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Writing and Skills

Workbook
Teacher's Edition

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Sentence Combining: Joining Sentences with Connectors

You can improve your writing by combining sentences to avoid choppy sentences and unnecessary repetition. You can also achieve economy and variety in sentence structure. Sentences can be combined by using **connectors** (*and, but, yet, or, nor, so, for*) to link statements of equal importance. In the following examples, note the placement of the comma before the connector. The word in parentheses is a signal telling which connector to use to combine the sentences.

Sentences: Pete plays the guitar well
He cannot sing as well as he plays. (BUT)

Combined: Pete plays the guitar well, *but* he cannot sing as well as he plays.

Paired connectors (*neither . . . nor, either . . . or, not only . . . but also*) are especially helpful in clarifying the relationship between sentences of equal importance.

Sentences: She is talented.
She is ambitious. (NOT ONLY . . . BUT ALSO)

Combined: *Not only* is she talented, *but* she is *also* ambitious.

Exercise

Combine the pairs of sentences in each item by using connectors or paired connectors. The signal in parentheses tells you what connector to use. Some sentences may need slight rewording. Be sure to punctuate the combined sentences correctly. [25 points each]

EXAMPLE I looked in the almanac.
I couldn't find the data. (BUT)
I looked in the almanac, but I couldn't find the data.

1. A storm is expected.
The creek is dangerously high. (NOT ONLY . . . BUT ALSO)
Not only is a storm expected, but also the creek is dangerously high.
2. You are very early.
The clock has stopped. (EITHER . . . OR)
Either you are very early, or the clock has stopped.
3. Scott Joplin composed ragtime music in the early 1900s.
Ragtime was not considered serious music until after Joplin's death. (BUT)
Scott Joplin composed ragtime music in the early 1900s, but ragtime was not considered serious music until after Joplin's death.
4. The spider plant has outgrown its pot.
It must be repotted. (SO)
The spider plant has outgrown its pot, so it must be repotted.

Narration: Using Specific Details

When you narrate a story, you want your reader to be able to share your experiences through the words you choose. Using vivid, **specific details** will help you to tell your reader about your experience.

The two examples that follow show how the use of vivid details can make an experience come alive.

I rested on the ground under the tree.

I stretched out on the soft, lush grass under the towering weeping willow tree. The rise of ground over the massive tree's roots formed a pillow for my head. The delicately swaying branches brushed a mixture of warm sunlight and welcome shade over my totally relaxed body. The swishing of the elegantly arched arms of the tree lulled me to sleep in my velvety green bed.

Notice that the first sentence creates only a vague picture for the reader. The second example creates a much clearer picture, enabling the reader to share the writer's experience through the detailed description.

Exercise 1

For each item listed below, write at least two vivid descriptive details. [10 points each] *Answers will vary.*

EXAMPLE Elephant's tusk smooth, creamy ivory color; ragged, broken point

1. Baby's rattle _____

2. Wooden bench _____

3. Haystack _____

4. Plaster ceiling _____

5. Campfire _____

Exercise 2

Each of the five sentences which follow attempts to describe an action, but each needs to be improved by the addition of vivid details. Rewrite each sentence, adding details to make the person and scene come to life. [10 points each] *Answers will vary.*

EXAMPLE The farmer stood in his fields.

The wizened, stoop-shouldered old farmer stood dejectedly in the midst of
his dry, yellowed fields, surrounded by the limp stalks of his hoped-for corn
crop.

1. A stranger approached, and the dog barked.

2. The bride walked down the stairway holding her bouquet.

3. A young man waited at the airport.

4. The children brought their mother her breakfast in bed.

5. A woman sat in the park next to the old train depot.

Description: Using Specific Details and Sense Details

Good descriptive writing requires that you be very observant of details. In order to be a trained observer, you should focus on your five senses: sight, hearing, taste, touch, and smell. Your descriptive writing should contain many **sense details**, words and phrases that appeal to these five senses.

The following list records sense details observed during a visit to a doctor's office.

- SIGHTS: Shiny, stainless steel cabinet; fresh white sheet on examining table; colorful glass jars of assorted sizes; white labels on each jar
- SOUNDS: Metal-against-metal of scale weights being adjusted; whoosh of air as blood pressure cuff is released; cries of child in nearby room
- TASTES: Bitter alcohol taste on thermometer; wood of tongue depressor
- TEXTURES: Coldness of stethoscope on bare skin; sharp point of needle from blood test; softness of cotton ball pressed on finger
- SMELLS: Antiseptic smell of soap on doctor's hands; alcohol on cotton ball; rubber of bandages

Exercise 1

Describe each of the following things with phrases that relate to at least two senses. Write as many descriptive phrases as you can. Be sure to use all five senses—sight, hearing, taste, touch, and smell—throughout the exercise. [10 points each] **Answers will vary.**

EXAMPLE An ice cream cone rough-grainy feel of sugar cone in hand; deep, rich, brown color of chocolate; cold, smooth, slippery feeling on tongue

1. A kitten _____

2. An apple _____

3. A gym locker _____

4. A pizza _____

5. Your own bed _____

Exercise 2

Imagine that you are part of the scene shown in the photo below. Imagine all of the details of sight, sound, tastes, textures, and smells that you would experience. In the blanks following the picture, list several specific details for each category. [10 points each] **Answers will vary.**



1. Sights: _____

2. Sounds: _____

3. Tastes: _____

4. Textures: _____

5. Smells: _____

Exercise 2

Study the photograph below, and then write two or three narrative paragraphs about the action that is taking place and the actions that led up to this moment. You may make up any details that you need. Use chronological order and specific details. Write your answer on a separate sheet of paper. [50 points] **Answers will vary.**



Sentence Combining: Joining Sentences with Semicolons

The **semicolon (;)** can be used to combine two sentences of equal importance when the sentences are closely related in thought.

Sentences: The marking pens dried out.
Their caps were not put on tightly. (;)

Combined: The marking pens dried out; their caps were not put on tightly.

Some sentences can be combined in two ways: either by using a semicolon, or by using a comma and a connector.

The sun came up; it was too bright to sleep.
The sun came up, *so* it was too bright to sleep.

Exercise

Combine the following sentences with a semicolon. [20 points each]

EXAMPLE Try this chair
It is very comfortable. (;)
Try this chair; it is very comfortable.

1. Afghanistan borders on Pakistan.

Kabul is Afghanistan's capital city. (;)

Afghanistan borders on Pakistan; Kabul is Afghanistan's capital city.

2. St. Louis is in Missouri.

East St. Louis is in Illinois. (;)

St. Louis is in Missouri; East St. Louis is in Illinois.

3. Los Angeles is in the Pacific Standard Time Zone.

Denver is in the Mountain Standard Time Zone. (;)

Los Angeles is in the Pacific Standard Time Zone; Denver is in the Mountain Standard Time Zone.

4. Joni is my best friend.

Ellen Jean is my oldest friend. (;)

Joni is my best friend; Ellen Jean is my oldest friend.

5. Camels are common in desert areas.

Reindeer are common in the tundra. (;)

Camels are common in desert areas; reindeer are common in the tundra.

Paragraph Writing: TRI Paragraphs

The TRI method of paragraph development is often used in expository writing. In the **TRI pattern** the first sentence is a **topic sentence**, stating the general topic of the paragraph. The next sentence, the **restriction sentence**, limits the general topic to the specific idea to be dealt with in the paragraph. The **illustration sentences** develop the main idea of the paragraph by giving examples, reasons, data, or details.

The following sentences demonstrate the use of the TRI method of developing paragraphs.

- Topic: Many physical illnesses have emotional foundations or origins.
 Restriction: Disorders of the stomach can often be traced to emotional problems.
 Illustrations: Ulcers and colitis are two stomach disorders that can be caused by emotional tension. [The balance of the paragraph goes on to explain the link between emotional causes and these two illnesses.]

Exercise 1

Each of the following sentences is the topic sentence of a TRI paragraph. After each topic sentence, write a possible restriction sentence and three or four illustration sentences. [10 points each] *Answers will vary.*

EXAMPLE

- Topic: Football is a potentially dangerous sport.
 Restriction: Proper protective equipment can prevent many serious injuries.
 Illustrations: Helmets can protect against concussion and serious head injuries. Shoulder pads can protect against collar bone injuries and dislocations. Elbow and knee pads can protect against scrapes and abrasions.

1. Topic: High school can provide many people with job skills that will allow them to earn a living.

Restriction: _____

Illustrations: _____

2. Topic: Certain animals have the ability to camouflage themselves to avoid danger.

Restriction: _____

Illustrations: _____

3. Topic: Music is said to be a reflection of society's values.

Restriction: _____

Illustrations: _____

4. Topic: Even so-called "safe" prescriptions and over-the-counter medications are not totally without risk.

Restriction: _____

Illustrations: _____

Exercise 2

Choose one of the following topic sentences (or one of your own) and develop it into a TRI paragraph. [60 points] **Answers will vary.**

Pets fill an important need in their owners' lives.

Weather conditions appear to be changing in recent years.

The state of the economy affects people's behavior and outlook.

Exercise is important at every stage of life.

Paragraph Writing: TRI Variations

Two variations on the TRI pattern can be used to develop expository paragraphs. In the **Topic-Illustration pattern**, the topic and restriction sentences are combined:

The serious consequences of drinking alcohol can be clearly seen in the statistics on alcohol-related traffic accidents.

The topic (serious consequences of drinking) and restriction (alcohol-related traffic accidents as a serious consequence of drinking) are combined into one sentence. The remainder of the paragraph develops this topic-restriction sentence with illustrations.

A second variation on the TRI pattern is the **Reverse TRI pattern**. In this pattern the usual order of the topic and illustration sentences is reversed. The illustrations come first and the topic, which is often a topic-restriction sentence, comes last.

Studying for true-false or fill-in-the-blank exam questions involves memorizing many facts and details. Studying for multiple choice or matching questions requires an understanding of the relationships among ideas. Essay exams require a general grasp of concepts and a store of facts and details to back up opinions. It is important to realize that different types of studying may be called for in studying for exams. The type of studying is largely determined by the type of exam question which will be encountered.

Exercise 1

Change each of the following topic sentences into a topic-restriction sentence. Limit the topic in any way you wish. Write the combined topic-restriction sentence on the blank after each topic sentence. [10 points each] **Answers will vary.**

EXAMPLE Vegetables are a very important part of a healthy diet.

Vegetables are a very important part of a healthy diet because they supply essential vitamins.

1. Certain jobs can be hazardous to workers' health.

2. Movies are not only for entertainment.

3. Every human being has certain basic needs.

4. Evidence of pollution is all around us.

Exercise 2

Use the following details to develop a paragraph with a Topic-Illustration pattern. You may decide *not* to use all of the information given, or you may include additional details. Proofread your paragraph for errors in spelling, capitalization, and punctuation. [30 points] **Answers will vary.**

Sports important in American culture; popularity of auto racing popular since 1890s; still popular today

First important auto race in France in 1894; steam-powered car going 11 miles per hour
Henry Ford in 1901 won a 10-mile auto race, averaging 44.8 miles per hour.

About 1908 Indianapolis Motor Speedway built; 2.5 mile oval race course; before that races run on regular roads

Major American races: Grand Prix at Watkins Glen, Daytona 500, Indianapolis 500

Car and speeds greatly changed since auto racing began; jet-propelled automobiles traveling one mile at more than 600 miles per hour

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Exercise 3

Select one of the topic-restriction sentences you have written for Exercise 1 or write an original one, and develop it in the Reverse TRI pattern. Write your paragraph on a separate sheet of paper. [30 points] *Answers will vary.*

Paragraph Writing: Developing Paragraphs with Data

Data include facts, figures or statistics, and dates—information that has been proven to be true. When you use data to develop a paragraph, all the data must relate to and support the main idea of the paragraph. Always check the accuracy of data you plan to use in developing a paragraph. Use reliable sources such as encyclopedias, dictionaries, and other reference books to check data for correctness.

The temperature-humidity index (THI) is a way to indicate comfort or discomfort due to the combined effects of heat and humidity. The scale is based on the interaction between percent of relative humidity and temperature. Temperature-humidity readings of 70-75 mean that ten percent of the people will feel uncomfortable; 75-80 means that more than half of the people will be uncomfortable. With a THI of 80-90, almost everyone will feel discomfort. A THI of between 95-100 is considered a physical danger zone.

Exercise 1

Use the following data to write a paragraph. Use either the TRI pattern or one of its variations (Reverse TRI or Topic-Illustration). Write your paragraph on a separate sheet of paper. [50 points] *Answers will vary.*

Birds' bills useful in identifying birds; also reveal food eaten
 Stout, short bill of seed-cracking birds (sparrow, cardinal, and finch); also eat insects
 Small, fine bill of wood warbler; eats mostly insects
 Dagger-shaped bill of a tern—feeds on small fish, marine life, large insects
 Birds of prey (eagles, hawks, vultures), hook-tipped bill; meat-eating—other birds and small mammals

Exercise 2

Select one of the following topics (or one of your own) and develop a paragraph using data. Limit the topic in your restriction sentence. Use at least four facts, figures or statistics, or dates to support your topic. Write your paragraph on a separate sheet of paper, and at the end of your paragraph, write the name of the source you used to find your data. [50 points] *Answers will vary.*

Nutrition requirements for adolescents
 Traffic accidents involving drivers under the age of twenty-five
 Costs of a college education
 Television commercials during children's programs
 Countries where women still can't vote

Paragraph Writing: Clincher Sentence

A **clincher sentence** sums up a paragraph. It helps improve the unity of a paragraph by focusing attention back to the main idea, by stating the topic sentence in a new way, or by giving a final piece of information about the topic. In the following paragraph the clincher sentence is italicized.

Although they are often popular, chain letters are against the law and can cause problems for those who send them. Some chain letters are "harmless," calling for the exchange of post cards or recipes. Others involve inexpensive items, such as children's books, or small amounts of money. A recent letter called the "Circle of Gold" requested that receivers pay fifty dollars to receive the letter and also send fifty dollars to the first person on the list. Most participants saw no return on their "investment," and the United States Postal Service began to file complaints. *The probability of losing their money plus the threat of postal-service complaints should discourage most people from participating in chain letters.*

Exercise

For each of the following paragraphs, write an appropriate clincher sentence. [50 points each]
Answers will vary.

- Twice each year the women's clothing industry tries to convince women all over the world that their clothes are out of fashion and they need to buy the latest designs. In March an army of fashion writers and photographers attends showings of fall and winter clothes in Milan. They travel on to London and Paris later that month and to New York in April. Spring and summer clothes are shown again beginning in October—in Milan, Paris, London, and New York. Designers, manufacturers, and retail store owners wait nervously to see what fashion writers choose to adore and scorn.

- Breakfast cereals have changed a great deal in recent years as more and more people become interested in low-fat, low-cholesterol diets. One result of this interest has been an array of new cereals for adults, including "natural" cereals. Natural cereals are generally made of "real" foods, such as honey, oats, raisins, and nuts. They are natural also in that they contain no preservatives or chemical additives. Other new cereals are a response to nutritional interest in high-fiber foods. Bran flakes and other forms of bran are increasingly popular as breakfast foods.

Paragraph Writing: Coherence

A **coherent paragraph** is one in which the relationship between the ideas in the paragraph is clear to the reader. In a coherent paragraph sentences are arranged in an orderly progress. There are several types of paragraph arrangement that lead to coherence.

1. **Chronological order** can be used to present events as they happen in time.

The push for building canals for transportation began in New York in 1816. DeWitt Clinton persuaded the New York Legislature to build a canal running from the Hudson River across the state to Lake Erie. Work on the canal began in 1817. The first section was opened to traffic in 1819. Six years later, in 1825, the Erie Canal was completed. Soon, a wave of canal building was underway. In 1816 there were less than 100 miles of canals in the entire nation. Just 25 years later, by 1840, there were more than 3,300 miles of canals in the country.

2. **Spatial order** can be used to present things as they are placed in relation to one another.

The room looked comfortable and inviting. In the center, dominating the room, was a four-poster bed covered by a bright patchwork quilt. On either side of the bed were small tables. The table to the left was stacked with books and magazines. The one to the right of the bed had a digital clock radio and a high-intensity reading lamp. On the floor beneath the bed was a hand-hooked rug of soft earthy colors.

3. **Order of importance** can be used to rank things by their order of significance.

For a child to be a self-motivated reader, several factors must occur. First, and most important, the adults must talk freely to the child from infancy in order to make him or her comfortable with language. Second, the child should be read to from a very early age and should be encouraged to point to pictures and letters in books. Another important factor that influences reading habits is that the home should contain many books, magazines, and newspapers. Finally, it is important that the child see adults and other children reading, both for pleasure and for information.

Exercise 1

The type of paragraph arrangement you use should depend on the subject and purpose of your writing. Read the topics below and decide which of the three types of paragraph order would be most suitable to develop each topic. Write C (Chronological), S (Spatial), or I (Order of importance) on the blank before each topic. [5 points each] *Answers may vary.*

EXAMPLE S The house, built in 1920, has an unusual layout.

- C 1. Ever since I was young, I have had difficulty keeping track of my belongings.
- I 2. When I get married, my spouse and I will follow certain rules of good communication.
- S 3. My dresser drawers are arranged perfectly.
- C 4. Between January and March there are five birthdays and two anniversaries in our family.

Coherence: Using Transitions

A **transition** is a word or phrase that indicates the relation or connection between ideas in a paragraph. Transitions help the reader follow the writer's thoughts from one point to another and help the paragraph to read smoothly.

Certain transitions are used for certain purposes. For example, *first, then, finally*, and *similar* are transitions used to show chronological order. *Most important, least important*, and similar expressions are used to show order of importance. *But, however, similarly*, and other words are used to show contrast or comparison. Specific transitions also help introduce illustrations, add details, and make a conclusion. In writing a coherent paragraph, choose transitions that suit your orderly progression of ideas and that make the connections between sentences clear.

Exercise 1

From the list that follows, choose appropriate transitions to fill in the blanks in the following paragraph. [5 points each] *Answers may vary.*

and	first	in addition	another	furthermore
also	second	besides	moreover	for example

Doctors believe that chronic severe headaches have a variety of causes. There are two common types of headaches. The _____ first _____ type, tension headache, is caused by a tightening of scalp and neck muscles. _____ In addition _____, doctors believe that such headaches result from emotional stress and tension. A much more severe headache is the _____ second _____ type—migraine. Many doctors believe that migraine headaches are caused by the expansion of blood-carrying arteries in the brain, which in turn press against nerve endings in the brain. _____ Also _____, some people suffer from migraines caused by hormonal changes, _____ and _____ others have allergic reactions to foods and food additives. _____ For example _____, chocolate, cheese, nitrates, nitrites, and monosodium glutamate (MSG) are thought to cause allergic reactions.

Exercise 2

Choose one of the topic sentences below (or one of your own) and write a paragraph which develops it. Underline all transitions you use to make your paragraph coherent. [50 points each] *Answers will vary.*

Compared with _____, I am a very _____ person.
 The best way to study for a final exam is to have an organized study plan.
 The most spectacular scene I have ever seen is _____.
 I have thought a lot about what I want out of life.

Exercise 3

Add an appropriate transition to each of the following sentences. [4 points each] *Answers will vary.*

1. We were planning to camp out until we heard that a hurricane was possible.
2. Athletes may earn large salaries and live exciting lives; however, illness, injury, and age can end their careers abruptly.
3. Justine struggled for hours to change her typewriter ribbon; finally, she realized that she had the wrong ribbon for her machine.
4. Milton earns spending money by cleaning windows. In addition, he paints and cleans gutters.
5. Many kinds of trees cause problems if they are planted near a house. For example, the ficus tree may send its roots up under a house and cause damage to the foundation.

Proofreading and Revision: Paragraph Unity and Coherence

Proofreading means improving your writing by correcting all errors in grammar, spelling, capitalization, and punctuation. Use the proofreading symbols on the inside back cover to make your corrections.

Revision means changing your writing to make it clearer and more interesting. When you revise a paragraph, you may add or delete words or even sentences. You may also change the wording and the order of words or sentences.

Exercise

Revise the following paragraph, paying special attention to unity and coherence. Cross out any sentences that are unnecessary. Add transitions to help make the sentences read smoothly. Be sure to proofread also for errors in spelling, capitalization, and punctuation. You may use the space above each line to make corrections, but rewrite your revised and corrected version on a separate sheet of paper. [100 points total] *Answers will vary.*

Your

How to Grow You're Own Sprouts

Sprouts are healthful and tasty additions to salads and sandwiches. You can grow ^{soybeans,} your own sprouts at home. ~~Here's how.~~ Use lentils, ~~soybeans~~ or alfalfa seeds. ^{and} Many people ~~laugh at the name alfalfa.~~ Put the seeds or beans in a clean jar, ^{piece} cover them with water. ^{jar's} Fasten a ~~peice~~ of cheesecloth over the ~~jar's~~ mouth, with a rubber band. In the morning ^{, and} drain all of the water. ^{put} Be sure you ~~putted~~ the jar in a dark room ^{overnight.} ~~over night.~~ ^{twice a day.} Place the jar ^{its} on ~~it's~~ side so the seeds will have growing room. Rinse the seeds with cold water. ^{hours} Lay the jar back on its side. The fourth day your sprouts should be ready. ~~You should have rinsed~~ ^{Place} ~~them twice each day.~~ ^{hours} place the sprouts in a sunny place for a few ~~ours~~ before you eat them.

Sentence Combining: Joining Sentences with Subordinators

Two statements of unequal importance can be joined by using connecting words called subordinators. **Subordinators**, such as the following, attach a less important statement to a major one: *after, although, as if, because, before, even though, since, so that, unless, until, when, whenever, where, whether, while*.

Sentences: Stephan is taking antibiotics.

He has a respiratory infection. (BECAUSE)

Combined: Stephan is taking antibiotics *because* he has a respiratory infection.

The less important statement begun by the subordinator is called a **subordinate clause**. When a subordinate clause appears at the beginning of a sentence, it is followed by a comma.

Exercise

Combine the pairs of sentences in each item by using the subordinator signal in parentheses. Punctuate subordinate clauses correctly. [20 points each]

EXAMPLE Julie wants to go to Mexico.

She can perfect her Spanish. (SO THAT)

Julie wants to go to Mexico so that she can perfect her Spanish.

1. There is a coupon in the newspaper. (WHENEVER)

We buy sandwiches at Leo's.

Whenever there is a coupon in the newspaper, we buy sandwiches at Leo's.

2. It rained hard during the storm. (ALTHOUGH)

The basement did not flood.

Although it rained hard during the storm, the basement did not flood.

3. The tax cut took effect. (WHEN)

Our paychecks became noticeably larger.

When the tax cut took effect, our paychecks became noticeably larger.

4. We can't go to the ball game.

We would like to. (EVEN THOUGH)

We can't go to the ball game even though we would like to.

5. This elm tree with Dutch elm disease is cut down. (UNLESS)

The disease will spread to all of the other elm trees on the block.

Unless this elm tree with Dutch elm disease is cut down, the disease will spread to all of the other elm trees on the block.

Sentence Combining: Joining Sentences

You have seen that sentences can be combined in the following ways:

1. Connectors can be used to link statements of equal importance.

Dana has a fever, *and* she is going to bed.

2. Paired connectors can be used to link statements of equal importance.

Not only do bananas contain potassium, *but* they *also* contain vitamins.

3. Semicolons can be used to link two statements of equal importance that are closely related in thought.

The surgery is very intricate; much of it is done by microscopic techniques.

4. Subordinators can be used to link statements of unequal importance.

Barry is studying law *because* he has always enjoyed debate.

Exercise

Combine the sentences in each item by using one of the four methods described above. Many sentences can be combined in more than one way. [20 points each] *Answers will vary.*

EXAMPLE That rash looks serious. You should see a doctor.

That rash looks serious; you should see a doctor.

1. The film won an Oscar. Few people understood its message.

Although the film won an Oscar, few people understood its message.

2. Turn off the lights. We're ready to see the filmstrip.

Turn off the lights; we're ready to see the filmstrip.

3. Brahms is my favorite composer. I like his First Symphony best.

Brahms is my favorite composer; I like his First Symphony best.

4. You seem so angry. Perhaps you'd like to talk.

You seem so angry; perhaps you'd like to talk.

5. John Denver's songs are optimistic. The songs celebrate nature.

Not only are John Denver's songs optimistic, but they also celebrate nature.

Exposition: Limiting the Subject

An **expository composition** presents and explains information. You may decide on the subject of an expository composition from your own knowledge and experience or research. Once you have chosen a subject, you must limit, or narrow, it to a topic that you can develop adequately in the space of a composition. For example, the following topics are too general for a five-paragraph expository composition: *Major league baseball rules*, *Environmental problems in America today*, and *Treatment of emotional illnesses*. However, the following are limited topics that could be handled in five paragraphs: *How to overcome the fear of flying* and *How the Venus' flytrap plant traps insects*.

Exercise 1

Each of the subjects below is too broad and general to be developed in an expository composition of about five paragraphs. Narrow each subject and write a limited topic for each in the space provided. [10 points each] *Answers will vary.*

EXAMPLE Subject: Folk Music

Topic: The influence of traditional ballads on folk music

1. Pets _____
2. Education _____
3. Women's rights _____
4. Family life _____
5. Religion _____
6. Exercise _____
7. Entertainment _____

Exercise 2

The following list of topics contains some that are too broad to be handled in a five-paragraph expository composition. The list also contains some topics that are limited enough to be handled in a composition of that length. Put an X in the blank in front of each topic that is too broad. Put a check mark (✓) in front of properly limited topics. [5 points each]

EXAMPLE X Weather conditions in the United States

- X 1. Russian government and how it differs from ours
- ✓ 2. Several side-effects of aspirin
- ✓ 3. The benefits of a salt-free diet
- X 4. Vacation ideas for families
- X 5. Solar energy
- ✓ 6. Dangers of overexposure to the sun's rays

Exposition: Taking Notes.

As you gather information for an expository composition, you will need to take notes. You can write **notes** in words, phrases, or complete sentences. Be sure, however, that you express ideas in your own words. Do not copy word for word from your source unless you use quotation marks to indicate an exact quote. Use a separate 3 × 5 note card for each main idea in each source. You will also need to indicate, as a heading on the note card, a subject heading that the note deals with.

Exercise

Read the following paragraph. In the space provided take notes to answer the question "What is interferon?" [100 points] *Answers will vary.*

Interferon was discovered in 1957 by Alick Isaacs and Jean Lindenmann. Both scientists were involved in studying viruses and had noticed that victims of viral illnesses never came down with another viral disease at the same time. In a series of experiments with membranes of chicken eggs, they identified a substance that prevented infection by additional viruses. They named this substance interferon (known as IF). Interferon is a protein produced in tiny amounts by living cells in response to a virus. All animals produce interferon, but each species produces only the interferon that will work for its own species.

Proofreading and Revision: Expository Essay

When proofreading and revising an expository essay, use the following guidelines:

1. The title helps explain the topic of the essay.
2. The topic is limited enough so that it can be adequately developed in the essay.
3. Each paragraph relates to and presents new information about the topic.
4. Each paragraph is coherent and has unity.

Exercise

Following are the first two paragraphs of a five-paragraph expository essay. Read them carefully, and then revise the paragraphs according to the guidelines above. Be sure to proofread also for errors in spelling, capitalization, and punctuation. You may write your corrections in the space above the lines, but rewrite your revised paragraphs on a separate sheet of paper. [100 points] Answers will vary.

How Teenagers Can Find Part-Time Jobs Jobs

There are many jobs teenagers can get during vacation periods and after school. Energetic teens need not be bored, ^{nor} Nor do ambitious teenagers have to rely on their parents for an allowance. ~~Lots of parents and teens argue about money anyway.~~ Some jobs are fun [;] some ~~part-time jobs~~ can even lead to full-time careers.

