

**14 E** When phrases are written as if they were sentences, they result in **phrase fragments**.

The following phrase fragments are in **bold** type. Notice that they are capitalized and punctuated as if they were sentences. Unlike sentences, they have no subject or verb.

<ul style="list-style-type: none"> <li>• <b>Prepositional Phrase Fragment</b></li> <li>• <b>Appositive Phrase Fragment</b></li> <li>• <b>Participial Phrase Fragment</b></li> <li>• <b>Infinitive Phrase Fragment</b></li> </ul>	<p><b>After the game against Kenmore High.</b> Everyone went to a celebration dance.</p> <p><b>A tiebreaker.</b> The extra point meant a ticket to the state championship.</p> <p><b>Washing cars on weekends.</b> The club members raised money for Children’s Hospital.</p> <p><b>To find the answer to the question.</b> Gregory looked in five different reference books.</p>
--	---

### ➤ Ways to Correct Phrase Fragments

You can correct phrase fragments in one of two ways: (1) Add words to make them into separate sentences or (2) attach them to a related group of words that has a subject and a verb.

<ul style="list-style-type: none"> <li>• <b>Prepositional Phrase Fragment</b></li> <li>• <b>Separate Sentences</b></li> <li>• <b>Attached</b></li> <li>• <b>Appositive Phrase Fragment</b></li> <li>• <b>Separate Sentences</b></li> <li>• <b>Attached</b></li> <li>• <b>Participial Phrase Fragment</b></li> <li>• <b>Separate Sentences</b></li> <li>• <b>Attached</b></li> </ul>	<p>I have a meeting with Mr. Hayes. <b>During my study period on Thursday afternoon.</b></p> <p>I have a meeting with Mr. Hayes. <b>It is during my study period on Thursday afternoon.</b></p> <p>I have a meeting with Mr. Hayes <b>during my study period on Thursday afternoon.</b></p> <p>Our school mascot is a Viking. <b>A fierce warrior.</b></p> <p>Our school mascot is a Viking. <b>A Viking is a fierce warrior.</b></p> <p>Our school mascot is a Viking, <b>a fierce warrior.</b></p> <p>The school picnic will be held at Grange Park. <b>Located off Route 24 in Brighton.</b></p> <p>The school picnic will be held at Grange Park. <b>The park is located off Route 24 in Brighton.</b></p> <p>The school picnic will be held at Grange Park, <b>located off Route 24 in Brighton.</b></p>
---	---

<b>Infinitive Phrase Fragment</b>	I am going home. <b>To study for the history exam.</b>
<b>Separate Sentences</b>	I am going home. <b>I plan to study for the history exam.</b>
<b>Attached</b>	I am going home <b>to study for the history exam.</b>

You can learn more about other types of fragments on pages 602–603 and 670–671.

## When You Write

If you're like most writers, you focus on ideas rather than accuracy when writing your first draft. That means your draft is likely to contain sentence fragments. Edit your work to make sure all sentences are complete and grammatical errors have been fixed.

### Practice Your Skills

#### Recognizing Phrase Fragments

Label each group of words **S** for sentence or **PF** for phrase fragment.

- As a result of the survey of students at Kent High School.
- My appointment with the yearbook editor is at three-thirty this afternoon.
- The newly appointed principal.
- To finish my work faster.
- By far the most difficult subject on her schedule.
- Answer the teacher.
- The one assigned to us in history.
- Copying from the chalkboard.
- That was my assignment.
- The one about the young soldier wounded in the Revolutionary War.

### Connect to Writing: Revising

#### Correcting Sentence Fragments

Rewrite as a complete sentence each fragment from the previous exercise.

# Sentence Diagramming

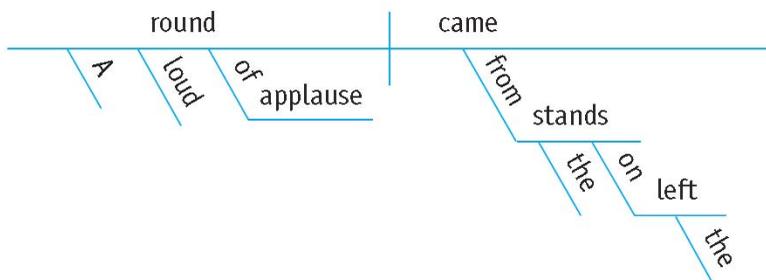
## ➤ Diagramming Phrases

How a phrase is used in a sentence determines how it is diagrammed.

### Prepositional Phrases

An adjectival phrase or an adverbial phrase is always connected to the word it modifies. The preposition is placed on a connecting slanted line. The object of a preposition is put on a horizontal line attached to the slanted line.

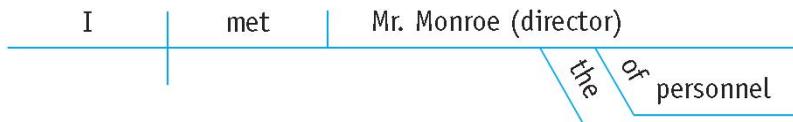
A loud round of applause came from the stands on the left.



### Appositive Phrases

An appositive phrase is diagrammed with the appositive in parentheses next to the word it identifies or explains. The rest of the phrase is placed below the appositive.

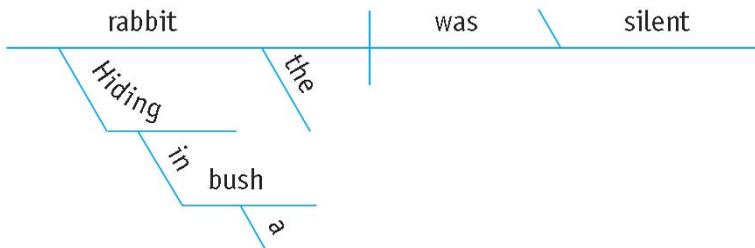
I met Mr. Monroe, the director of personnel.



## Participial Phrases

A participial phrase is diagrammed under the word it modifies. Participles are written in a curve.

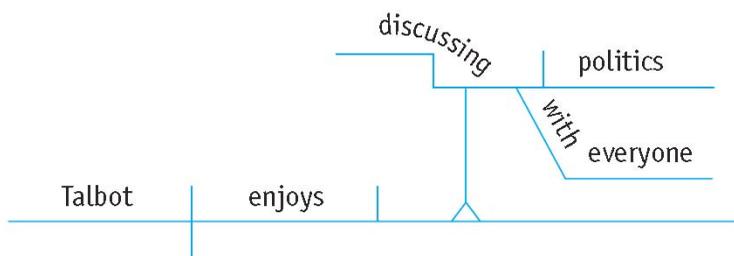
Hiding in a bush, the rabbit was silent.



## Gerund Phrases

A gerund phrase can be diagrammed in any noun position. In the following diagram the gerund phrase is used as a direct object. Notice that a gerund phrase is diagrammed on a pedestal with the gerund itself curving along a steplike line.

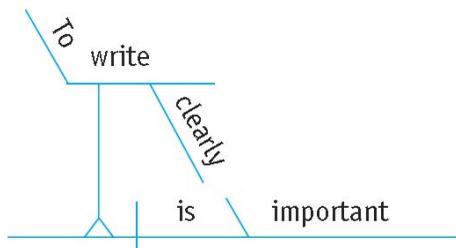
Talbot enjoys discussing politics with everyone.



## Infinitive Phrases

An infinitive phrase that is used as an adjective or an adverb is diagrammed just like a prepositional phrase. An infinitive phrase that is used as a noun is diagrammed in any noun position. In the following example, an infinitive phrase is used as the subject of the sentence.

To write clearly is important.



### Practice Your Skills

#### Diagramming Phrases

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. Then put parentheses around each phrase and label each one *prepositional*, *appositive*, *participial*, *gerund*, or *infinitive*.

1. My grandparents moved to California.
2. I like reading their letters.
3. Sacramento is the capital of California, the third-largest state.
4. Surfing the Pacific Ocean would become my hobby.
5. I would also like to visit Redwood National Park.
6. In 2009, I finally went to Hawaii and surfed there.
7. The highlight of the trip was surfing the Banzai Pipeline on Oahu's North Shore.
8. We did not try to surf Ho'okipa Beach Park on Maui.
9. At home in Texas, I still like to dream about surfing.
10. I will always remember my surfing adventures traveling to various beaches.

# Chapter Review

## Assess Your Learning

### ■ Identifying Phrases

Write the phrases in the following sentences. Then label each one *prepositional*, *appositive*, *participial*, *gerund*, or *infinitive*.

1. Porpoises have been trained to play basketball.
2. I will be going to the library soon.
3. Built of mud, the oldest house in the United States stands in New Mexico.
4. Saccharin, one kind of artificial sweetener, is a coal-tar product.
5. Moving away made my little cousins sad.
6. Camping out is my idea of a really great vacation.
7. Twenty-four percent of California is desert.
8. Tigers, the prehistoric variety, once roamed the North American plains.
9. No one over six feet can qualify to become an astronaut.
10. Having read the chapter, Bernie answered the questions at the end.
11. Being elected a Hall of Famer establishes a player as a baseball immortal.
12. The fruit with the greatest number of calories is the delicious, rich avocado.
13. Almost all of my friends like leaving school early.
14. Are you going to refinish the table's surface?
15. Jupiter, the largest planet, has the shortest day of all the planets.

### ■ Identifying Phrases

Write the phrases in the following sentences. Then label each one *prepositional*, *appositive*, *participial*, *gerund*, or *infinitive*.

(1) Dinosaurs have not been seen for approximately 65 million years. (2) To understand the animals' disappearance, scientists have turned to geology. (3) One theory belongs to Luis and Walter Alvarez, a father-and-son team. (4) Digging down, the Alverezes discovered a thin layer of clay containing iridium. (5) Iridium, a rare chemical here, is common in outer space.

(6) Connecting iridium and dinosaurs was the hard part of their job. (7) The team proposed this theory: A meteorite, a huge space rock, landed on Earth and created tons of dust. (8) Spreading widely, the dust blocked the sunlight from Earth. (9) The planet fell into darkness, and temperatures dropped severely. (10) As a result, plant life died. (11) Without plants to provide food, the dinosaurs died too.

## ■ Using Phrases

Write five sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your choice: a farm animal, a wild animal, a pet.

Write a sentence that . . .

1. includes at least two prepositional phrases.
2. includes an appositive phrase.
3. includes an introductory participial phrase.
4. includes a gerund phrase.
5. includes an infinitive phrase.

Underline and label each phrase.



# Phrases: Posttest

## Directions

Write the letter of the term that correctly identifies the underlined phrase in each sentence.

(1) The brain enables us to reason and react. (2) The cerebrum, the two cerebral hemispheres, forms the largest part of the brain. (3) Controlling the voluntary movements of a person is the job of the cortex. (4) Many grooves mark the surface of the cortex. (5) Subdividing the cortex, the grooves raise ridges that appear only in the brains of mammals. (6) In some unknown way, these grooves may actually affect intelligence. (7) This fascinating idea, proposed decades ago, has not yet been proved. (8) Two olfactory lobes extend from the forebrain. (9) These are designed to help us smell. (10) In humans, these lobes are rather small.

1. A prepositional

B participial

C gerund

D infinitive

2. A prepositional

B gerund

C appositive

D infinitive

3. A prepositional

B participial

C gerund

D infinitive

4. A infinitive

B prepositional

C appositive

D gerund

5. A prepositional

B participial

C gerund

D infinitive

6. A prepositional

B participial

C appositive

D gerund

7. A prepositional

B participial

C gerund

D infinitive

8. A infinitive

B prepositional

C appositive

D gerund

9. A prepositional

B participial

C gerund

D infinitive

10. A prepositional

B participial

C appositive

D gerund

## Snapshot

- 14 A** A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or a pronoun. Used as an adjective, a prepositional phrase is called an **adjectival phrase**; used as an adverb, it is called an **adverbial phrase**. (pages 624–628)
- 14 B** An **appositive** is a noun or pronoun that identifies or explains another noun or pronoun next to it in a sentence. When an appositive has modifiers, it is called an **appositive phrase**. (pages 629–630)
- 14 C** A **verbal** is a verb form that is used as a noun, an adjective, or an adverb instead of a verb. The three kinds of verbals—**participles**, **gerunds**, and **infinitives**—can all be used alone or in phrases. (pages 631–639)
- 14 D** A phrase that is used as a modifier should be placed as close as possible to the word it modifies. A **misplaced modifier** is a phrase that is placed too far away from the word it modifies. A **dangling modifier** is a phrase that is used as a modifier but does not describe any word in the sentence. (pages 640–641)
- 14 E** A **phrase fragment** is a phrase written as if it were a sentence. (pages 642–643)

## Power Rules



**Fix phrase fragments** by adding words to turn the phrase into a sentence or by attaching the phrase to an existing sentence. (pages 642–643)

### Before Editing

I am going to Chicago. *To visit my cousins.*

She has been painting. *For many years.*

I'm looking for a way to earn money. *In my neighborhood.*

### After Editing

I am going to Chicago. *I will be visiting my cousins.*

She has been painting *for many years.*

I'm looking for a way to earn money *in my neighborhood.*

## Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use prepositional phrases to vary my sentences? (See pages 624–628.)
- ✓ Did I use appositives to clarify nouns and pronouns? (See pages 629–630.)
- ✓ Did I use commas to set off nonessential (nonrestrictive) and certain introductory phrases? (See pages 629 and 633.)
- ✓ Did I use participles, gerunds, and infinitives to add action and liveliness to my writing? (See pages 631–639.)
- ✓ Did I place all modifiers close to the word or words they are describing? (See pages 640–641.)
- ✓ Did I avoid dangling modifiers? (See pages 640–641)

## Use the Power

**When you write**, use phrases to add clarity and imagery. Read the sentences on the left first. Try to picture the sentences in your mind. Then read the sentences at the right. Close your eyes and visualize those sentences. Do you see the difference?

Sentence	Sentence + Phrase
That dog is mine.	That dog <b>with the black spots and red collar</b> is mine.
The dog ran.	The dog ran <b>across the park</b> and jumped <b>into the lake</b> .
The boy threw a ball.	The boy <b>standing on the shore</b> threw a ball <b>to the dog</b> .

**Add detail and imagery** to a recent composition by adding different kinds of phrases.



# Clauses



**How can you vary your sentences and use clauses to express subtle and precise meaning?**

## Clauses: Pretest 1

The following draft paragraph about a museum exhibit is hard to read because it contains several clause errors. Revise the paragraph so that it reads smoothly. The first error is corrected by placing the clause after the subject. Correct the remaining errors.

The museum has many interesting exhibits, which sits at the corner of Second Street and Grand Avenue. The exhibit at the museum last week included Roman art. One of the exhibit items, which is in Rome, Italy, was a miniature of the Colosseum. The Colosseum could seat almost 50,000 people, which was built nearly two thousand years ago. Destroyed by neglect, earthquakes, and builders. The marble, stucco, and metal decorations no longer exist.

Alexandra went to see the exhibit she is doing a book report on ancient Rome. She used the books from the museum that she bought she also did research at the library. We are looking forward to her presentation. That she will give next week.

## Clauses: Pretest 2

### Directions

Write the letter of the term that correctly identifies each sentence or the underlined word or words in the sentence.

(1) A story I like very much is “The Legend of Sleepy Hollow.” (2) This famous tale was first published in 1820. (3) Washington Irving wrote this tale, and it quickly established itself as a classic. (4) It features Ichabod Crane, who is a naive schoolmaster. (5) Ichabod loves Katrina, but he has a rival who loves her too. (6) As soon as Ichabod appears on the scene, Brom begins a series of practical jokes. (7) After the jokes have gone on for some time, Katrina invites guests to a quilting party. (8) The guests tell ghost stories, and everyone becomes nervous. (9) Brom tells of a headless horseman who haunts the area. (10) Ichabod doubts that the story is true.

- |  |  |
|--|--|
| <p>1. A simple sentence<br/>B compound sentence<br/>C complex sentence<br/>D sentence fragment</p>         | <p>6. A simple sentence<br/>B compound sentence<br/>C complex sentence<br/>D compound-complex sentence</p> |
| <p>2. A simple sentence<br/>B compound sentence<br/>C complex sentence<br/>D sentence fragment</p>         | <p>7. A independent clause<br/>B adverbial clause<br/>C adjectival clause<br/>D noun clause</p>            |
| <p>3. A simple sentence<br/>B compound sentence<br/>C complex sentence<br/>D run-on</p>                    | <p>8. A independent clause<br/>B adverbial clause<br/>C adjectival clause<br/>D noun clause</p>            |
| <p>4. A simple sentence<br/>B compound sentence<br/>C complex sentence<br/>D run-on</p>                    | <p>9. A independent clause<br/>B adverbial clause<br/>C adjectival clause<br/>D noun clause</p>            |
| <p>5. A simple sentence<br/>B compound sentence<br/>C complex sentence<br/>D compound-complex sentence</p> | <p>10. A independent clause<br/>B adverbial clause<br/>C adjectival clause<br/>D noun clause</p>           |

# Independent and Subordinate Clauses

## Lesson 1

**15 A** A **clause** is a group of words that has a subject and a verb.

Like a phrase, a **clause** can be used as a noun, an adjective, or an adverb. A clause, however, has a subject and verb; a phrase does not. In the following examples, both the phrase and the clause are used as an adverb to modify the verb *empty*.

- **Phrase** Empty the trash **before dinner**.
- **Clause** Empty the trash **before you eat dinner**.  
(*You* is the subject of the clause; *eat* is the verb.)
- .....

Understanding clauses and being able to include them in your own writing are valuable because clauses show important relationships between ideas. Clauses also can be used to combine ideas, creating clearer sentences. There are two kinds of clauses: the **independent clause** and the **subordinate clause**.

**15 A.1** An **independent (main) clause** can stand alone as a sentence because it expresses a complete thought.

When an independent clause stands by itself, it is called a sentence. When it appears in a sentence with another clause, it is called a clause. In the following examples, each subject is underlined once, and each verb is underlined twice. Notice that each independent clause can stand alone as a separate sentence.

- Lynn washed the bottles, and Bill emptied the trash.
- Lynn washed the bottles. Bill emptied the trash.

**15 A.2** A **subordinate, or dependent, clause** cannot stand alone as a sentence because it does not express a complete thought.

In the examples on the next page, the subordinate clauses do not express complete thoughts—even though they have a subject and a verb.

- (subordinate clause) (independent clause)
- After the trash had been emptied, Nathan rinsed the cans.
- (independent clause) (subordinate clause)
- Are you going to gather the newspapers that are on the table?

## When You Write

When you are writing to persuade an audience to adopt your viewpoint on a particular topic, you can acknowledge the opposing point of view by presenting it in a subordinate clause rather than in an independent clause.

**Although some argue that the amount of money high schools spend on athletic programs is fair**, recent findings indicate that some schools spend forty percent more on athletics than on other extracurricular activities.

By subordinating the opposing position, you acknowledge the argument while placing it below your position.

Revise a recent persuasive essay by placing the opposing argument in a subordinate clause.

## Practice Your Skills

### Identifying Subordinate Clauses

Write the subordinate clause in each sentence.

1. Because we recycle, we save space in the city landfill.
2. Take the cans that are in the dish drainer.
3. Did you know that trash day is Monday?
4. You should talk to the sanitary engineer who drives the route on our street.
5. We recycle newspapers whenever we get the chance.
6. While you are at school, tons of garbage are dumped in the landfill.
7. The mayor promised that he would expand the city's recycling program.
8. Because there are so many kinds of plastics, some recycling programs do not accept any plastic products.
9. The phone book is another common item that many communities have difficulty recycling.
10. The city manager wants a dump site that he believes is environmentally safe.

**15 B** A subordinate clause can function as an adverb, an adjective, or a noun.

### ➤ Adverbial Clauses

**15 B.1** An **adverbial clause** is a subordinate clause that is used like an adverb to modify a verb, an adjective, or an adverb.

A subordinate clause can be used as if it were a single adverb. In the following examples, the single adverb, the adverbial phrase, and the adverbial clause all modify the verb *had practiced*.

**Single Adverb**

He had practiced **continuously**.

**Adverbial Phrase**

He had practiced **without rest**.

**Adverbial Clause**

He had practiced **even though he was tired**.

An adverbial clause answers the same questions a single adverb answers: *How? When? Where? How much?* and *To what extent?* An adverbial clause also answers the questions *Under what condition?* and *Why?*

Notice that in the first three examples below, the adverbial clauses modify the whole verb phrase.

**When?**

We will go **whenever you are ready**.

**Where?**

We will park **wherever we can find an empty spot in the garage**.

**Under What Condition?**

We will attend the concert **if we can get tickets**.

**Why?**

We left early **so that we would not be late**.

Although most adverbial clauses modify verbs, some modify adverbs or adjectives.

**Modifying an Adjective**

Mike is more precise **than I am**.

**Modifying an Adverb**

Jan arrived sooner **than I did**.

## ➤ Subordinating Conjunctions

**15 B.2** A **subordinating conjunction** begins an adverbial clause.

Following is a list of common subordinating conjunctions. Remember that words such as *after*, *before*, and *until* can also be used as prepositions.

### COMMON SUBORDINATING CONJUNCTIONS

after	because	though
although	before	unless
as	even though	until
as far as	if	when
as if	in order that	whenever
as long as	since	where
as soon as	so that	wherever
as though	than	while

- **If you like jazz**, you will enjoy this new CD.
- We arrived **after the performance started**.
- She was singing **as if she had a cold**.
- **Unless we hurry**, we will miss the concert.

### PUNCTUATION WITH ADVERBIAL CLAUSES

Place a comma after an introductory adverbial clause.

- **If you win the music competition**, what will you do with the prize money?

If an adverbial clause interrupts an independent clause, set it off with two commas.

- The audience, **after the band finished the medley**, gave a standing ovation.

When an adverbial clause follows an independent clause, no comma is needed.

- Call me **as soon as you have the tickets**.

## Practice Your Skills

### *Identifying Subordinating Conjunctions*

Write each adverbial clause. Then underline each subordinating conjunction.

1. You cannot play jazz unless you practice regularly.
2. Jazz is unique because it is characterized by syncopation.
3. Although jazz is American, it has also influenced other Western music.
4. Playing jazz is harder than most people realize.
5. Good musicians play jazz as though it were effortless.
6. Although some listeners prefer Miles Davis's music, others like Herbie Hancock's style.
7. Bebop, because it was unusual, resulted in the first breakaway of jazz from mainstream music.
8. Bebop is unusual because it is very difficult.
9. Good jazz musicians improvise whenever they get together to play.
10. When a band plays swing jazz, many people feel like dancing.

## Practice Your Skills

### *Recognizing Adverbial Clauses as Modifiers*

Write each adverbial clause. Then, beside each one, write the word or words it modifies.

1. After I studied the history of jazz, I found a new love.
2. When I heard Scott Joplin's music, it spoke to me.
3. Although his family was poor, young Joplin studied classical piano as a child.
4. He became a traveling pianist as soon as he reached his twenties.
5. Wherever he went, people flocked to hear him play.

## Connect to Writing: Editing

### *Punctuating Adverbial Clauses*

Write the following sentences, adding commas where needed. If a sentence is correct, write C.

1. Since I have been practicing I have been improving.
2. Do not applaud until the bandleader drops her hands.
3. While you are practicing I will review the next song.
4. We will perform outside unless it rains.
5. The sponsors when they heard the thunder moved the concert inside.

*Connect to Writing:* Press Release

**Using Adverbial Clauses**

Your band director has asked you to write a short press release for an upcoming band performance. The information will appear in the lifestyle section of the local newspaper. While organizing information for your press release, determine the answers to the questions that news articles should answer: *Who? What? When? Where? and Why?* Remember to arrange the events in chronological order and use adverbial clauses wherever possible to give readers a better description of the action.

**➤ Adjectival Clauses**

**15 B.3** An **adjectival clause**, sometimes called a **relative clause**, is a subordinate clause that is used like an adjective to modify a noun or pronoun.

When a subordinate clause is used like a single adjective, it is called an **adjectival clause**. Like the adjectival phrase, the adjectival clause almost always follows the noun it modifies.

<p><b>Single Adjective</b></p>	<p>The fashion industry is a <b>risky</b> business.</p>
<p><b>Adjectival Phrase</b></p>	<p>Jean became a <b>fashion</b> designer.</p> <p>The fashion industry is a business <b>with many risks</b>.</p> <p>Jean became a designer <b>with her own fashion style</b>.</p>
<p><b>Adjectival Clause</b></p>	<p>The fashion industry is a business <b>that has many risks</b>.</p> <p>Jean became a designer <b>who makes her own fashions</b>.</p>

An adjectival clause answers the same questions that a single adjective answers: *Which one(s)?* and *What kind?*

<p><b>Which One(s)?</b></p>	<p>The person <b>who just rang the bell</b> left a package.</p> <p>John found the shoes <b>that he had been wanting</b>.</p>
<p><b>What Kind?</b></p>	<p>The package, <b>which was heavy</b>, came from our grandmother.</p> <p>John is wearing shoes <b>that have platform soles</b>.</p>

## ➤ Relative Pronouns

**15 B.4** A **relative pronoun** relates an adjectival clause to its antecedent—the noun or pronoun the clause modifies.

An adjectival (relative) clause usually begins with a relative pronoun.

RELATIVE PRONOUNS				
who	whom	whose	which	that

- The clerk **who sold me these pants** no longer works there.
- Samantha found the receipt **that you lost**.

Sometimes the word *when* or *where* will also begin an adjectival clause.

- Autumn is the time **when the new spring fashions are shown**.
- The city **where many fashion shows in Europe are held** is Paris.

When the relative pronoun *that* is dropped from an adjectival clause, it is still understood to be there.

- I have some shopping **I must do tonight**.  
(The entire adjectival clause is [that] *I must do tonight*.)

### Power Your Writing: Relativity

⚡ Notice the use of adjectival clauses with relative pronouns in these paraphrases of lines from Edna St. Vincent Millay’s “The Courage That My Mother Had” (page 310).

The courage **that my mother had** went with her.  
I have need of my mother’s courage, **which was like a rock**.

The writing would be very choppy if these ideas were expressed in separate sentences. The relative pronouns tighten the writing and help it flow.

My mother had courage. The courage went with her.  
I have need of my mother’s courage. My mother’s courage was like a rock.

## Practice Your Skills

### Identifying Adjectival Clauses

Write each adjectival clause. Then underline the relative pronoun or other word introducing each adjectival clause.

1. I have not seen a jacket that I have liked.
2. Ms. Henderson, whom I know from the mall, will be teaching a sewing class this year.
3. Saturday is the day when we like to go shopping.
4. Mr. Alonzo, whose store is at the center of the mall, can hem your pants.
5. The mall where my friends shop is on the other side of town.

## Practice Your Skills

### Recognizing Adjectival Clauses as Modifiers

Write each adjectival clause. Then, beside each one, write the word it modifies.

1. An item of clothing that is popular among people of all ages is blue jeans.
2. The first jeans, which were made in 1850, cost \$13.50 a dozen!
3. They were made by a German immigrant whose name was Levi Strauss.
4. Strauss, who had a dream of success, went to San Francisco during the Gold Rush.

## ➤ Additional Functions of a Relative Pronoun

Within an adjectival clause, a relative pronoun can also serve as a subject, a direct object, or an object of a preposition. A relative pronoun can show possession, too.

<b>Subject</b>	Mrs. Brown, <b>who teaches British history</b> , is my next-door neighbor. ( <i>Who</i> is the subject of <i>teaches</i> .)
<b>Direct Object</b>	The school <b>she attends</b> is in Portland, Maine. ( <i>The understood that</i> is the direct object of <i>she attends</i> .)
<b>Object of a Preposition</b>	The book <b>from which I got most of my information</b> is in the library. ( <i>Which</i> is the object of the preposition <i>from</i> . Notice that <i>from</i> is part of the clause.)
<b>Possession</b>	Mrs. Brown is the person <b>whose classes I enjoy the most</b> . ( <i>Whose</i> shows possession of <i>classes</i> .)

## PUNCTUATION WITH ADJECTIVAL CLAUSES

No punctuation is used with an adjectival (relative) clause containing information that is essential to identify a person, place, or thing in a sentence.

**Essential** One person **who captured the imagination of England** was Lawrence of Arabia. (No commas are used because the relative clause is needed to identify which person.)

A comma or commas, however, should set off an adjectival (relative) clause that is nonessential. A clause is nonessential if it can be removed from the sentence without changing the basic meaning.

**Nonessential** Lawrence of Arabia, **who loathed human contact**, was a respected military leader. (Commas are used because the relative clause can be removed from the sentence.)

The relative pronoun *that* is usually used in an essential clause; *which* is often used in a nonessential clause. Nonessential and essential clauses are also called **nonrestrictive** and **restrictive clauses**.

### Practice Your Skills

#### Determining the Function of a Relative Pronoun

Write each adjectival clause and underline the relative pronoun. If an adjectival clause begins with an understood *that*, write *T* after the number. Label the usage of each relative pronoun in the adjectival clauses, including the understood *that*. Use the following abbreviations.

direct object = *d.o.*      object of a preposition = *o.p.*  
subject = *s.*              possession = *p.*

1. Thomas Edward Lawrence, whose adventures in Arabia made him famous, was a most unusual man.
2. Lawrence, who loathed physical contact, bowed to people instead of shaking hands.
3. He was a child who enjoyed history.
4. In 1907, he entered Oxford University, which is located in England.
5. He decided to study the influences the Crusades had on European architecture.
6. Arab officials, who were worried about his safety, warned him about the danger of traveling alone.

