each subject and verb to write a sentence with the kind of subject complement indicated.

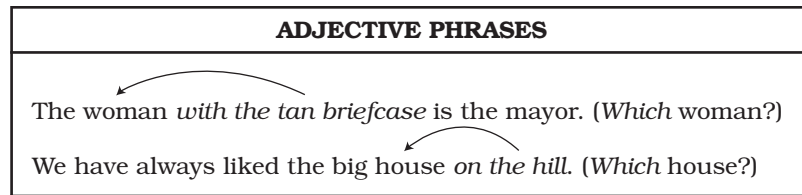
**EXAMPLE:** Liz seems (predicate adjective) Liz seems excited about the trip.

1. friends are (compound predicate nominative)  
\_\_\_\_\_
2. dogs became (predicate adjective)  
\_\_\_\_\_
3. baby grew (compound predicate adjective)  
\_\_\_\_\_
4. Eric became (predicate nominative)  
\_\_\_\_\_
5. singer was (predicate nominative)  
\_\_\_\_\_
6. leaves turned (compound predicate adjective)  
\_\_\_\_\_
7. vegetables are (compound predicate nominative)  
\_\_\_\_\_
8. guests looked (predicate adjective)  
\_\_\_\_\_
9. voice sounded (predicate adjective)  
\_\_\_\_\_
10. Agnes remained (predicate nominative)  
\_\_\_\_\_

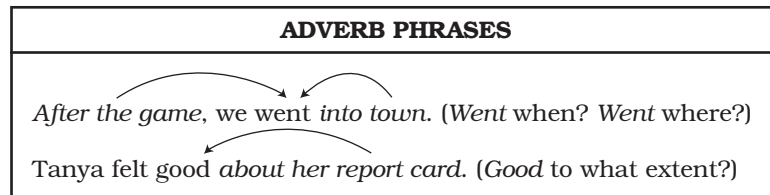


## 21.1 Prepositional Phrases • Practice 1

**Adjective Phrases** A phrase is a group of words, without a subject and verb, that acts as one part of speech. An adjective phrase is a prepositional phrase that modifies a noun or pronoun by telling what kind or which one.



**Adverb Phrases** An adverb phrase is a prepositional phrase that modifies a verb, adjective, or adverb by pointing out where, when, in what manner, or to what extent.



**Exercise 1 Identifying Adjective Phrases.** Underline the adjective phrase in each sentence below. Circle the noun or pronoun it modifies.

**EXAMPLE:** Someone should water the flower bed in the front yard.

1. Only one of us can play the guitar.
2. Several houses on our street have decks.
3. Each student will write a report about a different capital.
4. Louise gave a surprise party for Mary.
5. My grandmother collects teacups from different countries.
6. The bike in the shop window is expensive.
7. The only difference between Gerri and her twin sister is their names.
8. Someone just bought that empty lot down the street.
9. Eddy made a statue of a bird.
10. The top of the wall is barbed wire.

**Exercise 2 Identifying Adverb Phrases.** Underline the adverb phrase in each sentence below. Circle the word it modifies.

**EXAMPLE:** After our long workout, we collapsed.

1. This coupon is good for another month.
2. Our next-door neighbors moved to New Mexico.
3. After all your hard work, you deserve a vacation.
4. With your help, I finished the job.
5. After high school, my sister became a computer programmer.
6. We arrived at the theater early.
7. With only slight hesitation, Diane approached the microphone.
8. Peter quickly slipped under the gate.
9. Outside the theater a large crowd watched the arriving celebrities.
10. We sometimes drive far into the country.

# 21.1 Prepositional Phrases • Practice 2

**Exercise 1 Identifying Adjective Phrases.** Underline the adjective phrase or adjective phrases in each sentence. Then draw an arrow from each phrase to the word it modifies.

**EXAMPLE:** Their house in the mountains is spectacular.

1. The price of the car was much too high.
2. Put that box of books down here.
3. My sister is the one in the yellow sweater.
4. The house on the corner of our street needs paint.
5. The cry of the wounded animal haunted us.
6. This is another book by the same author.
7. The shapes of the two objects are very similar.
8. Something in the corner of the room moved.
9. Did you close the window behind the couch?
10. I enjoyed your article about Mr. Hill.

**Exercise 2 Identifying Adverb Phrases.** Underline the adverb phrase or adverb phrases in each sentence. Then draw an arrow from each phrase to the word it modifies.

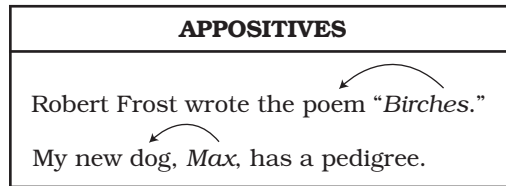
**EXAMPLE:** After school we went to the soccer game.

1. Simmer the stew over low heat.
2. The coach is always tougher on newcomers.
3. Louis delivered their anniversary present to the wrong house.
4. Lightning hit the barn during the storm.
5. The frightened squirrel ran across the roof and jumped into the tree.
6. Allie swam away from us.
7. The couple sailed their boat around the world.
8. They returned before dark.
9. The flood waters rose over the breakwater and onto the roadway.
10. Run into the backyard and take the lawnmower out of the rain.

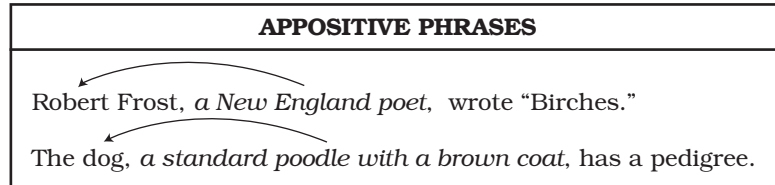
## 21.1

**Appositives and Appositive Phrases****• Practice 1**

**Appositives** An appositive is a noun or pronoun placed next to another noun or pronoun to identify, rename, or explain it.



**Appositive Phrases** An appositive phrase is an appositive with modifiers.



**Exercise 1 Identifying Appositives.** Underline the appositive in each sentence. Circle the noun or pronoun it renames.

**EXAMPLE:** My uncle, a dentist, favors fluoridating the water supply.

- The play *Cats* is based on poems by T. S. Eliot.
- Our first president, George Washington, was a native Virginian.
- The story appeared in the popular magazine *Time*.
- The film was nominated for Hollywood's top award, the Oscar.
- The new park, Hammer Field, has three baseball diamonds.
- I invited my best friend, Dora, to spend the weekend.
- Please give this note to the principal, Mrs. Spiegel.
- April 19, Patriots' Day, commemorates Paul Revere's famous ride.
- Lou told only his brother Mike the secret.
- The site of the fair will be Minnesota's capital, St. Paul.

**Exercise 2 Identifying Appositive Phrases.** Underline the appositive phrase in each sentence. Circle the noun or pronoun it renames.

**EXAMPLE:** The centerpiece, an arrangement of roses, was beautiful.

- Norma Ellis, a local TV reporter, was the first to report the fire.
- My personal favorite is Talmadge, the candidate with the best record.
- The unicorn, a creature with one horn, is a mythical animal.
- That word comes from Natick, a Native American language.
- Chinese cooking is often done in a wok, a large pan with a rounded bottom.
- The movie, another in the popular science-fiction series, was awful.
- Those flowers, members of the same family, grow in the woods.
- The new road, a link between the two largest cities in the state, will be completed soon.
- Please take this message to Judy, the girl in the last row.
- My cousin, a senior at Eastern High, plans to become a nurse.

# 21.1 Appositives and Appositive Phrases

## • Practice 2

**Exercise 1** **Identifying Appositives.** Underline the appositive in each sentence. Then circle the word or words each appositive renames.

**EXAMPLE:** This book, a novel, is extremely fast-paced.

1. Mr. Smith, a lawyer, is away on vacation.
2. My sister Alice is a medical student.
3. Our house, a saltbox, is typical of colonial New England architecture.
4. The reporter, Ms. Hughes, confirmed the story.
5. John Greenleaf Whittier wrote the poem "Snowbound."
6. My favorite teacher, Ms. Jenkins, will retire next year.
7. The artist Mary Cassatt painted mothers and their children.
8. Dad's special dessert, cheesecake, won a blue ribbon.
9. The poet Shelley drowned in a boating accident.
10. Ed ordered his favorite dinner, pizza.
11. My cousin Dorothy is coming to visit in December.
12. One candidate, Sharon, is the only one with a chance to win.
13. Rodin's work *The Thinker* is his most well-known sculpture.
14. A river, the Thames, runs through London.
15. The suspect, Bill Carlton, was arrested last night.

**Exercise 2** **Identifying Appositive Phrases.** Underline the appositive phrase in each sentence. Then circle the word or words each appositive phrase renames.

**EXAMPLE:** Our new pet, a frisky puppy, loves to play.

1. They hope to win the prize, a trip for two to Hawaii.
2. Mrs. Konevich fixed the car, an old station wagon.
3. Shelley's sister, a track star at UCLA, runs three miles daily.
4. He took her to a movie, a comedy about army life.
5. Two boys, friends of ours, gave us a ride.
6. The youngest player, a pitcher on the second team, received an award at the dinner.
7. We gave Mrs. Hunt, our noisy neighbor, a warning.
8. Amy's father, a federal court judge, will be the speaker.
9. Chess, her favorite game, can take hours to play.
10. He is an artist, a genius with a paint brush.
11. The story takes place in Thebes, an ancient city in Greece.
12. Stevie, a talented skateboarder, won a contest on Saturday.
13. The Morrises' house, a restored Victorian, needs a new paint job.
14. *Moby-Dick*, a novel by Herman Melville, is highly regarded by many critics.
15. The Amazon, the longest river in South America, is 4,000 miles in length.

# 21.1 Appositives and Appositive Phrases

## (Compound Appositives) • Practice 1

**Compound Appositives** A compound appositive is two or more appositives or appositive phrases connected by a conjunction and used to identify the same noun or pronoun.

COMPOUND APPOSITIVES
<p>Two cities, <i>Venice and Genoa</i>, were great rivals at one time.</p> <p>Any new car, whether <i>a small compact</i> or <i>a fancy sport model</i>, will be an improvement over this one.</p>

**Exercise 1** **Identifying Compound Appositives.** Underline each compound appositive in the sentences below. Then circle the word or words it renames.

**EXAMPLE:** The puppies, a tiny hound and a winsome terrier, stared up at us.

1. I could not choose between the two desserts, cheesecake and brownies.
2. Which Shakespearean tragedy, *Hamlet* or *Macbeth*, is longer?
3. Our two newest states, Alaska and Hawaii, do not border other states.
4. The star added a Grammy to her other awards, a Tony, an Oscar, and an Emmy.
5. Sacajawea was a guide for the explorers Lewis and Clark.
6. The family could not decide between the houses, a small Cape Cod or a rambling ranch-style.
7. The battery, the pitcher and catcher, conferred on the mound.
8. We had a party for the new couple next door, a man and woman from Utah.
9. I like all movies by the Marx Brothers, Harpo, Groucho, Chico, Zeppo, and Gummo.
10. The ball was held for the visiting dignitaries, the King and Queen of Spain.

**Exercise 2** **Writing Sentences with Appositives, Appositive Phrases, and Compound Appositives.** Turn each pair of sentences into a single sentence with an appositive, an appositive phrase, or a compound appositive.

**EXAMPLE:** The play was very amusing. The play was a farce.

The play, a farce, was very amusing.

1. Ed Jenkins went to college with my father. He is a local disc jockey.  
\_\_\_\_\_
2. Scrooge is a symbol of miserliness. He is the main character in Dickens' *A Christmas Carol*.  
\_\_\_\_\_
3. Mom had several choices for the main course. The choices were stuffed chicken, lasagna, or baked fish.  
\_\_\_\_\_
4. Both home teams were high in the standings. The teams are the Bears and the Cubs.  
\_\_\_\_\_
5. Their new apartment is quite spacious. It was once a loft with fourteen-foot ceilings.  
\_\_\_\_\_

# 21.1 Appositives and Appositive Phrases

## (Compound Appositives) • Practice 2

**Exercise 1** **Identifying Compound Appositives.** In each sentence, underline each part of each compound appositive. Then draw an arrow from each part to the word or words it renames.

**EXAMPLE:** Viewing ocean creatures, fish and other animals, is one reason that underwater diving is popular.

- As early as 4500 B.C., people were diving in the ocean to bring up food, both fish and plants.
- Early Greek and Roman divers also dived to retrieve the ocean's riches, pearls, sponges, and shells.
- The most common diving method, skin diving or breath-hold diving, has been practiced the longest.
- Skin diving, a very simple type of diving and a popular form of recreation today, requires little or no equipment.
- The basic equipment, fins, masks, and snorkels, is easy to use.
- Years ago, divers used natural equipment, hollow reeds for snorkels and tortoise shells for goggles.
- Now, however, this equipment is made from more modern materials, glass and plastic.
- In 1943, two Frenchmen, Cousteau and Gagnan, developed practical independent breathing equipment.
- Improved equipment gives today's divers great advantages, more mobility and increased time under water.
- Today, divers often use special gear, compressed-air tanks and wet suits, which allows them to swim underwater for long periods.

**Writing Application** **Using Appositives and Appositive Phrases to Combine Sentences.** Turn each pair of sentences into one with an appositive or appositive phrase.

**EXAMPLE:** Sam typed his paper. It was a book report.

Sam typed his paper, a book report.

- The book was published in many languages. It was an autobiography.  
\_\_\_\_\_
- A neighbor's tree became the graveyard for their colorful kite. The kite was a large dragon with a silver tail.  
\_\_\_\_\_
- Candice completed the race in spite of her injury. She had a twisted ankle.  
\_\_\_\_\_
- The memorial honors the people who died while in service during World War II. It is a simple, symbolic structure made of white stone.  
\_\_\_\_\_
- Mount Shasta towers thousands of feet above the surrounding valleys and plateaus. The mountain is a volcano.  
\_\_\_\_\_

# 21.1 Participles and Participial Phrases

## (Participles; Verb or Participle?) • Practice 1

**Participles** A participle is a form of a verb that acts as an adjective and modifies a noun or pronoun.

Present Participles	Past Participles
A <i>bubbling</i> pot sat on the stove.	A <i>typed</i> report looks neater.
<i>Purring</i> , the kitten settled into my lap.	<i>Pleased</i> , Kimberly sat down.

**Verb or Participle?** A verb phrase always begins with a helping verb, but a participle acting as an adjective stands by itself.

Verb Phrases	Participles
The crowd <i>was laughing</i> at the street corner clown.	<i>Laughing</i> , the children raced away.
The taxpayers <i>were dismayed</i> at the latest increases.	<i>Dismayed</i> , the librarian began to pick up the books.

**Exercise 1 Identifying Participles.** Underline the participle in each sentence and circle the word it modifies. On each line at the right, write *present* or *past* to tell which kind it is.

**EXAMPLE:** An amused (smile) played across her face. past

- Marilyn wished on the falling star. \_\_\_\_\_
- Keith is the leading hitter on our team. \_\_\_\_\_
- The detective had a puzzled expression on his face. \_\_\_\_\_
- Can you repair this broken vase? \_\_\_\_\_
- My favorite dessert is baked apples. \_\_\_\_\_
- Marc auditioned for the casting director. \_\_\_\_\_
- The dry cleaner had a pressing appointment. \_\_\_\_\_
- The sitter soothed the frightened child. \_\_\_\_\_
- In Davy's dream, he rode on a flying carpet. \_\_\_\_\_
- Laura returned the borrowed book this morning. \_\_\_\_\_

**Exercise 2 Distinguishing Between Verbs and Participles.** On each line at the right, write whether each underlined word is a *verb* or a *participle*.

**EXAMPLE:** The annoyed customer spoke rudely to the clerk. participle

- The plane has been delayed by the weather. \_\_\_\_\_
- The delayed game will be played next week. \_\_\_\_\_
- A growing child needs nutritious food. \_\_\_\_\_
- Queen Anne's lace was growing by the roadside. \_\_\_\_\_
- You will find the information on the following pages. \_\_\_\_\_
- Someone has been following me for the last block. \_\_\_\_\_
- Some spots are becoming worn. \_\_\_\_\_
- That dress is a very becoming color. \_\_\_\_\_
- This restaurant has an interesting but limited menu. \_\_\_\_\_
- My parents have limited my nights out to weekends. \_\_\_\_\_

# 21.1 Participles and Participial Phrases

## (Participles; Verb or Participle?) • Practice 2

**Exercise 1** **Identifying Participles.** Underline the participle in each sentence. Then label each as *present* or *past*.

**EXAMPLE:** The frightened cat ran up a tree. past

1. The howling coyotes woke the neighborhood. \_\_\_\_\_
2. Raoul brought the injured hawk to a veterinarian. \_\_\_\_\_
3. The child gave his mother a crumbling cookie. \_\_\_\_\_
4. Stumbling, Nicole dropped her books in the hall. \_\_\_\_\_
5. A falling star streaked across the clear sky. \_\_\_\_\_
6. The frozen ice cream was too hard to eat. \_\_\_\_\_
7. The disappointed team vowed to practice harder. \_\_\_\_\_
8. Hurt, Vivian ate lunch by herself. \_\_\_\_\_
9. Howard turned off the blaring radio. \_\_\_\_\_
10. The torn tent was no protection against the wind. \_\_\_\_\_
11. The freezing rain made the roads quite treacherous. \_\_\_\_\_
12. The exhausted climbers were rescued after three days. \_\_\_\_\_
13. The dwindling water supply worried the city's residents. \_\_\_\_\_
14. Cornered, the thief finally gave up. \_\_\_\_\_
15. The carpenter fixed the child's broken toy. \_\_\_\_\_

**Exercise 2** **Distinguishing Between Verbs and Participles.** Identify each underlined word as a *V* (verb) or *P* (participle). If the word is used as a participle, also write the word it modifies.

**EXAMPLE:** The cat frightened the bird. V

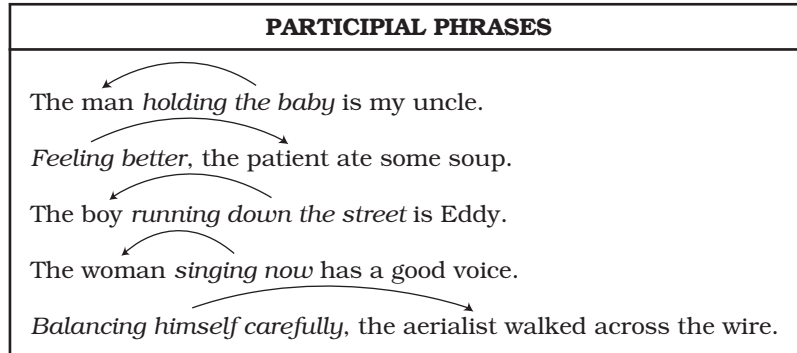
1. The train is arriving on track 7. \_\_\_\_\_
2. Reporters interviewed the arriving delegation. \_\_\_\_\_
3. My little brother loves frozen yogurt. \_\_\_\_\_
4. Usually, by this time of year, the pond has frozen. \_\_\_\_\_
5. The theatrical company has been touring major cities. \_\_\_\_\_
6. The touring company will perform here next week. \_\_\_\_\_
7. The Baskins are moving to Toronto. \_\_\_\_\_
8. The moving truck arrived an hour late. \_\_\_\_\_
9. Have the police recovered the stolen jewels? \_\_\_\_\_
10. Someone has stolen a valuable painting from the museum. \_\_\_\_\_
11. Michael has grown at least three inches taller this year. \_\_\_\_\_
12. Axelrod, a fully grown poodle, is groomed regularly. \_\_\_\_\_
13. Kurt has written his thank-you notes already. \_\_\_\_\_
14. Jo memorized six of Shakespeare's beautifully written sonnets. \_\_\_\_\_
15. The speech was made to honor our fallen soldiers. \_\_\_\_\_



# 21.1 Participles and Participial Phrases

## (Participial Phrases) • Practice 1

**Participial Phrases** A participial phrase is a participle modified by an adverb or adverb phrase or accompanied by a complement. The entire phrase acts as an adjective.



**Exercise 1** **Recognizing Participial Phrases.** Underline the participial phrase in each sentence. Then circle the word it modifies.

**EXAMPLE:** Games played before opening day do not count toward the championship.

1. The train arriving on track 10 is an hour late.
2. A first-edition book signed by the author may become valuable.
3. Looking hot and tired, the tennis players rested in the shade.
4. All the seafood cooked in that restaurant is fried.
5. Found in an abandoned barn, the painting was in excellent condition.
6. Mandy is the girl passing out the programs.
7. Anyone wishing an application may get one in the office.
8. Frightened by the horror movie, the child had nightmares for weeks.
9. The bush growing beside the front steps is an azalea.
10. The dog, chained to a stake, barked loudly.

**Exercise 2** **Writing Sentences with Participial Phrases.** Turn each pair of sentences into a single sentence with a participial phrase.

**EXAMPLE:** The money was stolen from First Bank. It was later recovered.

The money stolen from First Bank was later recovered.

1. The small boy sits at the end of the pier. He has caught nothing all day.  
\_\_\_\_\_
2. The sun sets behind the mountains. It is a beautiful sight.  
\_\_\_\_\_
3. Many books have been written by that author. Many of them have been bestsellers.  
\_\_\_\_\_
4. The speaker appeared somewhat nervous. The speaker approached the microphone.  
\_\_\_\_\_
5. The players sat on the bench. They cheered for their teammates.  
\_\_\_\_\_

# 21.1 Participles and Participial Phrases

## (Participial Phrases) • Practice 2

**Exercise 1** **Recognizing Participial Phrases.** Underline the participial phrase in each sentence. Then draw an arrow from each participial phrase to the word it modifies.

**EXAMPLE:** Frightened by the cat, the bird flew away.

1. Our house, shaded by trees, stays cool in the summer.
2. Kicking stones, the children ran down the street.
3. They boarded the subway packed with people.
4. Frightened by the smoke, they called the fire department.
5. Ms. Foley served a pie steaming from the oven.

**Writing Application** **Using Participial Phrases to Combine Sentences.** Turn each pair of sentences into one with a participial phrase. Then underline each participial phrase and draw an arrow from it to the word it modifies.

**EXAMPLE:** The palms sway in the wind. They are like dancers,

Swaying in the wind, the palms are like dancers.

1. The tollbooth would not accept the coins. It buzzed.  
\_\_\_\_\_
2. The soft music flows out of the restaurant. It invites passersby to enter.  
\_\_\_\_\_
3. The outrigger canoe sprayed water onto the faces of the crew. It raced along the tops of the waves.  
\_\_\_\_\_
4. The telephone poles had been snapped by the hurricane. They hung dangerously over the road.  
\_\_\_\_\_
5. Dolores placed her shot carefully. She hit the ball to her opponent's backhand.  
\_\_\_\_\_

**Writing Application** **Writing Sentences with Participial Phrases.** Use the following instructions to write five sentences with participial phrases.

**EXAMPLE:** Use *paint* as a past participle.

A picture painted on wet plaster is called a fresco.

1. Use *write* as a present participle.  
\_\_\_\_\_
2. Use *laugh* as a present participle.  
\_\_\_\_\_
3. Use *cook* as a past participle.  
\_\_\_\_\_
4. Use *stamp* as a past participle.  
\_\_\_\_\_
5. Use *amuse* as a present participle.  
\_\_\_\_\_

**21.1**

# Gerunds and Gerund Phrases (Gerunds; Verb, Participle, or Gerund?) • Practice 1

**Gerunds** A gerund is a form of a verb that acts as a noun.

GERUNDS
<i>Subject:</i> Running has become very popular. <i>Direct Object:</i> Unfortunately, Susan adored singing. <i>Indirect Object:</i> Uncle Lew gave skiing a single try. <i>Predicate Nominative:</i> Her favorite activity was riding. <i>Object of a Preposition:</i> Steve was not very fond of raking. <i>Appositive:</i> Her hobby, shopping, tires me out.

**Verb, Participle, or Gerund?** Words ending in *-ing* that act as nouns are gerunds. They do not have helping verbs, nor do they act as adjectives.

Verb	Participle	Gerund
Who is cooking tonight?	Cooking smells filled the house.	Paul enjoys cooking

**Exercise 1** **Recognizing Gerunds.** Underline the gerund in each sentence. Then write whether each one is used as a *subject*, *direct object*, *indirect object*, *predicate nominative*, *object of a preposition*, or *appositive* on each line to the right.

**EXAMPLE:** Bill improved by practicing. practicing *object of a preposition*

1. Winning is less important than sportsmanship. \_\_\_\_\_
2. Since childhood, Tony has shown a love of learning. \_\_\_\_\_
3. The doctor recommended exercise instead of dieting. \_\_\_\_\_
4. Alice's knitting is quite remarkable. \_\_\_\_\_
5. Jody won several medals for swimming. \_\_\_\_\_
6. Jogging is a popular form of exercise. \_\_\_\_\_
7. During her free time, Michelle enjoys reading. \_\_\_\_\_
8. Chris turned his hobby, painting, into a profession. \_\_\_\_\_
9. The sound of drilling disturbed our sleep. \_\_\_\_\_
10. Dad's favorite sport is fishing. \_\_\_\_\_

**Exercise 2** **Distinguishing Between Verbs, Participles and Gerunds.** Write *V*, *P*, or *G* on each line to the right to indicate whether the underlined word in each sentence is a verb, a participle, or a gerund.

**EXAMPLE:** A rolling stone gathers no moss. rolling *P*

1. Who is pitching today? \_\_\_\_\_
2. He has a strong pitching arm. \_\_\_\_\_
3. Pitching is our weakness. \_\_\_\_\_
4. Her great love is acting. \_\_\_\_\_
5. Who is acting in the play? \_\_\_\_\_
6. Portia was her first acting role. \_\_\_\_\_
7. The moving van was late. \_\_\_\_\_
8. Moving is always troublesome. \_\_\_\_\_
9. The Halls are moving away. \_\_\_\_\_
10. I am afraid of flying. \_\_\_\_\_

# 21.1 Gerunds and Gerund Phrases (Gerunds; Verb, Participle, or Gerund?) • Practice 2

**Exercise 1** **Identifying Gerunds.** Underline the gerund or gerunds in each sentence. Label each one as a *subject*, *direct object*, *indirect object*, *predicate nominative*, *object of a preposition*, or *appositive*.

**EXAMPLE:** Swimming is her favorite activity. subject

1. She expanded her vocabulary by reading. \_\_\_\_\_
2. At the age of five, Winston began acting. \_\_\_\_\_
3. Dribbling requires coordination and dexterity. \_\_\_\_\_
4. On summer nights, the family enjoys picnicking. \_\_\_\_\_
5. One of Lenore's hobbies is sewing. \_\_\_\_\_
6. The parakeet's main pastime, chirping, prevents loneliness. \_\_\_\_\_
7. Loving is trusting. \_\_\_\_\_
8. Stephanie loved excitement and dancing. \_\_\_\_\_
9. Weeding has improved the appearance of the yard. \_\_\_\_\_
10. The team excelled in batting and running. \_\_\_\_\_
11. Swimming is an excellent way to stay in shape. \_\_\_\_\_
12. Unfortunately, studying is Raymond's least favorite activity. \_\_\_\_\_
13. Have you ever done any mountain climbing? \_\_\_\_\_
14. The judges gave Mel's skating a score of nine. \_\_\_\_\_
15. You'll never get anywhere by simply dreaming. \_\_\_\_\_

**Exercise 2** **Distinguishing Between Verbs, Participles, and Gerunds.** Identify each underlined word as a *verb*, *participle*, or *gerund*.

**EXAMPLE:** The girls are swimming in the lake. verb

1. The losing team put up a good fight. \_\_\_\_\_
2. No one enjoys losing. \_\_\_\_\_
3. The home team was losing at the half. \_\_\_\_\_
4. The contractors are painting the exterior today. \_\_\_\_\_
5. Painting is more than a hobby to Chuck. \_\_\_\_\_
6. Have you seen my painting clothes? \_\_\_\_\_
7. Our meeting at the station was a surprise. \_\_\_\_\_
8. Hayes was a member of the delegation meeting the plane. \_\_\_\_\_
9. You will be meeting many new people at camp. \_\_\_\_\_
10. Why are you reading that book? \_\_\_\_\_
11. Reading is Ralph's favorite activity. \_\_\_\_\_
12. Once a month, the reading group meets for a book discussion. \_\_\_\_\_
13. The laughing children encouraged the clown to continue. \_\_\_\_\_
14. The children were laughing at the clown's antics. \_\_\_\_\_
15. The clown enjoys laughing. \_\_\_\_\_

# 21.1 Gerunds and Gerund Phrases (Gerund Phrases) • Practice 1

**Gerund Phrases** A gerund phrase is a gerund with modifiers or a complement, all acting together as a noun. In the chart, notice the words before the gerunds in the second and third examples. Remember that the possessive form of a noun or pronoun is used before a gerund.

GERUND PHRASES
<i>Working hard</i> usually pays off.
We were grateful for <i>Mary's careful planning</i> .
<i>Our arriving so late</i> caused a stir.
Paul surprised us by <i>hitting the ball so far</i> .

**Exercise 1** **Recognizing Gerund Phrases.** Underline the gerund phrase in each sentence. Then write whether each one is used as a *subject*, *direct object*, *indirect object*, *predicate nominative*, *object of a preposition*, or *appositive* on each line to the right.

**EXAMPLE:** The comedian told the joke without cracking a smile. object of a preposition

1. Debby enjoys working in the garden. \_\_\_\_\_
2. Darryl's hobby is collecting old coins. \_\_\_\_\_
3. Practicing for several hours a day is not unusual for a musician. \_\_\_\_\_
4. Until the day before, we continued changing the menu. \_\_\_\_\_
5. Driving along the mountain road was a frightening experience. \_\_\_\_\_
6. This ice pack will reduce the swelling around the injury. \_\_\_\_\_
7. The candidate was gracious in thanking all her campaign workers. \_\_\_\_\_
8. Tonight's homework is writing a rough draft. \_\_\_\_\_
9. Her great love, cooking gourmet meals, delights her friends. \_\_\_\_\_
10. Damian dreams about becoming a rock star. \_\_\_\_\_
11. Tess entered the house without disturbing anyone. \_\_\_\_\_
12. His honesty gave running for office a new respectability. \_\_\_\_\_
13. Recognizing shapes and colors is important for preschoolers. \_\_\_\_\_
14. Everyone rose for the singing of the national anthem. \_\_\_\_\_
15. My chores include setting the table before each meal. \_\_\_\_\_
16. All the guests raved about his exquisite cooking. \_\_\_\_\_
17. She was reprimanded for taking far too much time on the project. \_\_\_\_\_
18. Decorating the gym was one thing the committee looked forward to. \_\_\_\_\_
19. Beyond everything else, she liked working crossword puzzles. \_\_\_\_\_
20. He was intensely annoyed by her yawning so openly. \_\_\_\_\_

**Exercise 2** **Writing Nouns and Pronouns Before Gerunds.** Fill in each blank with the correct word from the parentheses at the right.

**EXAMPLE:** Her singing the lullaby put the baby to sleep. (She, Her)

1. Everyone appreciated \_\_\_\_\_ working so hard. (we, our, us)
2. \_\_\_\_\_ reading of the poem gave it new meaning. (He, His, Him)
3. We were surprised by \_\_\_\_\_ repeating that comment. (Tom, Tom's)
4. \_\_\_\_\_ snoring so loudly kept us all awake. (She, Her)
5. \_\_\_\_\_ being ready early amazed the family. (I, My, Me)

# 21.1 Gerunds and Gerund Phrases (Gerund Phrases) • Practice 2

**Exercise 1** **Identifying Gerund Phrases.** Underline the gerund phrase or gerund phrases in each sentence. Label each one as a *subject*, *direct object*, *predicate nominative*, or *object of a preposition*.

**EXAMPLE:** During our vacation last summer, we all enjoyed swimming in the lake.  
direct object

1. The pilot of a hang glider generally takes off by running down a hill. \_\_\_\_\_
2. Holly's favorite activity is climbing mountains in state parks. \_\_\_\_\_
3. Thousands of spectators showed their interest by following the pro golfers around the course. \_\_\_\_\_
4. After one night of mosquito attacks the Percivals regretted camping by the river. \_\_\_\_\_
5. In the 1800's some miners made as much as \$5,000 in a few days of panning gold. \_\_\_\_\_
6. Flying an airplane in bad weather requires extensive training. \_\_\_\_\_
7. Running out of gas is a horrible experience. \_\_\_\_\_
8. Some body surfers use styrofoam boards for riding the waves. \_\_\_\_\_
9. Going to bed late and getting up early may lead to exhaustion. \_\_\_\_\_
10. Given the choice between hearing a story and playing a game, the children chose hearing a story. \_\_\_\_\_
11. Visiting the art museum was not Wesley's idea of fun. \_\_\_\_\_
12. Derek is an expert at flying kites. \_\_\_\_\_
13. Our music teacher enjoys conducting the choir. \_\_\_\_\_
14. One of the most dangerous sports is jumping from airplanes. \_\_\_\_\_
15. Watching television all day is not the best use of your time. \_\_\_\_\_

**Writing Application** **Writing Sentences with Gerund Phrases.** Use the following instructions to write five sentences with gerund phrases. Then underline the gerund phrase in each.

**EXAMPLE:** Use *sneezing* as a subject.  
Her violent sneezing startled me.

1. Use *staring* as a subject.  
\_\_\_\_\_
2. Use *joking* as a predicate nominative.  
\_\_\_\_\_
3. Use *driving* as the object of a preposition.  
\_\_\_\_\_
4. Use *whispering* as a direct object.  
\_\_\_\_\_
5. Use *sliding* as a direct object.  
\_\_\_\_\_

# 21.1 Infinitives and Infinitive Phrases (Infinitives; Prepositional Phrase or Infinitive?) • Practice 1

**Infinitives** An infinitive is a form of a verb that comes after the word *to* and acts as a noun, adjective, or adverb.

INFINITIVES
<i>Subject:</i> To succeed is not always easy. <i>Direct Object:</i> They promised to remember. <i>Predicate Nominative:</i> Her goal was to act. <i>Object of a Preposition:</i> He had no choice but to relent. <i>Appositive:</i> Andrea's decision, to leave, was a difficult one. <i>Adjective:</i> Her latest mystery is the book to read. <i>Adverb:</i> He struggled to rise. The loss was not easy to accept.

**Prepositional Phrase or Infinitive?** A prepositional phrase always ends with a noun or pronoun. An infinitive always ends with a verb.

Prepositional Phrase	Infinitive
Will you drive me <i>to the store</i> ?	I need <i>to shop</i> .

**Exercise 1 Identifying Infinitives.** Underline the infinitive in each sentence. Then write the part of speech it is used as on each line to the right.

**EXAMPLE:** The music began to play. noun

- The Bombers are the team to beat. \_\_\_\_\_
- The offer was hard to refuse. \_\_\_\_\_
- His greatest desire, to win, caused his ruthlessness. \_\_\_\_\_
- Is this the right road to take? \_\_\_\_\_
- This recipe is easy to make. \_\_\_\_\_
- The whole class recognized Julie's ability to lead. \_\_\_\_\_
- Dora always plays to win. \_\_\_\_\_
- That will be a difficult promise to keep. \_\_\_\_\_
- The new game is easy to learn. \_\_\_\_\_
- Where is the best place to sit? \_\_\_\_\_

**Exercise 2 Distinguishing Between Prepositional Phrases and Infinitives.** Write *PP* for prepositional phrase or *Inf.* for infinitive on each line to the right to describe each underlined group of words.

**EXAMPLE:** I take the bus to school. PP

- Would you like to play? \_\_\_\_\_
- Bud is kind to everyone. \_\_\_\_\_
- Ben went to bed early. \_\_\_\_\_
- This is no time to stop. \_\_\_\_\_
- Please come to dinner. \_\_\_\_\_
- It is too early to eat. \_\_\_\_\_
- I need to rest. \_\_\_\_\_
- Please give this to Jan. \_\_\_\_\_
- Please try to relax. \_\_\_\_\_
- This belongs to Pat. \_\_\_\_\_

# 21.1 Infinitives and Infinitive Phrases (Infinitives; Prepositional Phrase or Infinitive?) • Practice 2

**Exercise 1** **Identifying Infinitives.** Underline the infinitive in each sentence. Then label each as a *noun*, *adjective*, or *adverb*.

**EXAMPLE:** My friend started to laugh. *noun*

1. He wanted to protest. \_\_\_\_\_
2. Her only thought was to win. \_\_\_\_\_
3. She had no alternative except to drive. \_\_\_\_\_
4. Eager to succeed, he studied every night. \_\_\_\_\_
5. The ghost town to visit is on a deserted road. \_\_\_\_\_
6. Rob likes to swim. \_\_\_\_\_
7. Nadine told me what book to read. \_\_\_\_\_
8. To write takes more time than I have. \_\_\_\_\_
9. That is the most economical car to buy. \_\_\_\_\_
10. The bus to take stops only at major towns. \_\_\_\_\_
11. At eight o'clock exactly, the curtains began to open. \_\_\_\_\_
12. Paula must have forgotten to invite James to the party. \_\_\_\_\_
13. The push to reach the North Pole was dangerous and exciting. \_\_\_\_\_
14. Dean knows the best way to cook burgers. \_\_\_\_\_
15. Too scared to continue, Bill turned back toward the cave entrance. \_\_\_\_\_

**Exercise 2** **Distinguishing Between Prepositional Phrases and Infinitives.** Underline the prepositional phrase or infinitive beginning with *to* in each sentence. Then label each as a *prepositional phrase* or *infinitive*.

**EXAMPLE:** He had an essay to write. *infinitive*

1. Because the music was so loud, Pat found it hard to study. \_\_\_\_\_
2. To win was our only desire. \_\_\_\_\_
3. Have you ever been to Seattle? \_\_\_\_\_
4. My sister likes to ski. \_\_\_\_\_
5. When do we go back to school? \_\_\_\_\_
6. My grandparents are coming to visit. \_\_\_\_\_
7. Who phones in the message about the lost children to headquarters? \_\_\_\_\_
8. Have you shown her the pictures of your trip to Alaska? \_\_\_\_\_
9. Is it time to go?
10. Our neighbors have gone to Europe. \_\_\_\_\_
11. What would you like to say? \_\_\_\_\_
12. Speak directly to the audience. \_\_\_\_\_
13. Darryl did not want to lend Freddie any money. \_\_\_\_\_
14. Jane gave her favorite sweater to Pam. \_\_\_\_\_
15. When she grows up, Isabel plans to teach. \_\_\_\_\_



## 21.1

# Infinitives and Infinitive Phrases (Infinitive Phrases) • Practice 1

**Infinitive Phrases** An infinitive phrase is an infinitive with modifiers, complements, or a subject, all acting together as a single part of speech. Notice that the infinitives in the first two chart examples do not include the word *to*. When an infinitive or infinitive phrase is used as the direct object of certain verbs, *to* is often omitted.