First, [^] Be aggressive in trying to find opportunities. Read the help-wanted ads in local papers, ^{and see} ~~See~~ what kind of services are in demand in your area. ^{Next,} Think of skills you have that can meet the need for those services. You may ^{decide to} ~~may~~ advertise ^{your} ~~you're~~ services as a babysitter, gardener, house-sitter, painter, carpenter, or driver. ^{by running} ~~Run~~ a "Position Wanted" ^{ad} ~~add~~ of your own. ^{You may also} Put fliers in mailboxes in your area. ^{friends} ~~Ask friends~~ if they know of people who need your type of service. [^] Your fliers should list the services you can offer, your rates, and how you can be contacted.

Sentence Combining: Inserting Modifiers

Interesting and economical writing can be achieved by using one sentence as a **base sentence** and expanding it by **inserting modifiers** from other sentences. When modifiers are inserted it may be necessary to add commas, the word *and*, or a comma plus the word *and*.

Base Sentence: The day was perfect for swimming.

Insert: The day was sunny.

Insert: The day was hot. (,)

Combined: The *hot, sunny* day was perfect for swimming.

Exercise

Combine the following sets of sentences by inserting modifiers. The first sentence in each set is the base sentence. Pay special attention to punctuation, using the examples as guides. [25 points each] *Answers may vary.*

EXAMPLE I love Woody Guthrie's songs.

His songs are folk songs.

I especially love "This Land Is Your Land."

I love Woody Guthrie's folk songs, especially "This Land Is Your Land."

1. Woodrow Wilson Guthrie wrote more than a thousand songs.

He wrote the songs between 1932 and 1952.

Woodrow Wilson Guthrie wrote more than a thousand songs between 1932 and 1952.

2. Many of Guthrie's songs tell about the life of working class people.

Their life is hard.

Many of Guthrie's songs tell about the hard life of working class people.

3. On Guthrie's birthday, our club celebrates with a huge sing-along.

The club is a folk music club.

On Guthrie's birthday, our folk music club celebrates with a huge sing-along.

4. Arlo Guthrie writes and sings folk songs.

Arlo Guthrie is like his father.

Like his father, Arlo Guthrie writes and sings folk songs.

Research Report: Thesis Statement and Introduction

The **thesis statement** expresses the main idea of an expository composition in a single, clearly worded, declarative sentence. It summarizes the central idea of the paper and tells the reader what to expect from your paper.

The **introductory paragraph** attracts the reader's attention by giving interesting background information about the topic. The introductory paragraph usually contains the thesis statement and may also contain a quotation, a question, examples, or descriptive details.

Technology has been important in easing world hunger in recent years. Some of the technological advances that have eased food shortages are rapid rail and truck transportation, cold-storage, pre-processed convenience foods, freeze-drying, canning, and even microwave ovens. While none of these technological advances creates food, each allows maximum use and enjoyment of food.

Exercise 1

For each subject below write a thesis statement. [10 points each] *Answers will vary.*

EXAMPLE Topic: The salaries of professional athletes

Thesis Statement: The salaries of professional athletes have skyrocketed in the past decade.

1. Topic: Household chemicals that are poisonous

Thesis Statement: _____

2. Topic: Changes in divorce laws

Thesis Statement: _____

3. Topic: Americans' dependence on the automobile

Thesis Statement: _____

4. Topic: The efforts of ecology-minded groups

Thesis Statement: _____

Exercise 2

Choose one of the thesis statements you have written in Exercise 1 (or another of your choice) and write an introductory paragraph for a research report. Include your thesis statement in the introduction as well as interesting details, ideas, a question, examples, or definitions. Write your introduction in the space provided and underline your thesis statement. [60 points] *Answers will vary.*

Research Report: Bibliography

A **bibliography** is a list of sources for information used in a research paper. As you consult sources, you should prepare a separate 3 × 5 **bibliography note card** for each source.

The final bibliography is a written list of only those sources you actually used for information for your report. Sources are arranged alphabetically by author. If no author is listed, alphabetize by the first word in the title. A standard form should be used for all bibliography entries. There are slight variations for books, magazines, newspapers, and pamphlets. When the entry is for a book by one author, it contains:

Author's name (last name first). *Title*. Place of publication: Name of publishing company, date of publication.

The following example shows a bibliography entry for a book by more than one author:

Garraty, John A., Aaron Singer, and Michael J. Gallagher. *American History*. New York: Harcourt Brace Jovanovich, 1982.

Exercise

The following is a list of four books used in writing a report. Rewrite each as an entry in a bibliography. Pay special attention to punctuation. Be sure to use underlining for italics. On a separate sheet of paper, alphabetize the four entries into one final bibliography. [25 points each]

1. *A Reader's Guide to Herman Melville* by James E. Miller, Jr., published in New York in 1962 by The Noonday Press
Miller, James E., Jr. *A Reader's Guide to Herman Melville*. New York: The Noonday Press, 1963.
2. *The American Novel and Its Tradition* by Richard Chase published in New York in 1957 by Doubleday and Company
Chase, Richard. *The American Novel and Its Tradition*. New York: Doubleday and Company, 1957.
3. *The Power of Blackness* by Harry Levin published in New York in 1955 by Vintage Books
Levin, Harry. *The Power of Blackness*. New York: Vintage Books, 1955.
4. *The Times of Melville and Whitman* by Van Wyck Brooks published in New York in 1947 by E. P. Dutton
Brooks, Van Wyck. *The Times of Melville and Whitman*. New York: E. P. Dutton, 1947.

Proofreading and Revision: Research Paper

Exercise

The following excerpt is from a research report entitled "Symbolism of Good and Evil in Herman Melville's novel *Billy Budd*." Revise the paragraphs for unity, deleting any sentences that do not belong in the paragraphs. Add transitions and reword to make the paragraphs read smoothly. Proofread carefully both the text and the footnotes for errors in spelling, punctuation, and capitalization. Use the space above the lines to revise the paragraphs. [5 points each error] *Answers will vary.*

First,
^{Like Adam} Billy Budd himself can be seen as the symbol of good. Billy is totally innocent; ^{Eden, he} ~~he is~~ ^{knowledge} ~~like adam~~ before the Fall from the Garden of eden. He has no knowlege of good and evil.

~~Billy Budd, published in 1924, is the last novel Herman Melville wrote.~~ Billy cannot even ^{except} respond to evil ^{Second, also} ~~accept~~ in a most primitive, physical way.¹ [^] Billy is a symbol of generosity.

He is all heart, all emotion, and all forgiving. In this sense he is like Jesus Christ. ~~Like Christ~~

~~Billy is a peacemaker who tries to make evil into good.~~² Billy's total goodness turns out to ^{Because} be his tragic flaw. ~~Cause~~ he is so innocent, he is a perfect victim for the evil Claggart.

Claggart is the opposite of Billy, who is the symbol of good. Claggart is evil; he typifies ^{Although} depravity and deception. ~~Because~~ he wears a mask of respectability and he pretends ^{, planning} friendship, he is really looking for Billy's weakness. ~~Planning Billy's downfall. Of course,~~ ~~this is what all two-faced people do.~~ Claggart is like the serpent in the Garden of Eden.

^{. Finally,} He sneaks, taunts, and tempts the innocent Billy. [^] ~~he causes Billy's downfall.~~

¹James E. Miller, Jr., *A Reader's Guide to Herman Melville* (New York: The Noonday Press, 1962), p. 220.

²Miller, p. 220.

Sentence Combining: Inserting Participial Phrases as Modifiers

Inserting participial phrases as modifiers is another way to achieve economy and interesting style in your writing. A **participial phrase** begins with a present participle or a past participle. Participial phrases function as adjectives to describe a word in the base sentence. Notice that in the following example the signal (ING) means that a verb should be changed to the present participle, the *-ing* form of the verb.

Base Sentence: The mother put her head down to nap.

Insert: The mother *felt drowsy*. (ING)

Combined: Feeling drowsy, the mother put her head down to nap.

Base Sentence: The child howled.

Insert: The child was *stung by the bee*.

Combined: Stung by the bee, the child howled.

Participial phrases can be inserted in different positions in a sentence. It is important to place participial phrases close to the word they modify.

Exercise

Combine the following sentence sets by converting the italicized words into a participial phrase and inserting the phrase into the base sentence. [25 points each] *Placement of phrases may vary.*

EXAMPLE The birds sat on the telephone wire.

They *sang a cheerful song*. (ING)

Singing a cheerful song, the birds sat on the telephone wire.

1. The ballet troupe danced for two full hours.

The troupe *performed both classical and modern routines*. (ING)

The ballet troupe danced for two full hours, performing both classical and modern routines.

2. The electrician fell to the ground.

He was *shocked by the live wire*.

Shocked by the live wire, the electrician fell to the ground.

3. The girl is a distant cousin of ours.

She *sits in the front row*. (ING)

The girl sitting in the front row is a distant cousin of ours.

4. Some people become very depressed.

Some people *always compare themselves to others*. (ING)

Some people become very depressed, always comparing themselves to others.

Logic and Writing: Identifying Fallacies

A **fallacy** is an error in logical reasoning. Study the definitions and examples of four common fallacies listed below.

1. A **hasty generalization** is the error of making a conclusion (or generalization) from too little evidence.

Wasps and bees sting, so all insects must sting.

Tina broke her leg when she was ice skating, so I'll never go ice skating. It's too dangerous.

2. A **stereotype** is the error of having a fixed idea about the characteristics of a group of people.

Norma is redheaded, which means that she has a bad temper because all redheads have bad tempers.

3. The **cause and effect fallacy** is the error of linking two events that happen right after each other into a cause-effect relationship.

Maria overslept this morning. One of her cats died this afternoon. She will never oversleep again, for fear that another cat will die.

4. The **ad hominem fallacy** involves the error of attacking the person and not the issue. Instead of arguing logically, an *ad hominem* argument focuses on some irrelevant information about an opponent.

Don't vote for Allison MacKenzie. She has had four parking tickets in the past year and cannot be trusted.

Exercise 1

Identify the fallacy in each of the following arguments. [10 points each]

EXAMPLE It is raining. The Jets have just lost their game. Every time it rains the Jets will lose their game.

Fallacy: Cause-and-effect

1. Don't listen to what Professor Whitehead says about correct grammar. Did you know that he absolutely hates rock music? How can you trust a person like that?

Fallacy: Ad hominem

2. After the age of fifty, it's very hard to get a new job because older people find it hard to learn new skills.

Fallacy: Stereotype

3. Bernice is a vegetarian. She eats fruits, vegetables, and dairy products, but no meat. She doesn't believe in killing animals for food, and she does not believe in nuclear weapons. All vegetarians are against nuclear weapons.

Fallacy: Hasty generalization

4. These blue shoes are too small, and those brown shoes were too wide. There is not a pair of shoes in this whole store that will fit me.

Fallacy: Hasty generalization

5. I wouldn't vote for anyone under the age of thirty for any kind of public office. People under thirty just aren't experienced or responsible enough to make major decisions that will affect the community.

Fallacy: Stereotype

Exercise 2

Write a paragraph arguing for or against giving 16-year-olds the right to vote. Give your reasons and support them logically. Avoid all of the four fallacies discussed in this lesson. [50 points] *Answers will vary.*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Sentence Combining: Inserting Adjective Clauses

Inserting adjective clauses is another method of combining sentences. An **adjective clause** is a subordinate clause that modifies a noun or pronoun. An adjective clause frequently begins with a **relative pronoun** (*who, whom, that, whose* or *which*).

Base Sentence: Juana is my best friend.

Insert: She moved here from Panama last year. (WHO)

Combined: Juana, *who moved here from Panama last year*, is my best friend.

When an adjective clause is essential to a sentence's meaning, it is not set off by commas.

I like a person *who takes authority*. [essential—no commas]

When a clause can be omitted without changing the meaning of the sentence, it should be set off from the rest of the sentence by a comma or paired commas.

Bob, *who has had years of camp counseling experience*, makes a good group leader. [not essential—set off by paired commas]

Exercise

Using the signals at the end of the insert sentences, combine each of the following sentence groups by adding adjective clauses to the base sentence (the first sentences in each set). Be sure to set off nonessential clauses with commas. [25 points each]

EXAMPLE Arnie will prepare the dinner.

Arnie is a gourmet cook. (WHO)

Arnie, who is a gourmet cook, will prepare the dinner.

1. We catch muskie in Rhinelander.

Rhinelander is a small town in Wisconsin. (WHICH)

We catch muskie in Rhinelander, which is a small town in Wisconsin.

2. Fanny Brice was a model of talent and perseverance.

She was played by Barbra Streisand in *Funny Girl*. (WHO)

Fanny Brice, who was played by Barbra Streisand in *Funny Girl*, was a model of talent and perseverance.

3. Someone just smashed into the red car.

The red car was parked by the curb. (THAT)

Someone just smashed into the red car that was parked by the curb.

4. Geraniums need to be planted every year.

Geraniums are annuals. (WHICH)

Geraniums, which are annuals, need to be planted every year.

Persuasive Writing: Appeals to Emotion

The purpose of persuasive writing is to change the reader's mind about something. One way of doing this is by using specific words that appeal to readers on an emotional level. Although every word has a **denotative meaning**—that is, the meaning given in a dictionary—many words have connotative meanings also. The **connotative meaning** of a word is the feeling or tone associated with it. The word *family*, for example, usually has a very positive association, while the words *loneliness* and *accident* have negative connotations. Many words are neutral, having neither positive nor negative connotations. The following examples show how the same basic ideas can be expressed neutrally or with emotion-laden words.

NEUTRAL	POSITIVE	NEGATIVE
cautious	prudent; wise	hesitant; timid
relaxed	peaceful; calm	lazy; lethargic

Advertisers use words with emotional appeal to persuade people to buy certain products. The following techniques are often used in advertisements.

1. **Glittering generalities** make use of words with powerful positive connotations. Glittering generalities often deal with feelings of loyalty to family, groups, and nations.

Your family will never have a moment's unhappiness if you take pictures with Snappo film.

2. The **bandwagon approach** uses the idea that everyone else is using a product and you will be left out if you don't, too.

Every winner of the best body contest eats Strongarm cereal for breakfast—shouldn't you?

3. The **plain folks appeal** uses words to make you want to fit in with other people just like you.

All the laundry washers in this area use Cleanox bleach to keep shirts clean, diapers white, and linens bright.

4. **Snob appeal** uses words which appeal to people's desires to be superior.

Living in Richman Towers puts you leagues above the masses down below.

5. **Transfer** uses a well-known or admired personality to promote a product.

Bo Gorgeous uses only Dippity Liquid to wash her lingerie.

Exercise 1

Next to each neutral word write a word with a positive connotation and one with a negative connotation that have basically the same meanings. [4 points each blank] *Answers will vary.*

EXAMPLES	NEUTRAL	POSITIVE	NEGATIVE
	restless	energetic	hyperactive
	thin	slim	gaunt
	windy	breezy	tornado-like

NEUTRAL	POSITIVE	NEGATIVE
1. funny	<u>humorous</u>	<u>snide or sarcastic</u>
2. muscular	<u>strong</u>	<u>grotesquely developed</u>
3. tall	<u>stately</u>	<u>giant-like</u>
4. clean	<u>neat</u>	<u>fussy</u>
5. large	<u>imposing</u>	<u>monstrous</u>

Exercise 2

Write a brief advertisement for each of the following products or persons. Use emotional language and some of the advertising techniques discussed in this lesson. After your advertisements, identify the techniques you have used. [15 points each] *Answers will vary.*

1. Zapzem insect spray

2. Fresh Fantasy cologne

3. Paul Bell, candidate for governor

4. Kristin Jerrod, candidate for president of student council

Persuasive Writing: Developing and Supporting a Proposition

A **proposition** is the thesis statement of a persuasive essay. The proposition should be worded as a positive statement, as in the following examples:

The unincorporated areas of the county should be required to join nearby cities.

Grade-point average should be the only basis for admission to college.

In a persuasive essay the proposition is supported by **reasons**, which explain the writer's opinion. These reasons are, in turn, supported by details, facts, and evidence. Both reasons and opinions should be based upon sound knowledge rather than on emotional reactions to an issue.

Exercise

Choose two of the issues listed below. For each, write a proposition worded as a positive statement. Below the proposition write at least two reasons that support the proposition. Then, for each reason, list at least two supporting details, facts, or evidence. [50 points each]
Answers will vary.

The military draft during peacetime

The requirement that children must go to school until 16

The sale of handguns

The treatment of convicted murderers

Aid for the elderly poor

1. Proposition: _____

(a) Reason _____

Details _____

Details _____

(b) Reason _____

Details _____

Details _____

2. Proposition: _____

(a) Reason _____

Details _____

Details _____

(b) Reason _____

Details _____

Details _____

Proofreading and Revision: Persuasive Essay

Exercise

Proofread and revise the following portion of a persuasive essay. In terms of content, pay particular attention to the following concerns: (1) the proposition is a positive statement, (2) the argument is developed with sufficient details and evidence, (3) emotional appeals are used only for positive purposes, (4) fallacies in logic are avoided. Proofread the paragraphs for errors in spelling, punctuation, and capitalization. You may use the space above the lines to make changes. Then rewrite the revised essay on a separate sheet of paper. [25 points for proofreading corrections; 75 points for revision] *Answers will vary.*

Everyone agrees that teenagers should be discouraged from drinking at all, for alcoholism and alcohol-related accidents are a serious problem for people of all ages. The reality, however, is that many young adults do drink and that drinking is legal in most American communities.

All states should have the same
~~States should not be allowed to set their own standards for a legal drinking age. We~~
un-American—misused emotional appeal
~~need uniformity in this matter. It's un-American to let some people drink legally in one~~
illegally
~~state while people of the same age must drink illegally in other states.~~

An excellent example of problems and inequalities exists along the Illinois-Wisconsin border. In Illinois you must be *twenty-one* ~~twenty-one~~ years old to drink. In Wisconsin a neighboring state you need only be eighteen years old to drink. On weekends many Illinois youths *across* ~~across~~ the border to drink in Wisconsin. Then they drive home, many in an intoxicated state. *Fallacy—stereotype, hasty generalization*
Every teen crossing the border from Illinois to Wisconsin and back on weekends is a safety hazard. In Lake County, a border county, 33 traffic deaths of youths between 17 and 19 were recorded last year. Of those at least 15 were traced directly to drinking *misused emotional appeal*
jaunts to Wisconsin. This slaughter has to stop.

Sentence Combining: Inserting Appositives

Inserting an appositive is another way to add information to a base sentence. An **appositive** or **appositive phrase** is used as a noun and placed beside another word to further explain it. Appositives are usually set off by commas.

Base Sentence: Charleston is located in the western portion of West Virginia.

Insert: Charleston is the state capital.

Combined: Charleston, *the state capital*, is located in the western portion of West Virginia.

Exercise

Combine the sets of sentences in each item below. Consider the first sentence the base sentence. Form and insert either appositives or appositive phrases as appropriate. Pay special attention to punctuation. [20 points each]

EXAMPLE *Publisher's Weekly* contained a lengthy article about book and movie tie-ins.
Publisher's Weekly is the trade magazine for publishers.
Publisher's Weekly, the trade magazine for publishers, contained a lengthy
article about book and movie tie-ins.

1. Benito Juarez lived from 1806–1872.

Benito Juarez was a Mexican national hero.

Benito Juarez, a Mexican national hero, lived from 1806–1872.

2. David completed the Orange Bowl marathon.

The Orange Bowl is a race run in Miami.

David completed the Orange Bowl marathon, a race run in Miami.

3. The silver dollar got jammed in the bus's fare box.

The dollar was a Susan B. Anthony one.

The silver dollar, a Susan B. Anthony one, got jammed in the bus's fare box.

4. I looked up the word *happy* in *Roget's Thesaurus*.

Roget's Thesaurus is a book of synonyms.

I looked up the word *happy* in *Roget's Thesaurus*, a book of synonyms.

5. John Masfield wrote poems about the sea.

He was an English poet and novelist.

John Masfield, an English poet and novelist, wrote poems about the sea.

Sentence Combining: Inserting Noun Clauses

Another technique of sentence combining is to turn one sentence into a noun clause and insert it into a base sentence. A **noun clause** functions as a noun in the combined sentence. The words *what, when, where, why, how, the fact that, how long, and how far* often introduce noun clauses. In the combined sentence notice that the noun clause takes the place of the signal SOMETHING in the base sentence.

Base Sentence: Lou Ann asked me SOMETHING.

Insert: She asked me how I was feeling. (HOW)

Combined: Lou Ann asked me *how I was feeling*.

The word order of a sentence sometimes changes when it is inserted as a noun clause.

Base Sentence: Everyone wanted to see SOMETHING.

Insert: The baby had gotten big. (HOW)

Combined: Everyone wanted to see *how big the baby had gotten*.

Exercise

Combine the following sentences by inserting noun clauses into the base sentence (the first one in each set). Use the signals in parentheses as the first word in the noun clause. [25 points each]

EXAMPLE Did you know SOMETHING?

Iowa comes from a Dakota word meaning "sleepy little ones." (THAT)

Did you know that *Iowa comes from a Dakota word meaning "sleepy little ones"*?

1. Elaine found out SOMETHING.

The clay is centered on the potter's wheel. (HOW)

Elaine found out *how the clay is centered on the potter's wheel*.

2. SOMETHING surprised us.

Aunt Ruth can speak three languages. (THE FACT THAT)

The fact that Aunt Ruth can speak three languages surprised us.

3. Sara asked Bob SOMETHING.

He seemed so upset. (WHY)

Sara asked Bob *why he seemed so upset*.

4. SOMETHING is clear to everyone but Patricia.

Dan is unable to make a real commitment. (THAT)

That Dan is unable to make a real commitment is clear to everyone but Patricia.

Business Letters: Form

Business letters have six parts and follow a standard form, as shown below.

HEADING

9329 Dwight Way
Berkeley, California 94704
April 10, 1984

INSIDE ADDRESS

Ms. Laura Kaye, Manager
Solar Electronics Company
5045 Oakley Avenue
Sun City, Arizona 88373

SALUTATION

Dear Ms. Kaye:

BODY

I am writing to find out how I can repair the Solar calculator that I bought two years ago. It is model number A750. Please tell me what to do and where to send it.

Thank you for your help.

CLOSING

Sincerely,

SIGNATURE

Josie Williams
Josie Williams

Exercise 1

Follow the directions for each item, using proper business letter form. Pay special attention to punctuation and capitalization. [10 points each] *Answers will vary.*

1. Write a heading using your own address and today's date.

2. Write an inside address to the principal of your school.

3. Write an appropriate salutation to the principal.

4. Write an appropriate closing to a letter from you to the principal.

Exercise 2

Write one of the following letters in the space provided. Use the standard form for a business letter. Use your home address and today's date in the heading. [60 points each] **Answers will vary.**

1. Write to one of your United States senators (find out his or her name) at the U.S. Senate Building, Washington, D.C. 20510. Tell the senator your views on an issue you think is important, and ask the senator for his or her views on that issue.
2. Write to a television network executive, telling what you think of a particular program—either one of your favorites or one you think should be dropped. (Find out the name and address of the person to write to by calling your local television station.)

Business Letters: Order Letter

When you write an **order letter**, you request that a company send you merchandise. Your request should be clear and include all the necessary information. Describe the item you are ordering (including size, color, price, and catalog number). Explain how you are paying for the item, and exactly how and where the item is to be shipped.

Exercise

Write the following order letter using correct business letter form. Use your own name, address, and today's date. Order 100 pencils with your full name imprinted on them. You saw an ad for these pencils in *Parade* magazine last weekend. The pencils cost 19 cents each (total \$19.00). With an order of 100 pencils, you also receive one dozen pens at no extra charge. Tax and postage total \$3.00. Order from Gabriel House, Incorporated, which is located in Cleveland, Ohio, at 2945 Scarborough Avenue. The ZIP code is 44118. [50 points for form; 50 points for content] **Letters will vary.**

Business Letters: Letter of Application

Include the following information in a **letter of application**: (1) a description of the job you seek and how you heard about the job; (2) personal data about yourself, such as age, grade; (3) your qualifications for the job, including your experience, talents; (4) three references (adults who can tell about your character and qualifications); (5) a request for an interview, including information about how you can be reached in order to schedule the interview.

Exercise

Write a letter of application for the following want ad. The ad appeared in *Hometown Tribune* classified section in last Sunday's paper (give date). [50 points for form; 50 points for content]
Letters will vary.

WANTED—VERSATILE TEEN FOR ODD JOBS IN LARGE OFFICE/RESTAURANT
COMPLEX. FLEXIBLE HOURS. CONTACT Collette Kinar, Personnel Director, Kaiser
Building, Hometown, Your State 01234

Proofreading and Revision: A Business Letter

Exercise

The following letter needs to be revised and proofread for both form and content. You may use the space above the lines to make changes in the letter, but you should recopy the revised letter on a separate sheet of paper. [50 points for form; 50 points for content]

8424 Keystone Road

Skokie, Illinois 60076

March 12, 1984

Customer Relations Department

Quicker Oats Company

240 South Indiana Boulevard

Chicago Illinois 60659

Dear Manager of Customer Relations:

Specify date.

your

Specify name

A while ago I bought a box of your instant oatmeal at the store near my of store.

were

house. I read the label and decided that there was eight servings in the box.

Give specific information.

When I opened the box, boy was I ever surprised.

Specify which person. who

I told the guy at the store, he said I couldn't get my money back unless receipt

I had my receipt. That's tight, too.

Rephrase

I

So, I want you to send me \$1.19, which is what I paid. I saved the boxtop

Rephrase

Emphasize this point; say it earlier.

and here it is. See the price? By the way, the whole problem is that there were

Avoid being offensive.

only three packets in the box and all cinnamon flavor. Can't you count?

Avoid slang. Be specific.

I hope you'll make good on this. Or at least send me a coupon.

Sincerely,

Bye For now:

Jeffrey Beck

Sentence Combining: Inserting Gerunds and Infinitives

Sometimes one part of a sentence can be inserted into another sentence in the form of a gerund or gerund phrase. A **gerund** is the *-ing* form of a verb used as a noun.

Base Sentence: SOMETHING always makes me crabby.

Insert: I stay up too late. (ING)

Combined: *Staying up too late* always makes me crabby.

The signal (POS) means that the subject from the insert sentence should be possessive.

Base Sentence: We were impressed by SOMETHING.

Insert: Gayle recited her whole speech. (POS) + (ING)

Combined: We were impressed by *Gayle's reciting her whole speech*.

Another way in which sentences can be combined is to insert an infinitive or an infinitive phrase into a base sentence. An infinitive is composed of the word *to* plus a verb.

Base Sentence: We must remember SOMETHING.

Insert: We bring our gym clothes on Monday. (TO + VERB)

Combined: We must remember *to bring our gym clothes on Monday*.

Exercise

Combine each of the following sets of sentences into one sentence. Use the signals in parentheses. [25 points each]

1. The special glue can be used for SOMETHING.

It can attach metal to metal. (ING)

The special glue can be used for attaching metal to metal.

2. Marla has always wanted SOMETHING.

She will play her cello at Carnegie Hall. (TO + VERB)

Marla has always wanted to play her cello at Carnegie Hall.

3. SOMETHING annoys me.

You crack your gum (POS + ING)

Your cracking your gum annoys me.

4. Can this class teach entering students SOMETHING?

They will write a research paper. (TO + VERB)

Can this class teach entering students to write a research paper?

Sentence Combining: Inserting with Punctuation

Several punctuation marks enable writers to insert part of one sentence into another sentence. The **colon**, for example, often introduces a list.

Base Sentence: There are only three good seasons in Chicago.

Insert: The seasons are spring, summer, and fall. (COLON)

Combined: There are only three good seasons in Chicago: spring, summer, and fall.

When information is inserted before the base sentence, a dash may be used. A **dash** often indicates that a list is followed by an explanation.

Base Sentence: Those were her best features.

Insert: The features were style and intelligence. (DASH)

Combined: Style and intelligence—those were her best features.

When the main idea is in the base sentence, parentheses may be used to insert information. The **parentheses** leave the attention focused on the main idea.

Base Sentence: Ella is a graduate engineer.

Insert: Ella is my sister. (PARENS)

Combined: Ella (my sister) is a graduate engineer.