7. The Arab people, whom Lawrence greatly respected, became his best friends.
8. The happiest period of his life was one in which he worked at an archaeological dig site in Turkey.
9. Lawrence, who had many talents, also served in the British military in Arabia.
10. During his retirement Lawrence enjoyed riding motorcycles that were known for high speeds.

### Connect to Writing: Editing

#### Punctuating Adjectival Clauses

Write the following sentences, adding commas where needed. If a sentence is correct, write **C**. Label each adjectival clause by writing **R** for restrictive or **N** for nonrestrictive after the clause.

1. History is a subject in which you can meet interesting people from the past.
2. Linda White whom you just met always earns high grades in history.
3. Mr. Lewallen whose essay tests are very difficult always makes history an interesting class.
4. This book which had fifteen chapters gave the class a great deal of background on Arabia.
5. I was the only person who had read the book before.
6. Arabia, which is situated between the Red Sea and the Persian Gulf, forms the southwest corner of Asia.
7. Much of Arabia is a barren desert in which few people live.
8. In the past, Arabia was a place to which people came to trade and learn.
9. In the 1100s, Western traders brought the Arabic system of numbers on which math is based today to Europe.
10. Today, Arabia is known for its oil industry, which is a rich economic resource.

## ➤ Misplaced Modifiers

**15 B.5** A clause placed too far away from the word it modifies is called a **misplaced modifier**.

### Misplaced

The enormous dinosaur display crashed to the ground, which had just been acquired by the museum.

### Correct

The enormous dinosaur display, **which had just been acquired by the museum**, crashed to the ground.

## Practice Your Skills

### Identifying Misplaced Modifiers

If the underlined modifier is placed correctly in the sentence, write **C** for correct. If the underlined modifier is misplaced, write **MM** for misplaced modifier.

1. I spent Monday, which was a holiday, at the museum.
2. We saw a reconstructed dinosaur at the museum, which existed millions of years ago.
3. Mr. Hale, who collects rare Indian relics, often contributes to the museum.
4. Mr. Hale donated his arrowhead collection to the museum, which is very rare.
5. I used the computer that is located in the gemstone exhibit.
6. I bought a beautiful book from the gift shop that was reduced in price.
7. My five-year-old sister enjoyed watching the artist who taught pottery.
8. Our museum contains many unusual pieces of sculpture, which is four blocks from my house.
9. We read the books from the museum that we had bought.
10. Did Lupe find all of the information that she will need for her report on dinosaur extinction?

### Connect to Writing: Revising

#### Correcting Misplaced Modifiers

Correctly rewrite the sentences above that contain misplaced modifiers. Remember to use commas where they are needed.

## ➤ Noun Clauses

**15 B.6** A **noun clause** is a subordinate clause that is used like a noun.

Both the single noun *news* and the noun clause in the following examples are used as objects of a preposition.

- **Single Noun**      The scientists were elated by the **news**.
- **Noun Clause**      The scientists were elated by **what they had heard**.

Within a sentence, a noun clause can be used in the same ways that a single noun can be used.

<b>Subject</b>	<b>Whatever you choose</b> is fine with me.
<b>Direct Object</b>	Did you know <b>that the volcano erupted?</b>
<b>Indirect Object</b>	Give <b>whoever comes to the site</b> a flyer.
<b>Object of a Preposition</b>	Award the prize to <b>whoever has the best project.</b>
<b>Predicate Nominative</b>	Helen's reason for visiting Mexico was <b>that she had planned to study the volcano.</b>

The words in the list below often introduce a noun clause. You may recall that *who*, *whom*, *whose*, *which*, and *that* also introduce adjectival clauses. For this reason, do not rely on an introductory word alone to identify a clause. Instead, determine how a clause is used in a sentence.

### COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES

how	whatever	which	whomever
if	when	who	whose
that	where	whoever	why
what	whether	whom	

### Practice Your Skills

#### Identifying Noun Clauses

Write the noun clause from each sentence.

1. Most people know that the Popocatépetl volcano is dangerous.
2. Scientists give whoever lives near the volcano information about it.
3. I read that the volcano is due to erupt soon.
4. National Geographic Society research grants help scientists learn more about why volcanoes erupt.
5. They have learned that El Popo can be very unpredictable.

## Practice Your Skills

### Determining the Uses of Noun Clauses

Write each noun clause. Then label how it is used in the sentence with one of the following abbreviations.

direct object = *d.o.*      predicate nominative = *p.n.*  
 subject = *s.*              object of a preposition = *o.p.*  
 indirect object = *i.o.*

1. Many people once believed that angry gods lived inside volcanoes.
2. What scientists hypothesize often occurs.
3. The government will make evacuation plans for whoever lives near El Popo.
4. The only trouble with the evacuation plan is that it may not work.
5. Give whoever lives near the volcano the evacuation plan.

## Check Point: Mixed Practice

Write each subordinate clause in the paragraphs below and label it *adv.* for adverbial, *adj.* for adjectival, or *n.* for noun. Note: Some sentences do not have a subordinate clause.

(1) Brazilian scientists knew that killer bees were fierce. (2) They also knew that killer bees made more honey than European bees did. (3) It seemed worth the chance to fly in some killer bees from Africa. (4) If they could be crossed with the European bees, the result might be gentle bees that would make a great deal of honey. (5) Special hives from which the larger queen bees and drones could not escape were constructed. (6) As long as the queen bees were locked up in the hives, the workers would come home to them. (7) Accidents, however, do happen. (8) A beekeeper who did not know about the killer bees removed the grids from the hives. (9) Twenty-six queen bees escaped—along with all their workers and drones. (10) The killer bees, which traveled about two hundred miles farther north every year, reached the United States during the 1990s. (11) Most experts say that people in northern states should not worry. (12) Killer bees cannot live through cold winters.

## Connect to Writing: News Article

### Using Noun Clauses

The editor of your school paper has asked you to write a news story about a natural disaster. Select a natural event that might occur in your geographical area. List facts and interesting details about such a disaster. Then, incorporate those facts and details into a draft of your news article. Include noun clauses wherever possible. Finally, write an eye-catching title for the article.

# Kinds of Sentence Structure

## Lesson 3

**15 C** Sentences are classified according to the number and kinds of clauses within them. There are four basic kinds of sentences: **simple**, **compound**, **complex**, and **compound-complex**.

**15 C.1** A **simple sentence** consists of one independent clause.

⋮ This sponge is dirty.  
⋮  
⋮

A simple sentence can have a compound subject, a compound verb, or both. In the following sentence, the compound subject is underlined once, and the compound verb is underlined twice.

⋮ Jason and Luis finished their dive and have gone home.  
⋮  
⋮

**15 C.2** A **compound sentence** consists of two or more independent clauses.

⋮ independent clause — independent clause  
⋮ Sponges are not plants, but they are ocean animals.  
⋮ independent clause — independent clause  
⋮ Diving can be difficult; snorkeling is easy.  
⋮  
⋮

### When You Write

Before you write a compound sentence, ask yourself if the clauses belong together. Independent clauses should not be combined to make a compound sentence unless the ideas are closely related. Notice that the clauses in the first example are not closely related. Edit such clauses to make them work together better.

Diving is my favorite sport, but it is getting late.

Diving is my favorite sport, but it is getting too late in the season to dive.

Look at a recent composition and check to make sure the clauses in compound sentences are closely related.

*You can learn about punctuating a compound sentence on pages 851–852, 908–909, and 911.*

## PUNCTUATION WITH COMPOUND SENTENCES

Join independent clauses in a compound sentence with a comma and a conjunction.

••• The sun will set soon, **but** it will still be hot.  
••••••••••

You can also join independent clauses with a semicolon and no conjunction.

••• The sun will set soon; we will need our lanterns.  
••••••••••

**15 C.3** A **complex sentence** consists of one independent clause and one or more subordinate clauses.

••• I enjoy scuba diving more than I enjoy snorkeling.  
••• Although I have tried many times, snorkeling is one sport that I cannot master.  
••••••••••

*You can learn about punctuating a complex sentence on pages 672 and 854.*

**15 C.4** A **compound-complex sentence** consists of two or more independent clauses and one or more subordinate clauses.

••• If you ascend too quickly after a dive, gas bubbles form in your blood,  
••• and you will suffer from the bends.  
••• This complication can be avoided, and you will feel much better  
••• if you rise slowly after a dive.  
••••••••••

When you punctuate compound-complex sentences, follow the rules for both compound and complex sentences.

## Practice Your Skills

### Classifying Sentences

Label each sentence *simple, compound, complex, or compound-complex*.

1. When you wash the dishes with a natural sponge, you are actually using the skeleton of an ocean animal.
2. The sponge is not a plant; it is an animal that is covered with flesh.
3. The skeleton is gradually formed as hard materials become embedded in the body.
4. The sponge is alive, yet it has no legs or fins.
5. As a result, the sponge must attach itself to some firm object.
6. Nature's plan for the sponge was ingenious, for tiny holes exist in the sponge.
7. As water flows into these holes, food and oxygen are carried in.
8. Through the holes, waste materials are carried out.
9. Some sponges can regenerate themselves; they can grow whole new sponges from small fragments.
10. People plant sponge fragments in the sea, and the sponges are harvested two or three years later when they have grown large.

## Connect to Writing: Revising

### Creating a Variety of Sentence Structures

Choose any six of the sentences in the preceding exercise and rewrite them so that they form another sentence structure.



**15 D** A **clause fragment** results when a subordinate clause stands alone.

Although all clauses have a subject and a verb, only an independent clause can stand alone as a sentence. When subordinate clauses stand alone, they become **clause fragments**.

Following are examples of clause fragments in **bold** type. Notice that they are punctuated and capitalized as if they were complete sentences.

### Adverbial Clause Fragments

The birthday party was canceled. **Because it rained.**

**Before you choose a gift.** Think carefully.

### Adjectival Clause Fragments

Here is the invitation. **That you wanted me to copy for you.**

Jennifer ordered a chocolate cake. **Which everyone seems to like.**

## ➤ Correcting Clause Fragments

Always look for clause fragments when you edit your written work. You can correct a clause fragment by adding words to make it into a complete sentence or by attaching it to a related sentence.

### Sentence and Clause Fragment

We had planned a big party. **Which was supposed to be a surprise.**

### Separate Sentences

We had planned a big party. **It was supposed to be a surprise.**

### Attached

We had planned a big party, **which was supposed to be a surprise.**

### Sentence and Clause Fragment

Have you seen Julie? **Who was supposed to order the balloons.**

### Separate Sentences

Have you seen Julie? **She was supposed to order the balloons.**

### Attached

Have you seen Julie, **who was supposed to order the balloons?**

*You can learn about other kinds of fragments on pages 602–603 and 642–643.*

## Practice Your Skills

### Recognizing Clause Fragments

Label each group of words **S** for sentence or **CF** for clause fragment.

1. After dinner and dessert, she will open all her birthday presents.
2. Who is making the decorations for the party?
3. While you hang the balloons.
4. Who never likes surprises.
5. Because the party is so early.
6. Which balloon do you want?
7. Which was impossible to plan.
8. Since the party will be tonight.
9. If the weather forecaster on Channel 6 was right.
10. Now is the time to decide.

### Connect to Writing: Revising

#### Correcting Sentence Fragments

Rewrite the clause fragments from the previous exercise as complete sentences.

### Connect to Writing: Thank-You Note

#### Using Complete Sentences

Your best friend gave you a surprise party. You enjoyed and appreciated it so much that you posted the pictures on a social networking site. Write a thank-you note to your friend. Explain how much you enjoyed the party. Be sure to avoid using clause fragments in your note. Before writing your first draft, brainstorm answers to the following questions.

What role did your friend play in putting the party together?

Which specific details were particularly thoughtful and difficult to coordinate?



**15 E** A **run-on sentence** is two or more sentences that are written as one sentence and are separated by a comma or no punctuation at all.

Writing too fast can often lead to **run-on sentences**: complete thoughts that flow into others without proper punctuation. Readers often get confused when they read run-on sentences because too much information comes all at once. Run-on sentences are usually written in one of two ways: with a comma (also called a **comma splice**) or with no punctuation.

**With a Comma**

Laurie arrived on time, **everyone else came fifteen minutes late.**

**With No Punctuation**

The skis were too large for my feet **they had to be returned.**

## ➤ Ways to Correct Run-on Sentences

There are three ways to correct a run-on sentence. You can turn it into (1) separate sentences, (2) a compound sentence, or (3) a complex sentence.

**Run-on Sentence**

Art hurt his leg his alternate skied the run for him.  
(two independent clauses with no punctuation)

**Separate Sentences**

Art hurt his leg. **H**is alternate skied the run for him.  
(separated, using a period and a capital letter)

**Compound Sentence**

Art hurt his leg, **and** his alternate skied the run for him.  
(combined, using a comma and a conjunction)

Art hurt his leg; his alternate skied the run for him.  
(combined, using a semicolon)

**Complex Sentence**

**When** Art hurt his leg, his alternate skied the run for him.  
(combined by changing one independent clause into a subordinate clause)

## Practice Your Skills

### Recognizing Run-on Sentences

Label each group of words **S** for sentence or **R** for run-on.

1. Winter is the season of the year that I like the best.
2. Although the snow was not very deep, skiing was surprisingly good.
3. May I borrow your camera I want to take pictures during my ski vacation in Colorado.
4. For my first experience skiing, I chose the beginner's slope.
5. The skiers do best in clear weather, it is easier to see the trails.
6. On the expert trail, I am not very good I am a beginner.
7. Skiers can use a variety of skis, it depends on what type of skiing they are going to do.
8. I followed the instructor, traveling as fast as my legs could carry me.
9. I brought several jackets with me the first time I went skiing, for I wasn't sure of the weather.
10. The longest trail at the resort is the cross-country trail it is 38 miles long.

### Connect to Writing: Revising

#### Correcting Run-on Sentences

Rewrite the run-on sentences from the previous exercise as complete sentences.



## ● *Connect to Writing:* Composing a Proposal

### *Using Complete Sentences*

Your sports club has decided to enter the school science fair. You have designed an invention that will improve a piece of sports equipment. However, in order to enter the science competition, you must first submit a proposal for your project to the judges of the competition. Write a description of your invention and your project, and be certain to avoid run-on sentences. While writing the first draft of your proposal, be sure to incorporate the following ideas.

- Name your invention.
- Explain how it is to be used.
- State why it is an improvement over the original invention.
- Determine your market.
- Request action.

## ● *Connect to Speaking and Listening:* Peer Interaction

### *Reviewing Content*

With a partner, list the grammar terms introduced in this chapter. (Hint: Important terms are written in purple.) Quiz each other until you know the definitions of all the new words and concepts.



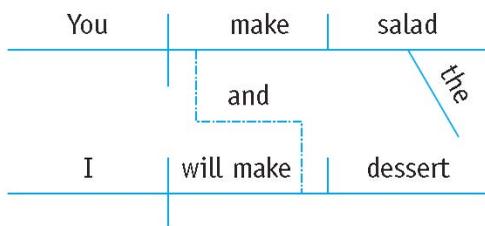
# Sentence Diagramming

## ➤ Diagramming Sentences

A simple sentence is diagrammed on a single baseline. In compound, complex, and compound-complex sentences, however, each clause is diagrammed on a separate baseline.

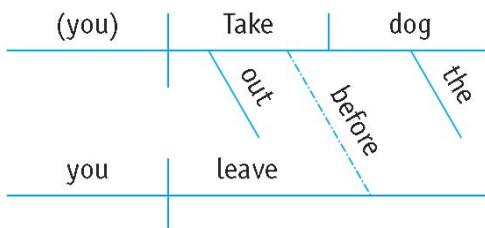
**Compound Sentences** Each independent clause in a compound sentence is diagrammed like a simple sentence. The clauses are joined with a broken line that connects the verbs. The conjunction is then placed on the broken line.

You make the salad, and I will make dessert.



**Complex Sentences** In a complex sentence, an adverbial clause is diagrammed beneath the independent clause it modifies. The subordinating conjunction goes on a broken line that connects the verb in the adverbial clause to the verb, the adjective, or the adverb that the clause modifies. In the following diagram, the adverbial clause modifies the verb in the independent clause.

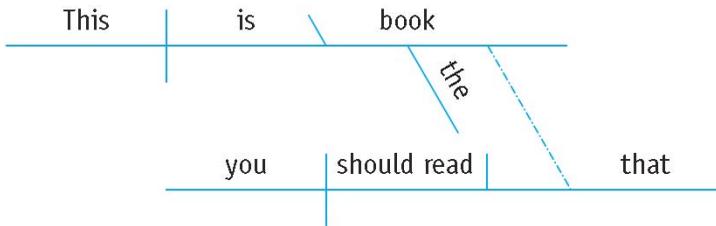
Take the dog out before you leave.



In a complex sentence, an adjectival clause is also diagrammed beneath the independent clause it modifies. The relative pronoun in the clause is connected by a broken line to

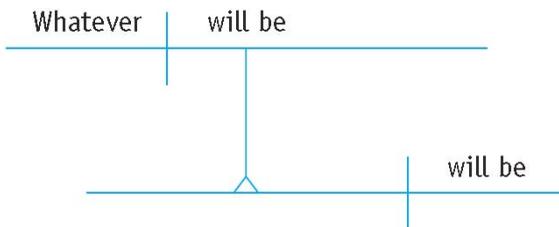
the noun or pronoun the clause modifies. In the following diagram, the adjectival clause modifies the noun *book* in the independent clause.

This is the book that you should read.



A noun clause is diagramed on a pedestal in the same place that a single noun would be if it had the same function. In the following diagram, the noun clause is used as the subject.

Whatever will be will be.



**Compound-Complex Sentences** Apply what you just learned about diagramming compound and complex sentences.

### ● Practice Your Skills

#### Diagramming Sentences

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. Then put parentheses around each subordinate clause and label each one *adverbial*, *adjectival*, or *noun*.

1. If you look at the clouds, you can usually predict the weather.
2. Tell me what you see now.
3. Cumulus clouds are fluffy, and they signal fine weather.
4. Cirrus clouds, which are wisps with tails, may signal rain.
5. Did you know that clouds predict weather?

## Assess Your Learning

### ■ Identifying Subordinate Clauses

Write the subordinate clause in each sentence. Then label the use of each one *adverbial*, *adjectival*, or *noun*.

1. A little-known invention by Thomas Edison was a doll that talked.
2. Although people eat the harmless eggplant, its vines are poisonous.
3. It is estimated that Niagara Falls will disappear into Lake Erie in about 23,000 years.
4. If diamonds are heated sufficiently, they will burn.
5. Venus, which is the third brightest object in the sky, can sometimes be seen clearly at noon.
6. Sailing is what I like best.
7. They agreed on a place where they would meet.
8. Whoever just called didn't leave a message.
9. When it is provoked, a rhinoceros can charge at a speed of thirty miles per hour.
10. Of the millions of bison that once roamed North America, only about 200,000 now exist.
11. I don't know where I put my sunglasses.
12. A French astronomer found helium on the sun before anyone found it on the earth.
13. Napoleon had conquered Italy by the time that he was twenty-six years old.
14. Stanley Lopez, whom you have not met, will be the new soccer captain.
15. Sir Arthur Conan Doyle, who created Sherlock Holmes, was a doctor.

## ■ Classifying Sentences

Label each of the following sentences *simple*, *compound*, *complex*, or *compound-complex*.

1. Records and tapes are rarely used today, but compact discs are still in fairly widespread use.
2. Compact discs are often called CDs.
3. Although a CD may look like a small vinyl record, it doesn't work like one.
4. Records have a thin groove, and different sounds are recorded as bumps and dents in the groove's sides and floor.
5. The sound is produced when a needle moves up and down and from side to side along the groove.
6. A CD, however, is covered with microscopic pits that make up a digital code.
7. When you play a CD, a laser bounces off the CD and reads the little pits, and the code is translated into sound.
8. In spite of the cost of CDs, they have many advantages.
9. They produce extraordinary sound, and because a needle never touches them, they last and last.
10. In spite of the advantages of CDs and other digital formats, some music lovers would still rather listen to vinyl records.

## ■ Using Sentence Structure

Write five sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your choice: your favorite kind of music, your favorite singer or group, or your own musical talents.

1. Write a simple sentence.
2. Write a complex sentence with an introductory adverbial clause.
3. Write a complex sentence with an adjectival clause.
4. Write a compound sentence.
5. Write a complex sentence with a noun clause.

Label each sentence and check its punctuation.

# Clauses: Posttest

## Directions

Write the letter of the term that correctly identifies each sentence or the underlined word or words in a sentence.

(1) My name, *Cynthia*, is from a Greek word for *moon*. (2) I was not surprised when I learned that. (3) After all, I have always been a night owl, and I prefer moonlight to sunlight. (4) I have a friend named *Jalila*, and I just learned that her name means “great” in Arabic. (5) I know that Jalila has always seemed great to me! (6) The most popular girl’s name when I was born was *Ashley*. (7) Although I go to school with hundreds of kids, I don’t know any Ashleys at all. (8) I guess that *Ashley* wasn’t popular in our town. (9) I do know three Caitlyns, and my brother knows at least three Kaylas. (10) My middle name, *Abigail*, is the name that I like best.

- |  |  |
|--|--|
| 1. A simple sentence<br>B compound sentence<br>C complex sentence<br>D compound-complex sentence | 6. A independent clause<br>B adverbial clause<br>C adjectival clause<br>D noun clause  |
| 2. A simple sentence<br>B compound sentence<br>C complex sentence<br>D compound-complex sentence | 7. A independent clause<br>B adverbial clause<br>C adjectival clause<br>D noun clause  |
| 3. A simple sentence<br>B compound sentence<br>C complex sentence<br>D compound-complex sentence | 8. A independent clause<br>B adverbial clause<br>C adjectival clause<br>D noun clause  |
| 4. A simple sentence<br>B compound sentence<br>C complex sentence<br>D compound-complex sentence | 9. A independent clause<br>B adverbial clause<br>C adjectival clause<br>D noun clause  |
| 5. A simple sentence<br>B compound sentence<br>C complex sentence<br>D compound-complex sentence | 10. A independent clause<br>B adverbial clause<br>C adjectival clause<br>D noun clause |

## Snapshot

- 15 A** A **clause** is a group of words that has a subject and predicate. (page 654) An **independent clause** expresses a complete thought. A **subordinate clause** does not express a complete thought and cannot stand alone as a sentence. (pages 654–655)
- 15 B** A **subordinate clause** can function as an adverb, an adjective, or a noun. (pages 656–666)
- 15 C** A **sentence** can be **simple, compound, complex, or compound-complex**, depending on the number and the kind of clauses in it. (pages 667–669)
- 15 D** A **clause fragment** results when a subordinate clause stands alone. (pages 670–671)
- 15 E** A **run-on sentence** is two or more sentences that are written as one sentence and are separated by a comma or no punctuation at all. (pages 672–674)

## Power Rules

 **Fix a clause fragment** by joining it with an independent clause or adding words to make it a complete sentence. (page 670)

### Before Editing

After the storm passed.

I visit my grandparents. Whenever I have the chance.

### After Editing

After the storm passed, *we went for a walk.*

I visit my grandparents, *whenever I have the chance.*

 **Fix run-on sentences** by separating the sentences or joining them with a conjunction and/or punctuation to form complex or compound sentences. (page 672)

### Before Editing

My sister went to the Grand Canyon, she stayed for three days.

The bikes are in the basement do you want to go for a bike ride?

### After Editing

My sister went to the Grand Canyon, *and she stayed for three days.*

The bikes are in the basement. *Do you want to go for a bike ride?*

## Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I include a subject and verb in each clause? (See page 654.)
- ✓ Did I use subordinating conjunctions to show relationships between ideas? (See page 657.)
- ✓ Did I use noun clauses to make my sentences clear and specific? (See pages 664–665.)
- ✓ Did I use adverbial and adjectival clauses to add variety and detail to my sentences? (See pages 656 and 659.)
- ✓ Did I place adjectival clauses correctly to avoid misplaced modifiers? (See page 663.)
- ✓ Did I use commas correctly with adjectival and adverbial clauses? (See pages 657 and 662.)
- ✓ Did I use a combination of simple, compound, complex, and compound-complex sentences to add variety and interest to my writing? (See pages 667–668.)
- ✓ Did I correct any clause fragments or run-on sentences? (See pages 670–674.)

## Use the Power

Using a variety of sentence types will guarantee that your writing does not get monotonous. The following passage shows the power of varying your sentences.

Kino and Juana came slowly down to the beach and to Kino's canoe, which was the one thing of value he owned in the world. It was very old. Kino's grandfather had brought it from Nayarit, and he had given it to Kino's father, and so it had come to Kino. It was at once property and source of food, for a man with a boat can guarantee a woman that she will eat something.

—John Steinbeck, *The Pearl*



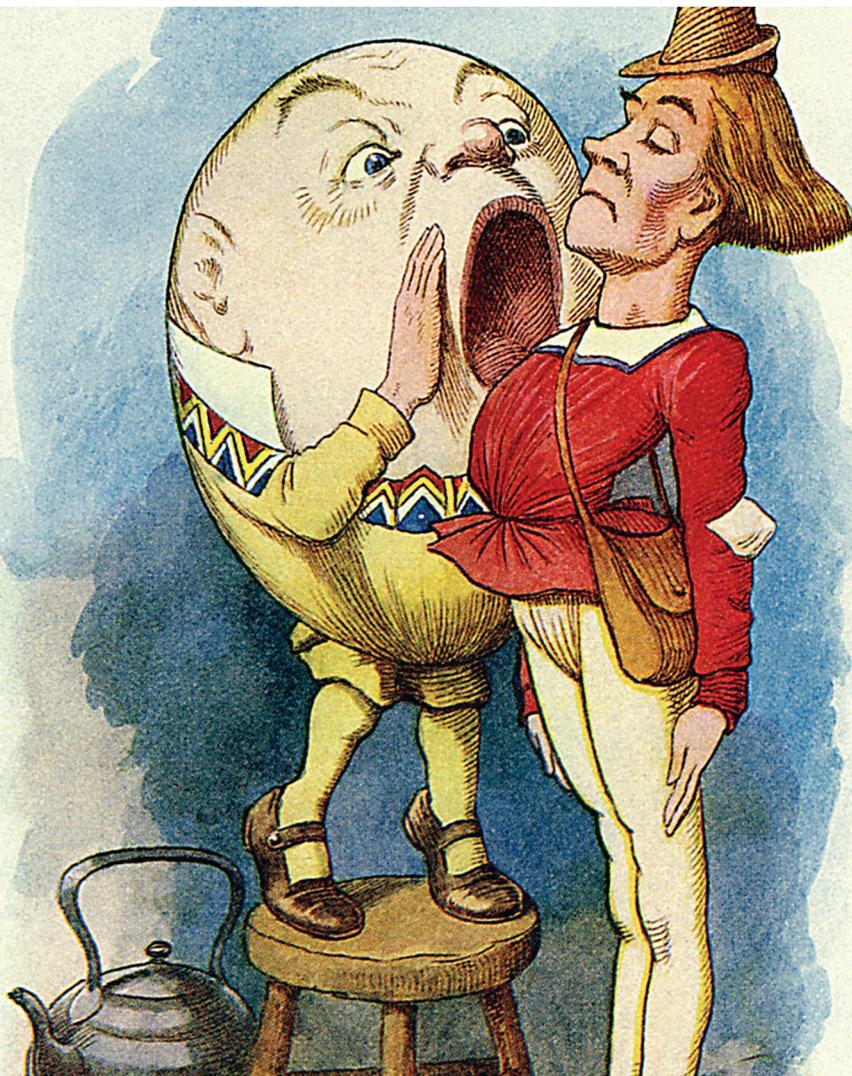
**When you revise your writing**, be sure to check the variety of your sentence types. Use a mix of simple, compound, complex, and compound-complex sentences to achieve fluency and enhance your meaning.

# Unit 5

## Usage

<b>Chapter 16</b>	Using Verbs	684
<b>Chapter 17</b>	Using Pronouns	718
<b>Chapter 18</b>	Subject and Verb Agreement	752
<b>Chapter 19</b>	Using Adjectives and Adverbs	776
	A Writer's Glossary of Usage	796

Each community of English speakers uses the language in a way that fits its unique needs. These varieties of usage add color and vibrancy to the living language. Conventional English usage, however—the usage presented in this unit—is valuable to learn because it can help you communicate effectively with a large and important community of English speakers. Conventional usage, for example, is common in classrooms and workplaces, and learning it will help you succeed in those places. This unit will help teach you to use verbs, pronouns, adjectives, and adverbs in ways that will help your ideas and thoughts reach the most eyes and the most ears, loudly and clearly.



*“When I use a word,” Humpty Dumpty said in rather a scornful tone, “it means just what I choose it to mean—neither more nor less.”*

*—from Through the Looking Glass and What Alice Found There, by Lewis Carroll*

# Using Verbs



**How can understanding how to use verbs help you improve your writing?**

## Using Verbs: Pretest 1

The following draft paragraph about Michelangelo is hard to read because it contains several errors in which verbs are used incorrectly. Revise the paragraph so that it reads correctly. The first error has been corrected as an example.

Michelangelo di Lodovico Buonarroti Simoni <sup>was</sup> ~~had been~~ an Italian painter, sculptor, and architect. Known throughout the world simply as Michelangelo, his ceiling of the Sistine Chapel and the “Last Judgment” fresco is probably his most impressive achievements. He has also created the magnificent “David” sculpture. Each year, thousands of people will have visited Rome and Florence to see Michelangelo’s work firsthand. His artwork does inspire many people throughout the world, including myself. I hoped to enjoy a long painting career. I do study art for some time. By next December I will have been painting for five years. Maybe someday my paintings will hung in a gallery.