INFINITIVE PHRASES
Please help <i>set the table</i> . I watched Pam <i>prepare the salad</i> . <i>To plan carefully</i> is a good beginning. That job is hard <i>to do without help</i> .

**Exercise 1**

**Recognizing Infinitive Phrases.** Underline the infinitive phrase in each sentence below. Then write the part of speech it is used as on the line to the right.

**EXAMPLE:** Dana's desire to help people led to her career in medicine. adjective

1. Elise is a good person to ask for directions. \_\_\_\_\_
2. Did you get the message to call home? \_\_\_\_\_
3. The new law requires infants to ride in special seats. \_\_\_\_\_
4. The whole family was eager to see the new car. \_\_\_\_\_
5. Pam wants to invite her to the party. \_\_\_\_\_
6. The carpenters were unable to finish the job in time. \_\_\_\_\_
7. The troops found the fort impossible to defend against the enemy. \_\_\_\_\_
8. Do you need a volunteer to help with refreshments? \_\_\_\_\_
9. Who is the candidate to vote for? \_\_\_\_\_
10. I helped Phil to rake the yard. \_\_\_\_\_

**Exercise 2**

**More Work with Infinitive Phrases.** Underline the infinitive phrase in each sentence. On the line at the right, write the infinitive itself. If *to* has been omitted, add it in parentheses.

**EXAMPLE:** Let me help you with that. (to) help

1. We saw the Olympic torch bearer pass by. \_\_\_\_\_
2. The teacher offered to give me extra help. \_\_\_\_\_
3. I heard him sing in person at the coliseum. \_\_\_\_\_
4. We watched the sun rise over the ocean. \_\_\_\_\_
5. The owner allows visitors to tour the house during the week. \_\_\_\_\_
6. We wouldn't dare ask for another piece of pie. \_\_\_\_\_
7. No one can make Linda change her mind. \_\_\_\_\_
8. I warned you to read the directions carefully. \_\_\_\_\_
9. Alice arranged for Clare to visit for the weekend. \_\_\_\_\_
10. Let's find a good place for dinner. \_\_\_\_\_

# 21.1 Infinitives and Infinitive Phrases (Infinitive Phrases) • Practice 2

**Exercise 1** **Identifying Infinitive Phrases.** Underline the infinitive phrase or infinitive phrases in each sentence. Label each one as a *subject*, *direct object*, *predicate nominative*, *object of a preposition*, *adjective*, or *adverb*.

**EXAMPLE:** To become an astronaut requires special training. subject

(1) To carry out their missions, astronauts undergo years of preparation. (2) At first only experienced pilots were able to become astronauts. (3) They needed to have a degree in engineering, physical science, or mathematics. (4) Since 1965 “mission specialists” have been recruited to perform scientific experiments. (5) They also needed to complete flight training. (6) To prepare for missions, astronauts study subjects ranging from rocket engines to geology. (7) Astronauts use full-size spacecraft models and simulators (devices that reproduce conditions of space flight) to train for missions. (8) Astronauts have no choice but to work hard. (9) We admire their ability to succeed at difficult tasks. (10) They make us feel proud of their accomplishments.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

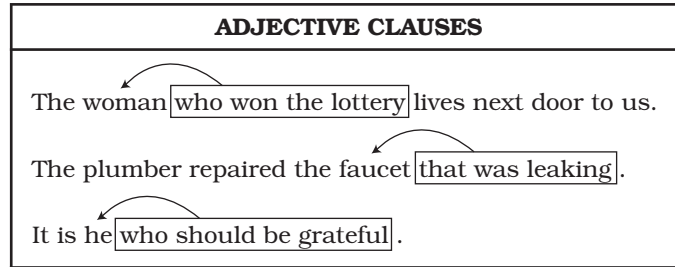
**Writing Application** **Writing Sentences with Infinitive Phrases.** Use the following instructions to write ten sentences with infinitive phrases. Then underline the infinitive phrase in each.

**EXAMPLE:** Use *to help* as a direct object. He wanted to help the lost child.

1. Use *to change* as a predicate nominative.  
\_\_\_\_\_
2. Use *to build* as an adjective.  
\_\_\_\_\_
3. Use *to paint* as a subject.  
\_\_\_\_\_
4. Use *to refuse* as an adjective.  
\_\_\_\_\_
5. Use *to leap* as a direct object.  
\_\_\_\_\_
6. Use *to know* as a predicate nominative.  
\_\_\_\_\_
7. Use *to send* as an adjective.  
\_\_\_\_\_
8. Use *to spoil* as a subject.  
\_\_\_\_\_
9. Use *to meet* as a direct object.  
\_\_\_\_\_
10. Use *to advise* as a subject.  
\_\_\_\_\_

## 21.2 Adjective Clauses • Practice 1

**The Adjective Clause** A clause is a group of words containing its own subject and verb. A clause that can stand by itself as a sentence is an independent clause. A clause that can only be part of a sentence is a subordinate clause. An adjective clause is a subordinate clause that modifies a noun or pronoun, telling what kind or which one. Adjective clauses usually begin with a relative pronoun — *that*, *which*, *who*, *whom*, or *whose*.



### Exercise 1 Recognizing Adjective Clauses.

Underline the adjective clause in each sentence.

**EXAMPLE:** The mayor praised the girl who rescued the drowning child.

1. The candidate who led in the polls became overconfident.
2. Items that are on sale are marked by a red sticker.
3. The contest is open to anyone who lives in this state.
4. The President that was elected four times was Franklin D. Roosevelt.
5. My uncle has a parrot that can say several sentences.
6. The person whom the police arrested turned out to be innocent.
7. The mill that once stood here was torn down long ago.
8. The treasure map, which was crumpled and torn, was hard to make out.
9. Fleetfoot, who was favored to win the race, came in last.
10. Dad needs a secretary who can speak Portuguese.

### Exercise 2 Identifying Adjective Clauses and the Words They Modify.

Underline the adjective clause in each sentence. Then circle the word the clause modifies.

**EXAMPLE:** The book that was missing had turned up at last.

1. Only people who have experience with lions and tigers need apply.
2. The carton that contained the dishes was undamaged.
3. A trapper who knew the woods well led the rescue party.
4. Grandpa still has the first dollar that he ever earned.
5. The author dedicated the book to his uncle, who had been kind to him.
6. The beggar whom the poor farmer helped was really the king.
7. We need a treasurer who can add and subtract.
8. The judges awarded the prize to the girl who made the dragon kite.
9. The page that has the brownie recipe on it is too smudged to read.
10. Alicia finally met the woman whom she had admired for so long.

# 21.2 Adjective Clauses • Practice 2

**Exercise 1** **Identifying Adjective Clauses.** Underline the adjective clause in each sentence. Then circle the relative pronoun or relative adverb in each.

**EXAMPLE:** The town where I live is peaceful.

1. I met a woman who works with your mother.
2. Have you thought of a place where we can meet?
3. Is this the person whom you saw in the library?
4. I found the book that I needed.
5. She remembers the days when there were trolley cars.
6. Did Harriet tell you the reason why she left?
7. I lost the sweater that Aunt Sue made me.
8. Have they found the girl who was lost?
9. Most people who visit the museum are impressed.
10. The pictures that I took are not ready yet.
11. James Fenimore Cooper, who wrote *The Last of the Mohicans*, died in 1851.
12. The baseball cards that Peter bought last year have increased in value.
13. My aunt, whom you met last week, is on vacation now.
14. The restaurant, which is near the river, has an outdoor patio.
15. Carol grows vegetables in the backyard, where she also grows flowers.

**Exercise 2** **Identifying Adjective Clauses and the Words They Modify.** Underline the adjective clause in each sentence. Then write the word the adjective clause modifies.

**EXAMPLE:** The town where she lives is hectic. town

1. Crocuses are usually the first flowers that bloom. \_\_\_\_\_
2. She works in the town where the movie was filmed. \_\_\_\_\_
3. The boys who play handball with me go to Central. \_\_\_\_\_
4. Is this the weekend that you are leaving? \_\_\_\_\_
5. The scene that reveals the hero's secret is the best. \_\_\_\_\_
6. The dessert that I ordered never came. \_\_\_\_\_
7. Did you find all of the tools that you needed? \_\_\_\_\_
8. They can subpoena anyone who refuses to testify. \_\_\_\_\_
9. The books that you ordered will be in next week. \_\_\_\_\_
10. Is he the one who told you about the meeting? \_\_\_\_\_
11. The advice that my dad gave me could apply to you as well. \_\_\_\_\_
12. The poem, which is written in iambic pentameter, is quite lovely. \_\_\_\_\_
13. The three girls who tried out for the team all made it. \_\_\_\_\_
14. The space under the porch, where the dog rests during the day, is very cool. \_\_\_\_\_
15. The yarn that the cat is playing with is made of fine wool. \_\_\_\_\_

## 21.2

## Adjective Clauses (Relative Pronouns and Relative Adverbs) • Practice 1

**Relative Pronouns** Relative pronouns connect adjective clauses to the words the clauses modify. Relative pronouns act as subjects, direct objects, adjectives, or objects of prepositions within the clause. Putting the clause in normal word order can help you see how the word acts within the clause.

### RELATIVE PRONOUNS

I bought the dictionary *which* was recommended. (*which* was recommended)  
 This is the house *that* Jack built. (Jack built *that*)  
 She is a poet *whose* work I greatly admire. (I greatly admire *whose* work)  
 The person with *whom* I spoke was the boss. (I spoke with *whom*)

**Relative Adverbs** Adjective clauses are sometimes introduced by a relative adverb such as *where*, *when*, *why*, *before*, or *since*. The relative adverb connects the clause to the word the clause modifies and acts as an adverb within the clause.

### RELATIVE ADVERBS

This is the spot *where* we stopped to rest. (we stopped to rest *where*)  
 We will come again another time *when* we can stay. (we can stay *when*)

### Exercise 1

**Recognizing the Use of Relative Pronouns.** Underline the adjective clause in each sentence. Circle the relative pronoun. On each line at the right, write the use of the pronoun within the clause.

**EXAMPLE:** The person who called you has hung up. subject

- The book that I wanted to read had been checked out. \_\_\_\_\_
- Betsy wrote to the man who returned her lost dog. \_\_\_\_\_
- The play in which those lines appear is *Hamlet*. \_\_\_\_\_
- The player who has the fewest points wins. \_\_\_\_\_
- Columbus is a person whose name everyone knows. \_\_\_\_\_
- The page that should follow this one is missing. \_\_\_\_\_
- The plane in which the President flies is *Air Force One*. \_\_\_\_\_
- Dorris is a critic whose opinions are usually sound. \_\_\_\_\_
- The book that I am reading now is about mountain climbing. \_\_\_\_\_
- Nick is the partner with whom I usually play doubles. \_\_\_\_\_

### Exercise 2

**Recognizing Adjective Clauses with Relative Adverbs.** Underline the adjective clause in each sentence. Circle the relative adverb.

**EXAMPLE:** Those were the days when every city had trolley cars.

- Areas where flooding was severe have been evacuated.
- We couldn't imagine the reason why Laura was so late.
- An x marks the spot where the treasure is buried.
- In the days before the telegraph was invented, news traveled slowly.
- No one was in the building at the time when the fire occurred.

# 21.2 Adjective Clauses (Relative Pronouns and Relative Adverbs) • Practice 2

**Exercise 1** **Recognizing the Uses of Relative Pronouns.** Underline the adjective clause in each sentence, circling the relative pronoun. Then label the use of the relative pronoun within the clause as *subject*, *direct object*, *object of a preposition*, or *adjective*.

**EXAMPLE:** Leonardo, who is greatly admired, was an artist. subject

(1) Leonardo da Vinci, whose paintings are among the most famous in the world, was born in 1452 in Italy. (2) As a teenager Leonardo was apprenticed to a painter, with whom he worked for several years. (3) Later, Leonardo moved to Milan to work for a duke who needed the services of an artist. (4) There he designed artillery and planned ways to change the course of rivers, tasks that were usually the jobs of an engineer. (5) Leonardo also designed revolving stages, on which plays were performed.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

**Exercise 2** **Recognizing the Use of Relative Adverbs.** Underline the adjective clause in each sentence, circling the relative adverb. Then draw an arrow from the relative adverb to the word or words it modifies.

**EXAMPLE:** The street where Joyce lives is near the library.

- Anna wouldn't tell us the reason why she quit.
- In the week since the report was filed, many of the facts have been changed.
- It was a day when we all enjoyed every minute.
- The stands where the dignitaries would sit were draped with bunting.
- In the twelve years since I visited Greece, I have learned to speak German.

**Writing Application** **Using Adjective Clauses to Combine Sentences.** Turn each pair of sentences into one with an adjective clause. Then underline each adjective clause and draw an arrow from it to the word it modifies.

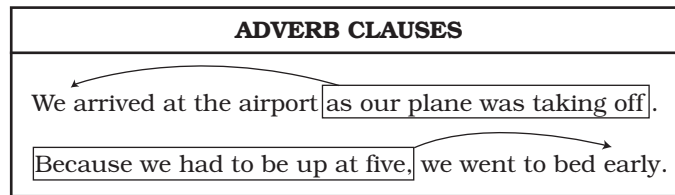
**EXAMPLE:** The letter will be mailed today. I wrote the letter.

We arrived at the airport as our plane was taking off.

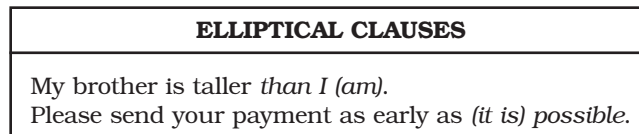
- Give this package to the person. The person is at the door.  
\_\_\_\_\_
- Tomorrow is the day. School starts then.  
\_\_\_\_\_
- The player struck out. He is everyone's favorite.  
\_\_\_\_\_
- The book is about Africa. I got the book from the library.  
\_\_\_\_\_
- The candidate has withdrawn for some reason. No one knows the reason.  
\_\_\_\_\_

## 21.2 Adverb Clauses • Practice 1

**The Adverb Clause** An adverb clause is a subordinate clause that modifies a verb, adjective, adverb, or verbal. An adverb clause always begins with a subordinating conjunction. Adverb clauses tell *when*, *where*, *how*, or *why*.



**Elliptical Adverb Clauses** An elliptical adverb clause is one in which the verb or the subject and verb are understood but not actually stated.



**Exercise 1 Identifying Adverb Clauses.** Underline the adverb clause in each sentence. Then circle the subordinating conjunction in each.

**EXAMPLE:** The movie had already started when we arrived.

1. The elevator will not move unless both doors are closed.
2. You will find the almanacs where the other reference books are shelved.
3. Betsy plays golf whenever she gets the chance.
4. After you have beaten the eggs, slowly add the dry ingredients.
5. The washer will stop if the door is opened.
6. Residents are urged to conserve water until the shortage ends.
7. The pictures came out badly because the lighting was poor.
8. We had a good time at the picnic even though it rained off and on.
9. No one may enter the studio while the red light is on.
10. A tire blew out as the jet taxied to the runway.

**Exercise 2 Completing Elliptical Clauses.** Write each adverb clause, adding any understood words that have been left out.

**EXAMPLE:** Wherever possible, the guide planted trees. Wherever it was possible

1. When younger, Edison worked for the railroad. \_\_\_\_\_
2. The contestants valued the honor more than the prize money. \_\_\_\_\_
3. They walked unsteadily, as if dazed. \_\_\_\_\_
4. The Penguins are a better all-round team than the Seals. \_\_\_\_\_
5. I would like to see Dr. Richard this afternoon, if possible. \_\_\_\_\_
6. An adverb clause is a subordinate clause that acts as an adverb. \_\_\_\_\_
7. We believe our climate is much better than theirs. \_\_\_\_\_
8. George goes surfing as often as Glenda. \_\_\_\_\_
9. If ready, the new chairs will be delivered on Tuesday. \_\_\_\_\_
10. Julie's dog is more aggressive than Van Winkle. \_\_\_\_\_

## 21.2 Adverb Clauses • Practice 2

**Exercise 1 Identifying Adverb Clauses.** Underline the adverb clause in each sentence. Then circle the subordinating conjunction in each.

**EXAMPLE:** We arrived after the band had left.

1. Will you move the couch when you have time?
2. Because the music was so loud, I got a headache.
3. No one came since I forgot to mail the invitations.
4. Did you see Alex when you were in Bloomington?
5. My ride came before I had finished breakfast.
6. Even though it was raining, we enjoyed the day.
7. Mimi takes her dog wherever she goes.
8. Have you heard from James since I saw you last?
9. She stayed there until the report was finished.
10. Before you leave, please stop by my office.

**Exercise 2 Identifying Adverb Clauses and the Words They Modify.** Underline the adverb clause in each sentence. Then circle the word or words the adverb clause modifies.

**EXAMPLE:** When I was three, I lived in Dallas.

1. I called you before I fell asleep.
2. I will not be able to finish while you are here.
3. Will you wait until I get a sweater?
4. Mom likes skating when the ice is thick.
5. Put those books where the others are.
6. The old house was quiet after the guests had left.
7. Though it was still early, many of the picnickers were leaving.
8. I feel better than I did yesterday.
9. Jay stood in the wings while he waited for his cue.
10. Daisy plans to work as soon as we leave.

**Exercise 3 Recognizing Elliptical Adverb Clauses.** Write each adverb clause, adding the missing words in any elliptical clause. Then circle any words you have added.

**EXAMPLE:** I like cake more than candy.

than I like candy.

1. The other members were more restless than I. \_\_\_\_\_
2. We found our backpacks where we had left them. \_\_\_\_\_
3. The thieves acted as if no one knew their whereabouts. \_\_\_\_\_
4. The San Mateo Matadors are ranked higher in football than our team. \_\_\_\_\_
5. The actors wanted the new spotlights more than a videotape machine. \_\_\_\_\_



# 21.2 Noun Clauses • Practice 1

**The Noun Clause** A noun clause is a subordinate clause that acts as a noun. It can be used in any of the functions common to single-word nouns.

NOUN CLAUSES
<i>Subject:</i> What she said was worth remembering. <i>Direct Object:</i> I don't know where the library is. <i>Indirect Object:</i> The judges will award whoever finishes last a prize. <i>Predicate Nominative:</i> His problem was how he could earn a living. <i>Object of a Preposition:</i> The pirates quarreled over why they were lost.

**Introductory Words** Some of the words that introduce noun clauses function as the subject, direct object, or some other important part of their clause. Other introductory words have no function in the clause.

USE OF INTRODUCTORY WORDS WITHIN NOUN CLAUSES
<i>Subject:</i> The police officer asked <u>who</u> had witnessed the accident. <i>Adverb:</i> We argued about <u>where</u> we should eat. <i>Adjective:</i> Jody couldn't decide <u>which</u> job she should take. <i>Direct Object:</i> You are <u>what</u> you eat. <i>No function in clause:</i> Do you know <u>whether</u> the train has gone?

**Exercise 1 Identifying Noun Clauses.** Underline the noun clause in each sentence. In the space provided, indicate the function of the clause within the sentence.

**EXAMPLE:** We wondered what we should do next. direct object

- When the next meeting will be held has not been announced. \_\_\_\_\_
- We have to do our best with what we have. \_\_\_\_\_
- Aaron modestly admitted that he had driven in the winning run. \_\_\_\_\_
- All of Elaine's friends believed what she said. \_\_\_\_\_
- Angie's dream was that she could have a horse of her own. \_\_\_\_\_
- The witnesses disagreed about how tall the robber had been. \_\_\_\_\_
- What happened next surprised us all. \_\_\_\_\_
- The economist predicted that the cost of living would keep rising. \_\_\_\_\_
- The real surprise is how the movie ends. \_\_\_\_\_
- Do you know if the Penguins won this afternoon? \_\_\_\_\_

**Exercise 2 Recognizing the Use of Introductory Words.** Underline the noun clause in each sentence. Circle the introductory word. Then in the space provided, write the use of the introductory word within the clause.

**EXAMPLE:** Do you remember where we parked the car? adverb

- "Whose woods these are, I think I know,"—Robert Frost \_\_\_\_\_
- The *x* shows where the treasure is buried. \_\_\_\_\_
- Betsy doesn't know who will be playing tennis next week. \_\_\_\_\_
- Whoever leaves last should turn off the lights. \_\_\_\_\_
- We will never forget what she said next. \_\_\_\_\_

# 21.2 Noun Clauses • Practice 2

**Exercise 1** **Identifying Noun Clauses.** Underline the noun clause in each sentence. Then label the clause as a *subject*, *direct object*, *predicate nominative*, or *object of a preposition*.

**EXAMPLE:** Andy wished that they would leave. *direct object*

1. No one understands why Tim is afraid of the dark. \_\_\_\_\_
2. Jean chose to write about how bees communicate. \_\_\_\_\_
3. Where the treasure is buried remains a mystery. \_\_\_\_\_
4. He wrote to whoever promised to write back. \_\_\_\_\_
5. Our biggest worry was where we would end up. \_\_\_\_\_
6. My sister has not decided what she wants to study. \_\_\_\_\_
7. That he didn't ask his neighbors to the party suggests his dislike of them. \_\_\_\_\_
8. The most difficult question was whether the land should be re-zoned. \_\_\_\_\_
9. He gave whoever flattered him his friendship. \_\_\_\_\_
10. They consulted about who would do the job. \_\_\_\_\_
11. We wondered which route was shorter. \_\_\_\_\_
12. Her excuse was that she had lost the assignment. \_\_\_\_\_
13. Why he dropped the class isn't clear. \_\_\_\_\_
14. Whoever you hire must speak French. \_\_\_\_\_
15. They worried about how they would cross Death Valley. \_\_\_\_\_

**Exercise 2** **Recognizing the Uses of Introductory Words.** Underline the noun clause in each sentence, circling the introductory word. Then label the use of the introductory word in the clause as *subject*, *direct object*, *object of a preposition*, *adjective*, *adverb*, or a word with *no function*.

**EXAMPLE:** Ellen knew that she would be late. *no function*

1. Do you know whether Ms. Hall will be in today? \_\_\_\_\_
2. What she wanted to speak about was Judy's decision. \_\_\_\_\_
3. Just leave a message with whoever answers the phone. \_\_\_\_\_
4. Pete feared that he would forget his lines. \_\_\_\_\_
5. The university catalog lists which professor gives each course. \_\_\_\_\_
6. Whether you go or stay makes no difference. \_\_\_\_\_
7. Do you know whose keys these are? \_\_\_\_\_
8. The governor said that she would not run again. \_\_\_\_\_
9. The real issue is who would do a better job. \_\_\_\_\_
10. We began without knowing where we were headed. \_\_\_\_\_
11. Whoever draws the short straw must do the dishes. \_\_\_\_\_
12. No one told us what we were looking for. \_\_\_\_\_
13. The rumor is that the house is haunted. \_\_\_\_\_
14. Someone should have told us how he would react. \_\_\_\_\_
15. No one could remember where the keys were. \_\_\_\_\_

# 21.2 Sentences Classified by Structure

## • Practice 1

**The Four Structures of Sentences** Sentences can be classified by the number and kind of clauses they contain.

Kind of Sentence	Number and Kind of Clauses	Examples (subjects underlined once, verbs twice)
Simple	One independent clause (subject or verb or both may be compound)	<u>Hawks</u> <u>hunt</u> mice. <u>Hawks</u> and <u>owls</u> <u>hunt</u> mice. <u>Owls</u> <u>catch</u> mice and <u>eat</u> them.
Compound	Two or more independent clauses	<u>Football</u> <u>is</u> a good game, but <u>I</u> <u>prefer</u> soccer.
Complex	One independent clause and one or more subordinate clauses	┌ IND. CL. ─┐ ┌ SUBORD. CL. ─┐ The <u>train</u> <u>whistled</u> as <u>it</u> <u>neared</u> the tunnel.
Compound-Complex	Two or more independent clauses and one or more subordinate clauses	┌ IND. CL. ─┐ ┌ SUBORD. CL. ─┐ <u>Paul</u> <u>ate</u> a sandwich when <u>he</u> <u>got</u> home, ┌ IND. CL. ─┐ but <u>he</u> still <u>felt</u> hungry.

**Exercise 1** Distinguishing Between Simple and Compound Sentences. In the space provided, identify each sentence as *simple* or *compound*.

**EXAMPLE:** The ball hit the foul pole and bounced into the stands. simple

- The detour was clearly marked, but we still missed it. \_\_\_\_\_
- Rangers and volunteers fought the forest fire together. \_\_\_\_\_
- The bull pawed the ground, lowered his head, and charged. \_\_\_\_\_
- Whales and porpoises are mammals, but sharks are not. \_\_\_\_\_
- The surface should be clean, or the paint will not stick. \_\_\_\_\_

**Exercise 2** Identifying the Structure of Sentences. Identify each sentence as (1) simple, (2) compound, (3) complex, or (4) compound-complex by writing the proper number on the line.

**EXAMPLE:** The bolt that holds the handlebar in place is loose. 3

- The club has not decided when the picnic will take place. \_\_\_\_\_
- Coach Gaudioso warned his team against overconfidence. \_\_\_\_\_
- The runners were on their marks, and the race was about to begin. \_\_\_\_\_
- Members must give the password, or they will not be admitted. \_\_\_\_\_
- Algebra and biology are my favorite subjects. \_\_\_\_\_
- Alicia took an earlier bus than she needed to, for she didn't want to be late. \_\_\_\_\_
- Jenny raised herself from the chair and took a tentative step. \_\_\_\_\_
- Although it is old and battered, Uncle Jack's car runs well. \_\_\_\_\_
- A driver who is entering traffic should yield. \_\_\_\_\_
- The ripcord that opens the chute must be strong, or it could break. \_\_\_\_\_

# 21.2 Sentences Classified by Structure

## • Practice 2

**Exercise 1** Identifying the Structure of Sentences. Identify each sentence as *simple*, *compound*, *complex*, or *compound-complex*.

**EXAMPLE:** I got the one that I wanted. complex

1. We chose one way; they chose another. \_\_\_\_\_
2. They learned a dance with a variety of steps. \_\_\_\_\_
3. Whenever Angelo gets to school early, he talks to his friends. \_\_\_\_\_
4. The vibrations from the jet caused the vase to fall and crack. \_\_\_\_\_
5. The gum stuck to his face; it looked like glue. \_\_\_\_\_
6. Stuck to his face, the gum looked like glue. \_\_\_\_\_
7. The gum that stuck to his face looked like glue. \_\_\_\_\_
8. My uncle planned to drive to work, but he couldn't until the snowplows cleared the roads. \_\_\_\_\_
9. She wanted to go on the study tour, yet she could not bring herself to spend all of her savings. \_\_\_\_\_
10. Because Kelly forgot to water her plants, they wilted. \_\_\_\_\_

**Writing Application** Writing Application: Writing Sentences with Different Structures. Use the following instructions to write ten sentences of your own.

**EXAMPLE:** Write a compound sentence about hiking.

Sara wore good hiking shoes, but her socks were not heavy enough.

1. Write a simple sentence about a story you have read.  
\_\_\_\_\_
2. Write a compound sentence about dancing.  
\_\_\_\_\_
3. Write a complex sentence about snow.  
\_\_\_\_\_
4. Write a compound-complex sentence about photography.  
\_\_\_\_\_
5. Write a simple sentence about computers.  
\_\_\_\_\_
6. Write a compound sentence about a dog.  
\_\_\_\_\_
7. Write a complex sentence about a cat.  
\_\_\_\_\_
8. Write a compound-complex sentence about traveling.  
\_\_\_\_\_
9. Write a simple sentence about a family get-together.  
\_\_\_\_\_
10. Write a compound-complex sentence about the area in which you live.  
\_\_\_\_\_

# 22.1 Sentences Classified by Function • Practice 1

**The Four Functions of Sentences** Sentences can also be classified by their function.

Kind of Sentence	Function	Examples	End Mark
<b>Declarative</b>	States an idea	Water freezes at 0 C.	period (.)
<b>Interrogative</b>	Asks a question	What is the longest day of the year?	question mark (?)
<b>Imperative</b>	Gives an order or a direction	Abandon ship! Please close the window.	period or exclamation mark (. or !)
<b>Exclamatory</b>	Conveys strong emotion	How wrong you are! You must be joking!	exclamation mark (!)

**Exercise 1** **Identifying the Function of Sentences.** Identify each sentence as *declarative*, *interrogative*, *imperative*, or *exclamatory*.

**EXAMPLE:** Sauté the onions until they are soft. imperative

1. Be sure to enclose a stamped, self-addressed envelope. \_\_\_\_\_
2. Has anyone ever photographed the Loch Ness monster? \_\_\_\_\_
3. Which is longer, a meter or a yard? \_\_\_\_\_
4. The phoenix and the unicorn are mythical creatures. \_\_\_\_\_
5. Sand the surface lightly before applying the second coat. \_\_\_\_\_
6. What a dreadful sight that was! \_\_\_\_\_
7. Go directly to JAIL. \_\_\_\_\_
8. Natives in Borneo once used human skulls as money. \_\_\_\_\_
9. The eggs laid in a single nest are called a clutch. \_\_\_\_\_
10. Is it bigger than a breadbox? \_\_\_\_\_

**Exercise 2** **Choosing the Correct End Mark by Function.** Supply an appropriate end mark for each sentence on the line provided. When you are through, you should have four periods, two question marks, and four exclamation marks.

**EXAMPLE:** Arabian camels have one hump; Bactrian camels have two \_\_\_\_\_.

1. Stop in the name of the law \_\_\_\_\_
2. Did the caller leave a number \_\_\_\_\_
3. What a weird coincidence that was \_\_\_\_\_
4. Run for your lives \_\_\_\_\_
5. Currents are fast-flowing streams within larger bodies of water \_\_\_\_\_
6. Who won the Oscar for best actor last year \_\_\_\_\_
7. Now that's what I call hot chili \_\_\_\_\_
8. Penguins keep their eggs warm by holding them next to their bodies \_\_\_\_\_
9. Be sure to let us know what you decide \_\_\_\_\_
10. Americans spend a great deal of money on pet food \_\_\_\_\_

# 22.1 Sentences Classified by Function • Practice 2

**Exercise 1** **Identifying the Function of Sentences.** Write the end mark for each sentence. Then, identify each sentence as *declarative*, *interrogative*, *imperative*, or *exclamatory*.

**EXAMPLE:** I decided to run for class president (.) declarative

(1) When my friends asked how they could help me campaign for class president, the answer was simple (2) "Make some posters for me" (3) Having little artistic talent, I needed all the help with posters that I could get (4) The next challenge I had to face really worried me—making a campaign speech (5) Should I talk about my previous experience as secretary of the Spanish Club (6) Perhaps I should talk about my ability to get along with my classmates (7) The day of the speech was I nervous (8) I knew what I had to do, and I repeated my task to myself again and again (9) "Go out there and convince them" (10) I guess I succeeded because when the results were announced, I was the new class president.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Writing Application** **Writing Sentences with Different Structures and Functions.** Use the following instructions to write ten sentences of your own.

**EXAMPLE:** Write a compound interrogative sentence about dogs.  
Should we get a poodle, or should we get a dachshund?

1. Write a simple declarative sentence about food.  
\_\_\_\_\_
2. Write a compound declarative sentence about music.  
\_\_\_\_\_
3. Write a complex declarative sentence about homework.  
\_\_\_\_\_
4. Write a compound-complex declarative sentence about politics.  
\_\_\_\_\_
5. Write a simple interrogative sentence about next weekend.  
\_\_\_\_\_
6. Write a compound interrogative sentence about a friend.  
\_\_\_\_\_
7. Write a complex interrogative sentence about a friend.  
\_\_\_\_\_
8. Write a compound-complex interrogative sentence about a sports event.  
\_\_\_\_\_
9. Write a simple imperative sentence about something that needs cleaning.  
\_\_\_\_\_
10. Write a simple exclamatory sentence about the results of the action in Sentence 9.  
\_\_\_\_\_

## 22.2

**Sentence Combining • Practice 1**

**Combining Ideas** Combine short sentences by using compound subjects or verbs, phrase modifiers, compound sentences, complex sentences, or compound-complex sentences.

Separate Sentences	Combined Sentences
The tide came up. It washed away our sand castle.	The tide came up and washed away our sand castle.
It was a huge sand castle. It had a moat around it.	It was a huge sand castle with a moat around it.
We had hoped to visit the rock. The Pilgrims had landed there. The area was blocked off.	We had hoped to visit the rock where the Pilgrims had landed, but the area was blocked off.

**Exercise 1** **Combining Sentences.** Combine the sentences in each item into a single, longer sentence.

**EXAMPLE:** Our neighbor was the first one on the scene. She is a paramedic.

Our neighbor, a paramedic, was the first one on the scene.

1. Arthur asked a question. The teacher couldn't answer it.  
\_\_\_\_\_
2. We visited the house. Abraham Lincoln had lived there.  
\_\_\_\_\_
3. Did you see the exam schedule? It is on the bulletin board.  
\_\_\_\_\_
4. Several students requested a class newspaper. They are good writers. No advisor was available.  
\_\_\_\_\_
5. The cake is easy to make. Follow the recipe.  
\_\_\_\_\_

**Exercise 2** **More Work with Combining Sentences.** Follow the directions for Exercise 1.

1. We tried to make a gingerbread house. We had seen it in a magazine. The walls collapsed.  
\_\_\_\_\_
2. Alvin entered the competition. His coach advised against it.  
\_\_\_\_\_
3. He is a very popular musician. Thousands of people showed up to buy tickets for one of his concerts.  
\_\_\_\_\_
4. Marc Chagall created those stained-glass windows. Chagall is a famous painter. The windows are in a chapel. The chapel is in the south of France.  
\_\_\_\_\_
5. I need that book for my report. The librarian ordered it for me. She said it has not come in yet.  
\_\_\_\_\_

**22.2**

# Sentence Combining • Practice 2

**Exercise 1** **Combining Sentences.** Combine the sentences in each item.

**EXAMPLE:** Wes and Ted bicycled about twenty-five miles a day. They stayed in youth hostels.

Wes and Ted bicycled about twenty-five miles a day and stayed in youth hostels.

1. The dazed guests stumbled out of the house. The host called the police to report the fire.  
\_\_\_\_\_  
\_\_\_\_\_
2. Last year, farmers turned the soil in the north field. Then they planted soybeans and corn.  
\_\_\_\_\_  
\_\_\_\_\_
3. The moon rose over the hills. It cast long shadows across the valley.  
\_\_\_\_\_  
\_\_\_\_\_
4. A hand is a unit of measure used to specify the height of a horse. It equals four inches.  
\_\_\_\_\_  
\_\_\_\_\_
5. At the picnic we had some special games. We had an egg toss, a pie-eating contest, a bake-off, and a three-legged race.  
\_\_\_\_\_  
\_\_\_\_\_

**Writing Application** **Further Practice in Combining Sentences.** Combine the sentences in each item. Try to use a variety of methods.

**EXAMPLE:** The goalie darted to the left. He almost blocked the goal.

Darting to the left, the goalie almost blocked the goal.

1. The eruption of a volcano can be destructive. Volcanic eruptions also enrich the soil and bring water up to the surface.  
\_\_\_\_\_  
\_\_\_\_\_
2. Mount Pelée is in Martinique. Kilhauea is in Hawaii. They are both active volcanoes.  
\_\_\_\_\_  
\_\_\_\_\_
3. Snow began to fall in the morning. Six inches had accumulated by evening.  
\_\_\_\_\_  
\_\_\_\_\_
4. A reporter for a newspaper is very busy. However, the city desk editor is even busier.  
\_\_\_\_\_  
\_\_\_\_\_
5. A reporter tracks down the details of a story and then writes an article. The editor must be familiar with all of the developing stories to choose which ones to print.  
\_\_\_\_\_  
\_\_\_\_\_



**22.3**

# Varying Your Sentences (Expanding Short Sentences, Shortening Long Sentences) • Practice 1

**Expanding Short Sentences** Short sentences can be expanded by adding details that develop the subject, verb, or complement.

Short Sentences	Expanded Sentences
The woman addressed the convention.	The woman, <i>a lawyer from Chicago</i> , addressed the convention.
The delegates applauded her remarks.	The delegates <i>loudly and enthusiastically</i> applauded her remarks.
She nominated a candidate.	She nominated a <i>popular presidential</i> candidate <i>from her home state</i> .

**Shortening Long Sentences** Long, involved sentences can be broken into shorter, simpler sentences.

Long, Involved Sentence	Shorter, Clearer Sentences
The puppy, which was a honey-colored cocker spaniel, was frisky and loved to romp around the living room, which caused problems such as a broken antique vase, tears in the slipcovers, and scratches on the table legs.	The frisky puppy, a honey-colored cocker spaniel, loved to romp around the living room. The results included a broken antique vase, tears in the slipcovers, and scratches on the table legs.

**Exercise 1**

**Adding Details to Short Sentences.** Add details to improve each sentence.

**EXAMPLE:** Len had but one dream.

*Len had but one dream, to win the marathon.*

1. That plant has magnificent flowers.

\_\_\_\_\_

2. The same menu is served every New Year's Eve.

\_\_\_\_\_

3. The athletes prepared well.

\_\_\_\_\_

4. The story aroused her curiosity.

\_\_\_\_\_

5. They learned more about chess.

\_\_\_\_\_

**Exercise 2**

**Shortening Sentences.** Divide each long sentence into two or more sentences.

1. A whole group of us had arranged to work together on a huge banner which we would carry to the pep rally, but it didn't take long for us to begin to disagree about how to design it.

\_\_\_\_\_  
\_\_\_\_\_

2. Having rehearsed several weeks both in the classroom and on the stage, we felt quite confident when the day of the dress rehearsal finally came and were firmly convinced that all would go well.

\_\_\_\_\_  
\_\_\_\_\_

**22.3**

# Varying Your Sentences (Expanding Short Sentences, Shortening Long Sentences) • Practice 2

**Exercise 1** Adding Details to Short Sentences. Improve each sentence by adding the phrase in parentheses.

**EXAMPLE:** The river flooded the streets. (swollen by rain)

The river, swollen by rain, flooded the streets.

1. We must develop new sources of energy. (to provide for the future as well as the present)  
\_\_\_\_\_
2. The teller counted one-dollar bills. (slowly and tediously)  
\_\_\_\_\_
3. The bicycle rider crossed the finish line. (followed closely by an enthusiastically cheering crowd)  
\_\_\_\_\_
4. The noise came from beneath the water. (of the scuba divers salvaging the downed submarine)  
\_\_\_\_\_
5. The hikers returned. (eager to tell about their adventure)  
\_\_\_\_\_

**Exercise 2** Shortening Long Sentences. Divide each long sentence into two or more shorter, clear sentences.

**EXAMPLE:** When Jerry turned the ignition key in the car, it made a clicking noise, but the motor did not start because, as the mechanic later explained, the battery was dead.