Exercise

Using the signals in parentheses, combine each of the following sets of sentences into one sentence. [25 points each]

1. These fields became popular during the 1970s.

The fields were computer programming and business administration. (COLON)

These fields became popular during the 1970s: computer programming and business administration.

2. You cannot escape these noises in a big city.

The noises are wailing sirens and blaring horns. (DASH)

Wailing sirens and blaring horns—you cannot escape these noises in a big city.

3. The Fourth of July is an important holiday in this country.

The Fourth of July is also known as Independence Day. (PARENS)

The Fourth of July (also known as Independence Day) is an important holiday in this country.

4. The Museum of Science and Industry in Chicago has two of my favorite exhibits.

The exhibits are the U-boat captured during World War II and a coal mine. (COLON)

The Museum of Science and Industry in Chicago has two of my favorite exhibits: the U-boat captured during World War II and a coal mine.

Identifying Nouns

A **noun** is the name of a person, place, thing, or idea. Nouns may be classified into the following categories:

1. **Proper nouns** name specific persons, places, things, or ideas. All other nouns are **common nouns**. Proper nouns are always capitalized.

common common proper

The *convention* meets in a different *city* each *November*.

2. **Concrete nouns** name something you can see or touch. **Abstract nouns** name ideas or qualities.

concrete abstract

The *trophy* is awarded for *effort*.

3. **Collective nouns** stand for a whole group of people or things.

The *team* played its best game.

4. **Compound nouns** are made up of two or more words that are joined together to name one person, place, or thing.

The oars for the *rowboat* are in the *boathouse*.

Exercise

Underline all of the nouns in the following sentences. Be prepared to tell whether a noun is proper or common, abstract or concrete, compound or collective. [10 points each sentence]

EXAMPLE The staff met to discuss plans for the yearbook.

1. Mrs. Nelson has been teaching English for thirty years.
2. Anna swims well and is an accomplished boater.
3. The twins, Paige and Leslie, look alike but are quite different in their temperaments.
4. Bill is taking a course in film at Northeastern University.
5. Is the car in the driveway a Toyota or a Mazda?
6. The aircraft was forced to make an emergency landing in the desert.
7. My parents prefer serious opera to lighter musicals.
8. The cost of a good haircut seems to go up every six months.
9. Barbie has changed plans for her career; rather than forestry, her future will be in medicine.
10. Before completing the examination, each student must write an essay on patriotism.

Noun Plurals

Most nouns form their plurals in a regular way by adding -s or -es to the singular form: duck, ducks; brush, brushes.

Nouns that end in *o* preceded by a vowel add the suffix -s to form the plural: radio, radios; stereo, stereos. Nouns referring to music also form their plurals in this way: alto, altos; cello, cellos.

Nouns ending in *o* preceded by a consonant add -es: potato, potatoes; tomato, tomatoes.

Some nouns form their plurals in irregular ways:

1. Nouns ending in *y* may form their plurals in two ways: buggy, buggies; duty, duties; but donkey, donkeys; alley, alleys.
2. Some nouns ending in *f* or *fe* form their plurals by changing *f* to *v*: thief, thieves.
3. Some nouns change an internal vowel sound to form their plurals: tooth, teeth.
4. Some nouns have the same form for the singular and plural: trout, deer, sheep, moose.
5. Some nouns form their plural by a change of spelling: crisis, crises; datum, data.

Exercise 1

Write the plural form of each noun. Check a dictionary to be sure each plural you form is spelled correctly. [6 points each]

- | | |
|-----------|-----------------|
| 1. wife | <u>wives</u> |
| 2. datum | <u>data</u> |
| 3. theory | <u>theories</u> |
| 4. leaf | <u>leaves</u> |
| 5. kiss | <u>kisses</u> |

- | | |
|-------------|------------------|
| 6. foot | <u>feet</u> |
| 7. inch | <u>inches</u> |
| 8. valley | <u>valleys</u> |
| 9. crisis | <u>crises</u> |
| 10. victory | <u>victories</u> |

Exercise 2

Rewrite each sentence, changing all italicized nouns to plural nouns. [10 points each sentence]

EXAMPLE The *mosquito* bit my *leg* and *foot*.

The mosquitoes (or mosquitos) bit my legs and feet.

1. Which *tooth* had the *cavity*?
Which teeth had the cavities?
2. The *gentleman* met the *lady* on the *patio*.
The gentlemen met the ladies on the patios.
3. The *box* of *stamps* should be in the *desk*.
The boxes of stamps should be in the desks.
4. The *bass* and the *soprano* sang their *solo*.
The basses and the sopranos sang their solos.

Noun Possessives

1. Form the possessive of a singular noun by adding an apostrophe and an s ('s): the car's tire; the capsule's coating.
2. When a singular noun that ends in s has more than one syllable, the plural may be formed by adding only the apostrophe: Phyllis' friends; Socrates' death.
3. Form the possessive of a plural noun ending in s by adding an apostrophe only: flowers' petals; citizens' ballots.
4. Form the possessive of a plural noun that does not end in s by adding an apostrophe and an s ('s): men's shoes; teeth's enamel.

Some special rules apply to the use of noun possessives:

1. When two or more persons possess something in common, only the name of the last person mentioned is possessive.

Josh and Jeremy's bedroom is in the attic.

2. When two or more persons possess something separately, each noun is possessive.

What are the Cubs' and the White Sox's records so far this year?

3. In hyphenated nouns and in the names of companies and organizations, only the last noun is made possessive.

The gift was from Strauss and Warner's downtown store.

4. In expressions of time and amount, the possessive form is used: three hours' drive; five dollars' worth of gas.

Exercise

Write out each sentence, adding possessive forms where necessary. [20 points each sentence]

EXAMPLE Wanda whole week salary will go to Madison Department Store.

Wanda's whole week's salary will go to Madison's Department Store.

1. We will need three dollars worth of change.

We will need three dollars' worth of change.

2. Illinois and Missouri borders meet at St. Louis.

Illinois' and Missouri's borders meet at St. Louis.

3. Time account of Peter, Paul, and Mary concert was well written.

Time's account of Peter, Paul, and Mary's concert was well written.

4. Sams mother has a new job at Block & Hirsh law firm.

Sam's mother has a new job at Block & Hirsh's law firm.

5. Binney & Smith crayons outsell their competitors crayons.

Binney & Smith's crayons outsell their competitors' crayons.

Proofreading and Revision: Noun Plural and Possessive Forms

Exercise

In the following paragraphs there are twenty errors in the use of noun plurals and possessives. Cross out the errors and write the corrections in the spaces above the lines. [5 points each]

Stratton's dad's customers
 Grove and Strattons pharmacy in my dads office building gives all of its customer's
 calendars' photos
 free calendars during December's holidays. The calendars covers always bear photoes of
 children's productions families
 local childrens' theater productiones. The familys of the children on the cover get ten
 copies
 extra eopys to send to friends. Many calendars are sent to relatives as far away as Alaska
 Islands
 or the Hawaiian Island's.

information
 The calendar itself contains useful informations. There is a list of prescription drugs
 effects injuries illnesses
 and their possible side-effects'. There is a chart of common injrys and illness' and the
 month's exercises
 best remedies for each. On each months page are several suggested exercise and a few
 diet tips.

calendars' coupons
 The calendars pages are also money savers. On the bottom of each page are coupones
 businesses
 good at local business'. Many other companies wish they had thought of the calendar
 businesses'
 idea first, but they are glad to have their businesses's names on the pages of Grove and
 Stratton's popular calendar.

Identifying Pronouns

A **pronoun** is a word that takes the place of a noun. The noun replaced by the pronoun and to which the pronoun refers is called the pronoun's **antecedent**.

1. **Personal pronouns** are used to refer to one or more persons or things. Personal pronouns (except for *you*) have different singular and plural forms. The italicized words in the following sentences are personal pronouns.

Do you know if they want me to help them?
I think he and his friends will do it themselves.

His is a possessive form of a personal pronoun; *themselves* is a reflexive form.

2. **Relative pronouns** are used to introduce a subordinate clause. *That, which, who, whom, whose* function as relative pronouns when they introduce subordinate clauses.

Here is the poster *that* you wanted.

3. **Interrogative pronouns** are words which introduce a question. *Who, whom, whose, which, what* function as interrogative pronouns when they introduce a question.

What is the temperature? For *whom* did you call?

4. **Demonstrative pronouns** are used by themselves to point out a specific noun. *This, that, these, and those* are the only demonstrative pronouns.

This is the best red snapper I've ever tasted.

5. **Indefinite pronouns** (such as *everybody, anyone, no one, either, some* and *many*) are pronouns that do not refer to a specific person or thing.

Someone in this room is guilty.
Few understand the economy as well as he.

Exercise

In the following sentences underline each pronoun. [10 points each sentence]

EXAMPLE Which is your locker?

1. Has anyone found my gold pen?
2. The store that sells tennis equipment is where we buy our sweatbands.
3. Many think they can pull themselves through a crisis alone; few can really do it.
4. Which do you enjoy more—his singing or her guitar playing?
5. These are troubled times which must be survived.
6. To whom are the packages to be delivered?
7. Does anybody know the solution to our problem?
8. This is all wrong! Next time I will solve the problem myself.
9. Is that the record that you wanted?
10. Who offered to help? We need everyone who is available.

Agreement of Pronouns with Pronoun Antecedents

Pronouns must agree with their antecedents in **number** and **gender**.

Most indefinite pronouns (such as *anyone, neither, either, each, someone, somebody*) are singular and should be referred to with singular pronouns. *Both, few, many, others, and several*, however, are always plural. The indefinite pronouns *all, any, some, and none* may be singular or plural depending upon their meaning in a sentence.

Notice that the pronoun refers to the subject, not the object of the preposition.

Everyone must bring *his* or *her* book. [refers to singular *Everyone*]

Each of the girls has *her* own room. [refers to singular *Each*]

None of the rivers have reached *their* crests. [refers to plural *rivers*]

None of the milk dripped from *its* carton. [refers to singular *milk*]

Exercise

Underline the pronoun in parentheses that agrees with its antecedent. [5 points each]

EXAMPLE Neither of the girls remembered (her, their) homework assignment.

- Someone in the bleachers is waving (their, his or her) banner.
- Both of the Miller girls work at (her, their) father's store.
- Could either of the women quiet (her, their) screaming infant?
- Some of the fish have eaten (its, their) food.
- One of the boys in the crowd is waving to (their, his) favorite singer.
- Either of my sisters will give (her, their) permission.
- Neither of the young women could recall (her, their) expenses.
- Does anyone wish to make (his or her, their) suggestions now?
- Several always raise (his or her, their) hands.
- Some of the campers are pitching (his, their) tents now.
- Few passed (their, his or her) tests.
- All of the windows need (its, their) frames painted.
- Some of the cheerleaders practiced (her, their) cheerleading routines.
- All of the members of the club have offered (their, his or her) suggestions.
- One of the bottles has a crack in (its, their) bottom.
- Somebody has left (his, their) watch in the boys' locker room.
- Both of the stamps are in (its, their) proper places.
- One of the calves seems to have lost (their, its) way.
- None of the students are looking forward to (his or her, their) vacation.
- None of the cars were in (its, their) usual parking spots.

Using Subject Pronouns

The **subject form** of the personal pronoun includes the singular pronouns *I, you, he, she, it*. The plural pronouns are *we, you, and they*.

1. Use the subject form of the pronoun when the pronoun is the subject of a sentence or when the pronoun is a predicate nominative. (A predicate nominative follows a linking verb and renames or identifies the subject of the sentence).

The Laceys and we travel together often. [subject]

We knew the winners would be Don and he. [predicate nominative]

2. Remember that *who* is the subject form of the interrogative pronoun. Use *who* as the subject or predicate nominative of a sentence.
3. When *we* or *us* is followed by a plural noun, use *we* if the noun has a subject function.

We canoeists will meet at Fox Creek at noon on Saturday.

Exercise 1

Underline the pronoun that correctly completes each sentence. [5 points each]

1. The neighbors and (they, them) don't get along.
2. The newly elected president is (she, her).
3. When you answer the intercom, say, "It is (I, me)."
4. Carmen and (she, her) have been friends for years.
5. (They, Them) and I work together.
6. Today Charlie and (he, him) will read their report on the piranha.
7. Once you and (I, me) begin this project, there will be no stopping us.
8. (We, Us) and the opposing team play similar games.
9. Both Grace and (she, her) are studying to be cosmetologists.
10. Jeffrey or (I, me) will have to lock the office at 5:00 P.M.

Exercise 2

Underline the pronoun that correctly completes each sentence. [10 points each]

EXAMPLE (Who, whom) is your favorite football player?

1. (We, Us) juniors are feeling tremendous pressure because of the tests we must take.
2. The playbill said the star is (who, whom)?
3. The happiest guests will be (we, us) teenagers.
4. (Who, Whom) could handle an emergency as capably as Lisa?
5. The hardest people to please are (we, us) perfectionists.

Using Object Pronouns

The **object form** of the personal pronoun includes the singular pronouns *me, you, him, her, and it*. The plural pronouns are *we, you, and them*.

1. Use the object form of the pronoun when the pronoun is the direct object or indirect object of the sentence.

Sheila asked *her* and *me* about the meeting. [direct objects]

The coaches awarded Jeff and *him* trophies. [indirect object]

2. Use the object form when the pronoun is the object of a preposition.

Just between *you* and *me*, I'm scared. [objects of preposition]

3. Use the object form when the pronoun is the subject, object, or predicate pronoun of an infinitive.

We expect the winner to be *her*. [predicate pronoun of an infinitive]

4. Remember that *whom* is the object form of the interrogative pronoun.

To *whom* did you send the check?

5. When *we* or *us* is followed by a plural noun, use *us* if the pronoun has an object function.

The audience gave *us* soloists a standing ovation.

Exercise

In the following sentences, underline the pronoun that correctly completes each sentence.
[10 points each]

EXAMPLE Was the warning for you and (I, me)?

1. Between you and (I, me) I wish we could leave.
2. Our instructor gave the first period class and (we, us) different assignments.
3. Remind the faculty and (we, us) of our next meeting.
4. No one ever cleans up after you and (I, me).
5. The voters want the candidate to be (he, him).
6. Someone forgot all about (she, her) and the dogs.
7. Don't you dare call (we, us) boys losers!
8. Dean Orr gave (we, us) newspaper staff a lecture on the procedure for remaining in the building after school.
9. To (who, whom) should the money be sent?
10. (Who, Whom) have you become friendliest with?

Proofreading and Revision: Pronoun Usage

Exercise

The following paragraphs contain errors in the use of pronouns. Underline each pronoun that needs correcting in the original version. Then rewrite the paragraphs, making the necessary corrections. Underline the corrected pronoun in the revised version. [10 points each]

1. All high school juniors whom take the Scholastic Aptitude Test should be sure to report their scores to his or her own high school as well as to the colleges to which he or she will apply. If a student doesn't know to who to send the scores, it can be sent to the school's secretary.

All high school juniors who take the Scholastic Aptitude Test should be sure to report their scores to their own high school as well as to the college to which they will apply. If a student doesn't know to whom to send the scores, they can be sent to the school's secretary.

2. Us Student Council members have a message for everyone who cares about their school. Both teacher and student alike should reconsider his efforts in keeping his school a clean place. Only when everybody cleans up after themselves will the school look the way we all wish it would.

We Student Council members have a message for everyone who cares about his or her school. Both teacher and student alike should reconsider their efforts in keeping their school a clean place. Only when everybody cleans up after himself or herself will this school look the way we all wish it would.

Identifying Verbs

A **verb** is a word that expresses action (physical or mental) or a state of being.

Luis *scored* ten points in the last quarter. [physical action]

We *had imagined* a much older person. [mental action]

Columbus *is* the capital of Ohio. [state of being]

Verbs can be classified into the following categories:

1. **Action verbs** show either physical or mental action.
2. **Linking verbs** connect the subject of the sentence with a noun or adjective that comes after the verb. The most common linking verb is *be*, but other verbs also serve as linking verbs: *taste, smell, sound, seem, look, feel, become, stay, grow, appear, remain, turn*.

Linda Purl *is* talented, but she *is* not a star.

Toby *has become* editor-in-chief of the newspaper.

Please *remain* calm. The hallways *smell* smoky.

3. A **main verb** and a **helping verb** form a **verb phrase**. Helping verbs help the main verb to express action or a state of being. Helping verbs include forms of *be, can, may, have, and do* as well as *would, should, shall, and will*. In the following examples the helping verbs are italicized, and the main verb is underscored.

Have you been studying all afternoon?

We could never have met the deadline without your help.

Will Lorenzo attend the awards banquet next week?

Exercise

Underline all the verbs and verb phrases in the following sentences. Some sentences contain more than one verb or verb phrase. [10 points each sentence]

EXAMPLE Forrest is refinishing the dresser for his room.

Belinda has always been a reliable person.

1. Lucille Ball remains one of the funniest comedy performers in television.
2. You should make the bed before breakfast.
3. I could not recognize a familiar face in the crowd.
4. Sandra looks terribly sad about her test score.
5. All of the water has evaporated from the cat's bowl.
6. A substitute will be arriving any moment.
7. Arthur is studying architecture at the community college.
8. Everyone must have been sleeping during the storm.
9. The car sped by fast and did not slow for the "Yield" sign.
10. Gilat is spending the summer in Israel, and she will return in September.

Using Verb Tenses (1)

Verbs show **tense** through their three principal parts: present, past, and past participle.

PRESENT	PAST	PAST PARTICIPLE
paint	painted	(had) painted
take	took	(had) taken

The basic verb tenses are formed from these three principal parts. The three **simple tenses** are present tense, past tense, and future tense.

1. **Present tense** verbs express action that is presently occurring or that occurs regularly. Present tense is formed by using the present form of the verb.

John *paints* with both watercolors and acrylics.

The **present progressive** form of the verb is formed by adding a helping verb plus the *-ing* form of the verb. It also shows present or continuing action.

Edison *is hiring* workers for the new plant.

2. **Past tense** verbs express action or a state of being that has been completed in the past.

Mr. Woods and his crew *painted* the entire house.

Teresa *was hoping* for a special favor. [progressive form]

3. **Future tense** verbs are formed by using the helping verb *will* or *shall* and the present form. The future tense expresses future action, makes a prediction, or gives an order.

The orchestra *will tune* up in a moment.

Will you close the door, please?

The weather *will be improving* by tomorrow. [progressive form]

Exercise

In each of the following sentences, supply the correct tense of the verb shown in parentheses. [20 points each] *Answers may vary.*

EXAMPLE Bob _____ mows _____ the grass every Saturday. (*mow*—present)

1. Barbara _____ *called* _____ to ask if we enjoyed the party. (*call*—past)
2. We think it _____ *will rain* _____ for eight days in a row. (*rain*—future)
3. After you _____ *knock* _____ on the door, you must wait a few minutes. (*knock*—present)
4. I am sure that we _____ *will attend* _____ Josh's graduation. (*attend*—future)
5. In April we _____ *will visit* _____ the science museum. (*visit*—future)

Using Verb Tenses (2)

The three **perfect tenses** are all formed by using the past participle form of the verb.

1. **Present perfect tense** verbs always use the helping verb *has* or *have* with the past participle. This tense is used to describe an action that began in the past and continues to the present.

I have wanted to sky dive ever since I first learned about the sport.
Elizabeth *has been dating* Eric for six months. [progressive form]

2. **Past perfect tense** verbs always use the helping verb *had* with the past participle. These verbs express an action that was completed in the past before another action took place.

By the time he reached second, Jerry *had worked* up a sweat.
Until this year, Nancy *had been working* every summer. [progressive form]

3. **Future perfect tense** verbs use *will have* or *shall have* with the past participle. They express a future action that will be completed before another future action.

By the year 2,000 we *shall have used* most of our fossil fuels.
By lunchtime I *shall have been working* for four hours. [progressive form]

Exercise

In each of the following sentences, supply the tense of the verb shown in parentheses.
[10 points each]

EXAMPLE Donna _____ has cooked _____ dinner for the family. (*cook*—present perfect tense)

1. The referees _____ *have explained* _____ the rules to the players. (*explain*—present perfect)
2. By tonight stage hands _____ *will have cleaned* _____ the floors in the auditorium. (*clean*—future perfect)
3. By tomorrow Louis _____ *will have been using* _____ the antibiotic cream for eight days. (*use*—future perfect progressive)
4. The tulips _____ *have bloomed* _____ early this year. (*bloom*—present perfect)
5. Those vines _____ *will have reached* _____ the windows by this spring. (*reach*—future perfect)
6. The rain _____ *had started* _____ before we left. (*start*—past perfect)
7. You _____ *have been* _____ very patient. (*be*—present perfect)
8. Bennett _____ *has applied* _____ for several jobs. (*apply*—present perfect)
9. The tornado _____ *has caused* _____ extensive damage to the school. (*cause*—present perfect)
10. Everyone _____ *had hoped* _____ for a bigger bonus. (*hope*—past perfect)

Using Irregular Verbs (1)

Regular verbs form their past and past participles by adding *-ed* or *-d* to the present form. Many of the most common English verbs are **irregular verbs** because they do not form their past and past participles in this way. In this and the following lessons, you will study the forms of some common irregular verbs and practice using these verbs correctly.

PRESENT	PAST	PAST PARTICIPLE (has, have, or had)
bring	brought	brought
burst	burst	burst
drink	drank	drunk
drive	drove	driven
fly	flew	flown
ring	rang	rung
sell	sold	sold
think	thought	thought
wear	wore	worn
weep	wept	wept
write	wrote	written

Exercise

In each of the following sentences, fill in the appropriate principal part of the verb in parentheses. [10 points each] *Answers may vary.*

EXAMPLE Howard has flown to Houston to look for a job. (fly)

- After I drank the lemonade, I finally cooled off. (drink)
- Someone has drunk all of the milk. (drink)
- Who has thought of a clever solution? (think)
- I wrote to the producer of the 10 o'clock news. (write)
- Ms. Dalbok has worn the same glasses since I was a child. (wear)
- Michael has never driven a stick shift car before. (drive)
- The doorbell and telephone rang at the same time. (ring)
- Have you ever flown over a big city at night? (fly)
- If I had known the last answer, I would have had a perfect score. (know)
- Everyone wept when the news of the assassination was announced. (weep)

Using Irregular Verbs (2)

The following verbs also form their principal parts irregularly. Study the chart carefully before you do the exercise that follows it.

PRESENT	PAST	PAST PARTICIPLE (has, have, or had)
come	came	come
cost	cost	cost
do	did	done
eat	ate	eaten
lead	led	led
sell	sold	sold
shake	shook	shaken
swim	swam	swum
take	took	taken
tell	told	told
throw	threw	thrown

Exercise

In each of the following sentences, fill in the appropriate principal part of the verb in parentheses. [10 points each]

EXAMPLE The Robinsons have _____ sold _____ their house and are moving. (sell)

- Has anyone _____ told _____ the children about the Thanksgiving Day parade yet? (tell)
- Our guests had _____ eaten _____ before they came to visit us. (eat)
- In that small town, an ice cream cone has _____ cost _____ ten cents for the past twenty years. (cost)
- The ski gloves were too large, so Clarice _____ took _____ them back to the store. (take)
- Have you _____ come _____ across any Susan B. Anthony dollars? (come)
- The wind _____ shook _____ the trees so hard it looked as if they would break. (shake)
- All summer long Juanita has _____ swum _____ ten laps every morning before she goes to work. (swim)
- Shirley _____ threw _____ her curve ball so well that none of the batters could hit it. (throw)
- The young man _____ led _____ the sheriff to the cave where he had seen the thieves. (lead)
- The doctors have _____ done _____ everything they can. (do)

Using Irregular Verbs (3)

Memorize the principal parts of the irregular verbs listed below before you do the exercise that follows.

PRESENT	PAST	PAST PARTICIPLE (has, have, or had)
begin	began	begun
break	broke	broken
choose	chose	chosen
draw	drew	drawn
fall	fell	fallen
go	went	gone
grow	grew	grown
know	knew	known
ride	rode	ridden
see	saw	seen
speak	spoke	spoken

Exercise

In each of the following sentences, underline the correct form of the verb. [10 points each]

EXAMPLE By New Year's Eve we will have (know, known) each other for almost five years.

- Who has (saw, seen) the missing car keys?
- Have you ever (rode, ridden) on an elevated train or a subway train?
- How tall the bushes have (grew, grown)!
- No one has (went, gone) near the live electrical wires for fear of a shock.
- Marianela (knew, knowed) all the answers to the final exam.
- The four white horses (drew, drawed) the prince's carriage.
- The bucket has (fell, fallen) all the way down into the well.
- By August the voters will have (chose, chosen) their representatives to the state convention.
- Vandals (brealed, broke) all of the windows in the empty apartment house before the building was boarded up.
- My counselor (spoke, speaked) frankly to me about the problems I would have to face.

Subject-Verb Agreement (1)

A verb must agree with its subject in number. A singular noun as subject and the pronouns *he, she, and it* require the singular form of the verb. A plural subject and the pronouns *I, you, they, and we* require the plural form of the verb.

Nancy *writes* to her parents every week. [singular]

Her parents *write* back often. [plural]

Only present tense verbs have different singular and plural forms. The past and future tenses (both simple and perfect) use the same form of the verb for both singular and plural.

When a phrase or clause comes between the subject and verb, make sure the verb agrees with the true subject of the sentence. Remember that the subject of a sentence is never found in a phrase or clause.

Each of the ducks *swims* well. Everyone who attends classes *has* been invited.

Exercise

Underline the verb form in parentheses that agrees with its subject. [5 points each]

EXAMPLE The pacing footsteps (disturb, disturbs) my work.

1. The books (was, were) of great help in writing the research paper.
2. You (was, were) not in class when the experiment was explained.
3. This pen (doesn't, don't) show up on the book cover.
4. The digital clock (keep, keeps) excellent time.
5. Two tennis rackets (was, were) left on the bench near the courts.
6. For the first time in months, the car (is, are) clean inside and out.
7. I sometimes (pretend, pretends) to be asleep.
8. The air conditioning (come, comes) on automatically.
9. The dictionary (give, gives) two past forms for the verb *forbid*.
10. As you (eat, eats) the watermelon, don't leave pits on the table.
11. Three of the pencils (need, needs) sharpening.
12. The boy who was on the parallel bars (practice, practices) in the gym every night.
13. The young robins in the nest (is, are) calling for food.
14. Five of the sheets of paper (has, have) writing on them.
15. The times for the fifty-yard dash (was, were) posted on the bulletin board.
16. The senior citizens in the audience (love, loves) the big band music.
17. The stream of water that begins in the mountains (flow, flows) directly to the ocean.
18. One of the answers in the back of the book (is, are) incorrect.
19. The two fish that the boys caught (is, are) still in the net.
20. The bill for food and beverages (come, comes) to a total of \$10.50.

Subject-Verb Agreement (2)

1. The subject of a sentence may follow the verb, as in questions or in sentences beginning with *here* or *there*. Find the true subject and use a verb that agrees with it.

Here are the typewriter ribbons. What is the answer to the problem?

2. When two or more subjects are joined by the word *and*, use a plural verb.

Tom and Jerry fight each other all the time.

3. When two or more singular subjects are joined by *or* or *nor*, use a singular verb.

Either Becca or her brother works on Sunday.

4. When two or more plural subjects are joined by *or* or *nor*, use a plural verb.

Neither the men nor the women wear shoulder pads.

5. When one part of a compound subject is singular and one part is plural, use the verb that agrees with the closer subject.

Either Dad or the kids let the cat out at night.

6. Collective nouns name a group of persons or things that may be either singular or plural in meaning. When the individual members of the group are thought of separately, use a singular verb. When the group is thought of as a unit, use a plural verb.

The team wears blue and gold jerseys. The jury are not in agreement.

7. Some nouns (such as *mathematics*, *economics*, *news*) are plural in form but clearly have a singular meaning. Use a singular verb with these nouns.

Politics is a difficult profession.

Exercise

Underline the verb form in parentheses that agrees with the subject. [10 points each]

EXAMPLE Emily or her brothers (is, are) responsible for cleaning the house.

