Capitalization Lesson 1

Capital letters serve as clues to a writer's meaning. When words are incorrectly capitalized, the message can become confused or misleading.



Capitalize first words and the pronoun *I*.

First Words and the Pronoun I

Sentences and Poetry

24 A.1 Capitalize the first word of a sentence and of a line of poetry.

Sentence	The mountain view was spectacular.
Lines of Poetry	Time, you old gypsy man,
	Will you not stay,
	P ut up your caravan
	J ust for one day?
	—Ralph Hodgson

<u>When Mou Write</u>

Many modern poets deliberately eliminate capital letters. When quoting a poem, copy it exactly as the poet has written it.

How Can I Lie to You now thread my voice with lies of lightness force within my mirror eyes the cold disguise of sad and wise decisions. —*Maya Angelou*

CHAPTER 20

Parts of Letters

20 A.2 Capitalize the first word in the greeting of a letter and the first word in the closing of a letter.

	SALUTATIONS AND CLOSINGS
Salutations	Dear Diane, Dear Bob, To whom it may concern:
Closings	Yours truly, Sincerely yours,

Outlines

20 A.3 Capitalize the first word of each item in an outline and the letters that begin major subsections of an outline.

and leaner than domestic dogs

Wolves
I. Appearance
A. Similar to sled dogs, huskies
1. Narrower and leaner than o
9 Honey from anota

2. Heavy fur coats

The Pronoun I

20 A.4 Capitalize the pronoun *I*, both alone and in contractions.

I enjoy reading about the habits of wolves. Alone

I'm reading a book about the gray wolf. Contraction

You can learn about capitalization of quotations on pages 876–878.



Practice Your Skills

Using Capital Letters

Write a or b to indicate the item that is correctly capitalized in each of the following pairs. Assume poetry is in traditional style. (Note: Poetry is from "The Naming of Cats" by T. S. Eliot.)

- **1. a.** the test is tomorrow
 - **b.** The test is tomorrow.
- **2. a.** When you notice a cat in profound meditation,

The reason, I tell you, is always the same: (from a poem by T. S. Eliot) **b.** when you notice a cat in profound meditation,

the reason, I tell you, is always the same: (from a poem by T. S. Eliot)

- 3. a. Dear Phillip,
 - **b.** dear Phillip,
- 4. a. sincerely yours,
 - **b.** Sincerely yours,
- 5. a. II. Causes of the Civil War
 - A. States' rights
 - **B.** Slavery
 - **b.** II. causes of the Civil War
 - A. states' rights
 - **B.** slavery
- 6. a. Yours Always,
 - **b.** Yours always,
- 7. a. Stop Talking.
 - **b.** Stop talking.

Connect to Writing: Editing

Using Capital Letters Correctly

Rewrite the following letter, correcting the errors in capitalization.

dear Jennifer,

today in class we had to read a poem by William Shakespeare. it was a sonnet. my favorite part of it went something like this: "make thee another self, for love of me, / that beauty still may live in thine or thee."

> sincerely, Mark

.............

Proper Nouns Lesson 2

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

20 B Capitalize proper nouns and their abbreviations.

20 B.1 Names of particular persons and animals should be capitalized. Also capitalize the initials that stand for people's names.

	NAMES OF PERSONS AND ANIMALS
Persons	Tad, Mary Lou Taylor, Carlos T. Rivera, Jr.
Animals	Dusty, Duke, Mittens, Fang

Some surnames consist of two parts. You should usually capitalize the letter that follows *De, Mc, Mac, O', St.*, or *Von*. Names do vary. It is always best to ask people how their names are capitalized.

NAMES WITH TWO CAPITALS

MacDonald, O'Reilly, St. James, Von Hussen

20 B.2 Geographical names, which include particular places, bodies of water, celestial bodies, and their abbreviations, initials, and acronyms, should be capitalized.

GEOGRAPHICAL NAMES

Towns, CitiesLincoln, New York City (NYC), Terre Haute, Austin		
Streets, Highways	Sterns Hill Road (Rd.), New York Freeway, Thirty-third Street (The second part of a hyphenated numbered street is not capitalized.)	
Counties, Parishes, Gotland Township, St. Mary's Parish, Canby County Townships		
States	Pennsylvania (PA), North Dakota (ND), Arizona (AZ)	
Countries	Brazil, Zaire, Egypt, United States (U.S.)	
Sections of a Country	the East, the Midwest, the Great Plains (Compass directions are not capitalized.)	
Continents South America, Asia, Australia		
World Regions	the Southern Hemisphere, the Far East, the South Pole	

Islands	Block Island, Canary Islands	
Mountains	Mount (Mt.) Palomar, Rocky Mountains	
Parks	Glacier National Park, Bentley Park	
Bodies of Water	Gulf of Mexico, Rio Grande, Atlantic Ocean, Chesapeake Bay, Lake Arthur	
Stars	Vega, Polaris	
Constellations	Andromeda, Orion, Ursa Major	
Planets	Jupiter, Saturn, Mars, Neptune, Earth (Do not capitalize <i>sun</i> or <i>moon</i> . Also, do not capitalize	
	<i>earth</i> if it is preceded by the word <i>the</i> .)	

You should capitalize words such as *street, island, city, lake,* and *mountain* only when they are part of a proper noun.

Which **s**treet runs parallel to Ames **S**treet?

•

You can learn more about proper nouns on page 549 and about capitalizing the titles of persons on pages 831–832.

Practice Your Skills

Capitalizing Geographical Names

Write the following items, using capital letters where needed.

- 1. chicago, il
- **2.** mt. etna
- **3.** st. catherine university
- **4.** the north star
- **5.** a city in louisiana
- **6.** grand rapids, michigan

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- 7. dade county, fl
- **8.** the sun belt

- 9. the grand canyon
- **10.** a nation in africa
- **11.** the arctic ocean
- **12.** sherwood island
- **13.** forty-second street
- **14.** south on rte. 66
- **15.** the red bluff reservoir
- **16.** the middle east

Practice Your Skills

Using Capital Letters

Identify the words in each sentence that should be capitalized and write them correctly.

- **1.** recently in a letter from my aunt, I learned that the o'tooles have been traveling across the country.
- 2. they crossed the mississippi river last week.
- **3.** The o'tooles have learned about the many countries that have influenced texas: spain, france, and mexico.
- **4.** next week they are planning to visit sacramento, california.
- 5. last night they watched venus rise as they drove east on rte. 44.
- **6.** we got a postcard from the painted desert.
- **7.** the o'tooles plan to travel to china, japan, and parts of the middle east next year.
- **8.** on their last trip, they saw the home of ulysses s. grant and discovered that his horse was named egypt.
- 9. over the holidays they visited the capital of the u.s., which is washington, d.c.
- **10.** mrs. o'toole lives in st. mark's parish when she is not traveling.
- **11.** she informed us that wheat is primarily a product of the midwest.
- **12.** mr. o'toole's favorite part of new york city is the point at which seventh ave., forty-fourth st., and broadway cross each other at times square.

Connect to Writing: Editing

Using Capital Letters Correctly

Rewrite the following sentences, correcting the errors in capitalization. If a sentence is correct, write **C**.

- 1. When I travel, I board my dogs, Muffy and Tuffy.
- 2. Have you ever visited monaco?
- **3.** The macfarlands left the northeast and headed for the smoky mountains.
- **4.** At the mcdonald observatory in texas, we saw jupiter and four of its moons.
- **5.** Mrs. Smith likes to visit florida in the winter.



Names of groups, such as organizations, businesses, institutions, government bodies, political parties, and teams, should be capitalized.

NAMES OF GROUPS		
Organizations	Brentwood Civic Association (Assn.), the United Nations (UN)	
Businesses	Highland Motors, Serendipity Life Insurance Company (Co.)	
Institutions	West Virginia Institute of Technology, Canton High School, Westwood Hospital (Words such as <i>college, school,</i> and <i>hospital</i> are not capitalized unless they are part of a proper noun.)	
Government Bodies and Agencies	House of Representatives, Department of Commerce, the Supreme Court, the Environmental Protection Agency, the House of Commons, Parliament	
Political Parties	the Democratic Party, a Republican	
Teams	the Boston Celtics, the Smithville Colts, the Houston Astros	

20 B.4 Specific time periods and events, including the days of the week, the months of the year, holidays, and special events, should be capitalized. Also capitalize the names of historical events, periods, and documents and their associated initials and acronyms.

TIME PERIODS AND EVENTS

Days	Monday (Mon.), Friday (Fri.)	
Months	January (Jan.), December (Dec.) (Do not capitalize the seasons of the year—such as winter and spring—unless they are part of a proper noun, e.g., Winter Festival.)	
Holidays	Fourth of July, Labor Day, New Year's Day, Arbor Day	
Time Abbreviations	400 в.с.е., а.д. 1999, 1:30 ам, 1:30 рм	
Special Events	the Rose Bowl Parade, the Collinsville Flower Show, the Olympics, the Kentucky Derby	
Historical Events	the W ar of 1812, the B attle of B unker H ill	
Periods	the Renaissance, the Space Age, the Middle Ages	
Documents	the Declaration of Independence, the Bill of Rights, the Treaty of Versailles, the Magna Carta	

Short prepositions are not capitalized. A.D.—which stands for the Latin phrase *anno Domini* (meaning "in the year of the Lord")—is placed before the year. B.C. and B.C.E., meaning "before Christ" and "before the common era," are placed after the year.

Practice Your Skills

Using Capital Letters

Write *a* or *b* to indicate the item that is correctly capitalized.

- **1. a.** Iowa state University
 - **b.** Iowa State University
- 2. a. Thursday, May 6
 - **b.** Thursday, may 6
- **3. a.** Bapp Computer corp.
 - **b.** Bapp Computer Corp.
- 4. a. The United Nations
 - **b.** the United Nations
- 5. a. the Brady Bill
 - **b.** the Brady bill
- 6. a. Sol airlines
 - **b.** Sol Airlines
- 7. a. the Civil War

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- **b.** the civil War
- 8. a. the Freeport vikings
 - **b.** the Freeport Vikings
- 9. a. the parent-teacher association
 - b. the Parent-Teacher Association
- **10. a.** Tools Of The Stone Age
 - **b.** tools of the Stone Age

Connect to Writing: Editing

Using Capital Letters Correctly

Rewrite the following sentences, correcting the errors in capitalization. If a sentence is correct, write **C**.

- **1.** In 1981, sandra day o'connor became the first female justice of the supreme court.
- 2. The Speedy Office Supply Co. is located on Ashburton Dr.
- **3.** Sargent shriver was the first director of the peace corps.
- **4.** in 1999, the denver broncos won the super bowl.
- 5. Legends tell that king Arthur lived during the dark ages, around a.d. 500.

20 B.5

Names of nationalities, races, languages, religions, religious holidays, and religious references should be capitalized. Some writers also capitalize pronouns that refer to the Deity.

NATIONALITIES, RACES, RELIGIONS, ETC.

Nationalities	an American, Russians, a Pole
Races and Ethnic Groups	Hispanic, Caucasian, Asian
Languages	English, French, German, Spanish
Computer Languages	Java, C++, Visual Basic
Religions	Roman Catholicism, Judaism, Buddhism, Islam
Religious Holidays	Christmas, Passover, Kwanzaa, Easter
Religious References	God, the Bible, Hanukkah, Allah, the Koran, Genesis,
	the Lord, Buddha
	(Do not capitalize <i>god</i> when it refers to a polytheistic god.)

20 B.6 Other proper nouns also begin with capital letters.

OTHER PROPER NOUNS

Awards	Academy Award, Pulitzer Prize
Brand Names	Novac computer, New Foam soap
	(The product itself is not capitalized.)
Bridges and Buildings	Golden Gate Bridge, Cardan Building, Reunion Tower
Memorials and Monuments	Jefferson Memorial, Washington Monument
Vehicles	Viking I, the Orient Express
Names of Courses	Mathematics II, Art I, English
Technological Terms	Internet, Web, World Wide Web, Web site, Web page, E-mail (or e-mail)

Unnumbered courses, such as *history, woodworking,* and *science,* are not capitalized unless they are languages. Also, do not capitalize class names such as *sophomore* and *senior* unless they are part of a proper noun, such as the *Sophomore Class Dance*.

CHAPTER 20

Practice Your Skills

Capitalizing Proper Nouns

Write a or b to indicate the item that is correctly capitalized in each of the following pairs.

- **1. a.** an italian
 - **b.** an Italian
- 2. a. Buddhism
 - **b.** buddhism
- 3. a. easter

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- **b.** Easter
- **4. a.** the Grammy Awards
 - **b.** the grammy awards
- 5. a. the Lincoln Memorial
 - **b.** the lincoln memorial
- 6. a. the ship *titanic*
 - **b.** the ship *Titanic*
- 7. a. a Spaniard
 - **b.** a spaniard
- 8. a. yom kippur
 - **b.** Yom Kippur

Connect to Writing: E-mail Message

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Using Capital Letters Correctly

Your friend is having difficulty in history class. He has to write a research paper on a period of history that you are very familiar with. Write him an e-mail message that describes a historical event from that period in history. Mention the people and places associated with the event. Be sure to capitalize all proper nouns.

Practice Your Skills

Using Capital Letters

Write \boldsymbol{a} or \boldsymbol{b} to indicate the sentence that is correctly capitalized in each of the following pairs.

- **1. a.** Last year we drove to Rhode island and spent the summer in new England.
 - **b.** Last year we drove to Rhode Island and spent the summer in New England.
- **2. a.** In 1960, the Submarine *Triton* circumnavigated the globe.
 - **b.** In 1960, the submarine *Triton* circumnavigated the globe.
- **3. a.** The national council of jewish women held its annual meeting in hartford, ct.
 - **b.** The National Council of Jewish Women held its annual meeting in Hartford, CT.
- **4. a.** The Monroe Doctrine warned European countries not to interfere in the Americas.
 - **b.** The monroe doctrine warned european countries not to interfere in the americas.
- 5. a. Last spring I studied french, but now I wish I had taken Spanish instead.
 - **b.** Last spring I studied French, but now I wish I had taken Spanish instead.
- **6. a.** Everyone voted for Laurie as treasurer because she is a genius in Mathematics.
 - **b.** Everyone voted for Laurie as treasurer because she is a genius in mathematics.
- **7. a.** In 1913, the sixteenth amendment to the united states constitution introduced the income tax to the American people.
 - **b.** In 1913, the Sixteenth Amendment to the United States Constitution introduced the income tax to the American people.
- 8. a. John F. Kennedy was the first Roman Catholic president.
 - **b.** John F. Kennedy was the first roman catholic President.
- **9. a.** If you are taking European History, Algebra, Chemistry, English Composition, and Art II, you're going to be busy!
 - **b.** If you are taking European history, algebra, chemistry, English composition, and Art II, you're going to be busy!
- **10. a.** The space age began with the launching of *sputnik I*, the first artificial satellite.