When Jerry turned the ignition key in the car, he heard a clicking noise, but the motor did not start. As the mechanic later explained, the car's battery was dead.

1. Ants are warlike creatures, and they are natural empire builders, so they attack weaker insects to increase the numbers of their slaves and the size of their territory.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. The boat's crew located the sound and used radar to track its course through the harbor but could not identify the sound, and whatever lurked beneath the surface circled the area for almost thirty minutes.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Gale-force winds buffeted the tiny seacoast village, including Judd Beere's old, single-masted sloop, which was tied to the rotting town dock, and the sloop's lines strained against rusty cleats until first one and then another gave way.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Helen was determined to compete in the marathon and had been training for the race for several months by exercising and running one mile each morning and five miles each afternoon.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**22.3**

# Varying Your Sentences (Using Different Sentence Openers, Using Different Sentence Structures)

## • Practice 1

**Using Different Sentence Openers** Vary sentence openers, using one-word modifiers, phrases, and clauses.

WAYS TO BEGIN SENTENCES
<i>Subject First:</i> The whole family drove Grandma to the station.
<i>Modifier First:</i> Eventually, we found a parking place.
<i>Phrase First:</i> Peering through the train window, Grandma waved good-bye.
<i>Clause First:</i> Although we hated to see Grandma leave, we knew she would come for another visit soon.

**Using Different Sentence Structures** Use a variety of sentence structures in your writing.

Monotonous Sentences	Varied Sentence Structures
My cousin enjoys her job. She is a counselor at a summer camp. She teaches crafts during the day. She sleeps in a cabin with the ten-year-olds. She says that some of them are homesick at first. They usually get over it after a couple of days.	My cousin enjoys her job as a counselor at a summer camp. During the day, she teaches crafts, and at night she sleeps in a cabin with the ten-year-olds. Many of the youngsters, she says, are homesick at first but usually recover after a couple of days.

**Exercise 1** Using Different Sentence Openers. Rewrite each sentence to make it begin with a one-word modifier, a phrase, or a clause.

**EXAMPLE:** We will meet you at the library as soon as school is over.

*As soon as school is over, we will meet you at the library.*

- The train occasionally makes whistle stops to discharge passengers.

\_\_\_\_\_

- We allowed plenty of time to be sure of seeing the kick-off.

\_\_\_\_\_

- My parents ask us to serve and clean up when they entertain.

\_\_\_\_\_

- I usually have no problem with math.

\_\_\_\_\_

- We watched fireflies in the backyard at night.

\_\_\_\_\_

**Exercise 2** Using Different Sentence Structures. On separate paper, rewrite the following paragraph, combining sentences and using a variety of sentence structures.

(1) Thomas Jefferson was a great public leader. (2) He was an architect and an inventor, too. (3) He bought land on a small mountain. (4) He named the place Monticello. (5) That means "little mountain." (6) Jefferson built a home there. (7) He was his own architect and builder. (8) He invented the dumbwaiter. (9) It was used in Monticello. (10) He invented revolving bookshelves for his library. too.

**22.3**

# Varying Your Sentences (Using Different Sentence Openers, Using Different Sentence Structures)

## • Practice 2

**Exercise 1** **Identifying Sentence Openers.** Label each sentence opener as a *subject*, a *one-word modifier*, a *phrase*, or a *clause*.

**EXAMPLE:** Like a carefree seagull, the hang glider hovered over the waves. phrase

1. When the storm ended, we inspected the barn for damage. \_\_\_\_\_
2. Proudly, the marchers strutted down the boulevard waving their flags. \_\_\_\_\_
3. The mayor feared a drop in the city's mass transit income. \_\_\_\_\_
4. To do somersaults on a trampoline, you need good balance. \_\_\_\_\_
5. Hissing loudly, the cat backed away from the curious puppy. \_\_\_\_\_
6. Lost, the three-year-old sat down on the curb and cried. \_\_\_\_\_
7. Pedro earned letters in three varsity sports. \_\_\_\_\_
8. In the street eight floors below, the taxis darted to and fro like yellow bugs. \_\_\_\_\_
9. While Angie entertained the guests, Karl made dinner. \_\_\_\_\_
10. Usually, the local bus runs on schedule on weekdays. \_\_\_\_\_

**Exercise 2** **Using Different Sentence Openers.** Rewrite each sentence to make it begin with a one-word modifier, a phrase, or a clause.

**EXAMPLE:** You should pass the test if you review your notes.  
If you review your notes, you should pass the test.

1. You should read the instructions carefully before you assemble a model.  
 \_\_\_\_\_
2. Carol, insulted, turned on her heel and stalked out.  
 \_\_\_\_\_
3. The cars on the highway were backed up for miles because of a jackknifed tractor-trailer.  
 \_\_\_\_\_
4. The auditorium was filled with the sound of cheering at the end of the graduation ceremony.  
 \_\_\_\_\_
5. The spacecraft encountered the other ship at 1300 hours.  
 \_\_\_\_\_
6. The governess happily waved to Meg on the Ferris wheel.  
 \_\_\_\_\_
7. See the dentist at least twice a year to check for cavities and other problems.  
 \_\_\_\_\_
8. A mid-afternoon solar eclipse predictably drew hundreds of onlookers into the street.  
 \_\_\_\_\_
9. Chicago was a thriving young city when the great fire erupted.  
 \_\_\_\_\_
10. The actor enthusiastically campaigned for the senator.  
 \_\_\_\_\_

## 22.4

**Fragments (Recognizing Fragments) • Practice 1**

**Fragments** A fragment is a group of words that does not express a complete thought. Part of a sentence should not be presented as a full sentence ending with a period or other end mark.

Fragments	Sentences
Because we missed the train	We were late <i>because we missed the train</i> .
After the rainfall	<i>After the rainfall</i> , the river rose.
Without looking back	Sue got on the train <i>without looking back</i> .
The boy wearing the green shirt	<i>The boy wearing the green shirt</i> is Tim.
Hope to return to New York someday	<i>They hope to return to New York someday</i> .

**Exercise 1**

**Identifying Sentence Fragments.** Write whether each group of words is a *sentence* or a *fragment*.

**EXAMPLE:** Riding on the *Orient Express*. fragment

- To see the new museum was a real thrill. \_\_\_\_\_
- Which Cindy got for her birthday. \_\_\_\_\_
- Who won? \_\_\_\_\_
- The player with the lowest score. \_\_\_\_\_
- Enjoys working out at the gym. \_\_\_\_\_
- Stop. \_\_\_\_\_
- The smell of buttery popcorn. \_\_\_\_\_
- The most amazing thing about Andrew. \_\_\_\_\_
- Playing musical chairs. \_\_\_\_\_
- My bike is missing. \_\_\_\_\_
- What time is it? \_\_\_\_\_
- After searching high and low. \_\_\_\_\_
- The combination of diet, rest, and exercise. \_\_\_\_\_
- Surrounded by a line of poplars. \_\_\_\_\_
- The movie is hilarious. \_\_\_\_\_
- Bagels used to be found only in the East. \_\_\_\_\_
- Whoever you want. \_\_\_\_\_
- After the circus had come to our town. \_\_\_\_\_
- Beyond the ridge lay another valley. \_\_\_\_\_
- Known for good service, the restaurant prospered. \_\_\_\_\_

**Exercise 2**

**Identifying Fragments in a Paragraph.** Underline each sentence fragment in the paragraph below.

**EXAMPLE:** We gathered all our equipment. Before setting out on our camping trip.

(1) We each had a sleeping bag and backpack. (2) Which we would carry ourselves. (3) Dad would drag the tent behind him on poles. (4) As some Indians had dragged their tepees. (5) The day before the expedition. (6) We had done our food shopping. (7) Our main purchases had been lightweight, dried foods. (8) Including rice, nuts and dried fruit, and beans. (9) After one last check of our list. (10) We were ready to start out on our adventure.

## 22.4

## Fragments (Recognizing Fragments) • Practice 2

**Exercise 1****Identifying Sentence Fragments.** Identify each item as a *fragment* or *sentence*.**EXAMPLE:** Leaving early in the morning. fragment

1. A bouquet of freshly cut flowers. \_\_\_\_\_
2. Will arrive between one and two o'clock. \_\_\_\_\_
3. In the jar on top of the refrigerator. \_\_\_\_\_
4. Swimming, skiing, or boating on the lake. \_\_\_\_\_
5. That hurts. \_\_\_\_\_
6. Wanting to write to you. \_\_\_\_\_
7. To know her is to admire her. \_\_\_\_\_
8. Broke all speed records in the last race. \_\_\_\_\_
9. After you sit down, I will begin. \_\_\_\_\_
10. A doctor of great skill and devotion to her patients. \_\_\_\_\_
11. While we were swimming. \_\_\_\_\_
12. Please be seated. \_\_\_\_\_
13. Seeing my friend at the concert. \_\_\_\_\_
14. If the train is not late. \_\_\_\_\_
15. John was angry with us. \_\_\_\_\_
16. Because the rain has stopped. \_\_\_\_\_
17. Someone left a mess behind. \_\_\_\_\_
18. Everyone had voted. \_\_\_\_\_
19. Which hangs on the wall. \_\_\_\_\_
20. Until the next time we meet. \_\_\_\_\_

**Exercise 2****Identifying Fragments in a Paragraph.** Underline each sentence fragment in the paragraph below.**EXAMPLE:** (1) The football game would begin in less than five minutes. (2) Weren't in our seats yet.

(1) Basketball is the only major sport that originated in the United States. (2) Invented by a Canadian, James Naismith, who was teaching at the Y.M.C.A. in Springfield, Massachusetts, at the time. (3) The students there were studying to become secretaries and physical education instructors. (4) Bored with the marching, calisthenics, and gymnastics that made up their gym classes. (5) The head of the department had a talk with Naismith. (6) In the fall of 1891. (7) Asking the Canadian teacher to develop a game that could be played in a gym. (8) Had no physical contact. (9) Lightweight ball. (10) to make it safe for the students and also for the school's gym. (11) Each player was to have an equal chance to handle the ball. (12) And to make plays. (13) By December, Naismith had developed what he called "the game." (14) Intended to nail up some boxes to serve as targets. (15) No boxes being available, they nailed up some half-bushel peach baskets instead. (16) The game was soon called *basket ball*. (17) By 1902 the word was often hyphenated. (18) Becoming *basket-ball*. (19) It wasn't until about 1912 that the name of the game was written as one word. (20) It's interesting to note that if the school had had some boxes, we might be playing boxball today.

# 22.4 Fragments (Correcting Fragments) • Practice 1

**Correcting Fragments** A phrase should not be capitalized and punctuated as if it were a sentence.

Phrase Fragments	Completed Sentences
<i>a person with great integrity</i>	A person with great integrity is needed.
<i>followed us home</i>	A stray dog followed us home.
<i>throughout the house</i>	We searched throughout the house.
<i>fed by the spring</i>	The river fed by the spring is cold.

A subordinate clause should not be capitalized and punctuated as if it were a sentence.

Clause Fragments	Completed Sentences
<i>whom I greatly respect</i>	Lee is someone whom I greatly respect.
<i>just as we began our picnic</i>	The rain started just as we began our picnic.
<i>what I asked</i>	What I asked was impossible to do.

Words in a series should not be capitalized and punctuated as if they were a sentence.

Series Fragment	Completed Sentence
<i>blueberry pie, strawberry shortcake, and cherry cheesecake</i>	The dessert choices include blueberry pie, strawberry shortcake, and cherry cheesecake.

**Exercise 1** Identifying Kinds of Sentence Fragments. After each item below, write *phrase*, *clause*, *series*, or *sentence* to describe the word group.

**EXAMPLE:** Wherever you want them. clause

- To make friends in a new place. \_\_\_\_\_
- A wide meadow, a babbling brook, and bright sunshine. \_\_\_\_\_
- Please wait for me. \_\_\_\_\_
- That you invited to the party. \_\_\_\_\_
- You succeeded. \_\_\_\_\_
- Without a second thought. \_\_\_\_\_
- Whenever you are ready. \_\_\_\_\_
- Offered by the dog's owner. \_\_\_\_\_
- Take your mark. \_\_\_\_\_
- The action during the first scene. \_\_\_\_\_

**Exercise 2** Correcting Fragments. Turn five of the fragments in Exercise A into sentences.

**EXAMPLE:** I will put these boxes wherever you want them.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# 22.4 Fragments (Correcting Fragments) • Practice 2

**Exercise 1** Using Phrase Fragments to Write Sentences. Use each fragment in a complete sentence.

**EXAMPLE:** Among the clouds.

Our hot-air balloon rose higher and higher until it floated among the clouds.

1. on the front page  
\_\_\_\_\_
2. to sing folk songs professionally  
\_\_\_\_\_
3. many beautiful birds  
\_\_\_\_\_
4. drinking from a green glass  
\_\_\_\_\_
5. a dark, menacing cloud  
\_\_\_\_\_

**Exercise 2** Using Clause Fragments to Write Sentences. Use each fragment in a complete sentence.

1. when I awoke this morning  
\_\_\_\_\_
2. that my class likes best  
\_\_\_\_\_
3. unless you practice each day  
\_\_\_\_\_
4. if it is cold tomorrow  
\_\_\_\_\_
5. who waited in line  
\_\_\_\_\_

**Exercise 3** Using Series Fragments to Write Sentences. Use each of the following fragments in a complete sentence.

1. calico kittens, green parakeets, and dachshund puppies  
\_\_\_\_\_
2. ran, skipped, and jumped  
\_\_\_\_\_
3. in the drawer, on the top shelf of the closet, or under the sink  
\_\_\_\_\_
4. deep orange, yellow, or red  
\_\_\_\_\_
5. slowly, methodically, and quite gracefully  
\_\_\_\_\_



**22.4****Run-ons (Recognizing Run-ons) • Practice 1**

**Recognizing Run-ons** A run-on sentence is two or more complete sentences that are not properly joined or separated; that is, they are not separated by an end mark, or they are separated only by a comma.

RUN-ONS
The coals are ready now we can begin cooking. The lettuce is thriving, the broccoli is straggly.

**Exercise 1** **Identifying Run-ons.** Identify each item as a *run-on* or a *sentence* in each space to the right.

**EXAMPLE:** David has a new camera, but he forgot to bring it. sentence

1. Emily Dickinson wrote most of her poems without leaving her room. \_\_\_\_\_
2. The children played in the back yard, the swings and sandbox amused them. \_\_\_\_\_
3. We got three easy outs our team was up. \_\_\_\_\_
4. Louise did a wonderful job, we knew she would. \_\_\_\_\_
5. Amanda stepped through the gate and into a beautiful garden. \_\_\_\_\_
6. The TV series was excellent, but it never found its audience. \_\_\_\_\_
7. Billy wanted to be an actor, jobs were hard to get. \_\_\_\_\_
8. Languages are not easy for me I do better in math. \_\_\_\_\_
9. Several new families live on our block, we have been here longer. \_\_\_\_\_
10. Lisa left early, but no one knew why. \_\_\_\_\_
11. Although we all were hungry, we waited patiently. \_\_\_\_\_
12. The architects have worked hard the lowest bid will get the job. \_\_\_\_\_
13. The cove is quite pretty, it is rocky at low tide. \_\_\_\_\_
14. The audience applauded when the curtain fell. \_\_\_\_\_
15. The boat docked, all the passengers got off. \_\_\_\_\_
16. The family reunion was a much greater success than we had expected. \_\_\_\_\_
17. No one liked our new neighbors, they made incredible noises. \_\_\_\_\_
18. Jack listens to the radio all the time except when Laura turns it off. \_\_\_\_\_
19. Kurt didn't know what he wanted to do; however, Carla had plans. \_\_\_\_\_
20. She loved science, nevertheless she failed the test. \_\_\_\_\_

**Exercise 2** **Identifying Run-ons in a Paragraph.** Underline each run-on in the paragraph below.

**EXAMPLE:** Our new house is finally finished, we moved in last week. There is still much to be done.

(1) Some rooms still need painting not all the light fixtures are in. (2) However, even more work needs to be done outside. (3) In clearing the lot, the builders razed all the trees. (4) We have ordered new trees and shrubs, they will be delivered this weekend. (5) After the nursery has planted them, we can begin thinking about flowers. (6) Rick and I have picked out a perfect spot for a vegetable garden, Dad has other ideas. (7) Mom plans a flower bed in front there is a perfect sunny spot for it. (8) We have already put in grass seed, it needs to be watered every day. (9) Soon we will have a beautiful yard. (10) It is hard work every bit is worth it.

## 22.4

**Run-ons (Recognizing Run-ons) • Practice 2****Exercise 1**Identifying Run-ons. Identify each item as a *run-on* or a *sentence*.**EXAMPLE:** Although he disliked her, he was polite. sentence

1. Queen Mary slowly entered the huge hall in silence the crowd gathered there gazed at the woman who was about to be executed. \_\_\_\_\_
2. Forced onto the sidelines by his torn ligament, Jack was restless and unhappy. \_\_\_\_\_
3. Keats came into the house from the garden and casually threw down some paper, on it was written "Ode on a Grecian Urn." \_\_\_\_\_
4. Lord Rosse built a telescope in Ireland in 1845, it was often inactive because of poor Irish weather. \_\_\_\_\_
5. Though billions of comets circle beyond the edges of our solar system, few come close to the earth. \_\_\_\_\_
6. Wind and water are major causes of erosion of the soil, they constantly change the appearance of the Earth's surface. \_\_\_\_\_
7. Shrimp eggs can survive for over one year in the desert sands, rainwater brings them to life. \_\_\_\_\_
8. March is the month when huge blocks of ice in the Arctic begin to melt and break up. \_\_\_\_\_
9. In drawings by young children, sizes and shapes of objects often look wrong. \_\_\_\_\_
10. Deserts turn cold at night, there is nothing to stop the heat from escaping into the atmosphere. \_\_\_\_\_
11. My grandmother loved *Gone with the Wind* she read it years ago. \_\_\_\_\_
12. Lightning turns nitrogen in the air into an oxide, it then falls with the rain and fertilizes the soil. \_\_\_\_\_
13. The famous Irish writer James Joyce left his native land in 1902 at various times he lived in the cities of Paris, Trieste, and Zurich. \_\_\_\_\_
14. For the last fifty years of his life, the poet Robinson Jeffers lived in a tower on the California coast. \_\_\_\_\_
15. When the bases are loaded and two players are already out, baseball is at its most exciting. \_\_\_\_\_
16. National parks in this country were established to protect wildlife, preserve natural resources, and provide recreational areas. \_\_\_\_\_
17. Crater Lake in the state of Oregon is a unique tourist attraction, it fills a crater on top of an inactive volcano. \_\_\_\_\_
18. The typical sonnet has fourteen lines, ten syllables make up each line. \_\_\_\_\_
19. The sun's rays striking raindrops can produce a rainbow you can see it if the sun is behind you and the rain is ahead of you. \_\_\_\_\_
20. Roosters begin to crow at dawn, they seem to bring the farm to life. \_\_\_\_\_

# 22.4 Run-ons (Correcting Run-ons) • Practice 1

**Correcting Run-ons** Use one of the following methods to correct run-ons.

END MARK	
What do you think will we win?	What do you think? Will we win?
COMMA AND COORDINATING CONJUNCTION	
Kelly came with us, Sue stayed home.	Kelly came with us, but Sue stayed home.
SEMICOLON	
The food was delicious the service was excellent.	The food was delicious; the service was excellent.
ONE SIMPLE SENTENCE	
The jet was a 747 it landed gracefully.	The jet, a 747, landed gracefully.
ONE COMPLEX SENTENCE	
We lost the game we had played our best.	Although we lost the game, we had played our best.

**Exercise 1** **Preparing to Correct Run-ons.** If a word group below is a run-on sentence, insert a caret (^) between the two sentences or independent clauses. If a sentence is correct, write C after it.

**EXAMPLE:** The trick amazed the group ^ they had never seen anything like it. \_\_\_\_\_

1. Senator Hill was the graduation speaker he talked about responsibility. \_\_\_\_\_
2. The base of the Statue of Liberty is granite which came from Stony Creek, Connecticut. \_\_\_\_\_
3. Several council members opposed the tax, they voted against it. \_\_\_\_\_
4. Many cactuses are odd-looking plants they have beautiful blossoms. \_\_\_\_\_
5. The owner offered a handsome reward no trace of the show dog was found. \_\_\_\_\_
6. The troops had no defense they were completely surrounded. \_\_\_\_\_
7. Without saying a word, the messenger handed me an envelope. \_\_\_\_\_
8. Lighthouse keepers have a lonely life they do important work. \_\_\_\_\_
9. We rounded the bend, the castle came into view. \_\_\_\_\_
10. Judy recognized the bike at once it was the one she had sold last week. \_\_\_\_\_

**Exercise 2** **Correcting Run-ons.** Rewrite five run-ons from Exercise 1. Use each method of rewriting noted in the chart.

**EXAMPLE:** \_\_\_\_\_ *The trick amazed the crowd, who had never seen anything like it.* \_\_\_\_\_

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

## 22.4 Run-ons (Correcting Run-ons) • Practice 2

**Exercise 1** **Using Punctuation and Conjunctions to Correct Run-ons.** Use an end mark, a comma and a coordinating conjunction, or a semicolon to correct each run-on. Use each method at least once.

**EXAMPLE:** The cash was hidden in a rusty tin can nobody thought to look inside it.

*The cash was hidden in a rusty tin can, but nobody thought to look inside it.*

1. I could hardly wait to jump in the water looked so inviting.  
\_\_\_\_\_
2. They seemed to expect me to babysit again, I wouldn't do it for any price.  
\_\_\_\_\_
3. A stray dog wandered onto the field, the outfielder tried to catch it.  
\_\_\_\_\_
4. We spent hours searching for the car keys we never found them.  
\_\_\_\_\_
5. Would you care for French dressing on your salad, would you prefer it unseasoned?  
\_\_\_\_\_

**Exercise 2** **Forming Simple and Complex Sentences to Correct Run-ons.** Form a simple or complex sentence to correct each run-on. Use each method at least two times.

**EXAMPLE:** The sun set, the forest was quiet.

*When the sun set, the forest was quiet.*

1. Mr. Adams was a candidate for mayor, he spoke to many community organizations.  
\_\_\_\_\_
2. The iguana raced across the yard it was a family pet.  
\_\_\_\_\_
3. The snow was piled around the parked cars, it made it impossible for us to leave.  
\_\_\_\_\_
4. The child was delighted with the gift, he began to play with it right away.  
\_\_\_\_\_
5. I couldn't handle the luggage alone I had three suitcases and a small trunk.  
\_\_\_\_\_

**Writing Application** **Correcting Run-ons.** Rewrite the following paragraphs, correcting all run-ons.

(1) After flying through a dense, seemingly endless cloud bank, the shuttle plane with its pilot, co-pilot, and three nervous passengers was lost. (2) The pilot could not recognize any landmarks, the co-pilot could not recognize any either. (3) One of the passengers, a young girl, entered the pilot's cabin and asked if she could help. (4) Although worried, the pilot smiled, he was very good-natured.

(5) The girl explained that she recognized the terrain her father had taken her camping in these hills just last summer. (6) "If you turn slightly and fly over that far ridge," explained the girl, "you will see a highway. (7) Follow it west it will lead toward Pescadora."

(8) The pilot and co-pilot thanked the girl and complimented her on her keen sense of direction. (9) Their praises pleased the girl, they also gave her an idea. (10) As soon as she finished school, she would take flying lessons.

**22.4**

# Misplaced Modifiers • Practice 1

**Recognizing Misplaced Modifiers** A modifier should be placed as close as possible to the word it modifies. A misplaced modifier appears to modify the wrong word in a sentence.

MISPLACED MODIFIERS
<p>Joan went to meet the President <u>wearing her new white suit</u>.</p> <p>We found an old olive grove <u>hiking up the mountain</u>.</p>

**Correcting Misplaced Modifiers** Correct a misplaced modifier by moving the phrase or clause closer to the word it should logically modify.

Misplaced Modifiers	Corrected Sentences
Joan went to meet the president <u>wearing her new white suit</u> .	<u>Wearing her new white suit</u> , Joan went to meet the President.
We found an old olive grove <u>hiking up the mountain</u> .	<u>Hiking up the mountain</u> , we found an old olive grove.

**Exercise 1** **Recognizing Misplaced Modifiers.** Underline each misplaced modifier. If a sentence is correct as written, leave it unmarked.

**EXAMPLE:** Uncle Al shot the tiger that sprang at him with his rifle.

1. The sale at Bowen's features shirts for men with minor flaws.
2. Aground on some rocks, the freighter was slowly breaking apart.
3. My sister dropped in while I was scrubbing the floor with her new baby.
4. Clare opened the package brought by the letter carrier with a cry of delight.
5. Charlie squandered all the money on new records that his uncle left him.
6. Dad had been looking for a mechanic who can repair our car without success.
7. Paul had a tomato that he had grown himself in his lunchbox.
8. Trying to stretch a single into a double, the runner was thrown out easily.
9. Ms. Dove threatened to keep the class after school many times that day.
10. In 1700, the first practical umbrella was invented by an anonymous Englishman with whalebone ribs.

**Exercise 2** **Correcting Misplaced Modifiers.** Rewrite five incorrect sentences from Exercise 1, correcting the misplaced modifier. Then underline the corrected modifier and draw an arrow from it to the word it modifies.

**EXAMPLE:** With his rifle, Uncle Al shot the tiger that sprang at him.

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

# 22.4 Misplaced Modifiers • Practice 2

**Exercise 1** **Recognizing Misplaced Modifiers.** Underline each misplaced modifier. If a sentence is correct, write *correct*.

**EXAMPLE:** The baby crawled on the floor with blue overalls.

1. The messenger spoke to the receptionist who delivered the package. \_\_\_\_\_
2. The golfer won the trophy wearing green golf shoes. \_\_\_\_\_
3. Our desire grew smaller to win the prize. \_\_\_\_\_
4. Reading the menu, Hugh decided to have steak again. \_\_\_\_\_
5. Finishing the dishes, we were ready to relax. \_\_\_\_\_
6. The kitten drank the milk that was hungry. \_\_\_\_\_
7. I hurried to open the gift happily surprised. \_\_\_\_\_
8. Sailing into port, my grandfather stood at the wheel of his beautiful new boat. \_\_\_\_\_
9. Soaring gracefully over the treetops, I watched the hawk disappear from view. \_\_\_\_\_
10. Badly frightened, the puppy cowered under the porch. \_\_\_\_\_

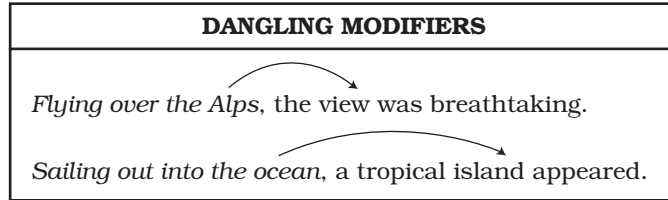
**Exercise 2** **Correcting Misplaced Modifiers.** Rewrite each of the following sentences, correcting each misplaced modifier. Then underline the correct modifier and draw an arrow from it to the word it modifies.

**EXAMPLE:** The child ran into the house crying loudly. Crying loudly, the child ran into the house.

1. A sundae was served to each guest, dripping with chocolate sauce.  
\_\_\_\_\_
2. Wilkins realized the mistake he had made after a few minutes.  
\_\_\_\_\_
3. The dean spoke to the boys about loitering in the principal's office.  
\_\_\_\_\_
4. We gave the scraps of meat to the dog that had been left on our plates.  
\_\_\_\_\_
5. Michelle bought an umbrella after shopping carefully with red and yellow stripes.  
\_\_\_\_\_
6. The ballad singer heard most of the songs he later sang wandering through the hill country.  
\_\_\_\_\_
7. The hunter crouched behind a tree waiting for a bear to come along with a bow and arrow.  
\_\_\_\_\_
8. The bloodhound picked up the fugitive's scent sniffing in the bushes.  
\_\_\_\_\_
9. We saw many beautiful homes driving through the South.  
\_\_\_\_\_
10. Wilma put the trophies into a glass cabinet that she had won in golf tournaments.  
\_\_\_\_\_

## 22.4 Dangling Modifiers • Practice 1

**Recognizing Dangling Modifiers** A dangling modifier seems to modify the wrong word or no word at all because the word it should logically modify is missing.



**Correcting Dangling Modifiers** Correct a dangling modifier by rewriting the sentence to include the missing word.

Dangling Modifiers	Corrected Sentences
<i>Flying over the Alps, the view was breathtaking.</i>	<i>Flying over the Alps, we found the view breathtaking.</i>
<i>Sailing out into the ocean, a tropical island appeared.</i>	<i>Sailing out into the ocean, they saw a tropical island.</i>

**Exercise 1** **Recognizing Dangling Modifiers.** Underline each dangling modifier. If a sentence has no dangling modifier, leave it unmarked.

**EXAMPLE:** Rowing through the swamp at night, many weird sounds were heard.

1. Born into a poor family, college seemed an impossible dream.
2. Speeding through a red light, the cyclist nearly hit an old man.
3. Taking the stairs two at a time, the bell rang.
4. After stepping into the shower, the telephone rang.
5. Descending by a different trail, the hazardous slope was avoided.
6. After walking across the hot sand, the clump of trees offered welcome relief.
7. Practicing for weeks, the difficult sonata was finally mastered.
8. While Mary was greeting her guests, her dog was eating the sandwiches.
9. Sympathizing with the flood victims, donations flowed in from all over.
10. Arriving a day late, the tickets were worthless.

**Exercise 2** **Correcting Dangling Modifiers.** Rewrite five incorrect sentences from Exercise 1, correcting the dangling modifiers. Underline the modifier in the corrected sentence and draw an arrow from it to the word it modifies.

**EXAMPLE:** Rowing through the swamp at night, we heard many weird sounds.

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

# 22.4 Dangling Modifiers • Practice 2

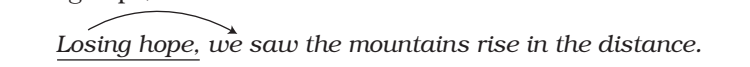
**Exercise 1 Recognizing Dangling Modifiers.** Underline each dangling modifier. If a sentence is correct, write *correct*.

**EXAMPLE:** Carrying so many packages, the path was hard to follow.

1. Skating across the pond, the ice was very slick. \_\_\_\_\_
2. Studying for weeks, the test was easy. \_\_\_\_\_
3. Considering my small allowance, the tickets were expensive. \_\_\_\_\_
4. Writing letters at camp all afternoon, home seemed far away. \_\_\_\_\_
5. Finishing the dishes, we were ready to relax. \_\_\_\_\_

**Exercise 2 Correcting Dangling Modifiers.** Rewrite each sentence, correcting the dangling modifier. Then underline the correct modifier and draw an arrow from it to the word it modifies.

**EXAMPLE:** Losing hope, the mountains rose in the distance.


  
Losing hope, we saw the mountains rise in the distance.

1. Trying to get to town quickly, the highway seemed best.  
\_\_\_\_\_
2. Jogging one morning, the solution to the problem was obvious.  
\_\_\_\_\_
3. When she was five, Paula's mother graduated from the university.  
\_\_\_\_\_
4. Wandering aimlessly in the woods, the first sight of camp was welcome.  
\_\_\_\_\_
5. Hearing of the refugees' plight, emergency funds were made available.  
\_\_\_\_\_
6. Getting up much earlier than usual, the house seemed strangely quiet.  
\_\_\_\_\_
7. When he developed measles, Dan's father called the school.  
\_\_\_\_\_
8. Absorbed in the crossword puzzle, the time passed quickly.  
\_\_\_\_\_
9. Waiting for a ride, the rain pounded down all around.  
\_\_\_\_\_
10. Sailing far from shore, a squall suddenly arose.  
\_\_\_\_\_

**Writing Application Correcting Misplaced and Dangling Modifiers.** Rewrite the following paragraph, correcting all misplaced or dangling modifiers.

(1) Washington Irving's stories often contain elements of fantasy. (2) In one story, Rip van Winkle slept through the whole American Revolution that Irving wrote. (3) Waking up, his rusted musket should have indicated that something unusual had happened. (4) Rip was greeted by other puzzling things strolling into town. (5) The faces of the people were all strange that he met. (6) Hanging over the door of the inn, Rip noticed George Washington's portrait. (7) King George's portrait had always hung there before. (8) Rip then looked for his old friend, the innkeeper. (9) Rip questioned an old man trying to find the innkeeper. (10) The old man replied, "He is dead these eighteen years."



# 23.1 Verb Tenses (Six Tenses of Verbs, Four Principal Parts of Verbs) • Practice 1

**The Six Tenses of Verbs** A tense is a form of a verb that shows the time of an action or a condition. Each tense has a basic and a progressive form.

Tenses	Basic Forms	Progressive Forms
Present	I <i>work</i> .	I <i>am working</i> .
Past	I <i>worked</i> .	I <i>was working</i> .
Future	I <i>will work</i> .	I <i>will be working</i> .
Present Perfect	I <i>have worked</i> .	I <i>have been working</i> .
Past Perfect	I <i>had worked</i> .	I <i>had been working</i> .
Future Perfect	I <i>will have worked</i> .	I <i>will have been working</i> .

**The Four Principal Parts of Verbs** A verb has four principal parts: the present, the present participle, the past, and the past participle.

THE FOUR PRINCIPAL PARTS			
Present	Present Participle	Past	Past Participle
cook	cooking	cooked	(have) cooked
steal	stealing	stole	(have) stolen
make	making	made	(have) made

**Exercise 1** **Recognizing Tenses and Forms of Verbs.** Underline the verb or verb phrase in each sentence below. Then write the tense on each line to the right. If the form is progressive, write the word *progressive* after the tense.

**EXAMPLE:** Vinnie will be working on Saturday night. future progressive

1. Caroline arranged the flowers for the centerpiece. \_\_\_\_\_
2. The TV was working fine last night. \_\_\_\_\_
3. I have ordered the pizza already. \_\_\_\_\_
4. In December Dad will have been working there thirty years. \_\_\_\_\_
5. We often stay in that cottage on vacation. \_\_\_\_\_
6. Grandma will visit us next week. \_\_\_\_\_
7. Someone has been snooping through my things. \_\_\_\_\_
8. The fans had hoped for a win. \_\_\_\_\_
9. The chemist had been experimenting with a new formula. \_\_\_\_\_
10. The train will have left without us. \_\_\_\_\_

**Exercise 2** **Identifying Principal Parts.** On the lines below, write the principal part of the main verb used in each sentence above. Then write the name of that principal part.

**EXAMPLE:** working, present participle

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# 23.1 Verb Tenses (Six Tenses of Verbs, Four Principal Parts of Verbs) • Practice 2

**Exercise 1** Recognizing Basic and Progressive Forms. Identify the form of each verb as *basic* or *progressive*.

**EXAMPLE:** He has been swimming. progressive

1. He is leaving. \_\_\_\_\_
2. I was singing. \_\_\_\_\_
3. She has rested. \_\_\_\_\_
4. They had tried. \_\_\_\_\_
5. He has been waiting. \_\_\_\_\_
6. I will have been working. \_\_\_\_\_
7. He spoke. \_\_\_\_\_
8. They will help. \_\_\_\_\_
9. He had been sleeping. \_\_\_\_\_
10. You will have gone. \_\_\_\_\_

**Exercise 2** Recognizing the Six Tenses. Write the tense of each verb in Exercise 1. If the tense is a progressive form, add the word *progressive*.

**EXAMPLE:** He has been swimming. present perfect progressive

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Exercise 3** Recognizing Principal Parts. Identify the principal part used to form each verb in Exercise 1.

**EXAMPLE:** He has been swimming. present participle

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

# 23.1 Verb Tenses (Regular and Irregular Verbs)

## • Practice 1

**Regular and Irregular Verbs** A regular verb is one whose past and past participle are formed by adding *-ed* or *-d* to the present form.

PRINCIPAL PARTS OF REGULAR VERBS			
Present	Present Participle	Past	Past Participle
learn	learning	learned	(have) learned
carry	carrying	carried	(have) carried
promise	promising	promised	(have) promised
drip	dripping	dripped	(have) dripped

An irregular verb is one whose past and past participle are not formed by adding *-ed* or *-d* to the present form.

PRINCIPAL PARTS OF IRREGULAR VERBS			
Present	Present Participle	Past	Past Participle
cost	costing	cost	(have) cost
put	putting	put	(have) put
bring	bringing	brought	(have) brought
sleep	sleeping	slept	(have) slept
draw	drawing	drew	(have) drawn
freeze	freezing	froze	(have) frozen
rise	rising	rose	(have) risen

### ▶ Exercise 1 Writing the Principal Parts of Irregular Verbs. Add the missing principal parts.

**EXAMPLE:**   speak     speaking     spoke     (have) spoken  

1. \_\_\_\_\_ writing \_\_\_\_\_
2. \_\_\_\_\_ flew \_\_\_\_\_
3. see \_\_\_\_\_
4. \_\_\_\_\_ (have) spun
5. \_\_\_\_\_ hurt \_\_\_\_\_
6. \_\_\_\_\_ fighting \_\_\_\_\_
7. \_\_\_\_\_ (have) driven
8. spend \_\_\_\_\_
9. \_\_\_\_\_ wound \_\_\_\_\_
10. \_\_\_\_\_ eating \_\_\_\_\_

### ▶ Exercise 2 Recognizing Principal Parts of Verbs. Fill in each blank with the correct verb form from those given in parentheses.

**EXAMPLE:** Sasha never had   sung   in public before. (sang, sung)

1. The balloon \_\_\_\_\_ suddenly. (burst, busted)
2. The sweater \_\_\_\_\_ in the wash. (shrank, shranked)
3. They \_\_\_\_\_ all of their money out of the bank. (drew, drawn)
4. Aunt Mary \_\_\_\_\_ she would help us. (sayed, said)
5. Jack \_\_\_\_\_ up the beanstalk. (climbed, clumb)

# 23.1 Verb Tenses (Regular and Irregular Verbs)

## • Practice 2

**Exercise 1** Learning the Principal Parts of Irregular Verbs. Write the present participle, the past, and the past participle of each verb.