1. The windows and the floors (need, needs) washing.
2. Neither the dictionary nor the thesaurus (list, lists) the word I am looking for.
3. Some glasses or a bottle (was, were) broken.
4. There (was, were) several problem students in the class.
5. What (does, do) your brother do at the radio station?
6. Here (come, comes) a flock of geese.
7. Either a train or some passing trucks (shake, shakes) the apartment every few minutes.
8. Neither the winners nor the losers (was, were) satisfied with the outcome of the race.
9. Economics (is, are) an interesting subject.
10. Where (is, are) the books that you were reading?

Subject-Verb Agreement (3)

When an indefinite pronoun is the subject of a sentence, the verb must agree with the pronoun in number.

1. Certain indefinite pronouns are always singular and take a singular verb:

anybody	either	neither	one
anyone	everybody	nobody	somebody
each	everyone	no one	someone

Remember that the subject of a sentence is never found in a phrase or clause.

One of the eggs has a cracked shell.

Each of the candidates has a platform.

Everybody in both classes is invited to the performance.

2. Five indefinite pronouns are always plural and take a plural verb: *both, few, many, others, several.*

Several of her poems are in the magazine.

3. Five indefinite pronouns may be singular or plural, depending upon their meaning in a sentence: *all, any, most, none, some.*

Some of the paint is bright yellow. [singular]

Some of the African violets are in bloom. [plural]

Exercise

Underline the verb in parentheses that agrees with the subject. [10 points each]

EXAMPLE No one wearing street shoes (is, are) allowed in the gym.

- None of the problems (was, were) easy to solve.
- Few of the citizens (exercise, exercises) the right to call for a referendum.
- Each of the paintings (has, have) a unique pattern of color and texture.
- Both of the boxers (want, wants) to win the title.
- (Do, Does) any of these instructions make sense to you?
- None of the postal workers (has, have) signed contracts yet.
- Some of the rain (is, are) leaking in through the attic roof.
- Nobody with that many cavities (get, gets) a dentist's sympathy.
- Several of the fish in the bowl (look, looks) half dead.
- Neither of the lumberjacks (use, uses) a power saw.

Verbs Often Confused: *Lie and Lay, Sit and Set, Rise and Raise*

lie/ lay *To lie* means "to recline" or "to be in a horizontal position." The principal parts are *lie* (present), *lay* (past), *lain* (past participle).

We *lay* on our blankets near the edge of the cliff. [past]

To lay means "to place something" or "to put something down." The principal parts are *lay* (present), *laid* (past), *laid* (past participle).

She *laid* the stolen money on the sergeant's desk. [past]

sit/ set *Sit* means "to occupy a seat" or "to rest." The principal parts are *sit* (present), *sat* (past), *sat* (past participle).

The puppy *sat* on Belinda's lap. [past]

Set means "to put or place something." The principal parts are *set* (present), *set* (past), and *set* (past participle).

Linda *set* vases of fresh flowers all around the banquet hall. [past]

rise/ raise *Rise* means "to go up" or "to get up." The principal parts are *rise* (present), *rose* (past), *risen* (past participle).

A huge, yellow moon *rose* over the silent lake. [past]

Raise means "to move something upward." The principal parts are *raise* (present), *raised* (past), *raised* (past participle).

The scouts have *raised* the flag every morning at dawn. [past]

Exercise

Underline the verb in parentheses that correctly completes each sentence. [10 points each]

EXAMPLE When you hear your name called, please (rise, raise) your hand.

1. The announcer asked everyone to (rise, raise) for the national anthem.
2. Where had you (sat, set) the tickets?
3. The curtain (rose, raised) as the music began.
4. After his knee operation, Josh had to (lie, lay) down every afternoon.
5. How long had the injured animal (lain, laid) on the porch?
6. The tired soldiers (rose, raised) to the occasion.
7. The electrician (lay, laid) the cable to the new development.
8. Decorations were (sat, set) around the base of the tree.
9. The price of gasoline has (risen, raised) steadily all year.
10. Grandpa had (lain, laid) down to rest but fell into a deep sleep.

Proofreading and Revision: Verb Usage

Exercise

In the following paragraphs, there is a total of ten errors in the use of verbs. Errors include incorrect verb forms, incorrect tense, lack of agreement between a verb and its subject, and use of an incorrect verb. In the original versions underline each verb that needs correcting and then rewrite the paragraphs making the necessary changes. Underline the corrected verb in the revised version as well. [10 points each]

1. All of my family loves to watch reruns of the *Mary Tyler Moore Show*. Each of the actors and actresses on the show have a true talent for comedy. Sometimes I just lie on the couch and roar with laughter. I have never saw an episode that weren't enjoyable.

All of my family loves to watch reruns of the *Mary Tyler Moore Show*. Each of the actors and actresses has a true talent for comedy. Sometimes I just lie on the couch and roar with laughter. I have never seen an episode that wasn't enjoyable.

2. There is special instructions you should follow when you care for a newborn infant. When laying the baby in bed, be sure to lie him or her on the side. That way, the baby was able to get up air bubbles which could otherwise causes discomfort.

There are special instructions you should follow when you care for a newborn infant. When laying the baby in bed, be sure to lay him or her on the side. That way, the baby is able to get up air bubbles which could otherwise cause discomfort.

3. We watcht the weight lifters work out before the tournament. Their lifts were like well-rehearsed dance routines. Each maneuver obviously had took great planning and concentration. None of the lifters relax until all of the contestants has completed their lifts.

We watched the weight lifters work out before the tournament. Their lifts were like well-rehearsed dance routines. Each maneuver obviously had taken great planning and concentration. None of the lifters relax until all of the contestants have completed their lifts.

Identifying Adjectives

An **adjective** is a word used to modify a noun or a pronoun. Adjectives limit or qualify nouns by telling *what kind*, *which one*, *how many*, or *how much*. Adjectives usually come before the noun they modify.

Lois's older brother has a *new, blue* van. [*New* and *blue* modify *van*.]

Some adjectives, called **predicate adjectives**, follow a linking verb and modify the subject of the sentence.

He seemed extremely *nervous* during the interview. [*Nervous* modifies *he*.]

Judy is almost always *energetic*. [*Energetic* modifies *Judy*.]

The **articles** *a*, *an*, and *the* are the most common adjectives. Another kind of adjective is the **proper adjective**, formed from proper nouns. Proper adjectives always begin with capital letters.

a Hopi basket

Spanish dancing

a Shakespearean play

Some words that are pronouns when used alone are adjectives when they modify a noun or pronoun.

I don't like *either* side of the record. [*Either* modifies *side*.]

A noun that modifies another noun and comes directly before the noun it modifies is considered an adjective.

Lyle has lost his *baseball* mitt. [*Baseball* modifies *mitt*.]

Exercise

Underline all of the adjectives in the following sentences. Be sure to include articles and pronouns or nouns used as adjectives. There are 25 adjectives in the exercise. [4 points each adjective]

EXAMPLE The tour guide took us to an old English mansion.

1. George felt lucky to be invited to the wedding of Anna and David.
2. Saturday is always busy in this house.
3. Someday Ryan would like to own a red car.
4. Are you too tired to play raquetball?
5. That coat is less expensive than I had expected.
6. Jan is an excellent student of romance languages.
7. Those dirty old tennis shoes smell terrible.
8. Laura has become a graceful dancer.
9. This is the coldest day so far this winter.
10. You just missed an important message from the main office.

Using the Comparative and Superlative Degrees of Adjectives

Adjectives may change form to show **degrees of comparison**. The three degrees of comparison are **positive**, **comparative**, and **superlative**.

1. Use the positive degree to describe a quality or characteristic: Justin is quite *capable*.
2. Use the comparative degree to compare two persons or things: Justin is *more capable* than I.
3. Use the superlative degree to compare three or more persons or things: Justin is the *most capable* of all the staff.

The comparative and superlative degrees of adjectives are formed in two different ways. Adjectives of one syllable and a few with two syllables add *-er* and *-est*.

POSITIVE	COMPARATIVE	SUPERLATIVE
big	bigger	biggest
low	lower	lowest

Most adjectives of two syllables and all adjectives of more than two syllables use the words *more* and *most* to form the comparative and superlative.

beautiful	more beautiful	most beautiful
exciting	more exciting	most exciting

A few adjectives form their comparative and superlative degrees irregularly.

good	better	best
much	more	most

Exercise

Write the correct form of the adjective in parentheses. [10 points each]

EXAMPLE Barbara is kinder to animals than Mel is. (kind)

1. Lori is usually more agreeable than her sister. (agreeable)
2. Long-legged dogs are better runners than short-legged ones. (good)
3. He gives the most boring lectures in the whole school. (boring)
4. These roses have the longest stems I have ever seen. (long)
5. Who is taller — Dan or Freddi? (tall)
6. Beginners should not try the steeper of the two slopes. (steep)
7. Yesterday I felt ill, and today I feel even worse. (bad)
8. That painting is the most impressive one in the exhibit. (impressive)
9. Which of the twins is more athletic? (athletic)
10. Of all the debaters, Gabe gave the most logical arguments. (logical)

Identifying Adverbs

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs answer the questions *how? how often? when? where? or to what extent?*

Trudy *usually* arrives *very early*. [*Usually* and *early* modify the verb *arrives*; *very* modifies the adverb *early*.]

Ted *often* thinks he is *incredibly* lucky. [*Often* modifies the verb *thinks*; *incredibly* modifies the adjective *lucky*.]

Many adverbs (such as *badly*, *suddenly*, *carefully*, and *wisely*) end in the suffix *-ly*. Other types of adverbs include **interrogative adverbs** (such as *how*, *when*, and *why*), which are used to begin a question.

Where were you when I needed you? *Why* are you laughing?

Negative adverbs include the words *not* (n't), *never*, *scarcely*, *barely*, and *hardly*.

They had *barely* sat down to eat when the tornado alarm sounded.

Intensifiers are adverbs that may modify either adjectives or adverbs, answering the question *to what extent?* *So*, *too*, *very*, *extremely*, *quite*, *rather*, *incredibly*, and *unbelievably* are examples of intensifiers.

She paints *extremely* well. [*Extremely* modifies the adverb *well*.]

Certain nouns (such as *yesterday*, *tonight*, *tomorrow*, and *home*) may also function as adverbs: Janice began her diet *today*.

Exercise

Underline all of the adverbs in the following sentences. There are a total of twenty adverbs. [5 points each adverb]

EXAMPLE Jorge worked very hard today.

1. Please come to the meeting early tomorrow.
2. Louis fell sideways and scraped his elbow badly.
3. The blueberry muffins were quickly consumed.
4. A totally unexpected event occurred yesterday.
5. Adam looks devastatingly handsome in his new suit.
6. That clock always ticks louder than a time bomb.
7. How could you be so horribly thoughtless?
8. We had scarcely begun our reports when the bell sounded abruptly.
9. The day was fairly clear, but uncomfortably humid.
10. Why did you leave late tonight?

Using the Comparative and Superlative Degrees of Adverbs

Many adverbs change form to show degrees of comparison. Adverbs that end in *-ly* form their comparative and superlative degrees with the words *more* and *most*.

POSITIVE	COMPARATIVE	SUPERLATIVE
carefully	more carefully	most carefully
secretly	more secretly	most secretly

Most one-syllable adverbs form their comparative and superlative degrees by adding *-er* and *-est* to the positive.

POSITIVE	COMPARATIVE	SUPERLATIVE
long	longer	longest
soon	sooner	soonest

When two items are being compared, the comparative degree of the adverb is used.

Our grass seems to grow *slower* than the weeds.

When three or more items are being compared, use the superlative degree of the adverb.

Of all the trains on the track, this one moves *slowest*.

Exercise

Complete each sentence below with the correct form of the adverb in parentheses. [10 points each]

EXAMPLE Jerry thinks more rationally than Barry. (rationally)

- The lines should be drawn more carefully in pen than in pencil. (carefully)
- Joel works fastest of all the busboys in the cafeteria. (fast)
- We celebrated Aly's birthday more joyously this year than last year. (joyously)
- The thief moved more silently than a cat. (silently)
- Of all the go-carts, the green one rides most smoothly. (smoothly)
- If you arrive earlier than we do, help yourself to a snack. (early)
- That baby cries loudest of all the babies in the nursery. (loud)
- Who responded more quickly —the police or the ambulance? (quickly)
- Carmen trains hardest of all the long-distance runners. (hard)
- Julio waits more patiently than his opponent. (patiently)

Choosing Between Adjectives and Adverbs

To decide whether an adjective or an adverb should be used in a particular sentence, check to see what word is being modified. Remember to use an adjective to modify a noun or pronoun. Use an adverb to modify a verb, an adjective, or another adverb.

Dusty thought *carefully* about the offer. [The adverb *carefully* modifies the verb *thought*.]
Victoria is a *careful* bookkeeper. [The adjective *careful* modifies the noun *bookkeeper*.]

bad/ badly *Bad* is an adjective, which is often used after linking verbs. *Badly* is an adverb, which tells how an action is performed.

The front end of the car looked *bad* after the accident. [adjective]
The barber cut Greg's hair *badly*. [adverb]

good/ well *Good* is always an adjective. *Well* can either be used as an adjective or as an adverb. *Well* is an adjective when it means "healthy, attractive, or satisfactory." *Well* is an adverb when it tells how an action is performed.

Her song sounds *good*, doesn't it? [adjective]
I felt *well* immediately after surgery. [adjective]
Chris plays tennis *well*. [adverb]

slow/ slowly *Slow* is an adjective that means the opposite of *fast*. *Slow* is accepted as an adverb only after the verbs *drive* and *go*. *Slowly* is an adverb used with all other action verbs.

Your progress has been *slow* this term. [adjective]
Drive *slow* near the school crossing. [adverb]
Read the instructions *slowly* and carefully. [adverb]

Exercise

Underline the correct modifier in parentheses. [10 points each]

EXAMPLE Bess looks (elegant, elegantly) in her formal gown.

1. The vacation passed (quick, quickly).
2. How could anyone treat another person so (bad, badly)?
3. That bathing suit sure looks (nice, nicely) on you.
4. The typewriter doesn't work (well, good) any more.
5. Michele doesn't look (well, good) since her fall.
6. The truck moved (slow, slowly) over the curving road.
7. Everyone felt (bad, badly) about the change in personnel.
8. The potato salad tasted so (bad, badly) that no one ate it.
9. Dr. Stein writes so (bad, badly) that his nurses cannot read his notes.
10. Climb (slow, slowly) down the fire escape.

Avoiding Double Negatives

Avoid using double negatives in speaking and writing. A **double negative** occurs when there are two negative words in the same sentence.

*Alice doesn't have no patience. [not Edited Standard English]

Alice has no patience. [correct] Alice doesn't have any patience. [correct]

The adverbs *barely*, *scarcely*, and *hardly* are negative and should not be used with other negatives.

Avoid the double negatives in the expressions *haven't but*, *can't help but*, and *haven't only*.

*We haven't but an hour left together. [not Edited Standard English]

We have but an hour left together. [correct]

Exercise

Rewrite each of the following sentences in Edited Standard English, removing the double negative. [10 points each] *Answers may vary somewhat.*

1. The egg carton hasn't but eight eggs in it.

The egg carton has but eight eggs in it.

2. The fog was so dense you could barely see no buildings.

The fog was so dense you could barely see any buildings.

3. "Don't try no tricks!" warned the guard.

"Don't try any tricks!" warned the guard.

4. Byron can't hardly remember his Social Security number.

Byron can hardly remember his Social Security number.

5. Mr. Healy never believes nothing his son tells him.

Mr. Healy never believes anything his son tells him.

6. We don't have no problems with our landlord.

We don't have any problems with our landlord.

7. The light is so bad you can't scarcely see the screen.

The light is so bad you can scarcely see the screen.

8. Angela doesn't like no mushrooms on her pizza.

Angela doesn't like mushrooms on her pizza.

9. There weren't hardly any seats on the aisle.

There were hardly any seats on the aisle.

10. I don't have but one day's clean clothes left.

I have but one day's clean clothes left.

Proofreading and Revision: Adverb and Adjective Usage

Exercise

The following paragraphs contain a total of twenty errors in the use of adverbs and adjectives. Errors include using the wrong comparative or superlative form, using the wrong part of speech, and using double negatives. Cross out each error, and write the correct adverb or adjective in the space above the line. [5 points each]

- Acceptance to law school is often decided ^{partly}~~part~~ on undergraduate grades and partly on performance on the LSAT, or Law School Admission Test. The test was ^{recently}~~recent~~ revised and now contains a writing sample or exercise. The assumption here, of course, is that one must write ^{well}~~good~~ in order to practice law ^{successfully}~~successful~~. One ^{can hardly}~~can't~~ argue with this assumption.
- There is ^{considerable}~~considerably~~ controversy over whether plain aspirin relieves pain as ^{well}~~good~~ as brand name pain relievers. ^{Obviously}~~Obvious~~, the brand name products are ^{more expensive}~~expensiver~~ than regular aspirin, but are the brand name products ^{more effective}~~most effective~~ than aspirin? Many doctors say ^{adamantly that there is scarcely}~~adamant that there is not scarcely~~ a difference in the relief offered by the many different products. Some doctors even say that aspirin is ^{safer}~~safest~~ than a product containing caffeine.
- Today was the ^{worst}~~worse~~ day of my life. I felt ^{unlucky}~~unluckily~~ in everything I did. There wasn't ^{anything}~~nothing~~ I could do ^{properly}~~proper~~. I ^{could hardly}~~couldn't~~ even eat breakfast without ^{nearly}~~near~~ scalding myself with hot water. By lunchtime, things had become so ^{bad}~~badly~~ I wanted to go home and get into bed.

Identifying Prepositions

A **preposition** is a word that shows the relationship of a noun or pronoun to some other word in the sentence. Commonly used prepositions include the following:

about	before	down	of	toward
above	behind	during	off	under
across	below	except	on	until
after	beside	for	over	up
against	besides	from	past	upon
among	between	in	since	with
around	beyond	into	through	within
at	by	like	to	without

A preposition always introduces a **prepositional phrase**, which contains the preposition and its object (a noun or pronoun) and, sometimes, modifiers of the object of the preposition. In the following examples, the prepositions are italicized and the prepositional phrases are enclosed in parentheses. Notice that a preposition may have a compound object.

The shelf (*above* the bed) is filled (*with* books and records).
(*Without* him and you) we would never have been ready (*on* time).

Some prepositions (such as *across*, *down*, *behind*, *below*, *in*, *under*, and *up*) may also function as adverbs. These words can only be considered prepositions when they introduce a prepositional phrase.

Dorothy went (*down* the yellow brick road.) [preposition]
Put that firecracker *down*! [adverb]

Exercise

Underline all the prepositions in each sentence and put parentheses around each prepositional phrase. There are twenty prepositional phrases. [5 points each phrase]

EXAMPLE The cup rested precariously(on the saucer.)

1. Mosquitoes buzzed(about us) as we fished(on the pier.)
2. The people(across the street) just moved in.
3. (Until the power blackout) we had never sat and talked(for a whole evening.)
4. The path(between the gym and the playing field) is covered(with mud.)
5. We were left(up the river)(without a paddle.)
6. (Underneath the table) is a box(of books)(for the rummage sale.)
7. (Throughout the play) the people(in the front rows) were restless.
8. If I put my head down(on this pillow,) I will never be able to get up.
9. We walked(toward the information booth)(beside the refreshment stand)(at the corner.)
10. The plastic surgeon promised that(within a year) Danielle would be(without scars.)

Using Troublesome Prepositions

beside/ besides *Beside* means "by the side of," while *besides* means "in addition to," "moreover," or "except."

The bereaved widow sat *beside* the casket.

Besides the appetizers and main course, there is also a salad bar.

between/ among *Between* refers only to two persons or things, while *among* is used to refer to three or more persons or things.

Between Glenda and me, we have enough cash.

You can choose only one free gift from *among* the dozens offered.

different from The preposition *from* should follow the word *different*. *Different than* is considered incorrect in Edited Standard English.

Hal's answer to the math problem is *different from* yours.

except/ accept *Except* is a preposition that means "excluding." *Accept* is a verb meaning "to take or receive."

Everyone *except* Jacques voted for Richard.

Will you *accept* this award for your sister?

in/ into *In* means "inside of" or "within." *Into* shows a movement from the outside to the inside of something.

Put the paper *in* the wastebasket.

Come *into* the tent if it rains.

Exercise

Underline the word in parentheses that correctly completes each sentence. [10 points each]

EXAMPLE We want everything on our pizza (accept, except) anchovies.

1. The careless gardener fell (in, into) the swimming pool.
2. Your dialect is noticeably different (from, than) ours.
3. Put the books (in, into) the book return slot.
4. The judges had to choose (between, among) the two finalists.
5. The line of cars wound its way from the highway (in, into) the gates of the amusement park.
6. Betsy is the only person I know (beside, besides) me who hates jogging.
7. The two casseroles are the same (except, accept) for their toppings.
8. Parents' reactions are often different (from, than) their children's during a crisis.
9. The plant (beside, besides) the window is a ball cactus.
10. The rumor was circulated (between, among) the ten staff members.

Identifying Conjunctions

A **conjunction** is a word that connects other words or groups of words. There are three types of conjunctions.

1. The **coordinating conjunctions** (*and, but, or, yet, and for*) join words, phrases, or clauses of equal importance.

The strong yet gentle giant approached.

One batter fouled out and one popped up.

2. **Correlative conjunctions** (*both ... and, either ... or, neither ... nor, not only ... but also, whether ... or*) are used only in pairs.

Not only Johnny but also Ed laughed heartily.

3. **Subordinating conjunctions** introduce subordinate adverb clauses and show the relationship of the clause to the sentence. Commonly used subordinating conjunctions include *after, although, as, because, before, how, if, since, then, though, unless, until, when, where, whether, and while*.

Paul needs to diet *because* he has gained ten pounds.

Exercise

Underline all conjunctions in the following sentences. [10 points each sentence]

EXAMPLE Not only the table but also the floor are sticky from the spilled juice.

1. Many people spend their leisure time watching television and playing electronic games.
2. Mrs. O'Keeffe will either drive or fly to Washington.
3. Joey is assertive and honest but not offensive.
4. The fruit drink contains strawberries, pineapple, and oranges.
5. That show is popular, yet it is going off the air.
6. I enjoy both art and music, but they are not required courses.
7. After you brush your teeth well, you should also use dental floss.
8. Since neither you nor he has a car, why don't you join a car pool?
9. The flight was canceled when the rain and fog moved in.
10. You will have to decide whether you want the job or not.

Using Conjunctions

By using conjunctions you can combine sentences to avoid a series of short, choppy sentences. Coordinating conjunctions are used to combine ideas of equal importance.

The movie was scary, *but* we enjoyed it.

Subordinating conjunctions are used to combine ideas of unequal importance.

Alycia is studying Spanish *because* she will travel to Colombia next summer.

1. Use commas to take the place of a conjunction that is omitted in a series. Use a comma before the conjunction at the end of the series.

Daffodils, tulips, irises, and crocuses all grow from bulbs.

2. Use a comma following an introductory subordinate clause.

If the reporter is correct, a forest fire threatens the area.

Exercise 1

Insert commas where necessary in the following sentences. [10 points each sentence]

1. When the roof collapsed, no one was hurt.
2. Use books, magazines, newspapers, and personal interviews for the report.
3. The quartet was sung by soprano, alto, baritone, and bass.
4. Since it isn't terribly cold out, you don't need your scarf, gloves, or hat.
5. As soon as Ms. Martin hung up the phone, it rang again.

Exercise 2

Combine the following sentences by using a coordinating conjunction or a subordinating conjunction. Write the combined sentence on the blank. [10 points each] *Answers will vary.*

1. The wind blew viciously. The sky turned green.

The wind blew viciously, and the sky turned green.

2. Henry got a ticket. He went through a red light.

Henry got a ticket when he went through a red light.

3. No one likes salmon croquettes. Mother makes them anyway.

Although no one likes salmon croquettes, Mother makes them anyway.

4. The program includes ballet. It includes modern dance. It includes jazzercise.

The program includes ballet, modern dance, and jazzercise.

5. The car backed out. It hit the side of the garage. It destroyed the bushes.

The car backed out, hit the side of the garage, and destroyed the bushes.

Identifying and Using Interjections

An **interjection** is a word that shows strong or sudden feeling. Interjections have no grammatical relationship to the rest of the sentence, standing apart as exclamations of feeling. Some commonly used interjections are *ah, aha, great, help, hey, hooray, oh, well, and wow*.

Interjections are followed by a comma if the feeling expressed is mild. If the feeling is strong, the interjection is followed by an exclamation point. Notice that after an exclamation point, the new sentence begins with a capital letter.

Whew! The tornado did not touch down.

Well, remember that I told you first.

Exercise 1

Underline the interjections in the following sentences, and insert punctuation as needed. If a word needs to be capitalized, underline the first letter of the word. [6 points each]

EXAMPLE Great! the truce has been declared.

1. Watch out! it looks as if we're losing altitude.
2. My, the lake looks placid.
3. Ouch! there is a needle in the carpet.
4. Aha! the robbery attempt was foiled.
5. I will not speak to you again. never!
6. Hey, could that really be the correct price?
7. Oh! am I ever glad to be out of that scorching sun.
8. When the President finished speaking, his supporters shouted, "Hooray!"
9. Congratulations! you have won the door prize.
10. Oh no! a raccoon just tipped over the garbage cans.

Exercise 2

Use each of the following interjections in a sentence of your own. Be sure to punctuate your sentence correctly. [10 points each] *Answers will vary.*

1. Wow _____

2. Oh, my _____

3. Nonsense _____

4. Help _____

Proofreading and Revision: Parts of Speech

Exercise

The paragraphs below need to be revised for errors in the use of all of the parts of speech. Cross out each word or phrase that is used incorrectly, and write the correct version above it. There are twenty errors in the passage. Be sure to proofread also for errors in spelling, punctuation, and capitalization. [5 points each]

Franz Joseph Haydn lived between 1732 and 1809. His musical career was long and very fruitful. Haydn ~~displays~~ ^{displayed} uncommon musical aptitude as a child, and he ~~sung~~ ^{sang} like an accomplished singer by the time he was six. Haydn ~~sung~~ ^{sang} with a choir in Vienna until he was sixteen, ~~or~~ ^{but} then his voice changed to a pitch too ~~lowly~~ ^{low} for a ~~childrens~~ ^{children's} choir. Haydn then made his living playing piano, which he did quite ~~good~~ ^{well}. It was not easy to support ~~hissself~~ ^{himself} this way, however.

In 1761 Haydn ~~begun~~ ^{began} to serve the Esterhazys, an enormously ~~wealthiest~~ ^{wealthy} family in Hungary. In the Esterhazys' splendid palace, Haydn directed an orchestra, an opera company, and a theater. Haydn was ~~creative~~ ^{creatively} active while directing these groups. His sponsor ~~he~~ ^{between} and ~~him~~ had an agreement ~~among~~ ^{between} them, and Haydn produced many works to please Prince Esterhazy.

Some of the best ~~knowed~~ ^{known} of Haydn's ~~works~~ ^{are} his fourteen Masses, including *The Creation*, which he wrote when he was in his ~~sixty~~ ^{sixties}. Haydn also wrote over a ~~hunderd~~ ^{hundred} symphonies. Many ~~believes~~ ^{believe} that Haydn's symphonies inspired Beethoven. ~~Beside~~ ^{Besides} influencing Beethoven, Haydn's works are, themselves, a musical treasure.

Types of Sentences

According to their purposes, there are four types of sentences.

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

The Mormon religion was begun by Joseph Smith in the 1820s.

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

Is Sandy good enough to be a professional golfer?

3. An **imperative sentence** gives a command or makes a request. It may end with a period or an exclamation mark. The subject of an imperative sentence is always *you*, which is often understood.

(You) Draw a map showing areas gained during the Louisiana Purchase.

4. An **exclamatory sentence** expresses strong feeling and usually ends with an exclamation mark.

What a marvelous gift this is!

Exercise

Decide the type of each sentence below. On the blank after the sentence write *Declarative*, *Interrogative*, *Imperative*, or *Exclamatory*. Place the appropriate end punctuation after the sentence. [10 points each] Some exclamatory sentences may also be considered declarative sentences.