## Using Verbs: Pretest 2

### Directions

Write the letter of the term that correctly identifies the underlined word or words in each sentence.

- (1) Almost everyone I know at school likes the swim classes at the pool.  
 (2) My friends arrive there early in the morning. (3) Last week my friends and I stayed there all day, every day. (4) We are practicing as many different strokes as possible.  
 (5) I have mastered the crawl and the backstroke. (6) The instructor is teaching us the butterfly stroke. (7) I do find it very difficult. (8) It will take me a long time to master it. (9) I have been practicing for the swim team tryouts this fall. (10) My father also had swum on his school team when he was my age.

- |   |   |
|---|---|
| 1. A present tense<br>B present participle<br>C past tense<br>D past participle | 6. A present tense<br>B present participle<br>C past tense<br>D past participle                   |
| 2. A present tense<br>B present participle<br>C past tense<br>D past participle | 7. A present tense<br>B past tense<br>C emphatic form<br>D past perfect tense                     |
| 3. A present tense<br>B present participle<br>C past tense<br>D past participle | 8. A present tense<br>B past tense<br>C future tense<br>D emphatic form                           |
| 4. A present tense<br>B present participle<br>C past tense<br>D past participle | 9. A present progressive<br>B past tense<br>C present perfect progressive<br>D past perfect tense |
| 5. A present tense<br>B present participle<br>C past tense<br>D past participle | 10. A future perfect tense<br>B past tense<br>C future tense<br>D past perfect tense              |

# The Principal Parts of Verbs

## Lesson 1

A sentence without a verb is like a car without gas—it can't go anywhere. This chapter will review the many forms of verbs and the uses of those forms. The four basic forms of a verb are called its principal parts. Knowing the principal parts of a verb is important because all the tenses of a verb are formed from them.

**16 A** The **principal parts** of a verb are **the present, the present participle, the past, and the past participle.**

Notice in the following examples that the present participle and the past participle have helping verbs when used as the main verb of a sentence.

• <b>Present</b>	I <b>study</b> each night.
• <b>Present Participle</b>	I <b>am studying</b> now.
• <b>Past</b>	I <b>studied</b> last night.
• <b>Past Participle</b>	I <b>have studied</b> every night this week.

## ➤ Regular Verbs

**16 A.1** A **regular verb** forms its past and past participle by adding *-ed* or *-d* to the present.

Most verbs are regular verbs. They form their past and past participle the same way. *Sail*, *ask*, *smile*, and *drip* are just four of the many regular verbs. As you look at their four principal parts, notice that the present participle is formed by adding *-ing* to the present form and that the past participle is formed by adding *-ed* or *-d* to the present form.

Present	Present Participle	Past	Past Participle
sail	(is) sailing	sailed	(have) sailed
ask	(is) asking	asked	(have) asked
smile	(is) smiling	smiled	(have) smiled
drip	(is) dripping	dripped	(have) dripped

When endings such as *-ing* and *-ed* are added to verbs such as *smile* and *drip*, the spelling changes. If you are unsure of the spelling of a verb form, check the rule or look it up in a dictionary.

## When You Write

When you speak, pay particular attention to verb endings. Dropping the *-ed* or *-d* from the past participle of a verb is a common error. This error frequently occurs with the verbs *asked*, *hoped*, *supposed*, and *used*.

**Incorrect**     We **use** to have picnics here in the summer.

**Correct**        We **used** to have picnics here in the summer.

### ● Practice Your Skills

#### *Determining the Principal Parts of Verbs*

Write the four principal parts of the following regular verbs. Remember that the principal parts are present, present participle, past, and past participle.

1. wait

3. stop

5. paint

7. open

9. plan

2. cook

4. bake

6. dream

8. climb

10. play

## ➤ Irregular Verbs

**16 A.2** An **irregular verb** does not form its past and past participle by adding *-ed* or *-d* to the present.

Irregular verbs form their past and past participle in different ways. The irregular verbs on the pages that follow have been divided into groups according to the way they form their past and past participle.

Remember that the word *is* is not part of the present participle and the word *have* is not part of the past participle. They have been added to remind you that all present and past participles must have a form of one of these verbs when they are used as a verb in a sentence.

**Group 1** The following irregular verbs have the same form for the present, the past, and the past participle.

GROUP 1			
Present	Present Participle	Past	Past Participle
burst	(is) bursting	burst	(have) burst
cost	(is) costing	cost	(have) cost
hit	(is) hitting	hit	(have) hit
hurt	(is) hurting	hurt	(have) hurt
let	(is) letting	let	(have) let
put	(is) putting	put	(have) put
set	(is) setting	set	(have) set
spread	(is) spreading	spread	(have) spread

**Group 2** The irregular verbs below have the same form for the past and the past participle.

GROUP 2			
Present	Present Participle	Past	Past Participle
bring	(is) bringing	brought	(have) brought
buy	(is) buying	bought	(have) bought
catch	(is) catching	caught	(have) caught
feel	(is) feeling	felt	(have) felt
fight	(is) fighting	fought	(have) fought
find	(is) finding	found	(have) found
get	(is) getting	got	(have) got or gotten
hold	(is) holding	held	(have) held
keep	(is) keeping	kept	(have) kept
lead	(is) leading	led	(have) led
leave	(is) leaving	left	(have) left
lose	(is) losing	lost	(have) lost
make	(is) making	made	(have) made
say	(is) saying	said	(have) said
seek	(is) seeking	sought	(have) sought

sell	(is) selling	sold	(have) sold
send	(is) sending	sent	(have) sent
sit	(is) sitting	sat	(have) sat
teach	(is) teaching	taught	(have) taught
think	(is) thinking	thought	(have) thought
tell	(is) telling	told	(have) told
win	(is) winning	won	(have) won

## Practice Your Skills

### Using the Correct Verb Form

Write the past or past participle of each verb in parentheses. Then read each sentence aloud to check your answer.

1. Have you (make) the decorations for the high school dance yet?
2. Hank (put) the scissors in the toolbox.
3. I (hold) the ribbon as my mother tied the bows.
4. A teacher from the art department (lead) the union meeting.
5. Someone at the meeting (win) a door prize.
6. Tad has (hit) his thumb with the hammer again.
7. Another balloon has just (burst).
8. They (leave) the gym shortly after it was completely decorated.
9. Have you (sell) any tickets yet?
10. I have looked everywhere, but I have not (find) the ladder.

## Connect to Writing: Making an Announcement

### Correcting Verb Forms

Read aloud the following announcement, correcting any improper verb forms.

Attention all students on the dance committee! By the end of the week, be sure you have brung your artwork to Mrs. Davis, the art teacher. She will put it up in the gym for you in its proper place. Make sure that you have holded on to your sketches for the centerpiece and that you have boughten the proper paint for your project. Mrs. Davis would also like to remind you that there will be a prize for whoever solded the most dance tickets last week.

**Group 3** The following irregular verbs form the past participle by adding *-n* to the past.

GROUP 3			
Present	Present Participle	Past	Past Participle
break	(is) breaking	broke	(have) broken
choose	(is) choosing	chose	(have) chosen
freeze	(is) freezing	froze	(have) frozen
speak	(is) speaking	spoke	(have) spoken
steal	(is) stealing	stole	(have) stolen
weave	(is) weaving	wove	(have) woven

**Group 4** The following irregular verbs form the past participle by adding *-n* to the present.

GROUP 4			
Present	Present Participle	Past	Past Participle
blow	(is) blowing	blew	(have) blown
draw	(is) drawing	drew	(have) drawn
drive	(is) driving	drove	(have) driven
give	(is) giving	gave	(have) given
grow	(is) growing	grew	(have) grown
know	(is) knowing	knew	(have) known
see	(is) seeing	saw	(have) seen
take	(is) taking	took	(have) taken
throw	(is) throwing	threw	(have) thrown

### ● Practice Your Skills

#### *Determining the Correct Verb Form*

Write the correct verb form for each sentence.

1. Have you ever (drove, driven) across the country?
2. Last year we (chose, chosen) to drive across the country for our vacation.
3. We (saw, seen) many unusual sights on our trip.
4. The Rocky Mountains (stole, stolen) my heart.
5. Linda (drew, drawn) some sketches of the mountains.
6. We had (took, taken) enough supplies for the whole summer.

7. In the middle of the trip, our radiator (broke, breaked).
8. I should have (knew, known) that we would have car trouble.
9. We nearly (froze, freezed) in the mountains at night.
10. I have not (spoke, spoken) to Linda since the trip.

### Practice Your Skills

#### Using the Correct Verb Form

Write the past or the past participle of each verb in parentheses.

1. The gorilla caught the ball and (throw) it to the zookeeper.
2. The baby elephant must have (grow) five inches since my last visit.
3. The polar bears enjoyed the weather when it (freeze) last winter.
4. I have not (see) the new tiger exhibit.
5. Dr. Rosen, the zoo's veterinarian, (speak) at the ceremonies.

### Connect to Writing: Reading a Speech

#### Editing for Correct Verb Forms

Read aloud the following speech by the head zookeeper, correcting any verbs that are used incorrectly.

I would like to thank those of you who have gave so generously to our most recent fund drive. The city zoo has growed quite a bit in the past few years, and this money will help us tremendously. I knowed I could count on your generosity, and the animals will benefit from your efforts. I speaking for the entire staff and all the animals when I thank you for your help.

**Group 5** The irregular verbs below change a vowel to form past and past participle.

#### GROUP 5

Present	Present Participle	Past	Past Participle
begin	(is) beginning	began	(have) begun
drink	(is) drinking	drank	(have) drunk
ring	(is) ringing	rang	(have) rung
shrink	(is) shrinking	shrank	(have) shrunk
sing	(is) singing	sang	(have) sung
sink	(is) sinking	sank	(have) sunk
swim	(is) swimming	swam	(have) swum

**Group 6** The following irregular verbs form the past and past participle in other ways.

**GROUP 6**

<b>Present</b>	<b>Present Participle</b>	<b>Past</b>	<b>Past Participle</b>
come	(is) coming	came	(have) come
do	(is) doing	did	(have) done
eat	(is) eating	ate	(have) eaten
fall	(is) falling	fell	(have) fallen
go	(is) going	went	(have) gone
ride	(is) riding	rode	(have) ridden
run	(is) running	ran	(have) run
tear	(is) tearing	tore	(have) torn
wear	(is) wearing	wore	(have) worn
write	(is) writing	wrote	(have) written

**Practice Your Skills**

**Using the Correct Verb Form**

Write the past or past participle of each verb in parentheses.

1. I have not (write) my science report yet.
2. Roy (run) around all day yesterday looking for supplies.
3. Kenneth (do) his report on the computer.
4. Your pen must have (fall) out of your notebook.
5. Willis (come) to school an hour late.
6. Have you (begin) to write your report yet?
7. The school bell had already (ring).
8. I have never (ride) in a school bus.
9. We (eat) in the school cafeteria earlier today.
10. Mrs. Arthur (go) to the library yesterday.

## Practice Your Skills

### Supplying the Correct Verb Form

Complete each pair of sentences by supplying the correct form of the verb in parentheses. This exercise includes verbs from all six groups.

- (write) Have you \_\_\_\_\_ for one yet? I \_\_\_\_\_ for a college application.
- (eat) I \_\_\_\_\_ steak last week, and I have \_\_\_\_\_ it three times this week.
- (go) Have you \_\_\_\_\_ to the library today? I \_\_\_\_\_ yesterday.
- (fall) I \_\_\_\_\_ down the stairs. I have \_\_\_\_\_ on those same stairs twice.
- (ride) Last week I \_\_\_\_\_ to Lucy's house. I have never \_\_\_\_\_ there before.

## Connect to Speaking: Making an Announcement

### Correcting Verb Forms

Read aloud the following announcement from a guidance counselor, correcting any incorrect verb forms.

If you have not chose your classes for next year, please do so by next Thursday. You should brung your report card to the counselor's office. Your SAT scores come to our office, and we will share those with you when you have wrote your schedule request. Make sure you have taken all the necessary classes for this year before you gave us your new choices.

## ➤ Six Problem Verbs

The meanings of some verbs, including these three pairs of verbs, are easily confused. You should always check to make sure you have chosen the correct verb.

### lie and lay

**16 A.3** **Lie** means "to rest or recline." *Lie* is never followed by a direct object. **Lay** means "to put or set (something) down." *Lay* is usually followed by a direct object.

You can review direct objects on pages 604–605.

Present	Present Participle	Past	Past Participle
lie	(is) lying	lay	(have) lain
lay	(is) laying	laid	(have) laid

**Lie** My pencils always **lie** on my desk.  
 They **are lying** there now.  
 They **lay** there all last evening.  
 They **have lain** there for an hour now.

**Lay** **Lay** your pencil on the table.  
 (You lay what? *Pencil* is the direct object.)  
 Sam **is laying** his pencil on the table.  
 His brother **laid** the pencil on the table yesterday afternoon.  
 I **have laid** my pencil on the book on my desk.

## rise and raise

**16 A.4** **Rise** means “to move upward” or “to get up.” *Rise* is never followed by a direct object. **Raise** means “to lift (something) up,” “to increase,” or “to grow (something).” *Raise* is usually followed by a direct object.

Present	Present Participle	Past	Past Participle
rise	(is) rising	rose	(have) risen
raise	(is) raising	raised	(have) raised

**Rise** Some students **rise** very early to catch the bus each morning.  
 Chelsea **is rising** early to study for her social studies test.  
 She **rose** at 5:30 this morning.  
 She **has risen** early all this week.

**Raise** **Raise** your hand.  
 (You raise what? *Hand* is the direct object.)  
 Tom **is raising** his hand.  
 Lee **raised** her hand first.  
 Jessica **has raised** her hand for fifteen minutes now.

## sit and set

**16 A.5** **Sit** means “to rest in an upright position.” *Sit* is never followed by a direct object. **Set** means “to put or place (something).” *Set* is usually followed by a direct object.

Present	Present Participle	Past	Past Participle
sit	(is) sitting	sat	(have) sat
set	(is) setting	set	(have) set

- Sit**      **Sit** down at your desk and start the test.  
She is **sitting** at her desk.  
She **sat** there for an hour.  
She has never **sat** there before today.
- Set**      **Set** your books on the floor.  
(You *set* what? *Books* is the direct object.)  
He **is setting** his books on the floor.  
He **set** his books on the floor yesterday.  
He **has set** his books on the floor many times before.

You can learn about other problem verbs in “A Writer’s Glossary of Usage” on pages 796–812.

### Practice Your Skills

#### Using Problem Verbs Correctly

Practice using the problem verbs correctly by reading these sentences aloud. Be prepared to explain why some of the verbs are correct and others are incorrect.

1. *Lie* your books on the floor during the test.
2. *Set* your pencil on top of your paper.
3. *Set* up straight in your chair.
4. Do not *lie* down while you are taking a test.
5. *Rise* your hand if you have any questions.
6. She *rose* early to study for the test.

## Practice Your Skills

### Determining the Correct Verb Form

Write the correct verb form for each sentence.

1. Casey has (raised, risen) a steer to enter in this year's rodeo.
2. Julie baked some bread for the bake sale, but the dough did not (raise, rise).
3. Samantha (set, sit) the table as part of the 4-H competition.
4. We (set, sat) in the arena for an hour waiting for the roping competition.
5. The rodeo clown (set, sat) the barrels for the barrel racing event.
6. Why did the clown (lie, lay) in front of the bronco?
7. The cowboy (lies, lays) his hat on the ground.
8. The calf (laid, lay) perfectly still after it was roped.
9. Sidney (rises, raises) to accept the challenge from the champion.

## Connect to Writing: Editing

### Correcting Verb Forms

Rewrite each sentence, correcting the verb form. If the verb form is correct, write C.

1. Martha set at the food table at this year's baking competition.
2. Her rolls always rise properly.
3. She lie the blue ribbon beside her pie.
4. Her brother rises chickens for the 4-H club.
5. A lovely ornament is laying on top of the cake.

## Check Point: Mixed Practice

Write the past or past participle of each verb in parentheses.

1. In 1960, American scientists (raise) a serious concern.
2. Spacecraft (weigh) too much.
3. Then a dried, compressed metal was (invent).
4. It could be (use) for cabinets and panels.
5. It could also be (eat)!
6. The early version of this material, however, would have (break) the astronauts' teeth.
7. Another version was eventually (make) from powdered milk, cornstarch, flour, banana flakes, and grits.
8. The grits were important because they (hold) the mixture together.
9. The mixture was (call) Edible Structural Material.
10. Once it was (bake), it was hard enough to drill holes in.

## Power Your Writing: Getting into the Action

 You know that a participle is a verb form used as an adjective. The participles in “a *sparkling* diamond” and “a *drifting* glacier” enhance the meaning of the noun each accompanies. A participial phrase also acts as an adjective to bring action, movement, and interest to nouns. Read how John McPhee uses participial phrases to describe diamonds in the making in these excerpts from his article “In Suspect Terrain.”

### Participial Phrase Within a Sentence

[Diamonds] are, in this sense unstable—these finger-flashing symbols of the eternity of vows, *yearning to become fresh pencil lead.*

Participial phrases can add dramatic impact to your sentences, no matter where they appear. The following sentence shows a participial phrase used effectively at the beginning of a sentence.

### Participial Phrase Beginning a Sentence

*Rising so rapidly and from so deep a source,* a kimberlite pipe brings up exotic materials. . . .

By making good use of participial phrases in your writing, you supply important details that get your reader into the action.

Revise a recent composition by adding three new participial phrases.

## Connect to Writing: E-mail Message

### Using Problem Verbs

You have just returned home after the first day of the rodeo competition. Now your cousin is trying to decide whether to come and see the rodeo with you. Write an e-mail message to your cousin, describing what you have seen during the evening. Be sure to use problem verbs correctly throughout your message.



The four principal parts of a verb are used to form the six tenses of a verb: **present**, **past**, **future**, **present perfect**, **past perfect**, and **future perfect**.

**16 B** The time expressed by a verb is called the **tense** of a verb.

In the following examples, the six tenses of the verb *practice* are used to express action at different times.

<b>Present</b>	I <b>practice</b> at least one hour each day.
<b>Past</b>	I <b>practiced</b> last night.
<b>Future</b>	I <b>will practice</b> again this weekend.
<b>Present Perfect</b>	I <b>have practiced</b> every day this week.
<b>Past Perfect</b>	I <b>had not practiced</b> much before last year.
<b>Future Perfect</b>	By the end of the year, I <b>will have practiced</b> almost four hundred hours.

## ➤ Uses of Tenses

The six basic tenses—three simple tenses and three perfect tenses—are used to show whether something is happening now, has happened in the past, or will happen in the future. All these tenses can be formed from the four principal parts of a verb and the helping verbs *have*, *has*, *had*, *will*, and *shall*.

**16 B.1** **Present tense** is the first of the simple tenses and is used mainly to express (1) an action that is going on now, (2) an action that happens regularly, or (3) an action that is usually constant or the same.

To form the present tense, use the present form (the first principal part of the verb) or add *-s* or *-es* to the present form.

<b>Present Tense</b>	<b>Listen</b> to the music. (current action)
	I <b>sing</b> the scales every day after school. (regular action)
	The bells in the church <b>ring</b> very loudly. (constant action)

The present tense has two other, less common, uses. The **historical present tense** is used to relate a past action as if it were happening in the present.

• Paul Revere **warns** the colonists of the British attack.

The **literary present tense** is used when writing about literature.

• In *Le Morte D'Arthur*, Sir Thomas Malory **tells** a beautiful love story.

**16 B.2 Past tense** is used to express an action that already took place or was completed in the past. To form the past tense of a regular verb, add *-ed* or *-d* to the present form.

To form the past tense of an irregular verb, check a dictionary for the past form or look for it on pages 688–692.

• **Past Tense** I **listened** to the radio last night.  
Arthur **rang** our doorbell.  
He **went** on vacation yesterday.  
Ann **wrote** us a letter.

**16 B.3 Future tense** is used to express an action that will take place in the future.

To form the future tense, use the helping verb *shall* or *will* with the present form.

• **Future Tense** **Shall** we **eat** at seven this evening?  
Jake **will** join us in a few minutes.

### *When You Speak and Write*

When you are doing a piece of formal writing, remember that **shall** is used with *I* and *we*, and **will** is used with *you*, *he*, *she*, or *it*. In informal speech, **shall** and **will** are generally used interchangeably with *I* and *we*. In questions, however, **shall** should still be used with *I* and *we*.

*You can learn more about shall and will on page 808.*

**16 B.4 Present perfect tense**, the first of the perfect tenses, has two uses: (1) to express an action that was completed at some indefinite time in the past, and (2) to express an action that started in the past and is still going on.

To form the present perfect tense, add *has* or *have* to the past participle.

**Present Perfect Tense** I **have listened** to your music with great pleasure.  
(action completed at an indefinite time)  
Javier **has sung** in our choir for three years.  
(action that is still going on)

**16 B.5 Past perfect tense** expresses an action that took place and was completed before some other past action.

To form the past perfect tense, add *had* to the past participle.

**Past Perfect Tense** I **had listened** for my cue before I heard yours.  
Javier **had sung** in other choirs before singing in this one.

**16 B.6 Future perfect tense** expresses an action that will take place and be completed before another future action or time.

To form the future perfect tense, add *shall have* or *will have* to the past participle.

**Future Perfect Tense** I **will have listened** to the music for three hours by Friday.  
By May, Javier **will have sung** in over six choirs.

## ➤ Verb Conjugation

One of the best ways to study the tenses of a verb is to look at the conjugation of that verb.

**16 B.7 A conjugation** is a list of all the singular and plural forms of a verb in its various tenses.

On the following page is a conjugation of the verb *swim*, whose four principal parts are *swim*, *swimming*, *swam*, and *swum*.

## SIMPLE TENSES OF THE VERB *SWIM*

### Present

#### Singular

I swim  
you swim  
he, she, it swims

#### Plural

we swim  
you swim  
they swim

### Past

#### Singular

I swam  
you swam  
he, she, it swam

#### Plural

we swam  
you swam  
they swam

### Future

#### Singular

I shall/will swim  
you will swim  
he, she, it will swim

#### Plural

we shall/will swim  
you will swim  
they will swim

## PERFECT TENSES OF THE VERB *SWIM*

### Present Perfect Tense

#### Singular

I have swum  
you have swum  
he, she, it has swum

#### Plural

we have swum  
you have swum  
they have swum

### Past Perfect Tense

#### Singular

I had swum  
you had swum  
he, she, it had swum

#### Plural

we had swum  
you had swum  
they had swum

### Future Perfect Tense

#### Singular

I shall/will have swum  
you will have swum  
he, she, it will have swum

#### Plural

we shall/will have swum  
you will have swum  
they will have swum

The conjugation of the verb *be* is different from other irregular verbs, as shown below. The principal parts of *be* are *am*, *being*, *was*, and *been*. The word *been* is always used with helping verbs.

SIMPLE TENSES OF THE VERB <i>BE</i>		
<b>Present</b>		
<b>Singular</b>		<b>Plural</b>
I am		we are
you are		you are
he, she, it is		they are
<b>Past</b>		
<b>Singular</b>		<b>Plural</b>
I was		we were
you were		you were
he, she, it was		they were
<b>Future</b>		
<b>Singular</b>		<b>Plural</b>
I shall/will be		we shall/will be
you will be		you will be
he, she, it will be		they will be
PERFECT TENSES OF THE VERB <i>BE</i>		
<b>Present Perfect Tense</b>		
<b>Singular</b>		<b>Plural</b>
I have been		we have been
you have been		you have been
he, she, it has been		they have been
<b>Past Perfect Tense</b>		
<b>Singular</b>		<b>Plural</b>
I had been		we had been
you had been		you had been
he, she, it had been		they had been
<b>Future Perfect Tense</b>		
<b>Singular</b>		<b>Plural</b>
I shall/will have been		we shall/will have been
you will have been		you will have been
he, she, it will have been		they will have been

## Practice Your Skills

### Identifying Verb Tenses

Write the verb in each sentence. Then label each verb as *present*, *past*, *future*, *present perfect*, *past perfect*, or *future perfect*.

1. I have practiced the piano for eight hours this week.
2. By this time next week, I will have performed in three recitals.
3. This weekend I will rehearse with the symphony.
4. My favorite composer is Frédéric Chopin.
5. Chopin gave his first piano recital at the age of eight.

## Practice Your Skills

### Choosing the Correct Tense

Write the correct verb tense for each sentence.

1. I (practice, will practice) the new sonatas for the recital next week.
2. Since last summer I (wanted, have wanted) to play some works by Franz Liszt.
3. Liszt (showed, has shown) immense musical gifts at an early age.
4. His innovations in musical form (make, shall make) him one of the most important composers of the nineteenth century.
5. I hope I (play, will play) his compositions well next week.

## Connect to Writing: Revising

### Using the Proper Tense

Revise each of the following sentences, using the verb tense listed in parentheses.

1. Many students at our school participated in the orchestra. (*present*)
2. Susie played the French horn for three years before she joined the orchestra. (*past perfect*)
3. Chris practices for hours before most of his recitals. (*future*)
4. I gave three solos on my piano this year alone. (*present perfect*)
5. Lucas works very hard during his last year with the orchestra. (*past*)

## ➤ Progressive Verb Forms

**16 B.8** Each of the six tenses has a **progressive form**. These forms are used to express continuing or ongoing action.

To write the progressive forms, add a present or perfect tense of the verb *be* to the present participle. Notice in the following examples that all the progressive forms end in *-ing*.

• <b>Present Progressive</b>	I am swimming.
• <b>Past Progressive</b>	I was swimming.
• <b>Future Progressive</b>	I will (shall) be swimming.
• <b>Present Perfect Progressive</b>	I have been swimming.
• <b>Past Perfect Progressive</b>	I had been swimming.
• <b>Future Perfect Progressive</b>	I will (shall) have been swimming.

The **present progressive form** shows an ongoing action that is taking place now.

• I **am working** on a big project for art today.

Occasionally the present progressive can also show action in the future when the sentence contains an adverb or a phrase that indicates the future—such as *tomorrow* or *next month*.

• I **am taking** an art history test tomorrow.

The **past progressive form** shows an ongoing action that took place in the past.

• Jill **was working** on the final phase of her painting when I telephoned.

The **future progressive form** shows an ongoing action that will take place in the future.

• Kyle **will be working** on his sculpture during summer vacation.

The **present perfect progressive form** shows an ongoing action that is continuing in the present.

• Stephanie **has been working** on a new painting for three weeks.

The **past perfect progressive form** shows an ongoing action in the past that was interrupted by another past action.

Valerie **had been working** in the studio when the storm began in earnest.

The **future perfect progressive form** shows a future ongoing action that will have taken place by a stated future time.

By this time next week, Bill **will have been working** as a museum guide for three months.

## ➤ Emphatic Forms

**16 B.9** The **emphatic forms** of the present and past tenses of verbs are mainly used to show emphasis or force.

To write the **present emphatic**, add *do* or *does* to the present tense of a verb. To write the **past emphatic**, add *did* to the present tense.

<b>Present</b>	I <b>swim</b> every day.
<b>Present Emphatic</b>	I <b>do swim</b> every day.
<b>Past</b>	I <b>swam</b> yesterday.
<b>Past Emphatic</b>	I <b>did swim</b> yesterday.

The emphatic forms are also used in some negative statements and questions.

<b>Negative Statement</b>	The children <b>did not swim</b> during the rain.
<b>Question</b>	<b>Do</b> the parents often <b>swim</b> with their children?

### ● Practice Your Skills

#### *Identifying Progressive and Emphatic Forms*

Write the verb in each sentence and identify its form.

1. Everyone in the art room was drawing furiously.
2. Shawn will be entering her painting in the city art contest.
3. She has been painting for two weeks now.
4. David is taking an advanced course in art history.
5. Do you like painting or sculpture better?

## Connect to Writing: Drafting

### Writing Sentences

For each verb listed below, write two sentences: one with the verb in progressive form and one with the verb in emphatic form.

1. write
2. act
3. sing
4. direct
5. dance
6. rehearse
7. play
8. go
9. remember
10. enjoy

## Connect to Writing: Letter of Application

### Using Progressive and Emphatic Forms

The counselor at your school has announced that a local museum is going to accept applications from students who would like to spend the summer working in an art gallery. Write a letter to the director of the museum explaining why you would like to have the job and telling about your past art experience. Be sure to use some progressive and emphatic forms of verbs.

## Check Point: Mixed Practice

Write the tense of each underlined verb.

1. Do you know that Michelangelo was a painter and a sculptor?
2. He is the supreme Renaissance artist.
3. He made an imprint on the Western imagination.
4. Everyone at my school is studying his work.
5. I will be studying his painting techniques this summer.
6. Did Laura see his works in Italy last summer?
7. Bacchus was Michelangelo's first mature piece of sculpture.
8. Bart told us that he had seen the exhibit three times.
9. I have been sculpting for three weeks now.
10. Michelangelo's techniques have been extremely helpful to me.

## ➤ Shifts in Tense

Writers use the past tense most often when they write a story. Whatever tense you choose to write in, use it consistently throughout your story or report. A shift in tense can often cause confusion or misunderstanding.

**16 B.10** Avoid unnecessary shifts in tense within a sentence or within related sentences.

- Incorrect** The outfielder <sup>past</sup>**began** to run and then suddenly <sup>present</sup>**stops**.
- Correct** The outfielder <sup>past</sup>**began** to run and then suddenly <sup>past</sup>**stopped**.
- Incorrect** After everyone <sup>past perfect</sup>**had seen** the game, two people <sup>past</sup>**told** their impressions. The audience <sup>present</sup>**listens** carefully.
- Correct** After everyone <sup>past perfect</sup>**had seen** the game, two people <sup>past</sup>**told** their impressions. The audience <sup>past</sup>**listened** carefully.