**EXAMPLE:** throw throwing, threw, thrown

- |                |                 |
|----------------|-----------------|
| 1. build _____ | 6. do _____     |
| 2. find _____  | 7. bring _____  |
| 3. get _____   | 8. burst _____  |
| 4. hold _____  | 9. fly _____    |
| 5. drink _____ | 10. teach _____ |

**Exercise 2** Recognizing Principal Parts in Sentences. Fill in each blank with the correct verb form from those given in parentheses.

**EXAMPLE:** He brought the wrong book to class. (bring, brought)

- The batter \_\_\_\_\_ hard but missed the ball. (swang, swung)
- Steve \_\_\_\_\_ me home. (drived, drove)
- Rachel \_\_\_\_\_ the cabin in the woods in only two and a half months. (built, builded)
- We \_\_\_\_\_ the rent a week early. (payed, paid)
- All around us fire crackers were \_\_\_\_\_. (busting, bursting)
- The used car \_\_\_\_\_ me only a little more than two hundred dollars. (costed, cost)
- The campers \_\_\_\_\_ on the ground. (sleepeed, slept)
- I \_\_\_\_\_ the money on the table. (layed, laid)
- Our guide \_\_\_\_\_ us to a waterfall. (leaded, led)
- She \_\_\_\_\_ the package with string. (binded, bound)

**Exercise 3** Correcting Principal Parts. The paragraph below contains five errors in the choice between the past and the past participle. Cross out the errors and write corrections on the lines that follow the paragraph.

**EXAMPLE:** Dorothea Dix foughted for the mentally ill. Dorothea Dix fought for the mentally ill.

(1) Dorothea Dix played a crucial role in helping the mentally ill. (2) After visiting a jail in Massachusetts in the 1840s, she seen that they led the same life as criminals. (3) Until her visit, she had not knew that the mentally ill led such miserable lives. (4) Often, they lived in unheated housing. (5) Dix knew that she had not took enough responsibility in the past. (6) She begun to visit each place in the state where the mentally ill lived. (7) After her visits, she wrote a detailed report. (8) She convinced the state to improve the treatment of the mentally ill. (9) She also foughted in other states. (10) In all, fifteen states passed laws to help the mentally ill.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

# 23.1 Verb Tenses (Conjugating the Tenses) • Practice 1

**Conjugating the Tenses** A conjugation is a complete list of the singular and plural forms of a verb. A short conjugation lists just the forms that are used with a single pronoun. As you study the following short conjugations, note that the verbs used with *you* are also used with *we* and *they*. The verbs used with *she*, likewise, are also used with *he* and *it*.

Basic and Progressive Forms	SHORT CONJUGATIONS		
	do (with <i>I</i> )	do (with <i>you</i> )	do (with <i>she</i> )
Present	I do	you do	she does
Past	I did	you did	she did
Future	I will do	you will do	she will do
Present Perfect	I have done	you have done	she has done
Past Perfect	I had done	you had done	she had done
Future Perfect	I will have done	you will have done	she will have done
Present Progressive	I am doing	you are doing	she is doing
Past Progressive	I was doing	you were doing	she was doing
Future Progressive	I will be doing	you will be doing	she will be doing
Present Perfect Progressive	I have been doing	you have been doing	she has been doing
Past Perfect Progressive	I had been doing	you had been doing	she had been doing
Future Perfect Progressive	I will have been doing	you will have been doing	she will have been doing

**Exercise 1** Conjugating Basic and Progressive Forms. Complete each of the following short conjugations.

- use (with *I*) \_\_\_\_\_  
\_\_\_\_\_
- take (with *he*) \_\_\_\_\_  
\_\_\_\_\_
- go (with *we*) \_\_\_\_\_  
\_\_\_\_\_
- see (with *they*) \_\_\_\_\_  
\_\_\_\_\_

**Exercise 2** Supplying the Correct Verb. Fill in each blank with the form of each verb given in parentheses.

**EXAMPLE:** The train will be arriving soon. (*arrive*, future progressive)

- We \_\_\_\_\_ here for ten years. (*live*, present perfect progressive)
- Palmer \_\_\_\_\_ his way in the jungle. (*lose*, past perfect)
- Mom \_\_\_\_\_ just the car she wants. (*find*, present perfect)
- Aunt Betty \_\_\_\_\_ us next week. (*visit*, future progressive)
- The owner \_\_\_\_\_ a large reward. (*offer*, present progressive)

# 23.1 Verb Tenses (Conjugating the Tenses) • Practice 2

**Exercise 1** **Conjugating the Basic Forms of Verbs.** Conjugate the basic forms of the verbs below in the manner shown in the example.

**EXAMPLE:** spend (conjugated with *we*)  
Present: we spend      Present Perfect: we have spent  
Past: we spent      Past Perfect: we had spent  
Future: we will spend      Future Perfect: we will have spent

1. open (conjugated with *I*)

_____	_____
_____	_____
_____	_____

2. move (conjugated with *you*)

_____	_____
_____	_____
_____	_____

3. know (conjugated with *he*)

_____	_____
_____	_____
_____	_____

**Exercise 2** **Conjugating the Progressive Forms of Verbs.** Conjugate the progressive forms of the verbs below in the manner shown in the example.

**EXAMPLE:** spend (conjugated with *we*)  
Present Progressive: we are spending      Present Perfect Progressive: we have been spending  
Past Progressive: we were spending      Past Perfect Progressive: we had been spending  
Future Progressive: we will be spending      Future Perfect Progressive: we will have been spending

1. walk (conjugated with *you*)

_____	_____
_____	_____
_____	_____

2. jump (conjugated with *she*)

_____	_____
_____	_____
_____	_____

3. say (conjugated with *they*)

_____	_____
_____	_____
_____	_____

# 23.1 Expressing Time Through Tense (Uses of Tense in Present Time) • Practice 1

**Uses of Tense in Present Time** The present and the present progressive show present actions or conditions as well as various continuing actions or conditions.

USES OF TENSE IN PRESENT TIME		
Verb Forms	Uses	Examples
Present	Present action	Here <i>comes</i> Elsie.
	Present condition	Those tomatoes <i>are</i> ripe.
	Reoccurring action	I <i>exercise</i> daily.
	Reoccurring condition	Ernie <i>is</i> often late.
	Constant action	Water <i>freezes</i> at 0°C.
	Constant condition	The sun <i>is</i> our nearest star.
Present Progressive	Continuing action	Dad <i>is cooking</i> dinner.
	Continuing condition	Laura <i>is feeling</i> better.

**Exercise 1** Identifying the Uses of Tenses in Present Time. On each line to the right, identify the use of the verb in each sentence, using the labels in the chart above.

**EXAMPLE:** The baby is learning to walk. continuing action

- Paula studies in the library. \_\_\_\_\_
- The Nile River flows from south to north. \_\_\_\_\_
- Tasha baby-sits for the Logans every Friday night. \_\_\_\_\_
- The new chef is here now. \_\_\_\_\_
- I smell something sweet. \_\_\_\_\_
- Bruce is cutting the lawn. \_\_\_\_\_
- Cactuses grow in deserts. \_\_\_\_\_
- Grandpa is teaching me chess. \_\_\_\_\_
- My sister writes home once a week. \_\_\_\_\_
- The Martins live in Virginia now. \_\_\_\_\_

**Exercise 2** Using Present Tense Forms in Sentences. Complete each sentence by filling in an appropriate verb in the present time.

**EXAMPLE:** Mom is talking on the phone at the moment.

- The baby \_\_\_\_\_ for two hours every afternoon.
- Those plants \_\_\_\_\_ well in the shade.
- Aunt Janet \_\_\_\_\_ the baby a bath now.
- Harold \_\_\_\_\_ unusually stubborn today.
- Many people \_\_\_\_\_ to eat in restaurants.
- The people next door \_\_\_\_\_ their house.
- Sometimes my sister \_\_\_\_\_ my clothes.
- Someone \_\_\_\_\_ on the door.
- This cheese \_\_\_\_\_ strong.
- The sun \_\_\_\_\_ at last.

**23.1**

# Expressing Time Through Tense (Uses of Tense in Present Time) • Practice 2

USES OF THE PRESENT
<i>Present action:</i> There he <u>goes</u> .
<i>Present condition:</i> The apples <u>are</u> rotten.
<i>Regularly occurring action:</i> My sister <u>chews</u> her nails.
<i>Regularly occurring condition:</i> They <u>are</u> never ready.
<i>Constant action:</i> The sun <u>radiates</u> energy.
<i>Constant condition:</i> Human blood <u>is</u> red.

USES OF THE PRESENT PROGRESSIVE
<i>Continuing action:</i> He <u>is working</u> on a novel.
<i>Continuing condition:</i> The baby <u>is being</u> very difficult this week.

**Exercise 1** Identifying the Uses of Tense in Present Time. Identify the use of the underlined verb in each sentence, using the labels in the charts above.

**EXAMPLE:** Greg plays tennis every Saturday. regularly occurring action

1. I leave for school at 7:30 each morning. \_\_\_\_\_
2. Gasoline is a flammable liquid. \_\_\_\_\_
3. My friends and I race home from school every afternoon. \_\_\_\_\_
4. This entire meal is delicious. \_\_\_\_\_
5. I hear a television in the other room. \_\_\_\_\_
6. My brother is doing his homework now. \_\_\_\_\_
7. Gravity pulls all objects downward. \_\_\_\_\_
8. My father is building stereo speaker cabinets. \_\_\_\_\_
9. He reads mostly biographies. \_\_\_\_\_
10. My sister Judy generally travels to work on the train. \_\_\_\_\_
11. The birds fascinate the cats in our yard. \_\_\_\_\_
12. The peaches are ready to fall from the tree. \_\_\_\_\_
13. The sun sets in the west. \_\_\_\_\_
14. The coach starts class at two o'clock sharp. \_\_\_\_\_
15. Sandra is studying violin with Mr. Stevenson. \_\_\_\_\_
16. The twins are always cheerful. \_\_\_\_\_
17. Barbara is being helpful around the house. \_\_\_\_\_
18. The United States is part of the continent of North America. \_\_\_\_\_
19. Gina is acting like a fool. \_\_\_\_\_
20. Patrice annoys people with her whining. \_\_\_\_\_



# 23.1 Expressing Time Through Tense (Uses of Tense in Past Time) • Practice 1

**Uses of Tense in Past Time** The six forms that express past time show actions and conditions beginning in the past.

Verb Forms	USES OF TENSES IN PAST TIME	
	Uses	Examples
Past	Indefinite past time	Eleanor <i>studied</i> hard.
Present Perfect	Definite past time	The sunset <i>was</i> brief tonight.
	Indefinite past time	I <i>have seen</i> that movie.
Past Perfect	continuing to present	The baby <i>has been</i> very quiet.
	Completed before another past event	Some guests <i>had arrived</i> before we did.
Past Progressive	Continuous past event	Ed <i>was acting</i> strangely last night.
Present Perfect Progressive	Event continuing to present	Pan <i>has been looking</i> for a job all summer.
Past Perfect Progressive	Continuous past event before another	Before you called, we <i>had been planning</i> for a quiet evening.

**Exercise 1** Identifying the Uses of Tense in Past Time. Identify the use of the verb in each sentence, using the labels in the chart above.

**EXAMPLE:** I have been studying for that test all week. event continuing to present

- Up to this inning we had hoped for a win. \_\_\_\_\_
- Grandpa was waiting for us at the station. \_\_\_\_\_
- Dana worked for the same company for twenty years. \_\_\_\_\_
- The realtor has shown us this same house before. \_\_\_\_\_
- We were uncomfortable because of the heat. \_\_\_\_\_
- That store has been offering double coupons for several weeks. \_\_\_\_\_
- Those youngsters have waited here for hours. \_\_\_\_\_
- Audrey had been trying to reach you earlier. \_\_\_\_\_
- I finished the test at three o'clock. \_\_\_\_\_
- We were painting the house last weekend. \_\_\_\_\_

**Exercise 2** Using Tenses in Past Time. Write the correct form of the verb in parentheses.

**EXAMPLE:** I had finished when the bell rang. (have finished, had finished)

- Before he retired, Uncle Al \_\_\_\_\_ cattle on his ranch. (raised, has raised)
- For the last two years, Sue \_\_\_\_\_ our class president. (has been, was being)
- Last night's storm \_\_\_\_\_ with the TV. (interfered, had interfered)
- The horse \_\_\_\_\_ before we knew it. (has escaped, had escaped)
- Joshua certainly \_\_\_\_\_ more agreeable lately. (has grown, was growing)
- When I saw it last, my book \_\_\_\_\_ on the table. (has lain, was lying)
- Jan \_\_\_\_\_ oddly today. (has been acting, had been acting)
- Lou \_\_\_\_\_ me three times yesterday. (phoned, has phoned)
- I \_\_\_\_\_ you a note when you came in. (wrote, was writing)
- Pat \_\_\_\_\_ for you since lunch. (has been waiting, was waiting)

# 23.1 Expressing Time Through Tense (Uses of Tense in Past Time) • Practice 2

**USES OF THE PROGRESSIVE FORMS THAT EXPRESS PAST TIME**

<b>Past Progressive</b>	<i>Continuous completed action:</i> He <u>was working</u> on a ranch that summer.
<b>Present Perfect Progressive</b>	<i>Continuous completed condition:</i> Mimi <u>was being</u> agreeable last week. <i>Action continuing to present:</i> Louisa <u>has been reading</u> mysteries for a month now.
<b>Past Perfect Progressive</b>	<i>Continuing action interrupted by another:</i> I <u>had been sleeping</u> when you called.

**Exercise 1** Using Past, Present Perfect, and Past Perfect. Write the correct form of the verb in parentheses.

**EXAMPLE:** Mary bought a new dress yesterday. (bought, has bought)

- Father \_\_\_\_\_ tomatoes in our yard last year. (grew, has grown)
- I \_\_\_\_\_ her three times on Tuesday. (called, have called)
- Carol \_\_\_\_\_ an hour before she left. (has waited, had waited)
- We \_\_\_\_\_ our trip yesterday. (postponed, have postponed)
- Ken \_\_\_\_\_ the bus to work since he moved. (rode, has ridden)
- Sue \_\_\_\_\_ her sister at college last week. (visited, has visited)
- I \_\_\_\_\_ terribly sleepy lately. (was, have been)
- My sister \_\_\_\_\_ before I did. (has arrived, had arrived)
- I \_\_\_\_\_ my report at three o'clock. (finished, have finished)
- He \_\_\_\_\_ across the river before I started. (has swum, had swum)

**Exercise 2** Identifying the Uses of the Progressive Forms in the Past. Identify the use of the underlined verb in each sentence, using the labels in the chart above.

**EXAMPLE:** I was writing my book report last night. continuous completed action

- Father has been building a porch behind the house.  
\_\_\_\_\_
- My brother had been going to college until his accident.  
\_\_\_\_\_
- After lunch I was writing my report on Walt Whitman.  
\_\_\_\_\_
- Our fruit trees have been growing at an amazing rate.  
\_\_\_\_\_
- I was painting my bicycle when the rain started.  
\_\_\_\_\_
- Jan was being unusually generous last night.  
\_\_\_\_\_
- They were eating when we arrived.  
\_\_\_\_\_
- I had been working nights until I inherited the money.  
\_\_\_\_\_
- Mary has been studying French for two years now.  
\_\_\_\_\_
- Linda was rehearsing her speech this morning.  
\_\_\_\_\_

# 23.1 Expressing Time Through Tense (Uses of Tense in Future Time) • Practice 1

**Uses of Tense in Future Time** The four forms that express future time show future actions or conditions.

Verb Forms	USES OF TENSES IN FUTURE TIME	
	Uses	Examples
Future	Future event	The storm <i>will arrive</i> soon.
Future Perfect	Future event before another future event	We <i>will have finished</i> the book by next Tuesday.
Future Progressive	Continuing future event	That group <i>will be performing</i> here for two nights.
Future Perfect Progressive	Continuing future event before another	By then, we <i>will have been waiting</i> here for two hours.

**Exercise 1** Identifying the Uses of Tense in Future Time. Identify the use of the verb in each sentence, using the labels in the chart above.

**EXAMPLE:** This will be my third summer on the swim team. future event

- The Bergers will be traveling in Europe this summer. \_\_\_\_\_
- The crew will have paved the road by tomorrow. \_\_\_\_\_
- The manager will be interviewing the candidates next week. \_\_\_\_\_
- By Tuesday, we will have been traveling for a week. \_\_\_\_\_
- Dr. Kelsey will see you now. \_\_\_\_\_
- Your invitation will be arriving in the mail. \_\_\_\_\_
- I will have finished my rough draft by Monday. \_\_\_\_\_
- At his retirement, Mr. Poli will have been teaching for years. \_\_\_\_\_
- I will be looking for a job next summer. \_\_\_\_\_
- In another hour the cement will have dried. \_\_\_\_\_

**Exercise 2** Using Tenses in Future Time. Fill in each blank with the indicated form of the verb in parentheses.

**EXAMPLE:** All the networks will carry the speech live. (*carry*, future)

- I \_\_\_\_\_ French this year. (*study*, future progressive)
- Your teacher \_\_\_\_\_ you the necessary forms. (*give*, future progressive)
- All told, we \_\_\_\_\_ on this for forty hours. (*work*, future perfect progressive)
- The books I ordered \_\_\_\_\_ soon. (*come*, future progressive)
- I \_\_\_\_\_ you at the library. (*meet*, future)
- After the party, you \_\_\_\_\_ all my friends. (*meet*, future perfect)
- Alicia \_\_\_\_\_ my favorite piece in the recital. (*play*, future progressive)
- If the police don't hurry, the accomplice \_\_\_\_\_ the evidence. (*destroy*, future perfect)
- The team \_\_\_\_\_ every Saturday afternoon. (*practice*, future progressive)
- I \_\_\_\_\_ for you after the last class. (*wait*, future)

# 23.1 Expressing Time Through Tense (Uses of Tense in Future Time) • Practice 2

USES OF THE FUTURE AND THE FUTURE PERFECT	
<b>Future</b>	<i>Future action: A frost will damage the crop. Future condition: I will be home tomorrow.</i>
<b>Future Perfect</b>	<i>Future action completed before another: I will have left by the time you arrive. Future condition completed before another: I will have been up for hours before you call.</i>

USES OF THE PROGRESSIVE FORMS THAT EXPRESS FUTURE TIME	
<b>Future Progressive</b>	<i>Continuing future action: They will be visiting New York this fall.</i>
<b>Future Perfect Progressive</b>	<i>Continuing future action completed before another: When we meet next week, I will have been practicing tennis for a month.</i>

**Exercise 1** Identifying the Uses of Tense in Future Time. Identify the use of each underlined verb, using the labels in the charts above.

**EXAMPLE:** She will have been traveling a full year when she comes home tomorrow.

continuing future action completed before another

- The President will deliver a speech tonight.  
\_\_\_\_\_
- The Kramers will be vacationing for two weeks.  
\_\_\_\_\_
- Fred will move to California next summer.  
\_\_\_\_\_
- Fred will be transferring to Oregon in two years.  
\_\_\_\_\_
- By the time you reach Chicago, you will have been driving for eight hours.  
\_\_\_\_\_

**Exercise 2** Using Tenses in Future Time. Write the indicated form of each verb in parentheses.

**EXAMPLE:** By the time we reach the summit, we will have been climbing for four hours.  
(climb—*future perfect progressive*)

- My aunt \_\_\_\_\_ in Brazil for a month. (travel—*future progressive*)
- The department store \_\_\_\_\_ in an hour. (open—*future*)
- By tomorrow, we \_\_\_\_\_ our grades. (receive—*future perfect*)
- I \_\_\_\_\_ for Toronto at noon. (leave—*future*)
- When I return from Puerto Rico in August, I \_\_\_\_\_ Spanish for two months.  
(speak—*future perfect progressive*)

**23.1**

# Expressing Time Through Tense (Shifts in Tense) • Practice 1

**Shifts in Tense** When showing a sequence of events, do not shift tenses unnecessarily.

Unnecessary (Incorrect Shifts)	Correct Sequence
I <i>had meant</i> to get up early but accidentally <i>oversleep</i> . (shift from past perfect to present)	I <i>had meant</i> to get up early but accidentally <i>overslept</i> . (two past actions, one completed before another)
Jed <i>takes</i> the bus to school. I <i>rode</i> my bike. (shift from present to past)	Jed <i>takes</i> the bus to school. I <i>ride</i> my bike. (two regularly occurring actions)
If the car <i>breaks</i> down, we <i>were</i> late. (shift from present to past)	If the car <i>breaks</i> down, we <i>will be</i> late. (present condition leading to future outcome)



**Exercise 1**

**Recognizing Unnecessary Shifts in Tense.**

Write *P* after each sentence below that has a problem in tense. If the sentence is correct as written, label it *C*.

**EXAMPLE:** We will leave after you finished the dishes.     *P*    

1. We never have dinner before Dad got home from work. \_\_\_\_\_
2. My sister will miss the twins when they were away. \_\_\_\_\_
3. Marcia began writing her paper before she reads any sources. \_\_\_\_\_
4. The owner offers a reward to anyone who found the dog. \_\_\_\_\_
5. Most likely we will be happier after we started our trip. \_\_\_\_\_
6. If Jason wins the election, he revised the dress code. \_\_\_\_\_
7. Erica has lost a lot of weight since I saw her last. \_\_\_\_\_
8. Whenever you are ready, we left. \_\_\_\_\_
9. Hugo barks loudly if he heard anything unusual. \_\_\_\_\_
10. When we got to the pier, the boat is already leaving. \_\_\_\_\_



**Exercise 2**

**Correcting Errors in Tense.**

Rewrite five of the sentences labeled *P* above, correcting the error by changing the tense of the second verb.

**EXAMPLE:**     *We will leave after you finish the dishes.*    

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

# 23.1 Expressing Time Through Tense (Shifts in Tense) • Practice 2

**Exercise 1** **Avoiding Unnecessary Shifts in Tense.** Correct tense problems by crossing out the second verb and writing a correction in the blank.

**EXAMPLE:** Bill goes fishing whenever he ~~got~~ a day off.

\_\_\_\_\_ *gets* \_\_\_\_\_

1. I sit in the hall all day and answered the phone. \_\_\_\_\_
2. The class had read *Hamlet* before it reads *Macbeth*. \_\_\_\_\_
3. Eric talked to the newcomers before I do. \_\_\_\_\_
4. When Grandfather arrived, the whole family greets him at the airport. \_\_\_\_\_
5. As soon as you find a pleasing color, I help you. \_\_\_\_\_
6. By the time you phoned, I will have gone to bed. \_\_\_\_\_
7. Stella had eaten by the time I get there. \_\_\_\_\_
8. He will reach his goal when he got ten more orders. \_\_\_\_\_
9. I will be lonely when you will be away. \_\_\_\_\_
10. By the time I found him, he has mailed the letter already. \_\_\_\_\_
11. It has been months since the day I have seen you. \_\_\_\_\_
12. He went below deck and cleans his bunk. \_\_\_\_\_
13. Sally opens the door whenever the dog barked. \_\_\_\_\_
14. He sailed for Paris and has arrived there two weeks later. \_\_\_\_\_
15. If he goes to the rally, I joined him later. \_\_\_\_\_
16. The game was over when we leave. \_\_\_\_\_
17. Our team never wins the championship, nor did our rival from across town. \_\_\_\_\_
18. If I am elected secretary, I will have done many things. \_\_\_\_\_
19. My little sister smiled at the doctor and says hello. \_\_\_\_\_
20. He shook my hand and asks me to sit down. \_\_\_\_\_

**Exercise 2** **Correcting Errors in Tense.** In the following paragraph, cross out unnecessary shifts in tense and write corrections in the blanks that follow.

(1) An unusual feature of Quincy Market in Boston is Faneuil Hall. (2) It was built in 1742 by Peter Faneuil, who later gives it to the city. (3) Nineteen years later, it burns. (4) Soon after, however, it was rebuilt. (5) Before the Revolutionary War, it is a theater. (6) Later, it was called "The Cradle of Liberty." (7) The name was given to it because it is the scene of many important meetings during the Revolutionary War. (8) For years the first floor was a produce market. (9) The second floor is the place for meetings. (10) It now has contained many historical paintings and is exciting to visit.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**23.2**

# Active and Passive Voice (Differences Between Active and Passive Voice, Forms of Passive Verbs)

## • Practice 1

**Differences Between Active and Passive Voice** Voice is the form of a verb that shows whether or not the subject is performing the action. A verb is active if its subject performs the action. A verb is passive if its action is performed upon the subject.

Active Voice	Passive Voice
Alice <i>left</i> a message.	A message <i>was left</i> by Alice.
We <i>called</i> the doctor.	The doctor <i>was called</i> .

### The Forms of Passive Verbs

A passive verb is made from a form of *be* plus the past participle of a transitive verb.

THE VERB FOLLOW IN THE PASSIVE VOICE		
Tense	Basic Forms	Progressive Forms
Present	I am followed.	I am being followed.
Past	I was followed.	I was being followed.
Future	I will be followed.	
Present Perfect	I have been followed.	
Past Perfect	I had been followed.	
Future Perfect	I will have been followed	

### Exercise 1

**Distinguishing Between the Active and Passive Voice.** After each sentence, write *active* or *passive* to describe the verb.

**EXAMPLE:** That book was autographed by the author. passive

- The authorities have been notified. \_\_\_\_\_
- This lettuce was grown in our own garden. \_\_\_\_\_
- Mom added fresh mushrooms just before serving the salad. \_\_\_\_\_
- Delegates to the convention have already been selected. \_\_\_\_\_
- Every scrap of food was eaten during the party. \_\_\_\_\_
- The team will elect a new captain tomorrow. \_\_\_\_\_
- That car was stolen from the municipal parking lot. \_\_\_\_\_
- Lydia has been visiting us this week. \_\_\_\_\_
- Damian has already chosen his courses. \_\_\_\_\_
- The governor has been asked to speak. \_\_\_\_\_

### Exercise 2

**Forming the Tenses of Passive Verbs.** Write the basic forms of each of the following verbs in the passive voice.

- |                          |                              |                            |                             |
|--------------------------|------------------------------|----------------------------|-----------------------------|
| 1. say (with <i>it</i> ) | 2. drive (with <i>they</i> ) | 3. tell (with <i>you</i> ) | 4. praise (with <i>we</i> ) |
| _____                    | _____                        | _____                      | _____                       |
| _____                    | _____                        | _____                      | _____                       |
| _____                    | _____                        | _____                      | _____                       |
| _____                    | _____                        | _____                      | _____                       |
| _____                    | _____                        | _____                      | _____                       |

# 23.2 Active and Passive Voice (Differences Between Active and Passive Voice, Forms of Passive Verbs)

## • Practice 2

**Exercise 1** Distinguishing Between the Active and Passive Voice. Identify each verb as *active* or *passive*.

**EXAMPLE:** The letter was signed by the President. passive

1. The bitter medicine was taken by my sister. \_\_\_\_\_
2. Delegates to the convention have been chosen by the voters. \_\_\_\_\_
3. We each purchased several new outfits for spring. \_\_\_\_\_
4. Later, the speaker wrote a letter of apology. \_\_\_\_\_
5. Bread crumbs were then sprinkled on the fish. \_\_\_\_\_
6. Many wild animals live in the forest. \_\_\_\_\_
7. Surgery was performed by a team of specialists. \_\_\_\_\_
8. Ellen grew her own fresh vegetables this summer. \_\_\_\_\_
9. In the winter snow covers the mountains. \_\_\_\_\_
10. The bad news was then given to Brad by the coach. \_\_\_\_\_
11. Representatives had been selected earlier by Congress. \_\_\_\_\_
12. Kansas City was reached by the convoy in two hours. \_\_\_\_\_
13. I always read the evening newspaper after dinner. \_\_\_\_\_
14. After a debate the report was accepted by the chairperson. \_\_\_\_\_
15. The President has appointed a new ambassador. \_\_\_\_\_

THE VERB CALL IN THE PASSIVE VOICE	
Present	she is called
Past	she was called
Future	she will be called
Present Perfect	she has been called
Past Perfect	she had been called
Future Perfect	she will have been called
Present Progressive	she is being called
Past Progressive	she was being called

**Exercise 2** Forming the Tenses of Passive Verbs. Conjugate each verb in the passive voice, using the chart above as your model.

- |                           |                              |                           |                              |
|---------------------------|------------------------------|---------------------------|------------------------------|
| 1. type (with <i>it</i> ) | 2. forgive (with <i>we</i> ) | 3. sell (with <i>it</i> ) | 4. alert (with <i>they</i> ) |
| _____                     | _____                        | _____                     | _____                        |
| _____                     | _____                        | _____                     | _____                        |
| _____                     | _____                        | _____                     | _____                        |
| _____                     | _____                        | _____                     | _____                        |
| _____                     | _____                        | _____                     | _____                        |
| _____                     | _____                        | _____                     | _____                        |
| _____                     | _____                        | _____                     | _____                        |



# 23.2 Active and Passive Voice (Using Voice Correctly)

## • Practice 1

**Using Voice Correctly** Use the active voice whenever possible. Use the passive voice to emphasize the receiver of the action rather than the performer of the action. Use the passive voice to point out the receiver of an action whenever the performer is not important or not easily identified.

THE VERB IN THE PASSIVE VOICE
My term paper <i>was typed</i> by my sister. (Unnecessary passive; better: My sister typed my term paper.)
The accident victims <i>were rushed</i> to the hospital by ambulance. (Emphasizes the victims rather than the ambulance.)
The library <i>is closed</i> on Saturdays during the summer. (Performer is not important and unknown.)

### ▶ Exercise 1 Distinguishing Between Appropriate and Inappropriate Uses of Passive Voice

**Voice.** Label the three necessary uses of the passive voice in the sentences below as *A* (appropriate). Label the other uses as *U* (unnecessary).

**EXAMPLE:** Jason was asked by his mother to answer the phone. U

1. A grand slam home run was hit by the catcher. \_\_\_\_\_
2. Lincoln was elected to his first term in 1860. \_\_\_\_\_
3. This sweater was knitted for me by my favorite aunt. \_\_\_\_\_
4. In 1983 the America's Cup races were won by Australia. \_\_\_\_\_
5. Many restaurants are closed on Mondays. \_\_\_\_\_
6. That model airplane was made by Paul. \_\_\_\_\_
7. Federal income tax returns must be postmarked by midnight on April 15. \_\_\_\_\_
8. Candidates will be judged by the voters on their merits, not on their speeches. \_\_\_\_\_
9. I have been being followed by that dog for three blocks. \_\_\_\_\_
10. Dinner is being fixed by Mom right now. \_\_\_\_\_

### ▶ Exercise 2 Using the Active Voice. Rewrite five of the sentences that you labeled *U* in Exercise 1.

1. Change or add words as necessary to put each verb into the active voice.

**EXAMPLE:** Jason's mother asked him to answer the phone.

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



# 24.1 The Cases of Pronouns (The Three Cases)

## • Practice 1

**The Three Cases** Case is the form of a noun or pronoun that indicates its use in a sentence. The three cases are the nominative, the objective, and the possessive.

CASE FORMS OF PRONOUNS		
Case	Use in Sentence	Forms
Nominative	subject, predicate nominative	I; you; he, she, it; we; they
Objective	direct object, indirect object, object of preposition	me; you; him, her, it; us; them
Possessive	to show ownership	my, mine; you, yours; his, her, hers, its; our, ours; their, theirs

**Exercise 1** **Identifying Case.** Write the case of each underlined pronoun on each line to the right.

**EXAMPLE:** Soon after starting out, we had a flat tire. nominative

- The doctor cannot see you until next week. \_\_\_\_\_
- Gail has misplaced her keys again. \_\_\_\_\_
- Foster broke his bat on that hit. \_\_\_\_\_
- The Jacksons took the dog with them on vacation. \_\_\_\_\_
- Surely this bike is yours. \_\_\_\_\_
- Occasionally I enjoy a horror movie. \_\_\_\_\_
- Edison returned to his laboratory. \_\_\_\_\_
- Louise said that someone invited her. \_\_\_\_\_
- The boat was turned over on its side. \_\_\_\_\_
- Kevin asked us for directions. \_\_\_\_\_

**Exercise 2** **Identifying Pronoun Case and Use.** Write the case of each underlined pronoun. Then write the number that describes how the pronoun is used in the sentence: 1 (subject), 2 (predicate nominative), 3 (direct object), 4 (indirect object), 5 (object of a preposition), 6 (to show ownership).

**EXAMPLE:** The first guests were Donna and I. nominative, 2

- Ms. Parker read us students the directions. \_\_\_\_\_
- Louie and he are bringing the dessert. \_\_\_\_\_
- Did you get a postcard from Dawn or me? \_\_\_\_\_
- Every house in this neighborhood has its own well. \_\_\_\_\_
- They promised to be here in time for lunch. \_\_\_\_\_
- Because of all the other noise, no one heard us. \_\_\_\_\_
- Grace described her plan in detail. \_\_\_\_\_
- The best choice would be Don or you. \_\_\_\_\_
- The judges have not explained their choice. \_\_\_\_\_
- Mom divided the pie among us. \_\_\_\_\_

# 24.1 The Cases of Pronouns (The Three Cases)

## • Practice 2

**Exercise 1 Identifying Pronoun Case.** Write the case of each underlined pronoun on the line to the right of each sentence.

**EXAMPLE:** It was clearly a case of mistaken identity.                      nominative

1. The antique doll with the lace dress belonged to her. \_\_\_\_\_
2. The two brothers took their responsibilities seriously. \_\_\_\_\_
3. Our doubts about getting there on time began to grow. \_\_\_\_\_
4. Until the age of thirteen, she was afraid of dogs. \_\_\_\_\_
5. His relationship with Elizabeth kept him going. \_\_\_\_\_
6. Oscar handed me the tastefully wrapped package. \_\_\_\_\_
7. We had a garage sale last weekend. \_\_\_\_\_
8. You never know what might happen. \_\_\_\_\_
9. Do not pay any attention to them. \_\_\_\_\_
10. Is this cake yours or mine? \_\_\_\_\_

**Exercise 2 Identifying Case.** Write the case of each underlined pronoun. Then write its use: subject, predicate nominative, direct object, indirect object, object of a preposition, to show ownership.

**EXAMPLE:** The doctor gave her the good news.                      objective, indirect object

1. After waiting an hour, we finally spoke to the coach. \_\_\_\_\_
2. Give them the present. \_\_\_\_\_
3. Their reply surprised the judge. \_\_\_\_\_
4. Betty will see you on Friday. \_\_\_\_\_
5. John waved to us on the way to the game. \_\_\_\_\_
6. There is no question that this is my wallet. \_\_\_\_\_
7. They accepted our explanation completely. \_\_\_\_\_
8. Your mother phoned from her office. \_\_\_\_\_
9. Much to my delight, Phil asked me to dance. \_\_\_\_\_
10. My mother asked for her help with the children. \_\_\_\_\_
11. General Smith gave his word to the troops. \_\_\_\_\_
12. My sister and I agreed to perform. \_\_\_\_\_
13. The chairperson is she. \_\_\_\_\_
14. The principal gave us a broad smile. \_\_\_\_\_
15. Does Father want to hear our reasons? \_\_\_\_\_
16. Their science project is the best in the class. \_\_\_\_\_
17. The winners are Joan and I. \_\_\_\_\_
18. Give your answer to him. \_\_\_\_\_
19. Dr. Smith gave us debaters a small pin. \_\_\_\_\_
20. I really want to visit the campus. \_\_\_\_\_

# 24.1 The Cases of Pronouns (Nominative Case, Objective Case) • Practice 1

**The Nominative Case** Use the nominative case for the subject of a verb or for a predicate nominative. When a pronoun used as a subject or predicate nominative is followed by an appositive, the nominative case is still used.

USES OF NOMINATIVE CASE	
<b>Subject</b>	James and <i>I</i> went to summer camp. <i>They</i> were the winners. <i>We</i> members voted on the project.
<b>Predicate Nominative</b>	The one who answered the phone was <i>she</i> . The winners were <i>we</i> Howlers.

**The Objective Case** Use the objective case for a direct object, for an indirect object, or for the object of a preposition—even if the pronoun has an appositive.

USES OF OBJECTIVE CASE	
<b>Direct Object</b>	David met <i>us</i> at the library. Grandma treated Jim and <i>me</i> to a movie. The theater uses <i>us</i> students as ushers.
<b>Indirect Object</b>	The sitter read <i>him</i> a bedtime story. The guide showed Jim and <i>me</i> the map. The teacher read <i>us</i> students the directions.
<b>Object of a Preposition</b>	I got a postcard from <i>her</i> . This letter is addressed to Jan and <i>him</i> . Move the microphone closer to <i>us</i> speakers.

**Exercise 1** Identifying Pronouns in the Nominative Case. Circle the nominative pronoun form in parentheses. Then write *S* (subject) or *PN* (predicate nominative) to describe its use.

**EXAMPLE:** Florence and (he, him) enjoyed the lobster. S

1. Ed and (I, me) came early. \_\_\_\_\_
2. The late one was (he, him). \_\_\_\_\_
3. The winners are (them, they). \_\_\_\_\_
4. (Her, She) is the coach. \_\_\_\_\_
5. Kim or (he, him) can help. \_\_\_\_\_

**Exercise 2** Identifying Pronouns in the Objective Case. Circle the objective pronoun form in parentheses. Then write *DO* (direct object), *IO* (indirect object), or *OP* (object of a preposition) to describe its use.

**EXAMPLE:** The director told (we, us) campers the rules. IO

1. No one saw (she, her). \_\_\_\_\_
2. I left this for (him, he). \_\_\_\_\_
3. Leave (we, us) kids alone. \_\_\_\_\_
4. Please show (I, me) that. \_\_\_\_\_
5. Tell (we, us) a story. \_\_\_\_\_

# 24.1 The Cases of Pronouns (Nominative Case, Objective Case) • Practice 2

**Exercise 1** Using Pronouns in the Nominative Case. Write a nominative pronoun to complete each sentence. Then, in the blank after the sentence, write the use of the pronoun.

**EXAMPLE:** Jane and I worked late. subject

1. \_\_\_\_\_ are waiting for us at the station. \_\_\_\_\_
2. \_\_\_\_\_ is a cold and damp morning. \_\_\_\_\_
3. Are \_\_\_\_\_ serious about that offer? \_\_\_\_\_
4. The key to victory is \_\_\_\_\_ delegates from Boston. \_\_\_\_\_
5. \_\_\_\_\_ are hoping for an invitation to the party. \_\_\_\_\_
6. \_\_\_\_\_ is the uncle I love most. \_\_\_\_\_
7. You know that \_\_\_\_\_ is ill today. \_\_\_\_\_
8. I hope that \_\_\_\_\_ will go with me. \_\_\_\_\_
9. \_\_\_\_\_ is my oldest sister. \_\_\_\_\_
10. Surely \_\_\_\_\_ will accept your offer. \_\_\_\_\_

**Exercise 2** Using Pronouns in the Objective Case. Write an objective pronoun to complete each sentence. Then, in the blank after the sentence, write the use of the pronoun.