EXAMPLE Shut the door please. Imperative

1. Emmylou Harris is one of my favorite singers. Declarative
2. Stonewall Jackson, a Confederate general, was killed by stray bullets shot by his own men. Declarative
3. Can flight attendants be married and still hold their jobs? Interrogative
4. Take your places. Imperative
5. How is today's economy different from that of the 1970s? Interrogative
6. The words *conspicuous* and *spectacular* share a common root. Declarative
7. How beautiful the jewels are! Exclamatory
8. Does that watch run on a battery? Interrogative
9. Prepare for a difficult journey. Imperative
10. Can this be the end of the play? Interrogative

Identifying Subject and Predicate

The **subject** of a sentence is that part of the sentence about which something is being said. The **predicate** is that part of the sentence that says something about the subject. In most English sentences, the subject comes before the predicate.

Subject	Predicate
The blue marking pen/has run out of ink.	

In some sentences, however, the subject follows all or part of the predicate.

Predicate	Subject
In the back of the book is/the answer key	

The **simple subject** is the main word or words in the subject part of the sentence.

All of the warning lights on the dashboard/are flashing.

The **simple predicate** is the verb or verb phrase, the main word or words in the predicate.

Norma and her friends/are planning a surprise party.

Exercise 1

Put a vertical line between the subject and predicate in each sentence. Underline the simple subject once and the simple predicate twice. [10 points each]

EXAMPLE The debate between Kennedy and Nixon | was broadcast on TV.

1. William Jennings Bryan | delivered his "Cross of Gold" speech in 1896.
2. The price of that book | is currently \$8.95.
3. Dr. Silver | prescribed a steroid cream for the rash.
4. In fresco paintings, paint | is applied to fresh plaster.
5. Martin Luther King, Jr. | organized a march on Washington, D.C.
6. Mona Lisa by Leonardo da Vinci | is in the Louvre in Paris.
7. All large packages | should be sealed with strapping tape before mailing.
8. Some of the fruit on the trees | looks ripe.

Exercise 2

In the following sentences, the usual order of subject and verb is not maintained. Underline the true subject of each sentence. [5 points each]

EXAMPLE Where is the stapler?

1. Here comes the marching band.
2. Behind the sofa lay the sleeping dog.
3. There must be a key for this lock.
4. On the top shelf behind the boxes of photographs is a stack of old letters.

Compound Subject and Verb

A **compound subject** consists of two or more simple subjects joined by a conjunction.

The marigolds, azaleas, and mums are in bloom now.

A **compound verb** consists of two or more verbs joined by a conjunction.

Howie swam and snorkeled for the first time in the Atlantic Ocean.

A sentence may contain both a compound subject and a compound verb.

Peter, Paul, and Mary sang and played their guitars.

Exercise 1

In each sentence underline the simple subject once and the verb twice. Many sentences have compound subjects, compound verbs, or both. [7 points each sentence]

EXAMPLE Claude Monet and Pierre Auguste Renoir were leaders in the Impressionist movement.

- Coffee, tea, and colas contain caffeine and may cause restlessness.
- Cactus and the roadrunner are popular symbols in the Southwest.
- UNICEF and CARE feed and clothe many of the world's underprivileged children.
- Abe Saperstein formed the Harlem Globetrotters in Chicago and began a basketball legend.
- William Blake wrote poems and illustrated them.
- Hour and our sound alike but are spelled differently and have different meanings.
- Baubles, bangles, and bright shiny beads enhanced the costumes.
- Would you or your friends come with us and read to blind students?
- Boys and girls can enter the adults' exercise room but can not use the equipment.
- Cigarettes and alcohol are definitely drugs and should be considered potentially addictive.

Exercise 2

On the lines provided write an original sentence with the type of subject and verb called for. Underline each subject once and each verb twice. [10 points each] *Answers will vary.*

- Compound subject _____

- Compound verb _____

- Compound subject and verb _____

Predicate Nominative

Some English sentences require a **complement** to complete the meaning of the subject and verb. One such complement is the predicate nominative. A **predicate nominative** is a noun or pronoun that follows a linking verb and renames or identifies the subject of the sentence. Sentences containing predicate nominatives have the pattern **S-LV-PN**.

S LV PN

The unidentified package is a *book* of poems by Emily Dickinson.

S LV PN PN

The assistants to the artist were *Lainie* and *she*.

Exercise

In each sentence label the subject (S), the linking verb (LV), and the predicate nominative (PN).
[10 points each]

EXAMPLE S LV PN
Every lawyer should be a member of the American Bar Association.

1. S LV PN
A typesetter is a skilled worker.

2. S LV PN
Medicaid is a medical assistance program for the poor.

3. S LV PN
A noun is a word that names a person, place, thing, or idea.

4. S LV PN
The soldier became the first casualty of the battle.

5. S LV PN
Pilgrims were English Puritans who migrated to New England beginning in 1620.

6. S LV PN
Friar Lawrence became a monk.

7. S LV PN
The new Spielberg movie seems a winner.

8. S LV PN
Your comment was an undeserved insult!

9. S LV PV
An almanac is a useful study aid.

10. S LV PN
All of the writers at the conference were novelists.

Predicate Adjective

A **predicate adjective** is an adjective complement that follows a linking verb and describes the subject. Sentences containing predicate adjectives have the pattern **S-LV-PA**.

S LV PA
Bryan has always been *studious*.

S LV PA

Rachel seems extremely *nervous* about her interview.

Exercise

In each of the following sentences, label the subject (S), the linking verb (LV), and the predicate adjective (PA). [10 points each]

EXAMPLE S LV PA PA
The day has become rainy and cool.

1. Judy Garland's life story was truly tragic.

2. The nights have become warm and humid.

3. The Joyce family is larger than any other family in the neighborhood.

4. The envelope was torn and tattered.

5. Your attitude is absolutely ridiculous!

6. The ^Stomatoes and ^Sgreen ^{LV}peppers ^{PA}are ready for picking.

PA S LV
7. How strong Julian has become!

8. Henrik Ibsen, author of *A Doll's House*, was Norwegian.

9. Are the clothes on the line dry yet?

10. ^SDamage from the raging flood waters ^{LV}was ^{PA}extensive.

Direct Object

A **direct object** is a word or group of words that receives the action of the verb in a sentence. A direct object follows an action verb and answers the question *what?* or *whom?* Direct objects may be nouns, pronouns, phrases, or clauses. Sentences containing direct objects have the pattern **S-V-DO**.

- The train hit a stalled *car*. [noun]
 Dad patted *me* on the back. [pronoun]
 Marty enjoys *tubing down the river*. [phrase]
 I imagine *that everyone is awake now*. [clause]

Each verb in the sentences above is a transitive verb. **Transitive verbs** are action verbs that are followed by a direct object. An action verb that does not have a direct object is an **intransitive verb**.

Exercise

In each of the following sentences, label the subject (S), verb (V), and direct object (DO) if there is one. Underline the entire direct object. Not all sentences have direct objects. [10 points each]

EXAMPLE S V DO DO
 Marissa hit her brother and sister by accident.

1. S V DO
 The cat scratched all of the furniture with his claws.
2. V S V DO
 Will you please put your shoes on the mat?
3. S V
 The meteorite fell to the earth's surface with a glow of heat.
4. S V DO DO
 Trina is preserving fruits and vegetables.
5. S V DO
 The valedictorian of the class gave an inspiring speech.
6. S V DO DO
 Cerebral palsy impairs muscular power and coordination.
7. S V DO
 The children gathered large rocks for the campfire.
8. S V
 The illegal aliens headed for the border.
9. S V DO
 This paperback dictionary contains over 800 pages.
10. S V DO
 We are planning to travel through the Rockies this summer.

Indirect Object

An **indirect object** is a word that tells *to whom* or *for whom* the action of the verb is done. An indirect object always comes immediately before a direct object; no sentence may have an indirect object alone. The pattern for a sentence with an indirect object is **S-V-IO-DO**.

Like other complements, the indirect object is never found in a prepositional phrase. If the word *to* or *for* is used, the noun or pronoun that follows is not an indirect object, but the object of the preposition.

S V IO DO

The doctor gave her *patient* a prescription for thyroid medicine.

S V IO DO

The tax collector presented *us* a bill larger than last year's.

S V DO OP

Elaine Yamada delivered a note for the boss.

Exercise

In each of the following sentences, label the subject (S), verb (V), direct object (DO), and indirect object (IO). Not all sentences have indirect objects. [10 points each]

S V IO DO

EXAMPLE Mr. Belhorn showed his clients the samples.

S V DO

1. An artist is drawing a portrait of the Princess.

S V IO DO

2. The judges handed the emcee their decision.

S V IO DO

3. The Kranisches sold the Arrottis their house.

S V DO

4. Joan Baez sang a lullaby for the hospitalized children.

S V IO DO

5. I must read you today's editorial.

S V DO

6. The players performed a tragicomedy for the audience.

S V IO IO DO

7. Trading posts provided trappers and miners a place to obtain their necessities.

S V DO

8. The coiled rattlesnake shook its head at its prey.

S V DO

9. Arlene asked the pharmacist for medication for her poison ivy.

S V IO DO DO

10. The waiter brought us water and a basket of bread.

Objective Complement

An **objective complement** is a noun or adjective that completes the meaning of the verb and refers to the direct object. Since objective complements must follow a direct object, the pattern for a sentence with an objective complement is **S-V-DO-OC**. Objective complements follow only certain action verbs, such as *elected, named, called, and appointed*.

S V DO OC
The farmer named his cow Daisy.

S V DO OC
The manager appointed Kevin assistant manager.

S V DO OC
The critic called the play magnificent.

Exercise

In each of the following sentences, label the subject (S), verb (V), direct object (DO), and objective complement (OC). Not every sentence contains a direct object or objective complement. [10 points each]

EXAMPLE S V DO OC
The proud parents called their baby Buddy.

S V DO OC
1. The judge considered the case closed.

S V DO OC
2. The Senator appointed Mr. Pulski chairman of the investigation.

S V DO
3. The spider spun its web deftly.

S V DO OC
4. We shall name our boat *Lady of the Lake*.

S V DO OC
5. The teacher called her star pupil a genius.

S V DO
6. Yvette was made co-captain of the tennis team.

S V DO OC OC
7. The judge pronounced the couple husband and wife.

S V DO OC
8. The doctor calls the pills anti-convulsants.

S V DO
9. I will call our friends Monday.

S V DO OC
10. The officer called me the offender.

Active and Passive Voice

A **transitive verb** is an action verb that takes a direct object, and an **intransitive verb** is a verb that has no direct object. Transitive verbs may be either active or passive.

When the subject of the verb performs an action, the verb is in the **active voice**.

The father gave his two young children a bath. [active voice]

When the action is performed upon the subject of the verb, the verb is in the **passive voice**. Verbs in the passive voice are made up of a form of the verb *be* and the past participle of the verb.

The two young children were bathed by their father. [passive voice]

Exercise 1

In the blank space identify each sentence as either active (A) or passive (P). Remember that when the verb is in the active voice, the subject performs the action. When the verb is in the passive voice, the subject is acted upon. [8 points each]

EXAMPLE P The flowers were planted by a professional gardener.

- P 1. *Emma* was written in 1815 by the English novelist Jane Austen.
- A 2. Thomas Hardy wrote several well-known novels and many poems.
- A 3. A service person looked at the malfunctioning copy machine.
- A 4. Samuel Gompers worked to organize American labor.
- P 5. The Golden Gate Bridge in San Francisco was built between 1933 and 1937.
- A 6. Robert E. Lee commanded the Confederate armies during the Civil War.
- P 7. Helen Keller was first educated by her teacher Anne Sullivan.
- A 8. The gourmet cook combined tomatoes, herbs, and spices to make the sauce.
- A 9. Sigmund Freud left Vienna in 1938, fleeing anti-Semitism.
- P 10. Joan of Arc was burned at the stake in 1431.

Exercise 2

Rewrite each of the following sentences, changing those in the active voice to passive voice, and those in passive voice to active voice. [10 points each]

EXAMPLE Nancy made the coffee this morning.
The coffee was made by Nancy this morning.

1. *Newsweek* published an article about the election campaign.
An article about the election campaign was published by Newsweek.
2. Georgia O'Keeffe painted the beautiful close-up of an iris.
The beautiful close-up of an iris was painted by Georgia O'Keeffe.

Prepositional Phrases: Adjective and Adverb Phrases

Prepositional phrases are modifiers and can function as either adjective phrases or adverb phrases. An **adjective phrase** modifies a noun or a pronoun by telling *what kind, which one, or how many*.

The office *down the hall* is vacant. [tells *which* office]

A machine *for sorting mail* has sped postal service. [tells *what kind* of machine]

In a series of prepositional phrases, an adjective phrase may modify the object of a preposition in the preceding phrase.

The pillow *on the couch in the den* is hand crocheted. [*In the den* modifies *couch*, the object of the preceding phrase.]

An **adverb phrase** can modify a verb, an adjective, or another adverb. Adverb phrases answer the question *where? when? how? and how much?*

The boat is docking *at Pier 11*. [tells *where* the boat is docking]

Persons entering the building *after office hours* must sign in. [tells *when* persons must sign in]

The song was performed softly *with little accompaniment*. [tells *how* the song was performed]

Two or more adverb phrases can be used to modify the same word.

Turn *to your left at the corner*. [The adverb phrases *to your left* and *at the corner* both modify the verb *turn*.]

Exercise 1

Underline each prepositional phrase in the following sentences, and label it *ADJ* if it is an adjective phrase or *ADV* if it is an adverb phrase. [5 points each sentence]

EXAMPLE The glass ^{ADJ} of water ^{ADV} spilled on the carpet.

1. The National Practice Institute is located ^{ADV} in Minneapolis.
2. The Saint Lawrence River, the largest river ^{ADV} in Canada, flows 760 miles ^{ADV} from Lake Ontario to the Gulf of St. Lawrence.
3. The third volume ^{ADJ} of the encyclopedia is missing ^{ADV} from the reference room.
4. They hauled the fish nets ^{ADV} from the water ^{ADV} onto the boat.
5. Phlebitis is an inflammation ^{ADJ} of the veins causing obstruction ^{ADJ} to the blood flow.
6. Apply one ounce ^{ADJ} of the conditioner ^{ADV} to wet hair and let dry ^{ADV} for fifteen minutes.

7. ^{ADV}After a long swim ^{ADV}Myrna relaxed in the sauna.
8. ^{ADV}Since 1955 Lawrence Welk has had a network TV show, playing polkas and waltzes
^{ADV}for his faithful followers.
9. ^{ADJ}Part of the problem ^{ADJ}in our classroom is lack ^{ADJ}of good lighting.
10. The Art Institute ^{ADJ}of Chicago has a large collection ^{ADJ}of Impressionist paintings.

Exercise 2

In each of the following sentences, put parentheses around each prepositional phrase. Be prepared to tell which word each phrase modifies. [5 points each sentence]

EXAMPLE Ricky is a member (of the team) that will travel (to the Olympics.)

1. The butterflies (in the paperweights) were collected (in the jungles) (of South America.)
2. Some (of the cars) (on the roller coaster) swayed (from side) (to side.)
3. Let's leave early (in the morning) and avoid traffic (on the tollway.)
4. (During the excavation) the construction workers wore hard hats.
5. Rae works (with handicapped children) (at the YMCA.)
6. The door (near the ice machine) leads (to the linen closet.)
7. The lesson you should learn (from this accident) is that you should never leave your car (in gear) (in the garage.)
8. We heard a thud (in the chimney) and suspected that a squirrel had crawled (through the screening) (at the top.)
9. (By power of attorney,) Jed became the guardian (of his brother and sister.)
10. Liv Ullman, the Norwegian actress, has made many movies (with Ingmar Bergman, the director.)

Participles and Participial Phrases

A **participle** is a form of the verb that is used as an adjective. Participles have present, past, and perfect forms.

Singing happily, the campers roasted their marshmallows. [present]

We enjoyed the cantata *sung* by the choir. [past]

Having sung all of his hit songs, Stevie Wonder thrilled his audience. [perfect]

A **participial phrase** is introduced by a participle and followed by one or more modifiers and complements. A participial phrase always functions as an adjective, modifying a noun or pronoun.

Needing some peace and quiet, Mercedes walked to the beach. [The participial phrase modifies the noun *Mercedes*.]

Exercise 1

In the following sentences, underline the participial phrases. [5 points each]

EXAMPLE Having scored a goal, Karl Heinz-Granitz received the cheers of the audience.

1. Shocked by the news of the crash, the newscaster could not continue his broadcast.
2. Swimming leisurely, the vacationers had no knowledge of the danger in the water.
3. Concerned about the storm, residents of the island left their homes.
4. Married to another astronaut, Mrs. Rhea Gibson is among the first six women astronauts in the space program.
5. Joy, being a twin, understands a great deal about sibling rivalry.
6. The motorcycle parked by the fire hydrant will probably get a parking ticket.
7. The minister, having delivered a moving sermon, led the congregation in a hymn.
8. Trained as both a doctor and a lawyer, Dr. Mervis will always be in demand.
9. Succumbing to fatigue, the hikers pitched their tent just before sunset.
10. Pearl S. Buck set many of her stories and novels in China, having been raised there.

Exercise 2

Use each of the following participial phrases in an original sentence of your own. Write the sentence on the blanks provided. Put parentheses around each participial phrase and underline the word it modifies. [5 points each] *Answers will vary.*

EXAMPLE trying to remember the answer

(Trying to remember the answer,) I stared at the ceiling blankly.

1. annoyed by the long delay

2. thinking seriously about a career

3. having escaped serious injury

4. planning for a future together

5. scrambling up the hillside

6. listening carefully to each instruction

7. setting up the tent

8. having eaten already

9. made in Japan

10. arriving too late for the beginning

Gerunds and Gerund Phrases

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

Snorkeling and *swimming* are Louise's favorite sports.

Ted won the Silver Knight Award for *writing*.

A **gerund phrase** is made up of a gerund and its complements and modifiers. Gerunds and gerund phrases may be used as subjects, objects, or predicate nominatives.

Taking antibiotics over a prolonged period may make them ineffective. [subject]

She was given a ticket for *running a stop sign*. [object of the preposition]

Laurel's hobby is *painting designs on fabric*. [predicate nominative]

Both gerunds and present participles end in *-ing*. You can distinguish the two if you remember always to look at the way the word or phrase is used in a sentence. A gerund or gerund phrase always functions as a noun; a participle or participial phrase always functions as an adjective.

Collecting used aluminum cans is one way to earn money. [*Collecting used aluminum cans* is a gerund phrase, the subject of the sentence.]

Our club sold the cans to the *recycling* center of the aluminum company. [*Recycling* is a participle, modifying the word *center*.]

Exercise 1

Underline each gerund phrase in the following sentences. Some sentences may have more than one. [5 points each sentence]

EXAMPLE Everyone enjoyed hearing the blue grass music.

1. Scaling tall buildings is easy for Spiderman.
2. The students were reprimanded for writing on the bathroom walls.
3. Your whistling off key is terribly annoying.
4. Some stubborn babies may pass out from holding their breath.
5. Drinking diet soda may be hazardous to your health because of the sugar substitutes and chemicals it contains.
6. Sean's main problem is thinking he is too good for everyone.
7. Working overtime is the only way Mrs. Todd can earn enough to support her family.
8. Diagramming sentences or labeling their patterns helps to teach the relationship between sentence parts.
9. The farmer had just finished planting corn in his south five acres.
10. Donald's parents accused him of having a generally negative and disrespectful attitude.

Exercise 2

Decide whether each italicized phrase is a gerund phrase or a participial phrase. Write G or P on the blank provided. [5 points each]

EXAMPLE P The girl *waving at you* is my cousin.

- G 1. *Ironing one's hair to make it straight* was common in the 1960s.
- P 2. *Missing her homeland*, Katrina returned to Sweden for a long visit.
- G 3. *Digging in the garden* is very relaxing according to Florence.
- G 4. *Attempting to change an undesirable habit* is always difficult.
- G 5. Francine's interests are *acting in a community theater* and photography.
- P 6. The elderly man *placing flowers on the grave* is Mr. Cazzolli, my grandfather's best friend.
- G 7. *Eating leafy vegetables and whole grains* will add fiber to the diet.
- G 8. *Grating carrots and chewing them well* enables the body to absorb Vitamin A from the carrots.
- P 9. The young woman *riding the piebald horse* is Larry's cousin from Cleveland.
- P 10. *Having completed his summation*, the lawyer rested his case.

Infinitives and Infinitive Phrases

The **infinitive** is a form of the verb preceded by the word *to*.

This is the button *to push* if you need assistance.

No one wanted *to leave*.

An **infinitive phrase** is made up of an infinitive, its modifiers, complements, and subject. An infinitive or an infinitive phrase may be used as a noun, adjective, or adverb. As nouns, infinitive phrases may serve as the subject of a sentence, the direct object, or the predicate nominative.

To help the needy is the purpose of the organization. [subject]

The producers are planning *to begin rehearsals in June*. [direct object]

Myoko's plan is *to master all of the video game strategies*. [predicate nominative]

Here is the goal *to strive for*. [adjective]

Bob Lofgren is too tall *to sit comfortably in a standard desk*. [adverb]

An infinitive phrase may have a subject, which is considered part of the infinitive phrase. The subject of the infinitive phrase comes after the main verb (an action verb, such as *ask*, *invite*, *urge*) and before the infinitive.

Congressman Yates asked *Mary Bain to type his newsletter to his constituents*. [*Mary Bain* is the subject of the infinitive phrase.]

Exercise 1

Underline the infinitives and infinitive phrases in each of the following sentences. Some sentences have more than one. Be sure to include subjects of the infinitive phrases. [4 points each]

EXAMPLE To vote for one's leaders is a right in a democracy.

1. Carmine is trying to get the wrinkles out of the graduation robe.
2. The players have invited us to come backstage for a cast party.
3. A trout is too large to pull in with such a flimsy pole.
4. To truly appreciate this sculpture you need to view it from all angles.
5. It is not advisable to use strong chemicals on a fiberglass finish.
6. Grandmother always urges me to appreciate each moment of life as if it were my last.
7. Carol and Arnie are finally learning to forgive each other and to forget their past grievances.
8. The impacted wisdom tooth was too difficult to remove without general anesthesia.
9. To arrive at the park when the gates opened was our plan.
10. President Carter encouraged American athletes to boycott the 1980 Olympics.
11. In some states a 16-year-old is old enough to get a driver's license.
12. Because of the pressures of her job, Mrs. Ostrowski finds it difficult to relax at the end of the day.

13. To speak French fluently takes practice and a sensitive ear.
14. *The Wizard of Oz* is always a pleasant movie to watch.
15. Your first false move was to trust your opponent.
16. To finance a college education requires family financial planning.
17. The visiting lecturer encouraged us to ask questions.
18. The muddy path behind the outhouse is the one to avoid.
19. Michael wants to learn about his family's genealogy.
20. A good counselor is always available to discuss problems when they arise.

Exercise 2

In the space provided, write an original sentence in which you use an infinitive or infinitive phrase in the way specified. Underline the infinitive or infinitive phrase. [5 points each] **Answers will vary.**

EXAMPLE (adverb) In listening to a friend's problems, you are often too close to be objective.

1. (subject) _____

2. (direct object) _____

3. (predicate nominative) _____

4. (adjective) _____

Appositive Phrases

An **appositive** is a noun or pronoun that identifies or explains a nearby noun or pronoun. An **appositive phrase** is made up of an appositive and its modifiers, which may be single-word modifiers, phrases, or clauses.

Adam Miller, *the team's highest-scoring player*, will surely be recruited by many colleges.
Present your argument to Judge Hall, *the judge who is handling the case*.

Notice that appositive phrases are set off from the rest of the sentence by commas. However, one-word appositives are usually not set off by commas: *my brother Larry*.

Exercise 1

Underline the appositive phrases in each of the following sentences. [10 points each]

EXAMPLE Saccharine, an artificial sweetener, may be dangerous to your health.

1. Thomas Edison, a famous inventor, was a close friend of Henry Ford.
2. The discovery of microwave radiation was made by Robert Wilson, an American physicist and Nobel Prize winner.
3. Walter Winchell, a powerful figure in the world of journalism, was a brash and controversial character.
4. My favorite column is written by Judith Viorst, a funny yet sensitive author.
5. In Quezon City, capital of the Philippines, English, Spanish, and Tagalog are spoken.
6. William Makepeace Thackeray's novel, Vanity Fair, is a gentle satire of early nineteenth-century middle classes.
7. Nanette, the girl that I met on vacation, is coming to visit.
8. Mary Mallon, a cook known as "Typhoid Mary," was a carrier of typhoid fever.

Exercise 2

Use each of the following appositive phrases in an original sentence of your own. [5 points each] *Answers will vary.*

1. a most accomplished actor _____

2. the person whom I admire most _____

3. the hardest course I have ever taken _____

4. a place where everyone has a good time _____

Punctuating Phrases

Phrases must not be punctuated as sentences. Correct phrase fragments by attaching the phrase to the sentence that comes before or after it.

Tying an intricate series of knots. [fragment]

Tying an intricate series of knots, she made a macrame bracelet. [sentence]

Commas are used to set off phrases as follows:

1. Appositives are set off by commas except when the appositive is a single word and closely related to the noun it follows.

Milton's car, *a beat-up '75 Chevy*, was stolen.

Carey's sister *Ilana* is understudy in an off-Broadway play.

2. When two or more prepositional phrases come at the beginning of a sentence, they are set off by a comma.

After her performance on the balance beam, Sybil breathed a sigh of relief.

3. An introductory participial phrase is set off by a comma.

Presented in honor of his bravery, the medal is Officer Hardy's prized possession.

4. Participial phrases are set off by commas when they are not essential to the meaning of the sentence.

Elizabeth, *feeling left out*, asked to join the committee. [not essential]

The person *heading the committee* is Steve. [essential]

Exercise

Insert commas where necessary in the following sentences. Commas may not be needed in every sentence. [10 points each]

EXAMPLE The porcupine, a member of the rodent family, has sharp, stiff spines.

1. Hidden from view, the car was a perfect target for a burglar.
2. Katie Travers, Judy's sister, is attending a workshop for hospital volunteers.
3. My brother Lee always works on his car on Saturdays.
4. In response to the roar of the crowd, the candidate spoke for more than twenty minutes.
5. Lynn Huang, sitting in the first row, has won a prize for her entry in the Science Fair.
6. The family moving into the first floor apartment has seven children.
7. Blinded by the setting sun, Douglas missed his turn-off.
8. After debating for several hours, the faculty was not able to reach a decision.
9. Mr. Zuisky, our landlord, will recarpet the halls as soon as the carpeting goes on sale.
10. Crying uncontrollably, Lida told about the loss of her dog Bingo.

Misplaced and Dangling Modifiers

A **misplaced modifier** results when a phrase seems to modify a noun or pronoun other than the one it was intended to modify.

The men hunted for rattlesnakes wearing high boots. [misplaced]

Wearing high boots, the men hunted for rattlesnakes. [corrected]

To correct this problem, place phrases as near as possible to the words they are meant to modify.

A **dangling modifier** results when a sentence does not contain a word or words for a phrase to modify.

Feeling free of all responsibilities, the first day of summer passed lazily. [dangling]

Feeling free of all responsibilities, the vacationers passed the first day of summer lazily. [corrected]

To avoid dangling modifiers in your writing, make sure that a phrase clearly modifies a word or words in a sentence.

Exercise

Rewrite the following sentences, correcting misplaced modifiers and dangling modifiers. You may add words to a sentence when necessary. [20 points each] *Answers will vary.*

EXAMPLE Swatting at the mosquito, the hammock tipped over.

Swatting at the mosquito, Artie made the hammock tip over.

1. The gift was from Rachel wrapped in the Sunday comic section.

The gift wrapped in the Sunday comic section was from Rachel.

2. Having won the three-legged race, the prize was awarded to Mark and Louis.

Having won the three-legged race, Mark and Louis were awarded the prize.