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b. The Space Age began with the launching of *Sputnik I*, the first artificial satellite.

Check Point: Mixed Practice

Identify each word that should begin with a capital letter and rewrite the words correctly.

- 1. abraham lincoln signed the emancipation proclamation on january 1, 1863.
- **2.** the american revolution began in lexington, massachusetts, on april 19, 1775.
- **3.** stone was rarely used in the construction of the earliest buildings of the egyptians, babylonians, and assyrians.
- **4.** the washington redskins played the los angeles raiders in the 1984 super bowl; the raiders won.
- 5. has the chordalle company ever presented a piano to the white house?
- **6.** the largest collection of baseball cards belongs to the metropolitan museum of art in new york city.
- **7.** many of the cheese-making advances in the middle ages were made by monks.
- **8.** the sides of *old ironsides* are actually made of wood.
- **9.** this nupict camera has many innovative features that make photography easier.
- **10.** the chicken was a common fowl in europe by the time of the roman empire.
- **11.** rockefeller center in new york city extends from forty-eighth street to fifty-second street.
- **12.** loy and sampson board games are popular with children and adults in many nations, including canada.

Connect to Reading and Listening: Classroom Vocabulary

Understanding When to Use Capital Letters

Play "Name That Capitalized Word" with a partner. Choose a history or social studies book to read aloud to your partner. You each take turns reading a paragraph or two. Your partner must write down the words that should be capitalized as you read them. When you have finished reading your selection, your partner will then read while you write down the words that should be capitalized. Go over the words you have written down, comparing them to the words in the textbook. How many did you get right? Discuss any wrong answers and how you might remember to use them correctly.

Proper Adjectives Lesson 3

Proper adjectives are formed from proper nouns.

-	-	
-		
-	<u> </u>	

Capitalize most proper adjectives.

PROPER ADJECTIVES

Hawaiian pineapples Roman citizen Danish accent American cities

Some adjectives that originated from proper nouns, such as *venetian blinds*, are no longer capitalized. The association with the proper noun has been lost.

The baby loves to cuddle his teddy bear.

•••••••

20 C.1

Capitalize only the part of a compound adjective that is a proper noun or proper adjective.

COMPOUND ADJECTIVES

pro-American Mexican American Japanese-made

Practice Your Skills

Capitalizing Proper Adjectives

Write a or b to indicate the item that is correctly capitalized in each of the following pairs.

- 1. a. italian cookies
 - **b.** Italian cookies
- 2. a. a French Canadian
 - **b.** a French canadian
- 3. a. hungarian waltz
 - **b.** Hungarian waltz
- 4. a. German shepherd
 - **b.** german shepherd

- 5. a. Irish Dancing
 - **b.** Irish dancing
- 6. a. polish sausage
 - **b.** Polish sausage
- 7. a. Canadian bacon
 - **b.** Canadian Bacon
- 8. a. African American
 - **b.** African american

20 D Use capital letters in titles of persons, written works, and other works of art.

Titles Used with Names of Persons

20 D.1 Capitalize a title showing office, rank, or profession when the title comes directly before a person's name. The title is usually not capitalized when it follows a name.

Before a Name	Have you met Senator Ames?
Not Used as a Name	Harold Ames is our new senator.
•	I know Harold Ames, our new senator.

Titles Used Alone

Titles Lesson 4

20 D.2 Capitalize a title that is used alone when it is substituted for a person's name in direct address. The titles *President, Vice President, Chief Justice,* and *Queen of England* are capitalized when they stand alone.

Used as a Name	I disagree with you, G overnor.
Not Used as a Name	Who will our next governor be?
High Government Official	Has the P resident arrived yet?

President and *vice president* are capitalized when they stand alone only if they refer to the current president and vice president.

Titles Showing a Family Relationship

20 D.3 Capitalize a title showing a family relationship when it comes directly before a person's name, when it is used as a name, or when it is substituted for a person's name.

Before a Name	Did you call Uncle David?	
Used as a Name	Is D ad going too?	
Direct Address	May I go with you, M om?	

Do not capitalize titles showing family relationships when they are preceded by a possessive noun or pronoun—unless they are considered part of a person's name.

Jerry's **a**unt is visiting from Oklahoma.

Jerry's Aunt Mildred is visiting from Oklahoma. (Aunt is part of the name.)

Titles of Written Works and Other Works of Art

20 D.4 Capitalize the first, the last, and all other important words in the titles of books, stories, poems, newspapers, magazines, movies, plays, television productions, musical compositions, and other works of art.

Do not capitalize a short preposition (under five letters), a conjunction, or an article in these works unless it is the first word in a title.

Books and Chapter Titles	The first chapter in Charles Dickens's <i>A Tale of Two Cities</i> is called "The Period."	
Short Stories	I enjoyed reading "A Rose for Emily" in class.	
Poems	Have you read Coleridge's " T he R ime of the A ncient M ariner"?	
Newspapers and Newspaper Articles	Today's <i>Washington Post</i> ran a story entitled "Volunteerism in Our High Schools."	
Magazines and Magazine Articles	Did you read " A H arvest for the H ungry" in <i>Time?</i>	
Plays	We saw <i>Death of a Salesman</i> on Broadway.	
Television Series	My dad likes to watch 60 Minutes after dinner.	
Works of Art	My favorite movement from Grofé's <i>Grand Canyon</i> <i>Suite</i> is " P ainted D esert."	

The word *the* as the first word in a newspaper's or a magazine's name is usually not capitalized, except in *The New York Times*.

The election was covered by the *Boston Globe* and the *Los Angeles Times*.

You can learn more about punctuating titles on pages 845, 859, 872–874, 885, and 914.

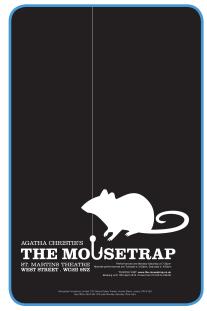
CHAPTER 20

Practice Your Skills

Capitalizing Titles

Write \boldsymbol{a} or \boldsymbol{b} to indicate the sentence that is correctly capitalized in each of the following pairs.

- 1. a. Have you ever read The Last Of The Mohicans?
 - **b.** Have you ever read *The Last of the Mohicans?*
- **2. a.** George gershwin wrote the music for the broadway musical *porgy and bess*.
 - **b.** George Gershwin wrote the music for the Broadway musical *Porgy and Bess*.
- **3. a.** I am sure I wasn't speeding, Officer.
 - **b.** I am sure I wasn't speeding, officer.
- **4. a.** The president spent last week at Camp David.
 - **b.** The President spent last week at Camp David.
- **5. a.** Franklin R. Marsh has run for Mayor three times.
 - **b.** Franklin R. Marsh has run for mayor three times.
- **6. a.** When General Lee surrendered, President Lincoln asked the band to play "Dixie."
 - **b.** When general Lee surrendered, president Lincoln asked the band to play "dixie."
- **7. a.** Call mom and tell her grandma Kay will be late.
 - **b.** Call Mom and tell her Grandma Kay will be late.
- **8. a**. *The Mousetrap* by Agatha Christie is a great play.
 - **b.** *The mousetrap* by Agatha Christie is a great play.



Connect to Writing: Editing

Using Capital Letters Correctly

Rewrite the following sentences, correcting the errors in capitalization. If a sentence is correct, write **C**.

- **1.** the review in the *springfield gazette* unfavorably criticized the movie at showtime cinema.
- **2.** The theme song from *Butch Cassidy and the Sundance Kid* is "Raindrops Keep Falling On My Head."
- **3.** today the president vetoed a bill passed by congress.
- **4.** Both movies, *the wizard of oz* and *the secret garden*, have black-and-white and color sequences.
- 5. How often do you read Newsweek?

Scheck Point: Mixed Practice

Write each word that should begin with a capital letter. Then see if you can answer the questions!

- 1. is the grand coulee dam in washington or oregon?
- 2. what time is it in london, england, when it is noon in sioux city, iowa?
- 3. who was the famous general from the south who led the confederate forces?
- **4.** arizona, new mexico, utah, and which other state meet at the same point?
- **5.** was dr. mccoy or dr. zorba the doctor aboard the starship *enterprise?*
- 6. who wrote the old man and the sea, which won a pulitzer prize in 1954?
- 7. what are the first five words of lincoln's gettysburg address?
- **8.** are the headquarters for the defense department in the pentagon or the united states capitol?
- **9.** does the winner of the finals of the national hockey league win the stanley cup or the davis cup?
- 10. where can you see charles lindbergh's plane, spirit of st. louis?

Connect to Writing: Detailed Summary

Using Capital Letters Correctly

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Last summer you attended cultural events that included music, dance, and art. You also read a great deal of literature. Your principal will allow you to receive some course credit if you write a detailed summary of your experiences. Write a summary of all the things you saw and read over the summer. When you have finished writing, check to be sure you capitalized words correctly.

Assess Your Learning

Chapter Review

Using Capital Letters

Write each word that should begin with a capital letter.

- **1.** the surface of mercury is similar to that of the moon.
- **2.** The movie *law and order* is about wyatt earp.
- **3.** The area drained by the amazon river in south america would cover three fourths of the united states.
- **4.** hattie wyatt caraway was the first woman to be elected to the united states senate.
- **5.** the largest polish-speaking population in the united states lives in illinois.
- **6.** The republican party is represented by an elephant.
- **7.** the two most common languages spoken in the united states besides english are spanish and chinese.
- **8.** during the last four years of the pre-civil war period in the united states, james buchanan was president.
- **9.** the last chapter in the book *tom sawyer* is called "respectable huck joins the gang."
- **10.** In the early 1500s, peter henlein, a german locksmith, invented the first pocket watch.
- **11.** on the morning of may 20, 1927, charles lindbergh took off for paris from roosevelt field in new york.
- **12.** the first battle of world war I was the battle of the marne.
- **13.** polaris, also called the north star, is the end star in the handle of the little dipper.
- **14.** the name of the first dog to orbit earth was laika.
- **15.** the clock in the cathedral of notre dame in dijon, france, has struck the hour every hour since 1383.

Using Capital Letters

Write the following items, using capital letters only where needed.

- **1.** lake michigan
- **2.** queen elizabeth
- **3.** a tour of the south
- **4.** the lincoln park zoo
- **5.** my uncle from iowa
- 6. typing and english
- **7.** a lieutenant
- **8.** the fourth of july
- **9.** the moons of jupiter
- **10.** south of portland
- **11.** city of austin, tx
- **12.** rio grande (river)
- **13.** the earth and moon

- **14.** a senator from montana
- **15.** spring and fall
- **16.** the pure food and drug act
- 17. president obama
- **18.** the french and indian war
- **19.** a high school in elwood
- **20.** the sophomore class
- **21.** the bank on main street
- **22.** my brother clifford
- 23. columbia's orbit
- **24.** the midwest
- **25.** the article "there will be change"

Writing Sentences with Capital Letters

At the library, find a fact that pertains to each of the following topics and include it in a sentence. Each fact should include a proper noun, a proper adjective, or a title.

- **1.** science
- **2.** the southern states
- **3.** space travel
- 4. the Korean War
- 5. magazines

- 6. baseball
- 7. television
- 8. rodeos
- **9.** the solar system
- **10.** poetry



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Directions

Read each sentence. 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.

(1) The tryouts for the play were held in the <u>matthewson center</u>. (2) It is located at the corner of <u>fifty-second street and main street</u>. (3) Allie and I both wanted the part of Anne Boleyn in the production <u>anne of the thousand days</u>. (4) As Allie tried out, she looked for the <u>director</u>, <u>Tim Cardoza</u>. (5) Finally she gave up and recited a passage from <u>shakespeare's macbeth</u>. (6) I read a scene from a <u>french play by molière</u>. (7) I admit I was never meant to play <u>Henry viii's wife</u>. (8) Allie had already been in a <u>winston civic</u> <u>association</u> production. (9) She starred in <u>the King and I</u>. (10) I told Allie that I'd be happier painting scenery for the city's festival of spring.

- **1.** A Matthewson center
 - B matthewson Center
 - c Matthewson Center
 - **D** No error
- 2. A Fifty-second street and Main street
 - B Fifty-second Street and Main Street
 - c Fifty-Second Street and Main Street
 - **D** No error
- **3.** A Anne of the Thousand Days **B** Anne of The Thousand days **C** Anne of the thousand Days
 - **D** No error
- 4. A Director, Tim Cardoza
 - B director, tim Cardoza
 - **C** Director, tim cardoza
 - ${\bf D}\,$ No error
- **5.** A Shakespeare's *Macbeth*
 - B Shakespeare's macbeth
 - c shakespeare's Macbeth
 - **D** No error

- 6. A French play by molière
 - **B** French Play by Molière
 - **c** French play by Molière
 - **D** No error
- 7. A Henry VIII's wife
 - B henry VIII's wife
 - c henry VIII's Wife
 - **D** No error
- 8. A Winston Civic Association
 - **B** Winston civic association
 - c Winston Civic association
 - ${\bf D}\,$ No error
- **9.** A the king and I
 - **B** The King and I
 - **c** The King And I
 - **D** No error
- **10.** A City's Festival of Spring
 - B city's Festival of Spring
 - c city's Festival of spring
 - **D** No error

Writer's Corner

Snapshot

20 A	Capitalize first words and the pronoun I . (pages 818–820)
20 B	Capitalize proper nouns and their abbreviations. (pages 821–829)
20 C	Proper adjectives begin with a capital letter. (page 830)
20 D	Use conital latters in titles of persons, written works, and other w

20 D Use capital letters in titles of persons, written works, and other works of art. (pages 831–834)

Power Rules

Be sure that every statement in your writing that begins with a capital letter is a **complete sentence, not a sentence fragment.**

Before Editing

When school is over. I'll go to the mall.

After Editing

When school is over, I'll go to the mall.

I distributed flyers in the neighborhood. *Because I was looking for babysitting jobs*.