**EXAMPLE:** George gave me his old catcher's mitt. indirect object

1. Brenda gave \_\_\_\_\_ lots of unwanted advice. \_\_\_\_\_
2. The disc jockey smiled at \_\_\_\_\_ girls. \_\_\_\_\_
3. My father lent \_\_\_\_\_ his car. \_\_\_\_\_
4. Our teacher gave \_\_\_\_\_ two new baseball bats after our surprise victory. \_\_\_\_\_
5. With his record, can we really trust \_\_\_\_\_ ? \_\_\_\_\_
6. He gave \_\_\_\_\_ Little Leaguers tickets to the big game next Saturday. \_\_\_\_\_
7. That experience gave \_\_\_\_\_ boys a real scare. \_\_\_\_\_
8. Call for Elizabeth and \_\_\_\_\_ in about an hour. \_\_\_\_\_
9. I gave \_\_\_\_\_ different eye makeup to try. \_\_\_\_\_
10. I congratulated \_\_\_\_\_ and the other swimmers. \_\_\_\_\_

# 24.1 The Cases of Pronouns (Possessive Case)

## • Practice 1

**The Possessive Case** Use the possessive case before nouns to show ownership and before gerunds. Use certain possessive pronouns by themselves to indicate possession.

USES OF POSSESSIVE CASE	
<b>Before Nouns</b>	<i>My</i> bicycle chain needs oil. Joan showed us <i>her</i> new camera.
<b>Before Gerunds</b>	<i>Our</i> playing the music disturbed Mr. Hayes. Max is a darling baby, but <i>his</i> crying sometimes gets on my nerves.
<b>Alone</b>	Are these keys <i>yours</i> ? <i>Mine</i> is the third locker from the end.

**Exercise 1** Using Pronouns in the Possessive Case. Write the correct word from the parentheses to complete each sentence.

**EXAMPLE:** The cat has its own basket to sleep in. (it's, its)

- \_\_\_\_\_ constant whining is very annoying. (Him, His)
- None of the books on this table are \_\_\_\_\_. (mine, my)
- I'm sure Mr. Lawson appreciated \_\_\_\_\_ helping him. (our, us)
- These are June's sneakers, but where are \_\_\_\_\_ ? (your's, yours)
- Carol forgot \_\_\_\_\_ lunch. (her, hers)
- Did you ask Peter about \_\_\_\_\_ playing the piano at the party? (him, his)
- The Holts claim this picnic table is \_\_\_\_\_. (their's, theirs)
- \_\_\_\_\_ learning magic tricks cost the family a lot of eggs. (Me, My, Mine)
- After you have looked it over, put the radio back in \_\_\_\_\_ original packing carton. (it's, its)
- Everyone enjoyed \_\_\_\_\_ singing. (them, their)

**Exercise 2** Using All Three Cases. Complete each sentence with the appropriate pronoun form. The code number in parentheses indicates which group of pronouns to choose from:

- (1) I, me, my, mine                      (3) he, him, his; it, its; she,                      (4) we, us, our, ours  
(2) you, your, yours                      her, hers    (5) they, them, their, theirs

**EXAMPLE:** The first one to volunteer was I. (1)

- Surely this house must be \_\_\_\_\_. (5)
- Next summer \_\_\_\_\_ older campers can help the younger ones. (4)
- When I saw Rhona, I told \_\_\_\_\_ about the party. (3)
- \_\_\_\_\_ practicing the drums sometimes disturbs the neighbors. (1)
- Which of these duffel bags is \_\_\_\_\_ ? (2)
- Bobby asked the sitter to sing \_\_\_\_\_ a song. (3)
- Happily the argument between Don and \_\_\_\_\_ didn't last very long. (1)
- The coach urged \_\_\_\_\_ players to do our best. (4)
- The boat slipped loose from \_\_\_\_\_ moorings. (3)
- Several customers mentioned \_\_\_\_\_ finding flaws in the product. (5)

## 24.1

**The Cases of Pronouns (Possessive Case)****• Practice 2**

**Exercise 1** Using Pronouns in the Possessive Case. Write the correct word from the parentheses to complete each sentence.

**EXAMPLE:** We must give them theirs. (theirs, their's)

- I spoke to Ralph about \_\_\_\_\_ chewing gum in class. (his, him)
- There is no question that this is \_\_\_\_\_. (yours, your's)
- Our kitten hurt \_\_\_\_\_ front paw. (it's, its)
- The president asked for \_\_\_\_\_ resignation. (his, his's)
- \_\_\_\_\_ speeding finally got him into trouble. (His, Him)
- We told him that this is \_\_\_\_\_. (our's, ours)
- They want \_\_\_\_\_ cutting to stop immediately. (his, him)
- \_\_\_\_\_ winnings will be divided equally. (They're, Their)
- May I borrow \_\_\_\_\_ ? (your's, yours)
- I feel that \_\_\_\_\_ too expensive. (its, it's)
- \_\_\_\_\_ singing leaves much to be desired. (Our, Us)
- I finally said that it was \_\_\_\_\_. (mine's, mine)
- \_\_\_\_\_ leaving will cause much embarrassment. (Your, You)
- Is it really \_\_\_\_\_ ? (hers, her's)
- \_\_\_\_\_ constant smiling cheers us all up. (Him, His)
- \_\_\_\_\_ not really prepared to dance. (Your, You're)
- I thought he would understand \_\_\_\_\_ joking. (our, us)
- Mother was worried about \_\_\_\_\_ growing. (me, my)
- \_\_\_\_\_ really none of your business. (Its, It's)
- The ship veered off \_\_\_\_\_ course. (its, it's)

**Exercise 2** Using All Three Cases. Write the correct word from the parentheses to complete each sentence.

- My neighbor helped \_\_\_\_\_ with the model. (he, him)
- \_\_\_\_\_ policy is very strict. (Their, They're)
- The professor said that it was \_\_\_\_\_. (she, her, her's)
- \_\_\_\_\_ girls will decorate the gym. (We, Us)
- Dr. Stevenson gave \_\_\_\_\_ and \_\_\_\_\_ his blessing. (she, her) (he, him)
- Our puppy wagged \_\_\_\_\_ tail. (its, it's)
- I waited for \_\_\_\_\_ while \_\_\_\_\_ changed clothes. (they, them) (they, them)
- Can \_\_\_\_\_ work on \_\_\_\_\_ projects now? (we, us) (our, our's)
- Your costume is the best of all of \_\_\_\_\_. (them, their's)
- Why were \_\_\_\_\_ and \_\_\_\_\_ late to class? (he, him) (she, her)



**24.2**

# Special Problems with Pronouns (*Who* and *Whom*, Elliptical Clauses) • Practice 1

**Using *Who* and *Whom* Correctly** *Who* is nominative and should be used for a subject or a predicate nominative. *Whom* is objective and should be used for a direct object or the object of a preposition. *Whose*, not *who's*, is possessive.

CASE FORMS OF WHO	
<b>Nominative</b>	<i>Who</i> told you that story? <i>Who</i> will be the winner? I wonder <i>who</i> will play.
<b>Objective</b>	Jed asked <i>who</i> the leader was. <i>Whom</i> shall we choose? <i>Whom</i> have you written to? That is the girl <i>whom</i> I met at the party. Those are the people <i>whom</i> we had dinner with.
<b>Possessive</b>	<i>Whose</i> jacket is this? That is a poet <i>whose</i> work I admire.

**Using Pronouns Correctly in Elliptical Clauses** In elliptical clauses beginning with *than* or *as*, use the form of the pronoun that you would use if the clauses were fully stated.

PRONOUNS IN ELLIPTICAL CLAUSES	
Elliptical Clauses	Completed Clauses
Ellie studies harder than ( <i>I</i> or <i>me</i> ).	Ellie studies harder than <i>I</i> [do].
The teacher gave Jon a higher mark than ( <i>I</i> or <i>me</i> ).	The teacher gave Jon a higher mark than [she gave] <i>me</i> .
Mom gives Carl more attention than ( <i>I</i> or <i>me</i> ).	Mom gives Carl more attention than [she gives] <i>me</i> . Mom gives Carl more attention than <i>I</i> [give him].

**Exercise 1**

**Using *Who* and *Whom* Correctly.** Write *who* or *whom* to complete each sentence.

**EXAMPLE:** Jake is someone whom I greatly respect.

- \_\_\_\_\_ shall we choose as chairman?
- Mr. Zimmerman is a teacher \_\_\_\_\_ inspires his students.
- The owner offered a reward to anyone \_\_\_\_\_ finds the dog.
- \_\_\_\_\_ is your favorite poet?
- We must choose someone \_\_\_\_\_ can do a good job.

**Exercise 2**

**Using Pronouns in Elliptical Clauses.** Complete each sentence with the correct form of the pronoun in parentheses.

**EXAMPLE:** Sue has more clothes than I. (I, me)

- My parents give my brother more allowance than \_\_\_\_\_. (I, me)
- Surely none of the other guests were as late as \_\_\_\_\_. (they, them)
- Jim is not as busy as \_\_\_\_\_. (he, him)
- The movie upset Mom more than \_\_\_\_\_. (I, me)
- All of a sudden, my younger brother is taller than \_\_\_\_\_. (I, me)

## 24.2

## Special Problems with Pronouns (*Who* and *Whom*, Elliptical Clauses) • Practice 2

**Exercise 1** Using *Who* and *Whom* in Questions and Clauses. Complete each sentence with the correct form of the pronoun in parentheses.

**EXAMPLE:** She is the candidate for whom I voted. (who, whom)

- I know \_\_\_\_\_ the culprit is. (who, whom)
- Can you tell us \_\_\_\_\_ they really want? (who, whom)
- Fritz is the only barber \_\_\_\_\_ I trust. (who, whom)
- We accept contributions from all \_\_\_\_\_ will give. (who, whom)
- The girl \_\_\_\_\_ you like is a friend of mine. (who, whom)
- Into \_\_\_\_\_ classroom have they gone? (whose, who's)
- I met the man \_\_\_\_\_, all the polls said, will win. (who, whom)
- To \_\_\_\_\_ were you writing? (who, whom)
- It is he with \_\_\_\_\_ you should speak. (who, whom)
- Take these roses to the man \_\_\_\_\_ lives next door. (who, whom)
- The lieutenant \_\_\_\_\_ won was later promoted. (who, whom)
- My father is the man \_\_\_\_\_ prepared the schedule for the volunteer fire department. (who, whom)
- \_\_\_\_\_ the student with the highest score? (Who's, Whose)
- Ask all \_\_\_\_\_ are concerned to aid our cause. (who, whom)
- With \_\_\_\_\_ were you visiting? (who, whom)
- Is she the saleswoman to \_\_\_\_\_ you spoke? (who, whom)
- The shortstop \_\_\_\_\_ you saw at today's game is having a poor season. (who, whom)
- To \_\_\_\_\_ will you give the job? (who, whom)
- \_\_\_\_\_ is the teacher you want us to meet? (Who, Whom)
- We are the ones \_\_\_\_\_ are to blame. (who, whom)

**Exercise 2** Identifying the Correct Pronoun in Elliptical Clauses. Rewrite each sentence by choosing one pronoun in parentheses and correctly completing the elliptical clause.

**EXAMPLE:** She is as short as I am. (I, me)

- Beth has more experience than \_\_\_\_\_. (I, me)
- She writes better than \_\_\_\_\_. (I, me)
- He feels that he is as skilled as \_\_\_\_\_. (she, her)
- I have better manners than \_\_\_\_\_. (he, him)
- He was more seriously injured than \_\_\_\_\_. (she, her)
- My brother is as advanced in chemistry as \_\_\_\_\_. (she, her)
- Helen can type as fast as \_\_\_\_\_. (I, me)
- Mrs. Pratt gave me a higher grade than \_\_\_\_\_. (he, him)
- I worked longer last night than \_\_\_\_\_. (he, him)
- Find out if he earned more money than \_\_\_\_\_. (she, her)

# 25.1 Subject and Verb Agreement (Number, Singular and Plural Subjects) • Practice 1

**Number: Singular and Plural** Number refers to the two forms of a word: singular and plural. Singular words indicate one; plural words indicate more than one.

NUMBER OF WORDS			
Part of Speech	Singular	Plural	Singular or Plural
Nouns	baby toy child	babies toys children	fish deer moose
Pronouns	I, he, she, it	we, they	you
Verbs	travels has gone am, is, was		(I, you, we, they) travel (I, you, we, they) have gone (you, we, they) are, were

**Singular and Plural Subjects** A singular subject must have a singular verb. A plural subject must have a plural verb. A phrase or clause that interrupts a subject and its verb does not affect subject-verb agreement.

SUBJECT-VERB AGREEMENT	
Singular	Plural
She enjoys reading mysteries.	We have just missed the bus.
A box of cookies is in the cupboard.	Two boxes of books are missing.
That fish has unusual colors.	These fish have long whiskers.

**Exercise 1** **Determining the Number of Words.** Label each word below as *sing.* (singular), *plur.* (plural), or *both*.

**EXAMPLE:** should both

- |                     |                      |
|---------------------|----------------------|
| 1. potatoes _____   | 6. like _____        |
| 2. are _____        | 7. women _____       |
| 3. reindeer _____   | 8. digit _____       |
| 4. defendants _____ | 9. amuses _____      |
| 5. puts _____       | 10. were given _____ |

**Exercise 2** **Making Subjects and Verbs Agree.** Complete each sentence by writing the verb form from parentheses that agrees with the subject. Then label each sentence *S* if the subject is singular or *P* if it is plural.

**EXAMPLE:** Some players on that team have been disqualified. (has, have) P

- That song by the Weavers \_\_\_\_\_ become a classic (has, have) \_\_\_\_\_
- The students in Mr. Long's class \_\_\_\_\_ going to the opera. (is, are) \_\_\_\_\_
- Both the trout that Dana caught \_\_\_\_\_ quite large. (was, were) \_\_\_\_\_
- The carton of Christmas decorations \_\_\_\_\_ in the basement. (is, are) \_\_\_\_\_
- The team with the most wins \_\_\_\_\_ the league. (lead, leads) \_\_\_\_\_

# 25.1 Subject and Verb Agreement (Number, Singular and Plural Subjects) • Practice 2

**Exercise 1** Determining the Number of Nouns, Pronouns, and Verbs. Identify each item as *singular, plural, or both*.

**EXAMPLE:** speaks singular

1. car \_\_\_\_\_
2. lifeguards \_\_\_\_\_
3. tomatoes \_\_\_\_\_
4. woman \_\_\_\_\_
5. he \_\_\_\_\_
6. lizard \_\_\_\_\_
7. demonstrators \_\_\_\_\_
8. writes \_\_\_\_\_
9. soldiers \_\_\_\_\_
10. she \_\_\_\_\_
11. helps \_\_\_\_\_
12. is \_\_\_\_\_
13. was \_\_\_\_\_
14. was plotting \_\_\_\_\_
15. grow \_\_\_\_\_
16. seeks \_\_\_\_\_
17. loses \_\_\_\_\_
18. has been watching \_\_\_\_\_
19. choose \_\_\_\_\_
20. you \_\_\_\_\_

**Exercise 2** Making Subjects Agree With Their Verbs. Write the verb from parentheses that agrees with the subject of each sentence.

**EXAMPLE:** He jogs two miles every day. (jog, jogs)

1. A tall tree \_\_\_\_\_ in our front yard. (stands, stand)
2. The ships \_\_\_\_\_ passing the island. (was, were)
3. It seems that the baby \_\_\_\_\_ an inch every day. (grows, grow)
4. Our blackboards \_\_\_\_\_ all scratched. (was, were)
5. Candles \_\_\_\_\_ quite expensive. (is, are)
6. Yesterday the newspaper \_\_\_\_\_ not delivered. (was, were)
7. His pictures \_\_\_\_\_ in the gallery. (belongs, belong)
8. Mr. Cody \_\_\_\_\_ reading poems in a dramatic voice. (was, were)
9. At sunrise the ships \_\_\_\_\_ from the harbor. (sails, sail)
10. At the quarry the noises \_\_\_\_\_ deafening. (is, are)

## 25.1 Subject and Verb Agreement (Compound Subjects) • Practice 1

**Compound Subjects** A singular subject after *or* takes a singular verb. A plural subject after *or* takes a plural verb. Compound subjects joined by *and* take a plural verb unless they are thought of as one thing or modified by *every* or *each*.

AGREEMENT WITH COMPOUND SUBJECTS	
<b>Joined by <i>or</i> or <i>nor</i></b>	Ed, Sue, or Pam <i>has</i> a good chance of winning. Neither the cats nor the dogs <i>eat</i> table scraps. Either the servants or the owner <i>shows</i> tourists around. Either the owner or the servants <i>show</i> tourists around.
<b>Joined by <i>and</i></b>	Hot dogs and hamburgers <i>are</i> traditional picnic foods. Ian and Pete <i>are</i> on the same team. Bacon, lettuce, and tomato <i>is</i> my favorite sandwich. Every man, woman, and child <i>has</i> a separate seat.

**Exercise 1** **Compound Subjects Joined by *Or* or *Nor*.** Write the verb form from parentheses that agrees with the subject in each sentence.

**EXAMPLE:** Louise or her sisters are usually home in the evening. (is, are)

- Neither Elmer nor his children \_\_\_\_\_ fried chicken. (like, likes)
- Pat, Dana, or Tony \_\_\_\_\_ a good person to ask for directions. (is, are)
- The twins or their sister \_\_\_\_\_ for the Harpers. (baby-sit, baby-sits)
- Either Dad or Mom \_\_\_\_\_ bought corn for dinner. (has, have)
- Nelly, Dobbin, or Prince \_\_\_\_\_ a good name for the horse. (is, are)
- Erik or the twins \_\_\_\_\_ always welcome here. (is, are)
- Neither Dawn nor her mother \_\_\_\_\_ faddish clothes. (buy, buys)
- Either the magician himself or his assistants \_\_\_\_\_ up the audience. (warm, warms)
- Mom or my brothers \_\_\_\_\_ sweet rolls on Sunday morning. (get, gets)
- Kim or Kelly \_\_\_\_\_ the daily paper. (deliver, delivers)

**Exercise 2** **Compound Subjects Joined by *And*.** Write the verb form from parentheses that agrees with the subject in each sentence.

**EXAMPLE:** Peanut butter and jelly is a favorite sandwich with children. (is, are)

- My brother and sister \_\_\_\_\_ been very cooperative lately. (has, have)
- Every glass and plate in the house \_\_\_\_\_ dirty after the party. (was, were)
- Both the painter and the carpenter \_\_\_\_\_ coming today. (is, are)
- The chairs and table \_\_\_\_\_ made of oak. (is, are)
- The Stars and Stripes \_\_\_\_\_ the United States. (represent, represents)

# 25.1 Subject and Verb Agreement (Compound Subjects) • Practice 2

**Exercise 1** Making Compound Subjects Agree With Their Verbs. Write the verb form from parentheses that agrees with the subject in each sentence.

**EXAMPLE:** Either Kelly or Jim plays the lead role. (play, plays)

1. The door and the window \_\_\_\_\_ stuck. (is, are)
2. Neither Mother nor Father \_\_\_\_\_ phoned. (has, have)
3. The dog or the cats \_\_\_\_\_ always howling. (is, are)
4. Apples and bananas \_\_\_\_\_ been my favorite fruits for years. (has, have)
5. Mary or Louise \_\_\_\_\_ to the bridge club. (belongs, belong)
6. Each morning Tom or the children \_\_\_\_\_ fresh rolls at the bakery. (buys, buy)
7. Both the man with the appliances and the plumber \_\_\_\_\_ arrived. (has, have)
8. My son and daughter \_\_\_\_\_ never been so cooperative. (has, have)
9. Mark and David \_\_\_\_\_ in the office yet. (isn't, aren't)
10. Two large packages and a letter \_\_\_\_\_ delivered. (was, were)
11. Either the children or I \_\_\_\_\_ into town for the mail. (walks, walk)
12. Joan and Ellen \_\_\_\_\_ called in a month. (hasn't, haven't)
13. My car or Ted's \_\_\_\_\_ always available. (is, are)
14. His messiness and my chattering \_\_\_\_\_ Mother. (annoys, annoy)
15. Every cup and saucer \_\_\_\_\_ broken in the move. (was, were)

**Exercise 2** Making Compound Subjects Agree With Their Verbs in Sentences. Write a sentence for each compound subject, making sure that the compound subject and verb agree.

**EXAMPLE:** time and temperature

The time and temperature are displayed on the sign in front of the bank.

1. neither Jason nor Julie  
\_\_\_\_\_
2. radio and television  
\_\_\_\_\_
3. computers and the Internet  
\_\_\_\_\_
4. beets, carrots, or celery  
\_\_\_\_\_
5. an apple or a banana  
\_\_\_\_\_

# 25.1 Subject and Verb Agreement (Confusing Subjects) • Practice 1

**Confusing Subjects** Always check certain kinds of subjects carefully to make sure they agree with their verbs.

AGREEMENT WITH CONFUSING SUBJECTS	
<b>Subject After Verb</b>	In the middle of the second act <i>appear</i> two <i>elves</i> . Beyond the pasture <i>lies</i> a dense <i>forest</i> .
<b>Subject Versus Predicate Nominative</b>	These two <i>socks are</i> a pair. A <i>pair</i> is two objects of the same kind.
<b>Collective Nouns</b>	The <i>family makes</i> decisions together. (as a group) The <i>family share</i> their feelings. (as individuals)
<b>Plural Form with Singular Meaning</b>	<i>Mumps was</i> once a common illness. <i>Sports is</i> the only thing I ever watch on television.
<b>Amounts</b>	Two <i>weeks is</i> never enough vacation. Three <i>cups of sugar is</i> a lot for that recipe.
<b>Titles</b>	<i>A Tale of Two Cities</i> is a classic novel.
<b>Indefinite Pronouns</b>	<i>One of the cups is</i> missing. (always singular) <i>Both of the cups are</i> missing. (always plural) <i>Some of the soup is</i> still simmering. <i>Some of the cookies have</i> been eaten.

**Exercise 1** **Deciding on the Number of Subjects.** Assume that each item below is to be the subject of a sentence. Label each one *S* if it needs a singular verb or *P* if it needs a plural verb.

**EXAMPLE:** *All the King's Men*   S  

- Some of the students \_\_\_\_\_
- Econometrics \_\_\_\_\_
- Aesop's *Fables* \_\_\_\_\_
- Half of the students \_\_\_\_\_
- German measles \_\_\_\_\_
- Each of the men \_\_\_\_\_
- Pride and Prejudice* \_\_\_\_\_
- Six months \_\_\_\_\_
- Both of the cars \_\_\_\_\_
- All of the pie \_\_\_\_\_

**Exercise 2** **Choosing Verbs to Agree With Difficult Subjects.** Write the correct verb form from parentheses to complete each sentence.

**EXAMPLE:** Here   are   the books you ordered. (is, are)

- The news on the front page \_\_\_\_\_ often distressing. (is, are)
- The committee sometimes \_\_\_\_\_ among themselves. (disagree, disagrees)
- High winds \_\_\_\_\_ a major threat to coastal property. (is, are)
- Half of the students \_\_\_\_\_ chicken pox. (has, have)
- The whole group \_\_\_\_\_ the same schedule. (follow, follows)

## 25.1

# Subject and Verb Agreement (Confusing Subjects) • Practice 2

**Exercise 1** Making Confusing Subjects Agree With Their Verbs. Write the verb form from parentheses that agrees with the subject of each sentence.

**EXAMPLE:** All of the apples are rotten. (is, are)

- Near the top of the closet \_\_\_\_\_ an old electric fan. (is, are)
- The committee \_\_\_\_\_ been unable to reach an agreement. (has, have)
- Rich foods \_\_\_\_\_ one cause of oily skin. (is, are)
- Economics \_\_\_\_\_ my sister's major in college. (was, were)
- \_\_\_\_\_ exotic plants thrive in this climate? (Do, Does)
- The group of tourists \_\_\_\_\_ left on the bus. (has, have)
- The jury \_\_\_\_\_ left their seats but will soon return. (has, have)
- He said that civics \_\_\_\_\_ his favorite subject. (was, were)
- \_\_\_\_\_ some of the soup still available? (Is, Are)
- \_\_\_\_\_ more volunteers for the clean-up crew. (Here's, Here are)
- The problem at the picnic \_\_\_\_\_ bees. (was, were)
- There \_\_\_\_\_ two excellent reasons for his choice. (is, are)
- Politics \_\_\_\_\_ one of his major interests. (was, were)
- The entire faculty \_\_\_\_\_ voiced their opinions. (has, have)
- \_\_\_\_\_ the captains of both teams. (There's, There are)
- Green Mansions* \_\_\_\_\_ her favorite novel. (is, are)
- There \_\_\_\_\_ only one possible explanation. (is, are)
- Another example of the area's underdevelopment \_\_\_\_\_ the narrow dirt roads. (is, are)
- Mumps \_\_\_\_\_ a dangerous disease for adults. (is, are)
- The team \_\_\_\_\_ has been squabbling with each other again. (has, have)

**Exercise 2** More Work With Confusing Subjects. Write the verb form from parentheses that agrees with the subject of each sentence.

- One of the girls \_\_\_\_\_ hurt on the soccer field. (was, were)
- Few \_\_\_\_\_ volunteered for the assignment. (has, have)
- Somebody in the room above \_\_\_\_\_ to be quite ill. (seems, seem)
- Several of the contestants \_\_\_\_\_ arrived. (has, have)
- Some of the food \_\_\_\_\_ not cooked thoroughly. (was, were)
- Ten dollars \_\_\_\_\_ an outrageous price for the book. (is, are)
- Each of the guards \_\_\_\_\_ sworn allegiance. (has, have)
- Why \_\_\_\_\_ everyone so unhappy? (is, are)
- None of the cakes \_\_\_\_\_ thrown away. (was, were)
- Three fourths of the fence \_\_\_\_\_ installed. (was, were)


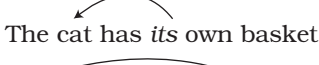
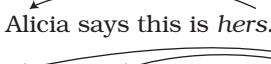
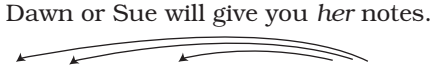
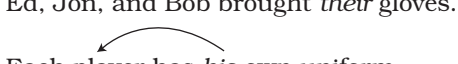
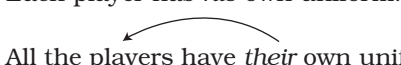
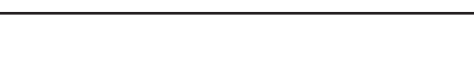


**25.2**

# Pronoun and Antecedent Agreement

## (Between Personal Pronouns and Antecedents) • Practice 1

**Agreement Between Personal Pronouns and Antecedents** A personal pronoun must agree with its antecedent in person, number, and gender. Use a singular personal pronoun with two or more singular antecedents joined by *or* or *nor*. Use a plural personal pronoun with two or more antecedents joined by *and*. When gender is not specified, use the masculine or rewrite the sentence.

PRONOUN-ANTECEDENT AGREEMENT
 <p>My uncle likes <i>his</i> new job.</p>
 <p>The cat has <i>its</i> own basket.</p>
 <p>Alicia says this is <i>hers</i>.</p>
 <p>Dawn or Sue will give you <i>her</i> notes.</p>
 <p>Ed, Jon, and Bob brought <i>their</i> gloves.</p>
 <p>Each player has <i>his</i> own uniform.</p>
 <p>All the players have <i>their</i> own uniforms.</p>

**Exercise 1** **Choosing Personal Pronouns to Agree With Antecedents.** Assume that each item below is an antecedent for a personal pronoun. After each, write *his*, *her*, *its*, or *their* to show which pronoun you would use.

- EXAMPLE:** Eloise or Mary her
- several students \_\_\_\_\_
  - the toy train \_\_\_\_\_
  - either Kevin or Bruce \_\_\_\_\_
  - Lucy, Cindy, or Karen \_\_\_\_\_
  - only one girl \_\_\_\_\_
  - Paul and Harry \_\_\_\_\_
  - each boy \_\_\_\_\_
  - many inventions \_\_\_\_\_
  - our neighbor's dog \_\_\_\_\_
  - the famous actress \_\_\_\_\_

**Exercise 2** **Pronoun-Antecedent Agreement in Sentences.** Write an appropriate personal pronoun to complete each sentence.

- EXAMPLE:** My sister and I visited our grandparents last weekend.
- Henry called loudly from the cave, but no one heard \_\_\_\_\_.
  - The second-hand table has only a few scratches on \_\_\_\_\_ surface.
  - Neither Linda nor Carol had a pencil with \_\_\_\_\_.
  - The mayor and the city council announced \_\_\_\_\_ new proposal.
  - Grandpa likes to have us visit \_\_\_\_\_.

## 25.2 Pronoun and Antecedent Agreement (Between Personal Pronouns and Antecedents) • Practice 2

**Exercise 1** Making Personal Pronouns Agree With Their Antecedents. Write an appropriate personal pronoun to complete each sentence.

**EXAMPLE:** Either Mark or Bill will drive his car.

- Mrs. Berger described \_\_\_\_\_ plans for the new store.
- Carol will read \_\_\_\_\_ own report.
- The goat shook \_\_\_\_\_ head in confusion.
- My father gave us \_\_\_\_\_ secret recipe for muffins.
- The city officials explained \_\_\_\_\_ reasons for the curfew.
- Marie sealed the letter; then \_\_\_\_\_ tore it open again.
- Neither Nancy nor Carol explained \_\_\_\_\_ position.
- Uncle Roy sent us a package, but \_\_\_\_\_ never arrived.
- I told John and Irene that \_\_\_\_\_ should be here by noon.
- The nurse asked us about \_\_\_\_\_ eating habits.

**Exercise 2** Making Personal Pronouns Agree With Their Antecedents. Write an appropriate personal pronoun to complete each sentence in the paragraph.

**EXAMPLE:** Neither Jill nor Suzy wore (1) her coat in the mall.

Joel and Henry ran along the path, each one wondering how much longer (1) \_\_\_\_\_ could last. It was a cool day, and (2) \_\_\_\_\_ both were in good shape. Still, (3) \_\_\_\_\_ had been running for about forty minutes, and for each of (4) \_\_\_\_\_, this was a sufficient amount of exercise. Joel looked over at (5) \_\_\_\_\_ best friend and saw that (6) \_\_\_\_\_ did not even seem tired. Henry looked over at Joel and felt that (7) \_\_\_\_\_ was not even out of breath. "Say, Joel," said Henry. "Are (8) \_\_\_\_\_ about ready to stop?" "Not yet," said Joel. "Why? Is this too much for (9) \_\_\_\_\_?" "Not at all," said Henry. "My mom just told (10) \_\_\_\_\_ this morning that she thought (11) \_\_\_\_\_ was getting stronger every day. Since you and (12) \_\_\_\_\_ started this program, I've been improving. I just thought that (13) \_\_\_\_\_ might be getting tired." "No," said Joel. "(14) \_\_\_\_\_ stamina has increased during the past few weeks. Let's keep running." As the two friends continued (15) \_\_\_\_\_ run, each one hoped that the other would stop soon.

**25.2**

# Pronoun and Antecedent Agreement (With Indefinite Pronouns and With Reflexive Pronouns)

## • Practice 1

**Agreement with Indefinite Pronouns** Use a singular personal pronoun when the antecedent is a singular indefinite pronoun. Use a plural personal pronoun when the antecedent is a plural indefinite pronoun. With an indefinite pronoun that can be either singular or plural, agreement depends on the antecedent of the indefinite pronoun.

AGREEMENT WITH INDEFINITE PRONOUNS
<p style="text-align: center;">↖</p> <p>Each of the girls has <i>her</i> own room.</p>
<p style="text-align: center;">↖</p> <p>Both of the boys rode <i>their</i> bikes.</p>
<p style="text-align: center;">↖</p> <p>All of the cake has icing on <i>it</i>. (cake = singular antecedent)</p>
<p style="text-align: center;">↖</p> <p>All of the boys wore <i>their</i> ties. (boys = plural antecedent)</p>

**Agreement with Reflexive Pronouns** A reflexive pronoun must agree with an antecedent that is clearly stated.

REFLEXIVE PRONOUN AGREEMENT	
Incorrect	Correct
The trouble between Sue and <i>myself</i> arose over jealousy.	The trouble between Sue and <i>me</i> arose over jealousy.

**Exercise 1** Making Personal Pronouns Agree With Indefinite Pronouns. Write an appropriate personal pronoun to complete each sentence.

**EXAMPLE:** Each of the houses must have a street number on it.

1. Some of the wood has insects in \_\_\_\_\_.
2. Several of the players have purchased extra uniforms on \_\_\_\_\_ own.
3. Most of the coins have mold on \_\_\_\_\_.
4. Neither of those books has much useful information in \_\_\_\_\_.
5. Somebody from the League of Women Voters said \_\_\_\_\_ would speak to us.
6. Most of my friends get along well with \_\_\_\_\_ families.
7. Little of the yard has grass growing in \_\_\_\_\_.
8. Anybody from that Boy Scout troop will gladly show you \_\_\_\_\_ catalog.
9. Do all of the brownies have nuts in \_\_\_\_\_ ?
10. Many of those homes have alarm systems in \_\_\_\_\_.

**Exercise 2** Using Reflexive Pronouns Correctly. Underline the misused reflexive pronoun in each sentence. Write the correct pronoun on the line.

**EXAMPLE:** Both Jim and yourself should come. you

1. Give that to myself when you're finished with it. \_\_\_\_\_
2. The Palmers invited the Youngs and ourselves for dinner. \_\_\_\_\_
3. Trudy and herself share a room. \_\_\_\_\_
4. Luis and myself will take the dog for a walk. \_\_\_\_\_
5. We hope Alice and yourself can go on the picnic. \_\_\_\_\_

# 25.2 Pronoun and Antecedent Agreement (With Indefinite Pronouns and With Reflexive Pronouns)

## • Practice 2

**Exercise 1** Making Personal Pronouns Agree With Indefinite Pronouns. Write the correct pronoun to complete each sentence.

**EXAMPLE:** All of the boys lost their money. (his, their)

1. Few at the conference gave \_\_\_\_\_ approval. (its, their)
2. Every one of the boys has \_\_\_\_\_ instructions. (his, their)
3. Each of the girls is responsible for \_\_\_\_\_ own room. (her, their)
4. Neither of the boys agreed to ask \_\_\_\_\_ parents. (his, their)
5. Every one of the girls agreed to ask \_\_\_\_\_ opinion. (her, their)
6. One of the fellows will have to volunteer \_\_\_\_\_ time. (his, their)
7. Both of my aunts sent \_\_\_\_\_ congratulations. (her, their)
8. Several of the men volunteered \_\_\_\_\_ service. (his, their)
9. Each of the women was given \_\_\_\_\_ lieutenant bars. (her, their)
10. Neither of the men could remember \_\_\_\_\_ number. (his, their)
11. Each of the ballerinas gave us \_\_\_\_\_ autograph. (her, their)
12. All of the women refused to give \_\_\_\_\_ consent. (her, their)
13. Several of the ships had \_\_\_\_\_ sails destroyed. (its, their)
14. Each of the boys must pay \_\_\_\_\_ dues soon. (his, their)
15. Some of the foods had lost \_\_\_\_\_ flavor. (its, their)
16. Neither of the girls brought \_\_\_\_\_ new records. (her, their)
17. Most soldiers in the battalion admired \_\_\_\_\_ lieutenant. (his, their)
18. Nobody in the boys' group brought \_\_\_\_\_ radio. (his, their)
19. Each of the sales women announced \_\_\_\_\_ results. (her, their)
20. Only one of the committees gave \_\_\_\_\_ consent. (its, their)

**Exercise 2** Using Reflexive Pronouns Correctly. Rewrite each sentence, correcting the misused reflexive pronoun.

**EXAMPLE:** Both Todd and myself are going to the game.

Both Todd and I are going to the game.

1. Bob and I think the best person for this job is yourself.  
\_\_\_\_\_
2. The Parkinsons and ourselves went to the opera together.  
\_\_\_\_\_
3. Neither Francine nor myself knew who left the package.  
\_\_\_\_\_
4. A guard directed the teacher and ourselves to the entrance.  
\_\_\_\_\_
5. Sal was worried that he would hurt himself or myself.  
\_\_\_\_\_

**25.2**

# Pronoun and Antecedent Agreement (Four Special Problems) • Practice 1

**Four Special Problems in Pronoun Agreement** A personal pronoun should have a clear, single, close, and logical antecedent, stated or understood.

Problems	Corrections
<i>They</i> make a lot of mistakes in the paper.	Newspaper stories are not always accurate. That paper has many typographical errors.
Bruce told Danny <i>his</i> mother was sick.	Bruce told Danny that Danny's mother was sick. Bruce told Danny that Bruce's mother was sick.
When Joyce invited Anna and her family to come for the weekend, <i>she</i> forgot to check the date.	When Joyce invited Anna and her family ..., Joyce forgot to check the date when she invited Anna and ...
In English literature <i>you</i> will read Shakespeare and Milton.	A student of English literature will read Shakespeare and Milton.

**Exercise 1 Solving Special Problems in Pronoun Agreement.** Write the word or words from parentheses that best complete each sentence.

- EXAMPLE:** I thought the forecasters said it would rain today. (they, the forecasters)
- The form says \_\_\_\_\_ must mail the entries by June 1. (you, contestants)
  - Mike spoke to Danny as soon as \_\_\_\_\_ got home. (he, Mike)
  - Take the dishes out of the cartons and put \_\_\_\_\_ downstairs. (them, the cartons)
  - It was rude for \_\_\_\_\_ to boo the opposing pitcher. (them, the fans)
  - The children and their parents agreed that \_\_\_\_\_ would be home before dark. (they, the children)
  - After dinner \_\_\_\_\_ can enjoy dessert on the lakeside patio. (you, guests)
  - The winner was stunned when \_\_\_\_\_ gave her the news. (they, the judges)
  - Aunt Helen told Mom what \_\_\_\_\_ had been doing. (her children, our cousins)
  - In the last year \_\_\_\_\_ may choose more electives. (you, students)
  - Why do \_\_\_\_\_ always demonstrate oxygen masks? (they, flight attendants)

**Exercise 2 Correcting Special Problems in Pronoun Agreement.** Rewrite each sentence below to correct any problems in pronoun agreement.

**EXAMPLE:** Tasha told Annie that she must not be late for the party.

Tasha told Annie that Annie must not be late for the party.