Occasionally you will need to mix verb tenses to show a sequence of events. For example, in the second example above, the past perfect verb *had seen* is necessary to show that the action occurred before the people *told* and the audience *listened*.



## Practice Your Skills

### Identifying Shifts in Tense

Write the verbs in the following paragraph and identify the tense of each verb.

(1) William Hoy was an outfielder on six teams between 1888 and 1902. (2) He compiles a .288 lifetime batting average and an impressive record as an outfielder and a base stealer. (3) There is, however, something extra special about Hoy. (4) He is completely deaf as the result of a childhood illness. (5) “I found it no handicap,” Hoy (6) says of his deafness. (7) Initially there was one problem. (8) Hoy did not hear the umpire call balls and strikes when he (9) is at bat. (10) Then Hoy has an idea. (11) He asks an umpire to signal a strike with his right arm. (12) Soon all umpires (13) follow suit. (14) This practice has (15) continued ever since.

### Connect to Writing: Revising

#### Correcting Shifts in Tense

Look over the verb tenses you identified in the paragraph above. Rewrite the paragraph, correcting shifts in tense.

### Connect to Writing: Summary

#### Using Verb Tenses

Your best friend is required to work on the night of the championship game. Post a summary of the game on a social networking site. Before you begin writing, ask yourself the following questions and jot down the answers.

- Which sport will I write about?
- Which team played us in the game?
- How did the game begin?
- What was the most exciting part of the game?
- Which team won?
- Who starred for the opposing team?
- Who starred for our team?

Then write your e-mail message. Be sure to include all the highlights of the game and use verb tenses properly.

# Active and Passive Voice

## Lesson 3

In addition to tense, a verb has **voice**—either the active voice or the passive voice.

**16 C** The **active voice** indicates that the subject is performing the action; the **passive voice** indicates that the action is being performed on the subject.

A verb in the **passive voice** consists of a form of the verb *be* plus a past participle. This rule applies to simple, perfect, and progressive tenses. Refer to pages 698–706 for more information on forming these tenses. As shown in the examples below, the verb in the **active voice** has a direct object. The verb in the passive voice has no direct object.

•	<b>Active Voice</b>	Cal <b>has cleaned</b> the animal <sup>┌d.o.┐</sup> cages.
•	<b>Passive Voice</b>	The animal <sup>┌s.┐</sup> cages <b>have been cleaned</b> by Cal.

When a verb in the active voice has both a direct object and an indirect object, the indirect object can also become the subject of the passive verb. In such a case, the direct object remains the direct object.

•	<b>Active Voice</b>	Cal <b>gave</b> the tiger <sup>┌i.o.┐</sup> its meal. <sup>┌d.o.┐</sup>
•	<b>Passive Voice</b>	The tiger <sup>┌s.┐</sup> <b>was given</b> <sup>┌d.o.┐</sup> its meal by Cal.

*You can learn more about direct and indirect objects on pages 604–606.*

## ➤ Use of Active and Passive Voice in Writing

When you write, use the active voice as much as possible. The active voice adds directness and impact to your writing. Use the passive voice, however, when the doer of the action is unknown or unimportant, or when you want to emphasize the receiver of the action.

- Our zoo **has just been reopened**.  
(doer unknown)
- The lion **was given** the meat.  
(emphasis on the receiver)

## Practice Your Skills

### *Recognizing Active and Passive Voice*

Write the verb in each sentence and label it **A** for active or **P** for passive.

1. People have kept pets for centuries.
2. Even exotic animals, such as tigers and lions, have been owned by some people.
3. Crickets are kept as pets in China.
4. City people should not buy large wild animals, such as wolves.
5. Most exotic pets had been owned by zoos before they were sold to individuals.
6. Many zoos have “surplus animals.”
7. Some exotic pets are purchased by circuses.
8. A zoo can earn thousands of dollars by selling surplus animals.
9. Diseases have been spread from exotic animals to humans.
10. Zoo animals are monitored by the U.S. Department of Agriculture.

### *Connect to Writing:* Revising

#### *Using Active Voice*

Rewrite each sentence, changing the passive voice to the active voice if appropriate. If a sentence is better in the passive voice, write **C** for correct.

1. All sides of the issue had been discussed by the class before the trip to the zoo.
2. Concern for endangered animals has been shown by many for several years.
3. Our trip to the zoo was ruined by a gorilla.
4. Water was splashed on us by the gorilla.
5. No warning was posted beside the gorilla’s cage.
6. Gorillas have been sent to the zoo from Africa.
7. While we were watching, the gorilla was being groomed by its mother.
8. A new habitat is being designed for gorillas at the zoo this year.
9. One gorilla had been kept at the zoo for fifty years before she died.
10. By the end of the school year, the zoo will have been visited by every class.

You know that the word **mood** means the atmosphere of the writing in literature and composition. Its meaning in grammar is a bit different. Mood is used to describe the manner of action conveyed by a verb.

**16 D** **Mood** is the way in which a verb expresses an idea. Verbs have three moods: indicative, imperative, and subjunctive.

**16 D.1** The **indicative mood** is used to make a statement of fact or to ask a question.

- I **am** over six feet tall.
- How tall **are** you?

**16 D.2** The **imperative mood** is used to give a command or make a request.

In imperative statements, the subject *you* is understood, though not stated.

- **Wear** your hat when you are outside in winter.
- Please **shovel** the sidewalk before you go to school.

**16 D.3** The **subjunctive mood** is used to express wishes, ideas contrary to fact, doubts, possibilities, proposals, demands, or requests after the word *that*.

The subjunctive verb forms differ from the indicative forms in only two situations. The **present subjunctive** uses the base form of the verb for all persons and numbers, including the third-person singular, but indicative verbs use the -s form.

- **Indicative** Tanya **runs** faster than anyone on our team.
- **Subjunctive** Mrs. Stein proposed that Tanya **run** in the race.

In the **present subjunctive**, the verb *to be* is always *be*.

- She recommended that Mira **be** class president.

The **past subjunctive** form of the verb *to be* is *were* for all persons and numbers.

- If Alex **were** smart, he'd take Lindsay's advice.

## Practice Your Skills

### Using Subjunctive Mood

Write the correct form of the verb in parentheses.

1. I wish I (was, were) a good singer.
2. We propose that she (is, be) allowed to audition for the talent show.
3. I doubted that she (was, were) interested in being a volunteer at our school.
4. My brother asked that I (is, be) given a chance to play on the team.
5. Your mother demands that you (is, be) home for dinner.
6. Please speak quietly while you (are, be) in the library.
7. Armand doubted that Jacob (was, were) ready to go camping.
8. If Janel (was, were) older, she could go with us to the movies.
9. Wash the dishes when you (are, be) done eating.
10. If my dog (was, were) smaller, I could take him with me on an airplane.

## Connect to Writing: Drafting

### Writing Sentences

Finish the following sentences, using the subjunctive mood correctly.

1. She wishes that .
2. If I were you .
3. I doubt that .
4. I suggest that .
5. My teacher demands that .

## Connect to Writing: Drafting

Write several paragraphs in which you explain any past working experience. Use at least three different tenses of the verb *work*, including some progressive forms. Write at least one sentence in the active voice and another in the passive voice, and use the indicative and imperative moods once.

# Chapter Review

## Assess Your Learning

### ■ Choosing Verb Forms

Write the correct form of the verb in parentheses.

1. By the time the clouds disappeared, the sun (set, had set).
2. Two months ago I (ordered, have ordered) a bicycle.
3. Pam (beats, beat) me at tennis whenever we play.
4. I (look, will look) for you on the news tonight.
5. Our team (played, has played) very well so far this season.
6. Yesterday Greg (run, ran) the one-hundred-yard dash.
7. By last week Ann (earned, had earned) money for a bike.
8. Before the storm broke, we (closed, had closed) the windows.
9. Lee (ask, asked) for directions to the new stadium.
10. Sharon (began, has begun) playing the drums in May.

### ■ Using the Correct Verb Form

Write the past or past participle of each verb in parentheses.

1. The coaches (choose) Otis as most valuable player.
2. You should have (give) him a second chance.
3. Tina (see) the artist sketch an ocean scene.
4. The singer (shrink) back from his admirers.
5. The central water main (burst) yesterday.
6. Where have you (lay) the hammer?
7. My father has (wear) the same tie for years.
8. We (find) some old records in Emily's attic.
9. How long have you (know) about this?
10. The school has (buy) six more computers.

## ■ Recognizing Active and Passive Verbs

Write the verb in each sentence. Then label it active or passive.

1. The first car wash of the year was sponsored by the sophomore class.
2. Surprisingly, the Southern Hemisphere has only one species of bear.
3. Our ripe corn was harvested by a hungry raccoon.
4. All of the flowers in our garden were planted by my dad and mom.
5. Jules Verne wrote *From the Earth to the Moon*.
6. I am taking driver's education this semester.
7. Do you want an apple or a peach?
8. The science awards were announced over the intercom during second period.
9. The SAT tests are taken by many juniors.
10. I need a new pair of warm, fur-lined boots for winter sports.
11. Most of the tourists took the tour to the castle.
12. The audience applause was measured by a sound monitor.
13. The telephone has been ringing all day.
14. Jimmy raised the window without any problem.
15. By mistake, your letter was opened by Aunt Louise.



# Using Verbs: Posttest

## Directions

Read the passage and choose the word or group of words that belongs in each underlined space. Write the letter of the correct answer.

My family (1) Sebago Lake in Casco, Maine, every year. We (2) each summer for eight years now. After this summer we (3) for nine years straight. All of us (4) life at the lake. We all (5) to swim and canoe there. This year we (6) our new kayak. My sister always (7) fish for the whole family. Last year she (8) in a three-foot-long eel and was completely horrified. She (9) never \_\_\_\_\_ one before. Since then, she (10) very careful about what she catches.

1. **A** will visit  
**B** visits  
**C** will have visited  
**D** had visited
2. **A** went  
**B** have been going  
**C** will have gone  
**D** go
3. **A** will have gone  
**B** went  
**C** go  
**D** have gone
4. **A** will like  
**B** like  
**C** liked  
**D** will have liked
5. **A** had learned  
**B** will have learned  
**C** learned  
**D** were learning
6. **A** will try  
**B** try  
**C** tried  
**D** had tried
7. **A** had caught  
**B** will have caught  
**C** will have been catching  
**D** catches
8. **A** has reeled  
**B** reeled  
**C** reels  
**D** will reel
9. **A** had...seen  
**B** have...seen  
**C** will...see  
**D** will...have seen
10. **A** will be  
**B** was being  
**C** was  
**D** has been

# Writer's Corner

## Snapshot

- 16 A** The **principal parts of a verb** are the present, the present participle, the past, and the past participle. (pages 686–697)
- 16 B** The time expressed by a verb is called the **tense** of a verb. (pages 698–708)
- 16 C** The **active voice** indicates that the subject is performing the action. The **passive voice** indicates that the action of the verb is being performed upon the subject. (pages 709–710)
- 16 D** The **mood** of a verb—**indicative, imperative, or subjunctive**—is the way in which a verb expresses an idea. (pages 711–712)

## Power Rules



Use **correct past tense forms** of regular and irregular verbs. (pages 686–708)

### Before Editing

She *bake* my birthday cake yesterday.  
I *miss* the last train.  
They *was* traveling by train.

### After Editing

She *baked* my birthday cake yesterday.  
I *missed* the last train.  
They *were* traveling by train.



Use a **consistent verb tense** except when a change is clearly necessary. (pages 707–708)

### Before Editing

I *think* the cookout *is* last weekend.  
Lisa *said* we *burn* the hamburgers.

### After Editing

I *think* the cookout *was* last weekend.  
Lisa *said* we *burned* the hamburgers.



Use the **contraction 've** (not *of*) when the correct word is *have*, or use the full word *have*. (pages 10, 586, and 804)

### Before Editing

I *could of* bought your ticket.

### After Editing

I *could have* bought your ticket.

## Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use the six basic verb tenses correctly? (See pages 698–708.)
- ✓ Did I use the correct verb to express my ideas? (See pages 686–697.)
- ✓ Did I use the progressive verb forms correctly? (See pages 704–705.)
- ✓ Did I use the emphatic past and present verb forms correctly? (See page 705.)
- ✓ Did I use active voice to make my sentences more powerful? (See page 709.)
- ✓ Did I use the indicative, imperative, and subjunctive moods effectively and correctly? (See page 711.)

## Use the Power

Use this chart to help you form verb tenses correctly.

	Past	Present	Future
<b>Simple</b>	past tense form He <i>played</i> .	present tense form He <i>plays</i> .	<i>will</i> + present tense form He <i>will play</i> .
<b>Progressive</b>	<i>was</i> or <i>were</i> + present participle He <i>was playing</i> .	<i>am, is, or are</i> + present participle He <i>is playing</i> .	<i>will be</i> + present participle He <i>will be playing</i> .
<b>Perfect</b>	<i>had</i> + past participle He <i>had played</i> .	<i>has</i> or <i>have</i> + past participle He <i>has played</i> .	<i>shall have</i> or <i>will have</i> + past participle He <i>will have played</i> .
<b>Perfect Progressive</b>	<i>had been</i> + present participle He <i>had been playing</i> .	<i>has</i> or <i>have been</i> + present participle He <i>has been playing</i> .	<i>will have been</i> + present participle He <i>will have been playing</i> .
<b>Emphatic</b>	<i>did</i> + present tense He <i>did play</i> .	<i>do</i> + present tense He <i>does play</i> .	<i>No future emphatic form.</i>

# Using Pronouns



How can writers use pronouns to make their writing fluid and accurate?

## Using Pronouns: Pretest 1

The following draft paragraph about a visit to the state fair is hard to read because it contains several pronoun errors. Revise the paragraph so that it reads correctly and smoothly. The first error has been corrected as an example.

Uncle Roberto took Kelly and <sup>me</sup> ~~I~~ and a friend of me to the state fair. Whom did we invite? We invited Pilar, a neighbor of Roberto and we. When we got to the fair, Pilar and us rode the Ferris wheel. Its my favorite ride because from the top Kelly and me can see the whole town. Then us girls ran over to the roller coaster. The line was long, but Pilar, Kelly, and me didn't mind the wait. Coasters make my stomach drop each time coasters dip. Pilar, on the other hand, was laughing and screaming the entire time. As we left the ride, I saw me sisters Rosa and Juanita. Them were with Julio. He won them a goldfish. Pilar took a picture of them and I in front of the bumper cars. Then us all went home.

## Using Pronouns: Pretest 2

### Directions

Read the passage and choose the pronoun that belongs in each underlined space. Write the letter of the correct answer.

My friend Jonas and (1) tried out for a part in a real Broadway play. Jonas practiced (2) part for days before the tryouts. I didn't work that hard on (3) part. The other people at the tryouts all looked like professional actors. Some of (4) even brought (5) agents! I saw a famous actor there too. At first I wasn't sure it was (6). After the tryouts, we learned the choice was to be between Jonas and (7). (8) would they pick? Finally, they chose the famous actor, even though I thought Jonas was better than (9). Jonas was disappointed and the actor was thrilled, but neither of them showed (10) true feelings.

- |           |           |
|-----------|-----------|
| 1. A me   | 6. A them |
| B I       | B his     |
| C him     | C he      |
| D us      | D him     |
| 2. A him  | 7. A he   |
| B their   | B him     |
| C his     | C his     |
| D mine    | D them    |
| 3. A mine | 8. A Whom |
| B my      | B Who     |
| C they    | C He      |
| D myself  | D They    |
| 4. A them | 9. A them |
| B they    | B he      |
| C their   | C him     |
| D him     | D his     |
| 5. A they | 10. A him |
| B them    | B their   |
| C their   | C its     |
| D him     | D his     |

# The Cases of Personal Pronouns

## Lesson 1

In the very distant past, nouns in the English language had special endings to show how they were used within a sentence. Several hundred years ago, however, English nouns began to drop those endings. Now the word *boy*, for example, is the same whether it is a subject or an object. The only time the form changes is when a noun is used to show possession. Then *boy* becomes *boy's* or *boys* becomes *boys'*.

Pronouns did not follow suit. Therefore, you must use *he* for a subject, *him* for an object, or *his* to show possession. These changes occur because all nouns and pronouns (primarily personal pronouns) have **case**.

**17 A** **Case** is the form of a noun or pronoun that indicates its use in a sentence.

Nouns and pronouns in English have three cases: the **nominative case**, the **objective case**, and the **possessive case**. Pronouns usually change form for each of the cases.

### NOMINATIVE CASE

(Used for subjects and predicate nominatives)

**Singular** I, you, he, she, it

**Plural** we, you, they

### OBJECTIVE CASE

(Used for direct objects, indirect objects, and objects of prepositions)

**Singular** me, you, him, her, it

**Plural** us, you, them

### POSSESSIVE CASE

(Used to show ownership or possession)

**Singular** my, mine, your, yours, his, her, hers, its

**Plural** our, ours, your, yours, their, theirs

*You* and *it* are the same in both the nominative and objective cases.

## Practice Your Skills

### Determining Case

Write the personal pronouns in each sentence. Then identify the case of each pronoun, using **N** for nominative, **O** for objective, and **P** for possessive.

1. My sister and I will take the skates with us.
2. Did your brother see him at the skating rink on Friday?
3. They haven't repaired their skates yet.
4. He told me that her skates had been broken for some time.
5. Did she tell them that the in-line skates are his?
6. Take ours or theirs.
7. We want to go skating at this new rink.
8. I gave the knee pads to her yesterday.
9. Our team won the skating competition.
10. We spoke to him briefly after his winning performance.

## ➤ The Nominative Case

- 17 A.1** The **nominative case** is used for subjects and predicate nominatives. Another name for the nominative case is the **subjective case**.

**Nominative Case Pronouns** I, you, he, she, it, we, they

## ➤ Pronouns Used As Subjects

- 17 A.2** A pronoun can be the subject of either an independent clause or a subordinate clause.

### Independent Clause

**He** is going with us.

### Subordinate Clause

**We** arrived at seven, but **they** came later.

Jane said that **she** called about the trip.

*(That she called about the trip is the subordinate clause.)*

After **we** eat, let's go to the theater.

*(After we eat is the subordinate clause.)*

Selecting the correct pronoun in a compound subject can present a problem. Follow these two steps: First, check to make sure that you have selected a nominative case pronoun. Second, test your selection by saying each pronoun separately.

- Matt and (he, him) are planning a trip.
- **He** is planning a trip.
- **Him** is planning a trip.

The nominative case *he* is the correct form to use.

- Matt and **he** are planning a trip.

This test also works if both subjects are pronouns.

- **She** and **I** are saving our money for this trip.
- **He** and **they** are hoping to come too.

*You can learn more about subordinate clauses on pages 293 and 654–666.*

## ● Practice Your Skills

### **Using Pronouns as Subjects**

Write the correct form of the pronoun in parentheses.

1. Allison and (me, I) are going to visit the Alamo over spring break.
2. (We, Us) hope to spend the whole week in San Antonio.
3. Brent and (him, he) hope to see the Riverwalk.
4. I think that (them, they) want to rent a boat.
5. My friend and (I, me) have been planning this trip for a long time.
6. Brenda and (she, her) are going to the San Antonio Zoo on Thursday.
7. Allison and (me, I) want to see some of the other missions that are in the area.
8. (He, Him) will send lots of postcards to our history teacher.
9. Our teacher and (her, she) will be pleased that we visited the Alamo.
10. Christopher and (he, him) will do all the driving.

## ➤ Pronouns Used as Predicate Nominatives

**17 A.3** A **predicate nominative** follows a linking verb and identifies or renames the subject.

That was **she** at the finish line.  
The winner was **he**.

Each pronoun in a **compound predicate nominative** should be carefully checked to make sure it is in the nominative case.

The marathon winners were Tracy and **they**.  
The runners not finishing were Paulo and **she**.

You can often avoid awkward-sounding expressions when writing if you reword a sentence, making the predicate nominative the subject.

**Awkward** The triathlon winner last year was **she**.  
**Natural** **She** was the triathlon winner last year.

*For a list of common linking verbs see pages 564 and 597; for information about predicate nominatives see page 607.*

### *When You Speak and Write*

You often hear people say, “It’s me” instead of “It is I,” or “That’s him” instead of “That is he.” Using the objective case in the place of nominative case is common in conversation; however, it is not correct and should be avoided in written work.

### ● Practice Your Skills

#### **Using Pronouns as Subjects and Predicate Nominatives**

Read each sentence aloud, saying each pronoun separately. Then choose the correct pronoun and repeat the entire sentence.

1. She and (I, me) entered the marathon.
2. (Him, He) and (I, me) hope to train every day.
3. (We, Us) and (they, them) are planning to enter the race as a group.
4. That was (he, him) and Sally running along the river last night.
5. It was Bob and (I, me) who decided to enter the triathlon.

## Practice Your Skills

### *Using Pronouns as Predicate Nominatives*

Write the correct form of the pronoun in parentheses.

1. The ushers at the talent show will be Nat Gardener and (I, me).
2. The best singer at rehearsal was (she, her).
3. The dancers in the duet were Marie and (he, him).
4. The favorites for the show were the Bensons and (they, them).
5. The students who won were (he, him) and (she, her).

## Practice Your Skills

### *Supplying Pronouns in the Nominative Case*

Complete each sentence by writing an appropriate pronoun in the nominative case. (Do not use *you* or *it*.) Then indicate how each pronoun is used by writing *S* for subject or *P* for predicate nominative.

1. I just found out that the announcers for the election will be \_\_\_\_\_.
2. The last student to vote is usually \_\_\_\_\_.
3. If \_\_\_\_\_ doesn't want to run for historian, \_\_\_\_\_ should try to convince him.
4. Without question, the best candidates this year are Reyna and \_\_\_\_\_.
5. The only candidate who I think is qualified for the job is \_\_\_\_\_.

## *Connect to Writing:* Campaign Speech

### *Using Nominative Case Pronouns*

Your best friend is running for a class office. He or she has asked you to make a campaign speech that you will deliver to the entire student body at a pre-election pep rally. Write a speech that explains why you feel your friend would make a good officer. Be sure to use pronouns as subjects and predicate nominatives properly.

## Connect to Writing: Editing

### Using Pronouns Correctly

Rewrite the sentences, correcting errors in pronoun case. If a sentence is correct, write C.

1. The O'Rileys and them made campaign posters over the weekend.
2. I think that our class president will be her.
3. We'll hang the posters in the hall after Rosie and she finish them.
4. Do you really think them are the right people to vote for?
5. Neither Conrad nor him made a speech today.

## ➤ The Objective Case

- 17 A.4** The **objective case** is used for direct objects, indirect objects, and objects of prepositions.

**Objective Case Pronouns** me, you, him, her, it, us, them

## ➤ Pronouns Used as Direct and Indirect Objects

- 17 A.5** If a pronoun answers the question *Whom?* after an action verb, it will be a direct object.
- 17 A.6** A sentence that has a direct object can also have an indirect object. A pronoun used as an indirect object will come before the direct object and will answer the question *To whom?* or *For whom?*

A pronoun used as a direct object or as an indirect object is in the objective case.

<b>Direct Objects</b>	Carlos wants <b>them</b> to visit Mexico. Show <b>her</b> to the travel agent. You will drive <b>us</b> to the shop. Then drive <b>us</b> to the airport.
<b>Indirect Objects</b>	Claire told <b>us</b> the details. ( <i>Details</i> is the direct object.) Please write <b>me</b> an outline. ( <i>Outline</i> is the direct object.)

You can learn more about direct and indirect objects on pages 604–606.

Always check to see if the pronouns in a compound direct object are in the objective case. You can employ the same test you used to check the pronouns in a compound subject. Say each pronoun in a separate sentence.

- Did you interview Bill and (he, him) last night?
- Did you interview **he** last night?
- Did you interview **him** last night?

The objective case *him* is the correct form to use.

- Did you interview Bill and **him** last night?

You can also use the same test to check the pronouns used in a compound indirect object.

- Show Jessica and (I, me) the new research.
- Show **I** the new research.
- Show **me** the new research.

The objective case *me* is the correct form to use.

- Show Jessica and **me** the new research.

## Practice Your Skills

### Using Pronouns as Direct and Indirect Objects

Write the correct form of the pronoun in parentheses.

1. Call (she, her) before you finish your science report tonight.
2. Show (him, he) your research on butterflies.
3. Andy wants you and (I, me) to explain the migration route to him.
4. Sheila told (we, us) and (they, them) about the monarch butterflies.
5. Did you see (them, they) when they flew through town last year?
6. My dad drove (us, we) to see the butterflies in Mexico last winter.
7. We thanked Mom and (he, him) for helping us with our project.
8. Susan gave the scientists and (they, them) a photograph.
9. The scientists offered (her, she) special information on butterflies.
10. Mrs. Johansen gave (she, her) the best grade for her research.

## ➤ Pronouns Used as Objects of Prepositions

**17 A.7** A prepositional phrase begins with a preposition and ends with a noun or pronoun called the **object of a preposition**.

A pronoun used as the object of a preposition is in the objective case.

- I hope Al takes Spanish class with **us**.  
(*With us* is the prepositional phrase.)
- The counselor spoke to **them**.  
(*To them* is the prepositional phrase.)

A pronoun used as part of a compound object of a preposition can also be checked by saying each pronoun in a separate sentence.

- Mrs. Rivas always calls on Inez and (I, me).
- Mrs. Rivas always calls on **I**.
- Mrs. Rivas always calls on **me**.

The objective case *me* is the correct form to use.

- Mrs. Rivas always calls on Inez and **me**.

You can find a list of common prepositions on pages 577–578. You can learn more about objects of prepositions on pages 578, 624, and 725.

### *When You Speak*

In an effort to sound formal or correct, people will often use the nominative case pronouns after the preposition *between*. However, all pronouns used as objects of a preposition should be in the objective case.

**Incorrect**      The contest was between **he** and **I**.

**Correct**        The contest was between **him** and **me**.

Review a recent composition, and check to be sure your pronouns are in the proper case.

## Practice Your Skills

### Using Objective Case Pronouns

Read each sentence aloud, saying each pronoun in a separate sentence. Then choose the correct pronoun and repeat the entire sentence.

1. The counselors gave Cara and (I, me) our new schedules for Spanish.
2. The secretary showed David and (he, him) to Spanish class.
3. I gave my report to (them, they) after I had finished writing it.
4. There was a debate between (us, we) and (they, them) in Spanish.
5. The teacher sent (him, he) to the office for the message.
6. I wanted (her, she) and (he, him) to take Spanish with me.
7. Mrs. Rivas assigned (me, I) and (she, her) a difficult dialogue project.
8. We must present it to (her, she) and (he, him) by the end of next week.
9. I will do most of the research for (she, her) because she is very sick.
10. Hector gave (her, she) some valuable information for our project.

## Practice Your Skills

### Using Pronouns as Objects of Prepositions

Write the correct form of the pronoun in parentheses.

1. The beautiful carousel belongs to the Levinsons and (they, them).
2. Juana stood beside Justin and (he, him) at the new roller coaster.
3. Will you take a picture of (he, him) and (I, me) at the fair?
4. Did you give specific directions for getting to the fair to Lola and (she, her)?
5. Do you and your brother want to go to the fair with Claudia and (we, us)?

## Practice Your Skills

### Supplying Pronouns in the Objective Case

Complete each sentence by writing an appropriate pronoun in the objective case. (Do not use *you* or *it*.) Then indicate how each pronoun is used by writing **D** for direct object, **I** for indirect object, or **O** for object of the preposition.

1. Will you call Matthew and \_\_\_\_\_ when the race course is ready?
2. Please teach Angela and \_\_\_\_\_ the official rules of sailboat racing.
3. Before the race, the coach praised \_\_\_\_\_.
4. Those award ribbons and trophies belong to Charlotte and \_\_\_\_\_.
5. Steve drove Jack and \_\_\_\_\_ to the lake for the afternoon race.

## Connect to Writing: Editing

### Using Objective Case Pronouns Correctly

Rewrite the sentences, correcting any pronoun errors.

1. Just between you and I, his race strategy will never work.
2. Please notify we crew members of the next race.
3. Mr. Dobson showed Rosa and I a beautiful sailboat sitting at the dock.
4. There were no other available crew members except Carlos and she.
5. Joyce found Warren and he at the dock.

## Check Point: Mixed Practice

Write each pronoun that is in the wrong case. Then write each pronoun correctly. If a sentence is correct, write **C**.

1. Them and we are learning about the ancient city of Petra in geography class.
2. The people of Petra know that some interesting choices await they.
3. The city will be shared by the archaeologists and them.
4. The archaeologists are Don and her.
5. The city's history fascinated we all.
6. Ask them or us anything you want to know about Petra.
7. Hamoudi and them gave up their nomadic lifestyle to help the archaeologists.
8. In recent years the government has squeezed tourists, archaeologists, and they into the ancient city.
9. The archaeologist asked him for permission to drink from the cistern.
10. The ancient people enjoyed spices and silks from the Chinese and they.

## ➤ Possessive Case

**17 A.8** The **possessive case** is used to show ownership or possession.

**Possessive Case**    my, mine, your, yours, his, her, hers, its, our, ours, their, theirs

Some possessive case pronouns can be used before a noun or a gerund; others can be used by themselves.

- **Before a Noun**            I enjoyed **her** project very much.
- **Before a Gerund**        **His** practicing the speech has helped.
- **By Themselves**         Is this notebook **yours** or **mine**?