I distributed flyers in the neighborhood *because I was looking for babysitting jobs.*

Check for **run-on sentences** and separate them by capitalizing the first word of the second sentence or by making other appropriate changes, such as adding a conjunction and/or punctuation. (pages 672–674)

Before Editing

Lucinda is on the debate team, Frank works on the school newspaper.

We went to the train station, we found out that we had missed our train.

After Editing

Lucinda is on the debate team. Frank works on the school newspaper.

When we went to the train station, we found out that we had missed our train.

Editing Checklist 🕐

Use this checklist when editing your writing.

- Jid I capitalize first words in each sentence? (See page 818.)
- ✓ Did I capitalize the pronoun *I*? (See page 819.)
- ✓ Did I capitalize proper nouns and their abbreviations? (See pages 821–829.)
- ✓ Did I capitalize proper adjectives? (See page 830.)
- ✓ Did I capitalize the titles of persons and works of art? (See pages 831–832.)
- Joid I capitalize the first word, last word, and all important words in titles of written works? (See page 832.)
- ✓ Did I edit my work for mistakes in capitalization? (See pages 818–834.)

Use the Power

Capital letters draw attention to certain words and the beginnings of sentences. Use the rules below to help you understand how to use correct capitalization in your writing.

Rule: Capitalize the first word in every sentence.

Education is my top priority.

Rule: Always capitalize the pronoun *I*.

When **I** earn my college degree, **I'll** find a rewarding job.

Rule: Capitalize proper nouns.

Someday, I'd like to work in a big city like **New York** or **Chicago**.

Rule: Capitalize proper adjectives.

If I lived in a big city, I would get to try new things like **Thai** food.

Rule: Capitalize most titles.

I bought the textbook **Psychology in Your Life**.

CHAPTER 21

End Marks and Commas



How can you create meaning through the careful use of end marks and commas?

End Marks and Commas: Pretest 1

The first draft below contains errors in the use of commas, periods, and other end marks. The first error has been corrected. Revise the draft to correct the remaining errors.

Wow Can you believe final exams are only two short weeks away. Dr. Schumacher, the chairperson of the science department likes to challenge us! He is known for his long difficult exams and his tests are impossible. If I want to get an A which is my goal I need a good, study plan. I must set aside time to study, every day. Since the beginning, of the semester, I have been taking notes. I need to review all of my notes follow the study guide and concentrate on studying the information, that I do not fully understand. I can even get a tutor? No this will not be an easy task but I know I can do it.

End Marks and Commas: Pretest 2

Directions

Each sentence is missing an end mark or comma(s). Choose the mark that is needed. Then write the letter of the mark.

(1) I was a lifeguard at our town pool last summer (2) What an exciting job it turned out to be (3) Beginning with the first day I had work to do. (4) Children ran on the slippery tile and adults dove in the shallow water. (5) My instructions made very loudly never stopped. (6) Did anyone listen to me. (7) It wasn't until a near tragedy that I was treated as an authority (8) The Thompson kids a pair of twins were horsing around near the diving board. (9) Did you see a diver land on top of one of them (10) I dove in swam as fast as I could and reached the twins in seconds.

- 1. A period
 - **B** comma(s)
 - ${\bf C}\,$ exclamation point
 - **D** question mark
- 2. A period
 - **B** comma(s)
 - ${\bf C}\,$ exclamation point
 - **D** question mark
- 3. A period
 - **B** comma(s)
 - **c** exclamation point
 - **D** question mark
- 4. A period
 - **B** comma(s)
 - ${\bf C}\,$ exclamation point
 - **D** question mark
- 5. A period
 - **B** comma(s)
 - ${\bf C}\,$ exclamation point
 - **D** question mark

- 6. A period
 - **B** comma(s)
 - **c** exclamation point
 - **D** question mark
- 7. A period
 - **B** comma(s)
 - c exclamation point
 - **D** question mark
- 8. A period
 - **B** comma(s)
 - **c** exclamation point
 - **D** question mark
- 9. A period
 - **B** comma(s)
 - c exclamation point
 - **D** question mark
- 10. A period
 - **B** commas(s)
 - **c** exclamation point
 - **D** question mark

Kinds of Sentences and End Marks Lesson 1

A sentence may have one of four different purposes or functions. The purpose of a sentence determines the punctuation mark that you will use at the end.

21 A A sentence is declarative, imperative, interrogative, or exclamatory.

One purpose of a sentence is to make a statement or to express an opinion.

21 A.1 A declarative sentence makes a statement or expresses an opinion and ends with a period (.).

The following examples are both declarative statements. Although the second example includes an indirect question, it is still a statement.

- The ancient Egyptians revered the cat.
- Mom asked me if I wanted to get a cat.
- (The direct question would be *Do you want to get a cat?*)
- •••••

The second purpose of a sentence is to give directions, make requests, or give commands. *You* is usually the understood subject of these sentences.

21 A.2 An **imperative sentence** gives a direction, makes a request, or gives a command. It ends with either a period or an exclamation point (or).

If a command is spoken in a normal voice, it is followed by a period when written. If emotion is expressed, an exclamation point follows the command.

Brush the cat. (normal voice)

Look out for the cat (emotional voice)

When You Write

Sometimes what seems like a question is actually a request or command. These sentences are ended with a period, not an exclamation point or question mark.

Will you please let the cat out-

May I make my position clear.

The third purpose of a sentence is to ask a question.

21 A.3 An **interrogative sentence** asks a question and ends with a question mark (?).

The following examples are all interrogative sentences. Although the second example is phrased as a statement, it is intended as a question. Even questions that are incompletely expressed, like the third example, should be followed by a question mark.

Which is the largest breed of cat? You want me to believe that? The cat left after dinner. Why?

The fourth purpose of a sentence is to express a feeling such as joy, anger, or fear.

21 A.4 An exclamatory sentence expresses strong feeling or emotion and ends with an exclamation point (!).

The first sentence in the following examples is an exclamatory sentence. The second sentence includes an interjection that is followed by an exclamation point.

That cat bites Oh! I forgot to call the vet.

You can learn about interjections on page 581.

• Connect to Reading, Speaking, and Listening: Vocabulary Using Inflection to Understand End Marks You use the inflection of your voice to make meaning clear when speaking. In writing, you use end marks. Play this game: Read a few statements from a written text without inflection, such as "Stop at the corner" or "You don't say so." Have a partner say each as a simple statement, a question, and an exclamation. You must suggest the mark that would be used at the end of each sentence.

Practice Your Skills

Classifying Sentences

Read the following sentences, each of which lacks an end mark. Label each sentence *declarative*, *imperative*, *interrogative*, or *exclamatory*.

- **1.** Feed the cat after vou brush her
- The kitten likes to play with the paper bag
- **3.** I thought your kitten was very cute
- 4. Will you please stop teasing the cat
- 5. Look at that cat run
- 6. Which kitten will shed the least fur
- 7. Clip her nails carefully
- 8. You asked if I found the cat's toys
- 9. The Siamese cat originated in Asia
- **10.** Does the cat get along well with the hamster

Connect to Writing: Editing

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Punctuating Sentences

Rewrite the sentences above, adding the punctuation mark at the end of each sentence that you believe would be most appropriate.

Connect to Writing: Instructions

Using End Marks

Your younger brother, who is in kindergarten, wants to bring home the class pet for the weekend. His teacher will not allow him to do so until she is sure that he understands exactly how to care for a hamster. Write your brother a set of instructions that will help him take care of the hamster for the entire weekend. Write a declarative, imperative, interrogative, and exclamatory sentence, and be sure to use the correct punctuation for each in your instructions.



Other Uses of Periods

Periods are used in other places besides the ends of sentences.

Periods with Abbreviations

Abbreviations can be a personal form of shorthand. Using them can help you take notes in class more quickly. Most abbreviations, however, should be avoided in formal writing.

21 A.5 Use a period after most abbreviations.

The following list contains some abbreviations that are acceptable in formal writing. For other acceptable abbreviations, look in a dictionary.

ABBREVIATIONS					
Titles with Names	Mr Mrs	Ms. Dr.	Rev∎ Gen∎	Sgt . Lt.	Jr. Sr.
Initials for Names	D ₋ C ₋ Ros	sen, Janet I	L. Lake, F.	Scott Fitzg	jerald
Times with Numbers	a_m_	p_m_	B ₋ C ₋	B-C-E-	A.D.
Addresses	Ave.	St.	Blvd.	Rt.	Dept.
Organizations and Companies	Co.	Inc.	Corp.	Assoc.	

Many organizations and companies are known by abbreviations that stand for their full names. The majority of these abbreviations do not use periods. A few other common abbreviations also do not include periods.

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APO = Army Post Office
FBI = Federal Bureau of Investigation
NASA = National Aeronautics and Space Administration
rpm = revolutions per minute
cm = centimeter
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A statement that ends with an abbreviation needs only one period. An interrogative or an exclamatory sentence that ends with an abbreviation needs both marks of punctuation.

The play begins at 8:30 p.m. Does the play begin at 8:30 p.m.**?** No, the play begins at 8:00 p.m.**!**

The United States Postal Service's state abbreviations do not include periods. See below.

SOME STATE ABBREVIATIONS			
AR = Arkansas	FL = Florida	ME = Maine	TX = Texas
AZ = Arizona	GA = Georgia	NY = New York	UT = Utah
CA = California	IA = Iowa	OH = Ohio	VA = Virginia
DE = Delaware	IL = Illinois	OR = Oregon	WI = Wisconsin

Periods with Outlines

21 A.6 Use a period after each number or letter that shows a division in an outline.

- I. Greek Myths
 - A. Used to teach in ancient times
 - 1. Explained a natural event
 - 2. Taught a moral lesson
 - B. Taught as literature today
 - 1. Characteristics
 - 2. Structure
- II. Roman Myths

••••

You can learn about capitalization of outlines on page 819.

Connect to Writing: Editing

Using Periods

Rewrite the following sentences and correctly punctuate them. If a sentence is correct, write **C**.

- 1. Did you know that the President lives at 1600 Pennsylvania Ave?
- 2. The White House is located in Washington, D.C.
- 3. Dr and Mrs Rivera have been guests at the White House on a regular basis
- **4.** The White House was designed in AD 1792.
- 5. Has the head of NASA been invited to the White House recently?

Practice Your Skills

Identifying Correct Abbreviations

Write a or b to indicate the abbreviation that is correctly punctuated in each of the following pairs.

1. a. BC	4. a. MA	7. a. Assoc.
b. B.C.	b. Ma.	b. ASSOC
2. a. Jr.	5. a. Oct.	8. a. m.p.h.
b. JR	b. OCT	b. mph
3. a. U.S.	6. a. ml	9. a. ave
b. US	b. ml.	b. Ave.

Scheck Point: Mixed Practice

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Rewrite the following outline, adding periods where needed.

- I The Battle of Gettysburg
 - A Fought at Gettysburg, PA
 - B Occurred July 1–3, AD 1863
- II. Commanders
 - A Confederate
 - 1. Gen. Robert E Lee
 - 2. Gen George Pickett
 - 3. Gen James Longstreet
 - B. Union
 - 1. Gen George G Meade
 - 2. Brig General John Buford
- III The First Day

Connect to Writing: Invitation

Using Abbreviations

You are planning a surprise party to celebrate your parents' anniversary. Design an invitation and address it to one of their friends. Include information about where and when the party will be held. Be sure to use abbreviations correctly.

Commas That Separate Lesson 2

21 B Commas are used to separate items and to enclose items.

Without commas, some items in a sentence would run into one another, causing confusion. Following are situations in which commas should be used to separate items.

Items in a Series

Three or more similar items together form a series. Words, phrases, or clauses can be written as a series.

21 B.1 Use commas to separate items in a series.

Words	I need to buy sunscreen, sunglasses, a towel, and a hat. (nouns)	
	Today I washed, waxed, and repaired the boat. (verbs)	
Phrases	Did you look on the deck, behind the mast, and under the boom? (prepositional phrases)	
Clauses	I don't know what time the regatta is, where it is, or who will be there. (noun clauses)	

Through common usage it has become acceptable to omit the comma before the conjunction that connects the last two items in a series. If that comma is omitted, however, some sentences could be misread. That is why it is better to include the comma before the conjunction.

Confusing The restaurant had banana, bran, blueberry and raisin muffins.

Clear The restaurant had banana, bran, blueberry, and raisin muffins.

If conjunctions connect all the items in a series, no commas are needed.

We can go sailing on Friday **or** Saturday **or** Sunday.

Some words, such as *macaroni and cheese*, are thought of as a single item. If one of these pairs of words appears in a series, consider it one item.

For breakfast I ordered juice, ham and eggs , and a muffin.

CHAPTER 21

Practice Your Skills

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Items in a Series

Rewrite each sentence, adding commas where needed. If the sentence is correct, write $\ensuremath{\textbf{C}}$

1. Use flour sugar salt and buttermilk in your scones.

2. We ate breakfast at Joe's lunch at Jen's and dinner at Mai's.

- **3.** I love eating fried eggs scrambled eggs and hardboiled eggs.
- 4. Tonight I will have either corn or beans or carrots with dinner.

5. Would you prefer milk water or some juice with your meal?

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Adjectives Before a Noun

Sometimes a comma should separate two adjectives that are not connected by a conjunction.

We followed the steep ${\scriptstyle \rm I\!\!I}$ narrow road to their beach house.

21 B.2 It is sometimes necessary to use a comma to separate two adjectives that precede a noun and are not joined by a conjunction.

Use this test to decide if a comma is needed between two adjectives: If a sentence reads sensibly with *and* between the adjectives, a comma is needed.

Comma	Don't lean on that old, rickety boat. (<i>Old and rickety boat</i> reads well.)
No Comma	Don't lean on that old green boat. (<i>Old and green boat</i> does not read well.)

Usually no comma is needed after a number or after an adjective that refers to size, shape, or age. For example, no commas are needed in the following expressions.

ADJECTIVE EXPRESSIONS		
	two short messages	a tall elderly man
	round green eyes	large red apples

Practice Your Skills

Using Commas to Separate

Write \boldsymbol{a} or \boldsymbol{b} to indicate which sentence in each pair shows the correct use of commas.