- Why do they always make tests so hard?  
\_\_\_\_\_
- Sandy left the car in the garage without locking it.  
\_\_\_\_\_
- In that program, they expect you to do a lot of independent work.  
\_\_\_\_\_
- Paul told Steve that his bicycle had a flat tire.  
\_\_\_\_\_
- How do they make that product look so attractive?  
\_\_\_\_\_

# 25.2 Pronoun and Antecedent Agreement (Four Special Problems) • Practice 2

**Exercise 1** **Correcting Special Problems in Pronoun Agreement.** Write the word or words from parentheses that more clearly complete each sentence.

**EXAMPLE:** The defendant was shocked when the judge read the verdict. (they, the judge)

1. Going to a big city all alone often makes \_\_\_\_\_ feel more responsible. (you, a young person)
2. Why did \_\_\_\_\_ show that movie in the middle of the night? (they, the station)
3. William was very angry with Jonathan, but no one knew what \_\_\_\_\_ had said. (he, William)
4. Take the books from the shelves and dust \_\_\_\_\_ with a clean cloth. (them, the shelves)
5. In camp they expect \_\_\_\_\_ to rise early and exercise. (you, everyone)
6. The catalog says that \_\_\_\_\_ must pay all fees by May. (you, students)
7. He ate everything on his plate but did not even thank us for \_\_\_\_\_. (it, the meal)
8. I liked the match, but \_\_\_\_\_ were rude. (they, the players)
9. Debby gave Rita the news right after \_\_\_\_\_ arrived. (she, Rita)
10. The phone call frightened her because \_\_\_\_\_ hung up. (they, the anonymous caller)

**Exercise 2** **More Work With Special Problems in Pronoun Agreement.** Rewrite each sentence, correcting the error in pronoun agreement.

**EXAMPLE:** The road was dangerous because they had not yet cleared the snow.

The road was dangerous because it had not yet been cleared of snow.

1. When Mother shops for my sister, she is very pleased.  
\_\_\_\_\_
2. The brochure says that you must be eighteen to enlist.  
\_\_\_\_\_
3. A student must learn that homework is important to them.  
\_\_\_\_\_
4. The captain gave orders to the troops. Each man quickly took up his post. An hour later he checked to see that all was well.  
\_\_\_\_\_
5. After forgetting her lines in the show, my sister did not want to try it again.  
\_\_\_\_\_

# 26.1 Degrees of Comparison (Recognizing Degrees of Comparison, Regular Forms) • Practice 1

**Recognizing Degrees of Comparison** Most adjectives and adverbs have different forms to show degrees of comparison.

DEGREES OF COMPARISON			
	Positive	Comparative	Superlative
<b>Adjectives</b>	few	fewer	fewest
	recent	more recent	most recent
	bad	worse	worst
<b>Adverbs</b>	soon	sooner	soonest
	recently	more recently	most recently
	badly	worse	worst

**Regular Forms** Use *-er* or *more* to form the comparative degree and *-est* or *most* to form the superlative degree.

REGULAR FORMS OF COMPARISON			
<b>One- and two-syllable modifiers</b>	large	larger	largest
	pretty	prettier	prettiest
	helpless	more helpless	most helpless
<b>Three or more syllables</b>	beautiful	more beautiful	most beautiful
	comfortable	more comfortable	most comfortable

**Exercise 1** **Recognizing Degrees of Comparison.** Identify the degree of comparison of the underlined word in each sentence by writing *pos.* (positive), *comp.* (comparative), or *sup.* (superlative).

**EXAMPLE:** Andrew sleeps on the lower bunk. comp.

- We are hoping for better weather tomorrow. \_\_\_\_\_
- Lucy interviewed a famous movie star. \_\_\_\_\_
- Jesse is the strongest pitcher in the bull pen. \_\_\_\_\_
- This is the juiciest orange I ever ate. \_\_\_\_\_
- Garlic is the most strongly flavored monocotyledon. \_\_\_\_\_
- Cheetahs run more swiftly than any other animal. \_\_\_\_\_
- The dancers moved gracefully across the stage. \_\_\_\_\_
- That is the largest pizza I have ever seen. \_\_\_\_\_
- The patient seems somewhat better today. \_\_\_\_\_
- That singer has a loyal fan club. \_\_\_\_\_

**Exercise 2** **Comparing Adjectives and Adverbs.** Write the missing forms of each modifier.

**EXAMPLE:** narrow narrower narrowest

- amazing \_\_\_\_\_
- \_\_\_\_\_ fastest
- \_\_\_\_\_ more rapidly \_\_\_\_\_
- modern \_\_\_\_\_
- oddly \_\_\_\_\_

# 26.1 Degrees of Comparison (Recognizing Degrees of Comparison, Regular Forms) • Practice 2

**Exercise 1** **Recognizing Positive, Comparative, and Superlative Degrees.** Identify the degree of comparison of the underlined word in each sentence by writing *pos.* (positive), *comp.* (comparative), or *sup.* (superlative).

**EXAMPLE:** Today's test was the hardest one of all. sup.

1. This is the largest room in the house. \_\_\_\_\_
2. Dad's health is more robust than it has been in years. \_\_\_\_\_
3. Your memory is better than mine. \_\_\_\_\_
4. The tractor moved slowly across the field. \_\_\_\_\_
5. Our house is the farthest one from the corner. \_\_\_\_\_
6. Getting medicine to the victims is more urgent than getting food to them. \_\_\_\_\_
7. Tim is the shortest player on the team. \_\_\_\_\_
8. A poet would describe the scene more lyrically than I. \_\_\_\_\_
9. His mother is stricter with him than mine is with me. \_\_\_\_\_
10. Greenwald was the best-known painter in the exhibition. \_\_\_\_\_
11. Marilyn is happiest when she is dancing. \_\_\_\_\_
12. We reminded him of his important responsibility. \_\_\_\_\_
13. My sister has been more successful than I. \_\_\_\_\_
14. The finest piece of jade sold for \$25,000. \_\_\_\_\_
15. I thought the movie was more interesting than the book. \_\_\_\_\_
16. This behavior is typical of him. \_\_\_\_\_
17. She is better in biology than she is in math. \_\_\_\_\_
18. The sunniest day all week was Tuesday. \_\_\_\_\_
19. Copland's most famous piece is *Fanfare for the Common Man*. \_\_\_\_\_
20. You will feel warmer by the fire. \_\_\_\_\_

**Exercise 2** **Forming Regular Comparative and Superlative Degrees.** Write the comparative and the superlative form of each modifier.

**EXAMPLE:** large larger largest

- |                |       |       |
|----------------|-------|-------|
| 1. tough       | _____ | _____ |
| 2. heavy       | _____ | _____ |
| 3. strong      | _____ | _____ |
| 4. comfortable | _____ | _____ |
| 5. interesting | _____ | _____ |
| 6. pretty      | _____ | _____ |
| 7. popular     | _____ | _____ |
| 8. confusing   | _____ | _____ |
| 9. frightening | _____ | _____ |
| 10. clearly    | _____ | _____ |



# 26.1 Degrees of Comparison (Irregular Forms)

## • Practice 1

**Irregular Forms** The irregular comparative and superlative forms of certain adjectives and adverbs must be memorized.

IRREGULAR MODIFIERS		
Positive	Comparative	Superlative
bad	worse	worst
badly	worse	worst
far (distance)	farther	farthest
far (extent)	further	furthest
good	better	best
ill	worse	worst
late	later	last or latest
little (amount)	less	least
many	more	most
much	more	most
well	better	best

**Exercise 1** **Forming Irregular Comparative and Superlative Degrees.** Write the appropriate form of the modifier in parentheses to complete each sentence.

**EXAMPLE:** Tanya is a better athlete than her twin sister. (good)

- Soccer is the sport Eddy plays \_\_\_\_\_ of all. (well)
- We hiked until we could go no \_\_\_\_\_. (far)
- Hillary felt \_\_\_\_\_ about the unkind remark than about anything else. (bad)
- Phil ate the \_\_\_\_\_ amount of food of anyone at the party. (little)
- Elsa was the \_\_\_\_\_ guest to leave. (late)
- Jed needed no \_\_\_\_\_ explanation. (far)
- This is the \_\_\_\_\_ meal I ever ate. (good)
- Suddenly the patient became \_\_\_\_\_ than before. (ill)
- I did \_\_\_\_\_ of all on Part IV of the test. (badly)
- This week's winner won the \_\_\_\_\_ money ever in a sweepstakes. (much)

**Exercise 2** **Using Adjectives and Adverbs to Make Comparisons.** Use each modifier in a sentence of your own that shows a clear comparison. Use three comparative forms and two superlatives.

**EXAMPLE:** (many) Jenny ate more cookies than I did.

- (bad) \_\_\_\_\_
- (badly) \_\_\_\_\_
- (good) \_\_\_\_\_
- (little) \_\_\_\_\_
- (well) \_\_\_\_\_

# 26.1 Degrees of Comparison (Irregular Forms)

## • Practice 2

**Exercise 1** Forming Irregular Comparative and Superlative Degrees. Write the appropriate form of the underlined modifier to complete each sentence.

**EXAMPLE:** I may have little money, but you have less than I.

- Cod is a good fish, but Boston scrod is even \_\_\_\_\_.
- Grandmother is well today, but she felt even \_\_\_\_\_ yesterday.
- Utica is farther from New York City than Albany, but Ithaca is the \_\_\_\_\_ from New York City of the three.
- Trissy did badly on the first three tests of the term, but her performance on the final test was the \_\_\_\_\_ of all.
- Terry is still ill, but she was \_\_\_\_\_ two hours ago.
- Billy's house is far from the center of town, but Tom's house is even \_\_\_\_\_ away.
- Michael danced very well in the contest, but Karyn danced even \_\_\_\_\_.
- Although my mother's chocolate cake tastes very good, my grandmother's tastes much \_\_\_\_\_.
- Jonathan arrived late for the party, and Tina and Jim arrived even \_\_\_\_\_.
- There has been much talk of a tax break, but during the campaign there will be even \_\_\_\_\_.
- There were not many visitors this morning, but there will be \_\_\_\_\_ this evening.
- I thought *The Empire Strikes Back* was better than *Return of the Jedi*, but *Star Wars* was the \_\_\_\_\_ of the three movies.
- Cynthia was late for class; Carol was \_\_\_\_\_.
- The singer's first song during the concert was quite good, but his second was much \_\_\_\_\_.
- The rehearsal went well today, but it went \_\_\_\_\_ yesterday.

**Writing Application** Using Adjectives and Adverbs to Make Comparisons. Use each item in a sentence of your own.

**EXAMPLE:** most frightening That was the most frightening movie I've ever seen.

- hungrier \_\_\_\_\_
- proudest \_\_\_\_\_
- farther \_\_\_\_\_
- more quickly \_\_\_\_\_
- fastest \_\_\_\_\_
- most foolish \_\_\_\_\_
- worst \_\_\_\_\_
- good \_\_\_\_\_
- well (as adjective) \_\_\_\_\_
- well (as adverb) \_\_\_\_\_

**26.2**

# Clear Comparisons (Using Comparative and Superlative Degrees) • Practice 1

**Using Comparative and Superlative Degrees** Use the comparative degree to compare two people, places, or things. Use the superlative degree to compare three or more people, places, or things.

Comparative (comparing two)	Superlative (comparing three or more)
I often get <i>higher</i> grades than my brother.	Of all the students in my class, Liz usually gets the <i>highest</i> grades.
One of these shoes feels <i>tighter</i> than the other.	This car can maneuver into even the <i>tightest</i> parking spaces.
If you had called <i>more promptly</i> , we could have been <i>more helpful</i> .	Ali responded the <i>most promptly</i> of everyone we invited.

**Exercise 1** Using the Comparative and Superlative Degrees Correctly. Write the form from parentheses that correctly completes each sentence.

**EXAMPLE:** Paul plays the piano better than Andrew. (better, best)

- Waldo is often grumpy, but he is \_\_\_\_\_ agreeable when tired. (less, least)
- Christine is the \_\_\_\_\_ of my five cousins. (older, oldest)
- In this weather, the basement is the \_\_\_\_\_ place in the house (cooler, coolest)
- Mickey Mouse is probably the \_\_\_\_\_ famous of all cartoon characters. (more, most)
- Which of Shakespeare's plays is \_\_\_\_\_ ? (longer, longest)
- I have never seen anyone move \_\_\_\_\_ gracefully than Margot. (more, most)
- That fan cools the room \_\_\_\_\_ effectively than we thought it would. (more, most)
- Which has \_\_\_\_\_ calories, the cheesecake or the chocolate mousse? (fewer, fewest)
- At present, the \_\_\_\_\_ trains in the world are in Japan. (faster, fastest)
- Of the three candidates, Elkins answered the questions \_\_\_\_\_ honestly. (more, most)

**Exercise 2** Recognizing Inappropriate Comparisons. In the sentences below, underline any problems that exist in comparisons. On the line below, rewrite each sentence correctly. If a sentence contains no problem, write *correct* on the line.

**EXAMPLE:** Portia is one of Shakespeare's famousest heroines.

Portia is one of Shakespeare's most famous heroines.

- Lenore studies more harder than the rest of us.  
\_\_\_\_\_
- The oldest of my two sisters is a doctor.  
\_\_\_\_\_
- Tom's problem sounds worser than it really is.  
\_\_\_\_\_
- Parents usually want what seems best for their children.  
\_\_\_\_\_
- That restaurant has the more carefully prepared food in town.  
\_\_\_\_\_

## 26.2

## Clear Comparisons (Using Comparative and Superlative Degrees) • Practice 2

**Exercise 1** Using the Comparative and Superlative Degrees Correctly. Write the correct comparative or superlative form from parentheses to complete each sentence.

**EXAMPLE:** He is more patient than his sister. (more, most)

- Which of the twins swims \_\_\_\_\_? (better, best)
- She is the \_\_\_\_\_ talented actress in *The Thespians*. (more, most)
- My sister is \_\_\_\_\_ than I. (hungrier, hungriest)
- Are you the \_\_\_\_\_ in your family? (stronger, strongest)
- He is \_\_\_\_\_ responsible than his older brother. (less, least)
- She was the \_\_\_\_\_ beautiful child I've ever seen. (more, most)
- My health is \_\_\_\_\_ today than it was yesterday. (worse, worst)
- Of the two, Copenhagen is the \_\_\_\_\_ city. (cleaner, cleanest)
- That actor is \_\_\_\_\_ than he appears on television. (smaller, smallest)
- Tim is \_\_\_\_\_ willing to cooperate than his friend. (less, least)

**Exercise 2** Supplying the Comparative and Superlative Degrees. Write the appropriate comparative or superlative degree of the modifier in parentheses.

**EXAMPLE:** Of the two plays, *Macbeth* is shorter. (short)

- This year, June 21 will be the \_\_\_\_\_ day of the year. (long)
- The weather is \_\_\_\_\_ today than it was yesterday. (bad)
- Ted is the \_\_\_\_\_ of Uncle John's three sons. (old)
- This is the \_\_\_\_\_ train I've ever been on. (fast)
- Today is the \_\_\_\_\_ day of my life. (happy)
- Louise is \_\_\_\_\_ than the other dentist in town. (capable)
- Bill is the \_\_\_\_\_ person I know. (kind)
- Aunt Sarah is \_\_\_\_\_ this morning than she was last night. (ill)
- Edward speaks French \_\_\_\_\_ than I do. (fluently)
- Arthur's essay is the \_\_\_\_\_ in the class. (good)
- St. Louis is \_\_\_\_\_ from New Orleans than Memphis is. (far)
- Alan does \_\_\_\_\_ on English tests than I do. (well)
- Kim is the \_\_\_\_\_ of the three children. (young)
- This is the \_\_\_\_\_ meal I've ever eaten. (delicious)
- Your computer is \_\_\_\_\_ than mine. (versatile)
- Faulkner is a \_\_\_\_\_ novelist than Hemingway is. (difficult)
- Jill arrived \_\_\_\_\_ than Joan. (late)
- The living room is the \_\_\_\_\_ room in the house. (warm)
- I'm feeling \_\_\_\_\_ than I did yesterday. (well)
- This chair is \_\_\_\_\_ than that one. (comfortable)

**26.2**

# Clear Comparisons (Balanced Comparisons, *Other* and *Else* in Comparisons) • Practice 1

**Balanced Comparisons** Make sure that your sentences compare only items of a similar kind.

Unbalanced Comparisons	Correct
<i>Jon's score was better than Tom. My record collection is bigger than my brother.</i>	<i>Jon's score was better than Tom's. My record collection is bigger than my brother's.</i>

**Other and Else in Comparisons** When comparing one of a group with the rest of the group, use the word *other* or the word *else*.

Illogical	Correct
John Kennedy was <i>younger than any</i> American president. Michael bats <i>better than anyone</i> on the team.	John Kennedy was <i>younger than any other</i> American president. Michael bats <i>better than anyone else</i> on the team.

**Exercise 1** Making Balanced Comparisons. Rewrite each sentence, correcting the comparison.

**EXAMPLE:** My room is even messier than my brother.

My room is even messier than my brother's.

- Carol's clothes are much more elegant than Angie.

\_\_\_\_\_

- My brownies are richer than Aunt Polly.

\_\_\_\_\_

- Judson's essay was harder to understand than Len.

\_\_\_\_\_

- Clare's version of the story sounds even stranger than Pete.

\_\_\_\_\_

- The fish that I caught was even bigger than Dad.

\_\_\_\_\_

**Exercise 2** Using *Other* and *Else* in Comparisons. Rewrite each sentence, correcting the comparison.

**EXAMPLE:** Dave has a lower ERA than any pitcher in the league.

Dave has a lower ERA than any other pitcher in the league.

- Mr. Talbert is a better teacher than anyone on the faculty.

\_\_\_\_\_

- My brother Jason is more trustworthy than anyone in the family.

\_\_\_\_\_

- That chef is better than any cook in town.

\_\_\_\_\_

- I like Emily Dickinson's work better than any poet's.

\_\_\_\_\_

- Our street curves more dangerously than any road in town.

\_\_\_\_\_

**26.2**

# Clear Comparisons (Balanced Comparisons, *Other* and *Else* in Comparisons) • Practice 2

**Exercise 1** Making Balanced Comparisons. Rewrite each sentence, correcting the unbalanced comparison.

**EXAMPLE:** Valerie's eyes are bluer than Annie.

Valerie's eyes are bluer than Annie's.

1. His swimming record is better than his chief rival.

\_\_\_\_\_

2. Dad's cooking is better than Mom.

\_\_\_\_\_

3. The rooms in my dorm are bigger than this hotel.

\_\_\_\_\_

4. My gloves are in poorer condition than Sandra.

\_\_\_\_\_

5. I like Cynthia's costume better than her twin.

\_\_\_\_\_

6. Isn't my haircut more stylish than Joan's?

\_\_\_\_\_

7. My old bike's tires are bigger than my new bike.

\_\_\_\_\_

8. Her coin collection is more valuable than her brother.

\_\_\_\_\_

9. Jennifer's grades are higher than Keith's.

\_\_\_\_\_

10. My brother's wardrobe is more varied than my sister's.

\_\_\_\_\_

**Exercise 2** Using *Other* and *Else* in Comparisons. Rewrite each sentence, correcting the illogical comparison.

**EXAMPLE:** Beth is nicer than anyone in class.

Beth is nicer than anyone else in class.

1. This ice cream is better than any I've ever tasted.

\_\_\_\_\_

2. The guitarist plays better than anyone in the band.

\_\_\_\_\_

3. Senator Hammer's record is better than any senator's.

\_\_\_\_\_

4. Ty Cobb hit better than any baseball player.

\_\_\_\_\_

5. He spends more money on clothing than anyone I know.

\_\_\_\_\_

# 27.1 Negative Sentences • Practice 1

**Recognizing Double Negatives** Do not write sentences with double negatives.

Double Negatives	Correct Negative Sentences
I <i>can't</i> wait <i>no</i> longer.	I <i>can't</i> wait any longer. I can wait <i>no</i> longer.
Jack <i>isn't</i> <i>no</i> friend of mine.	Jack <i>isn't</i> a friend of mine. Jack is <i>no</i> friend of mine.
Why <i>doesn't</i> <i>nobody</i> help me?	Why <i>doesn't</i> somebody help me? Why does <i>nobody</i> help me?

**Forming Negative Sentences Correctly** Do not use two negative words in the same clause. Do not use *but* in its negative sense with another negative. Do not use *barely*, *hardly*, or *scarcely* with another negative.

More Double Negatives	Correct Negative Sentences
There <i>wasn't</i> <i>nothing</i> to do.	There <i>wasn't</i> anything to do. There was <i>nothing</i> to do.
There <i>isn't</i> <i>but</i> one cookie left.	There is <i>but</i> one cookie left. There is <i>only</i> one cookie left.
We <i>couldn't</i> <i>hardly</i> wait.	We <i>couldn't</i> wait. We <i>could</i> hardly wait.

**Exercise 1** **Avoiding Problems With Negatives.** Write the word from parentheses that makes each sentence negative without creating a double negative.

**EXAMPLE:** The stranded explorers had not had any food for days. (any, no)

- You shouldn't have said \_\_\_\_\_ about our plans. (anything, nothing)
- Toward the end of the movie, we \_\_\_\_\_ hardly stand the suspense. (could, couldn't)
- Are you sure I \_\_\_\_\_ bring but one suitcase? (can, can't)
- The missing dog \_\_\_\_\_ nowhere in sight. (was, wasn't)
- You can be sure Tim won't eat \_\_\_\_\_ of those fish eggs. (any, none)
- Ms. Lawson didn't say \_\_\_\_\_ about a test. (nothing, anything)
- We don't need \_\_\_\_\_ two other players. (but, more than)
- They can't \_\_\_\_\_ hope to win that way. (ever, never)
- By morning, there \_\_\_\_\_ barely a trace of snow. (was, wasn't)
- I have hardly \_\_\_\_\_ seen a more beautiful ballet. (ever, never)

**Exercise 2** **Using Negatives Correctly.** Write a sentence of your own, correctly using each negative word given.

**EXAMPLE:** (barely) I got barely any sleep last night.

- (nowhere) \_\_\_\_\_
- (but) \_\_\_\_\_
- (shouldn't) \_\_\_\_\_
- (hardly) \_\_\_\_\_
- (never) \_\_\_\_\_

# 27.1 Negative Sentences • Practice 2

**Exercise 1** **Avoiding Double Negatives.** Write the word from parentheses that makes each sentence negative without forming a double negative.

**EXAMPLE:** She couldn't find any of the lost coins. (none, any)

1. He has never done \_\_\_\_\_ to help us. (anything, nothing)
2. I don't want \_\_\_\_\_ more spinach. (no, any)
3. We couldn't read \_\_\_\_\_ of the writing in the letter. (none, any)
4. Don't strike a match \_\_\_\_\_ near the gasoline. (anywhere, nowhere)
5. I did \_\_\_\_\_ of the things they accused me of. (none, any)
6. The children didn't eat \_\_\_\_\_ of their dinner. (any, none)
7. No one at the party ate \_\_\_\_\_ of the cake. (any, none)
8. Nobody said \_\_\_\_\_ to me about a meeting. (nothing, anything)
9. We could get \_\_\_\_\_ out of the burning house. (nothing, anything)
10. I haven't \_\_\_\_\_ more sentences to write. (no, any)

**Exercise 2** **Avoiding Problems With Negatives.** Underline the word in parentheses that makes each sentence negative without creating a double negative.

**EXAMPLE:** John (could, couldn't) hardly believe he'd won.

1. I don't want (anything, nothing).
2. Remember that I have done (anything, nothing) wrong.
3. Lila (could, couldn't) scarcely catch her breath.
4. We haven't (any, no) strong feelings about it.
5. I couldn't have (anything, nothing) for dessert.
6. There (were, weren't) but three choices.
7. I (can, can't) hardly believe my eyes.
8. Don't you have (anything, nothing) more exciting to read?
9. She doesn't write to me (any, no) more.
10. Luke (had, hadn't) but two days of provisions left when he was found.

**Exercise 3** **Correcting Double Negatives.** Rewrite each sentence, correcting the double negative.

**EXAMPLE:** Dad would never accept no charity.

Dad would never accept any charity.

1. I promise that I won't tell nobody.

\_\_\_\_\_

2. Mary can't hardly read the small print.

\_\_\_\_\_

3. My father hadn't never been to Athens.

\_\_\_\_\_

4. I haven't but a few minutes left to work.

\_\_\_\_\_

5. She didn't have no lunch.

\_\_\_\_\_



## 27.2

## Fifty Common Usage Problems • Practice 1

**Solving Usage Problems** Study the items in the usage glossary in your textbook, paying particular attention to similar spellings, words that should never be used, pairs that are often misused, and problems with verb forms.

TYPES OF PROBLEMS	
<b>Similar Spellings</b>	<i>accept and except; than and then</i>
<b>Wrong Words</b>	<i>ain't alright somewheres</i>
<b>Misused Pairs</b>	<i>among and between; bring and take</i>
<b>Verb Forms</b>	<i>has done should have</i>

**Exercise 1**

**Avoiding Some Common Usage Problems.** Write the word from parentheses that correctly completes each sentence.

**EXAMPLE:** Free advice is often worth what it costs. (advice, advise)

- This lawn mower \_\_\_\_\_ work as well as it used to. (don't, doesn't)
- Mom told Paul he had \_\_\_\_\_ in bed long enough. (laid, lain)
- I should \_\_\_\_\_ known he couldn't keep a secret. (have, of)
- Air pollution \_\_\_\_\_ elderly people most of all. (affects, effects)
- The twins and I had only two dollars \_\_\_\_\_ us. (among, between)
- Will you \_\_\_\_\_ this book back to the library when you go? (bring, take)
- My answer to the last problem is different \_\_\_\_\_ yours. (from, than)
- Carrot and celery sticks make a good and \_\_\_\_\_ snack. (healthful, healthy)
- Customers with \_\_\_\_\_ than six items can use the express line. (fewer, less)
- Who says you can't \_\_\_\_\_ an old dog new tricks. (learn, teach)

**Exercise 2**

**Avoiding Other Common Usage Problems.** Write the word from parentheses that correctly completes each sentence.

**EXAMPLE:** What are your ideas about the best solution? (about, as to)

- When are they going to \_\_\_\_\_ the flag? (rise, raise)
- I was \_\_\_\_\_ disappointed in the result. (kind of, somewhat)
- Let's go \_\_\_\_\_ the lobby to wait for them. (in, into)
- A few fans \_\_\_\_\_ in the bleachers in spite of the rain. (sat, set)
- This short cut seems \_\_\_\_\_ than the regular way. (farther, further)
- \_\_\_\_\_ the chips fall where they may. (Leave, Let)
- The player \_\_\_\_\_ pinch hit for the pitcher struck out. (that, which)
- The hikers still had a long \_\_\_\_\_ to go before nightfall. (way, ways)
- The \_\_\_\_\_ of the new drug are not fully known. (affects, effects)
- The prisoner returned to jail that night \_\_\_\_\_ he said he would. (as, like)

## 27.2

## Fifty Common Usage Problems • Practice 2

**Exercise 1** **Avoiding Usage Problems.** Write the correct expression from the parentheses to complete each sentence.

**EXAMPLE:** The effects of the experiment startled us. (affects, effects)

- I can't find my classes \_\_\_\_\_. (anywhere, anywheres)
- I hope you can \_\_\_\_\_ him properly. (advice, advise)
- Everyone visited the museum \_\_\_\_\_ my father. (accept, except)
- There \_\_\_\_\_ a dry eye in the auditorium. (ain't, isn't)
- Is everything \_\_\_\_\_ at home? (all right, alright)
- The horses were huddled \_\_\_\_\_. (all together, altogether)
- Are you \_\_\_\_\_ to go? (all ready, already)
- What is the \_\_\_\_\_ of the new law? (affect, effect)
- Pete \_\_\_\_\_ the machine for a particular job. (adapted, adopted)
- Your \_\_\_\_\_ was very helpful. (advice, advise)

**Exercise 2** **Avoiding Usage Problems.** Write the correct expression from the parentheses to complete each sentence.

- The old man stood \_\_\_\_\_ the tree. (beside, besides)
- \_\_\_\_\_ you asked, I will tell you the story. (Being that, Since)
- \_\_\_\_\_ your empty tray over here. (Bring, Take)
- The sergeant \_\_\_\_\_ into the room. (burst, busted)
- This new pen is much different \_\_\_\_\_ my old one. (from, than)
- I can't help \_\_\_\_\_ to go with you. (but want, wanting)
- I don't know where \_\_\_\_\_. (I'm at, I am)
- They had no suggestions \_\_\_\_\_ what to do next on our vacation. (as to, about)
- Practice is canceled \_\_\_\_\_ the coach is sick. (being as, because)
- The reason I am not going is \_\_\_\_\_ I am exhausted from my trip yesterday. (because, that)

**Exercise 3** **Avoiding Usage Problems.** Write the correct expression from the parentheses to complete each sentence.

- My brother \_\_\_\_\_ care much for rock music. (doesn't, don't)
- We \_\_\_\_\_ our French homework already. (done, have done)
- I have \_\_\_\_\_ classical records in my collection than my sister does. (fewer, less)
- My parents \_\_\_\_\_ to a movie. (gone, have gone)
- There was \_\_\_\_\_ damage after the tornado than we had expected at first. (fewer, less)
- \_\_\_\_\_ his poor record, he was dropped from the team. (Due to, Because of)
- \_\_\_\_\_ your friend care whether you borrow his new bicycle? (Doesn't, Don't)
- I \_\_\_\_\_ all that I can for you. (done, have done)
- His explanation led her to seek \_\_\_\_\_ answers from other experts in the field. (farther, further)
- The diver jumped \_\_\_\_\_ the water from the cliff. (in, into)

## Capitalization (Sentences) • Practice 1

**Capitals for Sentences** To capitalize means to begin a word with a capital letter. Capitalize the first word in a sentence. Capitalize the first word in a quotation if the quotation is a complete sentence. Capitalize the first word after a colon if the word begins a complete sentence.

SENTENCES THAT STAND ALONE
<i>Declarative:</i> The trail leads to the river bank. <i>Interrogative:</i> What is the name of your favorite novel? <i>Imperative:</i> Take a taxi to the airport terminal. <i>Exclamatory:</i> What a pleasant surprise!
SENTENCES IN QUOTATIONS
Mother replied, "You'll have to work harder." "You'll have to work harder," Mother replied.
SENTENCES AFTER COLONS
Everyone asked the same question: How will we raise funds?

### Exercise 1

**Using Capitals to Begin Sentences.** Underline the word or words that should be capitalized in each sentence.

**EXAMPLE:** sally asked, "can I help pack?"

1. after school, I often work on my coin collection.
2. this is the problem: we can't afford a new car.
3. we joined the volleyball team last year.
4. the doctor said, "exercise and get enough rest."
5. how will we get to the ballpark from the station?
6. the treasurer explained our goal: we must raise five hundred dollars.
7. how happy we were to see our cousins!
8. my teacher asked, "who has completed the report?"
9. mark includes radishes and scallions in his salads.
10. have you read a good biography this year?

### Exercise 2

**Using Capitalized Words.** Complete each sentence by adding an appropriate capitalized word.

**EXAMPLE:** Billy replied, "Peaches are my favorite fruit."

1. \_\_\_\_\_ are a good source of protein.
2. Father said, "\_\_\_\_\_ phoned last night."
3. \_\_\_\_\_, would you reply to that question?
4. Here is the problem: \_\_\_\_\_ is too expensive.
5. \_\_\_\_\_ laughed, "I can't remember her name."
6. \_\_\_\_\_ the letter in the morning.
7. \_\_\_\_\_ would make the best treasurer?
8. This is important: \_\_\_\_\_ follow the directions exactly.
9. \_\_\_\_\_ teacher said, "Please write the paper over."
10. We agreed, "\_\_\_\_\_ can't start again."

**Capitalization (Sentences) • Practice 2**

**Exercise 1** Using Capitalization Correctly in Sentences. Underline the word or words that should be capitalized in each sentence.

**EXAMPLE:** what a difficult mountain that was to climb!

1. show me what you are holding in your hand, young man.
2. getting my school schedule worked out for next year is causing problems.
3. “every hero becomes a bore at last, ” observed Emerson.
4. when will dinner be ready?
5. my grandmother taught me one important lesson: giving more than 100 percent is the surest way to get ahead.
6. we found a twenty-dollar bill on the sidewalk!
7. at one time Confucius warned, “the cautious seldom err.”
8. the store down the street is holding a big sale today.
9. will you go on many weekend ski trips this winter?
10. sit still while the barber finishes cutting your hair.
11. “if you would wish another to keep your secret, ” advised Seneca, “first keep it yourself.”
12. where did you take the camera to be repaired?
13. we saw quite a feat at the circus: a young man did a high-wire act without any safety nets below him.
14. the company gave us a substantial salary increase today!
15. many people put more salt on their food than is healthful.
16. they spent yesterday buying gifts: a stuffed panda, an electric razor, and a giant rubber plant.
17. “we can stay as long as we want, ” she said. “they have given us permission.”
18. what in the world were you thinking of?
19. “why not try, ” she asked, “to climb a mountain?”
20. he was afraid: he had never climbed a mountain.

**Exercise 2** Using Capitalization Correctly in Paragraphs. Underline the words that should be capitalized in the following paragraphs.

karly said, “yesterday i was walking through the woods, and a porcupine crossed my path.”

phil answered, “the porcupine is such a strange animal. did you know,” he continued, “that people who live in the mountains often call the porcupine a quill-pig?”

“yes, i did know that,” answered Karly. “the animal is certainly as clumsy and slow-moving as any pig, but it is not a pig at all. it is actually a rodent, with sharp teeth somewhat like those of a rabbit or a squirrel. even though it is a mere rodent, nearly every other wild creature in the forest is afraid to attack it. do you know why?”

“well, yes, i do,” said Phil. “the reason is this: the porcupine’s body is thickly sprinkled with stiff, needle-sharp quills. these quills are from half an inch to four inches long. a porcupine might have as many as 20, 000 or 25, 000 of these peculiar weapons. interestingly, when one is lost, a new one grows quickly to replace it. if you were a forest creature, you’d probably be afraid of porcupines, too!”

**28**

# Capitalization (Proper Nouns, Proper Adjectives)

## • Practice 1

**Capitals for Proper Nouns** Capitalize all proper nouns.

PROPER NOUNS	
<i>Names of people:</i> Jane Eyre	<i>Geographic names:</i> Pikes Peak
<i>Specific events:</i> World Series	<i>Organizations:</i> Rotary Club
<i>Religious references:</i> God	<i>Special items:</i> Pulitzer Prize

**Capitals for Proper Adjectives** Capitalize most proper adjectives.

With Capitals	Without Capitals
a Broadway play	Common terms: french fries
a Mexican treaty	Most prefixes: pro-American event
a Franklin stove	Parts of compounds: French-speaking tourists

**Exercise 1** **Recognizing Proper Nouns and Proper Adjectives.** Underline the proper nouns and proper adjectives that should be capitalized.

**EXAMPLE:** I visit canada each summer.

- In europe she visited france and belgium.
- I know that william faulkner received a nobel prize.
- Will ted develop into an all-american?
- Ask judy whether she wants some french fries.
- My family always buys the same brand of televisions and radios, electrosonic.
- The chamber of commerce sponsored the contest.
- The cuban exiles chanted pro-american slogans.
- Many people pray to god and read the bible.
- The fortress of louisbourg is in nova scotia.
- Have you met any french-speaking canadians?

**Exercise 2** **Using Proper Nouns and Proper Adjectives.** Fill in each blank with a proper noun or proper adjective.

**EXAMPLE:** My favorite two cities are Boston and Chicago

- Frank wants a \_\_\_\_\_ camera for his birthday.
- Last summer she traveled to \_\_\_\_\_ and \_\_\_\_\_.
- Nancy is an all-\_\_\_\_\_ field hockey player.
- \_\_\_\_\_ is the writer I like the best.
- The professional football season ends with the \_\_\_\_\_.
- I live in \_\_\_\_\_.
- After the meeting, I spoke to \_\_\_\_\_ and \_\_\_\_\_.
- The \_\_\_\_\_ River passes through several states.
- Sudan and Nigeria are on the \_\_\_\_\_ continent.
- In my religion we study the \_\_\_\_\_.

# Capitalization (Proper Nouns, Proper Adjectives)

## • Practice 2

**Exercise 1** Capitalizing Proper Nouns. Underline the words that should be capitalized.

**EXAMPLE:** After the sun sets, venus will be visible in the west.

1. To see a play that has been running for twenty-five years, you should go to st. martin's theater in london.
2. One well-known suspension bridge is the golden gate, which spans san francisco bay.
3. Both the shoshone and the arapaho make up a part of the population of wyoming.
4. By checking a perpetual calendar, I found that benjamin franklin was born on sunday, january 17, 1706.
5. In the northeast winters are quite harsh and long.
6. Astronauts will probably visit jupiter some day.
7. The lowest point in all north america is in death valley.
8. thomas mckean, a lawyer from pennsylvania, signed the declaration of independence.
9. Some of the major airline companies that went bankrupt were eastern, national, and people's express.
10. In october 1976, congress repealed the homestead act of 1862 since there was no longer any land available for homesteading.
11. In ancient mythology the goddess athena dispensed wisdom.
12. The kentucky derby is held annually in the spring at churchill downs.
13. A well-known race horse, secretariat, won many races.
14. The torah, the talmud, and the midrash are the sacred writings of judaism.
15. You can find out about the great smoky mountains by writing to the chamber of commerce, 505 fesslers lane, nashville, tennessee 37210.
16. I think arabic is a difficult language to master.
17. The nebula award is presented for outstanding works of science fiction.
18. The nuclear regulatory commission regulates all civilian uses of atomic energy.
19. The white house uses the blue room as its official reception room.
20. About one half of our national leaders have been republicans and the other half have been democrats.

**Exercise 2** Capitalizing Proper Adjectives. Underline the words that should be capitalized.

**EXAMPLE:** I am taking a chinese cooking course.

1. Open-air theaters are often used for the performance of elizabethan plays.
2. Many african american groups have held several conferences during the past few years to discuss their heritage.
3. Large crowds at an american political rally gave the police some crowd-control problems.
4. The anglo-saxon invasion of Britain took place in the fifth and sixth centuries.
5. Some early buddhist monasteries were caves that were elegantly carved and decorated.
6. Her old pictureperfect camera accompanied her on all her travels.
7. A sino-russian pact could have a significant effect on foreign policy.
8. Those who own pre-columbian sculptures have valuable art pieces in their possession.
9. A lovely indian woman in a sari came into the store asking for the manager.
10. The franklin d. roosevelt years were marred by World War II.