11. She fears the possibility of (us, our) getting stuck in the tar.
12. The next fossil found might be (my, mine).
13. There is little likelihood of (me, my) returning to the Valley.
14. I think (her, hers) worries are needless.
15. The final word, however, is (her, hers).

### Connect to Writing: Editing

#### Using Possessive Pronouns Correctly

Rewrite the sentences, correcting any incorrect pronouns. If the sentence is correct, write C.

1. Did you enjoy they're presentation on the mammoths?
2. I found your research very thorough.
3. Its difficult to believe that giant elephants once lived in California.
4. They're careful analysis of the fossils helped the scientists.
5. That tool is our's.

### Check Point: Mixed Practice

Write each pronoun that is in the wrong case. Then write each pronoun correctly. If a sentence is correct, write C.

1. Us and he froze like statues when the snake crossed our path.
2. There are some dry clothes in the tent for both Carrie and her.
3. The extra supplies will be split between them and we.
4. People like Arlene and he should be forest rangers.
5. We were proud of they're climbing the mountain.
6. The leaders of the hike are Hans and him.
7. How do you stop their running through you're tent?
8. The fireside meal pleased we and them.
9. Ask them or us anything you want to know about the terrain.
10. Ernie and him gave up their tent so they could sleep under the stars.

### Connect to Speaking and Writing: Vocabulary Review

#### Using the Vocabulary of Grammar

With a partner, talk about the meanings of the terms *nominative case*, *objective case*, and *possessive case*. Then write short definitions of each term.

**17 B** Common problems with pronouns include the misuse of *who* and *whom*, incomplete comparisons, and the misuse of pronouns with appositives.

### ➤ **Who or Whom?**

**17 B.1** The correct use of *who* is determined by how the pronoun is used in a question or a clause.

*Who* is a pronoun that changes its form depending on its use. The singular and plural forms of *who* and its related pronouns are the same.

<b>Nominative Case</b>	who, whoever
<b>Objective Case</b>	whom, whomever
<b>Possessive Case</b>	whose

**17 B.2** In questions, *who* or one of its related pronouns is often used.

It is often easier to find the correct form if you put the sentence into its natural order.

<b>Nominative Case</b>	<b>Who</b> will take me to the dance? (subject of a sentence)
<b>Objective Case</b>	<b>Whom</b> will you invite? (direct object) <b>To whom</b> were you speaking? (object of the preposition <i>to</i> )
<b>Possessive Case</b>	<b>Whose</b> ticket is this? (shows possession)

### ● **Practice Your Skills**

#### *Using Forms of Who in Questions*

Write the correct form of the pronoun in parentheses. Then indicate how each pronoun is used by writing **S** for subject, **D** for direct object, or **O** for object of the preposition.

- (Who, Whom) won the award for best athlete at the homecoming game?
- For (who, whom) should I ask when I interview the team?
- (Who, Whom) did you nominate for best float in the parade?
- With (who, whom) are you going to the homecoming dance?

5. (Who, Whom) did the class choose for homecoming queen?
6. (Who, Whom) should be introduced first, the homecoming queen or her court?
7. To (who, whom) was the corsage sent?
8. (Who, Whom) will crown the new queen?
9. About (who, whom) were you speaking?
10. (Who, Whom) did she take to the dance?

**17 B.3** The way *who* or one of its related pronouns is used in an adjectival clause or a noun clause determines its case.

The following examples show how forms of *who* are used in adjectival clauses.

<b>Nominative Case</b>	Mr. Johnson is the man <b>who organized the trip.</b> ( <i>Who is the subject of organized.</i> )
<b>Objective Case</b>	A woman <b>whom we met in Maine</b> is visiting us. ( <i>Whom is the direct object of met. We met whom in Maine?</i> )
	This is Mrs. Strohmeyer, <b>with whom I work.</b> ( <i>Whom is the object of the preposition with.</i> )

The following examples show how forms of *who* are used in noun clauses.

<b>Nominative Case</b>	Make sure you show your ticket to <b>whoever stops you.</b> ( <i>Whoever is the subject of stops.</i> )
	I don't know <b>who the leader of my group is.</b> ( <i>Who is a predicate nominative.</i> )
<b>Objective Case</b>	Take <b>whomever you want to the senior prom.</b> ( <i>Whomever is the direct object of want.</i> )
	Gary usually agrees with <b>whomever he is speaking to.</b> ( <i>Whomever is the object of the preposition to.</i> )

You can learn more about adjective and noun clauses on pages 659 and 664–665.

## When You Write

A parenthetical expression such as *I believe* may interrupt a clause. To decide on a nominative-case pronoun or an objective-case pronoun, say the sentence without the parenthetical expression.

John Foster, (who, whom) I believe gave the best speech, didn't win the debate.

John Foster, **who gave the best speech**, didn't win the debate.

(With the parenthetical expression *I believe* removed, it is easy to see that *who* is the subject of *gave*.)

### Practice Your Skills

#### Using Forms of Who in Clauses

Write the correct form of the pronoun in parentheses. Then indicate how each pronoun is used by writing **S** for subject, **P** for predicate nominative, **O** for object of the preposition, or **D** for direct object.

1. Mr. Fletcher has not said (who, whom) the committee will choose for the trip to Washington, D.C.
2. Ms. Davis has not announced (who, whom) the chaperones will be.
3. Isaac is the student (who, whom) Miss Compton thinks should meet the president.
4. On the bus, snacks were given to (whoever, whomever) asked for them.
5. Alicia's mom is the person (who, whom) we chose to lead our group at the White House.
6. Those are the students (who, whom) will represent our school at the next session of Congress.
7. Speak to the Jacksons, with (who, whom) we will be sharing a room on the trip.
8. Is there any question about (who, whom) should go on the trip?
9. Anyone (who, whom) plans to go on the trip must sign up today.
10. Mr. Randall, (who, whom) I believe is organizing the trip, hired Ned as a counselor.

## Connect to Writing: Editing

### Using Who and Whom Correctly

Rewrite the following sentences, correcting errors with *who* or *whom*. If the sentence is correct, write **C**.

1. Give the brochure to whoever you like.
2. Whom is responsible for the hotel bill?
3. She is the one who needs to know about the trip.
4. We will take whomever wishes to see the Lincoln Memorial.
5. Mr. Thompson, whom won the congressional seat, met us.

## ➤ Pronouns in Comparisons

Pronouns are often used when comparisons are made between two people. Problems arise, however, when a comparison is made but not said or written out completely, resulting in an elliptical clause.

- 17 B.4** An **elliptical clause** is a subordinate clause that begins with *than* or *as*. Although words are omitted from an elliptical clause, they are still understood to be there.

- Sue spends more time running with Jeff **than I**.
- Sue spends more time running with Jeff **than me**.

Your choice of *I* or *me* in the preceding examples depends upon the meaning you wish to convey.

- Sue spends more time running with Jeff **than I spend running with Jeff**.
- Sue spends more time running with Jeff **than she spends running with me**.

*I* is correct in the first example because it is the subject of the clause. *Me* is correct in the second example because it is the object of the preposition *with*.

- 17 B.5** In an elliptical clause, use the form of the pronoun you would use if the clause were completed.

The best way to decide the case of a pronoun in an elliptical clause is to complete the clauses mentally. Then you can choose the form of the pronoun that expresses the meaning you want. Some elliptical clauses, of course, will express only one meaning.

## Practice Your Skills

### Using Pronouns in Elliptical Clauses

Write each sentence, completing the elliptical clause. Then underline the pronoun you chose.

1. Peg is almost as fast as (she, her).
2. Chuck throws the discus better than (I, me).
3. Willis is better than (he, him) in the high jump.
4. My brothers are stronger than (they, them).
5. No one works out harder than (he, him).
6. I know that I am a better relay runner than (he, him).
7. Jason prepared for the hurdles longer than (she, her).
8. Mary hands off the baton better than (he, him).
9. I think we were more nervous about the race than (they, them).
10. The coach spoke longer with Tina than (I, me).

## ➤ Pronouns Used with Appositives

In an earlier chapter, you learned that an **appositive** is a noun or pronoun that identifies or explains another noun or pronoun in the sentence. When a pronoun is used with an appositive or as an appositive, make sure that it is in the correct case.

Sometimes a noun appositive follows the pronouns *we* or *us*.

- (We, Us) **sophomores** raised two thousand dollars.
- The principal thanked (we, us) **volunteers**.

**17 B.6** To decide whether to use the nominative-case *we* or the objective-case *us*, read the sentence without the noun appositives.

- (We, Us) raised two thousand dollars.
- The principal thanked (we, us).

Without the appositives, it is easy to see that the pronoun in the first sentence is used as the subject. The correct answer is *we* because subjects are in the nominative case. Because the pronoun in the second sentence is used as a direct object, the correct answer is *us* because direct objects are in the objective case.

- **We** **sophomores** raised two thousand dollars.
- The principal thanked **us** **volunteers**.

## ➤ Pronouns as Appositives

Occasionally pronouns themselves can be used as appositives.

**17 B.7** To determine whether a pronoun used as an appositive should be in the nominative or objective case, first decide how the noun it refers to is used. If the noun is used as a subject or a predicate nominative, the pronoun appositive should be in the nominative case.

⋮ The nominees, **Roberto and (she, her)**, will give a speech at the next assembly.  
⋮⋮⋮

Since *nominees* is the subject, the correct pronoun to use is *she*.

⋮ The nominees, **Roberto and she**, will give a speech at the next assembly.  
⋮⋮⋮

If a pronoun is used as an appositive to a direct object, an indirect object, or an object of a preposition, the pronoun should be in the objective case.

⋮ Mr. Cain sent one student, **(I, me)**, to the rally.  
⋮⋮⋮

Since *student* is a direct object, the correct pronoun to use is *me*.

⋮ Mr. Cain sent one student, **me**, to the rally.  
⋮⋮⋮

You can learn more about appositives on pages 61 and 629.

### Power Your Writing: Who or What?

⚡ Details that elaborate on a noun or pronoun strengthen your writing. Adding these details in the form of **appositive phrases** supplies the reader with the necessary information—the *who* and the *what*—to stay involved and interested in the people, places, or things you are writing about. In the following sentence from *Barrio Boy*, Ernesto Galaraza uses an appositive phrase to add important information about the Harrisons. The appositive phrase is set off by two commas.

**Appositive Phrase** The Harrisons, **the people across the street**, were cordial to us.

In a similar way, the author offers a striking image of the school he attended by using an appositive phrase. This time it comes at the end of the sentence.

**Appositive Phrase** I transferred to Bret Harte School, **a gingerbread two-story building**.

Revise a recent composition by adding at least three appositive phrases.

## Practice Your Skills

### *Using Appositives*

Trying each pronoun separately, read each sentence aloud without the noun appositives. Then read the sentence aloud again, using the correct pronoun.

1. (We, Us) band students wanted to build extra practice rooms at our school.
2. The band director helped (we, us) band officers with our fund-raiser.
3. Mrs. Donovan sent two officers, Kendra and (he, him), to the principal.
4. Their job was to convince the school board accounting officers, Mr. Baker and (she, her).
5. The principal thanked the two students, Bill and (she, her), for their input.
6. He decided that (we, us) band students could conduct a fund-raiser.
7. The officers, John and (she, her), thought a talent show would be successful.
8. Mrs. Donovan thanked (we, us) students for our efforts.
9. The best performers, John and (he, him), helped us raise the money we needed.
10. (We, Us) band students raised more than three hundred dollars.

## Practice Your Skills

### *Using Pronouns with and as Appositives*

Write the correct form of the pronoun in parentheses.

1. Do your friends, Marla and (she, her), know where the school picnic is being held this year?
2. (We, Us) sophomores got to pick the location.
3. The newspaper representatives, David and (he, him), wanted to hold it at the city amusement park.
4. Jason asked the class officers, Joe and (she, her), if they would consider having it at the lake.
5. Finally Mrs. Fishburne told (we, us) students that we could hold it at the city park at no cost to the class.
6. Two volunteers, Jonathan and (she, her), went to the city council to reserve a date.
7. The city council thanked (we, us) students for promising to clean up the park when the picnic was over.
8. Mr. Boyd gave (we, us) students soft drinks at the picnic.
9. The newspaper representatives, Sheila and (she, her), sponsored a three-legged race.
10. The fastest students, Ben and (he, him), easily won the race.

### ✓ **Check Point: Mixed Practice**

Write each pronoun that is in the wrong case. Then write each pronoun correctly. If a sentence is correct, write **C**.

1. Between Bruce and I, we ate two dozen tacos at the school carnival.
2. Wasn't it him who held last year's record?
3. At the time I thought that they idea was a very good one.
4. Sheila plays air hockey much better than I.
5. The two students who took part in organizing the carnival received an award.
6. Do you think you can eat more hot dogs than me?
7. We students expect to have a good carnival this year.
8. Whom do you suppose will be elected carnival queen?
9. I saw them at the dunk tank with Ashley and he.
10. Aren't you and I on the ring-toss booth committee?



### ● **Connect to Writing: Committee Report**

#### **Using Appositives**

The chairman of the dance committee wants you to determine a theme that all students will enjoy for the next school dance. Your job is to poll your fellow classmates for possible suggestions and write a brief report to the chairman that explains your findings. In your report, use pronouns with appositives and as appositives correctly.

# Pronouns and Their Antecedents

## Lesson 3

**17 C** A pronoun and its **antecedent**, the word that the pronoun replaces or refers to, must agree in number and gender.

**Number** is the term used to indicate whether a noun or a pronoun is singular or plural. The term singular indicates one; the term plural indicates more than one. **Gender** is the term used to indicate whether a noun or a pronoun is masculine, feminine, or neuter.

GENDER			
<b>Masculine</b>	he	him	his
<b>Feminine</b>	she	her	hers
<b>Neuter</b>	it	its	

Agreement between a single-word antecedent and a pronoun usually does not present a problem.

- If **Dan** sets out the supplies, **he** doesn't have to clean up.
- The **artists** hung **their** work in the gallery.

If an antecedent is more than one word, however, you need to remember two rules.

**17 C.1** If two or more singular antecedents are joined by *or*, *nor*, *either/or*, or *neither/nor*, use a singular pronoun to refer to them.

All the conjunctions listed in the above rule indicate one *or* the other. Since *one or the other* is singular, the pronoun must be singular.

- Either **Bart** or **Claude** will sell us **his** paintings.

In this example Bart *or* Claude will sell his paintings—not both Bart *and* Claude. The pronoun, therefore, is singular.

**17 C.2** If two or more antecedents are joined by *and* or *both/and*, use a plural pronoun to refer to them.

The conjunctions listed in the above rule indicate more than one. Since *more than one* is plural, the pronoun must be plural.

Both **Faye** and **Donna** signed **their** names to the mural.

In this example both Faye and Donna—two people—signed their names. The pronoun, therefore, is plural.

The gender of most antecedents is clear. Sometimes the gender of an antecedent is unknown. Standard English solves this agreement problem by using *his* or *her* to refer to such antecedents.

Every **student** must turn in **his** or **her** painting on Friday.

Overusing *his* or *her* can make writing sound awkward. You can often avoid this problem by using all plural forms.

All **students** must turn in **their** paintings on Friday.

## Practice Your Skills

### *Making Pronouns and Antecedents Agree*

Write the pronoun that correctly completes each sentence.

1. Neither Stanley nor Juan had signed \_\_\_\_\_ painting.
2. Has your pot finished \_\_\_\_\_ drying process yet?
3. Mix the paints and add \_\_\_\_\_ to the others.
4. Either Maureen or Yvonne will lend you \_\_\_\_\_ brush.
5. Since both Karen and Jane won the art competition, \_\_\_\_\_ will be going on to the regional contest.
6. Will Fidel or Ralph display \_\_\_\_\_ pottery at the show?
7. Students show \_\_\_\_\_ artwork once a year.
8. Franklin said that \_\_\_\_\_ would not finish.
9. The candidates must submit \_\_\_\_\_ applications by Monday.
10. Mary and Beth displayed the paintings \_\_\_\_\_ had finished in art class.

## Connect to Writing: Editing

### Using Pronouns and Antecedents Correctly

Rewrite the following sentences, changing any pronouns that are used incorrectly. If a sentence is correct, write C.

1. Mart and Val wanted their paintings to win.
2. Neither Al nor Aaron had prepared their canvas properly.
3. Every judge must complete their critique by the end of the evening.
4. Either Jimmy or Robert placed his easel by the door.
5. Sara and Tammy painted her favorite landscapes.

## ➤ Indefinite Pronouns as Antecedents

When the antecedent of a personal pronoun is an indefinite pronoun, agreement can be confusing. Some singular indefinite pronouns suggest a plural meaning. Other indefinite pronouns can be either singular or plural. The list below divides the common indefinite pronouns into groups: singular, plural, and singular/plural.

A personal pronoun must be singular if its antecedent is a singular indefinite pronoun or plural if its antecedent is a plural indefinite pronoun.

If the antecedent of a personal pronoun is one of the indefinite pronouns in the last group, the personal pronoun should agree in number and gender with the object of the preposition that follows the indefinite pronoun.

### COMMON INDEFINITE PRONOUNS

<b>Singular</b>	anybody, anyone, each, either, everybody, everyone, neither, nobody, no one, one, somebody, someone
<b>Plural</b>	both, few, many, several
<b>Singular/Plural</b>	all, any, most, none, some

Each of the girls was given **her** own uniform. (singular)

Both of the players were praised for **their** talent. (plural)

Some of the ice had melted at **its** edges. (singular)

Some of the gloves have spots on **them**. (plural)

Sometimes the gender of a singular indefinite pronoun is not indicated in a sentence. Standard English solves this agreement problem by using *his or her* to refer to such antecedents.

Everyone must have **his or her** physical by Thursday.

## Practice Your Skills

### Making Pronouns Agree

Write the pronoun that correctly completes each sentence.

1. One of the sisters found \_\_\_\_\_ glove.
2. All of the players have stretched \_\_\_\_\_ muscles.
3. One of the umpires found a rock in \_\_\_\_\_ shoe.
4. Someone on the girls' softball team forgot \_\_\_\_\_ glove.
5. Most of the pitcher's mound has lost \_\_\_\_\_ contour over the winter.
6. Several of the fans complained about \_\_\_\_\_ seats.
7. Few of my friends have \_\_\_\_\_ own equipment.
8. Neither of the girls has finished \_\_\_\_\_ warm-up.
9. Some of the coaches brought \_\_\_\_\_ rosters.
10. Everyone on the baseball team will receive \_\_\_\_\_ new uniform on Friday.

## Connect to Writing: Editing

### Using Pronouns and Antecedents Correctly

Rewrite the following sentences, correcting errors with pronouns and antecedents. If a sentence is correct, write **C**.

1. All of the coaches will finalize their rosters by this evening.
2. One of the girls sprained their ankle during last week's game.
3. Both of my friends rode her bikes to the game.
4. Any of the former players could submit his or her names to be an umpire.
5. Several of the fans brought their coolers filled with snacks to the game.

 **Check Point: Mixed Practice**

Write the personal pronoun that correctly completes each sentence.

1. Neither Alan nor Ed has played \_\_\_\_\_ first game yet.
2. All of the coaches have promised \_\_\_\_\_ support.
3. Both the girls' team and the boys' team play most of \_\_\_\_\_ games at the field near my house.
4. If Leslie gets home early, tell \_\_\_\_\_ to hurry to the ball field.
5. Some people say that professional baseball has lost \_\_\_\_\_ appeal.
6. Either Dad or Uncle Frank will give \_\_\_\_\_ glove to you.
7. While the team was being photographed, \_\_\_\_\_ mascot was entertaining the crowd.
8. One of the girls left \_\_\_\_\_ bag in the dugout.
9. Several of the coaches stopped \_\_\_\_\_ games during the thunderstorm.
10. David or Richard will loan you \_\_\_\_\_ camcorder to tape the game.
11. Both of the girls played \_\_\_\_\_ share of defense.
12. Every concession stand has \_\_\_\_\_ shelves loaded with bubblegum.
13. One of the girls was late for \_\_\_\_\_ tryout with the team.
14. Sandy and Debbie enjoyed \_\_\_\_\_ first softball game of the season.
15. Neither Tony nor Jim ever loans out \_\_\_\_\_ glove.

 **Connect to Writing: Instructions****Using Pronouns and Antecedents**

Your cousin is coming to visit for the weekend. Since your planned activities include playing a game that is unfamiliar to your cousin, you decide to send him or her an e-mail explaining how to play the game. Pick a game you are familiar with and write instructions so that a person not familiar with it will be able to pick up the game quickly. Use indefinite pronouns where appropriate and be sure to use correct antecedents.

# Unclear, Missing, or Confusing Antecedents

## Lesson 4

When you edit a story or report you have written, you should always check to see if the pronouns you used are in the correct case and if there is agreement between the pronouns and their antecedents. You should also check for any unclear or missing antecedents.

### 17 D Personal pronouns should clearly refer to specific antecedents.

<b>Unclear</b>	Although I had never skied in Colorado before, I liked <b>it</b> . (Although the antecedent of <i>it</i> is unclear, the context of the sentence suggests that the pronoun <i>it</i> refers to skiing.)
<b>Clear</b>	Although I had never skied in Colorado before, I liked <b>the skiing</b> .
<b>Unclear</b>	We visited Pike's Peak and saw where <b>they</b> mined for gold. (The antecedent of <i>they</i> is not clear, but the context of the sentence suggests that the antecedent of the pronoun <i>they</i> is the miners at Pike's Peak.)
<b>Clear</b>	We visited Pike's Peak and saw where the <b>miners</b> dug for gold.
<b>Unclear</b>	I like winter because <b>you</b> can go skiing then. ( <i>You</i> is used incorrectly because it is not meant to refer to the person being spoken to. Instead the speaker intends to refer to himself or herself. Pronouns must agree with their antecedents in person—first, second, or third.)
<b>Clear</b>	I like winter because <b>I</b> can go skiing then.
<b>Missing</b>	In Denver <b>they</b> can ski all year. (The antecedent of <i>they</i> is missing.)
<b>Clear</b>	<b>People in Denver</b> can ski all year.
<b>Confusing</b>	Sue visited Samantha before <b>she</b> left for Boulder. (Who left for Boulder, Sue or Samantha?)
<b>Clear</b>	Sue visited Samantha before <b>Sue</b> left for Boulder.
<b>Confusing</b>	Before you give the students their skis, check <b>them</b> . (What should you check, the students or the skis?)
<b>Clear</b>	Before you give the students their skis, check the <b>skis</b> .

## Practice Your Skills

### *Identifying Unclear, Missing, or Confusing Antecedents*

After each sentence, write **C** if the pronouns and antecedents are used correctly. Write **I** if they are used incorrectly.

1. John's father was a ski instructor when he was only six years old.
2. Walter looked outside and knew you couldn't drive to the resort without snow tires.
3. I enjoy playing hockey because you're always getting plenty of exercise.
4. After the doctor had set Sherry's leg, she went home.
5. When Josh and Scott were on the slopes on Saturday, they were covered with snow.
6. My sister is studying to be a ski instructor, and she expects to like it very much.
7. I enjoy ice skating because it gives me a chance to be outside in the winter.
8. About an hour before we left for the slopes, Paul asked his father where his car keys were.
9. The ski lodge has a wood-burning stove in the lobby so that you can reduce your fuel bills.
10. Anne casually skated into the rink and knocked it right into the net for a goal.

### *Connect to Writing: Revising*

#### *Using Pronouns and Antecedents Correctly*

Choose any five of the incorrect sentences from above and rewrite them so that the antecedents are clear.

### *Connect to Writing: Summary*

#### *Using Pronouns and Antecedents*

The student council is trying to decide on a destination for a class trip. You have just been to a wonderful vacation spot and would like to persuade the student council to book a class trip there. Write a summary of your vacation that will convince the student council that there are enough activities to keep the class occupied for a weekend trip. Use pronouns and antecedents correctly.

# Chapter Review

## Assess Your Learning

### ■ Using Pronouns

Write the correct form of the pronoun in parentheses.

1. The poetry slam contest is now only between you and (she, her).
2. Connor, Max, and (I, me) went bobsledding last winter in Colorado.
3. That was (he, him) on the high diving board.
4. Don't forget (we, us) hard workers.
5. Is that new car the Milligans' or (theirs, them)?
6. (Who, Whom) do you believe will be the team's most improved player?
7. My younger brother Chad is almost as tall as (I, me).
8. I will take Dylan and (they, them) in the car with me.
9. The cheerleaders think that (they're, their) shouting sometimes causes laryngitis.
10. The candidate (who, whom) did not seem to have a chance won by a landslide.
11. Will you take a picture of Amanda and (I, me) as we finish the race?
12. Maggie admitted that it was (she, her) behind the mask.
13. Steve prefers to play tennis with players who are better than (he, him).
14. The statue memorialized six original settlers, each of (who, whom) gave a great deal to the city.
15. (He, His) singing that country song brought back old memories.

### ■ Making Pronouns and Antecedents Agree

Write the personal pronoun that correctly completes each sentence.

1. Neither Alex nor Terrell has had  physical yet.
2. All of the candidates promised  support.
3. Both the blue jay and the cardinal get most of  food from our bird feeder.
4. If Lisa answers the phone, tell  to take a message.
5. Some of the cheese has lost  sharpness.
6. Either Mom or Aunt Betty will give  alarm clock to you.

7. While our neighbors were on vacation,  newspapers stacked up on the doorstep.
8. One of the women left  briefcase in the conference room.
9. Several of the drivers stopped  cars during the heavy downpour.
10. Dennis or Rico will loan you  tape recorder.
11. Each of the students passed in  research report on time.
12. All of the students were happy with  grades.
13. Did you do  math assignment last night?
14. The team members could not agree on  practice time.
15. Most of the teachers are in  classrooms.

### Writing Sentences

Write five sentences that follow the directions below.

1. Write a sentence with a pronoun as a part of a compound subject.
2. Write a sentence with a pronoun as a part of a compound direct object.
3. Write a sentence with a pronoun as a part of an appositive.
4. Write a sentence that includes *who* or *whom* in a question.
5. Write a sentence that includes a pronoun in an elliptical clause.



## Using Pronouns: Posttest

### Directions

Read the passage and choose the pronoun that belongs in each underlined space. Write the letter of the correct answer.

The ferry between Grand Manan Island and New Brunswick is both functional and entertaining to (1) riders. Many of the year-round inhabitants consider the ferry (2) lifeline. To summer riders, however, the ferry is a nature voyage. Pods of dolphins swim alongside, flashing silver as (3) leap into the air. Sometimes a whale will surface, blowing spray as (4) surfaces. Both animals enjoy (5) effect on the ferry riders.

One woman, (6) didn't know much about wildlife, thought a dolphin was a shark! Her husband, even less informed than (7), insisted the dolphin was some kind of sea serpent. Jon Uhrick, the ferry captain, couldn't help laughing at (8). The first mate and (9) explained that the dolphins like to play in the ferry's wake. The two passengers were embarrassed about (10) mistake.

- |   |   |
|---|---|
| 1. A his<br>B their<br>C it's<br>D its  | 6. A she<br>B who<br>C whom<br>D her        |
| 2. A his<br>B their<br>C its<br>D they  | 7. A her<br>B she<br>C him<br>D them        |
| 3. A them<br>B he<br>C they<br>D it     | 8. A they<br>B their<br>C them<br>D theirs  |
| 4. A it<br>B they<br>C them<br>D its    | 9. A him<br>B he<br>C them<br>D they        |
| 5. A they<br>B his<br>C them<br>D their | 10. A their<br>B they're<br>C his<br>D them |

# Writer's Corner

## Snapshot

- 17 A** **Case**—**nominative**, **objective**, or **possessive**—is the form of a noun or pronoun that indicates its use in the sentence. (pages 720–731)
- 17 B** **Common problems** with pronouns include the misuse of *who* and *whom*, **incomplete comparisons**, and **appositives**. (pages 732–739)
- 17 C** A pronoun's **antecedent** is the word that the pronoun refers to or replaces. A pronoun and its antecedent must agree in **number** and **gender**. (pages 740–744)
- 17 D** **Personal pronouns** should clearly **refer to specific antecedents**. (page 745)

## Power Rules



Use **subject forms of pronouns** in the subject position. Use the **object forms** when the pronoun is a direct object, indirect object, or object of a preposition. (pages 721–729)

### Before Editing

*Her* and Javier are cousins.  
Selena is dancing with *he*.

### After Editing

*She* and Javier are cousins.  
Selena is dancing with *him*.



For **sound-alikes** and certain words that sound almost alike, **choose the word with your intended meaning**. (pages 730, 796–813)

### Before Editing

*You're* appointment is tomorrow.  
(*You're* is a contraction of *you are*.)  
*They're* dog won first place in the show.  
(*They're* is a contraction of *they are*.)  
*Its* my turn to ride the scooter. (*Its* is the possessive form of *it*.)

### After Editing

*Your* appointment is tomorrow. (*Your* is the possessive form of *you*.)  
*Their* dog won first place in the show. (*Their* is the possessive form of *they*.)  
*It's* my turn to ride the scooter. (*It's* is a contraction of *it is*.)

## Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use nominative pronouns as subjects? (See pages 721–722.)
- ✓ Did I use objective pronouns as objects of prepositions, direct objects, and indirect objects? (See pages 725–727.)
- ✓ Did I use possessive pronouns to show ownership? (See pages 729–731.)
- ✓ Did I use *who* and *whom* correctly in questions? (See pages 732–734.)
- ✓ Did I use pronouns correctly when making comparisons? (See page 735.)
- ✓ Did I use pronouns correctly as appositives? (See page 737.)
- ✓ Did I make each pronoun agree with its antecedent both in number and gender? (See pages 740–741.)
- ✓ Did I make sure all pronouns had clear antecedents? (See page 745.)