- **1. a.** Dad's new sailboat turns well, sails fast, and attracts much attention on the lake.
 - **b.** Dad's new sailboat turns well sails fast, and attracts much attention on the lake.
- **2. a.** Jet skis, sailboards and motor boats are popular.
 - **b.** Jet skis, sailboards, and motor boats are popular.
- 3. a. Catamarans are fast versatile boats.
 - **b.** Catamarans are fast, versatile boats.
- 4. a. The cabin cruiser rolled pitched, and tossed, in the stormy waters.
 - **b.** The cabin cruiser rolled, pitched, and tossed in the stormy waters.
- **5. a.** I don't know whether I should sail, whether I should water-ski, or whether I should swim.
 - **b.** I don't know whether I should sail whether I should water-ski or whether I should swim.
- **6. a.** From the cliff we viewed the dark blue sea.
 - **b.** From the cliff we viewed the dark, blue sea.
- **7. a.** The skipper said to straighten the tiller, pull in the jib sheet, and coil the extra lines.
 - **b.** The skipper said to straighten the tiller pull in the jib sheet and coil the extra lines.

Connect to Writing: Editing

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Using Commas Correctly

Write each sentence, adding a comma or commas where needed. If a sentence does not need any commas, write **C** for correct.

- **1.** We spent the hot July weekend at the beach.
- **2.** Florida has some of America's best tourist attractions warmest weather and prettiest beaches.
- **3.** Tourists enjoy that warm sunny weather.
- 4. Bob described scouting for fish, catching the fish, and cleaning the fish.
- 5. Do you want baked fish, fish and chips or poached fish for dinner?

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Compound Sentences

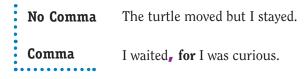
A compound sentence becomes a run-on sentence when independent clauses are not separated. Using a conjunction and a comma is one way to correct run-on sentences.

21 B.3 Use a comma to separate independent clauses of a compound sentence if the clauses are joined by a coordinating conjunction.

A comma is usually placed before the conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, and *yet* in a compound sentence.

Come to my house**, and** we'll look at the turtle shell. The turtle swims quickly**, but** it walks slowly.

A comma is not needed in a very short compound sentence—unless the conjunction separating the independent clauses is *yet* or *for*.



Be careful that you do not confuse a compound sentence with a simple sentence that has a compound verb. No comma comes before the parts of a compound verb unless there are three or more verbs.

Compound	My friend pitched the tent, and I built a fire.
Sentence	(A comma is needed.)
Compound	My friend pitched the tent and built a fire.
Verb	(No comma is needed.)

A compound sentence can also be joined by a semicolon. You can learn more about semicolons on pages 908–913.

When You Write

Writers will sometimes deliberately use a run-on sentence to create a scene or mood. In the following passage, notice how Charles Dickens uses commas to separate pairs of independent clauses that show the opposites that exist in the two cities of London and Paris.

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way.

----Charles Dickens, A Tale of Two Cities

You can learn more about run-on sentences on pages 10, 118, 255, 620, 672–674, 680, 838, 868, and 930.

Practice Your Skills

Using Commas with Compound Sentences

Write a or b to indicate which sentence in each pair shows the correct use of commas.

- **1. a.** Look carefully, for turtles are hard to find.
 - **b.** Look carefully for turtles, are hard to find.
- 2. a. Turtles are hard to find and, they like to hide in their shells.
 - **b.** Turtles are hard to find, and they like to hide in their shells.
- **3. a.** Snapping turtles look fearsome, yet they seldom bite people.
 - **b.** Snapping turtles look fearsome yet, they seldom bite people.
- 4. a. Turtles like to sun themselves and eat plants, and fish.
 - **b.** Turtles like to sun themselves and eat plants and fish.
- **5. a.** The turtle's shell was scaly and its feet had claws.
 - **b.** The turtle's shell was scaly, and its feet had claws.
- **6. a.** Many baby turtles are eaten by raccoons, so some kinds of turtles are scarce.
 - **b.** Many, baby turtles are eaten by raccoons so some kinds of turtles are scarce.
- 7. a. Snapping turtles are loners, and often live quiet lives.
 - **b.** Snapping turtles are loners and often live quiet lives.

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Connect to Writing: Drafting

Writing Compound Sentences

Write one compound sentence for each of the following subjects. Make sure the clauses in each compound sentence are related. Add commas where needed.

- 1. turtles
- 2. fishing
- 3. water
- 4. scientists
- **5.** boats

Connect to Writing: Editing

Using Commas in Compound Sentences

Write each sentence, adding a comma or commas where needed. If a sentence does not need any commas, write c for correct.

- **1.** The scientists were close to the turtle's nest but they turned back because of bad weather.
- 2. They plowed through the underbrush and made their way to a clearing.
- 3. You need to move more quickly or you will miss the turtles hatching.
- 4. All the eggs have hatched and the baby turtles have left the nest.
- **5.** Photograph these baby turtles now, for tomorrow they will be gone.



Introductory Structures

Certain words, phrases, and clauses that come at the beginning of a sentence need to be separated from the rest of the sentence by a comma.

21 B.4 Use a comma after certain introductory structures.

The following are examples of introductory structures that should be followed by a comma.

Words	Why , surely you've studied the material. (<i>No, now, oh, well</i> , and <i>yes</i> are other introductory words— unless they are a part of the sentence; for example, <i>Why</i> <i>didn't you go?</i>)	
Prepositional Phrases	After five hours of studying, I never wanted to sit again. (A comma comes after more than one prepositional phrase or a prepositional phrase of four or more words.)	
Participial Phrases	Opening my grammar book , I found my missing class notes.	
Adverbial Clause	Since the day was overcast , I took an umbrella to school with me.	
Phrase That Ends in a Number	In Room 151 , one hundred persons were gathered. (A comma follows a phrase that ends with a number or a date.)	
To Prevent Confusion	Behind Ben Stanley paced back and forth. (Without the comma, the reader may think Ben Stanley is the name of one person.)	

Never place a comma after phrases followed immediately by a verb.

In the center of the room were the tests. (No comma is used because the verb follows the introductory phrases.)

Practice Your Skills

Using Commas with Introductory Structures

Write a or b to indicate which sentence in each pair shows the correct use of commas.

- **1. a.** Now, this is your last chance.
 - **b.** Now this, is your last chance.
- **2. a.** Without studying, for the test you cannot hope to pass.
 - **b.** Without studying for the test, you cannot hope to pass.
- **3. a.** Since the beginning of the year, Sheila has been using Gary's notes.
 - **b.** Since the beginning, of the year Sheila has been using Gary's notes.
- 4. a. Reading far into the night we often had to stop, and rest.
 - **b.** Reading far into the night, we often had to stop and rest.
- **5. a.** Along with Jan Jo decided to stop studying.
 - **b.** Along with Jan, Jo decided to stop studying.
- 6. a. After studying for eight hours straight, we were exhausted.
 - **b.** After studying for eight hours straight we were exhausted.
- 7. a. Now is the time to take the test.
 - **b.** Now, is the time to take the test.
- **8. a.** In the back of the room were some extra pencils.
 - **b.** In the back of the room, were some extra pencils.
- 9. a. During a test I feel more confident if I have studied.
 - **b.** During a test, I feel more confident if I have studied.

Connect to Writing: Editing

Using Commas with Introductory Structures

Write each sentence, adding a comma or commas where needed. If a sentence does not need any commas, write **C** for correct.

- **1.** Among the thirty-five students in our class twenty-five got an *A* on the test.
- **2.** After English math is my favorite subject.
- **3.** According to Mrs. Wood Shakespeare was the greatest playwright ever.
- **4.** Dating back to the sixteenth century Shakespeare's work contains themes that still apply today.
- **5.** While I was studying for my English test I discovered that my notes were incomplete.

Commonly Used Commas

There are a few other rules for commas that you use almost daily.

With Dates and Addresses

As we have seen, commas are used to separate various elements in sentences, such as items in a series and introductory structures. Commas serve the same separating function in dates and addresses.

21 B.5 Use commas to separate the elements in dates and addresses.

Notice in the following examples that a comma is used to separate a date or an address from the rest of the sentence. No comma, however, separates the state and the ZIP code.

Date	On Saturday, March 9, 1991, my parents were married in a small ceremony.
Address	We are ordering invitations for an anniversary party from Paper Products, 1330 West 11th Street, Cleveland, Ohio 44113, today.

When only the month and year are stated, the commas may be omitted.

- My parents were married in March 1991.
- By July 1976, my aunt and uncle were married as well.
- •••••

In Letters

Commas are also used to separate the salutation and the closing from the body of a letter.

21 B.6 Use a comma after the salutation of a friendly letter and after the closing of all letters.

SALUTATIONS AND CLOSINGS		
Salutations	Dear Mom,	Dear Kathy
Closings	Love	Sincerely yours,

Often the use of too many commas is as confusing as not using enough commas. Use commas only where a rule indicates they are needed.

CHAPTER 21

Practice Your Skills

Using Commas

Write a or b to indicate which sentence in each pair shows the correct use of commas.

- **1. a.** On March 12 1888, a terrible blizzard struck New York City.
 - **b.** On March 12, 1888, a terrible blizzard struck New York City.
- **2. a.** Belfast, Ireland, is the largest linen manufacturer in the world.
 - **b**. Belfast Ireland, is the largest linen manufacturer in the world.
- **3. a.** Send all travel inquiries to Martha Witt, 3297 Princeton Drive, Mobile, AL 36618, before May 1.
 - **b.** Send all travel inquiries to Martha Witt 3297 Princeton Drive, Mobile AL 36618, before May 1.
- **4. a.** I was amazed to learn that the temperature near Death Valley reached a record high of 134 degrees in July 1913.
 - **b.** I was amazed to learn that the temperature near Death Valley reached a record high of 134 degrees in July, 1913.
- 5. a. In October 1908 Henry Ford, introduced his famous Model T Ford.
 - **b.** In October 1908, Henry Ford introduced his famous Model T Ford.
- **6. a.** All final sales reports for the past season are due on Mrs. Johannsen's desk by Friday, February 6.
 - **b.** All final sales reports for the past season are due on Mrs. Johannsen's desk by Friday February, 6.
- **7. a.** On May 14, 1948, the new state of Israel was proclaimed in Tel Aviv.
 - **b.** On May 14, 1948 the new state of Israel, was proclaimed in Tel Aviv.



Connect to Writing: Editing

Using Commas in a Letter

Rewrite the following letter, adding commas where needed.

1251 Smith Street Dimebox TX 78934 March 15 2012

Dear Beth

We have been looking forward to your visit. It is hard to believe that a year has passed since you were here.

Mom says to tell you that you can take a cab from the airport to Aunt Velma's house. Just tell the driver that 642 Main Street Selma Texas is the address.

I can hardly wait to see you.

Your cousin

Sara

Check Point: Mixed Practice

Write the paragraph that follows, adding commas where needed.

On May 6 1929 a group of athletes lined up at City Hall in New York City. They were waiting for the start of a footrace across the country to San Francisco California. Among the eager group of participants was sixty-year-old Abraham Lincoln Monteverde. Although he was older than the other contestants he was a competitor to be reckoned with. Monteverde had been running for years and he had completed more than one hundred marathons.

Connect to Speaking and Listening: Vocabulary

Understanding Ways to Use Commas

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In the preceding pages you have learned and applied several new terms, such as *items in a series* and *introductory structures* (which include prepositional phrases, participial phrases, and adverbial clauses). Talk to a partner about what these terms mean and how you use them in writing. Then give your partner a test by reading a passage that contains introductory structures and a series of items, and ask your partner to tell you where to insert the commas. Take turns doing this a few times.

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Commas That Enclose Lesson 3

If an interrupting word or words come in the middle of a sentence, two commas are needed to set off the interrupter from the rest of the sentence. If the interrupting word or words come at the beginning or end of a sentence, only one comma is needed.



Commas are used to set off some phrases or clauses that interrupt the flow of a sentence.

Direct Address

Names, titles, or other words used to address someone directly are set off by commas. These expressions are called nouns of direct address.

21 C.1 Use commas to set off nouns of direct address.

Randy, do you know who got the part?

The players, Mr. Director, are ready.

Thanks for the theater tickets, my friends.

Parenthetical Expressions

A parenthetical expression provides additional information that can easily be removed without changing the meaning of a sentence.

21 C.2 Use commas to set off parenthetical expressions.

Consequently, the show started two hours late.

Mona, like Samantha, is a soprano.

Reserved seats are extra, according to the brochure.

The following list contains common parenthetical expressions.

COMMON PARENTHETICAL EXPRESSIONS

after all	for instance	of course
at any rate	generally speaking	on the contrary
by the way	I believe	on the other hand
consequently	I guess (hope, know, think)	moreover
however	in fact	nevertheless
for example	in my opinion	to tell the truth

Occasionally, one of the parenthetical expressions listed in the box above does not interrupt a sentence. In that case, the expression should not be enclosed in commas.

Commas	The actors, I believe , are not ready. (<i>I believe</i> interrupts the sentence.)
No Commas	I believe everything you said. (<i>I believe</i> is necessary for the meaning of the sentence.)

21 C.3 **Contrasting expressions,** which usually begin with *not,* are also considered parenthetical expressions.

- Dramas, not comedies, are her favorite plays.
- Renee, not I, wants to be an actress.

Appositives

An **appositive** with its modifiers identifies or explains a noun or pronoun in a sentence.

21 C.4 Use commas to set off most **appositives** and their modifiers.

Mr. Roberts, our drama coach, just got married. We listened to "Memory," a song from *Cats*. Titles and degrees that follow a name are set off by commas.

Lawrence T. Mahoney, Jr., was elected drama club treasurer.

Jennifer Morgan, Ph.D., will introduce the show.

Commas are not used with an appositive if it identifies a person or thing by answering the question *Which one?* or *Which ones?* Usually these appositives are names and have no modifiers.

I enjoyed the play *Hamlet*. (Which play?) The color **blue** has many shades. (Which color?)

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

Practice Your Skills

Using Commas with Interrupters

Write a or b to indicate which sentence in each pair shows the correct use of commas.

- **1. a.** Mr. Donaldson, the most ambitious drama coach at our school, wants to direct a musical.
 - **b.** Mr. Donaldson, the most ambitious drama coach at our school wants to direct a musical.
- 2. a. A musical is after all, one of the most challenging forms of theater.
 - **b.** A musical is, after all, one of the most challenging forms of theater.
- **3. a.** Randy, not Stewart, is being considered for the lead.
 - **b.** Randy not Stewart, is being considered for the lead.
- 4. a. Have you ever heard him sing Mara?
 - **b.** Have you ever heard him sing, Mara?
- 5. a. Maria, is Dr. Angelo S. DeVito Jr. your voice coach or your acting coach?

b. Maria, is Dr. Angelo S. DeVito, Jr., your voice coach or your acting coach?