3. Racing toward the station, the train was seen pulling out.

Racing toward the station, Enid saw the train pulling out.

4. After reading the manual carefully, the car was easy to tune up.

After reading the manual carefully, the shop students found the car easy to tune up.

5. We overheard the conversation between the gentleman and his wife with the beard.

We overheard the conversation between the gentleman with the beard and his wife.

Proofreading and Revision: Using Phrases

Exercise

Review the following paragraphs, correcting errors in the punctuating and placement of phrases. Write your corrections in the space above the words needing correction. Be sure to proofread for errors in spelling, punctuation, and capitalization. [5 points each correction]

Two out of every three mammals are active at dusk or dawn or at night. Most ~~amphib-~~
~~ians~~ ^{amphibians,} animals who live partly on land and partly on ~~water~~ ^{water,} and reptiles are nocturnal, ~~to-~~
^{eyes,}
 Having large ~~eyes~~ ^{smelling to} nocturnal animals can see very well at night. They also depend on
 hearing and ~~smelling~~ ^{night,} ~~To~~ help them move about and find their prey.

Up at dawn and dusk and during the ~~night~~ ^{an opossum may occasionally be seen} deer find a hideout and sleep during the
 day. Moving about mostly at night, ~~you may occasionally see an opossum~~ ^{too.} in the daytime,
~~to~~ ^{Their eyes,} Nighthawks become active before dark, but they are mainly nocturnal. ~~There eyes~~
^{day,}
 mere slits by ~~day~~ ^{prey,} become huge and round at night. For flying in the dark and for finding
^{Bats} their ~~prey~~ ^{roofs} bats use built-in radar, ~~bats~~ ^{hanging} often rest on barn ~~roofs~~ ^{Hanging upside down.}
^{dark, looking}
 Porcupines lumber about in the ~~dark~~ ^{twilight} ~~Looking~~ ^{their} for bark, twigs, and mistletoe to eat. Toads
 are often heard at ~~twilite~~ ^{twilight} and during the night. Having to keep ~~they're~~ ^{their} bodies moist, the
 toads must avoid the sun's heat.
~~sun's heat must be avoided~~ They sleep in the shade during daylight.

Independent and Subordinate Clauses

A clause that can stand on its own as a sentence is called an **independent**, or **main clause**. Every sentence contains at least one independent clause.

We worked on the Homecoming float well into the night.

A sentence may contain two or more independent clauses connected by a semicolon or a conjunction.

The headlights were on all night, and now the battery is dead.

A sentence may also contain an independent clause and a subordinate clause. A **subordinate clause** is a clause that cannot stand alone as a sentence. It must be attached to an independent clause.

When the Sunday paper is delivered [subordinate clause]

When the Sunday paper is delivered, Jay always reads the comics first. [sentence]

Exercise 1

In each of the following sentences, decide whether the italicized clause is an independent clause (*I*) or a subordinate clause (*S*). Write *I* or *S* in the blank. [8 points each]

EXAMPLE S *Because he had mononucleosis*, Brad could not attend the ski trip.

- I 1. Whenever she is near horses, *Monique has an asthma attack*.
- S 2. Ben is a cross-country skier *who has tremendous stamina*.
- I 3. *The audience clapped and stamped their feet*, but the performers would not return.
- S 4. *As soon as I finish reading the chapter*, I must do the study questions.
- S 5. Do not enter the flooded basement *if the water is above your boots*.
- S 6. *If the encyclopedia doesn't contain the information you need*, try a special biographical dictionary.
- I 7. The freezer has broken down *or the fuse has blown*.
- I 8. If you read a gossip magazine, *you get a distorted view of stars' lives*.
- S 9. *While her children were sleeping*, the young mother tried to rest also.
- I 10. *Some of the windows are stuck*, and others don't have screens.

Exercise 2

Underline the independent (*not* the subordinate) clauses. [5 points each]

1. No one may enter the building unless he or she has a search warrant.
2. There are many typographical errors in the text.
3. Carol enjoys making whole wheat bread, which she does once a week.
4. Where is the receptionist who is supposed to answer the telephone?

Classifying Sentences by Structure

1. A **simple sentence** is made up of one independent clause with no subordinate clauses.

Tina folded down the corner of the page.

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

2. A **compound sentence** is made up of two or more independent clauses.

Billy drove from Chicago to New York, and Tom read the road map.

3. A **complex sentence** is made up of one independent clause and one or more subordinate clauses.

When she sprang from Zeus' head, Athena wore a suit of armor.

4. A **compound-complex sentence** is made up of two or more independent clauses and one or more subordinate clauses.

Because he is a diligent worker, Gary always gets good grades, but he is never satisfied with his own performance.

Exercise

On the blank before each sentence, write the label that indicates its structure. Use the following abbreviations: *S* (simple), *Cd* (compound), *Cx* (complex), *Cd-Cx* (compound-complex). [10 points each]

EXAMPLE Cx As you complete the exercise, check your answers carefully.

- S 1. Down's syndrome occurs in 1 out of 600 births.
- Cd 2. The restaurant has an electronic bug-zapper, but it is still full of flies.
- Cd 3. Bruce Jenner set a record in the 1976 Olympics with 8,618 points in the decathlon; he subsequently embarked on a career in show business.
- Cd-Cx 4. If you are hungry, there is fruit in the refrigerator, but do not eat the cantaloupe.
- Cx 5. Itzhak Perlman is an Israeli-born musician who is one of the world's leading violinists.
- S 6. On both sides of the street, the power is out due to the violent storm.
- Cx 7. In August 1984 astronauts took the Discovery Space Shuttle on its first flight, which concluded with a perfect landing.
- Cd 8. Kristy McNichol is a talented young actress, and her brother is also an actor.
- Cd-Cx 9. Charles Atlas, whose real name was Angelo Siciliano, was a self-trained bodybuilder and creator of a multimillion dollar mail order muscle building business; he was named Most Perfect Man in 1922.
- Cx 10. I can't tell you how happy I will be when I finish this term paper.

Adjective Clauses

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

Where is the mail *that came this morning*? [The adjective clause modifies the noun *mail*.]

People *who burn bridges behind them* may find themselves cut off from help when they need it. [The adjective clause modifies the noun *people*.]

An adjective clause is usually introduced by a **relative pronoun**: *who, whom, whose, which, that*. The relative pronoun may function as the subject of the clause it introduces.

The National Security Council is a committee that administers all functions concerned with defense.

Relative pronouns may also serve as the object of the clause or as the object of a preposition within the clause.

Lisa, whom we chose as chairperson, is superbly qualified for the job.

Where and *when*, which are **relative adverbs**, also serve to introduce adjective clauses.

The house *where I grew up* is on the corner of Maple and Grove.

Sometimes a relative pronoun is omitted if the clause has a subject and verb and the meaning is clear.

The black bass *[that] Charlie caught* weighs six pounds.

Exercise 1

In each of the following sentences, put parentheses around the adjective clause and underline the word it modifies. [10 points each sentence]

EXAMPLE There is the truck (that sideswiped your car.)

1. The Potawatomi Indians, (who are closely related to the Ojibwa and Ottawa,) allied themselves with the British in the War of 1812.
2. The lawyer (who has offices upstairs) has a large photocopy machine (which he allows us to use.)
3. The Potomac River (which begins in West Virginia and flows eastward,) forms a 125-mile estuary below Washington, D.C., and empties into Chesapeake Bay.
4. The motel (where we planned to stay in Des Moines, Iowa,) has gone out of business.
5. Here are the pictures (Mike took on the hayride.)

Exercise 2

Combine the sentences in each item into one sentence by turning one or more into an adjective clause. You may need to add a relative pronoun or a relative adverb. Underline the adjective clause in your answer. [10 points each] *Answers will vary.*

EXAMPLE I am having a difficult time with the homework assignment. Miss Bevis assigned the work on Monday.
I am having a difficult time with the homework assignment that Miss Bevis assigned on Monday.

1. The Interstate Commerce Commission regulates commerce among the states. It was created by Congress in 1887.
The Interstate Commerce Commission, which was created by Congress in 1887, regulates commerce among the states.
2. Richard Rodgers was a popular song composer. He collaborated with lyricists Lorenz Hart and Oscar Hammerstein II.
Richard Rodgers was a popular song composer, who collaborated with lyricists Lorenz Hart and Oscar Hammerstein II.
3. Shelley has always been a devoted friend. She is a friend I can always turn to with a problem.
Shelley has always been a devoted friend whom I can always turn to with a problem.
4. Rice University offers courses in pure science, engineering, architecture, and the liberal arts. It is located in Houston, Texas.
Rice University, which is located in Houston, Texas, offers courses in pure science, engineering, architecture, and the liberal arts.
5. Alger Hiss began a promising law career in the 1930s and was a State Department adviser after 1936. Hiss was accused of transmitting government documents to the Russians.
Alger Hiss, who began a promising law career in the 1930s and was a State Department adviser after 1936, was accused of transmitting government documents to the Russians.

Adverb Clauses

An **adverb clause** modifies a verb, an adjective, or an adverb. Adverb clauses may answer various questions, such as *why? where? when? how? to what extent? or under what conditions?*

An adverb clause always begins with a **subordinating conjunction**, such as *if, because, although, when, since, and until*. The subordinating conjunction never functions as a subject or object within the clause. The subordinating conjunction expresses the relationship of the idea in the subordinate clause to the idea in the main clause.

While Dad studies for his exam, we must be quiet.

After Dad studies for his exam, we can play the stereo.

An adverb clause may be **elliptical**. That is, a word or words may be omitted. The omitted word or words may be either the subject or verb of the clause, or both. In the following examples the omitted words are shown in brackets.

Turn off the lights when [you are] leaving the room.

While [she was] playing the piano, she heard a strange noise from the closet.

Exercise 1

In each of the following sentences underline the adverb clause. [10 points each]

EXAMPLE Because she had left her wallet at home, Caryn had to borrow money for lunch.

1. Sandy blocked out all distractions when he was taking the Scholastic Aptitude Test.
2. While serving as head football coach at Notre Dame, Knute Rockne brought football fame to the University.
3. Because the Great Salt Lake is so salty, only brine shrimp live in it.
4. A President is considered a "lame duck" after the election until his or her successor takes office in January.
5. Although women students are now admitted, Princeton University was chartered as an all-male institution.

Exercise 2

Combine the sentences in each of the following items into one sentence by turning one or more into an adverb clause. Add subordinating conjunctions that express a logical relationship between the subordinate and main clauses. Underline the subordinate adverb clauses. [10 points each] *Answers will vary.*

EXAMPLE I heard the door open. I became frightened.

When I heard the door open, I became frightened.

1. The yogurt machine must be broken. I put in money but got nothing out.
The yogurt machine must be broken because I put in money but got nothing out.

2. Balboa was named Admiral of the Pacific by King Ferdinand. The new colonial governor was jealous and had Balboa publicly beheaded.
When Balboa was named Admiral of the Pacific by King Ferdinand, the new colonial governor was jealous and had Balboa publicly beheaded.
-
3. The Cloisters is a well-known museum of medieval art in Fort Tryon Park, New York City. Few people realize that the Cloisters is a branch of the Metropolitan Museum of Art.
Although the Cloisters is a well-known museum of medieval art in Fort Tryon Park, New York City, few people realize that it is a branch of the Metropolitan Museum of Art.
-
4. The public is welcome to use the golf course and pool of the Club. The public can use these facilities on days that member attendance is low.
The public is welcome to use the golf course and pool of the Club when member attendance is low.
-
5. The American automobile industry centers around Detroit. The state of Michigan's economy is determined by the automobile industry's successes and failures.
Since the American automobile industry centers around Detroit, the state of Michigan's economy is determined by the automobile industry's successes and failures.
-
-
-

Noun Clauses

A **noun clause** is a subordinate clause used as a noun. A noun clause may serve any function that a noun does: subject, direct object, indirect object, predicate nominative, object of the preposition, or appositive.

Where she had left her journal worried Marge. [subject]

Chuck was told to choose *whatever he liked from the smorgasbord*. [direct object]

Please give *whoever wants one* a copy of the report. [indirect object]

Her biggest problem is *that she is impatient*. [predicate nominative]

He is concerned about *what his parents will do*. [object of preposition]

Noun clauses often begin with one of the following words, known as introductory words:

that	whatever	where	whoever
what	when	who	whomever

The introductory word may be omitted when the noun clause's meaning is clear.

I know *[that] you are my best friend*.

We certainly hope *[that] you will be successful*.

Exercise 1

In each of the following sentences, underline the noun clause or clauses. Some sentences may have more than one noun clause. [4 points each]

EXAMPLE Whoever keeps calling and hanging up is annoying us terribly.

1. You will be repaid for whatever you spent on supplies.
2. The most frequent complaint was that the classes did not offer enough practical experience.
3. Do you understand when to use CPR and whom to call for assistance?
4. The striking workers gave whoever approached the factory their leaflets.
5. Whatever Miriam wants is what her parents always try to do.
6. The receptionist gave whoever was waiting in the outer office an appointment for a different day.
7. Hattie is eager to learn whatever her employers teach her.
8. Diners will be charged for what they take home in doggie bags.
9. Did you know that Elizabeth Ann Seton opened the first Catholic free school in the United States?
10. The prosecutor's main argument is that the defendant had threatened his client many times before the attack.
11. We did not know who was in charge of the debate finals.
12. The letter was addressed to whoever now lived in the house.
13. You must not let your competitors know what your strategy will be.

14. Whatever solution the fact-finding commission proposes will be seriously considered.
15. That Patrick did not finish his assignment in time was to be expected on the basis of his past behavior.

Exercise 2

In the space provided, write original sentences in which a noun clause is used in the function specified. Underline the noun clause in your sentences. [10 points each] *Answers will vary.*

EXAMPLE (subject) Whoever left the huge bouquet of daisies and wildflowers
is certainly an admirer.

1. (direct object) _____

2. (subject) _____

3. (object of preposition) _____

4. (predicate nominative) _____

Punctuating Clauses

1. An introductory adverb clause is set off from the rest of a sentence by a comma.

Since it was Saturday, I could sleep as late as I wanted.

Usually, no comma is necessary when an adverb clause comes at the end of a sentence.

I could sleep as late as I wanted since it was Saturday.

2. Commas are used to set off a nonessential adjective clause from the rest of the sentence. A **nonessential clause** is one that adds information to the sentence but is not essential to its meaning.

Ron, *who works in a print shop*, is taking a course in graphic design. [nonessential]

The butterfly, *which was a monarch*, had a splendid gold and orange design on its wings. [nonessential]

3. An **essential adjective clause** points out the particular noun it modifies. Without the clause, the meaning of the sentence would be lost. Essential clauses are *not* set off by commas.

Kirstin is the person in our homeroom *who collects yearbook money*. [essential]

George is the reporter *who is most creative*. [essential]

Exercise 1

Add commas where necessary in the following sentences. If the sentence is punctuated correctly, write *Correct* after the sentence. [5 points each]

EXAMPLE Henry David Thoreau, who was a nineteenth-century American writer, is well known for *Walden* and his essay "On Civil Disobedience."

1. The small mail order house that Aaron Montgomery Ward started in 1872 later became Montgomery Ward & Company. *Correct*
2. As soon as the lights blinked, we knew we would lose our power.
3. This month's telephone bill, which is in the right-hand desk drawer, is due tomorrow.
4. Walter, who is our downstairs neighbor, is trying to sell magazines to everyone who lives in the building.
5. Although it costs less than the name brand product, that detergent is not a good buy.
6. OSHA, which sets safety and health standards for industries, has determined that noises measuring more than 85 decibels are potentially harmful.
7. Before the experiment can continue, everything in the test tubes should be measured.
8. Scott Woodard, who is an audio engineer, makes recorded music sound like a live performance.
9. Ornithologists, who are scientists engaged in the study of birds, believe it is important to maintain a diversity of species in nature.
10. While the dough was rising, the pizza chef began to prepare the tomato sauce.

Exercise 2

Write an original sentence for each of the following items, using the clause given as a subordinate clause. Punctuate your sentences correctly. [5 points each] *Answers will vary.*

EXAMPLE If the temperature drops below 20 degrees

If the temperature drops below 20 degrees, the windows will ice up.

1. who does not read a newspaper

2. after the noise had died down

3. who reminds me of my favorite relative

4. that grow along the fence

5. where I was born and grew up

6. when the test is over

7. although it is very costly

8. that has been on the board for days

9. when such good friends cannot agree

10. who will be a success in life

Using *Who* and *Whom*, *Whoever* and *Whomever*

Who, *whom*, *whoever*, and *whomever* may be used to introduce adjective clauses and noun clauses. In order to decide which of these words to use, you must first determine how the word functions *within the clause*.

1. *Who* is used when it functions as the subject of the clause.

I am the one *who walks the dog*.

Who will win the Oscar is anyone's guess.

2. *Whom* is used when it functions in the clause as the direct object or the object of the preposition.

Dr. Cooper is the one to *whom the lab report should be sent*. [*Whom* is the object of the preposition *to* in the adjective clause.]

Whom we select should be based entirely upon the candidate's qualifications. [*Whom* is the direct object of the noun clause.]

3. Use *whoever* as the subject of the clause.

Whoever wrote the invitations misspelled my name.

4. Use *whomever* as a direct object or object of the preposition within the clause.

You may bring *whomever you want*. [*Whomever* is the direct object of the noun clause.]

Exercise

In each of the following sentences, underline the correct word from the pair in parentheses. [10 points each]

EXAMPLE Hand the subpoena to (whoever, whomever) answers the door.

1. You are the friend (who, whom) makes me feel the most secure.
2. Professor Walpath is the lecturer (who, whom) gives the introductory information.
3. (Whoever, Whomever) is nominated will run unopposed.
4. (Whoever, Whomever) left the gate open should search for the cat.
5. Barbara is the one member of her family (who, whom) will go to college.
6. The samples are free to (whoever, whomever) can use them.
7. Major Meyers is the officer to (who, whom) this troop reports.
8. Eddie is the first pianist (who, whom) Mrs. Winer taught.
9. The medal will be presented to (whomever, whoever) earns the most points.
10. The player (who, whom) the fans most prefer changes regularly.

Proofreading and Revision: Using Clauses

Exercise

Review the following paragraphs, correcting errors in the punctuation of subordinate clauses and in the use of *who/whom* and *whoever/whomever*. Cross out the words that need correction, and write your correction in the space above. If you add or delete a comma, write the word which precedes it and the word that follows it above the space where the comma should be inserted or deleted. Be sure to proofread the passage for errors in spelling, punctuation, and capitalization. [10 points each]

The world's all-time best-selling author of romantic fiction is Barbara ^{Cartland, who}~~Cartland who~~ ^{who}~~whom~~ has written more than 230 books. This English writer, ~~whom~~ is a glamorous octogenarian, dictates more than two historical novels a month. Miss Cartland has been doing this for ^{years, which}~~years which~~ more than fifty ~~years which~~ is remarkable in itself for sheer perseverance. ^{sales, which} ^{remarkable, have}~~Cartland's sales which~~ are also ~~remarkable have~~ passed the hundred million dollar mark.

^{Cartland, who} ^{descendant}~~Miss Cartland whom~~ is a direct ~~descendent~~ of the Dukes of Hamilton and another ^{family, was}~~prestigious Saxon family was~~ born in England in 1901. Ms. Cartland may owe her longevity to her mother, who lived to be 98 years old.

As a teen, Cartland read more than three novels a day. After her ^{father's}~~fathers~~ death left her ^{income, she}~~family with a reduced income she~~ began to write herself and published her first novel in 1925.

Avoiding Run-Ons

A **run-on sentence** occurs when two sentences are joined together either with a comma or with no punctuation at all. Correct run-on sentences in the following ways:

1. Separate the sentences with a period, making two separate sentences.

The oven was preheated. The souffle was ready to put in.

2. Separate the sentences with a semicolon if they are closely related in meaning.

I'd better start writing that report; it's due on Friday.

3. Separate the sentences with a semicolon plus a conjunctive adverb (such as *therefore*, *however*, *moreover*). Follow the conjunctive adverb with a comma.

The oven was preheated; *meanwhile*, the souffle was ready to put in.

4. Combine the two sentences with a comma, followed by a coordinating conjunction.

The oven was preheated, *and* the souffle was ready to put in.

5. Change one of the sentences into a subordinate clause.

I'd better start writing that report *because it's due on Friday*.

Exercise

In the blanks provided, correct each of the following run-on sentences. Vary the methods you use to correct the run-ons. [25 points each] *Answers will vary.*

1. Edgar Bergen was a ventriloquist his dummy, Charley McCarthy, became well known.

Edgar Bergen was a ventriloquist whose dummy, Charley McCarthy, became well known.

2. The cornea is the transparent part of the outer eye, it is responsible for much of the eye's focusing power.

The cornea is the transparent part of the outer eye; it is responsible for much of the eye's focusing power.

3. I know the price of the boots is exorbitant I want them anyway.

I know the price of the boots is exorbitant, but I want them anyway.

4. Pierre Boulle is the French novelist who wrote *The Bridge on the River Kwai* he wrote *Planet of the Apes*.

Pierre Boulle is the French novelist who wrote *The Bridge on the River Kwai*; in addition, he wrote *Planet of the Apes*.

Avoiding Sentence Fragments

A **sentence fragment** is a group of words written incorrectly as a complete sentence. A fragment may lack a subject or a verb, or it may not express a complete thought.

One of the finest musicians in the troupe. [lacks a verb]

Because she had just washed her hair. [does not express a complete thought]

Fragments can usually be corrected by attaching them to the sentence before or after them.

Exercise 1

Decide whether each group of words is a sentence or a fragment. Mark *S* or *F* on the blank after each group of words. [10 points each]

- F 1. Placido Domingo, the Spanish-born Mexican tenor.
- F 2. Made his Mexican opera debut in 1961 as Alfredo in *La Traviata*.
- S 3. Placido Domingo made his American debut with the Dallas Civic Opera.
- F 4. Because of his magnetic personality and tremendous energy.
- F 5. Although he often appears to compete with Italian tenor Luciano Pavarotti.

Exercise 2

Rewrite each of the following sentences, correcting all sentence fragments. [10 points each]

1. Singing in the shower. Barry did not hear the telephone.
Singing in the shower, Barry did not hear the telephone.
2. The Duke of Wellington led the British forces. Which defeated Napoleon I at the Battle of Waterloo.
The Duke of Wellington led the British forces which defeated Napoleon I at the Battle of Waterloo.
3. Although a sun tan makes you look healthy. It is terribly harmful to your skin.
Although a sun tan makes you look healthy, it is terribly harmful to your skin.
4. Johannes Kepler, a German astronomer. Formulated three laws upon which Newton based his theory of gravity.
Johannes Kepler, a German astronomer, formulated three laws upon which Newton based his theory of gravity.
5. Nasonial is often asked to pronounce his name it is so unusual.
Nasonial is often asked to pronounce his name because it is so unusual.

Proofreading and Revision: Fragments and Run-Ons

Exercise

Revise the following paragraphs to eliminate sentence fragments and run-on sentences. Cross out the words that need to be corrected, and write the corrections in the space above the lines. Be sure to proofread also for errors in spelling, punctuation, and capitalization. [5 points each] Corrections may vary somewhat.

- Gloria Vanderbilt is a well-known ^{American, both} ~~American~~ ^{name and} ~~Both~~ because of her family ~~name~~. ^{women's} ~~And~~ because of her success as a designer of ^{and} ~~womens~~ clothing, ^{She} ~~And~~ other designer products, such as linens and luggage. ^{Vanderbilt fortune; thus,} ~~she~~ is the heiress to the famous ~~vanderbilt~~ fortune she was extremely wealthy before she began her career as a designer. Vanderbilt was caught up in a bizarre custody ^{battle about} ~~battle~~. ^{times; among} ~~About~~ which she has written a book, Vanderbilt married many ^{Stokowski and} ~~times among~~ her husbands were the conductor Leopold ~~Stokowski~~. ^{Sidney Lumet.} ~~And~~ movie director

- Radiation therapy, one of the methods of treating ^{cancer, does} ~~cancer~~. ^{principle} ~~Does~~ seem to stop the growth of certain tumors. Radiation treatment operates on the ^{radiation than} ~~principal~~ that tumor cells divide rapidly; therefore, ^{One} ~~rapidly~~ they are more sensitive to the destructive effects of ^{appetite} ~~radiation~~. ^{depression. This} ~~Than~~ are normal cells. ^{bleeding.} ~~one~~ of the uncontrollable side effects of radiation treatment is known as "radiation sickness," which ^{bleeding.} ~~sickness~~. Which may involve nausea, fatigue, loss of ~~apetite~~, and vomiting. Large doses of radiation may also cause bone marrow ~~depression~~ ^{bleeding.} ~~this~~ can lead to anemia and internal

Capitalization (1)

1. Capitalize the first word of a sentence.
2. Capitalize the first word of a direct quotation.

On her deathbed the American writer Gertrude Stein asked, "What is the answer?"

3. Capitalize the first word, the last word and, all other important words in the title of any work of art. If the words *a*, *an* or *the* are the first words of a title, you should capitalize them also. Prepositions and conjunctions that have fewer than five letters are not capitalized within a title.

Thomas Hardy wrote *The Return of the Native*.

Who wrote the song "Take Me back to Manhattan"?

4. Capitalize the names of specific people.
5. Capitalize a title that precedes a person's name or a title that replaces a person's name.

Is the judge a friend of Mayor Garcia? Name the country's Vice President.

Exercise

Insert capital letters where necessary in each of the following sentences. Cross out each incorrect lowercase letter and write a capital letter above it. [10 points each sentence]

EXAMPLE ^O ^S ~~omar~~ ^F ^G ^B ^S ~~shariff~~ starred in the movie ~~funny~~ ~~girl~~ with ~~barbra~~ ~~streisand~~.

1. ^E ~~eric~~ asked, "^H ~~how~~ many times have you read ^T ~~thornton~~ ^W ~~wilder's~~ ^O ~~our~~ ^T ~~town~~?"
2. ^O ~~one~~ of ^R ~~rachmaninoff's~~ best known works is the ^S ~~second~~ ^P ~~piano~~ ^C ~~concerto~~.
3. ^W ~~will~~ ^R ~~rabbi~~ ^S ~~schaalman~~ perform the marriage ceremony for ^M ~~miss~~ ^S ~~saltz~~ and ^D ~~doctor~~ ^J ~~jay~~?
4. ^D ~~did~~ ^S ~~steven~~ ^S ~~spielberg~~ direct ^C ~~close~~ ^E ~~encounters~~ of the ^T ~~third~~ ^K ~~kind~~?
5. ^W ~~whenever~~ ^J ~~janice~~ ^R ~~rukovic~~ is on duty, the patients on the floor are very content.
6. ^O ~~officer~~ ^B ~~barry~~ explained, "^R ~~riding~~ a bicycle at night requires lights and reflectors."
7. ^O ~~our~~ class is reading and interpreting ^R ~~robert~~ ^F ~~frost's~~ poem "^T ~~the~~ ^G ~~gift~~ ^O ~~outright~~."
8. ^W ~~when~~ ^V ~~vice~~ ^P ~~president~~ ^L ~~lyndon~~ ^J ~~johnson~~ succeeded ^P ~~president~~ ^J ~~john~~ ^{F.K} ~~f. kennedy~~, the oath of office was administered aboard an airplane.
9. ^C ~~can~~ you tell me how irony figures in ^S ~~shakespeare's~~ ^R ~~romeo~~ and ^J ~~juliet~~?
10. ^W ~~whenever~~ ^R ~~reverend~~ ^P ~~pound~~ speaks, the congregation always listens intently.

Capitalization (2)

1. Capitalize the abbreviation for a person's name or title: *Dr., Mr., Mrs., Ms., Jr., Sr.*
2. Capitalize words that show family relationships when they precede a person's name or when they are used in place of a person's name. These words are not capitalized when preceded by a possessive noun or pronoun.

- 3. Capitalize the names of specific places and proper adjectives.**

4. Capitalize the names of compass directions only if they refer to a specific region or are part of an address.

5. Capitalize the names of buildings, institutions, monuments, businesses, and organizations.
6. Capitalize the names of nationalities, religions, races, and languages.