## Use the Power

**Use pronouns** to avoid repetition. When you use a pronoun to replace a noun, that pronoun must agree with the noun in gender and number. Use the following example to see how each pronoun agrees with its antecedent.

Sergio loves to run and is the fastest sprinter on the school's track team. **His** dog, Fanny, often runs with **him**. **She** can outrun almost every other dog on the block. **He** takes **her** jogging every day. **They** often play catch after **they** run. No matter how high Sergio throws the ball, Fanny catches it. **Fanny** always gets a treat when **she** brings the ball back to **him**.



# Subject and Verb Agreement



How can you make your subjects and verbs work together so that your ideas are clear?

## Subject and Verb Agreement: Pretest 1

The draft paragraph below is hard to read because it contains several errors in subject and verb agreement. How would you revise the paragraph so that it reads correctly? The first error has been corrected as an example.

The first television sets <sup>were</sup> ~~was~~ black and white. Few people was able to afford a television. Today, almost everyone have a television. Many families owns more than one. People can chooses from hundreds of channels and all types of shows. Television, like other forms of entertainment, help people relax. New programs keep people informed. Comedies and dramas entertains us. Most people owns at least one television. In fact, you can find televisions in schools, libraries, subway terminals, restaurants, and even in rest rooms. Our school have televisions in our classrooms. I helps produce the school's program. We reports about school events and local news. All the students likes the show. We was given an award of excellence by a local TV station.

## Subject and Verb Agreement: Pretest 2

### Directions

Read the passage and choose the word or group of words that belongs in each underlined space. Write the letter of the correct answer.

When a large earthquake (1) a coastal area, there (2) often permanent changes in the coastline. After a strong earthquake, underwater slopes and mountains (3) away in what is called “slumping.” This is what geologists (4) was the case, for example, in the 1999 earthquake in Turkey. Since then a team of geologists (5) the quake. Twenty meters (6) the highest wave height that they measured after that quake. Each of the waves (7) changes in the coastline. (8) these changes permanent? Nobody (9) the answer yet. A number of scientists (10) further study of these phenomena before a final decision is made.

1. **A** hits  
**B** are hitting  
**C** have hit  
**D** hit
2. **A** are  
**B** is  
**C** am  
**D** was
3. **A** slid  
**B** has slid  
**C** have slid  
**D** slide
4. **A** believes  
**B** believe  
**C** does believe  
**D** is believing
5. **A** has been studying  
**B** have been studying  
**C** are studying  
**D** were studying
6. **A** was  
**B** were  
**C** are  
**D** have been
7. **A** is causing  
**B** have caused  
**C** has caused  
**D** were causing
8. **A** Is  
**B** Am  
**C** Are  
**D** Was
9. **A** knows  
**B** know  
**C** is knowing  
**D** have known
10. **A** has planned  
**B** have planned  
**C** plans  
**D** was planning

# Agreement of Subjects and Verbs

## Lesson 1

Some subjects and verbs go together. Others do not. When a subject and a verb fit together, they are in **agreement**. This chapter will show you how to make subjects and verbs agree. Keep in mind this one basic rule as you go through the chapter.

### 18 A A verb must agree with its subject in **number**.

**Number** indicates whether a noun or pronoun is singular or plural. This term is also applied to verbs. **Singular** indicates one; **plural** indicates more than one.

Most nouns form their plurals by adding *-s* or *-es* to the singular form, but a few nouns form their plurals irregularly. Pronouns form their plurals by changing forms, except for *you*, which has the same form for both singular and plural.

NOUNS	
<b>Singular</b>	boy, lunch, goose
<b>Plural</b>	boys, lunches, geese

PRONOUNS	
<b>Singular</b>	I, you, he, she, it
<b>Plural</b>	we, you, they

Present tense verbs also have singular and plural forms. The third person singular form ends in *-s* or *-es*. Most verb forms that do not end in *-s* or *-es* are plural.

- **Third Person Singular** (He, She, It) **eats**.
- **Others** (I, You, We, They) **eat**.

The verbs *be*, *have*, and *do* have irregular singular and plural forms for the present tense. *Be* also has irregular forms for the past tense.

PRESENT TENSE	
<b>Singular</b>	<b>Plural</b>
I <b>am, have, do</b>	we <b>are, have, do</b>
you <b>are, have, do</b>	you <b>are, have, do</b>
he, she, it <b>is, has, does</b>	they <b>are, have, do</b>

## PAST TENSE

### Singular

I **was**

you **were**

he, she, it **was**

### Plural

we **were**

you **were**

they **were**

Because a subject and verb both have number, they must agree.

**18 A.1** A singular subject takes a singular verb. A plural subject takes a plural verb.

• The <b>boy</b> <b>sings</b> .	The <b>boys</b> <b>sing</b> .
• The <b>dance</b> <b>was</b> good.	The <b>dances</b> <b>were</b> good.
• The <b>goose</b> <b>flies</b> .	The <b>geese</b> <b>fly</b> .
• <b>He</b> <b>is</b> here.	<b>They</b> <b>are</b> here.
• <b>I</b> <b>was</b> at the store.	<b>We</b> <b>were</b> at the store.

*Be, have, and do* are often used as helping verbs. When they are, they must agree in number with the subject.

**18 A.2** The first helping verb must agree in number with the subject.

• <u>Kim</u> <u>is</u> acting.	<u>Kim and Andrew</u> <u>are</u> acting.
• <u>She</u> <u>does</u> act.	<u>They</u> <u>do</u> like to rehearse.

### *When You Write*

Errors in subject and verb agreement often occur when writers don't edit their work. To prevent these errors, read through your work carefully before turning it in. You may also want to read your paper aloud because it will help you hear the mistakes.

## Practice Your Skills

### *Making Subjects and Verbs Agree*

Write the form of the verb in parentheses that agrees with the subject.

1. The lights (dims, dim).
2. The curtain (rises, rise).
3. It (begins, begin).
4. Musicians (plays, play).
5. Grace (does, do) sing.
6. They (is, are) dancing.
7. The lights (does, do) shine.
8. The actors (is, are) nervous.
9. The soloist (sings, sing).
10. It (has, have) begun.

### *Connect to Writing: Editing*

#### *Correcting Subject and Verb Agreement*

Write the verbs that do not agree with their subjects. Then write the verbs correctly. If the sentence is correct, write C.

1. Mr. Smith gives excellent acting advice.
2. He enjoy our acting class.
3. He is planning our next play.
4. Mr. Smith have the best ideas for plays.
5. I likes his class.
6. Actors from the neighborhood theater offers Saturday classes.
7. Advice from working actors is valuable.
8. Most of their advice about auditions are ideas you can't find anywhere else.
9. Mr. Smith, along with Ms. Walker, were well known on stage.

## ➤ Interrupting Words

**18 A.3** The agreement of a verb with its subject is not changed by interrupting words.

A verb always agrees with its subject—whether the verb is right next to the subject or is separated from it by other words. Mistakes in agreement sometimes occur when a phrase or a clause separates a subject and verb. A common agreement mistake occurs when a verb is made to agree with the object of a prepositional phrase or some other word that is closer to the verb.

In the following examples, the subjects (underscored once) and the verbs (underscored twice) agree in number—despite the words that separate them.

<b>Prepositional Phrase</b>	The <u>winds</u> at the peak <u>were</u> howling. (The plural verb <i>were</i> agrees with the plural subject <i>winds</i> , even though <i>peak</i> is closer to the verb.)
<b>Participial Phrase</b>	The <u>backpack</u> filled with ropes <u>was</u> put on the table. ( <i>Was</i> agrees with the subject <i>backpack</i> —not with <i>ropes</i> .)
<b>Negative Statements</b>	<u>David</u> , not one of his brothers, <u>is</u> going to climb. ( <i>Is</i> agrees with the subject <i>David</i> —not with <i>brothers</i> .)
<b>Adjectival Clauses</b>	The <u>hikers</u> who are climbing the mountain <u>train</u> like athletes. ( <i>Train</i> agrees with the subject <i>hikers</i> —not with <i>mountain</i> .)

Compound prepositions, such as *in addition to*, *as well as*, *along with*, and *together with*, often begin interrupting phrases. Make sure the verb agrees with the subject, not with the object of the compound preposition.

<u>Eric</u> , together with his two cousins, <u>is</u> coming with us. ( <i>Is</i> agrees with the subject <i>Eric</i> —not with <i>cousins</i> , the object of the compound preposition <i>together with</i> .)
---

## Practice Your Skills

### *Making Interrupted Subjects and Verbs Agree*

Write the subject in each sentence. Next to each, write the form of the verb in parentheses that agrees with the subject.

1. Explorers' quests for adventure (leads, lead) to new discoveries.
2. Greg Child, together with his climbing team, (has, have) climbed in many unusual locations.
3. Mountaineering, not rock climbing, (is, are) the team's specialty.
4. The summit, partly hidden by clouds, (towers, tower) above everything else for miles.
5. The mountains of Baffin Island (is, are) seldom climbed by anyone.
6. The hikers, not the leader, (decides, decide) which mountains they will climb.
7. The sheer height of the cliffs (intimidates, intimidate) even the most seasoned climbers.
8. Many writers who work for *National Geographic* magazine (has, have) accompanied climbing expeditions.

9. The granite of Great Sail Peak, as well as its height, (makes, make) for difficult climbing.
10. The climbers on the team (was, were) finished climbing in twenty-three days.

### *Connect to Writing:* Editing

#### **Correcting Subject and Verb Agreement**

Write the verbs that do not agree with their subjects. Then write them correctly. If a sentence is correct, write **C**.

1. The pictures that Greg took on his last climb is in that album.
2. The winds blowing on the peak were incredibly strong.
3. Most accidents on a climb is the result of carelessness.
4. Two ropes from the climb is torn.
5. Greg Child, along with his team, have arrived at the summit of Great Sail Peak.

### *Check Point:* Mixed Practice

Write the correct form of the verb in parentheses.

1. Televisions (is, are) steadily increasing in size.
2. Television (has, have) been a major source of news and entertainment for many years.
3. The main feature of the Auto Channel (is, are) giving tips for auto care.
4. The TV in our room (was, were) borrowed for us.
5. The list of tonight's programs (is, are) here in the newspaper.
6. Many shows on TV are also on the Internet.
7. The programs on Friday (was, were) not even remotely interesting.
8. One newscaster on that station (is, are) my cousin.
9. In the 1970s, cable (was, were) just beginning to reach many households.
10. Comedies (has, have) been popular programs for many years.

### *Connect to Writing:* Tongue Twisters

#### **Making Subjects and Verbs Agree**

As part of your acting class, your teacher has asked you to devise your own vocal warm-up. Write ten original tongue twisters that will help you warm up your voice and concentration. Write all ten in the present tense and make sure the subject and verb agree in each.

**18 B** Watch for agreement problems when you edit your written work.

## ➤ Compound Subjects

There are two rules to remember when a verb must agree with a compound subject.

**18 B.1** When subjects are joined by *or*, *nor*, *either/or*, or *neither/nor*, the verb agrees with the closer subject.

This rule applies to any combination of compound subjects: two or more singular subjects, two or more plural subjects, or one singular and one plural subject. The verb always agrees with the subject closer to it.

- Beth or Craig is going to buy a computer.  
(*Is* agrees with *Craig*, the subject closer to the verb.)
- Either the roads or the sidewalks have been slated for repaving.  
(*Have* agrees with *sidewalks*, the subject closer to the verb.)
- Neither Art nor his brothers have ever owned a car.  
(*Have* agrees with *brothers*, the subject closer to the verb—even though *Art* is singular.)
- Neither the Lings nor their son is planning to buy a car soon.  
(In this case, *is* agrees with the singular subject *son* because that subject is closer to the verb.)

**18 B.2** When subjects are joined by *and* or *both/and*, the verb is plural.

These conjunctions always suggest more than one. As a result, the verb is always plural—regardless of whether the individual subjects are singular, plural, or a combination of singular and plural.

- Ted's shovel and rake were missing from the shed.  
(Two things—the *shovel* and the *rake*—were missing. The verb must be plural to agree with them.)
- A rose and two irises were chosen best in the garden show.  
(Even though *rose* is singular, the verb is still plural because the *rose* and the two *irises*—together—were chosen best in the garden show.)

There are two exceptions to the second rule. On a few rare occasions, subjects joined by *and* refer to only one person or one thing. When this is the case, the verb must be singular.

- The artist and gardener was given a standing ovation.  
(The “*artist*” and “*gardener*” is the same person.)
- Cheese and crackers is my favorite snack when I garden.  
(*Cheese and crackers* is considered one item.)

The other exception to the second rule involves the words *every* and *each* when they come before a compound subject that is joined by *and*. In this situation, each subject is considered separately. As a result, a singular verb is needed.

- Every man and woman is asked to vote for garden club president.
- Each tree and bush was infested with bugs.

### Practice Your Skills

#### *Making Verbs Agree with Compound Subjects*

Write the correct form of the verb in parentheses.

1. Flowers or herbs (make, makes) nice arrangements for centerpieces.
2. Herbs and spices (is, are) often confused by novice gardeners.
3. The winner and president of the garden club (is, are) Ryan Anderson.
4. Neither the lilac bush nor apple trees (does, do) well in a subtropical climate.
5. Both professional and amateur gardeners (heeds, heed) the first signs of winter frost.
6. Both color and texture (was, were) considerations in the rose committee’s selection of the winning rose.
7. Topsoil or mulch (needs, need) to be added to a garden every year.
8. Watering and weeding (is, are) my least favorite gardening chores.
9. Either Rebecca or her sister (is, are) going to weed the garden this weekend.
10. Each rose and iris (was, were) inspected for flaws at the garden show.

## Connect to Writing: Editing

### Correcting Errors in Agreement

Write the verbs that do not agree with their subjects. Then write the verbs correctly. If a sentence is correct, write C.

1. Each cup and saucer were used at the garden club reception.
2. Sandwiches and a fruit salad were served at the reception.
3. The guest speaker and president of the club were Mrs. Jan O'Reilly.
4. Either sugar or sweetener are needed to improve the iced tea.
5. Neither the violinists nor the harpists have arrived on time for the reception.

## ➤ Indefinite Pronouns as Subjects

In the previous chapter, you learned that some indefinite pronouns are singular, some are plural, and some can be either singular or plural.

**18 B.3** A verb must agree in number with an indefinite pronoun used as a subject.

### COMMON INDEFINITE PRONOUNS

<b>Singular</b>	anybody, anyone, each, either, everybody, everyone, neither, no one, one, somebody, someone
<b>Plural</b>	both, few, many, several
<b>Singular/Plural</b>	all, any, most, none, some

<b>Singular</b>	<u>One</u> of the students <u>was</u> asked to be a member of the archaeology club.
<b>Plural</b>	<u>Few</u> of my friends <u>are</u> going to the lecture tomorrow night.
<b>Singular or Plural</b>	<u>Some</u> of the water <u>was</u> spilled.
<b>Singular or Plural</b>	<u>Some</u> of the pyramids <u>were</u> looted.

In the case of indefinite pronouns that can be either singular or plural, the object of the preposition that follows the pronoun determines whether an indefinite pronoun is singular or plural. In the last two examples above, the verb *was* agrees with *water* and the verb *were* agrees with *pyramids*.

## Practice Your Skills

### Making Verbs Agree with Indefinite Pronoun Subjects

Write the subject in each sentence. Then write the form of the verb in parentheses that agrees with the subject.

1. Neither of the pyramids (was, were) filled with treasure.
2. Each of the tombs (contains, contain) evidence of looting.
3. Most of the artifacts (come, comes) from the Valley of the Kings.
4. All of the tombs (has, have) some sort of writing inside them.
5. Many of the old records (was, were) carefully preserved.
6. One of the Egyptologists (was, were) too exhausted to continue.
7. Any of these artifacts (is, are) considered very valuable.
8. Several of the tombs in the Valley of the Queens (was, were) filled with valuable hieroglyphics.
9. No one at the museum (was, were) surprised at the new discovery.
10. Everybody in my school (is, are) interested in ancient Egypt.

### Connect to Writing: Revising

#### Correcting Subject and Verb Agreement

Rewrite the sentences that have verbs that do not agree with their subjects. If a sentence is correct, write **C**.

1. Both of my brothers is working in Egypt.
2. None of the recent finds was properly cleaned.
3. Few of the new reports has been read yet.
4. Some of the artifacts has been stolen.
5. Somebody on the expedition is responsible for taking care of a rare sarcophagus.

## ➤ Subjects in Inverted Order

Most sentences are in **natural order**, with the subject coming before the verb. Some sentences, though, are in **inverted order**, with the subject following the verb or part of the verb phrase. Regardless of where a subject is located in a sentence, the verb must agree with it.

**18 B.4** The subject and the verb of an **inverted sentence** must agree in number.

There are several types of inverted sentences. To find the subject in an inverted sentence, turn the sentence around to its natural order. In the following examples, each subject is underlined once, and each verb is underlined twice.

**Inverted Order**

Hidden in the back of the closet was Kevin's painting.  
(Kevin's painting was hidden in the back of the closet.)

**Questions**

Was the art room cleaned today?  
(The art room was cleaned today.)

Are the paints stored safely in the cabinet?  
(The paints are stored safely in the cabinet.)

**Sentences Beginning with Here or There**

Here is your clean paintbrush.  
(Your clean paintbrush is here.)

There were too many people crowded into the gallery.  
(Occasionally you must drop here or there before putting the sentence into its natural order. Too many people were crowded into the gallery.)

**Practice Your Skills****Making Subjects and Verbs in Inverted Order Agree**

Write the subject in each sentence. Then write the form of the verb in parentheses that agrees with the subject.

1. There (is, are) about one hundred paintings included in this book.
2. Why (was, were) Picasso such a good artist?
3. In his artwork (is, are) many fascinating themes.
4. There (is, are) many paintings in his repertoire.
5. (Was, Were) he considered one of the most interesting artists of the twentieth century?
6. Why (have, has) you decided to study Picasso's work?
7. In his Blue Period (is, are) many paintings that feature the color blue.
8. (Does, Do) you know when his Rose Period began?
9. There (is, are) very few who can paint like Picasso.
10. Above the mantel (is, are) two Picasso paintings.

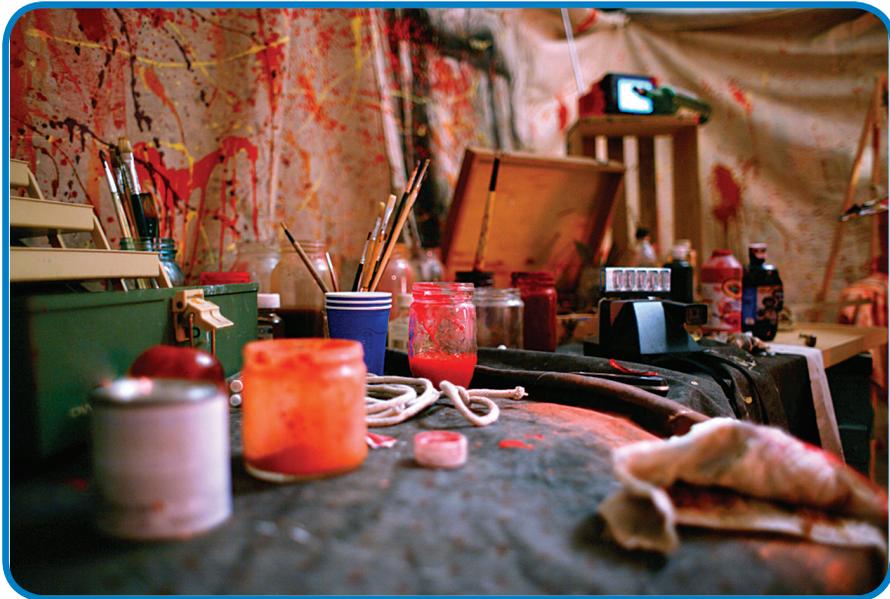
**Connect to Writing: News Story****Making Subjects and Verbs Agree**

A group of students at your high school participated in a sporting event for charity. The editor of the school paper has asked you to write a feature article that highlights the members of the group, as well as their achievements. As you write your feature story, use at least one indefinite pronoun and one sentence in inverted order. Make sure the subject and verb agree in each sentence.

**Check Point: Mixed Practice**

Write the subject of each sentence and the verb in parentheses that agrees with the subject.

1. Why (is, are) you working so hard on that painting?
2. No one in the class (has, have) finished yet.
3. Both painting and sculpture classes (is, are) popular this year.
4. Several of the students (has, have) been selected to participate in the art festival this year.
5. Jenny and Meagan (win, wins) on a regular basis.
6. (Was, Were) you able to complete your painting on time this year?
7. Few of the artists (refuse, refuses) to show their work in the festival.
8. There (is, are) an extra place for your sculpture.
9. Painting or sculpture (is, are) featured in this year's contest.
10. Each of the sculptures (requires, require) its own special pedestal.
11. Hanging in the entrance to the hall (was, were) Marcia's painting.
12. (Does, Do) you know when the judging of the paintings will begin?
13. Most of the paintings (have, has) been signed.
14. Either my grandparents or my cousin (are, is) coming to the exhibit tonight.
15. The judge and art teacher (is, are) Sandra Pearson.



**18 C** Collective nouns, words expressing amounts or times, singular nouns with plural forms, contractions, and titles may cause agreement problems.

### ➤ Collective Nouns

A **collective noun**, as you know, names a group of people or things. The make-up of the collective noun determines the number of the verb you should use.

#### COMMON COLLECTIVE NOUNS

audience	colony	faculty	group	orchestra
band	congregation	family	herd	swarm
class	crew	flock	jury	team
committee	crowd	gang	league	tribe

**18 C.1** Use a singular verb with a collective noun subject that is thought of as a unit. Use a plural verb with a collective noun subject that is thought of as a group of separate individuals.

- The class has been out for ten hours.
- (The class is acting together as a whole unit. Therefore, the verb is singular.)
- The class have not been able to come to an agreement.
- (Members of the class are acting as individuals—each with a separate opinion. Therefore, the verb is plural.)

### ➤ Words Expressing Amounts or Times

Subjects that express **quantities** or **times** are usually considered singular, but they often have plural forms.

**18 C.2** A subject that expresses an amount, measurement, weight, or time is usually singular and takes a singular verb.

- Quantity** **Ten miles** is the distance from my house to my high school.  
(one unit of distance)
- Fifty dollars** is the prize for first place in the essay contest.
- Five pennies** equals a nickel.  
(one sum of money)
- Three fourths** of the class is going on the trip.  
(one part of a group)
- Fifty pounds** is a heavy weight for many people.  
(one unit of weight)
- Time** **Five minutes** was too long to wait for him.  
(one period of time)
- Two weeks** is a standard vacation.  
(one period of time)

Use a singular verb when an amount tells *how much*. Use a plural verb when an amount tells *how many*.

- How Much** Half of the meeting was devoted to questions.  
*(How much of the meeting?)*
- How Many** Half of the students were not present.  
Twenty percent of the students were ill that day.  
*(How many students?)*

## ➤ **The Number of, A Number of**

**18 C.3** Use a singular verb with *the number of* and a plural verb with *a number of*.

- The number of** girls taking drafting class has doubled this year.
- A number of** girls are taking drafting class this year.

## ➤ Singular Nouns That Have Plural Forms

Words such as *molasses*, *measles*, and *physics* look plural because they end in *-s*. Such words name single things—such as one type of food, one disease, or one area of knowledge. Therefore, they are singular.

**18 C.4** Use a singular verb with subjects that are plural in form but singular in meaning.

• Mumps is a dangerous disease for adults to contract.

• Physics is his major in college.

• Molasses moves very slowly when it is poured.

### ● Practice Your Skills

#### *Making Problem Subjects and Verbs Agree*

Write the correct form of the verb in parentheses.

1. Mathematics (has, have) been made easier by the use of pocket calculators.
2. A number of parents (has, have) requested more homework for their teenagers.
3. One third of the school year (is, are) over already.
4. The faculty (meets, meet) every Tuesday afternoon.
5. Four gallons of water (was, were) spilled in the science laboratory.
6. The number of eight-hour school days (is, are) increasing.
7. Only three fourths of the seats in the new auditorium (was, were) occupied during the assembly.
8. Twenty-five pounds (is, are) too much to carry in your backpack.
9. Television news (is, are) too condensed for history discussions.
10. The final two days before the school play (was, were) devoted to dress rehearsals.

### ● *Connect to Speaking and Writing:* Book Review

#### *Making Subjects and Verbs Agree*

Your school librarian is starting a literacy program with the local elementary school. She has asked you to write a review of a book for fifth grade students. Write a review of a book that was a favorite of yours when you were younger. Summarize the plot, and explain what you liked and did not like about the book. Be sure to make your review interesting enough for fifth graders. Check that the subjects and verbs agree.

## Connect to Writing: Revising

### Correcting Subject-Verb Agreement with Problem Subjects

Rewrite the following sentences, using the correct verbs. If a sentence is correct, write C.

1. Half of Chico's spare time is spent working on his chemistry homework.
2. Our football team are known as the Fighting Bears.
3. A number of tardy warnings has been posted.
4. Have anyone finished the assignment?
5. There is more students in the band than in the choir.

## ➤ Doesn't or Don't?

When you write a contraction, always say the two words that make up the contraction. Then check for agreement with the subject.

**18 C.5** The verb part of the contraction must agree in number with the subject.

<b>Singular</b>	doesn't, isn't, wasn't, hasn't
<b>Plural</b>	don't, aren't, weren't, haven't

- The story doesn't start until four o'clock.
- Don't you like this novel?
- They haven't seen the movie yet.
- Isn't he a good actor?

## ➤ Subjects with Linking Verbs

A verb always agrees with its subject—regardless of any other word in the sentence.

**18 C.6** A verb agrees with the subject of a sentence, not with the predicate nominative.

- Historical novels are a good way to learn history.  
(The plural verb *are* agrees with the plural subject *novels*—even though the predicate nominative *way* is singular.)
- The major reading problem is motivation and time.  
(*Is* agrees with the subject *problem*—not with the compound predicate nominative, *motivation and time*.)

## ➤ Titles

Although a title may have many words in it, it is considered singular because it is the name of one book or one work of art. Most multiword names of businesses and organizations are also considered singular.

**18 C.7** A title is singular and takes a singular verb.

- Seven Gothic Tales was written by Isak Dinesen.
- The Home Owners Association is holding a book signing.

### ● Practice Your Skills

#### ***Making Subjects and Verbs Agree***

Write the correct form of the verb in parentheses.

1. (Doesn't, Don't) you have to learn about the French Revolution in history?
2. *A Tale of Two Cities* (tells, tell) about some of the things that happened during the French Revolution.
3. Charles Dickens (wasn't, weren't) able to have a normal childhood.
4. Many people in my class (is, are) reading about Dickens's life.
5. The Readers' Club (is, are) sponsoring a panel discussion about his works.
6. (Doesn't, Don't) Mrs. Simer plan a big lesson about Charles Dickens?
7. Politics (was, were) a main issue in Dickens's life.
8. (Isn't, Aren't) you going to lead the discussion about the book *Oliver Twist*?
9. *Dombey and Son* (is, are) about a man's relationship with his daughter.
10. Dickens (wasn't, weren't) happy with the treatment of the poor.

### ● Connect to Writing: Editing

#### ***Making Subjects and Verbs Agree***

Write each sentence, correcting the underlined verb. If the verb in the sentence is correct, write C.

1. *Hard Times* are my favorite book by Charles Dickens.
2. A major problem during Dickens's lifetime was pollution.
3. Why wasn't you finished with your book project?
4. Journalism was Dickens's occupation before he became a novelist.
5. Dickens are considered one of the best writers of the 1800s.

**Check Point: Mixed Practice**

Write the verbs that do not agree with their subjects. Then write the verbs correctly. If a sentence is correct, write **C**.

1. Has everyone throughout the world heard of the Olympic Games?
2. The people in Greece was the originators of these games in 776 B.C.
3. In those days every boy were trained in running, jumping, and wrestling.
4. The ideal for all Greeks was a sound mind in a healthy body.
5. The modern Olympic Games are patterned after those held in ancient Greece.
6. There is, however, many important differences.
7. The games in the original competition was always held in Olympia, Greece.
8. Each of the modern competitions are held in a different city of the world.
9. In the early days, only young men of Greek descent was able to participate in the games.
10. A modern change in the games are events for women.
11. Now female winners in an event receive the same honors as men.
12. In the ancient games, there was honors for cultural achievements.

**Connect to Speaking and Writing: Vocabulary Review****Using the Vocabulary of Grammar**

With a partner, talk about the agreement problems introduced in this chapter. Then write short rules summarizing the problems.

## Chapter Review

### Assess Your Learning

#### ■ Making Subjects and Verbs Agree

Write the correct form of the verb in parentheses.

1. The number of solar houses (is, are) steadily increasing.
2. (Doesn't, Don't) the red cedar have blue berries?
3. The main feature of the auto show (is, are) new compact cars.
4. The tent and the sleeping bag (was, were) borrowed from the Robinsons.
5. Here (is, are) the wood for the bookcase.
6. Macaroni and cheese (is, are) my favorite dish.
7. None of the tires (was, were) in good shape.
8. One of those lifeguards (is, are) my cousin.
9. In the 1950s, twenty-five cents (was, were) the price of a gallon of gasoline.
10. Neither Carrie nor Pedro (is, are) willing to run for class office.
11. *Little Women* (was, were) written by Louisa May Alcott.
12. Five dollars (seems, seem) like a fair price for the lamp.
13. In the stream (was, were) two beautiful rainbow trout.
14. Many of our early television programs (was, were) produced live.
15. Each quarter of a football game (is, are) fifteen minutes of play.
16. The choir (has, have) been measured for their new robes.
17. Neither milk nor juice (was, were) needed from the store.
18. Most of the houses on our street (has, have) no garage.
19. Either daisies or roses (is, are) needed for the bouquet.
20. There (is, are) millions of licensed drivers in the United States.