- **6. a.** I hope everyone will work hard on the musical.
 - **b.** I hope, everyone will work hard on the musical.
- 7. a. Julia, has had many more years of performing experience moreover.
 - **b.** Julia has had many more years of performing experience, moreover.
- 8. a. My oldest brother not Joey hopes to work on the stage crew.
 - **b.** My oldest brother, not Joey, hopes to work on the stage crew.

Connect to Writing: Editing

Using Commas with Interrupters

Write each sentence, adding a comma or commas where needed. If a sentence does not need any commas, write C for correct.

- **1.** Despite popular belief many theater superstitions are completely unfounded.
- **2.** The play *Macbeth* is thought to be cursed.
- **3.** Jennifer please post the cast list for the musical.
- **4.** Stewart not Malcom got a role in the new musical.
- 5. Tracy Bedford Ph.D. will attend our evening performance.

Nonessential Elements

21 C.5 Use commas to set off nonessential participial phrases and nonessential clauses. A participial phrase or a clause is **nonessential**, or **nonrestrictive**, if it provides extra, unnecessary information.

Sometimes a participial phrase or a relative clause is not essential to the meaning of a sentence. As a test, read the sentence without the phrase or clause. If the phrase or the clause could be removed without changing the basic meaning of the sentence, it is nonessential. A phrase or clause that modifies a proper noun is almost always nonessential.

Nonessential Participial Phrase	 Roy Pierce, standing by the door, is a Revolutionary War expert. (<i>Roy Pierce is a Revolutionary War expert</i> is the only essential information in this sentence.)
Nonessential Adjectival Clause	In school we studied the Declaration of Independence, which was written in 1776. (<i>In school we studied the Declaration of Independence</i> is the only essential information in this sentence.)

21 C.6 No commas are used if a participial phrase or a clause is **restrictive** or **essential** to the meaning of a sentence.

An essential phrase or clause usually identifies a person or thing and answers the question *Which one?* Adjectival clauses that begin with *that* are usually essential.

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Essential Participial Phrase	The student standing by the door is Roy Pierce. (<i>Standing by the door</i> is essential because it is needed to identify which student.)
Essential Adjectival Clause	The Betsy Ross story that you told was fascinating. (<i>That you told</i> is essential because it tells which Betsy Ross story was fascinating.)

Practice Your Skills

Using Commas with Nonrestrictive Phrases and Clauses

Write a or b to indicate which sentence in each pair shows the correct use of commas.

- **1. a.** The words written in the Declaration of Independence should be known by every American.
 - **b.** The words, written in the Declaration of Independence, should be known by every American.
- **2. a.** George Washington, who led the American troops to victory, later became this country's first president.
 - **b.** George Washington who led the American troops to victory later became this country's first president.
- **3. a.** The Liberty Bell cracked on one side is a popular tourist attraction.
 - **b.** The Liberty Bell, cracked on one side, is a popular tourist attraction.
- **4. a.** Philadelphia, which is called the City of Brotherly Love, is where the Declaration of Independence was signed.
 - **b.** Philadelphia which is called the City of Brotherly Love is where the Declaration of Independence was signed.

Connect to Writing: Essay

Writing About Commas

Write a short essay for a younger student in which you explain the uses and abuses of the often overlooked comma. Share any of your own experiences in using and misusing the comma, and give helpful hints for using commas correctly. Supply any drawings, charts, tables, or diagrams that you feel would be helpful. Most important of all, use commas in your essay in as many different ways that you have learned about as you possibly can.

Connect to Writing: Editing

Using Commas with Nonrestrictive Phrases and Clauses Write the paragraphs below, adding commas where needed.

It is said that before the Declaration of Independence was signed, three men visited a woman named Betsy Ross. She was a seamstress in Philadelphia. These men were members of the flag committee of the Continental Congress commissioned in 1776. The men asked her to sew the first flag which was sketched on a piece of paper.

In fact, there was no official flag committee in 1776, and this event may have never happened. Almost one hundred years later, William J. Canby who was Betsy Ross's grandson first told the story about his grandmother's making the flag. However, there is no written proof, and none of Betsy's other relatives ever remember seeing her make the first Stars and Stripes!

Check Point: Mixed Practice

Write the paragraph below, adding commas where needed.

At the closing ceremony of the 1912 Olympic Games in Stockholm Sweden the King of Sweden spoke with Jim Thorpe a young American Indian. The king praised Thorpe for being the greatest athlete in the world and the American certainly was. Thorpe who had studied at Carlisle Institute excelled in boxing wrestling lacrosse gymnastics swimming hockey handball football track and baseball. Indeed many authorities rate Thorpe as the finest football player who ever lived. Playing on his college team Thorpe scored 25 touchdowns and made 198 points in a single season. When Thorpe was 32 he got into professional football and pro football's Hall of Fame eventually made him a member.

Connect to Writing: Letter

Using Commas with Nonrestrictive Phrases and Clauses

On a train ride into the city, you strike up a conversation with the person sitting next to you. The person looks and sounds familiar, and at a certain point you realize you are chatting with your favorite radio personality. You want to share this fascinating exchange, so you decide to write an account of the event in a letter to your friends and family. Write your letter, being sure to use commas with participial phrases and adjectival clauses.

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Chapter Review

Assess Your Learning

Using Commas Correctly

Write each sentence, adding commas where needed.

- **1.** Everyone has heard of Samuel F. B. Morse the inventor of the telegraph.
- **2.** He was born on April 27 1791 in Charlestown MA.
- **3.** For many years during his life Morse was a respectable gifted painter.
- **4.** Eventually he became tired of painting portraits of men women and children.
- **5.** While he was on a trip from France to New York Morse got the idea for a magnetic telegraph.
- **6.** Morse created a prototype which used magnetic transmitters and receivers to send signals across a wire.
- **7.** With further work on his invention he then developed a language of dots and dashes known as Morse Code.
- 8. His first efforts to sell his invention however were met with disbelief.
- **9.** Years passed but he finally secured money from Congress.
- **10.** A public test of his telegraph was held on May 24 1844.
- **11.** A long-distance wire was strung between posts in Baltimore Maryland and Washington D.C.
- **12.** The test was a great success and Morse became quite famous after that.
- **13.** Yes Morse also became a rich man.
- **14.** By the time Morse died in 1872 the telegraph was being used around the globe.
- **15.** Forgetting about his early career as a painter the history books talk only about Mr. Morse the inventor.

Understanding Kinds of Sentences and End Marks

Write an appropriate end mark for each sentence. Then label each sentence *declarative, imperative, interrogative,* or *exclamatory.*

- **1.** Be prepared for some surprises
- **2.** For example, is a peanut a nut
- 3. No, it's a seed like a pea or a bean, but it looks and tastes like a nut
- 4. Have you ever wondered why root beer has the word *root* in it
- 5. Take a good guess
- 6. Yes, root beer is made from a root, the root of the sassafras tree
- **7.** When you eat mushrooms, you're not eating a plant; you're eating a fungus
- 8. Does the cinnamon you sprinkle on applesauce come from a cinnamon plant
- **9.** No, cinnamon actually comes from the bark of the cinnamon tree
- **10.** Be careful what you eat in the future

Writing Sentences with Commas

Write sentences that follow the directions below.

- **1.** Write a sentence that includes a series of nouns.
- **2.** Write a sentence that includes two or more adjectives before a noun.
- **3.** Write a sentence that has two independent clauses joined by a coordinating conjunction.
- **4.** Write a sentence that includes an introductory participial phrase.
- **5.** Write a sentence that includes an introductory adverbial clause.

End Marks and Commas: Posttest

Directions

Read the passage. Each underlined part may be missing punctuation. Write the letter of the correct way to write each part. If the underlined part contains no error, write D.

On (1) June 28 1914 an event occurred in (2) Sarajevo the capital of Bosnia and Herzegovina, that changed the world. The heir to the throne of (3) Austria Archduke Franz Ferdinand was assassinated. The assassin was a Serbian nationalist, one of (4) many who were opposed to Austrian rule. As a result, the Austrian government wanted to discipline the (5) Serbian nationalists and the government issued an ultimatum demanding an end to all anti-Austrian activities by Serbs.

- 1. A June 28 1914,
 - **B** June 28, 1914,
 - **C** June, 28, 1914,
 - **D** No error
- 2. A Sarajevo, the capital
 - **B** Sarajevo, the capital,
 - **c** Sarajevo the capital,
 - ${\bf D}$ No error
- 3. A Austria, Archduke Franz Ferdinand
 - B Austria, Archduke Franz Ferdinand,
 - c Austria Archduke Franz Ferdinand,
 - \mathbf{D} No error
- 4. A many, who were opposed
 - **B** many who, were opposed
 - **c** many who were, opposed
 - **D** No error
- 5. A Serbian nationalists, and the government
 - **B** Serbian nationalists and, the government
 - **c** Serbian nationalists and, the government,
 - **D** No error

Writer's Corner

Snapshot

- **21** A There are four basic kinds of sentences: **declarative**, **imperative**, **interrogative**, and **exclamatory**. The end mark you use at the end of a particular sentence is determined by that sentence's purpose or function. (pages 842–844)
- **21** B **Commas** are used to **separate** and to **enclose** items. (pages 848–858)
- **21 C Commas** are used to **set off some phrases or clauses that interrupt** the flow of a sentence. (pages 859–864)

Power Rules

Fix a **fragment** by adding a conjunction and/or a comma to join it to an independent clause. (pages 602–603)

Before Editing

When I save enough money. I'll buy a new cell phone.

A new cell phone will be better. Because it will work in all locations.

After Editing

When I save enough money, I'll buy a new cell phone.

A new cell phone will be better *because it will work in all locations*.

Check for **run-on sentences.** Fix them by adding a subordinate conjunction or a conjunction and a comma or by separating the sentences into two complete sentences with the proper end marks. (pages 672–674)

Before Editing

The Chicago Showcase Hockey Team tryouts were held in March, Matt made the team.

Twenty boys were chosen, Matt was very excited to be one of them!

The Chicago team won the tournament, we had a celebration.

After Editing

The Chicago Showcase Hockey Team tryouts were held in March, *and* Matt made the team.

Twenty boys were chosen. *Matt was very excited to be one of them!*

After the Chicago team won the tournament, we had a celebration.

CHAPTER 21

Editing Checklist 🗸

Use this checklist when editing your writing.

- ✓ Did I use the correct end mark for each sentence? (See pages 842–844.)
- Joid I use commas to separate items in a series? (See page 848.)
- Jid I use a comma to separate two adjectives that are not joined by a conjunction? (See page 849.)
- Did I use a comma to separate independent clauses that are joined by a coordinating conjunction? (See pages 851–852.)
- ✓ Did I use a comma after introductory structures? (See page 854.)
- Joid I use commas to set off nouns of direct address, parenthetical expressions, and appositives and their modifiers? (See pages 859–861.)
- Did I use commas to set off nonessential participial phrases and nonessential clauses? (See pages 862–863.)

<u>Use the Power </u>

When writing, think about the sentence's purpose or function to determine what end mark to use. Use the photo below to help you remember what end mark to use for each kind of sentence.



CHAPTER 22

Italics and Quotation Marks



How can italics and quotation marks help you communicate clearly, make characters believable, and provide expert support for your ideas?

Italics and Quotation Marks: Pretest 1

This passage from "The Red-Headed League" was typed incorrectly. A few of the errors have been corrected. Revise the passage to correct the remaining errors.

"It's no use, John Clay," said Holmes blandly. "You have no chance at all." So I see Clay answered with the utmost coolness. I fancy that my pal is all right. There are three men waiting for him at the door said Holmes.

-Sir Arthur Conan Doyle, "The Red-Headed League"

Italics and Quotation Marks: Pretest 2

Directions

Read the passage. Each underlined part may contain errors in the use of italics and/or quotation marks. Choose the best way to write each part, and write the letter of the correct answer. If the underlined part contains no error, write **D**.

- (1) "Did you see the new science fiction movie"? Jamal asked Nia.
- (2) "No, Nia said "but I read about it in my Town Tattler magazine."
- (3) Jamal exclaimed, "Those movie critics never like anything!

Nia replied, "The magazine critic and the **(4)** <u>Newsweek writer of the article Too</u> Many Special Effects both agreed."

- (5) "There's too much action she added and too little story."
- **1. A** "Did you see the new science fiction movie"? Jamal asked, Nia.
 - **B** "Did you see the new science fiction movie?" Jamal asked Nia.
 - **c** "Did you see the new science fiction movie," Jamal asked Nia?
 - ${\bf D}\,$ No error
- **2. A** "No." Nia said, "but I read about it in my Town Tattler magazine."
 - **B** "No," Nia said, "but I read about it in my 'Town Tattler' magazine."
 - **c** "No," Nia said, "but I read about it in my *Town Tattler* magazine."
 - ${\bf D}~{\rm No}~{\rm error}$
- **3.** A Jamal exclaimed! "Those movie critics never like anything."
 - **B** Jamal exclaimed, "Those movie critics never like anything!"
 - **c** Jamal exclaimed. "Those movie critics never like anything"!
 - **D** No error

- **4.** A *Newsweek* writer of the article "Too Many Special Effects"
 - **B** Newsweek writer of the article Too Many Special Effects
 - **c** "Newsweek" writer of the article *Too Many Special Effects*
 - **D** No error
- A "There's too much action," she added. "And too little story."
 - **B** "There's too much action," she added, "and too little story."
 - **c** There's too much action, she added, and too little story."
 - **D** No error

Italics (Underlining) Lesson 1

When you write reports, essays, and short stories, you will need to know how to punctuate titles and use quotation marks. This chapter will cover the uses of quotation marks with direct quotations, as well as with titles. First, however, the uses of italics will be reviewed.

22 A Italics are printed letters that slant to the right. If you are using a computer, you need to highlight what should be italicized and then use the command for italics. If you are writing by hand, you need to underline whatever should be italicized.

Italics	I have read <i>The Odyssey</i> by Homer.
Underlining	I have read <u>The Odyssey</u> by Homer.

Certain letters, numbers, words, titles, and names should be italicized (underlined).

22 A.1 Italicize (underline) letters, numbers, and words when they are used to represent themselves. Also italicize (underline) foreign words that are not generally used in English.