Exercise

Insert capital letters where necessary in each sentence below. Cross out each incorrect lowercase letter. [10 points each sentence]

EXAMPLE

M	J	A	P
Mr.	Johnson	moved north from Alabama	to Philadelphia.

1. The storm is moving toward ^Bbuffalo in the northwestern part of ^{N Y}new york.
2. Since ^{C H}cousin helen has a home in ^Mmiami, many of her cousins from the ^Nnorth enjoy visiting her each year.
3. Ann Landers has a ^Mmidwestern accent because she grew up in ^{S C I}síoux city, iowa.
4. The ^Uuniversity of ^Mmichigan is located in the town of ^{A A}ann arbor.
5. L. ^Kkarp and ^Ssons has its headquarters in ^{E G V I}elk grove village, illinois.
6. Vicki is anxious to tour ^Wwashington, ^{D.C.}d.c., especially the ^{L C}library of congress.
7. The ^{F F}first federal bank ^{B B}building is located on ^{C S}central street just west of ^{C H}city hall.
8. Is it true that ^Ttexans move more slowly than ^{N Y}new yorkers?
9. Mary, who is from ^Ccolombia, speaks a more formal ^Sspanish than does ^Mmaria.
10. Not all ^Iisraelis speak ^Hhebrew, and only a small percentage speaks ^Yyiddish.

Capitalization (3)

1. Capitalize the names of words referring to a supreme being. Capitalize the word *Bible* and holy books of all religions.

The passage from the **Bible** was taken from **Exodus**.

2. Capitalize the names of the months, days of the week, holidays, historical events and periods. Also capitalize the names of prizes and awards.

The monument was dedicated to the heroes of the **Battle of Lexington**.

The names of the seasons are usually not capitalized:

The first day of spring is next Tuesday.

3. Capitalize the names of political parties and government agencies, departments, and bureaus.
4. Capitalize the names of specific ships, trains, planes, and spacecraft: *Apollo 1*.
5. Capitalize the brand names of specific products: **Spotless** liquid cleaner, **Write-well** pens.

Exercise

Insert capital letters where necessary in each of the following sentences. Cross out each incorrect lowercase letter and write a capital letter above it. [10 points each]

1. The story of ^R~~r~~uth in the ^B~~b~~ible is about love, loyalty, and the acceptance of a new faith.
2. When the ^F~~f~~ourth of ^J~~j~~uly comes on a weekend, ^M~~m~~onday is often celebrated as a holiday.
3. Jessie was wounded during the ^V~~v~~ietnam ^W~~w~~ar.
4. Did ^J~~j~~ane ^F~~f~~onda win an award for her role in ^O~~o~~n ^G~~g~~olden ^P~~p~~ond?
5. School usually begins on the first ^W~~w~~ednesday after ^L~~l~~abor ^D~~d~~ay.
6. The ^I~~i~~nternal ^R~~r~~evenue ^S~~s~~ervice is auditing the ^N~~n~~ew ^W~~w~~ave ^C~~c~~ompany, manufacturers of ^S~~s~~oftex tissues.
7. The doctor told ^A~~a~~unt ^E~~e~~leanor that she should only drink decaffeinated coffee.
8. The ^M~~m~~ohammedan pilgrims in the city of ^B~~b~~ethlehem face ^E~~e~~ast and pray to ^A~~a~~llah.
9. On ^G~~g~~ood ^F~~f~~riday both ^D~~d~~emocratic and ^R~~r~~epublican headquarters will close at noon.
10. When ^D~~d~~r. ^K~~k~~ennin prescribed the medication, it had not yet been approved by the ^F~~f~~ood and ^D~~d~~rug ^A~~a~~dministration.

Proofreading and Revision: Using Capital Letters

Exercise

Revise the following paragraphs to correct errors in capitalization. Cross out any word that should be capitalized, and write the word with the capital letter above it. Put a slash mark (/) through any capital letter that should be changed to a lowercase letter. Be sure to proofread the paper also for errors in spelling and punctuation. [4 points each correction]

The librarian, ^{Miss}~~miss~~ Dalbak, just ^{recommended}~~reecommended~~ a fascinating article about penguins, which appeared in the ^{March}~~march~~ issue of *Science* ^{Challenge}~~challenge~~.

The article focused on two species of penguins—the Adelie and the Emperor—that live and thrive in the frigid ^{Antarctic}~~antaretic~~. These two species (plus other types of penguins that inhabit the ^{Southern}~~southern~~ Hemisphere) are equipped with an efficient insulating system. Because their built-in insulation is so effective, Emperor penguins rarely survive at zoos in warmer parts of the World. Part of their insulation system consists of a layer of blubber under the skin. ^{Also,}~~also,~~ over the penguin's whole body are small, overlapping feathers that prevent cold from entering the penguin's body.

The Adelie penguins leave for warmer parts of the Southern Hemisphere before the worst of the ^{Antarctic}~~antarctic~~ winter—June, July, and ^{August}~~august~~—sets in. ^{However,}~~however,~~ the Emperor penguins stay at the ^{South Pole}~~south pole~~ all year.

The article gave more interesting facts about penguins and recommended two other sources for information about them. The ^{National Zoological Park}~~national zoological park~~ offers a free fact sheet entitled "^{Galapagos Penguins}~~galapagos penguins~~." The fact sheet can be obtained by writing to the Office Of Education at 3000 Connecticut Avenue, ^{N.W.,}~~n.w.,~~ in Washington, D.C. A free bibliography can also be obtained by writing to the Shedd ^{Aquarium,}~~aquarium,~~ located at 1200 S. Lake ^{Shore Dr.,}~~shore dr.,~~ ^{Illinois.}~~illinois.~~ Chicago, ~~illinois.~~

End Marks

1. The **period** is used as an end mark following a declarative sentence and a mildly imperative sentence.

Soybeans are a good source of protein. [declarative]

Be sure to send us a postcard. [mildly imperative]

2. The **question mark** is used as an end mark following an interrogative sentence.

Where is the nearest exit?

When a question is stated indirectly, it is followed by a period rather than a question mark.

The moviegoers asked where the nearest exit was.

3. The **exclamation point** is used as an end mark after an exclamation or a strongly imperative sentence.

The bomb is about to explode!

Help! We are going to be locked in!

Don't put that gasoline into the lawn mower when the engine is running!

Exercise

Insert periods, question marks, and exclamation points where necessary in the following sentences. [10 points each]

EXAMPLE How I love summer vacation !

1. Pesticides were formulated to control and destroy harmful insects .
2. Do you know, however, that the misuse of pesticides has created a new and even more menacing problem ?
3. An uncontrollable monster species of insect pests has developed ! *or* .
4. What can be done about the problem ?
5. Entomologists suggest that pesticides must be used sparingly from now on .
6. Houseflies in Denmark are still resistant to DDT, a chemical used in that country more than 30 years ago .
7. Citizens ask if the government should control the use of insecticides .
8. "Unfair!" cry the nation's farmers. They want to continue to use insecticides to increase crop production .
9. How would you feel about government intervention if a malaria epidemic spread through our country ?
10. We can no longer ignore the real dangers of the problems that have been caused by our use of pesticides . *or* !

Commas (1)

1. Use a comma to separate words or groups of words in a series. Use a comma before the conjunction that joins the last two items in a series.

The cafeteria serves hot lunches, sandwiches, and salads.

2. When two or more adjectives precede a noun, separate the adjectives with commas.

The bedraggled, emaciated, filthy dog needed food and a bath.

Do not, however, use a comma between adjectives unless the word *and* makes sense between the two adjectives.

3. Use a comma to separate independent clauses joined by coordinating conjunctions.

The night was clear, *but* it was too cold to have the hayride.

4. Use a comma to separate introductory adverb clauses, introductory participial phrases, and long introductory prepositional phrases from the rest of the sentence.

5. Use a comma to separate introductory elements, such as a noun of direct address or a mild interjection.

Gert, you have won another contest. [noun of direct address]

Well, would you look at that! [mild interjection]

6. Use a comma to separate contrasting words, phrases, and clauses introduced by *not*.

The guilty one was Mr. Hyde, not I.

Exercise

Insert commas where necessary in the following sentences. [4 points each comma]

EXAMPLE No, I do not enjoy playing Monopoly, Scrabble, or Uno.

1. The offshore drilling was off the Louisiana coast, not the Texas coast.
2. By the way, Bernice, you are the only one signed up to take Health and Nutrition.
3. If there is time, the floor needs sweeping, the beds need changing, and the bathtub needs cleaning.
4. Yes these squirming, yelping puppies will be available for purchase, Jodi.
5. Screaming at the top of their lungs, the children protested their punishment.
6. In the drawer are the scissors, tape, pens, and pencils you will need, Miss Yamada.
7. We were stopped by a train, yet we were on time.
8. Because the dinner included soup, appetizer, vegetable, and beverage, it cost more than the a la carte offerings. Considering the cost of steak, it was still a good deal.
9. Mitch, please drive Lucy to the grocery store, the cleaners, and the bakery.
10. Ted is a baseball nut, but he only watches the games on TV, not at the ballpark.

Commas (2)

1. Use paired commas to enclose interrupters that come in the middle of a sentence.

So, Tomas, you have been promoted. [noun of direct address]

This ventricle, you see, is the largest. [parenthetical or transitional expression]

The Reuben sandwich, not the patty melt, is the special today. [contrasting expression]

2. Use paired commas to separate nonessential phrases and clauses from the rest of the sentence.

Whizzo, a spray furniture polish, contains no fluorocarbons.

Warren Beatty, who is now famous as an actor and director, once had a bit part in the Dobie Gillis series on TV.

3. Use paired commas to enclose nonessential appositives that interrupt the sentence.

Ross Macdonald, who created the character of Lew Archer, writes some of the best modern detective novels.

A nonessential appositive at the beginning of a sentence is set off by a single comma.

A true hero, Hercules slew the many-headed serpent.

Exercise

Insert commas where necessary in the following sentences. [4 points each comma]

EXAMPLE Todd Park, attorney for Best Books, sued another paperback publisher.

1. Do you realize, Lou, that you have lost your right to vote?
2. According to Ovid, the Roman poet who collected and retold Greek myths, Arachne was turned into a spider because of her insolent behavior.
3. A marathon swimmer, Diana Nyad lives a Spartan life and trains rigorously.
4. Today's electric bill covers June, July, and August, the three highest-use months.
5. The Trojan War, which was caused by the kidnapping of the beautiful Queen Helen, lasted for ten years.
6. You know, of course, that the word *narcissism*, which means "excessive self-love" comes from the Greek myth of Echo and Narcissus.
7. *The Last Supper*, the famous work by Leonardo da Vinci, is presently being restored.
8. Those eggs, I fear, are all cracked.
9. John Wayne, rugged western actor, won an Oscar for his performance in *True Grit*, a movie in which he parodied himself.
10. When, I wonder, will Sue, Gary, and Ellen answer my letters?

Commas (3)

1. Use a comma to separate parts of dates, geographical names, and addresses.

On October 3, 1982, my grandparents moved from Evanston, Illinois, to Sun City, Arizona.

No comma is used when only a month and year are given.

They were married in April 1959.

When a date or geographical name is used within a sentence, set off the completed name or date with a comma.

The building at 180 N. Washington, Downers Grove, is being torn down.

2. Use a comma to separate a person's name (or a company's name) from the degree, title, or affiliation that follows it. In a sentence, the degree or title is also followed by a comma.

Dr. Marc Bolda, Jr., will deliver the commencement address.

Jessie is selling her patchwork pillows through the Women's Cooperative, Inc., in Chagrin Falls, Ohio.

Exercise

Insert commas where necessary in the following sentences. [10 points each sentence]

EXAMPLE The postmark said Evansville, Indiana, but the letter was mailed in Valparaiso, Indiana.

1. When Alice Mills, M.D., worked for Key Medicine, Inc., she was head of the research laboratory.
2. Coretta Scott King, widow of Martin Luther King, Jr., often speaks at civil rights rallies.
3. My hometown, Cheyenne, Wyoming, is one of the cleanest cities in the country.
4. Send a stamped, self-addressed envelope to Gabriel House, Inc., 5045 W. Oakton, Chicago, Illinois.
5. The SAT is offered in November, April, May, and June. The most popular date this year is Saturday, May 29th.
6. Mother turned forty on March 12, 1983, and we gave her a surprise party.
7. We received a bill from Russell Johnson, D.D.S., but we have never gone to him.
8. A lengthy article about rock star Rod Stewart appeared in the August issue of *Current Biography*, a magazine published by H. W. Wilson Co.
9. When Brandon's sister Gail was born prematurely at 8:13 P.M., January 7, 1980, Lawrence Lilien, M.D., a noted neonatologist, was called in.
10. The junior and senior classes at San Lorenzo High School, San Lorenzo, California heard Governor Edmund Brown, Jr., address their civics classes.

Semicolons and Colons

1. Use a **semicolon** (;) to separate closely related independent clauses joined without a coordinating conjunction.

There has been another terrorist attack in Paris; six are known dead.

2. Use a semicolon between independent clauses when the second clause begins with a transitional expression such as *however*, *besides*, *for example*.

Tuition for the music school is not high; moreover, many scholarships are available.

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

Each class sang a different song: freshmen, "The Jets," from *West Side Story*; sophomores, "Tomorrow," from *Annie*; and juniors, "Tradition," from *Fiddler on the Roof*.

4. Use a **colon** (:) to separate a list of items from an introductory statement containing the words *the following*, *these*, or *as follows*.

You will need these supplies: glue, glitter, and poster paints.

5. Use a colon to separate an introductory statement from an explanation or quotation.

The speech began with these familiar words: "My fellow Americans. . ."

6. Use a colon to separate hours and minutes in expressions of time (9:35 A.M.), and to separate chapter and verse numbers in references to the Bible (Genesis 4:10).

Exercise

Insert semicolons and colons where necessary. [10 points each sentence]

EXAMPLE The library receives the following magazines: *Time*, *Newsweek*, and *People*.

1. The pastel drawings are lovely; however, they should be sprayed with a fixative.
2. Senator Gary Hart said the following: "We must stop cutbacks in education, unemployment, and training programs."
3. The tour includes these cities: London, England; Frankfurt, Germany; and Milan, Italy.
4. Please observe the following rules: 8:00 A.M., all beds should be made; by 8:00 P.M., all homework must be completed; by 10:00 P.M., all lights must be out.
5. William F. Buckley, Jr., was persuasive; nevertheless, I could not agree with him.
6. The following items appeared in error on our charge bill: 12 folding chairs, which we did not order; and one automatic juice squeezer, which we returned.
7. Please buy these three things: milk, bread, and carrots.
8. The class officers were announced: Susan Soboroff, president; Gordon Itami, vice president; Nancy Holleb, secretary; and Richard Gilbert, treasurer.
9. Monday's matinee performance has been cancelled; it will be changed to Tuesday at 2:00 P.M.
10. The following announcement came over the loudspeaker: all new students should report to the cafeteria.

Dashes and Parentheses

1. Use a **dash** (—) to separate an introductory series from the explanation that follows.

Enchiladas and tacos—those are the specialties.

2. Use a dash to separate a sudden change in thought.

Here are the keys—or at least I thought they were here.

3. Use paired dashes to separate elements that show a break in thought when the word or words occur in the middle of a sentence.

Certain colors—red, yellow, and orange—create a mood of warmth.

4. Use **parentheses** () to enclose elements that interrupt and are not essential to the meaning of a sentence. Parentheses indicate a stronger break in thought than commas or dashes.

*M*A*S*H* (a comedy about an army medical unit during the Korean War) has been a movie and popular TV show.

Exercise

Insert dashes and parentheses where necessary below. [10 point each sentence] *Answers may vary. In many sentences parentheses and dashes are interchangeable.*

EXAMPLE Pumpernickel—a coarse, dark rye bread—is often served in German restaurants.

1. Latex from certain plants and trees (milkweed, rubber tree, poppy) is used to make rubber.
2. Everyone in our family works for the same company (Beatrice Foods).
3. Reginald Dwight (better known as Elton John) has had a series of hit records.
4. The index—all twenty pages of it—was carefully arranged by topic and specific reference.
5. Call the paramedics—or should we just drive to the emergency room?
6. Mohammed (570–632 A.D.) is the founder of the Moslem religion.
7. Today—it rained, of course—is the day of the state track meet.
8. *Spiteful*—that's the only word to describe Katie's comments.
9. Sitting Bull's birth date (1834) is not certain, but the date of his death (1890) is known.
10. Sit down—watch out for the cat!—and we'll play a game of chess.

Hyphens and Apostrophes

1. Use a **hyphen** (-) to link prefixes with proper nouns or adjectives.

pro-American pre-Castro

2. Use a hyphen to link the parts of compound nouns that include a prepositional phrase.

daughter-in-law tug-of-war

3. Use a hyphen to link the parts of a compound adjective when it precedes the noun.

double-jointed elbow three-story home

4. Use a hyphen to link the parts of a compound number between twenty-one and ninety-nine.

5. Use a hyphen to link parts of a fraction used as an adjective. However, do *not* use a hyphen if the fraction is used as a noun.

one-half full one half of the student body

6. Use an **apostrophe** (') to show that letters have been omitted from contractions.

shouldn't we'll they're

7. Use an apostrophe to form the plural of letters, numbers, and words.

ABC's 7's and's

8. Use an apostrophe to make nouns show possession.

teacher's	[Add 's to a singular noun.]
doctors'	[Add an apostrophe only to a plural noun ending in s.]
children's	[Add 's to a plural noun that does not end in s.]

Exercise

Insert hyphens and apostrophes where necessary. [4 points each mark]

EXAMPLE Bernie's talent for solving problems makes him a trouble-shooting expert.

- The high-pitched noise could not be tolerated for more than twenty-five seconds.
- Grace's brother is twenty-one isn't he?
- My parents' reaction to my C's and D's wasn't too cheerful.
- When the exam was over, I couldn't believe forty-five minutes had passed so quickly.
- In the movie *E.T.*, the extra-terrestrial creature learned his ABC's from Big Bird.
- How many l's does Lucille have in her name?
- Larry's speech on pre-Revolutionary taxes suffered from too many *and's* and *but's*.
- The brown sunglasses give Gloria's face a pleasant glow.
- The stands on Notre Dame's side of the field were three-quarters full.
- Aren't all of these t's and h's supposed to be one-half inch high?

Quotation Marks and Single Quotation Marks

1. Use **quotation marks** to enclose a speaker's exact words.

"Thank you," said Graham, "for the great-looking T-shirt."

Do not, however, use quotation marks in an indirect quotation.

Caren told us that her car had a flat tire.

When punctuating a quotation, always place commas and periods *inside* closing quotation marks. Place semicolons and colons *outside* closing quotation marks.

"She is the most reliable person I know," David said.

We read "Renaissance"; Edna St. Vincent Millay wrote it when she was sixteen.

2. Use quotation marks to enclose titles of short stories, essays, poems, songs, individual TV and radio programs, magazine articles, and parts of books.

Our assignment is to read "A Worn Path," a short story by Eudora Welty.

3. Use quotation marks to enclose nicknames and slang expressions.

Barry's friends call him "Mr. Optimist" because of his positive outlook on life.

4. Use single quotation marks to enclose a direct quotation or title that occurs inside another quotation.

The announcer said, "Now we will hear 'New York, New York.'"

Exercise

Insert quotation marks and single quotation marks where necessary in the following sentences.
[10 points each sentence]

EXAMPLE The first chapter "Around the Corner—Predicting the Future" contains many predictions for the next century.

1. Barbara complained, "I have no friends anymore!"
2. "Relax," her mother replied, "everyone is away on vacation now."
3. "Who called me a 'dingbat'?" asked Edith.
4. Mrs. Karp asked us if we had read Hemingway's story "The Short Happy Life of Frances Macomber."
5. "What is wrong with the elevator?" asked the tenants.
6. The fans shouted, "More!" and the folk singer began "Amazing Grace."
7. Jill wondered how her uncle had become known as "Dutch."
8. "Register now," the sign said, "to avoid delay."
9. "When do we sing 'America'?" asked the confused graduate.
10. "Your group," explained the counselor, "is now called 'The Bad News Bats.'"

Underlining (Italics)

Italics are used to indicate various titles in print. In handwritten or typed manuscript, **underlining** is used to indicate italics.

1. Underline the titles of books, plays, works of art, book-length poems, television and radio series, magazines, and newspapers.

We saw a marvelous dramatization of Madame Bovary on Masterpiece Theater, the series on the public broadcasting network.

Remember that titles of poems, songs, short stories, articles, and chapters from books are enclosed in quotation marks.

2. Underline words (and letters) when they are referred to as words.

How many c's does the word accommodate have?

3. Underline the names of ships and trains.

The Orient Express, made famous by an Agatha Christie detective novel, still runs twice a day.

Exercise

Add underlining or quotation marks where necessary in the following sentences. [10 points each sentence]

EXAMPLE The Iliad and The Odyssey are two epic poems by the Greek poet Homer.

1. Virgil's Aeneid is an interesting epic of a young hero's wanderings.
2. Everyone laughed heartily at the insane antics of Lucille Ball and Vivian Vance on this morning's episode of the I Love Lucy series.
3. The Oxford History of the American People by Samuel Eliot Morison is a valuable reference tool.
4. One of Jed's favorite books is Lord of the Flies by William Golding.
5. Wouldn't it be wonderful if there were a real place like the one on Fantasy Island!
6. When we saw Evita, we especially liked the song "Don't Cry for Me, Argentina."
7. According to this schedule the Cannonball Express leaves Union Station at 7:00 P.M.
8. Every week I watch the television magazine Sixty Minutes and read two news magazines, Time and Newsweek.
9. I read many facts about hospital costs in the chapter "Health Care" in Help: The Indispensable Almanac of Consumer Information.
10. When she flew the Concorde to Europe, Mimi left her copy of Jane Austen's Pride and Prejudice under her seat.

Proofreading and Revision: Punctuation

Exercise

Revise the following paragraphs to correct errors in punctuation. Insert any punctuation marks that are missing. Cross out any punctuation marks that are wrong or wrongly positioned. Place the correct punctuation mark above the space where it belongs. Be sure to proofread also for errors in spelling and capitalization. [5 points each] *Answers may vary somewhat.*

When we stop to consider ^{water's} ~~waters~~ ^{qualities,} ~~qualities~~ we realize that water is different from all other materials, / on earth. What are some of these special qualities?

^{First,} ~~First~~ water stores heat energy. Other materials (such as metals and wood) can store heat from the sun, but water stores the ^{sun's} ~~suns~~ energy more ^{efficiently than} ~~efficiently then~~ any other material

Another special quality of water is ^{its} ~~it's~~ wide range of temperatures and its ability to take different forms—such as solid and ^{gas—} ~~gas~~ at different temperatures.

no ¶ Did you know that the floating property of ice ^(solid water) ~~solid water~~ is unique, / Most liquids become heavier and decrease in ^{size when} ~~size, when~~ they freeze. Ice, ^{hand,} ~~on the other hand~~ exhibits an increase in size and a decrease in weight when compared to water.

^{valuable to} ~~valuable, to~~ Water is ~~valuable~~ plants and animals because it dissolves minerals and other ~~materials;~~ ^{materials,} thus, we can drink water and take in dissolved minerals. Because it can climb up a surface against the force of ^{gravity,} ~~gravity~~ water can also move up roots and stems of plants to nourish their leaves.

^{"liquid gold"} Truly, water can be called ~~liquid gold~~ because of its many valuable properties.

Vocabulary: Context Clues (1)

The **context** of a word is the words, phrases, sentences, and paragraphs that surround it. Often the context of an unfamiliar word can give you clues to the word's meaning.

We must eliminate all *superfluous* books and magazines from the shelf because we have no room for unnecessary clutter.

The clues in the sentence are *eliminate*, *unnecessary*, and *clutter*. The context suggests that *superfluous* means "extra; above and beyond what is needed or desired."

Exercise

In each sentence below there is an italicized word whose meaning you should be able to figure out by studying context clues. Four possible meanings are offered for each italicized word. Write the letter of the best meaning in the space provided. Then, write the context clues that helped you define the word. [20 points each]

EXAMPLE c Sally is quite a *loquacious* person, talking constantly to friends, chatting at length on the telephone, and even, sometimes, talking to herself. *Loquacious* means (a) intelligent, (b) gorgeous, (c) talkative, (d) serious. Context clues: talking constantly; chatting at length; talking to herself

 b 1. Professor Green's *erudite* lecture impressed all of his colleagues with its well researched and highly intellectual conclusions. *Erudite* means (a) lengthy, (b) scholarly, (c) boring, (d) confusing. Context clues: well researched and highly intellectual conclusions.

 d 2. I find that program totally *soporific*; as soon as it starts, I fall asleep. *Soporific* means (a) exciting, (b) disgusting, (c) remarkable, (d) causing sleep. Context clues: I fall asleep

 a 3. Sherlock's *perspicacity* amazes us; he can cleverly solve any mystery by a quick examination of the most hidden clues. *Perspicacity* means: (a) shrewdness, (b) athletic ability, (c) good-nature, (d) trickery. Context clues: cleverly solve

 c 4. Our club is totally *insolvent*; we can't even get together enough money to pay for our stationery. *Insolvent* means (a) ambitious, (b) lazy, (c) poor, (d) disorganized. Context clues: we can't even get together enough money

 c 5. Try to *elucidate* your point so that it becomes clear to your audience, who did not seem to understand what you said. *Elucidate* means (a) to decorate, (b) to prove, (c) to make clear, (d) to make louder. Context clues: becomes clear

Vocabulary: Context Clues (2)

The structure of a sentence containing an unknown word may alert you to context clues which will help you define the unfamiliar word.

1. Some sentences use an **appositive**, or a restatement, to define unfamiliar words.

Dr. Susan Yuan is a *neonatologist*, a doctor who treats newborn babies.

2. Some sentences use **examples** to help define unfamiliar words.

A *parsimonious* person, such as Ebenezer Scrooge or Silas Marner, often misses out on the joys of life.

Exercise

Use context clues and sentence structure to help you define the italicized word in each sentence. On the first blank write a definition of the italicized word. On the second blank write the context clues that helped you define the word. [20 points each] *Definitions may vary in wording.*

EXAMPLE *Philately*, or stamp collecting, is a popular hobby.

Philately means stamp collecting.

Context clue: or stamp collecting; hobby

1. Editors, telephone operators, court stenographers and others in *sedentary* occupations can develop back problems due to lack of movement.

Sedentary means stationary; lacking movement.

Context clue: _____

2. A *truculent* leader, such as Atila the Hun or Genghis Kahn, causes fear among neighboring peaceful nations.

Truculent means fierce; warlike.

Context clue: _____

3. Attach *conduit* A (pipe A) to terminal B.

A *conduit* is a pipe.

Context clue: _____

4. Several *anodynes*—ranging from simple aspirin to more powerful prescription pain killers—ought not be used by persons with high blood pressure.

Anodynes are pain-killing medicines.

Context clue: _____

5. The vacation cabin was located in a *bucolic* area of farms, meadows, and streams, far from the crowded city where they lived.

Bucolic means country; rural.

Context clue: _____

Vocabulary: Context Clues (3)

Context clues may help define an unfamiliar word by **comparing** or **contrasting** the unfamiliar word with a known word.

She used an *incantation* to heal the child, just as a witch doctor might cast a spell on an ailing patient.

Exercise 1

Use context clues to help you define the italicized word in each sentence below. [12 points each] *Definitions may vary.*

EXAMPLE The *prestidigitator*, like all magicians, fooled us.

A *prestidigitator* is a magician.

1. The *egress*, unlike the entrance, was constantly watched by armed guards.

An *egress* is an exit.

2. You are as *ignominious* as the cheats and liars you hang around with.

An *ignominious* person is dishonest; disgraceful.

3. The psychiatrist encouraged her patient to *exhume* his hatreds and fears rather than to bury them, as he had in the past.

To *exhume* something is to dig it up.

4. *Serendipity* is often more appreciated than good fortune which is expected or planned for.