#### ■ Correcting Subject–Verb Agreement

Find and write the verbs that do not agree with their subject(s). Then write them correctly. If a sentence is correct, write **C**.

1. Don't Barry play shortstop anymore?
2. The tomato plants in the field was thriving.
3. There is approximately 100,000 species of butterflies.

4. Five hundred dollars was raised by the students for the victims of the flood.
5. Leroy, with the rest of the team, are departing at noon in front of the gym.
6. Hot dogs and beans are my first choice for dinner.
7. A number of two-family houses has been recently built in this city.
8. Neither Marty nor his friends have ever performed in public before.
9. Every roll and piece of bread were eaten.
10. None of the water in the battery was left.

### ■ Writing Sentences

Write five sentences that follow the directions below. Then underline each subject once and each verb twice.

1. Write a sentence in which the subject is a sum of money.
2. Write a sentence in which *social studies* is the subject.
3. Write a sentence with a compound subject linked with the conjunction *neither/nor*.
4. Write a sentence in which the subject is an indefinite pronoun.
5. Write a sentence in which the subject is a collective noun.



# Subject and Verb Agreement: Posttest

## Directions

Read the passage and choose the word or group of words that belongs in each underlined space. Write the letter of the correct answer.

My brother Luke (1) a computer genius. His whole third-grade class (2) more about computers than I do. One day (3) all the time they needed to set up a class Web page. A number of third-graders (4) teaching the upper-grade students how to create Web pages! My brother, not I, (5) the contest to create a Web site for our town. My sister Kathy, who is in college, (6) Luke's skill both admirable and annoying. Both she and her college roommate (7) Luke all the time to ask for help. Neither Kathy nor I (8) any idea how to do many of the things he can do. None of Luke's classmates (9) to worry about finding a job later. As long as computers are around, they (10) incredibly marketable skills!

1. **A** are  
**B** am  
**C** is  
**D** were

2. **A** knows  
**B** know  
**C** have known  
**D** were knowing

3. **A** be  
**B** was  
**C** were  
**D** have been

4. **A** am  
**B** is  
**C** are  
**D** has been

5. **A** is entering  
**B** am entering  
**C** are entering  
**D** were entering

6. **A** find  
**B** finds  
**C** have found  
**D** have been finding

7. **A** call  
**B** is calling  
**C** calls  
**D** has called

8. **A** have  
**B** has  
**C** have had  
**D** is having

9. **A** need  
**B** needs  
**C** have needed  
**D** was needing

10. **A** has  
**B** have  
**C** has had  
**D** is having

# Writer's Corner

## Snapshot

- 18 A** A verb must agree with its subject in **number**. (pages 754–758)
- 18 B** **Compound subjects, indefinite pronouns as subjects, and subjects in inverted order** can pose agreement problems. (pages 759–764)
- 18 C** **Collective nouns, words expressing amounts or times, singular nouns with plural forms, contractions, and titles** may cause agreement problems. (pages 765–770)

## Power Rules



Be sure that every sentence has a subject and predicate. **The subject and verb must agree.** (pages 752–775)

### Before Editing

Everybody in the drama classes  
*are going* to the movies.

The number of blackbirds roosting  
here *keep* going up.

The magazine and book *is* in my  
room.

### After Editing

Everybody in the drama classes *is*  
*going* to the movies.

The number of blackbirds roosting  
here *keeps* going up.

The magazine and book *are* in my  
room.



Use **subject forms of pronouns** in the subject position. Use the **object form** when the pronoun is a direct object, an indirect object, or an object of a preposition. (pages 721–729)

### Before Editing

*Her* and Wilma are on the same team.

Bring *he* to the picnic.

They hope to see you and *I* next  
month.

### After Editing

*She* and Wilma are on the same team.

Bring *him* to the picnic.

They hope to see you and *me* next  
month.

## Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I write sentences in which the verb always agrees with the subject in number? (See pages 754–755.)
- ✓ Did I make verbs agree with compound subjects? (See pages 759–760.)
- ✓ Did I use singular verbs with singular indefinite pronouns and plural verbs with plural indefinite pronouns? (See page 761.)
- ✓ Did I make subjects and verbs in inverted order agree? (See pages 762–763.)
- ✓ Did I use verbs that agree with collective nouns? (See page 765.)
- ✓ Did I make verbs agree with singular nouns that have plural forms? (See page 767.)

## Use the Power

The **subject and verb** of a sentence should fit together like puzzle pieces. Review the two rules below.

**Rule:** A verb must agree in number with an indefinite pronoun used as a subject.

**Do Not Fit**  Each of you are required to take the exam.

**Fit**  Each of you is required to take the exam.

**Rule:** When subjects are joined by *or*, *nor*, *either/or*, or *neither/nor*, the verb agrees with the closer subject.

**Do Not Fit**  Neither the dog nor the cat sit on the chair.

**Fit**  Neither the dog nor the cat sits on the chair.

**Review** a recent composition, looking for agreement issues. Revise any sentences in which the subject and verb do not agree.

# Using Adjectives and Adverbs



**How can you create colorful prose using adjectives and adverbs?**

## Using Adjectives and Adverbs: Pretest 1

The first draft below contains several errors in the use of adjectives and adverbs. The first error has been corrected. Revise the draft to eliminate the remaining errors.

The girls' varsity basketball team is having its ~~most~~ best year ever. Jennifer is the team captain. She is the taller person on the team and is more better than the other players. The girls win because they are most fast and make rebounds quicklier than their opponents. Last week they played the worse team in their district and won. Our team shot most accurately in the game. Annie made the beautifulst shot I've ever seen in a game. They play good on the road, but don't you think they play gooder when they compete on the home court? This year's team is going to win most games than any girls' team.

## Using Adjectives and Adverbs: Pretest 2

### Directions

Read the passage and choose the word or group of words that belongs in each underlined space. Write the letter of the correct answer.

My baseball team, the Mighty Warriors, practices (1) than the other teams. Our coach, Ms. Starling, is (2) than most of the other coaches. You should hear her yell. It is the (3) yell I have ever heard come out of a coach's mouth. We learn (4) from her. Ray, our pitcher, throws (5) person on our team. We don't need (6) relief pitchers when he plays in a game. He also throws the (7) curve ball I've ever seen. No one can (8) hit Ray's curve. I play outfielder. Without bragging too much, I must say that I am a (9) outfielder than my friend Jason. During the championships, we'll all play the (10) teams in the country.

- 1. A** harder  
**B** hard  
**C** hardest  
**D** more hard
- 2. A** tough  
**B** more tough  
**C** most tough  
**D** tougher
- 3. A** loud  
**B** louder  
**C** loudest  
**D** most loudest
- 4. A** good  
**B** better  
**C** best  
**D** well
- 5. A** better than any  
**B** better than any other  
**C** more better than other  
**D** more better than any other
- 6. A** any  
**B** none  
**C** no  
**D** some
- 7. A** good  
**B** better  
**C** best  
**D** gooder
- 8. A** never  
**B** ever  
**C** always  
**D** not
- 9. A** good  
**B** better  
**C** more better  
**D** best
- 10. A** more talented  
**B** talentedest  
**C** most talented  
**D** talenteder

# Comparison of Adjectives and Adverbs

## Lesson 1

When you go to a restaurant, the first thing you probably do is look at the menu. You then might say to yourself, “Beef would taste *good*, but some fish would taste *better*.” Then, after looking further, you might make your selection by saying, “Chicken, however, would taste *best* tonight.” While making your selection, you would have used the **modifier** *good* and both of its forms of comparison. The different forms of comparison will be reviewed in this chapter, as well as some of the problems with comparisons.

To show degrees of comparison, most modifiers have three forms: the **positive**, the **comparative**, and the **superlative**. These forms are used to show differences in degree or extent.

**19 A** Adjectives and adverbs are modifiers. Most modifiers show degrees of comparison by changing form.

**19 A.1** The **positive degree** is the basic form of an adjective or an adverb. It is used when no comparison is being made.

- George is a **strong** singer.
- We live in an **old** house.

**19 A.2** The **comparative degree** is used when two people, things, or actions are being compared.

- George is a **stronger** singer than Kent.
- Our house is **older** than the one across the street.

**19 A.3** The **superlative degree** is used when more than two people, things, or actions are being compared.

- George is the **strongest** singer in the choir.
- The house next door is the **oldest** on the block.

At the top of the following page are some additional examples of the three degrees of comparison.

<b>Positive</b>	That was a <b>nice</b> concert. ( <i>adjective</i> ) Teddy practices <b>hard</b> . ( <i>adverb</i> )
<b>Comparative</b>	That concert was <b>nicer</b> than yesterday's. Teddy practices <b>harder</b> than Brian.
<b>Superlatives</b>	That was the <b>nicest</b> concert so far this spring. Teddy practices <b>hardest</b> of all.

You can learn more about how adjectives and adverbs are used in a sentence on pages 568–576.

## Practice Your Skills

### Determining Degrees of Comparison

Write the underlined modifier in each sentence. Then label its degree of comparison *P* for positive, *C* for comparative, or *S* for superlative.

1. This music is very loud.
2. Mozart's compositions are the most difficult pieces I have ever played.
3. Some people think Beethoven composed music more slowly than Mozart.
4. Which of the two pieces is quieter?
5. When the music started, everyone quickly stopped talking.
6. The musicians played the Mozart concerto more quietly than they did the Beethoven sonata.
7. That was the highest note I have ever heard.
8. Some musicians believe that Mozart's music is more complex than Beethoven's.
9. I like Mozart better than Beethoven.
10. This is the most interesting concert I have ever attended.



Wolfgang Amadeus Mozart

## ➤ Regular Comparisons

The number of syllables in a modifier determines how it forms its comparative and superlative forms.

### One-Syllable Modifiers

**19 A.4** Add *-er* to form the comparative degree and *-est* to form the superlative degree of one-syllable modifiers.

#### ONE-SYLLABLE MODIFIERS

Positive	Comparative	Superlative
old	older	oldest
clean	cleaner	cleanest
soon	sooner	soonest

### Two-Syllable Modifiers

Most two-syllable words form their comparative and superlative degrees in the same way. Some two-syllable words, however, sound awkward when *-er* or *-est* is added. For these modifiers, *more* or *most* should be added instead.

**19 A.5** Use *-er* or *more* to form the comparative degree and *-est* or *most* to form the superlative degree of two-syllable modifiers.

*More* and *most* are always used with adverbs that end in *-ly*.

#### TWO-SYLLABLE MODIFIERS

Positive	Comparative	Superlative
easy	easier	easiest
fragrant	more fragrant	most fragrant
sweetly	more sweetly	most sweetly

### *When You Speak and Write*

Let your ear be your guide when deciding between *er/est* and *more/most* with two-syllable modifiers. If adding *-er* or *-est* makes a word difficult to pronounce, use *more* or *most* instead. It is obvious, for example, that you would never say “gracefuller” or “aimless~~er~~.” Check your writing to see that modifiers are used correctly.

## Modifiers with Three or More Syllables

**19 A.6** Use *more* to form the comparative and *most* to form the superlative degree of modifiers with three or more syllables.

### MODIFIERS WITH THREE OR MORE SYLLABLES

Positive	Comparative	Superlative
considerate	more considerate	most considerate
quietly	more quietly	most quietly

**19 A.7** Use *less* and *least* to form the negative comparisons of adjectives and adverbs.

### NEGATIVE COMPARISONS

considerate	less considerate	least considerate
quietly	less quietly	least quietly

## ➤ Irregular Comparisons

The comparative and superlative degrees of a few modifiers are formed irregularly.

### IRREGULAR MODIFIERS

Positive	Comparative	Superlative
bad/badly/ill	worse	worst
good/well	better	best
little	less	least
many/much	more	most

**19 A.8** The endings *-er* and *-est* should never be added to the comparative and superlative forms of irregular modifiers.

For example, *worse* is the comparative form of *bad*. You should never use *worser*. *Least* is the superlative form of *little*. You should never use *most little*.

## Practice Your Skills

### Forming the Comparison of Modifiers

Write each modifier. Then write its comparative and superlative forms.

- |            |               |
|------------|---------------|
| 1. low     | 7. calmly     |
| 2. good    | 8. many       |
| 3. rapidly | 9. clever     |
| 4. bad     | 10. well      |
| 5. rough   | 11. eager     |
| 6. fast    | 12. beautiful |

## Practice Your Skills

### Using the Correct Form of Comparison

Write the correct form of the modifier in parentheses.

1. Is Janelle the (faster, fastest) student on the basketball team?
2. Of the two sports, Janelle and I enjoy basketball (more, most).
3. Who runs the basketball court (faster, fastest), Mavis or Janet?
4. Of the two coaches, Ms. Thompson is the (friendlier, friendliest).
5. A lay-up is my (less, least) favorite shot of all.
6. Between basketball and football, I think basketball is the (better, best) sport.
7. Which team is the (more, most) prepared, the home team or the visitors?
8. Of the three players, who gets the (more, most) time on the court?
9. Anne made the (higher, highest) number of shots of all the players.
10. Was the (tougher, toughest) team the Bulls or the Rockets?

## Connect to Writing: Revising

### Using Modifiers Correctly

Your cousin is planning to attend the championship game between your basketball team and a rival. She has never met the other players on your team. Since you would like her to know a little bit about your friends on the team, you decide to e-mail her. Write her an e-mail message that describes your three best friends on the team. Use comparative and superlative forms of adjectives and adverbs to describe the three players' height, speed, and style of play.



## ✓ Check Point: Mixed Practice

Write the correct form of the modifier in parentheses.

1. I enjoy ancient history (more, most) than modern history.
2. In my opinion, the ancient Greeks were (smarter, smartest) than the Romans.
3. However, the Romans conquered (more, most) territory.
4. Of all civilizations at the time, the Romans had the (better, best) organized army.
5. They built towns (more, most) rapidly than other civilizations at the time.
6. They also had some of the (higher, highest) taxes in the ancient world.
7. Some people feel that the ancient Greeks were (more, most) civilized than the Romans.
8. I like Greek architecture (better, best) than I like Roman architecture.
9. Which is (older, oldest), the Parthenon or the Coliseum?
10. Some scholars think that the Roman circus was the (worse, worst) form of entertainment the world has ever known.
11. The ancient Greeks gave us some of the (more, most) dramatic literature of all times.
12. I like *The Odyssey* (better, best) than *The Iliad*.
13. What is your (less, least) favorite aspect of ancient history?
14. Ancient Greek ruins are usually (older, oldest) than Roman ruins.
15. Some people think that the Romans were (tougher, toughest) than the Greeks.



**19 B** When you compare people or things, avoid making **double comparisons**, **illogical comparisons**, and **comparisons of members of a group to themselves**.

### ➤ Double Comparisons

Use only one method of forming the comparative or superlative form of a modifier. Never use both at the same time.

**19 B.1** Do not use both *-er* and *more* to form the comparative degree, or both *-est* and *most* to form the superlative degree.

**Double Comparison** I've never seen a **more funnier** postcard than this one.

**Correct** I've never seen a **funnier** postcard than this one.

**Double Comparison** Which is the **most highest** mountain of all?

**Correct** Which is the **highest** mountain of all?

### ➤ Illogical Comparisons

When you compare unrelated things, the comparison is illogical.

**19 B.2** Compare only items of a similar kind.

**Illogical Comparison** This **camper** is better than the **Hamiltons**.  
(A camper is being compared with people.)

**Logical Comparison** This **camper** is better than the **Hamiltons' camper**.  
(Now the camper is being compared with another camper.)

**Illogical Comparison** The boys' **room** in the hotel is larger than the **girls**.  
(A room is being compared to girls.)

**Logical Comparison** The boys' **room** in the hotel is bigger than the **girls' room**.  
(Now two rooms are being compared.)

*You can learn more about the use of an apostrophe with possessive nouns on pages 67, 896–897, and 930.*

## ➤ **Other and Else in Comparisons**

When a comparison is made, the similarities or differences between people or things are pointed out. Use *other* or *else* to help you avoid comparing people or things with themselves.

**19 B.3** Add *other* or *else* when comparing a member of a group to the rest of the group.

**Incorrect** That jet is faster than any plane.

(Since the jet is an airplane, it is incorrectly being compared with itself.)

**Correct** That jet is faster than any **other** plane.

(When the word *other* is added, the jet is being compared only with other planes.)

**Incorrect** Ed wins more points than anyone on the team.

(Since Ed is on the team, he is being incorrectly compared with himself.)

**Correct** Ed wins more points than anyone **else** on the team.

(When the word *else* is added, Ed is being compared only with other members of the team.)

### *Connect to Writing:* **Writing to Compare and Contrast**

#### **Using Adjectives and Adverbs**

Choose two images in this book that you would like to write about. Note the colors, shapes, composition, and perspective used in each of the images.

In what ways are these images alike? In what ways are they different? Think about what you find interesting in each image, and why. Write a paragraph comparing and contrasting the two images point by point.



A few problems that cause confusion in writing or speaking may arise when you use modifiers.

**19 C** It is important to know whether a word is an adjective or an adverb in order to form comparisons correctly.

## ➤ Adjective or Adverb?

Adjectives and adverbs are both modifiers because they describe other words. As you probably remember, an adjective modifies a noun or pronoun. Also, an adjective usually comes before the noun or pronoun it describes, or it follows a linking verb. Adjectives are easy to recognize because they answer the following questions:

- **Which One?** **This** bus will leave tomorrow.
- **What Kind?** The suitcases are **new**.
- **How Many?** **Ten** cameras sat on the window.
- **How Much?** The trip sounds **short**.

Some verbs—such as *feel*, *smell*, and *taste*—can be either linking verbs or action verbs. When these verbs are used as linking verbs, they are often followed by an adjective.

- **Linking Verb** The fries at the restaurant **smell** delicious.  
(*Smell* links *delicious* and *fries*—delicious fries.)
- **Action Verb** We **smell** the food from the bus.  
(*Food* is the direct object of *smell*. We smell what? food)

You can find lists of linking verbs on pages 564 and 597.

Adverbs modify verbs, adjectives, and other adverbs. Adverbs can be placed almost anywhere in a sentence. You can find them by asking the questions at the top of the next page.

<b>Where?</b>	Jenny looked <b>everywhere</b> for her new dance shoes.
<b>When?</b>	David <b>always</b> sings when he is driving his car.
<b>How?</b>	Please move to the hall <b>quietly</b> .
<b>To What Extent?</b>	Everyone agrees that this summer has been <b>very</b> hot.
	Sue reads magazines <b>quite often</b> .

Because so many adverbs end in *-ly*, they are usually easy to recognize. Remember, however, that a few adjectives also end in *-ly*.

<b>Adverb</b>	Even during summer vacations Dad rises <b>early</b> . ( <i>Early</i> tells when he rises.)
<b>Adjective</b>	On Monday, Dad had an <b>early</b> meeting about our trip. ( <i>Early</i> tells what kind of meeting it is.)

A few words—such as *first*, *hard*, *high*, *late*, and *long*—are the same whether they are used as adjectives or adverbs.

<b>Adverb</b>	Tim works <b>hard</b> every day for the money for his trip. ( <i>Hard</i> tells how he works.)
<b>Adjective</b>	He finished the <b>hard</b> assignment in time to mow Mr. Taylor's lawn. ( <i>Hard</i> tells what kind of assignment it was.)

### *Connect to Writing:* Content-Based Vocabulary

#### *Writing with Adjectives and Adverbs*

Write an explanatory paragraph describing what you have learned about the problems involved in using adjectives and adverbs in comparisons. Then give examples of how these problems might occur. Write two original sentences using an adjective as a modifier and two original sentences using an adverb as a modifier. Finally, write a sentence using *late* and *early* as both adjectives and as adverbs.

## ➤ Special Problems

Some adjectives and adverbs present special problems.

### Good or Well?

**19 C.1** *Good* is always used as an adjective. *Well* is usually used as an adverb. However, when *well* means “in good health” it is an adjective.

Adjective	Dinner was exceptionally <b>good</b> .
Adverb	The car ran <b>well</b> .
Adjective	I didn't feel <b>well</b> , so I had to miss the trip to Washington. (in good health)
Adjective	The exam was a <b>good</b> test of our reading and writing skills.
Adverb	Kari did <b>well</b> on it.
Adjective	Jonathan didn't look <b>well</b> yesterday afternoon. (in good health)

### Bad or Badly?

**19 C.2** *Bad* is an adjective and often follows a linking verb. *Badly* is an adverb.

Adjective	The hamburger tasted <b>bad</b> .
Adverb	He washed the car <b>badly</b> .

### When You Speak and Write

In casual conversation it is acceptable to use *bad* or *badly* after the verb *feel*. In writing, however, use *bad* as an adjective and *badly* as an adverb.

<b>In Conversation</b>	I feel <b>bad</b> about the argument. or I feel <b>badly</b> about the argument.
<b>In Writing</b>	I feel <b>bad</b> about the argument.

## ➤ Double Negatives

Do not use two negative words to express one negative idea. The chart below shows common negatives.

COMMON NEGATIVES	
but (meaning “only”)	none
hardly	not (and its contraction <i>n’t</i> )
never	nothing
no	only
nobody	scarcely

### 19 C.3 Avoid using a **double negative**.

A double negative often cancels itself out, leaving a positive statement. If you say, “We didn’t meet nobody there,” you are actually saying, “We did meet somebody there.”

- **Double Negative** Dad says he doesn’t need **no** more mats for his car.
- **Correct** Dad says he doesn’t need any more mats for his car.
- **Double Negative** Did you know there isn’t **hardly** any air in the tire?
- **Correct** Did you know there is **hardly** any air in the tire?
- **Double Negative** We didn’t find **nothing** in the glove box.
- **Correct** We didn’t find anything in the glove box.
- **Correct** We found **nothing** in the glove box.

### *When You Read*

Occasionally, a writer may use double negatives to depict the natural speech of a character. This occurs frequently in dialogue. Notice how the character Tom Sawyer uses double negatives in the passage below.

He got up and looked distressed, and fumbled his hat, and says: “I’m sorry, and I warn’t expecting it. They told me to. They all told me to. They all said kiss her; and said she’d like it. They all said it—every one of them. But I’m sorry ma’m, and I won’t do it no more—I won’t, honest.”

—Mark Twain, *The Adventures of Huckleberry Finn*

## Practice Your Skills

### Identifying the Correct Form of Modifiers

Write the correct form of the adjective or adverb in parentheses.

1. Susan has been on more vacations than (anyone, anyone else) in our class.
2. These suitcases are bigger than the (Smiths, Smiths' suitcases).
3. Nancy said that she hoped that this trip would be more (enjoyable, enjoyabler) than last year's trip.
4. After I read in the car, I don't feel very (good, well).
5. I get so sleepy after lunch I (can, can't) hardly keep my eyes open.
6. My dog behaves (bad, badly) when I go away on long trips.
7. We (could, couldn't) hardly stand the heat in Death Valley.
8. From where we sat on the bus, we could see everything quite (good, well).
9. Our bus was more comfortable than (any, any other) bus.
10. A warm shower feels (wonderful, wonderfully) after a long day of travel.

### Connect to Writing: Revising

#### Using Modifiers Correctly

Rewrite the sentences, correcting the modifiers. If a sentence is correct, write **C**.

1. Mr. Harris remained calmer than anyone when we missed our bus.
2. Do you think the trip went good?
3. We never got no sleep during the trip.
4. The drive to Death Valley was the longest trip I have ever taken.
5. The boys' bus was noisier than the girls.

### Check Point: Mixed Practice

Rewrite the following sentences, correcting each mistake in the use of modifiers. If a sentence is correct, write **C**.

1. The desert is certainly more drier than the rain forest.
2. Which is farther north—the Sahara Desert or the Amazon rain forest?
3. The Amazon River is the longest river on the continent of South America.
4. The caravan hadn't scarcely begun when the windstorm started.
5. During desert windstorms, the sand blows rapid and with great force.

## Assess Your Learning

### ■ Using Adjectives and Adverbs Correctly

Write the following sentences, correcting each mistake. If a sentence is correct, write **C**.

1. Niagara Falls has a steadier flow of water than any waterfall in the world.
2. Who is the best diver, Jessie or Mark?
3. Tara learned the new signals easy.
4. Of all the cross-country runners, Phyllis wins races most consistently.
5. We hadn't but one hour to tour the assembly plant.
6. Our house isn't as large as the McDonalds.
7. I like Isaac Asimov's science fiction novels better than any books.
8. The fans groaned as Andrew, who usually plays good, fumbled the ball.
9. The youngest of the two Fletcher girls is going to college in the fall.
10. By the time Tim and I got to Kate's house, there wasn't no food left.
11. The grass is always greener on the other side of the fence.
12. I received an answer to my letter more quickly than I had expected.
13. One of the most busiest spots in the United States is the intersection of State and Madison in downtown Chicago.
14. Manuel couldn't decide which of the six horses was the tamest.
15. The United States has more telephones than any country in the world.

### ■ Choosing Adjectives and Adverbs

Choose the word or words in parentheses that correctly completes each sentence.

1. That house is the (older, oldest) one in the neighborhood.
2. Nobody (has, hasn't) lived there for at least ten years.
3. Lanie thinks it looks (scary, scarier) than (any, any other) haunted house in a movie.
4. She got a (good, well) scare there last week.
5. She was walking past the house in the (most fast, fastest) pace she could manage.
6. Suddenly, a voice rang out, scaring her (bad, badly).

7. She looked to see to whom the voice was calling, but there was (nobody, nobody else) around.
8. She was so scared she (could, couldn't) scarcely breathe.
9. She ran away (quicker, more quickly) than she could ever remember running before.
10. She took it pretty (good, well) when she learned that a new family had just moved into the house.

### ■ Writing Sentences

Write ten sentences that follow the directions below.

1. Include the comparative form of *little*.
2. Include the superlative form of *much*.
3. Compare one animal to another.
4. Compare one chore to another.
5. Compare one age to all others.
6. Include the comparative form of *rapidly*.
7. Include the superlative form of *bad*.
8. Include the negative comparative of *important*.
9. Include the negative superlative of *precisely*.
10. Include the comparative form of *well*.



# Using Adjectives and Adverbs: Posttest

## Directions

Read the passage and choose the word or group of words that belongs in each underlined space. Write the letter of the correct answer.

Chinchillas have more hair coming from each hair follicle than (1) animal in the world. Chinchillas are (2) than most other rodents. They are one of the (3) rock climbers of all animals in the world. However, they also run on flat ground very (4). The Andes, the chinchillas' home, is one of the (5) mountain chains in the world. Chinchillas live (6) in the Andes Mountains than almost any other animal. A mountain viscacha looks like the chinchilla but is (7). Both of these animals climb (8) on rocks. The Andean mountain cat is very (9) at catching both chinchillas and viscachas. Some people believe that chinchilla fur is the (10) fur in the world.

1. **A** any  
**B** any other  
**C** no  
**D** none
2. **A** quick  
**B** more quick  
**C** quicker  
**D** quickest
3. **A** good  
**B** better  
**C** best  
**D** well
4. **A** good  
**B** better  
**C** best  
**D** well
5. **A** high  
**B** most highest  
**C** highest  
**D** most high

6. **A** high  
**B** higher  
**C** more high  
**D** highest
7. **A** big  
**B** more big  
**C** bigger  
**D** biggest
8. **A** good  
**B** better  
**C** more better  
**D** well
9. **A** skillful  
**B** more skillful  
**C** most skillful  
**D** skillfulest
10. **A** beautiful  
**B** more beautiful  
**C** most beautiful  
**D** beautifullest

# Writer's Corner

## Snapshot

- 19 A** Adjectives and adverbs are **modifiers**. Most modifiers show degrees of comparison by changing form. (pages 778–783)
- 19 B** When you compare people or things, avoid making **double comparisons**, **illogical comparisons**, or **comparisons of members of a group to themselves**. (pages 784–785)
- 19 C** It is important to know whether a word is an **adjective** or an **adverb** in order to use comparisons correctly. (pages 786–788)

## Power Rules

 **Avoid using double negatives.** Use only one negative form for a single negative idea. (page 789)

### Before Editing

Jeremy *doesn't* need *no* air in his tires.

They *didn't* have *nothing* to do with the air pump at the gas station.

There *isn't hardly* any milk left.

We *couldn't scarcely* hear the announcement because the students were so noisy.

They *didn't never* tell me about their vacation.

### After Editing

Jeremy doesn't need *any* air in his tires.

They didn't have *anything* to do with the air pump at the gas station.

There *is hardly* any milk left.

We *could scarcely* hear the announcement because the students were so noisy.

They *didn't ever* tell me about their vacation.



## Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use the correct form of adjectives and adverbs to show degrees of comparison? (See pages 778–783.)
- ✓ Did I use *less* or *least* to form the negative comparisons of adjectives and adverbs? (See page 781.)
- ✓ Did I use the correct form of irregular modifiers? (See page 781.)
- ✓ Did I avoid double comparisons and illogical comparisons? (See page 784.)
- ✓ Did I add *other* or *else* when comparing a member of a group to the rest of the group? (See page 785.)
- ✓ Did I generally use *good* as an adjective that follows a linking verb and *well* as an adverb that follows an action verb? (See page 788.)
- ✓ Did I avoid using double negatives? (See page 789.)