Letters,	You never cross your <i>t</i> 's or write your <i>2</i> s correctly.
Numbers	You never cross your \underline{t} 's or write your $\underline{2}$ s correctly.
Words, Phrases	I often get chose and choose mixed up.
Foreign Words	What does merci beaucoup mean?

Notice that only the *t* and the *2* in the first example above are underlined or italicized but the *'s* or *s* are not.

You can learn when to add 's or just s with letters and numbers on page 905.

22 A.2 Italicize (underline) the titles of long written or musical works that are published as a single unit. Also italicize the titles of paintings and sculptures and the names of vehicles.

Long written works include books, magazines, newspapers, full-length plays, and long poems. Long musical compositions include operas, symphonies, ballets, and albums. Vehicles include airplanes, ships, trains, and spacecraft. Titles of movies and of radio and TV series should also be italicized (underlined).

ITALICIZED TITLES	
Books	The Pearl, All Quiet on the Western Front
Magazines	Sports Illustrated, National Geographic
Newspapers	Butler Eagle, Oak Hill Gazette
Plays and Movies	The Crucible, Up
Television Series	Heroes, <u>60 Minutes</u>
Long Musical Compositions	Don Giovanni, Swan Lake
Works of Art	The Thinker, The Boardwalk at Sainte-Addresse
Names of Vehicles	the Mayflower, the Challenger

You can learn more about italicizing (underlining) on page 872.

Practice Your Skills

Using Italics (Underlining)

Write *a* or *b* to indicate which item in each pair is correctly underlined.

- 1. a. Drums Along the Mohawk
 - **b.** Drums Along the Mohawk
- 2. a. the Mona Lisa
 - **b.** the Mona Lisa
- 3. a. the New York Daily News
 - b. the New York Daily News
- 4. a. the film Quo Vadis
 - **b.** the film <u>Quo Vadis</u>
- 5. a. an Italian luxury liner, the Andrea Doria
 - **b.** an Italian luxury liner, the Andrea Doria

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Connect to Writing: Editing

Using Underlining

Rewrite the following sentences, underlining the words that should be italicized.

- 1. Susan likes to watch the reruns of Fame on TV.
- 2. My sister always dances the role of Clara in The Nutcracker.
- **3.** The 2s in the program look like s's.
- **4.** Did you know that the ship Titanic is the basis of both a Hollywood movie and a Broadway play?
- 5. Did you pay for your subscription to Dancer?

Quotation Marks Lesson 2

22 B

Quotation marks come in pairs. They are placed at the beginning and at the end of uninterrupted quotations and certain titles.

Quotation Marks with Titles

Titles of long works of art and of publications such as newspapers or magazines are italicized (underlined). Most of these long works, however, are made up of smaller parts. The titles of these smaller parts should be enclosed in quotation marks.

22 B.1

Use quotation marks to enclose titles of chapters, articles, stories, one-act plays, short poems, and songs.

Smaller parts of long works include episodes from a TV series and movements from long musical compositions. Titles of essays should also be enclosed in quotation marks.

Chapter in a Book	In your textbook <i>Earth Science</i> , read the chapter "Atoms to Minerals" for homework.
Poem in a Book	Mr. Sullivan's favorite poem from <u>The Essential Blake</u> is # The Tyger. #
Article in a Magazine or Newspaper	Did you read the article "The Art of Winning" in U.S. News and World Report?
A Television Episode	My dad watched ** A Bluegrass Tribute to Bill Monroe ** on <u>Austin City Limits</u> .
A Song	Not many people can sing "The Star Spangled Banner" well.



Practice Your Skills

Using Quotation Marks with Titles

Write **a** or **b** to indicate which sentence in each pair uses quotation marks correctly.

- **1. a.** <u>The Allure of Fiber Optics</u> was an interesting article in a recent issue of "Time."
 - **b.** "The Allure of Fiber Optics" was an interesting article in a recent issue of Time.
- **2. a.** "Home, Sweet Home" is the only song that John Howard Payne ever wrote.
 - **b.** <u>Home, Sweet Home</u> is the only song that John Howard Payne ever wrote.
- 3. a. The poem Autumn Reflection appeared in "Voices of American Poetry."
 - b. The poem "Autumn Reflection" appeared in Voices of American Poetry.
- **4. a.** "The Nature of Dreams" is the best chapter in the book <u>The</u> Forgotten Language.
 - **b.** <u>The Nature of Dreams</u> is the best chapter in the book "The Forgotten Language."
- 5. a. "The Bear" is probably William Faulkner's most famous short story.
 - **b.** The Bear is probably William Faulkner's most famous short story.

Connect to Writing: Editing

Using Quotation Marks with Titles

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Write the following sentences, correcting the use of quotation marks. If a sentence is correct, write **C**.

- 1. The one-act play To the Chicago Abyss is by Ray Bradbury.
- 2. One of my favorite episodes of The X-Files is called "Traveler."
- **3.** "The Yellow Rose of Texas" and <u>My Wild Irish Rose</u> are among the many song titles that refer to roses.
- **4.** The poem <u>Richard Cory</u> by Edward Arlington Robinson can be found in the book titled Modern American Poetry.
- **5.** The chapter "The Changing City" in our social studies textbook, <u>World</u> Geography, took me less than an hour to read.
- 6. Mary was busy watching the "War Stories" episode of Cosby last night.
- 7. Did you read the article Cuba Capitalizes in today's paper?
- 8. God Save the Queen and My Country 'Tis of Thee share the same tune.
- 9. The Open Boat by Stephen Crane is a thought-provoking story.

Quotation Marks with Direct Quotations

Only a **direct quotation**—the exact words of a person—is enclosed in quotation marks.

22 B.2 Use quotation marks to enclose a person's exact words.

Amber said, "I will be late for the meeting."

Quotation marks are not used with an **indirect quotation**, a paraphrase of someone's words. Notice that the word *that* often signals an indirect quotation.

Amber said *that* she will be late for the meeting.

Bill said he might have to miss the meeting. (The word *that* is understood.)

A one-sentence direct quotation can be written in several ways. It can be placed before or after a speaker tag, such as *she said* or *Bob asked*. When the quotation comes before or after the speaker tag, quotation marks enclose the person's exact words from beginning to end.

"The meeting is important," April commented.

April commented, "The meeting is important."

A speaker tag can interrupt a one-sentence quotation. Two pairs of quotation marks are needed in such a situation because quotation marks enclose only a person's exact words—not the speaker tag.

"The meeting," April commented, "is important."

If you are quoting more than one sentence, place quotation marks at the beginning and at the end of the entire quotation. It is not necessary to put quotation marks around each sentence within a quotation—unless a speaker tag interrupts.

"The meeting is important," April commented. "I hope that everyone will make a special effort to attend."

CHAPTER 22

Practice Your Skills

Using Quotation Marks with Direct Quotations

Read each of the following sentences. Write *I* if the guotation marks are used incorrectly and C if they are used correctly.

- **1.** Martin Luther King, Jr., once said, "Injustice anywhere is a threat to justice everywhere."
- **2.** "Why is Dr. King considered such a great leader? Wendy asked."
- **3.** I believe, Edmund stated, "it was because he was such a powerful speaker."
- **4.** Toby said, "I think it was because he demonstrated that nonviolence is effective."
- **5.** He was a great inspiration to us all, "Susan said." He helped change history.
- **6.** "He gave the civil rights movement a voice." "People took notice of his presence at a demonstration," Bart explained.
- 7. "There have been few men as charismatic as Dr. Martin Luther King," said Tanya.
- **8.** "My uncle says he met Dr. King once, mused Benjamin. It was in Memphis."
- 9. Toby said "that Dr. King was an unusually courageous man."
- **10.** "I don't think we can ever forget Dr. Martin Luther King. He was a tremendous person," Benjamin explained.

Connect to Writing: Editing

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Using Quotation Marks

Rewrite the incorrect sentences from the preceding exercise, using quotation marks correctly.

Capital Letters with Direct Quotations

22 B.3 Begin each sentence of a direct quotation with a capital letter.

"Jogging regularly has changed my life,**"** she said.

If a quotation follows a speaker tag, two capital letters are needed—one for the first word of the sentence and one for the first word of the quotation.

She said, "Jogging regularly has changed my life."

If a single-sentence quotation is interrupted by a speaker tag, only one capital letter is needed—at the beginning of the sentence. In the following example, it would not make sense to capitalize *has*, because it comes in the middle of the sentence.

"Jogging regularly,**"** she said, **"**has changed my life.**"**

Practice Your Skills

Using Capital Letters with Direct Quotations

Write *a* or *b* to indicate which sentence in each pair is correctly capitalized.

- **1. a.** "is the Sears Tower the highest building in the world?" Edward asked.
 - **b.** "Is the Sears Tower the highest building in the world?" Edward asked.
- 2. a. Sal said, "I don't think so, and it's called Willis Tower now."
 - b. Sal said, "i don't think so, and it's called Willis Tower now."
- 3. a. "which is the windiest city in the United States?" Melba asked.
 - **b.** "Which is the windiest city in the United States?" Melba asked.
- **4. a.** "Most people think it's Chicago," Lucy said, "But it's really Great Falls, Montana."
 - **b.** "Most people think it's Chicago," Lucy said, "but it's really Great Falls, Montana."
- 5. a. "I'm surprised!" Devin exclaimed. "My father calls Chicago the Windy City."
 - **b.** "I'm surprised!" Devin exclaimed. "my father calls Chicago the Windy City."

Connect to Writing: Editing

Using Capital Letters with Direct Quotations

Rewrite the following sentences, correcting errors in the use of capital letters with quotation marks. If a sentence is correct, write **C**.

- 1. Marty said, "some of the best blues music can be found in Chicago."
- 2. "Did you know that Chicago sits on Lake Michigan?" Asked Brenda.
- **3.** "My favorite place to visit," commented Shari, "Is the Museum of Contemporary Art."
- **4.** "The Great Chicago Fire occurred in October of 1871," explained the guide.
- **5.** "As a result," He continued, "Chicago created one of the first modern fire departments in America."

Commas with Direct Quotations

Your voice naturally pauses between a direct quotation and a speaker tag when you speak. In written material these pauses are indicated by commas.

22 B.4 Use a comma to separate a direct quotation from a speaker tag.

- Mom said, "The groceries are still in the car."
- "The groceries are still in the car," Mom said.
- (The comma goes *inside* the closing quotation marks.)
- "The groceries," Mom said, "are still in the car."
- (The first comma goes *inside* the closing quotation marks.)
- •••••

Notice in the last example above that two commas are needed because the one-sentence quotation is interrupted.

Practice Your Skills

Using Commas with Direct Quotations

If the use of commas in a sentence is incorrect, write \boldsymbol{l} . If the use of commas is correct, write \boldsymbol{C} .

- **1.** Casey Stengel joked, "Ability is the art of getting credit for all the home runs somebody else hits."
- 2. "Words are the most powerful drug used by mankind" said Rudyard Kipling.
- **3.** "Do what you can," Theodore Roosevelt stated "with what you have, where you are."
- 4. "The price of greatness is responsibility," said Winston Churchill.
- 5. "People who say they sleep like a baby" Leo Burke joked, "don't have one."
- **6.** "Ours is the only country deliberately founded on a good idea," John Gunther stated.
- 7. An old Vermont proverb says "Don't talk unless you can improve the silence."
- **8.** Sir Richard Steele said, "Reading is to the mind what exercise is to the body."
- 9. Paul Signac said about Monet "He paints as a bird sings."
- **10.** "Double—no, triple—our troubles," Ronald Reagan stated "and we'd still be better off than any other people on Earth."

Connect to Writing: Editing

Using Commas with Direct Quotations

.

Rewrite the incorrect sentences from the preceding exercise, using commas with quotation marks correctly.

End Marks with Direct Quotations

When a direct quotation comes at the end of a sentence, it must have an end mark. A period follows a quotation that is a statement or an opinion.

22 B.5 Place a period inside the closing quotation marks when the end of the quotation comes at the end of a sentence.

Susan said, "The reports are due tomorrow." (The period goes *inside* the closing quotation marks.)

A one-sentence quotation interrupted by a speaker tag is still a sentence. Therefore, the period comes at the end of the sentence—inside the closing quotation marks.

"The reports," Susan said, "are due tomorrow."

If a quotation comes at the beginning of a sentence, the period follows the speaker tag.

"The reports are due tomorrow," Susan said.

If a quotation has more than one sentence, a period comes at the end of each sentence.

"The reports are due tomorrow," Susan said. "Mr. David wants them typed.

I am typing mine now."

(The last period goes *inside* the closing quotation marks.)

22 B.6 Place a question mark or an exclamation point inside the closing quotation marks when it is part of the quotation.

Mary asked, "Did you find the materials you needed for your report?"

"Did you find the materials you needed for your report?" Mary asked.

Leon shouted, "Don't touch that computer on Ms. Scott's desk!"

"Don't touch that computer on Ms. Scott's desk!" Leon shouted.

- **22 B.7** When a question or an exclamatory sentence contains a direct quotation, the question mark or the exclamation point goes outside the closing quotation marks. Placing the end mark *outside* the quotation marks shows that the whole sentence, rather than the quotation, is a question or an exclamatory statement.
 - Who said, "Give me liberty or give me death"?
 - (The whole sentence, not the quotation, is the question.)
 - I'll never forget the day that the president looked at me and said, "Hello"
 - (The whole sentence, not the quotation, is exclamatory.)
 - •••••

In the two examples above, notice that the end marks for the quotations are omitted. Two end marks would be confusing to a reader.

Practice Your Skills

Using End Marks with Direct Quotations

Write **a** or **b** to indicate which sentence in each pair is correctly punctuated.

- 1. a. Pamela said, "I just learned that Sydney is the largest city in Australia."
 - **b.** Pamela said, "I just learned that Sydney is the largest city in Australia".
- 2. a. "Your geography reports are due on Friday." Mr. David stated.
 - **b.** "Your geography reports are due on Friday," Mr. David stated.
- **3. a.** Rachel asked, "Is the Missouri River the longest river in the United States?"
 - **b.** Rachel asked, "Is the Missouri River the longest river in the United States"?
- **4. a.** "Are there really palm trees in Dublin?" Sean asked.
 - **b.** "Are there really palm trees in Dublin," Sean asked?
- 5. a. "I think you have your topics for your reports now." said Mr. David.
 - **b.** "I think you have your topics for your reports now," said Mr. David.
- **6. a.** "How long do our reports have to be." asked Pamela.
 - **b.** "How long do our reports have to be?" asked Pamela.