**28**

**Capitalization (for Titles, in Letters) • Practice 1**

**Capitals for Titles** Capitalize titles of people and titles of works.

People	Works
Doctor Vance	<i>Great Expectations</i>
Colonel Andrews	<i>News Review Magazine</i>
the President	"Gunga Din"
Grandfather Wilkins	"The Cask of Amontillado"
Mr., Ms., Dr., Jr.	<i>Portrait of a Man with a Red Cap</i>

**Capitals in Letters** Capitalize the first word and all nouns in letter salutations and the first word in letter closings.

Salutations	Closings
Dear Cousin Beth,	Yours truly,
Dear Dr. Stanton:	Sincerely yours,
My dear Friends,	Very truly yours,

**Exercise 1** **Using Capitals in Titles.** Underline the words that should be capitalized.

**EXAMPLE:** I just read Frost's "at woodward's gardens."

1. I lunched with captain perez yesterday.
2. Susan just finished reading "the most dangerous game."
3. The chief justice of the United States just resigned.
4. What are the symptoms of this disease, doctor gilbert?
5. We saw *portrait of a lady* at the National Gallery.
6. Can I borrow your copy of *the member of the wedding*?
7. Have you been introduced to bishop wilson?
8. I know that ms. greer and mr. kelly will volunteer.
9. Does *nature's beauty magazine* still have great photos?
10. I bought a copy of Grant Wood's *american gothic*.

**Exercise 2** **Using Capitals for Salutations and Closings.** Rewrite each of the following letter parts, adding the missing capitals.

**EXAMPLE:** dear aunt maria, Dear Aunt Maria,

1. dear mr. stevenson, \_\_\_\_\_
2. respectfully yours, \_\_\_\_\_
3. my dear uncle, \_\_\_\_\_
4. very truly yours, \_\_\_\_\_
5. dear senator brock: \_\_\_\_\_
6. sincerely yours, \_\_\_\_\_
7. affectionately, \_\_\_\_\_
8. dear colonel cobb: \_\_\_\_\_
9. dear ms. brody: \_\_\_\_\_
10. with deepest regret, \_\_\_\_\_

## Capitalization (for Titles, in Letters) • Practice 2

**Exercise 1** Capitalizing Titles of People. Underline the words and abbreviations that should be capitalized.

**EXAMPLE:** The recruits saluted major general caruthers.

1. Could you direct me, sir, to this address?
2. We invited dr. and mrs. strutner to the play.
3. One of the greatest mystery writers of all time was dame agatha christie.
4. It is my great pleasure to present the president of the United States.
5. The ex-secretary of state is writing his memoirs.
6. Lieutenant governor taylor ran our state last week while governor hull was away on a business trip.
7. We expect colonel green to inspect the troops today.
8. We visited grandmother, who teaches in a small country school.
9. Please tell us, senator, how you expect to vote.
10. The reverend john hyder and father madison met to discuss some of the concerns facing their parishes.

**Exercise 2** Capitalizing Titles of Things. Underline the words that should be capitalized.

**EXAMPLE:** Have you read the novel the red pony by Steinbeck?

1. *the financial journal* is a respected newspaper that presents news from the point of view of business people.
2. The only classes they are offering that I want to take are psychology, german, and art.
3. The story "the lottery" by Shirley Jackson makes the reader contemplate some of humanity's baser instincts.
4. When registration opened, english 1A, biology 45, and all the calculus courses filled up immediately.
5. *the making of the past: the egyptian kingdoms* contains some excellent pictures of ancient tomb treasures.
6. Robert Graves based much of his novel *i, claudius* on the Roman historian Suetonius's *the lives of the caesars*.
7. Loren Eiseley's *the man who saw through time* is a collection of essays about the Elizabethan scientist Francis Bacon.
8. Edgar Allan Poe once wrote a very fine poem entitled "a dream within a dream."
9. One of Phyllis McGinley's best books for children is *the horse who lived upstairs*.
10. *measure for measure* is one of Shakespeare's lesser-known plays.



# 29.1 End Marks • Practice 1

**Uses of the Period** Use a period to end a declarative or imperative sentence, an indirect question, and most abbreviations.

PERIODS
<i>Declarative Sentence:</i> The stone is large and smooth. <i>Interrogative Sentence:</i> Open the window about six inches. <i>Indirect Question:</i> I asked him what he wanted. <i>Abbreviations:</i> Conn. (Connecticut) Rd. (Road)

**Uses of the Question Mark** Use a question mark to end an interrogative sentence.

QUESTION MARKS
<i>Interrogative Sentence:</i> What is your telephone number?

**Uses of the Exclamation Mark** Use an exclamation mark to end an exclamatory sentence, an urgent imperative sentence, and most interjections.

EXCLAMATION MARKS
<i>Exclamatory Sentence:</i> What a remarkable pass! <i>Imperative Sentence:</i> Don't let go of the wheel! <i>Interjection:</i> Good grief! She won.

## ▶ **Exercise 1** Using End Marks Correctly. Write the proper end mark at the end of each item.

**EXAMPLE:** What a wonderful achievement \_\_\_\_\_ !

1. How many pairs of shoes do you have \_\_\_\_\_
2. Beethoven wrote nine symphonies \_\_\_\_\_
3. I have an interview with Rinaldo and Son, Inc \_\_\_\_\_
4. June won the first prize. Hurray \_\_\_\_\_
5. We asked them when they wanted to leave \_\_\_\_\_
6. Some batteries contain sulfuric acid \_\_\_\_\_
7. Where is Ethiopia \_\_\_\_\_
8. What an astounding performance \_\_\_\_\_
9. Have you read *A Day No Pigs Would Die* \_\_\_\_\_
10. Choose another uniform \_\_\_\_\_

## ▶ **Exercise 2** Supplying End Marks. Write a sentence using each of the following end marks.

**EXAMPLE:** Period \_\_\_\_\_ *She wrote a report on proper manners.*

1. Question Mark \_\_\_\_\_
2. Exclamation Mark \_\_\_\_\_
3. Period \_\_\_\_\_
4. Question Mark \_\_\_\_\_
5. Exclamation Mark \_\_\_\_\_

## 29.1 End Marks • Practice 2

**Exercise 1** Using the Period Correctly. Add the necessary periods to the following sentences.

**EXAMPLE:** John R Carlson asked you to return his call  
John R. Carlson asked you to return his call.

1. The American humorist S J Perelman was once a scriptwriter for the Marx Brothers
2. My parents wondered what grade I received on the test
3. Address the package to Mr Arthur Grover, Jr
4. I think Elizabeth Bishop is a fine modern American poet
5. She prefers the title Mrs to the title Ms
6. I asked Mrs Ramos to go with us
7. Schedule a certain amount of time for studying every day
8. Elizabeth P Peabody started the first kindergarten in the United States in 1860
9. The son of Efrem Zimbalist, Sr, a violinist, is an actor
10. Dr Elvira M Thackery spoke at the seminar

**Exercise 2** Using the Question Mark Correctly. Some of the following sentences are direct questions and require question marks. Others are indirect questions and require periods. Add the necessary punctuation.

**EXAMPLE:** What was comedian Milton Berle's nickname  
What was comedian Milton Berle's nickname? \_\_\_\_\_ ?

1. How much money did Lucille Ball make from her television series \_\_\_\_\_
2. Many have wondered whether more people watched Lucille Ball or President Eisenhower's inauguration \_\_\_\_\_
3. How did Dinah Shore customarily end her shows \_\_\_\_\_
4. Who was known as Mr. Television \_\_\_\_\_
5. What were two of the popular TV shows that children of the 1950's liked to watch \_\_\_\_\_
6. Before 1951, what percentage of the American public was asleep by midnight \_\_\_\_\_
7. Some wondered whether shows like the Steve Allen and Jack Paar talk shows were responsible for people staying up later \_\_\_\_\_
8. In what TV show did Mary Martin fly through the air on wires \_\_\_\_\_
9. In what show did audiences see Joe Friday \_\_\_\_\_
10. During the 1953–1954 season, which show was rated first \_\_\_\_\_

**Exercise 3** Using the Exclamation Mark Correctly. Add the necessary exclamation marks to the following items. Then identify each use as *exclamatory*, *imperative*, or *interjection*.

**EXAMPLE:** What a terrifying movie that was  
What a terrifying movie that was! \_\_\_\_\_ *exclamatory*

1. Our dog had four puppies last night \_\_\_\_\_
2. There goes the thief \_\_\_\_\_
3. Quick hide Mother's birthday present \_\_\_\_\_
4. Help me \_\_\_\_\_
5. We have just three minutes before the plane takes off \_\_\_\_\_

**29.2**

# Commas That Separate Basic Elements (Compound Sentences, Items in a Series, Adjectives)

## • Practice 1

**Commas With Compound Sentences** Use a comma before the coordinating conjunction in a compound sentence.

COMPOUND SENTENCES
Jose wanted to attend the game, but he decided to do his report instead. Either we will win tonight, or we will have to face a sad crowd afterward.

**Commas Between Items in a Series** Use commas to separate three or more words, phrases, or clauses in a series.

SERIES
Ellen bought new jeans, a plaid skirt, and a pair of gloves. They drove to the post office, parked the car, and unloaded the boxes.

**Commas Between Adjectives** Use commas to separate adjectives of equal rank. (Do not use commas to separate adjectives that must stay in a specific order.)

With Commas	Without Commas
A narrow, rough road led to the country market.	Many new books on sports are on display in the library.

**Exercise 1** **Using Commas Correctly.** Add commas where they are required. One sentence needs no commas.

**EXAMPLE:** During the night it rained but the day was brilliant.  
During the night it rained, but the day was brilliant.

- Mary Grace lives in a dark wooded area.
- The crash awoke Father and he jumped out of bed.
- Buy tomatoes cucumbers scallions and lettuce.
- An exhausted discouraged team limped into the locker room.
- Betty must have reached home safely or she would have phoned.
- I found many old stamps in Grandfather's collection.
- The rain has stopped but it is still very humid.
- An angry determined speaker addressed the mayor.
- Frank planned to read his speech but he lost his notes.
- I prepared a salad cooked a roast and baked some cookies.

**Exercise 2** **Understanding the Use of Commas.** The sentences below are correctly punctuated. Identify the use of commas by writing the words *compound*, *series*, or *adjectives*.

**EXAMPLE:** She stared at the horizon lined with old, withered trees. adjectives

- I will take the train, or I will drive to work. \_\_\_\_\_
- Steve bought an umbrella, boots, and a rain hat. \_\_\_\_\_
- A happy, smiling crowd greeted the contestants. \_\_\_\_\_
- You must go, but I will stay. \_\_\_\_\_
- She wanted to go swimming, get some sun, and just relax. \_\_\_\_\_.

## 29.2

# Commas That Separate Basic Elements

## (Compound Sentences, Items in a Series, Adjectives)

### • Practice 2

**Exercise 1** Using Commas With Compound Sentences. Add the necessary commas.

**EXAMPLE:** I have been sending funny Valentine cards to many of my friends every year but I never place my name on them.

I have been sending funny Valentine cards to many of my friends every year, but I never place my name on them.

(1) Valentine's Day is celebrated by most Americans yet few people know the story of how the holiday first began. (2) The holiday originated in ancient Rome but the actual date of its origin is about A.D. 270. (3) According to legend Emperor Claudius II would not allow the troops of the Roman army to marry for he felt that married men made poor soldiers. (4) A priest called Valentinus took pity on two young lovers and he secretly married them against Emperor Claudius's orders. (5) Valentinus was arrested and thrown in jail and Claudius had him beheaded several months later. (6) It was from this Roman jail that the first Valentine card was sent for Valentinus supposedly cured the jailer's daughter of blindness and sent her a note signed "From Your Valentine." (7) You may want to believe this legend or you may feel that this is just a romantic tale that was concocted to explain the origin of Valentine's Day. (8) The first Valentines in America were not covered with sweet verses nor were they elaborate and lacy works of art. (9) Boys and girls of the late 1850's loved to send "Penny Dreadfuls" on Valentine's Day and they looked forward to receiving them from their friends in turn. (10) A typical Penny Dreadful might contain a message such as this one: 'Tis all in vain your fluttering lids, your curly hair, your tinted cheeks, for finding you a Valentine will take at least a HUNDRED weeks!

**Exercise 2** Using Commas Between Items in a Series. Add commas to each sentence that needs them. If a sentence does not need commas, write *correct*.

**EXAMPLE:** The speaker was intelligent talented and poised.

The speaker was intelligent, talented, and poised.

- The student driver nervously pressed down the accelerator turned the key and put the car in gear. \_\_\_\_\_
- The flash flood raced through the narrow canyon over the flatlands and into the town's main street. \_\_\_\_\_
- Mrs. Robertson offered the children peanut butter and jelly bacon and avocado or cheese and bologna sandwiches. \_\_\_\_\_
- The children bowled the parents kept score and the grandparents watched. \_\_\_\_\_
- He ate breakfast she read the newspaper and then they both left for work. \_\_\_\_\_
- The sheepdog pushed and coaxed and prodded his stubborn charges into their pens. \_\_\_\_\_
- Skiing skating and dancing burn up many calories. \_\_\_\_\_
- The physician said he wanted to take some X-rays check the results and call us later in the day. \_\_\_\_\_
- Did you pack a bathing suit pajamas a sweatshirt and a toothbrush? \_\_\_\_\_
- The ball flew over the pitcher's head above the center fielder's glove and into a spectator's waiting hands. \_\_\_\_\_

**29.2**

# Commas That Set Off Added Elements (Introductory Material, Parenthetical Expressions)

## • Practice 1

**Commas After Introductory Material** Use a comma after an introductory word, phrase, or clause.

INTRODUCTORY MATERIAL
<i>Introductory Word:</i> No, I don't think I can go.
<i>Introductory Phrase:</i> Reaching the lake, she searched for her canoe.
<i>Introductory Clause:</i> When she entered the building, she was confused and frightened.

**Commas With Parenthetical Expressions** Use commas to set off parenthetical expressions.

PARENTHETICAL EXPRESSIONS
<i>Names of People Being Addressed:</i> I know, Susan, that you will do well.
<i>Certain Adverbs:</i> I decided, therefore, to wait.
<i>Common Expressions:</i> Mr. Wong agreed, I believe, to go.
<i>Contrasting Expressions:</i> The room is narrow, not wide.

**Exercise 1** **Recognizing Introductory Material.** Write the introductory word, phrase, or clause in each sentence, and add the needed comma.

**EXAMPLE:** Yes I will attend.      Yes,     

1. No I'm afraid his excuse was not acceptable. \_\_\_\_\_
2. To grow corn you need fertile soil. \_\_\_\_\_
3. Determined she stalked into the office. \_\_\_\_\_
4. If she sings I'm sure she will win. \_\_\_\_\_
5. Waiting patiently she saw the bear emerge. \_\_\_\_\_
6. When I try I can write very well. \_\_\_\_\_
7. Since you wrote the situation has changed entirely. \_\_\_\_\_
8. Cary why don't you use my typewriter? \_\_\_\_\_
9. To improve our game we practiced every night. \_\_\_\_\_
10. Really I'm not sure about this new plan of yours. \_\_\_\_\_

**Exercise 2** **Using Commas Correctly.** Add commas where they are needed in each sentence.

**EXAMPLE:** His ability not his personality is the issue.  
His ability, not his personality, is the issue.

1. Her room unfortunately is right over the garage.
2. Mrs. Eriksen will you explain that answer again.
3. Our vacation is near the end of July not in August.
4. Although she is excellent at ballet she prefers modern dance.
5. His refusal I am certain can easily be explained.
6. Smiling happily she raced to the front door.
7. You know of course that the President will speak.
8. Yes I certainly would like to visit Walden Pond.
9. To stop the retreat the army landed paratroopers.
10. The decision consequently was reversed by the court.

## 29.2

# Commas That Set Off Added Elements (Introductory Material, Parenthetical Expressions)

## • Practice 2

**Exercise 1** Using Commas After Introductory Material. Underline the introductory word, phrase, or clause in each sentence, adding any necessary commas.

**EXAMPLE:** Boys and girls welcome to the Winchester House.  
Boys and girls, welcome to the Winchester House.

- (1) After you hear about Sarah Winchester you will probably agree that she was an eccentric woman.
- (2) Following a short and romantic courtship Sarah Pardee married William Winchester of Winchester rifles.
- (3) Upon her husband's death Sarah inherited twenty million dollars from his estate. (4) Fearing the ghosts of people killed by Winchester guns she felt she must build continuously to keep them from haunting her.
- (5) With a great deal of determination she bought an eighteen-room house and hired sixteen workmen to add rooms to it. (6) To keep the ghosts confused she had doors open into brick walls and stairs lead up into the ceiling. (7) Oh the workmen must have thought her strange, but good wages kept them building for thirty-eight years. (8) Testing their loyalty to her Mrs. Winchester occasionally had the gardeners plant her orange trees upside down. (9) When she died it took six moving vans and six weeks to empty the house.
- (10) Within her 160-room mansion carpenters had installed 2,000 doors and 10,000 windows.

**Exercise 2** Using Commas With Parenthetical Expressions. Add the necessary commas to set off the parenthetical expressions in each sentence.

**EXAMPLE:** It is warm enough I think to plant the tomatoes.  
 It is warm enough, I think, to plant the tomatoes.

1. The new plants however did not survive the frost.
2. I will vacuum Hazel if you will wash the windows.
3. He went to Harvard Law School I believe.
4. The young rascal furthermore put salt in my sugar bowl.
5. Spread lime in the garden not near the evergreens.
6. Typing your paper you know will make it easier to read.
7. The plane therefore did not arrive on time.
8. Tennis not golf is my favorite sport.
9. May I help you carry that package Mr. Goodman?
10. If it rains the picnic will be postponed until next week I suppose.
11. Did you know Cynthia that tomorrow is Dan's birthday?
12. Aunt Marie similarly enjoys wearing large hats.
13. The twins in any case will be here by noon.
14. Dr. Sanchez not Dr. Monroe is my dentist.
15. Did you have an appointment Ms. Martinez?
16. The backyard on the other hand is well tended.
17. The newspapers and paperbacks however should be recycled.
18. She is friendly enough in my opinion to be a good social coordinator.
19. Dina likes apple not pecan pie.
20. The leaves of course should be raked.

## 29.2

# Commas That Set Off Added Elements

## (Nonessential Expressions) • Practice 1

**Commas With Nonessential Expressions** A nonessential expression, short or long, gives additional information about someone or something in a sentence. Because it can be left out without changing the basic meaning of the sentence, it is set off with commas.

### ESSENTIAL AND NONESSENTIAL EXPRESSIONS

*Essential:* My cousin *the computer expert* is growing rich.

*Nonessential:* Cathy, *a computer expert*, knows BASIC and COBOL.

*Essential:* The man *standing in the corridor* is the principal.

*Nonessential:* Dr. Rogers, *now standing in the corridor*, is the principal.

*Essential:* The boy *who lives in the next house* plays the French horn.

*Nonessential:* My cousin Phil, *who lives in the next house*, plays the French horn.

**Exercise 1** **Using Commas With Nonessential Expressions.** Add commas to set off nonessential expressions. Not every sentence contains a nonessential expression.

**EXAMPLE:** Our new car a used Ford has radial tires.

Our new car, a used Ford, has radial tires.

1. Jackie Robinson a fine hitter was a daring base runner.
2. The girl who leads the chorus speaks three languages.
3. Mendelssohn who was born in 1809 gave his first performance at the age of nine.
4. Alex who works after school makes the Honor Roll each year.
5. The flowers growing in the window box were purchased in a nursery.
6. Ottawa the capital of Canada is a beautiful, clean city.
7. The tape recorder that he wants is very expensive.
8. The story "The Scarlet Ibis" is about the relationship of two brothers.
9. This is Sagamore Hill the home of Theodore Roosevelt.
10. Nashville which is near the center of Tennessee is the home of country music.

**Exercise 2** **Writing Essential and Nonessential Expressions.** Complete each sentence. Set off the nonessential expressions with commas.

**EXAMPLE:** Her shoes \_\_\_\_\_, *a pair of sandals*, \_\_\_\_\_ were surprisingly uncomfortable.

1. The woman \_\_\_\_\_ will tell you where his office is.
2. We visited San Francisco and Los Angeles \_\_\_\_\_.
3. March \_\_\_\_\_ was rapidly approaching
4. Stop by and see Mrs. Harding \_\_\_\_\_.
5. The program \_\_\_\_\_ was very boring.
6. The car \_\_\_\_\_ is my brother's.
7. His grandfather \_\_\_\_\_ tutors students in math.
8. Snacks \_\_\_\_\_ will be served at intermission.
9. We saw slides of my two favorite cities \_\_\_\_\_.
10. The dog \_\_\_\_\_ was barking loudly.

# 29.2 Commas That Set Off Added Elements (Nonessential Expressions) • Practice 2

**Exercise 1** Using Commas With Nonessential Expressions. Add commas to set off all nonessential expressions in the following sentences.

**EXAMPLE:** Esmeralda our curious and friendly dog likes to explore the neighborhood.  
 Esmeralda, our curious and friendly dog, likes to explore the neighborhood.

1. My orthodontist who just came back from a trip to Hawaii tightened my braces.
2. The woman who was hired as a company consultant made some fine suggestions to the management.
3. The President's wife is the one boarding the plane right now.
4. Calligraphy the art of beautiful writing takes practice and skill in order for one to become proficient at it.
5. The suit worn by the model on the left probably costs a fortune.
6. The museum held the saddle of John Wayne one of the most famous Hollywood cowboys.
7. Have you ever visited the Alamo a fascinating building in Texas?
8. Yosemite Falls which drops 2,425 feet to the river below almost dries up after a hot summer.
9. Joanne Lewis who happens to be my cousin writes news articles for local television.
10. Pelé a famous soccer player from Brazil played in the United States several years ago.
11. This strange locust which spends seventeen years developing in the earth lives only six weeks as an adult.
12. Dinosaurs the animals that dominated the earth for over 140 million years became extinct 65 million years ago.
13. The newborn guppy called a fry must swim to the surface and take a gulp of air before it can swim well.
14. Mark Twain the author of *The Adventures of Huckleberry Finn* used a riverboat term as his pen name.
15. Patricia's last vacation a bicycle trip across China did not cost as much as she had anticipated.

**Exercise 2** Writing Sentences With Nonessential Expressions. Write a sentence for each nonessential expression. Be sure to set off the nonessential expression with a comma or commas.

**EXAMPLE:** the capital of our state  
 \_\_\_\_\_  
*Sacramento, the capital of our state, has a diverse population.*

1. Alex's best friend  
 \_\_\_\_\_
2. my neighbor's cat  
 \_\_\_\_\_
3. the first one to taste the soup  
 \_\_\_\_\_
4. Tim's favorite program  
 \_\_\_\_\_
5. who means a great deal to me  
 \_\_\_\_\_



## 29.2

# Commas That Set Off Added Elements

## (Places, Dates, Titles, Other Uses) • Practice 1

**Commas With Places, Dates, and Titles** When a geographical name or a date is made up of two or more parts, use a comma after each item except in the case of a month followed by a day. Use commas to set off a title following a name.

<b>Geographical Name</b>	Houston, Texas, is a rapidly growing city.
<b>Date</b>	On September 19, 1939, German panzers invaded Poland.
<b>Name With Title</b>	Jim Thon, M.D., discussed safe ways to lose weight.

**Other Uses of the Comma** Use commas in the situations shown in the chart below.

<b>Address</b>	Send the package to J. Brown, 10 Elk Lane, Glen Cove, New York 11542.
<b>Salutation and Closing</b>	Dear Peter,            Very truly yours,
<b>Numbers</b>	31,654 envelopes
<b>Elliptical Sentence</b>	Lorraine plays the guitar; her brother Sam, the flute.
<b>Direct Quotation</b>	“In a few minutes,” laughed Julio, “you’ll know the surprise.”
<b>To Prevent Confusion</b>	For Carla, Jonas had designed a unique costume.

### Exercise 1

**Adding Commas to Sentences.** Insert commas where they are needed.

**EXAMPLE:** Sean Miles D.D.S. lectured on dental hygiene.

Sean Miles, D.D.S., lectured on dental hygiene.

1. Write to Real-Trucks 72 Wall Avenue Norwalk Connecticut 06850.
2. The math assignment took forty-five minutes; the science an hour.
3. The population of the next county is 42375.
4. The band director remarked “We’ll have our next rehearsal on January 10.”
5. John Briggs Jr. inherited his father’s business.
6. After the storm clouds were white and fleecy.
7. On June 20 1793 Eli Whitney applied for a patent for his cotton gin.
8. In 1957 the United States had 1558691 hospital beds in 6818 hospitals.
9. “For the last time” exclaimed Sue “will you be quiet!”
10. In spring planting begins.

### Exercise 2

**Punctuating a Letter.** Add commas wherever necessary in the following letter.

154 Morris Drive  
Los Angeles California 90039  
October 12 1985

Dear Pam

I am researching the Lindbergh kidnapping case. On March 1 1932 Lindbergh’s eighteen-month-old son was taken from the Lindbergh home in Hopewell New Jersey. A ransom note demanding \$50000 was found. Bruno Hauptmann was arrested for the crime on September 15 1934. Police found \$14000 of the ransom money in his home. Found guilty, Hauptmann was executed on April 3 1936.

Your friend

Gina

## 29.2

# Commas That Set Off Added Elements

## (Places, Dates, Titles, Other Uses) • Practice 2

**Exercise 1**

**Using Commas With Places, Dates, and Titles.** Add the necessary commas in the following sentences.

**EXAMPLE:** On June 9 1987 we moved to Houston Texas.

On June 9, 1987, we moved to Houston, Texas.

1. Microtec Inc. opened on the New York Stock Exchange at \$14 per share.
2. The bus stopped in Texarkana on its way to Little Rock Arkansas.
3. The nurse signed her letter of resignation "Allison Evans R.N."
4. On July 4 1884 the Statue of Liberty was officially presented to the United States.
5. Is it true that your ancestors traveled from St. Louis Missouri to San Francisco California by wagon train?
6. Professor John H. Coleman Ph.D. accepted a position at another university.
7. Please cancel delivery of our newspaper from Tuesday August 8 to Sunday August 19.
8. Are Randall Knudtsen Sr. and Randall Knudtsen Jr. working for the same electronics company now?
9. The boy was an exchange student from Stuttgart Germany.
10. The boat will stop in Bridgetown Barbados on January 11.

**Exercise 2**

**Using Commas in Other Situations.** Add the necessary commas in the following sentences.

**EXAMPLE:** Ann guessed that the jar contained 3864 jelly beans.

Ann guessed that the jar contained 3,864 jelly beans.

1. The last-known address of the Parker family was 1318 View Ridge Drive Missoula Montana.
2. Chicago is 2189 miles from Los Angeles.
3. The parents headed off to work; the children to school.
4. Regina was born on September 15 1972 in Honolulu Hawaii.
5. Outside the house looked as new as the day we bought it.
6. Someone once said "A grandparent is a child's best press agent."
7. The school's address is P.O. Box 900 Cupertino California 95014.
8. When reading the boy hears nothing around him.
9. "It is much easier to be critical than to be correct" Benjamin Disraeli once observed.
10. The first horse shown was an Arabian; the second a quarter horse; the third a thoroughbred.

## 29.3 The Semicolon • Practice 1

**Semicolons and Independent Clauses** Use a semicolon to join independent clauses not already joined by a comma and a coordinating conjunction. A semicolon can also be used to join two independent clauses joined by a conjunctive adverb or a transitional expression.

<b>Two Independent Clauses</b>	Alan reached the mouth of the cave first; he peered inside and decided to wait for his friends.
<b>Independent Clauses With a Conjunctive Adverb</b>	Karen wants a new car; however, she will wait until she has saved \$2,000 for a down payment.
<b>Independent Clauses With a Transitional Expression</b>	My sister is an outstanding student; as a result, she won a four-year college scholarship.

**Semicolons Used to Avoid Confusion** Use a semicolon to avoid confusion when independent clauses or items in a series already contain commas.

<b>EXAMPLE:</b>
My aunt traveled to Lisbon, Madrid, and Seville; and, next year, she hopes to visit England and France.

**Exercise 1** **Using Semicolons Correctly.** In each sentence a comma is used instead of a semicolon. Circle the comma to show that a semicolon is needed.

**EXAMPLE:** Ben arrived later (,) consequently, he missed the meeting.

1. My sister likes to save money, in fact, she already has saved a thousand dollars.
2. We bought peaches, plums, and nectarines, but the peaches were not ripe.
3. The dog, whose tail wagged continuously, barked, but its owner, a nice man, reassured us.
4. Billy, wait for little Joey, he can't walk that fast.
5. Selling ice cream, Beth earned almost \$100, that was the most for any one day.
6. We sang, danced, and went for a moonlit swim, and a good time was had by all.
7. It's time to mow the lawn, also, the garden needs to be weeded.
8. You can't start writing now, first, you must do some research.
9. Paris, Florence, and Venice are all beautiful cities, but my favorite is Florence.
10. I had been there before, as a result, I didn't pay attention to the directions.

**Exercise 2** **Writing Compound Sentences With Semicolons.** Complete the sentences below.

**EXAMPLE:** I love exotic food ; however, that meal was too much for me.

1. \_\_\_\_\_ ;  
however, \_\_\_\_\_
2. \_\_\_\_\_ ;  
for instance, \_\_\_\_\_
3. \_\_\_\_\_ ;  
otherwise, \_\_\_\_\_
4. \_\_\_\_\_ ; \_\_\_\_\_
5. \_\_\_\_\_ ;  
on the other hand, \_\_\_\_\_

# 29.3 The Semicolon • Practice 2

**Exercise 1** Using Semicolons to Join Independent Clauses. For each sentence write the word that goes before the semicolon, the semicolon, and the word that goes after it.

**EXAMPLE:** A raccoon has claws its name means "scratcher." claws; its

(1) Raccoons sometimes live in hollow trees they have also been found living in burrows made by other animals. (2) These creatures seem to be quite intelligent they can learn how to open small packages and to turn on appliances. (3) When raccoons are young, their mother provides food when they are older, they must find their own. (4) Some raccoons love fish others prefer bird and turtle eggs. (5) Raccoons can distinguish between different sounds one raccoon appears to like listening to Beethoven. (6) Raccoon litters may include only two babies they sometimes include as many as seven. (7) Some people think baby raccoons make good pets usually, however, they do not. (8) Raccoons are sometimes pests to farmers they get into the garbage cans and the poultry house. (9) Raccoons also raid garbage cans in suburban neighborhoods they sometimes make nuisances of themselves at camp sites and garbage dumps. (10) Raccoon hats were popular during frontier days raccoon coats were popular during the 1920's.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Exercise 2** Using Semicolons and Commas to Join Clauses. Some of the following sentences are missing semicolons; some are also missing commas. Make the necessary corrections.

**EXAMPLE:** Stocks were soaring to an all-time high in 1929 consequently people were buying more stocks.  
 Stocks were soaring to an all-time high in 1929; consequently, people were buying more stocks.

(1) Stockholders hoped to get rich when their stocks rose in price therefore many borrowed money to buy stocks. (2) On Black Thursday in October 1929, stocks tumbled to forty percent of their original value as a result many people lost almost everything they owned. (3) Pandemonium broke out on the stock exchange floor fist fights for instance were common. (4) Frantic orders to sell came into the exchange many orders to sell however could not be completed because there were no buyers. (5) Some stockholders were forced to sell their homes, businesses, and other possessions to pay back money they had borrowed others could not pay their debts at all. (6) There were several short rallies in stock prices nevertheless prices generally spiraled down. (7) Some tragedies were caused by the stock market crash in fact the president of Union Cigar jumped to his death when his stock dropped over \$100 in one day. (8) The President assured the public that business was good many business leaders continued to buy stocks. (9) Some of the richest people did manage to survive the stock market crash most people however had barely enough left to survive. (10) The collapse of the stock market almost destroyed the business world it is a tragic lesson to people today.

## 29.3 The Colon • Practice 1

**The Colon as an Introductory Device** Use a colon before a list of items following an independent clause, to introduce a quotation that is formal or lengthy or not preceded by a verb that shows speech, to introduce a sentence that summarizes or explains the sentence before it, and to introduce a formal appositive.

<b>List</b>	Grandfather always grew a variety of vegetables: tomatoes, beans, cucumbers, carrots, and squash.
<b>Quotation</b>	The judge nodded slowly: "Case dismissed."
<b>Explanatory Sentence</b>	In conclusion, the speaker emphasized her main point: Leash laws protect dogs as well as people.
<b>Formal Appositive</b>	She showed slides of the most isolated spot on Earth: Antarctica.

**Special Uses of the Colon** Use a colon in a number of special writing situations.

<b>Numerals Giving Time</b>	9:10 A.M.	10:15 P.M.
<b>References to Periodicals</b>	<i>Cornell Law Review</i> XIV: 76 (volume: page)	
<b>Biblical References</b>	Ecclesiastes 1:5 (chapter: verse)	
<b>Subtitles for Books and Magazines</b>	"Emotion: Learning to Control Feelings"	
<b>Salutations in Business Letters</b>	Dear Ms. Green:	Gentlemen:
<b>Labels Used to Signal Important Ideas</b>	Warning: This product is for external use only.	

**Exercise 1** Using the Colon as an Introductory Device. Add colons where they are needed.

**EXAMPLE:** I examined the parts of the book preface, text, and index.

I examined the parts of the book: preface, text, and index.

- The salad contains three ingredients lettuce, tomatoes, and mushrooms.
- She glanced at herself in the mirror "I could certainly use a haircut."
- We're pleased to have with us tonight Elmwood's most widely traveled citizen Bess Simca.
- On our trip we took three forms of transportation train, bus, and airplane.
- There is only one lesson to be learned from this experience Think before you speak.
- The day brought all sorts of weather sun, showers, haze.
- The master of ceremonies announced "Please rise for the national anthem."
- It's been a pleasure to work with a thoroughly professional actress Meryl Streep.
- She listed her three favorite sports baseball, football, and hockey.
- I read four magazines every month *National News*, *Stereo Listening*, *Popular Collectibles*, and *World Review*.

**Exercise 2** Using Colons in Special Writing Situations. Add colons where they are needed.

**EXAMPLE:** My favorite childhood book was *Lad A Dog*.

My favorite childhood book was *Lad: A Dog*.

- The text of the sermon was Psalms 23 1.
- Did she take the 6 05 or the 6 37 from Penn Station?
- The book was called *Gourmet Cooking Recipes for the Beginner*.
- The quotation comes from *The Ohio State Quarterly* X 132.
- Note The cover of this bottle is not childproof.

# 29.3 The Colon • Practice 2

**Exercise 1** Using Colons as Introductory Devices. Read each sentence and decide where colons are required. Write the word that goes before the colon, the colon, and the word that goes after it, adding any necessary capitals. One of the sentences is already correct. For this sentence, write *correct*.

**EXAMPLE:** The huge metal eagle on the roof of the high school sparked my interest in a new hobby collecting weather vanes.  
 \_\_\_\_\_  
*hobby: collecting*

(1) Weather vanes were first used two thousand years ago in a mighty, noble city Athens. (2) Years later, the Pope sent out an important order a statue, or weather vane, of a rooster was to be placed on top of every Christian church. (3) The rooster-shaped weather vanes had a significant purpose it was to remind church members to attend church regularly. (4) The symbol of the rooster was chosen because of Christ's prediction "I tell you, Peter, the cock will not crow this day, until you three times deny that you know me." (5) As weather vanes began to be made in other shapes, those made in the shape of a banner were given a special name bannerets. (6) Only one group was entitled to use bannerets in medieval times this was the nobility. (7) In later centuries, countries in which weather vanes could be found included England, France, and the United States. (8) In the United States, many different shapes of weather vanes could be seen barnyard animals, carriages, fire engines, ships, and lions, among others. (9) In the nineteenth century, weather vanes often took the shape of the following patriotic symbols flags, liberty bells, and eagles. (10) These weather vanes could be seen on the tops of a variety of buildings barns, houses, churches, schools, and government offices.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Exercise 2** Using Colons in Special Writing Situations. Add the necessary colons in each of the following items.

**EXAMPLE:** Warning The contents of this bottle are poisonous.  
 Warning: The contents of this bottle are poisonous.

- One of my favorite stories in the Bible is Mark 4 3.
- Dear Mr. Harrison
- The schedule indicated that the train from Chicago should arrive at 5 38 P.M.
- Note The following information has not yet been verified by the main office.
- Our coach suggested that we read *Playing Team Soccer A Study in Offense and Defense Skills*.
- My teacher suggested I check in *Business News* 61 12 for further information for my report.
- Dear Mrs. Phillips
- I took out a reference book called *Rules for Writing A Guide to Better Compositions*.
- The minister asked the congregation to turn to Exodus 6 2.
- Are we supposed to leave at 6 15 A.M. or 6 45 A.M.?

**29.4**

# Quotation Marks With Direct Quotations (Introductory, Concluding, Interrupting Expressions)

## • Practice 1

**Direct Quotations** Use quotation marks before and after an uninterrupted direct quotation.

<b>One Sentence</b>	“The sea lies all around us.”—Rachel Carson
<b>Two Sentences</b>	“Nonviolence is the first article of my faith. It is also the last article of my creed.”—Mohandas Gandhi
<b>Phrase</b>	In the words of Theodore Roosevelt, we must have our “eyes on the stars” and our “feet on the ground.”

**Introductory, Concluding, and Interrupting Expressions** Expressions such as *she said* or *they replied* are often used to identify the speaker in a direct quotation. These expressions can occur at the beginning, at the end, or in the middle of the quote.

Rules for Punctuation	Examples
Use a comma after an introductory expression.	My father confided, “I expect to get a promotion today.”
Use a comma, question mark, or exclamation mark after a quote followed by a concluding expression.	“I am very pleased,” said Mother. “When will you leave?” I asked. “That’s absurd!” she exclaimed.
Use a comma before and after an interrupting expression.	“I know,” she smiled, “what you really want for your birthday.”

**Exercise 1 Punctuating Direct Quotations.** Place quotation marks, commas, and other punctuation marks where they are required.

**EXAMPLE:** I agree said the teacher that the grade is low.  
 “I agree,” said the teacher, “that the grade is low.”

1. This is the first time I’ve heard of that process he said.
2. In spite of everything I still believe that people are really good at heart—Anne Frank
3. This report Mr Gray said does not contain footnotes.
4. Mother asked me Don’t you hear the telephone
5. What wonderful news Ted exclaimed.
6. Which bus asked the visitor should I take
7. What can that letter mean asked Alice
8. Coach Willis said We need this game to make the finals
9. I like basketball she said much more than baseball
10. Anne Morrow Lindbergh called mothers and housewives the great vacationless class.