Serendipity means chance good fortune or good luck.

5. I felt *enervated*, like someone who has just run a ten-mile race.

Enervated means worn out; without energy.

Exercise 2

Use context clues to help you decide upon the meaning of the italicized words in the following sentences. Write the letter of the best definition in the space provided. [10 points each]

- c 1. On our vacation we had *inclement* weather, unlike last year's mild weather. *Inclement* means (a) warm, (b) pleasant, (c) stormy, (d) sunny.

- d 2. According to some people humans have a sixth sense—a *kinesthetic* sense—that is important in sports, walking, running, and moving. *Kinesthetic* refers to (a) intelligence, (b) time, (c) judgment and perception, (d) motion and position.

- b 3. Look for the meaning of the word in a standard *lexicon*, found in every library. A *lexicon* is a (a) dwarf, (b) dictionary, (c) cabinet, (d) drawer.

- b 4. The dark brown walls and black drapes gave the room a *sepulchral* look. *Sepulchral* means (a) casual, (b) gloomy, (c) cheerful, (d) cheap.

Vocabulary: Structure Clues (1)

A **root** is a core of meaning that cannot be further analyzed. Roots may be combined with **prefixes** (meaningful syllables that are attached to the beginning of a root or word) and **suffixes** (syllables attached to the end of a root). Learning about roots and affixes can help you increase your vocabulary.

ROOT: *-cogn-* means "to know"

ROOT: *-nom-* or *-nomen-* means "to name"

The word *cognomen* is formed from both of these roots and means "the name you are known by" or "your last name."

Exercise 1

The following words come from the roots *-cogn-* and *-nom-*. On the first blank, write your guess at each word's meaning. Then, look up each word in a dictionary and write a dictionary definition on the second blank. [12 points each] *Answers will vary.*

1. *cognitive*: _____
Dictionary definition: pertaining to act or process of knowing
2. *nominate*: _____
Dictionary definition: to propose a candidate for an election
3. *precognition*: _____
Dictionary definition: knowledge of an event before it happens
4. *anonymous*: _____
Dictionary definition: of unknown name
5. *nomenclature*: _____
Dictionary definition: system of names or terms

Exercise 2

The root for each of the following words is given. Write a definition for each word, and then check your definition in a dictionary. [10 points each] *Answers will vary.*

1. *cursive* (from Latin *-curs-*, to run)
Definition: in flowing strokes
2. *chronic* (from Greek *-chron-*, time)
Definition: constant; continuing a long time
3. *credence* (from Latin *-cred-*, belief)
Definition: belief
4. *bibliophile* (from Greek *-biblia*, writings, and Greek *-philos-*, loving)
Definition: lover of books

Vocabulary: Structure Clues (2)

A **prefix** is a syllable (or sometimes two) attached to the beginning of a root or word. Learning the meanings of prefixes can help you expand your vocabulary.

<i>ab-</i> from, away	<i>bi-</i> two, twice	<i>post-</i> after
<i>ante-</i> previous	<i>e-, ex-</i> from, out of	<i>pre-</i> before
<i>anti-</i> against	<i>in-, il-, im-</i> not	<i>semi-</i> half
<i>auto-</i> self	<i>inter-</i> between, among	<i>trans-</i> across

A **suffix** is a syllable (or sometimes two) attached to the end of a root or word.

<i>-age</i> rank or process	<i>-less</i> without	<i>-ate</i> become
<i>-ion, -tion</i> state of	<i>-ic</i> like, causing	<i>-fy</i> make
<i>-or</i> one who	<i>-ous</i> having, full of	<i>-ize</i> make

Exercise

Try to define the following words by analyzing prefixes, suffixes, and roots. On the first blank write your definition. Then, check each word in a dictionary and write a dictionary definition on the second blank. [10 points each] **Definitions will vary in wording.**

1. *unsympathetic*: _____
Definition: uncaring; not sharing a feeling with
2. *precursor*: _____
Definition: one who comes before; forerunner
3. *interdiction*: _____
Definition: an order prohibiting something
4. *excise*: _____
Definition: to cut off or cut out
5. *incredulous*: _____
Definition: disbelieving; skeptical
6. *antebellum*: _____
Definition: before the war; especially the Civil War
7. *transmutation*: _____
Definition: change of something into another thing
8. *antipathy*: _____
Definition: strong dislike
9. *autocrat*: _____
Definition: dictator; person with absolute power over others
10. *rehydrate*: _____
Definition: to add water to something that has had liquid removed

Words Often Confused (1)

accept/ except

Accept is a verb meaning "to receive with consent." *Except* is a preposition meaning "excluding."

Jilian will graciously *accept* the invitation.
Everyone *except* Amy has lost weight.

affect/ effect

Affect is a verb meaning "to influence or change." *Effect* is a noun meaning "the result or consequence of an action."

Did the debate *affect* the voting results?
What *effect* does humidity have on people's mood?

all together/ altogether

All together means "all in one place." *Altogether* means "entirely."

The insurance papers were *all together* in the folder.
Myrna was *altogether* exhausted from the race.

council/ counsel

Council is a noun meaning "a group that meets together." *Counsel* is a verb meaning "to advise."

The governing *council* met in the mayor's office.
A lawyer will *counsel* each defendant.

desert/ dessert

Des'ert is a noun meaning "a dry, sandy region." *De sert'* is a verb meaning "to abandon." *Dessert* is a noun meaning "the final course of a meal."

Jackrabbits live in the *desert* of southern Arizona.
How could a parent *desert* a child like that?

Exercise

Underline the correct word from the choice in parentheses. [10 points each]

EXAMPLE Did anyone (council, counsel) you about the dangers of the trip?

1. The (affects, effects) of the tornado were most visible in the trailer parks.
2. Everyone (except, accept) us will spend the holidays in Dallas.
3. Ann Landers (councils, counsels) many people to get professional help.
4. A true friend will not (desert, dessert) you in a crisis.
5. Eating too many fried foods may (affect, effect) a person's skin and health.
6. Marshall cannot (accept, except) criticism.
7. The tribal (counsel, council) met and decided upon a course of action.
8. No one (accept, except) the immediate family was allowed to enter the chapel.
9. Mr. Przybleski is (all together, altogether) against the proposed tax increase.
10. The baby chimpanzee had been (deserted, desserted) by its mother.

Words Often Confused (2)

- its/it's** *Its* is the possessive form of *it*. *It's* is a contraction of *it is* or *it has*.
 The dog couldn't put *its* full weight on the injured paw.
It's hard to discipline yourself after summer vacation.
- later/latter** *Later* means "after some time" or "more late." *Latter* means "the second of two."
 The meeting ran *later* than usual.
 Read chapters five and six, and take notes on the *latter*.
- lead/led** *Lead* (lĕd) is a heavy, grayish metal. *Lead* (lēd) is a verb meaning "to go first" or "to be the leader." *Led* is the past tense of the verb *lead*.
 The paint chips were poisonous because of their *lead* content.
 The director will *lead* the cast through rehearsal.
 The pony was *led* about the corral.
- loose/lose** *Loose* means "not tightly attached." *Lose* is a verb meaning "to suffer loss."
 The ballerina's sash came *loose* as she whirled about.
 I'm always afraid I will *lose* my keys.
- passed/past** *Passed* is the past tense form of the verb *to pass*. *Past* means "ended, bygone, or beyond."
 The lead car has *passed* the finish line.
 This *past* year we had a mild winter.

Exercise

Underline the correct word from the choices in parentheses. [10 points each]

EXAMPLE If the safety belt is too (lose, loose), it does not restrain the passenger properly.

- How many years have (passed, past) since you studied piano?
- After the surgery, you may (loose, lose) up to ten pounds.
- Justin cooked a delicious dinner, and (its, it's) on the table now.
- The (lead, led) finish on the pipes has turned black.
- In years (passed, past) buyers did not depend so much on the media for information about things they were going to buy.
- I wanted to watch *Star Trek*, but (its, it's) an episode I have already seen.
- In hot weather it is advisable to wear (loose, lose) clothing of a natural fabric.
- When Nixon and Kennedy had a television debate, the (later, latter) gained much support.
- When he was a child, Brian's elder sister (lead, led) him around like a puppy.
- The base runner slid (passed, past) third base.

Spelling Rules: Adding Prefixes and Suffixes

1. When a prefix is added to a root word, the spelling of the root word does not change.

re- + enter = reenter

mis- + spell = misspell

2. When a root word ends in an *e*, drop the *e* before a suffix beginning with a vowel.

hire + -ing = hiring

invite + -ation = invitation

Exceptions (words with a soft *c* or *g* sound before final *e*): *courageous, changeable, peaceable*

3. When a root word ends in an *e*, keep the final *e* before adding a suffix beginning with a consonant.

peace + -ful = peaceful

entice + -ment = enticement

Exceptions: *argument, judgment, ninth, truly, introduction, production*

4. When a root word ends in *y* preceded by a consonant, change the *y* to *i* before any suffix not beginning with *i*.

crazy + -ness = craziness

lazy + -ly = lazily

Exceptions: *dryly, gayly*

5. Double the final consonant when adding a suffix beginning with a vowel if the root word ends in a single consonant preceded by a single vowel. This rule applies when the root word is a one-syllable word or when the accent is on the last syllable.

hum + -ing = humming

regret + -ed = regretted

Exercise

Write the word that results. [10 points each]

1. mis- + trust = mistrust
2. plan + -ing = planning
3. hate + -ful = hateful
4. excite + -ment = excitement
5. un- + natural + -ly = unnaturally
6. dis- + appear = disappear
7. marry + -age = marriage
8. peace + -able = peaceable
9. practice + -ing = practicing
10. im- + moderate + -ly = immoderately

Proofreading and Revision: Spelling

Exercise

Read the following paragraphs carefully, correcting all spelling errors. Cross out each word that is misspelled, and write the correct spelling in the space above it. Be sure to proofread the paper for errors in punctuation and capitalization, also. [5 points each]

In New York's Adirondack Mountains more than 200 ^{beautiful} ~~beautyful~~ lakes are dead. The lakes do not look polluted, but their ^{peaceful} ~~peaceful~~, crystal-clear water is ^{deceiving} ~~decieiving~~ these lakes have been ^{affected} ~~effected~~ by—and are ^{dying} ~~dyeing~~ because of—acid rain.

What has ^{happened} ~~happenned~~ to these lakes and many others all ^{through} ~~threw~~ our country. [?] ~~They're~~ Their waters have turned so acid that no forms of life can exist in them. The entire ecosystem in these ^{bodies} ~~bodys~~ of water has been destroyed. Fish and other forms of aquatic life have ^{disappeared} ~~dissappeared~~.

^{Scientists} ~~Sceintists~~ now understand how acid rain—and ^{its} ~~it's~~ companions acid snow, acid sleet, ^{industries} ~~industrys~~ and acid hail—have managed to destroy the life in such lakes. Ever since ^{waste} ~~waist~~ materials such as nitrogen oxides and sulfur dioxide have been released into the air. These waste materials float up, mix with moisture in the air, and turn into nitric acid and sulfuric acid. The acid ^{eventually} ~~eventualy~~ drifts to earth and can “kill” a ^{whole} ~~hole~~ lake ^{almost} ~~allmost~~ overnight.

^{affected} ~~effected~~ Some experts say that lakes ~~effected~~ by acid rain can be saved by the addition of a buffering agent, such as limestone. Others say the only way to stop this destruction of lakes is to stop the pollution that causes the harmful chemicals in the first place.

Levels of Usage

Language ranges from the most informal slang to the most formal, serious language. Writers and speakers choose the level of language appropriate to the occasion, the purpose, and the audience. For example, if you are asking a close friend how he or she liked a rock concert, you might use slang, dialect, contractions, and conversational tags such as "you know." On the other hand, if you are requesting that your mayor or city council member come to speak at your school's graduation, you will use formal, Edited Standard English. You should be able to vary your level of language according to a specific situation's demands.

Exercise 1

The following lists contain slang terms and more formal words with the same meaning. In some cases, the slang term is given and you must list the formal term. In other cases the formal term is listed and you will have to list the slang term. Fill in the blanks in the list. [2 points each] *Answers will vary.*

EXAMPLE	SLANG	FORMAL
	dude	person
	SLANG	FORMAL
1.	wheels	car
2.	croaked	died
3.	chow	food
4.	tight	stingy
5.	old man	father
6.	laid back	relaxed
7.	piece of cake	easy
8.	That's cool.	That's good.
9.	out of sight	spectacular
10.	to pig out	to eat too much

Exercise 2

The following letter is written in language that is inappropriate for the purpose. On the blanks provided, rewrite the letter using expressions appropriate to a business letter and Edited Standard English. Make up any additional information needed for the letter. [80 points] *Answers will vary.*

Hi fellas:

I'm jotting this little note to you bigwigs at the bank 'cause I need a little help from you guys. My buddies and my old man and lady keep jiving me about not having enough dough, you know what I mean?

So guys, I need a loan from you. I found a far-out old jeep that I can pick up cheap. I just need \$200 smackers up front and then I can stay ahead of the collectors. You know, I have a bunch of bonds at your bank, but I don't wanna sell em yet 'cause they're for college. Could you hit me with the \$200? I'll pay you back out of my earnings—like how about \$10 a week? How about it? As soon as you get your act together, give me a ring. I'm in the book.

Justin

Avoiding Euphemisms and Gobbledygook

A **euphemism** is a more pleasant-sounding term used as a substitute for one that might be considered offensive. The use of euphemism may sometimes be justified in order to spare people's feelings or to avoid difficult subjects. However, when euphemisms are overused, they make the sentence's meaning hard to understand.

When our goldfish passed away, we returned its remains to Mother Earth.

This sentence really means:

When our fish died, we buried it.

Gobbledygook is the overuse of needlessly complicated or technical words. The following message could more easily be understood if it were simplified.

How impressive your magnitude has become, both in terms of actual physical attributes and also emotional maturity!

The sentence that follows conveys the same message more simply:

How big and grown up you have become!

Exercise

The following sentences are confusing because of overuse of euphemism and gobbledygook. Rewrite each sentence so that its meaning is clear. You may use a dictionary to check words' meanings. [25 points each] *Answers will vary.*

- Procurement of an admission voucher is a requisite for induction into the repast offered by an organization dedicated to charitable deeds.
A ticket is required for entry into the charity club dinner.
- When Grandmother passed away, she was laid to rest in a permanent home in a memorial park named Happy Acres.
When Grandmother died, she was buried in Happy Acres Cemetery.
- An examination affirming one's competency in understanding the great legal document governing the many states of these United States is preliminary to commencement from secondary school.
Before one can graduate from high school, one must pass an exam about the United States Constitution.
- An unfortunate chance occurrence near the halls of learning yesterday was caused by two vehicles coming into sudden, unplanned contiguousness and resulted in two completely incapacitated and irreparable vehicles.
An accident near school was caused by a two-car crash and resulted in two wrecked cars.

Using the Card Catalogue

The **card catalogue** is a file of cards listing books and other reference materials in alphabetical order. In the card catalogue are three kinds of cards:

1. **Title cards** are alphabetized by the first main word in the book's title. The articles *a*, *an*, and *the* are not considered main words.
2. **Author cards** are alphabetized by the author's last name. If there are several books by the same author, their cards are arranged together alphabetically by the first main word in the title.
3. **Subject cards** are alphabetized according to the main subject of a nonfiction book.

Exercise 1

Number the following title and author cards in the order they would appear in the card catalogue. Remember that author cards are alphabetized by the author's last name. Place the numbers on the blanks before each title or author. Number 1 has been done for you as an example. [10 points each]

- 5 *Witchcraft at Salem* by Chadwick Hansen (author card)
- 1 *The Americans: The Colonial Experience* (title card)
- 4 *Dragon Drums* by Anne McCaffrey (title card)
- 3 *The Chocolate War* by Robert Cormier (author card)
- 6 *Lord Jim* by Joseph Conrad (title card)
- 2 *The American: The National Experience* by Daniel Boorstin (author card)

Exercise 2

Look up the following subjects in the card catalogue in your school or local library. Find two nonfiction books on each subject. List the author, title, call number, and date of publication for each book. [25 points each subject] **Answers will vary.**

1. William Shakespeare

2. Cancer treatments

Using the *Readers' Guide to Periodical Literature*

The *Readers' Guide to Periodical Literature* indexes magazine articles according to their subject and the last name of the author.

Sweat is thicker than water [ability of man to make olfactory identifications of other people; research by Richard Porter and John Moore] R. Camer, *Psychol Today* 16:19 Je '82

According to this entry, an article entitled "Sweat is thicker than water" by R. Camer appears in the magazine *Psychology Today*, volume 16, page 19, in the June 1982 issue.

Exercise

Use these entries from the *Readers' Guide* to answer the questions that follow. [10 points each]

Hypnotism

Hypnosis: put your mind power to work S. D. Bryant, *Essence* 12:52 + Ap '82

Therapeutic use

Hypnosis can increase antibodies [increase in lymphocyte count; research by Howard R. Hall] *USA Today* 110:8 Je '82

Hypo. See Sodium thiosulfate

Hypotensive agents. See Antihypertensive agents

Hypothermia

A hypothermia primer. V. Schnatmeir. *il Sierra* 67:48 Mr/Ap '82

Hypothermia: the insidious killer. J. Collins, *Field Stream* 86:128 + Mr '82

Hyster Co.

Hope, not hate [Northern Ireland forklift truck plant] R. Brady, *il Forbes* 129:138-9 Je 7 '82

I Love New York diet. See Diet

I love you [film] See Motion picture reviews—Single works

Iacocca, Lee

Chrysler? Profits? Iacocca does it. *Newsweek* 99:78 Je 14 '82 *

Chrysler's Lee Iacocca, W. B. Furlong. *il pors Saturday*

Evening Post 254:72-5 + Mr '82 *

Wipe that sneer. J. Flint. *il por Forbes* 129:38-41 Je 7 '82 *

- Where will you find information about the I Love New York Diet? Diet
- Name two authors of articles about Hypothermia. V. Schnatmeir and J. Collins
- In what magazine and issue will you find an article about antibodies and hypnosis?
USA Today, June 1982
- Where will you look to find a review of the film "I Love You"? Motion Picture
Reviews—Single Works
- What is the Hyster Company? Northern Ireland forklift truck plant
- What is the title, author, and magazine in which you will find an article about the Hyster Company? "Hope, not Hate" by R. Brady in Forbes Magazine, June 7, 1982
- Where will you find information about Hypo? Sodium thiosulfate
- Where will you find an article on hypnotism by S. D. Bryant? Give the name of the magazine, issue, and page number. Essence, April 1982, p. 52
- In June 1982 two magazines had articles about Lee Iacocca. Give the magazines and dates. Newsweek, June 14, 1982; Forbes, June 7, 1982
- What is the title of an article on the therapeutic use of hypnosis? "Hypnosis Can
Increase Antibodies"

Using Reference Books

1. **Encyclopedias** are alphabetically arranged multi-volume sets presenting information in all fields of learning. They offer a general, brief discussion of a subject.
2. **Dictionaries** present information about words and often include names of people, places, and events. Special kinds of dictionaries include **biographical dictionaries** (dealing only with people) and **geographical dictionaries** (dealing only with places).
3. **Atlases** are books of maps, which may also include geographical information and other statistics relating to a country or region. **Historical atlases** present maps that illustrate events or time periods in history.
4. **Almanacs** and **yearbooks** update lists, statistics, and facts that are subject to change. These volumes are published each year.

Exercise 1

Go to the reference section in your school library or local library. Write the following information for each numbered item: title, call number, and date of publication. [10 points each]
Answers will vary.

1. One general encyclopedia

2. One unabridged dictionary

3. One atlas

4. One biographical reference work containing information only about deceased people

5. One book of famous quotations

Exercise 2

On a separate sheet of paper, answer the following questions by consulting reference books either in your school library or your local library. In addition to the answer to the question, give the title and call number of the reference book in which you found the answer. [10 points each]

1. Describe the flag of the country Belize.
2. In what year did Russia launch the first Sputnik?
3. What is the most recent population of Chicago?
4. What is the source of the quotation, "All the world's a stage ..."?
5. On what date did Robert Lee surrender to Ulysses Grant at Appomattox Court House?

Vocabulary Tests

The exercises that follow give you practice in three types of vocabulary test items: vocabulary in context, synonyms, and antonyms.

Exercise 1

Read the beginning of each sentence and choose the answer which best completes the sentence. Write the letter of the correct answer in the space provided. [10 points each]

EXAMPLE If you give something a cursory examination, you look it over b.
(a) slowly (b) quickly (c) angrily (d) quietly

1. A predecessor is a person who went c.
(a) after (b) unrecognized (c) before (d) alongside
2. A misanthrope is one who b.
(a) loves people (b) hates people (c) marries young (d) never marries
3. Vertiginous heights are d.
(a) calming (b) moderate (c) nearby (d) dizzying

Exercise 2

For each of the italicized words, choose the synonym (word most similar in meaning). Write the letter of the synonym in the space provided. [10 points each]

EXAMPLE b *querulous* (a) unusual (b) complaining (c) talkative
(d) friendly

- a 1. *credible* (a) believable (b) worth a great deal (c) bought on credit
(d) dishonest
- d 2. *surfeit* (a) well-meaning (b) agreement (c) twisted object
(d) overabundance
- c 3. *tenacious* (a) foreign (b) indefensible (c) holding fast (d) elderly

Exercise 3

For each of the italicized words, choose the antonym (word most nearly opposite in meaning). Write the letter of the antonym in the space provided. [10 points each]

- EXAMPLE b *perennial* (a) childlike (b) short-lived (c) permanent (d) live
- d 1. *infallible* (a) unsteady (b) meek (c) legal (d) always wrong
 - c 2. *innate* (a) dark (b) occasional (c) learned (d) homemade
 - b 3. *ignominious* (a) excessive (b) honorable (c) unbelievable (d) final
 - a 4. *equanimity* (a) lack of calmness (b) impossibility (c) solitude (d) caring
attitude

Reading Comprehension Test

A reading comprehension test measures your ability to read with accuracy and understanding. These tests are designed to measure how well you can derive information and draw inferences from a passage you have never read before.

Exercise

Read the passage below and answer the questions which follow. Write the letter of the correct answer in the space provided. [20 points each]

Natural gas is found in porous rocks of the earth's crust. It is a mixture of hydrocarbons, including primarily methane and possibly ethane, propane, or butane. Natural gas also usually contains water vapor. When natural gas is burned completely, the hydrocarbon compounds of which it is made combine with oxygen and yield carbon dioxide, water, and energy in the form of heat.

Natural gas is called a "fossil fuel" because of the way it is formed. Natural gas is created as plants and animals decay. Over time this decaying natural life turns into methane. Time and pressure have buried some natural gas deposits in sedimentary rock. Wells are usually dug to drill for natural gas, and pipelines are used to carry the fuel from its source to its users.

- c 1. The main idea of this passage is to (a) explain how to drill for natural gas, (b) advise consumers about how to save on fuel bills, (c) describe natural gas, (d) compare natural gas to other fossil fuels.
- c 2. It can be inferred from the passage that butane is (a) lighter than natural gas, (b) heavier than methane, (c) a hydrocarbon, (d) always mixed with water.
- d 3. The best title for this passage would be (a) "Uses for Natural Gas," (b) "How Natural Gas is Processed," (c) "Hydrocarbons," (d) "How Natural Gas is Formed and Used."
- b 4. The most prevalent element in natural gas is (a) water vapor, (b) methane, (c) ethane, (d) carbon dioxide.
- b 5. From this passage you can guess that a *fossil* is (a) a kind of plant, (b) the shape of a long-dead plant or animal, preserved in rock, (c) an ancient culture, (d) the layer of rock nearest to the earth's surface.

English Mechanics Test

A test in English mechanics is usually designed to test whether you have learned some of the most basic skills of English composition. Such a test is usually a multiple choice one, with sections on grammar, usage, and spelling.

Exercise 1

For each of the following questions, write the letter of the one word that is misspelled. If no word is misspelled, mark *N* for "no error." [10 points each]

EXAMPLE a (a) cieling (b) niece (c) relief (d) conceive (N) no error

d 1. (a) replacement (b) erasable (c) excitement (d) noticable (N) no error

c 2. (a) laziness (b) happiness (c) crazyer (d) hastily (N) no error

a 3. (a) remittance (b) regretting (c) forgotten (d) exiting (N) no error

N 4. (a) indirect (b) misspell (c) unnecessary (d) immobile (N) no error

a 5. (a) principle reason (b) loose ends (c) stationary position
(d) over there (N) no error

Exercise 2

In the space provided write the letter of the statement that describes each of the numbered sentences. [10 points each]

- (a) The sentence contains an error in diction (choice of words).
- (b) The sentence is wordy or redundant.
- (c) The sentence contains a cliché (overly used expression) or mixed metaphor.
- (d) The sentence contains an error in grammar.
- (e) The sentence is correct as it stands.

EXAMPLE b In my opinion, I think we are spending too much on supplies.

a 1. Before Jane Byrne was elected, Michael Bilandic was formally the mayor of Chicago.

c 2. Melissa was as free as a bird as she danced like a floating cloud across a perfect sky.

d 3. One of the reference books are missing from the library's film collection.

d 4. Everyone must bring their own food for the family barbecue.

b 5. In the past years gone by, people often did not realize the powerful impact of the media on past life.

Organizing Paragraphs Test

Text exercises involving scrambled paragraphs measure your ability to organize ideas and present them logically. Such tests usually present a passage with sentences in random order, which you must organize into a paragraph.

Exercise

The sentences that follow are actually a paragraph presented in scrambled order. Each sentence in the group has a place in the paragraph; no sentence is to be left out. Read the sentences and decide how to arrange them so as to form a well-organized paragraph. Write the letter of the correct answer in the space provided. [20 points each]

- P Yet in the years preceding the Second World War, Southern farmers had serious problems.
Q Poor farming practices—especially that of planting only one crop—had exhausted the once fertile soil.
R They are fortunate in having wide plains, warm weather, and plenty of rainfall.
S In the 1930s the government undertook programs to help Southern farmers to reclaim their land as good farm land.
T The Southern states should be excellent farming areas.

 e 1. Which sentence did you put first?

- (a) Sentence P (d) Sentence S
(b) Sentence Q (e) Sentence T
(c) Sentence R

 a 2. Which sentence did you put after sentence P?

- (a) Sentence Q (d) Sentence T
(b) Sentence R (e) None of the above. Sentence P is last.
(c) Sentence S

 c 3. Which sentence did you put after sentence Q?

- (a) Sentence P (d) Sentence T
(b) Sentence R (e) None of the above. Sentence Q is last.
(c) Sentence S

 a 4. Which sentence did you put after sentence R?

- (a) Sentence P (d) Sentence T
(b) Sentence Q (e) None of the above. Sentence R is last.
(c) Sentence S

 e 5. Which sentence did you put after sentence S?

- (a) Sentence P (d) Sentence T
(b) Sentence Q (e) None of the above. Sentence S is last.
(c) Sentence R

5
6
7
D 8
E 9
F 0
G 1
H 2
I 3
J 4

Proofreading Symbols

SYMBOL	CORRECTION	MEANING OF SYMBOL
<u>b</u>	Sunset <u>b</u> oulevard	Capitalize a lowercase letter.
A	new A igh s chool second	Lowercase a capital letter.
^	Mary's ^ cousin	Insert a word or punctuation.
#	# "What?" she said.	Begin a new paragraph.
2	The the best idea	Leave out a word, letter, or punctuation mark.
)	down) ward	Close up space.
)	your)s	Leave out and close up.
o	Please hurry o	Add a period.
^	"Well ^" he began.	Add a comma.
:	Bring the following :	Add a colon.
;	Iowa City, Iowa ; New York, New York	Add a semicolon.
" / "	"Hooray!" we yelled.	Add quotation marks.
#	# icecream	Add space between words.
N	n e ither	Transpose (change the order of) letters.
<i>ital</i>	<u>Pride and Prejudice</u>	Underlining indicates italics.
=	self=confidence	Add a hyphen.
✓	Sam ✓s uncle	Add an apostrophe.



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