Connect to Writing: E-mail

Using Commas with Direct Quotations

Your best friend was unable to go to school today. Unfortunately, your teacher was conducting an oral review for a big test. Write an e-mail message for your friend that includes some of the dialogue that formed the review. Be sure to use end marks with quotations properly.

Connect to Writing: Editing

Using End Marks with Quotations

Rewrite the following sentences, using end marks correctly. If a sentence is correct, write **C**.

- 1. Donald shouted, "My report is finally finished"!
- 2. Did Mr. David say, "Read the next chapter in your textbook?"
- 3. "The busiest time of the year," Anton stated, "is when we're writing reports".
- 4. "Where are my note cards?" Maxine asked. "I haven't seen them all day."
- 5. I was shocked when Mr. David said, "Class will be dismissed early today!"
- 6. I was glad to hear Mr. David say, "Your reports are not due until Monday."
- 7. "Can you believe that he actually extended a deadline" Paula asked.
- 8. Did the librarian say, "The reference section is closed today."

Scheck Point: Mixed Practice

Rewrite the following sentences, adding capital letters, quotation marks, and other punctuation marks where needed.

- 1. Shakespeare wrote shall I compare thee to a summer's day
- **2.** genius is 10 percent inspiration and 90 percent perspiration said Thomas Edison
- **3.** I have nothing to offer Winston Churchill declared but blood, toil, tears, and sweat
- 4. don't give up the ship Captain Lawrence shouted
- 5. Ben Franklin said nothing is certain but death and taxes
- **6.** love doesn't make the world go 'round Franklin Jones said love is what makes the world worthwhile
- 7. these are the times Thomas Paine warned that try men's souls
- 8. when did Commodore Perry say we have met the enemy and they are ours

Connect to Speaking, Listening, and Writing: Content

Writing with End Marks and Quotations

.

In the preceding pages, you have learned about using quotation marks with end marks. Discuss with a partner the different techniques you have learned about. Then write a dialogue between two friends that includes a number of direct quotations. Include speaker tags, commas, questions, and exclamations.

Other Uses of Quotation Marks

Before you write a story with dialogue or a report in which you quote long passages from a book or periodical, you should be aware of some special applications of quotation marks.

Unusual Uses of Words

Quotation marks can draw attention to a word that is used in an unusual way.

22 B.8 Use quotation marks to enclose slang words, technical terms, and other uses of unusual words.

Slang	"In hog heaven" and "in the bag" are two slang expressions in the <i>Thesaurus of American Slang</i> .
Technical Terms	"Online," "Web site," and "logging on" are common Internet terms.
Others	"Brillig" is a word that Lewis Carroll made up.

Dictionary Definitions

You will use both italics and quotation marks when writing a dictionary definition within a piece of writing.

22 B.9 When writing a word and its definition in a sentence, italicize (underline) the word but use quotation marks to enclose the definition.

Definitions of The word *languid* means "lacking energy or vitality; weak." Words

Connect to Reading and Writing: Defining

Using Italics and Quotation Marks

With a partner, play a dictionary game. First, investigate how a dictionary entry is written. Notice how the entry word is divided, how it is pronounced, how the part of speech is listed, and how the word is defined. Then pick four words that each of you will define. Use the example above to write your definitions.

Dialogue

Stories often include **dialogue**—a conversation between two or more people. Dialogue is written in a special way so that readers know who is speaking.

22 B.10 When writing dialogue, begin a new paragraph each time the speaker changes.

In the following conversation between a husband and wife, each quotation follows the rules you have just studied, but each time the speaker changes, a new paragraph begins.

She turned to him wildly. "I have—I have—I've lost Mme.

Forestier's necklace."

He stood up, appalled. "What! . . . How? . . . Impossible!

You're sure you had it on when you left the ball?"

"Yes, I felt it in the vestibule of the Ministry."

—Guy De Maupassant, "The Necklace"

<u>When You Write</u>

When you write dialogue, avoid overusing the word *said*. Instead, try to convey the character's tone or mood by using vivid speaker tags. You can convey emotion or tone by using different words for *said* and/or by adding an adverb showing how the character spoke his or her words.

"You scared me!" **screamed** Lindsay. "You scared me!" **laughed** Lindsay. "You scared me!" **snapped** Lindsay impatiently.

Long Passages

Reports sometimes include quotations of more than one paragraph to support a particular point.

22 B.11 When quoting a passage of more than one paragraph, place quotation marks at the beginning of each paragraph—but at the end of only the last paragraph.

Closing quotation marks are omitted at the end of each paragraph, except the last one, to indicate to the reader that the quotation is continuing.

CHAPTER 22

⁴⁴In the 1950s and 1960s, rock 'n' roll music blasted its way across the United States. Teenagers loved it; adults hated it. Today people are collecting these early records.

⁴⁴The big names in those days were Chuck Berry, Little Richard, Fats Domino, and Buddy Holly. The early records of these singers are worth the most money. They might sell for \$2 to \$25 each.

⁴⁴Prices for old 45-rpm records and albums change a great deal. A book called *Collectible Rock Records* by Randal C. Hill gives today's prices, as well as a big list of people and stores that buy and sell records. This book can be found in most libraries.⁴⁷

Another easy way to set off a long passage is to use the **block quote** method. In a block quote, the passage is set off from the rest of the text by indenting both left and right margins. No quotation marks are needed around a block quote.

Here is what Dr. Epstein told the assembly:

With your family gathered around you at dinner, you spin a tale about the dog that followed you home. At school the next day, you tell enthralled classmates how your parents refused with a "that's final" to allow the dog inside. Once they saw the charming pooch, however, they were putty in his paws. Telling these stories about your life and the impact the events had on you is a wonderful way of sharing with others. It is a way to let them know you and a way to invite them into your adventures.

Quotations Within Quotations

22 B.12 To distinguish a quotation within a quotation, use single quotation marks to enclose the inside quotation.

Tim stated, "I heard Ms. Brown say, "This set of literature tests is the best work I've ever seen.""

Notice that the closing single quotation mark and the double quotation marks come together.

A direct quotation sometimes contains a title with quotation marks. Use single quotation marks to mark the title.

Mr. Ray said, "Ed, read the poem "The Raven" to us." "My favorite song is "The Little Man" by Alan Jackson," said Marie.

Quotation Marks to Show Irony or Sarcasm

Have you ever seen a speaker make a hand gesture to mimic the use of quotation marks? These finger quotes often indicate the person is using a term ironically, with sarcasm, or in an unusual way. In writing, you can use quotation marks, often called "scare quotes," in the same way.

22 B.13 Quotation marks can be used to alert readers to sarcasm or irony or to signal an unusual use of a term.

- My cousin, the "actress," has dreams of going to Hollywood and becoming famous.
- Robert, a "singer," never passes up a chance to preform karaoke.

Quotation marks can also be used to indicate jargon, as in the phrase "scare quotes," or slang. Be careful not to overuse quote marks to show irony or sarcasm. The usage can become tiresome if overdone.

Connect to Writing: Scene

Using Quotations Marks to Show Sarcasm

Imagine a character who pretends to be something he or she isn't. For example, Robert in the example above might think he is a great singer, but apparently he isn't very talented. Create a short scene in which your character reveals his or her "knowledge" or "skill." Be sure to use quotation marks to show sarcasm where appropriate.



Practice Your Skills

Using Quotation Marks Correctly

Write a or b to indicate which sentence in each pair uses quotation marks correctly. Then identify which rule(s) about quotation marks apply to each correct sentence.

- **1. a.** Mrs. Brocklehurst said, "I want all of you to read 'The Rime of the Ancient Mariner' for homework this weekend."
 - **b.** Mrs. Brocklehurst said, I want all of you to read 'The Rime of the Ancient Mariner' for homework this weekend.
- **2. a.** The word *misoneism* means "a hatred, fear, or intolerance of innovation or change."
 - **b.** The word 'misoneism' means "a hatred, fear, or intolerance of innovation or change."
- **3. a.** Robert Heinlein invented the word grok for his book *Stranger in a Strange Land.*
 - **b.** Robert Heinlein invented the word "grok" for his book *Stranger in a Strange Land*.
- 4. a. "He's all that" is a slang expression.
 - **b.** 'He's all that' is a "slang expression."
- 5. a. Jane said, "I was very happy when Edward said, "I love you."
 - **b.** Jane said, "I was very happy when Edward said, 'I love you.""
- **6. a.** The ten-year-old "mechanic" took his bicycle apart and could not get it back together.
 - **b.** The ten-year-old mechanic took his "bicycle apart" and could not get it back together.
- 7. a. This summer we took what my mother called a "mini vacation."
 - **b.** This summer we took what my mother called a mini vacation.
- **8. a.** Our beach was the hotel "swimming pool," and our arcade was the "game console" in our hotel room.
 - **b.** Our "beach" was the hotel swimming pool, and our "arcade" was the game console in our hotel room.

Connect to Writing: Editing

Using Quotation Marks to Show Sarcasm or Irony

Edit the following student opinion piece. The author has made some mistakes while using quotation marks. Place quotation marks around words or phases used ironically or with sarcasm, and remove quotation marks that are used incorrectly.

They call it reality TV. In "truth," there is nothing "real" about it. Most scenes in these shows are staged to garner higher "ratings" for the show. And have you ever noticed how they never show the "camera crew"? If they were in "fact" reality shows, they would include the camera crew occasionally. When a reality show comes on, I usually skip it to see what other entertainment is on.

Check Point: Mixed Practice

Write the following sentences, using underlining or adding quotation marks, commas, capital letters, and end marks where necessary. (Only a sentence with a speaker tag should be considered a direct quotation.)

- **1.** Justin, are you going to the dance, Ashley asked.
- **2.** Justin replied is that an invitation
- **3.** Homecoming activities Deb announced will be handled by Fred this year.
- **4.** For English class I read the short story The Cask of Amontillado by Edgar Allan Poe.
- 5. Have you read Poe's short story The Pit and the Pendulum inquired Tina.
- **6.** Stephen Sondheim wrote the music for the musical A Little Night Music as well as the lyrics for the song Send in the Clowns.
- 7. I would like to visit Paris so that I could see the painting the Mona Lisa.
- 8. Did you say bonjour to the new French teacher?
- **9.** My little sister decided to start a school: her classroom was the front porch and her students were our dog and two cats.
- **10.** My dad is quite the chef; he can boil water to perfection.

Connect to Writing: Documentation

Using Long Quotations

.

While writing a biography for your English class, you discover that a passage in your history textbook would support your topic very well. Copy a passage of two or more paragraphs from your history book as they would appear as part of your research paper. Be sure to follow the rules for quoting long passages.

Assess Your Learning

Chapter Review

Punctuating Titles Correctly

Write each sentence, adding quotation marks and underlining or italics where needed. (None of the following sentences should be considered direct quotations.)

- **1.** In the Shakespearean play Julius Caesar, I played the part of Cassius.
- **2.** Clickety-clack, Toy Trains Are Back was an interesting article in this issue of the magazine called Smithsonian.
- **3.** For homework I have to read the chapter Human Heredity in my science book, Biology for Today.
- **4.** When You Wish upon a Star is the Oscar-winning song from the 1940 movie Pinocchio.
- **5.** I wrote an essay about the poem The Centaur by May Swenson.
- **6.** Have you seen The Starry Night, a painting by Vincent van Gogh?
- **7.** Ski Season Has Rocky Start was the lead story in the Manchester Daily News today.
- **8.** I recently heard a recording of Invasion from Mars, the one-act radio play that made people believe Martians had landed.
- **9.** Read the definition of the word differential from the American Heritage Dictionary.
- **10.** Columbus's ships were the Santa Maria, the Pinta, and the Niña.
- **11.** Tomorrow is a song that was made famous in the musical Annie.
- **12.** Ebenezer Scrooge is the miserly old man in Dickens's story A Christmas Carol.
- **13.** Samuel Taylor Coleridge wrote the poem Kubla Khan.
- **14.** The word tam-o'-shanter is the name for a Scottish woolen cap with a wide crown and a pom-pom.
- **15.** My favorite short story by Edgar Allan Poe is The Pit and the Pendulum.

Punctuating Direct Quotations

Write each quotation, adding capital letters, quotation marks, and other punctuation marks where needed.

- **1.** the blue whale is the largest animal ever known to have lived on Earth Mrs. Jennings said
- **2.** blue whales sometimes measure over one hundred feet long she continued and weigh one hundred tons on average
- 3. the blue whale is larger than the largest dinosaurs she exclaimed
- **4.** she explained in comparison, the extinct Apatosaurus was only seventyfive feet long and weighed about thirty-five tons
- 5. a newborn blue whale is twenty-three feet long she added
- **6.** a newborn blue whale is much bigger than a full-grown elephant Mrs. Jennings elaborated
- **7.** she added these giant whales eat tiny animals called krill krill are shrimp-like crustaceans about two inches long
- 8. krill abound in polar waters she continued
- **9.** the whales graze in floating krill pastures she explained much like cattle browse in a grassy meadow
- **10.** a blue whale may eat two or three tons of krill at a single meal Mrs. Jennings concluded dramatically

Writing Sentences with Quotation Marks

Using correct punctuation, write a short dialogue using the following topic or one of your choice: a conversation between you and a fictional person, such as a character from a movie, a television series, or a book.

Directions

Read the passage. Each underlined part may contain errors in the use of italics and/or quotation marks. Choose the best way to write each part, and write the letter of the correct answer. If the underlined part contains no error, write **D**.

Lewis Murdoch, the star of (1) <u>the television series Long Ago and Far Away</u>, performed at our school.

(2) "I'm here" he said, "To share a bit of the actor's life.

He sang (3) <u>The Street Where You Live from My Fair Lady</u> and then recited a soliloguy from *Hamlet*. Murdoch also took questions.

"What was your most memorable (4) stage performance, one student asked?

Murdoch laughed. **(5)** "When performing in Molière's play The Imaginary Invalid, my powdered wig slid off my head"!