**Exercise 2 Writing Direct Quotations.** Complete the sentences below.

**EXAMPLE:** “ It was in the year 1960 ,” she answered.

1. “ \_\_\_\_\_ ?” he asked.
2. Father explained, “ \_\_\_\_\_ .”
3. “ \_\_\_\_\_ ,” I said. “ \_\_\_\_\_ .”
4. “ \_\_\_\_\_ !” Pam exclaimed.
5. “ \_\_\_\_\_ ,” she agreed, “ \_\_\_\_\_ .”

# 29.4 Quotation Marks With Direct Quotations (Introductory, Concluding, Interrupting Expressions)

## • Practice 2

**Exercise 1** **Recognizing Direct Quotations.** Decide whether the underlined material in each of the following items is a direct or indirect quotation. Add the necessary quotation marks and capitals to each direct quotation.

**EXAMPLE:** He often thought, someday I will know enough to become a poet.  
 He often thought, "Someday I will know enough to become a poet."

1. Christine said that she would like to play badminton tomorrow afternoon.
2. Each fact that a person learns is, in the words of E.L. Youman, a key to other facts.
3. Eleanor Roosevelt once said, no one can make you feel inferior without your consent.
4. Carlyle once defined endurance in two precise words: patience concentrated.
5. After listening to a weather forecast, our coach announced that there would be no practice today.
6. You must know which song contains the words in the dawn's early light.
7. During the first lap, Andrea decided, I must win today since my parents are watching.
8. Later in the race, she decided that they would have to be satisfied with second place this time.
9. A book with an unhappy ending were the words he used to describe his checkbook.
10. Emerson once wrote, the creation of a thousand forests is in one acorn.

**Exercise 2** **Writing Direct Quotations With Introductory, Concluding and Interrupting Expressions.** Rewrite the following quotations, correctly punctuating and capitalizing them.

**EXAMPLE:** my mother cautioned you better be home on time this evening  
My mother cautioned, "You better be home on time this evening."

1. persuasively, the sales clerk added this particular radio won't be on sale much longer  
 \_\_\_\_\_
2. the park will be closed the ranger said so that we can repair the picnic area  
 \_\_\_\_\_
3. that jacket looks nice on you my father said as he walked in the door  
 \_\_\_\_\_
4. with growing irritation, the taxi driver asked have you decided where we are going yet  
 \_\_\_\_\_
5. Henry Ward Beecher once made this important distinction between work and worry it is not work that kills me; it is worry  
 \_\_\_\_\_
6. he who has imagination without learning warns Joubert has wings but no feet  
 \_\_\_\_\_
7. when you get to the rodeo my cousin warned watch out for wild horses and bulls  
 \_\_\_\_\_
8. don't forget june 15 his wife reminded him that's our anniversary  
 \_\_\_\_\_
9. you've got to keep your eye on the ball every second instructed my coach  
 \_\_\_\_\_
10. when the dance is over my date informed me we are going to go out for some pizza  
 \_\_\_\_\_



# 29.4 Quotation Marks With Direct Quotations (With Other Punctuation Marks, Special Situations)

## • Practice 1

**Quotation Marks With Other Punctuation Marks** Place commas and periods inside the quotation marks. Place semicolons and colons outside. Use the meaning of the whole sentence to determine the placement of question marks and exclamation marks.

PLACING OTHER PUNCTUATION MARKS	
<b>Commas and Periods</b>	“I think,” she said, “this will be enough.”
<b>Colons and Semicolons</b>	Bob remarked, “We need help”; he was right.
<b>Question Marks and Exclamation Marks</b>	Dolores asked, “Where is the key?” Did Dolores say, “I lost the key”?

**Quotation Marks in Special Situations** For dialogue, use a new paragraph for each new speaker. For long quotations, use quotation marks at the beginning of each paragraph and at the end of the final paragraph. For a quotation within a quotation, use single quotation marks.

SPECIAL SITUATIONS	
<b>Dialogue</b>	“Do it now,” my friend said. “I’m much too busy,” I replied.
<b>Quotation Within a Quotation</b>	The policeman testified, “When we asked her, she said, ‘I’ve never been there before.’”

**Exercise 1 Punctuating Direct Quotations.** In each sentence one or two punctuation marks are missing. Add them correctly to the sentences.

**EXAMPLE:** Dr. Wang said “You are in perfect health”  
Dr. Wang said, “You are in perfect health.”

1. “I will meet your train at the station” she replied.
2. “His explanation” I thought “is difficult to accept.”
3. Marion stormed “What an outrage!”
4. Bill reported, “Ted said, See you soon, as he departed.”
5. “I agree” Jean said “to follow your suggestions.”
6. “Let’s pay all our bills now” Father said.
7. The teacher smiled and said “I think you need an up-to-date atlas”
8. Judy nodded, “I heard Sid say, Good luck, to the gymnast.”
9. How amazing it was when she said, “It’s OK”
10. “My efforts” said the captain “were in vain.”

**Exercise 2 Paragraphing Dialogue.** Circle the first word in each sentence that requires indentation for a new paragraph.

“I really would like to go shopping with you, Mother,” said Joan, “but I want to finish my report.”  
“How much more do you have?” asked Mother. “I have another five pages to write and revise,” said Joan,  
“and I also have to put together a table of contents and an index.” Mother asked, “Can’t you do that  
tomorrow? After all, it’s only Saturday.” “All right,” said Joan, “you win.”

## 29.4

# Quotation Marks With Direct Quotations (With Other Punctuation Marks, Special Situations)

## • Practice 2

**Exercise 1** Using Punctuation With Direct Quotations. One or two punctuation marks are missing in each of the following sentences. Add the punctuation marks to the sentences.

**EXAMPLE:** "Please hand in your papers" Miss Smithson said.

"Please hand in your papers," Miss Smithson said.

1. The boys shouted, "We won the championship"
2. "When the film comes back" Jim announced, "we will set up a slide show"
3. The teacher said, "You will need to study hard for this test" he also said we should get plenty of rest the night before the test.
4. The salesperson in the shoe department asked, "Do those boots pinch your toes"
5. Carlos shouted frantically, "The man in the gray parka stole my wallet"
6. The clerk asked, "Are you certain you want just a one-way ticket"
7. My mother felt my forehead and said, "You get into bed right this minute"
8. She constantly reminded us of "the keys to success" hard work, a goal, and a little luck.
9. Did the coach say, "Be at the field at eight in the morning or at eight in the evening"
10. The garage attendant said, "Your exhaust pipe has a hole in it" however, he didn't offer to fix it.

**Exercise 2** More Work With Punctuation. Follow the instructions given in Exercise 1.

1. I got the lead in this year's one-act play: "Roses and Wine"
2. My friend asked, "Why don't you go jogging with me in the morning before school"
3. "The plane will take off" the flight attendant stated, "as soon as the fog clears a bit more"
4. The new father proudly announced, "We have a beautiful baby girl"
5. Are you certain the doctor specifically said, "Take two pills fifteen minutes before eating"
6. She gave us her list of "absolute travel necessities" makeup, hair dryer, and bathing suit.
7. Did Emerson say, "If a man owns land, the land owns him"
8. Angela confessed, "I should read the newspaper more"
9. "We must try harder" he said, "if we truly want to win this debate"
10. I heard him ask, "Can you tell me where a drinking fountain is"

## 29.4

# Underlining and Other Uses of Quotation Marks

## Marks • Practice 1

**Underlining** Underline the titles of books, plays, long poems, magazines, newspapers, movies, radio and TV series, long musical compositions, albums, and art

### WORKS THAT ARE UNDERLINED

Book: The Wizard of Oz    Movie: The Yellow Submarine  
 Magazine: City Life    Paper: The New York Herald Tribune  
 Musical Composition: Vivaldi's The Four Seasons

**Quotation Marks** Use quotation marks around the titles of short written works and songs.

### WORKS WITH QUOTATION MARKS

Short Story: "The Ransom of Red Chief"  
 Poem: "When I Was Young and Twenty"  
 Chapter of Book: "Recalled to Life" from A Tale of Two Cities

**Titles Without Underlining or Quotation Marks** Do not underline or place in quotation marks mentions of the Bible or other holy scriptures or the titles of government charters, alliances, treaties, acts, statutes, or reports.

**EXAMPLES:** the Bible, the Koran (religious works) the Constitution, the Magna Carta (government documents)

### Exercise 1

**Punctuating Different Types of Works.** Use underlining or quotation marks with the works in each sentence. A few items require no punctuation.

**EXAMPLE:** I read Robert Frost's A Young Birch to the class.

I read Robert Frost's "A Young Birch" to the class.

1. The Saturday Evening Post was an excellent magazine.
2. Do you still study the Bible regularly?
3. I have just read Anne Tyler's book If Morning Ever Comes.
4. Everyone should read Steinbeck's The Grapes of Wrath.
5. I think Malamud's best short story is The Magic Barrel.
6. I borrowed Anne Roger's album Keep It Real.
7. The Bridge Over the River Kwai won many Academy Awards.
8. Did you buy Pat Stanton's new album Awareness?
9. James Baldwin has a beautiful short story called The Rock Pile.
10. The Constitution of the United States is must reading.

### Exercise 2

**Choosing the Correct Form.** Circle the correct form below.

**EXAMPLE:** DeMaupassant's short story "The Necklace" or The Necklace

1. The Christian Review or "The Christian Review"
2. O. Henry's short story "The Last Leaf" or The Last Leaf
3. George Orwell's essay "Why I Write" or Why I Write
4. Shakespeare's play "Romeo and Juliet" or Romeo and Juliet
5. The Old Testament or the Old Testament

## 29.4

# Underlining and Other Uses of Quotation Marks • Practice 2

**Exercise 1** **Underlining Titles, Names, and Words.** Underline each title, name, and word that requires underlining in each of the following sentences. If there are no such items in a sentence, write *correct*.

**EXAMPLE:** Ben Hur, starring Charlton Heston, is my all-time favorite movie.

1. The book David Copperfield by Charles Dickens is considered a classic.
2. The Concert by Jan Vermeer is one of only thirty-six existing paintings by this Dutch artist.
3. Gemini 5 played an important role in the U.S. space program.
4. I always have trouble spelling the word occasion.
5. The works of Picasso make a valuable addition to any individual's art collection.
6. The first two sections of Lord Byron's Childe Harold, published in 1812, shocked English society and established the young poet's reputation.
7. When I walked into the room, I had a strong sense of déjàvu.
8. I like to read the newspaper The New York Mirror and watch the TV series Direct Line on Sunday mornings.
9. Our high school is putting on the operetta The Mikado by Gilbert and Sullivan.
10. The Empire State Building is no longer the tallest building in the world.

**Exercise 2** **Using Quotation Marks With Titles.** Either enclose in quotation marks or underline the titles from the following sentences.

**EXAMPLE:** We listened to Solveig's Song from Grieg's Peer Gynt Suite.

"Solveig's Song" Peer Gynt Suite

1. We were studying the chapter called The Character Sketch.
2. Trifles by Susan Glaspell can be found in a collection called Plays.
3. We listened to the Surprise Symphony from The Complete Symphonies of Haydn.
4. Almost everybody in California knows the song California Here I Come.
5. I read an article in Science World entitled Frog Talk: Chirp, Chuckle, and Thump.
6. Edgar Allan Poe wrote a good horror story when he wrote The Masque of the Red Death.
7. Emily Dickinson wrote an interesting poem on death called I Heard a Fly Buzz—When I Died.
8. Public Broadcasting Television showed The Prince and the Pauper on Once Upon a Classic.
9. Once More to the Lake by E. B. White is an essay that looks back to the childhood of the writer.
10. Eleanor Clark's short story Hurry, Hurry begins and ends with the activities of a poodle named de Maupassant.

## 29.5 Dashes • Practice 1

**Uses of the Dash** Use dashes to indicate an abrupt change of thought, a dramatic interrupting idea, or a summary statement. Dashes are also used to set off certain nonessential modifiers.

FOUR USES OF THE DASH	
To show an abrupt change of thought	I found this information in an old reference book—you know, I found it only by accident.
To set off interrupting ideas dramatically	The musical star—I've never seen a better dancer—gave an interview to student editors.
To set off a summary statement	Good grades, school service, some sports activities, and decent SATs—all of them help in getting into a good college.
To set off certain nonessential appositives and modifiers	Some acronyms—NATO, UNESCO, CARE—are now recognized by most readers. The report—which included a table of contents, footnotes, bibliography, and index—took days to type.

### Exercise 1 Using the Dash. Add one or two dashes to each sentence.

**EXAMPLE:** I had three good reasons oh, forget it.

I had three good reasons—oh, forget it.

1. Basketball, baseball, hockey, football, and tennis all these sports are popular at our school.
2. I went to the library it was a rainy, dismal day and did all the research for my report.
3. Four of Steinbeck's novels *The Pearl*, *Cannery Row*, *Tortilla Flat*, and *The Grapes of Wrath* portray the lives of poor, humble people.
4. The house was built you may find this somewhat amazing in fewer than six weeks.
5. I spent most of the period trying to do my homework in class oh, here comes our teacher now.

### Exercise 2 More Work With Dashes. Follow the instructions for Exercise 1.

1. A clean windshield, good tires, good brakes, and the use of seat belts all of these contribute to safe driving.
2. Some parents unfortunately, my father and mother are included are opposed to long trips by teenagers on their own.
3. Many American presidents I'm thinking of Harry Truman, Richard Nixon, Gerald Ford, and John Kennedy have served in Congress.
4. Shall we open some of the presents now I really can't wait for everyone to arrive.
5. The concert, which was held in of all places the Municipal Stadium, attracted a huge crowd.

## 29.5

## Dashes • Practice 2

**Exercise 1****Using the Dash.** Add the necessary dashes to the following sentences.**EXAMPLE:** Shall we pack a lunch it's such a beautiful day and go on a picnic?Shall we pack a lunch—it's such a beautiful day—and go on a picnic?

1. Food, housing, and clothing all of these are getting more expensive.
2. Tobogganing sounds like something oh, here comes Mario.
3. We will play tennis or at least attempt to play tennis at school today.
4. The man underwent an emergency appendectomy the surgical removal of an appendix and is now recovering.
5. Our guest speaker who had a flat tire as he was coming here was a little late.
6. I'd like to introduce you to what did you say your name was?
7. That the plane burned huge amounts of fuel this was the concern voiced by the conservationists.
8. The Crusades there were four major ones, weren't there? were not an overwhelming success.
9. Some of the instruments the drums, guitars, and piano still need to be loaded onto the truck.
10. The parents say that their talented they use this term loosely daughter will perform in a piano recital.
11. Pencils, paper, book covers, and pens these will all be required in this course.
12. That old table which is on its last legs, to say the least was the first item sold at the flea market.
13. Feeding, exercising, and providing the necessary medical care all of these constitute important aspects of pet ownership.
14. I got Danielle a bracelet for her why, Dani, what a surprise to see you!
15. Our club raised fifty dollars more or less for the U.S. Olympic team.
16. Some horror writers for instance, Stephen King have wonderful imaginations.
17. It bothers me when you continually oh, never mind.
18. Eating, watching fireworks, and being with friends there is no better way to celebrate the Fourth of July.
19. They sent me four identical forms why, I'll never understand for the insurance claim I'm submitting.
20. Some bad habits biting your nails, grinding your teeth, and drumming your fingers seem almost impossible to break.

**Exercise 2****Using the Dash in Paragraphs.** Add necessary dashes to the following paragraph.**EXAMPLE:** The mayor's greatest achievement finding shelter for the homeless was not easy to accomplish.The mayor's greatest achievement—finding shelter for the homeless—was not easy to accomplish.

Fishing Don's favorite sport is something that he can do any time of the year. His favorite time if he had to choose one is in the winter. During this time I'm sure you already know this many lakes in the eastern and midwestern United States are frozen solid. Don likes to chop a hole in the ice and fish through it a fishing method that was developed long ago by the Native Americans. Ice fishermen like Don build small sheds and put them on sled runners can you just imagine doing this? The shed is pulled out onto the lake and a hole is chopped in the ice with an axe or a heavy iron rod this rod is called a *spud*. The ice is then chipped away what a tedious task! to make an opening about twelve inches square. The shed is then pulled over the hole and the fisherman sits in a comfortable chair if you can believe this to do the fishing. Because it is dark inside the shed, the fisherman can see the fish swimming in the water below it hardly seems fair to the poor little fish. Just give Don a fishing shed, a frozen lake, and fishing gear that's all he needs to be happy.

# 29.5 Parentheses • Practice 1

**Uses of Parentheses** Parentheses are used to enclose phrases and sentences that offer nonessential explanations. They also enclose letters, numbers, and dates.

<b>Phrases</b>	For a while I slept in the basement (near the door).
<b>Sentences</b>	This is a new school policy. (The old one just seemed to fade away.)
<b>Letters, Numbers, and Dates</b>	Our teacher suggested three types of book reports: (a) oral, (b) written, and (c) a combination of both. Tom Paine wrote <i>Common Sense</i> (1776).

**Capitalization and Punctuation with Parentheses** Follow the examples in the chart below to punctuate and capitalize material in parentheses.

<b>Declarative Sentence in Parentheses</b>	The lead guitar player (it was a woman) was terrific.
<b>Interrogative or Exclamatory Sentence in Parentheses</b>	The party last night (Why did I go?) was horrible.
<b>Parenthetical Sentence Between Two Sentences</b>	He relaxed. (In fact, he almost fell asleep.) Then he perked up.
<b>Punctuation in Main Sentence</b>	When you arrive (I hope it's early), you can help with preparations.

## ▶ Exercise 1 Using Parentheses. Add parentheses wherever they are appropriate.

**EXAMPLE:** Three ingredients are needed: 1 bananas, 2 cream, and 3 sugar.

Three ingredients are needed: (1) bananas, (2) cream, and (3) sugar.

1. Joseph C. Brown opened and mapped the Santa Fe Trail 1825-27.
2. We have had this policy for some time. In fact, I can no longer remember the old one.
3. The tree the one across the road was struck by an auto.
4. That dog Can you believe he's ten years old? is always ready for action.
5. We can improve extracurricular activities by a developing new clubs, b getting more advisers, c adding a ninth period to the day, and d getting more student support.

## ▶ Exercise 2 More Work With Parentheses. Rewrite each item, adding parentheses and capitalization where necessary.

**EXAMPLE:** She laughed it was a hearty chuckle at her mother's remark.

She laughed (it was a hearty chuckle) at her mother's remark.

1. The most important point we hope you agree is to do this as cheaply as possible.  
\_\_\_\_\_
2. If I understand you correctly I think I do, the work was satisfying.  
\_\_\_\_\_
3. Paul did a report on Mozart 1756-1791, who began composing at the age of five.  
\_\_\_\_\_
4. The high point of the concert what a concert it was! came just before intermission.  
\_\_\_\_\_
5. Jane Lawson called you do you know her?; however, your line was busy.  
\_\_\_\_\_

## 29.5

## Parentheses • Practice 2

**Exercise 1**

**Using Parentheses.** Add the necessary parentheses to the following sentences.

**EXAMPLE:** We sang the songs of Woody Guthrie 1912–1967.

We sang the songs of Woody Guthrie (1912–1967).

1. The lamp sale held only twice a year at Bueners usually offers some outstanding bargains.
2. The first place winner was Ronald Carmassi Italy with a world-record-breaking time.
3. We will study character development Chapter 6 in the text as it relates to this novel.
4. My grandmother 1900–1980 saw many changes occur during her lifetime.
5. Don't forget the four cans 16-ounce size of canned tomatoes.
6. The kit calls for the following tools: 1 screwdriver, 2 hammer, and 3 wrench.
7. The ice cream machine more often than not, broken took my quarter and dime but didn't give me any ice cream again today.
8. The angler a fisher who uses a hook and line pulled in a 25-pound northern pike to win the competition.
9. We listened to the last song "The Night They Drove Old Dixie Down" and then left.
10. The Dachshund Races a favorite event on Picnic Day were fun to watch.
11. The bill said she owed sixty-four dollars and ten cents \$64.10.
12. Steve stifled a yawn having been up thirty-six hours straight and tried to look interested.
13. I must get some items at the store: a cleansing powder, b paper towels, and c window cleaner.
14. My paper route brings in a steady income though getting up so early is a strain.
15. She made a lot of mistakes seventeen, to be exact during rehearsal today.

**Exercise 2**

**Capitalizing and Punctuating With Parentheses.** In the following sentences, add any necessary punctuation and underline any word that should be capitalized.

**EXAMPLE:** The flight we are taking (how I love to fly) leaves at noon.

The flight we are taking (How I love to fly!) leaves at noon.

1. I have an appointment today (right after the game)
2. Will you meet me at 716 Elm Street (the building right across from the library)
3. The dress (it was the most beautiful shade of blue) fit perfectly.
4. When we go to Seacliff Beach (a resort just south of Santa Cruz) we will have a picnic on the beach or possibly a clambake.
5. Something in the refrigerator smelled (some meat had gone bad) so I cleaned it out.
6. I watched the ants. (there was an ant hole within three feet of me) They were busy gathering crumbs from the sandwich I was trying to eat for lunch.
7. She has honey-blonde hair (do you think it is natural) and blue eyes.
8. Using the flowers (dahlias, I think) I created a lovely centerpiece.
9. The road appears to be lined with oaks. (do you think that is the right type of tree)
10. I slowly savored the pistachio ice cream (my favorite flavor) until it was gone.



## 29.5 Hyphens • Practice 1

**When to Use the Hyphen** A hyphen is used to form numbers from twenty-one to ninety-nine and with fractions that are used as modifiers. Hyphens are also used with certain prefixes and suffixes, with compound words, and for clarity.

USES OF THE HYPHEN	
<b>With Numbers</b>	thirty-two colors, four-fifths majority
<b>With Prefixes and Suffixes</b>	ex-president, anti-American, self-contained, commissioner-elect
<b>With Compound Nouns</b>	carry-all, secretary-treasurer, sister-in-law
<b>With Compound Modifiers</b>	never-to-be-forgotten concert, well-attended lecture
<b>For Clarity</b>	doll-like, three quart-bottles

**Rules for Dividing Words at the End of a Line** Divide words only between syllables. Do not leave a single letter or *-ed* alone on a line. Do not divide proper nouns and adjectives. Divide a hyphenated word only after the hyphen.

Correct	Incorrect
cen-ter	a-part
hea-then	walk-ed
dis-tance	Mar-y
self-sufficiency	self-suf-ficiency

### Exercise 1 Using Hyphens. Place hyphens where they are needed.

**EXAMPLE:** My brother is an ex lieutenant.

My brother is an ex-lieutenant.

1. My father owns a three fourths share of this business.
2. I was able to reach my sister in law and my father in law.
3. The sergeant said, "Round up all able bodied men."
4. There were anti French demonstrations in the capital.
5. I wrote immediately to the governor elect.
6. The old man of war sat in the harbor.
7. What a beautiful bright eyed young lady!
8. My grandmother was a well educated woman even then.
9. My father loves old fashioned dresses.
10. She bought twenty two greeting cards and thirty five small gifts for children.

### Exercise 2 Hyphenating Words. Draw vertical lines between syllables that can be divided at the end of a line. Circle words that should not be divided at the end of a line.

**EXAMPLE:** below be | low jumped jumped

- |              |             |
|--------------|-------------|
| 1. athlete   | 6. mountain |
| 2. drudge    | 7. compound |
| 3. custom    | 8. tennis   |
| 4. study     | 9. incite   |
| 5. partridge | 10. remark  |

## 29.5 Hyphens • Practice 2

**Exercise 1** Using Hyphens With Compound Numbers, Word Parts, and Words. Add necessary hyphens to the following paragraph.

**EXAMPLE:** Chocolate is my all time favorite kind of candy.

Chocolate is my all-time favorite kind of candy.

(1) The able bodied explorer Columbus introduced the well loved treat chocolate to Western Europe. (2) When Columbus returned from the Central American terrain with some chocolate beans, the Spanish king did not recognize their potential. (3) Hernando Cortes, however, did see the potential of the dark, bitter drink he was served by Montezuma, and he dreamed up a far fetched plan to cultivate chocolate beans in Spain. (4) This quick witted explorer had his sailors learn to cultivate the bean. (5) For over ninety nine years, Spain was the sole European producer of a thickly sweet drink they had made from the beans. (6) But other Western European nations were not left out for long. (7) They discovered the sought after secret and were soon enjoying chocolate. (8) During the post Renaissance period, chocolate was expensive, and less than one fourth of the population could afford it. (9) However, mass produced chocolate was soon available to the general public. (10) Today, chocolate is greatly loved in the United States and around the world.

**Exercise 2** Dividing Words. If a word has been divided correctly, write *correct*. If not, rewrite the word, dividing it correctly or writing it as one word if it cannot be divided.

**EXAMPLE:** The teacher told me that my essay was too word-

y. wordy

1. When I read the directions, I saw they were self-expl-  
natory. \_\_\_\_\_
2. Yesterday, we drove past countless fields of grazing ca-  
ttle. \_\_\_\_\_
3. With Marion helping, it didn't take long to clean the ta-  
ble. \_\_\_\_\_
4. The high altitude in the mountains gave me a very head-  
y feeling. \_\_\_\_\_
5. After crossing the rickety bridge, we slowly walked do-  
wn to the water's edge. \_\_\_\_\_
6. The three of us had an early morning meeting with Super-  
intendent Glaros. \_\_\_\_\_
7. As we watched from afar, the horse and her colt gallop-  
ed across the pasture. \_\_\_\_\_
8. Do you suppose that your invitation to Maryann Ellins-  
worth will arrive in time? \_\_\_\_\_
9. The building was so badly burnt that it was unrecogniza-  
ble. \_\_\_\_\_
10. The man ahead of me bought a first-class ticket to New Zea-  
land. \_\_\_\_\_

**29.6**

# The Apostrophe (With Possessive Nouns, Joint and Individual Ownership) • Practice 1

**Apostrophes With Possessive Nouns** Use the following rules to form the possessives of nouns.

FORMING POSSESSIVE NOUNS	
Add an apostrophe and -s to show the possessive of most singular nouns.	a girl's notebook the inventor's sketch
Add an apostrophe to show the possessive case of plural nouns ending in -s or -es.	three girls' notebooks the nurses' passes
Add an apostrophe and -s to show the possessive case of plural nouns that do not end in -s or -es.	the children's toys three men's watches
Make the last word in a compound noun possessive.	Red Cross's volunteers station wagons' drivers
Treat time and amount like other possessives.	a month's vacation two months' vacation

**Joint and Individual Ownership** To show joint ownership, add an apostrophe and -s to the last noun of a series. To show individual ownership, add an apostrophe and -s at the end of each noun in a series.

<b>Joint Ownership</b>	Keller and Schmidt's two-family house
<b>Individual Ownership</b>	Karen's, Sue's, and Pam's reports

**Exercise 1**

**Writing Possessive Forms.** Write the possessive form in the space provided.

**EXAMPLE:** the radio of my cousin my cousin's radio

- the books of the women \_\_\_\_\_
- a vacation for a week \_\_\_\_\_
- the campus of City College \_\_\_\_\_
- the career of an actress \_\_\_\_\_
- the children of Ken and Pam \_\_\_\_\_
- the worth of two dollars \_\_\_\_\_
- the coats of Jim and Susan \_\_\_\_\_
- the absences of pupils \_\_\_\_\_
- the textbook of my sister \_\_\_\_\_
- the pizza of my father-in-law \_\_\_\_\_

**Exercise 2**

**Using Possessives.** Add an appropriate possessive noun to each sentence.

**EXAMPLE:** Mrs. Johnson's car wouldn't start Monday morning.

- The next meeting of the photography club will be at \_\_\_\_\_ house.
- \_\_\_\_\_ speech was by far the best we heard today.
- His \_\_\_\_\_ response was not what he had hoped for.
- Three \_\_\_\_\_ names were mentioned in the article.
- She put the saddle on the \_\_\_\_\_ back.

# 29.6 The Apostrophe (With Possessive Nouns, Joint and Individual Ownership) • Practice 2

**Exercise 1** Using Apostrophes to Make Singular Nouns Possessive. Write the underlined nouns, putting them in the possessive form.

**EXAMPLE:** The door of the bird cage was open. bird's

1. The student paper discussed the book in great detail. \_\_\_\_\_
2. Phyllis hair looked good styled that way. \_\_\_\_\_
3. The dog water bowl needs to be refilled. \_\_\_\_\_
4. Andrew pet turtle wandered from his bowl sometime last night. \_\_\_\_\_
5. The new representative performance on the floor of the House of Representatives was quite impressive. \_\_\_\_\_
6. New courses were listed in the college fall catalog. \_\_\_\_\_
7. Jim coat shrank in the wash. \_\_\_\_\_
8. The cat claws need to be trimmed. \_\_\_\_\_
9. We read three of Robert Graves books. \_\_\_\_\_
10. A part of each month wages was added to our small but growing savings account. \_\_\_\_\_

**Exercise 2** Using Apostrophes to Make Plural Nouns Possessive. Write the underlined nouns, putting them into the possessive form.

**EXAMPLE:** The members dues should be paid this week. members'

1. The ladies desserts came with their coffee. \_\_\_\_\_
2. The children toys were scattered all over the floor. \_\_\_\_\_
3. The twins presents were to be kept hidden until their birthday. \_\_\_\_\_
4. Many important issues were discussed at the governors conference. \_\_\_\_\_
5. The critics reviews helped boost the confidence of the actors. \_\_\_\_\_
6. The presidential candidate promised to uphold the people interests. \_\_\_\_\_
7. The relatives invitations must be mailed immediately. \_\_\_\_\_
8. Neat and well-written was the best way to describe the women tests. \_\_\_\_\_
9. The visitors suitcases had not yet been unpacked. \_\_\_\_\_
10. The report said that the cities problems continue to grow worse each year. \_\_\_\_\_

**Exercise 3** Using Apostrophes with Compound Nouns. In each blank, write the possessive form of the compound noun in each sentence.

**EXAMPLE:** The Red Cross lifesaving class starts next week. Red Cross's

1. The Secretary of State home was the scene of a recent reception for foreign dignitaries. \_\_\_\_\_
2. Colbert and Nelson store is having a three-day sale on sandals. \_\_\_\_\_
3. My father-in-law hair has a streak of gray in it. \_\_\_\_\_
4. The police chief wife is a police officer, too. \_\_\_\_\_
5. The Camp Fire Girls summer program teaches children a great deal about nature. \_\_\_\_\_

# 29.6 The Apostrophe (With Pronouns) • Practice 1

**Apostrophes With Pronouns** Use an apostrophe and an -s with indefinite pronouns to show possession. Do not use an apostrophe with possessive forms of personal pronouns. Personal pronouns are already possessive.

POSSESSIVE FORMS OF PRONOUNS		
Indefinite		Personal
someone's	one another's	my, mine, our, ours
everybody's	one's	your, yours
anyone's	each other's	his, her, hers, its, their, theirs

**Exercise 1** Using Apostrophes Correctly With Pronouns. Write the correct pronoun from parentheses to complete each sentence.

**EXAMPLE:** The tree has lost two of its lower branches. (it's, its)

- I lost my camera, but I borrowed \_\_\_\_\_. (theirs, their's)
- Our teacher was pleased with \_\_\_\_\_ success. (everyones', everyone's)
- Did you try to get \_\_\_\_\_ opinion? (somebody elses', somebody else's)
- I don't know too much about \_\_\_\_\_ new schedule. (their, they're)
- It is important to respect \_\_\_\_\_ country. (one's, ones')
- \_\_\_\_\_ record collection was taken, not mine. (Someone else's, Someone elses')
- This set of notes probably belongs to \_\_\_\_\_. (her, her's)
- The grizzly bear carefully protected \_\_\_\_\_ lair. (its, it's)
- You received Steve's birthday card, but did you get \_\_\_\_\_ ? (ours, our's)
- We looked at \_\_\_\_\_ photograph albums. (one another's, one anothers')

**Exercise 2** Writing Sentences With Pronouns. Use each set of words to write an original sentence showing possession with pronouns.

**EXAMPLE:** Someone-game Someone's game was found yesterday.

- everybody-favorite \_\_\_\_\_
- its-kittens \_\_\_\_\_
- anyone-CD player \_\_\_\_\_
- his-answer \_\_\_\_\_
- someone else-house \_\_\_\_\_
- theirs-jackets \_\_\_\_\_
- one-success \_\_\_\_\_
- our-request \_\_\_\_\_
- another-jewelry \_\_\_\_\_
- hers-skates \_\_\_\_\_

# 29.6 The Apostrophe (With Pronouns) • Practice 2

**Exercise 1** Using Apostrophes with Pronouns. If a sentence uses apostrophes correctly, write *correct*. If not, rewrite the sentence correcting all of the errors.

**EXAMPLE:** Someone's else's package was delivered to them.

Someone else's package was delivered to them.

1. Robin gave his' coconut cake to her.  
\_\_\_\_\_
2. When the coat didn't fit, he decided he had picked up another's by mistake.  
\_\_\_\_\_
3. It's my duty to fight crime whenever and wherever I find it.  
\_\_\_\_\_
4. Her's was the first car to be pulled over for routine inspection.  
\_\_\_\_\_
5. Someone's car keys have been left behind on the kitchen table.  
\_\_\_\_\_
6. Everybodys' presents were so thoughtful and generous.  
\_\_\_\_\_
7. When he was cooking the steaks, he cooked their's a little longer since they liked them well-done.  
\_\_\_\_\_
8. According to the job description, emptying trash cans is nobodys' responsibility.  
\_\_\_\_\_
9. Is that your umbrella that is making that huge puddle on the floor?  
\_\_\_\_\_
10. Anybody elses' actions would have been suspect, but nobody doubts his word.  
\_\_\_\_\_

**Exercise 2** Using Possessive Forms of Pronouns. Complete each sentence by writing in the blank the possessive form of the type of pronoun indicated in parentheses.

**EXAMPLE:** Did you find your keys? (personal)

1. That afternoon, the peach sherbet was \_\_\_\_\_ favorite dessert. (indefinite)
2. Where did you get \_\_\_\_\_ new bicycle? (personal)
3. \_\_\_\_\_ keys were found under the couch. (indefinite)
4. This definitely falls under the heading of \_\_\_\_\_ problem, not mine. (personal)
5. The two cats ate from \_\_\_\_\_ plate. (indefinite)

**29.6**

# The Apostrophe (With Contractions, Special Uses)

## • Practice 1

**Apostrophes With Contractions** Use an apostrophe in a contraction to indicate the position of the missing letter or letters. The most common contractions are those formed with verbs.

CONTRACTIONS WITH VERBS		
<b>Verbs + not</b>	aren't (are not) don't (do not)	isn't (is not) wasn't (was not)
<b>Pronouns + the verb will</b>	I'll (I will) she'll (she will)	we'll (we will) who'll (who will)
<b>Pronouns and nouns + the verb be</b>	I'm (I am) it's (it is)	we're (we are) Bob's (Bob is)
<b>Pronouns + the verb would</b>	I'd (I would) he'd (he would)	we'd (we would) who'd (who would)

**Special Uses of the Apostrophe** Use an apostrophe and -s to write the plurals of numbers, symbols, letters, and words used to name themselves.

**EXAMPLES:** two 7's    too many !'s    his p's and q's  
Why do you keep using so many *like's*?

**Exercise 1** **Using Contractions Correctly.** Make contractions from the words in the parentheses and fill them in where they belong.

**EXAMPLE:** going to the beach later. (We are)

      We're       going to the beach later.

- \_\_\_\_\_ Mary's turn to walk the dog. (It is)
- I wonder whether \_\_\_\_\_ coming tonight. (they are)
- \_\_\_\_\_ willing to build the sets for the play. (George is)
- You use far too many \_\_\_\_\_ in your writing papers. (*and*)
- Do you think \_\_\_\_\_ like the bracelet I bought? (she will)
- \_\_\_\_\_ bring the ice cream and soda? (Who will)
- I \_\_\_\_\_ want to hear your excuses again. (do not)
- You write your \_\_\_\_\_ very much like your \_\_\_\_\_. (*m, w*)
- \_\_\_\_\_ you ready yet? (Are not)
- \_\_\_\_\_ lend you her stereo if you pick it up. (Sue will)

**Exercise 2** **Supplying Contractions.** Add an appropriate contraction in each sentence.

**EXAMPLE:**       They'd       be much happier if they had quieter neighbors.

- Do you expect \_\_\_\_\_ arrive in time for the concert?
- \_\_\_\_\_ be right with you.
- \_\_\_\_\_ they at the depot when you arrived?
- \_\_\_\_\_ baby-sit for you if she had the time.
- I know that \_\_\_\_\_ qualified for this job.

# 29.6 The Apostrophe (With Contractions, Special Uses)

## • Practice 2

**Exercise 1** Using Apostrophes With Contractions. If a contraction is underlined in the following sentences, write the two words that make it up. If two words are underlined, write the contraction they would form.

**EXAMPLE:** I've always been an Alfred Hitchcock fan.

I have

Alfred Hitchcock was a filmmaker of whom many people said, "This (1) man's a legend in his own time." The legend of Alfred Hitchcock began in England, when he produced his first film, *Pleasure Garden*. However, we (2) don't see the now-famous Hitchcock style until his third film, *The Lodger*. Hitchcock moved to the United States early in his career, but he (3) did not plan to remain here. However, he and his wife (4) could not return to England, considering his growing popularity here. Instead, they decided (5) they'd become residents of California. (6) It has been the movies of Alfred Hitchcock that have brought a new dimension to the horror film. His films (7) aren't just shock; (8) they're stories that explore artistically the irrational aspects of life. In these films, (9) we've got the quality (10) we'd like to find in all films. Among the films (11) he has made in the most creative periods in his life—the (12) '30's, '40's, and '50's — (13) you'll find such thrillers as *Notorious* and *Psycho*. You (14) should not ignore these films; (15) they're classics (16) that will entertain movie fans for years to come. We (17) shouldn't forget the contributions this man has made. One (18) thing's certain: (19) We'll never forget the thrills his (20) work's brought us.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Exercise 2** Recognizing Special Uses of the Apostrophe. Write each sentence, adding an apostrophe and an -s wherever necessary. Underline any items that appear in italics.

**EXAMPLE:** Please dot all your *i* carefully.

Please dot all your *i's* carefully.

- I cut out six *8* for my bulletin board.  
\_\_\_\_\_
- Do you spell this word with one *c* and two *s* or two *c* and one *s* ?  
\_\_\_\_\_
- Should I put two *?* in this sentence, Miss Mellgren?  
\_\_\_\_\_
- I had to write twenty *f* in my calligraphy class before I was able to master that letter.  
\_\_\_\_\_
- Now that we have a new house number, we will need to buy two more *4*.  
\_\_\_\_\_