## Use the Power

Look at these examples of irregular comparative and superlative forms.

**Irregular Comparative:** The girls' softball team has won **many** trophies, but the girls' basketball team has won **more** trophies.

**Irregular Superlative:** Liam had a **good** science fair project, but Arianna had the **best** project.

**Review** a composition you have completed recently and correct any modifier errors.



## A Writer's Glossary of Usage

The four preceding chapters in this book covered a number of usage elements. You learned how to use verbs and pronouns correctly, how to make the subject and verb agree, and how to form comparisons with adjectives and adverbs. A Writer's Glossary of Usage presents some other areas you might have difficulty with.

Within this glossary you will notice references to Standard English and nonstandard English. **Standard English**, of course, refers to the rules and conventions of usage that are accepted and most widely used by English-speaking people throughout the world. On the other hand, **nonstandard English** has many variations because it is influenced by regional differences and dialects and by current slang. The term *nonstandard* does not necessarily mean that the language is wrong, but rather that it is inappropriate in many situations. An example of such a situation would be a job interview. At a job interview or for a writing assignment, you should use Standard English because nonstandard English lacks uniformity.

Two other references in this glossary are to formal and informal English. **Formal English** is used for written work because it follows the conventional rules of grammar, usage, mechanics, and spelling. Formal English is generally used in the workplace and in school. **Informal English** also follows the conventions of Standard English, but informal English often includes words and phrases that might seem out of place in formal writing. Examples of informal English can generally be found in fiction, news articles, and magazines.

Notice that the items in this glossary have been arranged alphabetically so that you can use this reference easily.

**a, an** Use *a* before words beginning with consonant sounds and *an* before words beginning with vowel sounds. Always keep in mind that this rule applies to sounds, not letters. For example, *an hourglass* is correct because the *h* is silent.

- Today is **a** humid day.
- Within **an** hour, it will probably rain.

**accept, except** *Accept* is a verb that means “to receive with consent.” *Except* is usually a preposition that means “but” or “other than.”

- Everyone **accepted** the award **except** Tony.

**advice, advise** *Advice* is a noun that means “a recommendation.” *Advise* is a verb that means “to recommend.”

- Your **advice** saved me time and money.
- I hope you will **advise** me more often.

### ● *Connect to Speaking and Writing*

Note that *advice* and *advise* are not pronounced alike. *Advice* rhymes with *price*; *advise* rhymes with *prize*. Memorizing the short sentence below should help you remember which one to use.

*I advise you to take my advice.*

**affect, effect** *Affect* is generally used as a verb that means “to influence.” *Effect* is usually a noun that means “a result” or “an influence.” As a verb, *effect* means “to accomplish” or “to produce.”

- The devastating **effects** of the hurricane **affected** the lives of everyone in the small coastal town. (*effects*, noun)
- As a result, the county council **effected** a change in the area’s hurricane warning system. (*effected*, verb)

**all ready, already** *All ready* means “completely ready.” *Already* means “previously.”

- The actors behind the curtain were **all ready** for the second curtain call.
- They had **already** made the first one.

**all together, altogether** *All together* is a phrase meaning “in a group.” *Altogether* is an adverb meaning “wholly” or “thoroughly.”

- Is the camping equipment **all together** in the garage?
- I believe the camping trip to Yosemite National Park will be **altogether** successful.

**a lot** These two words are often written incorrectly as one. There is no such word as *alot*. *A lot*, even when written as two words, should be avoided in formal writing.

- **Informal** I like washing dishes **a lot**.
- **Formal** I like washing dishes **very much**.

## ● *Connect to Speaking and Writing*

Do not confuse a *lot* with *alot*, which is a verb that means “to distribute by shares.”

Were the chores **allotted** evenly?

**among, between** *Among* is used when referring to three or more people or things. *Between* is usually used when referring to two people or things. Both these words are prepositions.

- I divided my lunch **among** three of my friends.
- Please keep this information just **between** you and me.

**amount, number** *Amount* refers to a singular word. *Number* refers to a plural word.

- A large **number** of town merchants contributed a substantial **amount** of money to the scholarship fund.

**anymore** Do not use *anymore* for *now* or *nowadays*. *Anymore* is usually used in a negative statement.

- **Nonstandard** Most automobile manufacturers are interested in fuel efficiency **anymore**.
- **Standard** Most automobile manufacturers are interested in fuel efficiency **nowadays**.
- **Standard** Some manufacturers don't offer luxury cars **anymore**.

**anywhere, everywhere, nowhere, somewhere** Do not add *-s* to any of these words.

- **Nonstandard** Melissa said she can't go **anywheres** tonight.
- **Standard** Melissa said she can't go **anywhere** tonight.

**as far as** This expression is sometimes confused with “**all the farther**,” which is nonstandard English.

- **Nonstandard** This is **all the farther** the new garden hose will go.
- **Standard** This is **as far as** the new garden hose will go.

**at** Do not use *at* after *where*.

- **Nonstandard** Do you know **where** he's **at**?
- **Standard** Do you know **where** he is?

**awhile, a while** *Awhile* is an adverb that stands alone and means “for a short period of time.” *A while* is an expression made up of an article and a noun. It is used mainly after the preposition *for*.

- After watching TV **awhile**, I fell asleep.
- Later I complained for **a while** because I missed the show's ending.

### ● *Connect to Writing:* **Revising**

#### **Recognizing Correct Usage**

Rewrite the following paragraph, changing the words that are used incorrectly.

(1) The final affect of the decorating was enchanting. (2) That evening a lot of the students were visibly affected by the beautiful setting. (3) Everywheres they looked, the stars twinkled from the ceiling all the farther the eye could see. (4) A large number of palm trees seemed to sway between the dancers, creating an tropical island illusion. (5) A rustic straw hut was the stage where the musicians entertained at. (6) When the evening ended, the committee members exchanged all together satisfied looks among themselves.



**bad, badly** *Bad* is an adjective and often follows a linking verb. *Badly* is used as an adverb.

- **Nonstandard** Henry feels **badly** today. (linking verb)
- **Standard** Henry feels **bad** today. (linking verb)
- **Standard** He hung the wallpaper **badly**. (action verb)

You can learn more about using adjectives and adverbs on pages 568–576 and 776–795.

**because** Do not use *because* after the word *reason*. Use one or the other in a sentence.

- **Nonstandard** The **reason** he left is **because** he had an important appointment this afternoon.
- **Standard** He left **because** he had an important appointment this afternoon.
- **Standard** The **reason** he left is **that** he had an important appointment this afternoon.

**being as, being that** These expressions should be replaced with *because* or *since*.

- **Nonstandard** **Being that** the air was cold, we went into the house.
- **Standard** **Because** the air was cold, we went into the house.

**beside, besides** *Beside* is always a preposition that means “by the side of.” As a preposition, *besides* means “in addition to.” As an adverb, *besides* means “also” or “moreover.”

- Come sit **beside** me at the meeting. (by the side of)
- **Besides** the students, the faculty will also participate in the paper drive. (in addition to)
- They gave instructions and organized teams **besides**. (also)

**both** Never use *the* before *both*.

- **Nonstandard** **The both** of them went to the concert.
- **Standard** **Both** of them went to the concert.

**bring, take** *Bring* indicates motion toward the speaker. *Take* indicates motion away from the speaker.

- Please **bring** me a trash can liner.
- **Take** the trash out also.

**can, may** *Can* expresses ability. *May* expresses possibility or permission.

- Tammy **can** drive you to the airport. (ability)
- **May** I ride with you? (permission)

**can't help but** Use a gerund instead of *but*.

- **Nonstandard** I **can't help but** miss them.
- **Standard** I **can't help missing** them.

**different from** Use this form instead of *different than*.

- **Nonstandard** Her pea soup tastes **different than** yours.
- **Standard** Her pea soup tastes **different from** yours.

**doesn't, don't** *Doesn't* is singular and should be used only with singular nouns and the pronouns *he, she, and it*. *Don't* is plural and should be used with plural nouns and all other personal pronouns.

- **Nonstandard** Dylan **don't** come here anymore.
- **Standard** Dylan **doesn't** come here anymore.
- **Nonstandard** Geometry **don't** come easily to me.
- **Standard** Geometry **doesn't** come easily to me.

**double negative** Words such as *hardly, never, no, and nobody* are considered negatives. Do not use two negatives to express one negative meaning.

- **Nonstandard** I **didn't hardly** know what to say.
- **Standard** I **didn't** know what to say.
- **Standard** I **hardly** knew what to say.

*You can learn more about double negatives on page 789.*

**emigrate, immigrate** These words are both verbs. *Emigrate* means “to leave a country to settle elsewhere.” *Immigrate* means “to enter a foreign country to live there.” One emigrates *from* a country and immigrates *to* another country. *Emigrant* and *immigrant* are the noun forms.

From 1892 to 1954, millions of people **emigrated** from a variety of countries and **immigrated** to the United States by way of Ellis Island.

**etc.** *Etc.* is an abbreviation for the Latin phrase *et cetera*, which means “and other things.” Never use the word *and* with *etc.* If you do, what you are really saying is “and and other things.” It is best, however, not to use this abbreviation at all in formal writing.

**Informal** Remember to pack tents, sleeping bags, **etc.**

**Formal** Remember to pack tents, sleeping bags, **and other necessities.**

**farther, further** *Farther* refers to distance. *Further* means “additional” or “to a greater degree or extent.”

How much **farther** do we have to go before we get there?

**Further** details will not be known until later.

**fewer, less** *Fewer* is plural and refers to things that can be counted. *Less* is singular and refers to quantities and qualities that cannot be counted.

**Fewer** dollars were spent on education this year.

There will be **less** equipment for the schools.

### ● *Connect to Writing:* **Revising**

#### **Writing Negatives Correctly**

Rewrite each sentence in two different ways to eliminate the double negative construction.

1. Before entering a speech class, Chris hardly never spoke in front of an audience.
2. He didn't know nothing about speech preparation.
3. He hadn't no idea about the importance of visual aids.
4. Nobody hadn't taken the time to train him.
5. He wouldn't take no part in verbal presentations.

## Connect to Writing: Drafting

### Persuasive Paragraph: Repetition

When a writer wishes to persuade an audience, he or she will often repeat key words or phrases to create a tempo and to emphasize a point or theme. In this excerpt from “I Have a Dream,” Martin Luther King, Jr., speaks about his hope for brotherhood among all races. Read the excerpt and then follow the instructions below.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

—Martin Luther King, Jr., “I Have a Dream”

- Identify the repeated words and phrases. How does this repetition help the author make his point?
- Imagine you have been chosen to persuade lawmakers to lower or raise the driving age from the current age. Decide which viewpoint you endorse.
- Write a paragraph to convince lawmakers to change the law. Include at least two of the correct forms of the following word pairs, making sure you repeat each word to emphasize your point: *accept/except*; *advise/advise*; *can/may*; *fewer/less*.

**good, well** *Good* is an adjective and often follows a linking verb. *Well* is an adverb and often follows an action verb. However, when *well* means “in good health” or “attractive,” it is used as an adjective.

- The recital was very **good**. (adjective)
- Heidi dances quite **well**. (adverb)
- She didn’t feel **well** after the performance. (adjective)

## Connect to Writing: Mnemonic Devices

Mnemonic devices, such as a rhyme, can help you remember proper word usage.

The mirror is **good** to tell  
When I look and feel **well**.

You can learn more about using adjectives and adverbs on pages 568–576 and 776–795.

**have, of** In writing, do not substitute *of* for the verb *have*. When speaking, many people make a contraction of *have*. For example, someone might say, “We should’ve gone.” Because *’ve* sounds like *of*, *of* is often mistakenly substituted for *have* in writing.

- **Nonstandard** We **couldn’t of** known that at the time.
- **Standard** We **couldn’t have** known that at the time.

**hear, here** *Hear* is a verb that means “to perceive by listening.” *Here* is an adverb that means “in this place.”

- We can **hear** the music if we stand **here** on the lawn.

**hole, whole** A *hole* is an opening. *Whole* means “complete or entire.”

- Has this **hole** in the wall been here the **whole** time?

**imply, infer** Both these words are verbs. *Imply* means “to suggest” or “to hint.” *Infer* means “to draw a conclusion by reasoning or evidence.” A speaker *implies*; a listener *infers*. *Implication* and *inference* are the noun forms.

- Kent **implied** that he agreed with us.
- We **inferred** from Kent’s remarks that he agreed with us.

**in, into** Use *into* when you want to express motion from one place to another.

- After going **into** the stadium, we sat **in** our seats.

**its, it’s** *Its* is a possessive pronoun and means “belonging to it.” *It’s* is a contraction for *it is*.

- The committee will share **its** research when **it’s** appropriate.

**kind of, sort of** In formal speech and writing, use *rather* or *somewhat*.

- **Informal** Your sister is **kind of** smart.
- **Formal** Your sister is **rather** smart.
- **Informal** I feel **sort of** proud of my sister.
- **Formal** I feel **somewhat** proud of my sister.

**knew, new** *Knew*, the past tense of the verb *know*, means “was acquainted with.” *New* is an adjective that means “recently made” or “just found.”

- From the beginning he **knew** which of the **new** bicycles he wanted for his birthday.

**learn, teach** Both these words are verbs. *Learn* means “to gain knowledge.” *Teach* means “to instruct.”

- **Nonstandard** Leonard **learned** me how to speak German.
- **Standard** Leonard **taught** me how to speak German.
- **Standard** I have **learned** to speak German.

**leave, let** Both these words are verbs. *Leave* means “to depart” or “to go away from.” *Let* means “to allow” or “to permit.”

- **Nonstandard** **Leave** me help you with the dishes.
- **Standard** **Let** me help you with the dishes.
- **Standard** I can help until we **leave** for the airport.

**lie, lay** *Lie* means “to rest or recline.” *Lie* is never followed by a direct object. Its principal parts are *lie*, *lying*, *lay*, and *lain*. *Lay* means “to put or set (something) down.” *Lay* is usually followed by a direct object. Its principal parts are *lay*, *laying*, *laid*, and *laid*.

- **Lie** Please let me **lie** down for about an hour.  
The children are **lying** on the floor, watching television.  
I **lay** in bed for an extra hour yesterday morning.  
How long have I **lain** here on the couch?
- **Lay** Please **lay** the magazine on the coffee table.  
I’m **laying** the rest of the mail on the counter.  
Who **laid** the box on the wet floor?  
Have you **laid** the bills on my desk?

You can learn more about using the verbs *lie* and *lay* on pages 693–694.

**like, as** *Like* is a preposition that introduces a prepositional phrase. *As* is usually a subordinating conjunction that introduces an adverbial clause. In informal usage *like* is sometimes used as a conjunction. In formal usage avoid using *like* as a conjunction.

- **Formal** I came to help just **as** you asked. (clause)
- **Formal** Do you want the curtains hung **like** this?  
(prepositional phrase)

**loose, lose** *Loose* is usually an adjective that means “not tight.” *Lose* is a verb that means “to misplace” or “not to have any longer.”

- Sew on that **loose** button, or you will **lose** it.

### ● *Connect to Writing:* **Revising**

#### **Recognizing Correct Usage**

Rewrite the following paragraph, changing the words that are used incorrectly.

(1) Manual dexterity is kind of important when you take a court-reporting course. (2) Once you get into the class, you must learn a form of shorthand. (3) Acquiring a good command of language is also essential. (4) Often the course requires students to familiarize themselves good with language in specialized fields. (5) The instructor must explain good the phonetic spelling of words and phrases. (6) The court reporter’s machine has only twelve keys on its keyboard. (7) Learning to use those twelve keys to record testimony is not easy, like you might think. (8) To qualify for certification, you must build your speed up to 225 words per minute. (9) Those who have difficulty developing the required speed often loose interest. (10) Those who succeed find the hole process an interesting one.

**of** Prepositions such as *inside*, *outside*, and *off* should not be followed by *of*.

- **Nonstandard** Did you look **inside of** the box?
- **Standard** Did you look **inside** the box?

**ought** Never use *have* or *had* with *ought*.

- **Nonstandard** Jennifer **hadn't ought** to sit long in the sun.
- **Standard** Jennifer **ought** not to sit long in the sun.

**passed, past** *Passed* is the past tense of the verb *pass*. As a noun *past* means “a time gone by.” As an adjective *past* means “just gone” or “elapsed.” As a preposition *past* means “beyond.”

- In the **past** I always drove **past** the park on the way to work.  
(*past* as a noun and then as a preposition)
- I **passed** the exam for a new job this **past** month.  
(*passed* as a verb and *past* as an adjective)

**rise, raise** *Rise* means “to move upward” or “to get up.” *Rise* is never followed by a direct object. Its principal parts are *rise*, *rising*, *rose*, and *risen*. *Raise* means “to lift (something) up,” “to increase,” or “to grow something.” *Raise* is usually followed by a direct object. Its principal parts are *raise*, *raising*, *raised*, and *raised*.

- When the guest speaker arrived, the students **rose**.
- She **raised** her hand to ask a question.  
(*Hand* is a direct object.)

You can learn more about using the verbs *rise* and *raise* on page 694.

**-self, -selves** A reflexive pronoun should not be used as a subject. In addition, you should never use *hissself* or *theirselves*.

- **Nonstandard** Jean and **myself** met at the museum.
- **Standard** Jean and **I** met at the museum.

### ● *Connect to Writing*

American poet Walt Whitman uses the reflexive pronoun *myself* to emphasize his theme in the opening lines of his poem “Song of Myself.”

I celebrate myself, and sing myself,  
And what I assume you shall assume,  
For every atom belonging to me as good belongs to you.

**shall, will** Formal English used to require the use of *shall* with first person pronouns and *will* with second- and third-person pronouns. Today these words are used interchangeably with *I* and *we*, except that *shall* is usually used for questions.

- **Shall** we eat at seven?
- He **will** join us soon.

**sit, set** *Sit* means “to rest in an upright position.” *Sit* is rarely followed by a direct object. Its principal parts are *sit*, *sitting*, *sat*, and *sat*. *Set* means “to put or place (something).” *Set* is usually followed by a direct object. Its principal parts are *set*, *setting*, *set*, and *set*.

- **Sit** down on the couch while I **set** your packages on the table.

### ● *Connect to Speaking and Writing*

To avoid confusion between *sit* and *set*, it might be helpful to notice that all principal parts of *set* retain the same letter, *e*: *set*, *setting*, *set*, and *set*. For the word *sit*, neither the base word nor any of its principal parts contain the letter *e*.

*You can learn more about using the verbs sit and set on page 695.*

**so** *So* should not be used to begin a sentence in formal writing.

- **Informal**      **So** why are you still here?
- **Formal**        The plane was late, **so** we missed our connection.  
(coordinating conjunction)
- **Formal**        I’m **so** tired of waiting that I might fall asleep. (adverb)

**suppose to, supposed to** Be sure to add the *d* to *suppose* when it is followed by *to*.

- **Nonstandard**      We are **suppose to** read chapter ten tonight.
- **Standard**         We are **supposed to** read chapter ten tonight.

**than, then** *Than* is a subordinating conjunction and is used for comparisons. *Then* is an adverb and means “at that time” or “next.”

- Would you rather go to the skating rink **than** to the movies?
- **Then** do you want to join the rest of the group?

**that, which, who** These words are often used as relative pronouns to introduce adjectival clauses. *That* refers to people, animals, or things and always begins an essential clause. *Which* refers to animals and things. *Who* refers to people.

- The man **that** just drove by is my math teacher.
- Geometry, **which** is my first period class, is challenging.
- Mr. Jenkins, **who** is my math teacher, designed this course.

**their, there, they're** *Their* is a possessive pronoun. *There* is usually an adverb, but it sometimes begins an inverted sentence. *They're* is a contraction for *they are*.

- Don't worry about **their** late arrival.
- **There** is a good reason why **they're** late.

**theirs, there's** *Theirs* is a possessive pronoun. *There's* is a contraction for *there is*.

- Our invitation came a week ago; **theirs** came later.
- **There's** a delicious turkey dinner waiting for us.

**them, those** Never use *them* as a subject or as an adjective.

- **Nonstandard**      **Them** are the ones to get. (subject)
- **Standard**         **Those** are the ones to get.
- **Nonstandard**      Do you like **them** shoes? (adjective)
- **Standard**         Do you like **those** shoes?



## Connect to Writing: Revising

### Recognizing Correct Usage

Rewrite the following paragraph, changing the words that are used incorrectly.

(1) Stephen Crane's life hadn't ought to be examined solely for his novel writing. (2) Raised in a family of fourteen children, he and his family moved often. (3) In college he appeared to work harder at baseball then at studying. (4) Theirs evidence of his interest in writing from his first job. (5) Them accounts that he wrote while a newspaper reporter showed his talent for details. (6) The years he past living in the Bowery area of New York also inspired him. (7) He sat them experiences down in his poems, short stories, and novels. (8) Years later, as a correspondent on his way to Cuba, he was shipwrecked off of the Florida coast. (9) So he hisself wrote a story, "The Open Boat," based on his experiences. (10) There are also two volumes of poetry that he wrote in his short lifetime.

**this, that, these, those** *This* and *that* are singular and modify singular nouns. *These* and *those* are plural and modify plural nouns.

• **Nonstandard** I don't like **these** brand of sneakers.

• **Standard** I don't like **this** brand of sneakers.

**this here, that there** Avoid using *here* or *there* in addition to *this* or *that*.

• **Nonstandard** **This here** band is really good.

• **Standard** **This** band is really good.

**threw, through** *Threw* is the past tense of the verb *throw*. *Through* is a preposition that means "in one side and out the other."

• Roseanne **threw** the basketball right **through** the hoop.

**to, too, two** *To* is a preposition. *To* also begins an infinitive. *Too* is an adverb. *Two* is a number.

• Adam went **to** the library **to** study.

• Studying for **two** hours straight is **too** difficult for me.

**use to, used to** Be sure to add the *-d* to *use* when it is followed by *to*.

**Nonstandard** I **use to** dislike math, but now I enjoy it.

**Standard** I **used to** dislike math, but now I enjoy it.

### ● *Connect to Speaking and Writing*

To avoid the incorrect spelling of *used to*, get in the habit of clearly enunciating the *d* at the end of *used*.

**way, ways** Do not substitute *ways* for *way* when referring to a distance.

**Nonstandard** You live a long **ways** from school.

**Standard** You live a long **way** from school.

**weak, week** *Weak* is an adjective that means “not strong” or “likely to break.” *Week* is a noun that means “a period of seven days.”

Since you’ve been sick for a **week**, you must feel **weak**.

**what** Do not substitute *what* for *that*.

**Nonstandard** The car **what** we want is too expensive.

**Standard** The car **that** we want is too expensive.

**when, where** Do not use *when* or *where* directly after a linking verb in a definition.

**Nonstandard** A talus is **when** rock fragments accumulate at the base of a cliff.

**Standard** A talus is an accumulation of rock fragments at the base of a cliff.

**Nonstandard** Boulder is **where** there is low humidity.

**Standard** Boulder is a city **where** the humidity is low.

**where, that** Do not substitute *where* for *that*.

- **Nonstandard** I read **where** winters in the Midwest are going to be warmer.
- **Standard** I read **that** winters in the Midwest are going to be warmer.

**who, whom** *Who*, a pronoun in the nominative case, is used either as a subject or as a predicate nominative. *Whom*, a pronoun in the objective case, is mainly used as a direct object, an indirect object, or an object of a preposition.

- **Who** went to the museum with you? (subject)
- **Whom** did you see at the museum? (direct object)

You can learn more about using *who* and *whom* on pages 732–733.

**whose, who's** *Whose* is a possessive pronoun. *Who's* is a contraction for *who is*.

- **Whose** computer did you use?
- **Who's** working in the lab with you?

**your, you're** *Your* is a possessive pronoun. *You're* is a contraction for *you are*.

- **You're** sure this is the correct assignment?
- Is **your** American history book at home?

## When You Use Technology

The spell check feature on your word processing or e-mail software can be very helpful. It can help you check your spelling as you compose or edit your writing. Be careful, however, because a spelling check will not edit your work. For example, spell check will not flag your writing when you incorrectly use *advise* when *advice* is the right choice. You can usually find the spelling feature in the Edit or the Tools menu of your software. You can also set most current programs to mark misspelled words as you type. Look in the Preferences menu to activate this feature.

## Connect to Writing: Revising

### Recognizing Correct Usage

Rewrite the following paragraph, changing the words that are used incorrectly.

(1) Slaves and abolitionists use to speak in code about a planned escape. (2) This type of secrecy was essential for success. (3) The code name what escaping slaves were given was "passenger." (4) People to who the passengers often turned to lead them were called "conductors," whom led them to a "safe" home. (5) They usually traveled a long ways to reach a safe home, or a "station," where the slaves found food and shelter. (6) To prevent capture, most slaves traveled threw the night after they left a station. (7) Those recaptured used to be beaten or killed. (8) On the other hand, only a jail sentence or fine faced white abolitionists who's involvement in an escape was determined. (9) Because of her nineteen trips too the South helping slaves too escape, Harriet Tubman is known as the most successful conductor of the Underground Railroad.

## Check Point: Mixed Practice

Write the word in parentheses that correctly completes each sentence in Standard written English.

1. The variety of extracurricular activities offered (anymore, nowadays) in high school is remarkable.
2. (Among, Between) those offered are drama clubs, honor clubs, service clubs, social clubs, surfing clubs, (and many others, etc.).
3. (Because, Being that) such a variety is available, (your, you're) offered almost unlimited opportunities to participate.
4. (Its, It's) often a matter of (your, you're) personal preference.
5. Some clubs offer tutoring to students (who, whom) are (weak, week) in a certain subject.
6. A large (amount, number) of clubs take part in community projects (as, like) building playgrounds and cleaning up the environment.
7. (Their, There, They're) are other types of support clubs (that, who) some students prefer.
8. The members of these clubs go (in, into) the community to offer (their, there, they're) assistance to the elderly.
9. (Them, Those) organizations are often called service clubs.
10. Usually the bylaws (lay, lie) down the requirements for membership (in, into) a club.

# Unit 6

## Mechanics

<b>Chapter 20</b>	Capital Letters	816
<b>Chapter 21</b>	End Marks and Commas	840
<b>Chapter 22</b>	Italics and Quotation Marks	870
<b>Chapter 23</b>	Other Punctuation	894
<b>Chapter 24</b>	Spelling Correctly	932

Your word processor can be one of your best friends. You furiously type; it gently corrects. Unfortunately, most word processors cannot tell whether you mean to say *sea*, *C*, or *see*. Learning the mechanics of English and applying that knowledge as you revise your compositions is the only way to produce error-free documents. This unit will teach you about the nuts and bolts of the English language. You will learn how to give important works and people the respect they are due, to tell your readers when to pause or stop, and last but not least—to spell not the rite word, but the *right* word, correctly.



*Eye halve a spelling chequer.  
It came with my pea sea.  
It plainly marques four my revue  
Miss steaks eye kin knot sea.*

*—Source unknown*

# Capital Letters



**How can you use capital letters to make your writing clear?**

## Capital Letters: Pretest 1

The following first draft contains several errors in the use of capital letters. The first two errors have been corrected by using capitalization marks. Revise the draft to correct the other errors.

the alamo, the old Spanish mission founded in 1718 at san Antonio, texas, was the site of one of the most famous sieges in all united states History. the Army of santa anna was made up of poorly trained and poorly equipped mexicans, plus some mayan indians who could not understand spanish. such factors, however, had little effect on the outcome of the Battle. the texans were too greatly outnumbered—fewer than 200 defenders to 6,000 troops from mexico.

the Historic old church that stands at the alamo today looked quite different in 1836 when the battle took place. it is only one-ninth the size of the building that such famous men as davy crockett and jim bowie defended so many years ago. the old mission originally included not only the church but also the alamo city plaza park and several surrounding streets.

## Capital Letters: Pretest 2

### Directions

Read the passage. Choose the correct way to write each underlined part and write the letter of the correct answer. If the underlined part contains no error, write D.

214 calkinstown rd. (1)

Sharon, CT 06406

May 24, 20—

dear uncle will, (2)

I enjoyed seeing you and (3) aunt di in california. The (4) san diego zoo was terrific. When we (5) drove north, i was amazed at both the (6) pacific ocean and the mountains. The (7) golden gate bridge was also breathtaking. I enjoyed (8) a man for all seasons at the theater despite the bad review in the (9) san francisco chronicle. Thanks for having me!

All my love, (10)

Tina

- |  |  |
|--|--|
| 1. A 214 Calkinstown rd.<br>B 214 calkinstown Rd.<br>C 214 Calkinstown Rd.<br>D No error       | 6. A Pacific ocean<br>B pacific Ocean<br>C Pacific Ocean<br>D No error                               |
| 2. A Dear Uncle Will,<br>B Dear uncle Will,<br>C dear Uncle Will,<br>D No error                | 7. A Golden Gate Bridge<br>B Golden Gate bridge<br>C Golden gate bridge<br>D No error                |
| 3. A Aunt Di in california<br>B aunt di in California<br>C Aunt Di in California<br>D No error | 8. A A Man For All Seasons<br>B A Man for all Seasons<br>C A Man for All Seasons<br>D No error       |
| 4. A San diego zoo<br>B San Diego Zoo<br>C San Diego zoo<br>D No error                         | 9. A San francisco Chronicle<br>B San Francisco Chronicle<br>C San Francisco chronicle<br>D No error |
| 5. A drove North, I<br>B drove north, I<br>C Drove North, I<br>D No error                      | 10. A all my love,<br>B All My Love,<br>C All my Love,<br>D No error                                 |