- **1. A** the television series "Long Ago and Far Away,"
 - **B** the television series *Long Ago and Far Away,*
 - **c** the television series "Long Ago and Far Away",
 - **D** No error
- **2. A** "I'm here," he said, "to share a bit of the actor's life."
 - **B** "I'm here," he said. "To share a bit of the actor's life."
 - **c** "I'm here," he said, to share a bit of the actor's life."
 - ${\bf D}~{\rm No}~{\rm error}$
- **3. A** "The Street Where You Live" from *My Fair Lady*
 - **B** The Street Where You Live from "My Fair Lady"
 - **c** "The Street Where You Live" from "My Fair Lady"
 - **D** No error

- **4.** A stage performance," one student asked?
 - **B** stage performance, one student asked?"
 - **C** stage performance?" one student asked.
 - **D** No error
- 5. A "When performing in Molière's play "The Imaginary Invalid," my powdered wig slid off my head"!
 - B "When performing in Molière's play *The Imaginary Invalid*, my powdered wig slid off my head!"
 - c "When performing in Molière's play 'The Imaginary Invalid,' my powdered wig slid off my head"!
 - **D** No error

Writer's Corner

Snapshot

- **22** A **Italics** are used for titles of long works, foreign words, and words or numbers used as words. If you are writing by hand, you need to underline whatever should be italicized. (pages 872–873)
- **22** B **Quotation marks** come in pairs. They are placed at the beginning and at the end of uninterrupted quotations and certain titles. (pages 874–888)

Power Rules

When you write dialogue, you can use sentence fragments to imitate the way people actually speak. In all other types of writing, **check for sentence fragments**. Fix a fragment by adding words to make it a complete sentence or by adding a conjunction and/or punctuation to join it to an independent clause. (pages 602–603)

Before Editing

Douglas Stiles. *Who is an attorney*. Has a large court case this month.

He has a lot of work to do. *To prepare for the trial*.

After Editing

Douglas Stiles, *who is an attorney,* has a large court case this month.

He has a lot of work to do *to prepare for the trial*.

In speech, people sometimes use **double negatives** to stress a point. In formal writing, however, you should avoid double negatives. Instead, use italics or underlining to add emphasis.

Before Editing

The speech did*n't* do *nothing* to change my opinion.

I have *never* heard *nobody* speak so well.

After Editing

The speech did *nothing* to change my opinion. (Remember, contractions are not appropriate in formal writing.)

I have *never* heard *anyone* speak so well.

Editing Checklist 🗹

Use this checklist when editing your writing.

- ✓ Did I italicize or underline the titles of long works like books, newspapers, magazines, and movies? (See pages 872–873.)
- ✓ Did I use quotation marks to enclose titles of chapters, articles, stories, one-act plays, short poems, and songs? (See pages 874–875.)
- ✓ Did I use quotation marks to enclose a person's exact words? Did I begin each sentence of a direct quotation with a capital letter? Did I use a comma to separate a direct quotation from a speaker tag? Did I use end marks with direct quotations? (See pages 876–882.)
- Did I begin a new paragraph each time the speaker changes in a dialogue? (See page 884.)
- Did I use single quotation marks to distinguish a quotation within a quotation? (See page 885.)

Use the Power

Use this image to help you learn how to punctuate a direct quotation and to italicize titles of books and magazines.



"My mother even likes it. She said, 'Finally, music we can both listen to!'"

CHAPTER 23

Other Punctuation



How can you use the right punctuation to communicate your ideas clearly and enhance your writing style?

Other Punctuation: Pretest 1

The first draft below contains several errors in punctuation. The first error, in which a necessary apostrophe was omitted, is corrected. How would you revise the remaining errors?

My stepsister Sabrina gave an all-out performance in this years equestrian event. Mr. Gordy, that horse of her's, is beautiful and very well-trained. Theres nothing Mr. Gordy cant do. Sabrina helps out at a riding-school. She'll spend two thirds of the weekend training other riders. Id love to train with her, but I dont have time. I have too many other activities swimming; golf lessons; and tennis. My step-brothers a great rider. Hes only fifteen and hes already training rider's. Lexi her name is short for Alexis is one of his students: shell be in the next competition. Its on Saturday at 300 p.m. If you cant make it to the show, you can watch it on TV channel 70.

Other Punctuation: Pretest 2

Directions

Read the passage. Each underlined part contains mistakes in punctuation. Write the letter of the correct way to write each underlined part.

This week we saw (1) <u>Watkins Glens yearly classic car show</u>. There were many exotic kinds of (2) <u>cars Dusenbergs Model A Fords a beautiful, ancient Stutz Bearcat and a 1919 Auburn Speedster</u>. However, the car that raised (3) <u>everyones eyebrows was a pre</u> war <u>Rolls-Royce Phantom</u>. We could easily picture the past while looking at these cars. (4) <u>A gangster from the thirties could have driven one another could easily have carried a president to the White House. Next year (5) <u>well go back again Ive heard theres a better show to come</u>.</u>

- **1. A** Watkins Glens yearly-classic car show.
 - **B** Watkins Glen's yearly classic-car show.
 - **c** Watkins' Glens yearly classic car show.
 - **D** Watkins Glens yearly classic (car) show.
- **2.** A cars Dusenbergs Model A Fords a beautiful ancient Stutz Bearcat and a 1919 Auburn Speedster.
 - **B** cars—Dusenbergs, Model A Fords—a beautiful, ancient Stutz Bearcat; and a 1919 Auburn Speedster.
 - **c** cars: Dusenbergs; Model A Fords; a beautiful, ancient Stutz Bearcat; and a 1919 Auburn Speedster.
 - **D** cars (Dusenbergs, Model A Fords, a beautiful, ancient Stutz Bearcat, and a 1919 Auburn Speedster).

- **3.** A everyones eyebrows was a pre war Rolls-Royce: Phantom.
 - **B** everyones eyebrows—was a pre war Rolls-Royce Phantom.
 - **c** everyones eyebrow's was a pre war Rolls-Royce Phantom.
 - **D** everyone's eyebrows was a pre-war Rolls-Royce Phantom.
- **4.** A A gangster from the thirties could have driven one, another
 - **B** A gangster from the thirties could have driven one—another
 - **c** A gangster from the thirties could have driven one; another
 - **D** A gangster from the thirties could have driven one: another
- **5.** A well go back again I've heard theres
 - **B** we'll go back again: I've heard theres
 - **c** w'ell go back again I've heard there's
 - **D** we'll go back again; I've heard there's

Apostrophes Lesson 1

23 A

Apostrophes are used most frequently with contractions, but they are also commonly used with nouns and some pronouns to show ownership or relationship.

Apostrophes to Show Possession

An apostrophe is used to form the possessive of nouns and some pronouns.

Possessive Forms of Singular Nouns

When writing the possessive form of any singular noun, write the noun just as it is. Do not add or leave out any letters. Then add an apostrophe and an *s*.

23 A.1	Add ^r s to form the possessive of a singular noun.
	ridd b to form the possessive of a singular noam

man + <i>"s</i> = man"s	Is this a man ''s shirt?
Ross + s = Ross s	Is this Ross "s glove?

Singular compound nouns and organization's names form the possessive this way also.

A two-year-old s soccer skills are limited.

I enjoy The Sports Place s catalog.

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•••••
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Practice Your Skills

Forming Possessive Singular Nouns

Rewrite each expression, using the possessive form.

- **1.** tail of a ox
- 2. leaves of the tree
- 3. suits of Mr. Ryan
- 4. croaking of the frog
- **5.** friend of Terrence

Connect to Writing: Drafting

Writing with Possessive Nouns

Use the possessive phrases you formed above to write five sentences.

The Possessive Forms of Plural Nouns

The plural of most nouns is formed by adding an *s*: *bikes*, *cats*, and *horses*, for example. There are a few exceptions, such as *men* and *mice*. These plurals are formed by changing the words. If you are not sure how to form the plural of a noun, look it up in the dictionary.

How the possessive form of a plural noun is written depends on the ending of the noun.

23 A.2 Add only an apostrophe to form the possessive of a plural noun that ends in s.

balls + " = balls"	All of the balls" stitches are becoming loose.
players + " = players"	The players" rights were spelled out in
	the contract.

23 A.3 Add an 's to form the possessive of a plural noun that does not end in s.

women + "s = women"s	The women \mathbf{s} uniforms arrived today.
mice + $s = mice s$	The infield crew disturbed the mice "s home.

Be careful that you do not confuse a plural possessive with the simple plural form of a noun.

Possessive	The outfielders" practice session was much too long.
Plural	The outfielders practiced for an extremely long time.

Take the following steps to write the possessive of a plural noun. First, write the plural. Then, look at the ending of the word. If the word ends in *s*, add only an apostrophe. If the word does not end in *s*, add an apostrophe and an *s*.

FORMING THE POSSESSIVE OF PLURAL NOUNS				
Plural	Ending	Add		Possessive
foxes	S		=	foxes" den
men	no <i>s</i>	"s	=	men "s suits
geese	no <i>s</i>	's	=	geese 's habit

Practice Your Skills

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Using Possessive Nouns

Write the possessive form of each underlined word or words.

- **1.** After a year practice, Susan joined the high school tennis team.
- 2. The players equipment is being kept in the coach's office.
- 3. Jogging is Eric main interest right now.
- 4. Have you ever gone swimming in the St. John River?
- **5.** The athletes records were astounding.
- 6. Ralph bowling average is 150.
- **7.** The coach office is located next to the gym.
- 8. Where can I play women softball?
- 9. Roberta will play on her sister-in-law team next summer.
- **10.** At halftime the game score was 3–2.

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Practice Your Skills

Forming Possessive Nouns

Write the possessive form of each noun.

- **1.** committee
- 2. Graves
- 3. women
- 4. Cohen
- 5. governors
- 6. tomato
- **7.** teachers
- 8. children
- 9. sister
- **10.** boys
- **11.** monkey
- **12.** whale
- **13.** Sarah
- **14.** dogs
- **15.** Boise
- **16.** city
- 17. brother

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CHAPTER 23

Connect to Writing: Editing

Using Possessive Nouns

Rewrite the following sentences, correcting any errors in the use of possessive nouns. If a sentence is correct, write **C**.

- 1. Have you signed up for our towns' softball team?
- **2.** The attorney-at-law's office will sponsor the team.
- **3.** You can get your uniform at Rudolphs Sporting Goods.
- **4.** The newspapers front page featured the new coach.
- **5.** Mr. Griffin will be the team's coach this year.

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Possessive Forms of Pronouns

Unlike a noun, a personal pronoun does not use an apostrophe to show possession. Instead, it changes form. Notice that none of the following possessive pronouns include apostrophes.

POSSESSIVE PRONOUNS

Singular	my, mine	his, her, hers	your, yours	its	
Plural	our, ours	your, yours	their, theirs		

Also notice that the possessive *its* is different from *it's*, which is a contraction of *it is*.

23 A.4 Do not add an apostrophe to form the possessive of personal pronouns.

Personal Pronouns	That book is hers.
	Her book is on the desk.

Instead of changing form the way a personal pronoun does, an indefinite pronoun forms the possessive the same way a singular noun does—by adding *'s*.

COMMON INDEFINITE PRONOUNS				
Singular	r anybody, anyone, each, either, everybody, everyone, neither, nobody, one, no one, somebody, someone			
Plural	both, few, many,	several		
23 A.5 Add "s to form the possessive of indefinite pronouns.				
Indefinite Pronouns Anyone "s guess is as good as mine.				
Has everyone "s test been graded?				

You can find a list of common indefinite pronouns on pages 555, 742, and 761.

Practice Your Skills

Using Possessive Pronouns

Write a or b to indicate which sentence in each pair uses possessive pronouns correctly.

- **1. a.** Someone's art sketchbook is in my car.
 - **b.** Someones art sketchbook is in my car.
- 2. a. These are my notes, but which are your's?
 - **b.** These are my notes, but which are yours?
- **3. a.** If this enormous project is going to succeed, we need everyone's cooperation.
 - **b.** If this enormous project is going to succeed, we need everyones' cooperation.
- 4. a. Have you finished your history assignment yet?
 - **b.** Have you finished yours history assignment yet?
- 5. a. My art easel cost fifty dollars, but her's cost less.
 - **b.** My art easel cost fifty dollars, but hers cost less.
- 6. a. Nobodys supplies were forgotten on the first day of school.
 - **b.** Nobody's supplies were forgotten on the first day of school.
- **7. a.** That trophy is theirs.

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b. That trophy is their's.

Connect to Writing: Editing

Using Possessive Pronouns

Rewrite the following sentences, adding or deleting apostrophes where needed. If a sentence is correct, write *C*.

- 1. Everybodys short story was chosen for the school literary magazine.
- **2.** Hers was the only letter to the editor about the chaperones at the school dance.
- **3.** The team had it's best season yet.
- 4. Did he leave his's notes on the bus again?
- **5.** The jacket left at the game last week could have been anybodys.

CHAPTER 23

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Apostrophes to Show Joint or Separate Ownership

Apostrophes distinguish between joint and separate ownership.

23 A.6 Add "s only to the last name to show joint ownership.

- These are Lenny and Harold's props.
- (The props belong to both Lenny and Harold.)

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If one of the words in a phrase showing joint ownership is a possessive pronoun, the noun must also show possession.

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These are Lenny"s and his props.
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Separate ownership is indicated in a different way.

23 A.7 Add 's to show separate ownership.

These are Lenny**"s** and Harold**"s** props. (Both Lenny and Harold have their own props.)

Practice Your Skills

Using Apostrophes to Show Joint Ownership

Write **a** or **b** to indicate which sentence in each pair uses apostrophes correctly.

- **1. a.** Rhonda and Kenneth's great performances saved the show.
 - **b.** Rhonda's and Kenneth's great performances saved the show.
- 2. a. Kent and Martha's old sofa was donated for the school play.
 - **b.** Kent's and Martha's old sofa was donated for the school play.
- **3. a.** Troy's and Jon's acting skills contributed greatly to the show's success.
 - **b.** Troy and Jon's acting skills contributed greatly to the show's success.
- 4. a. These are Sophie's and hers costumes.
 - **b.** These are Sophie's and her costumes.
- 5. a. Are these black gloves Ray or Gael's?

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b. Are these black gloves Ray's or Gael's?

Apostrophes with Nouns Expressing Time or Amount

23 A.8

Use an apostrophe with the possessive form of a noun that expresses time or amount.

- Have you made this month's vacation plans?
- Please buy five dollars["] worth of postcards.

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Other words that express time include *minute, hour, day, week,* and *year*.

Practice Your Skills

Using Apostrophes Correctly

Write the possessive form of each underlined word or words.

(1) Lee purchased <u>travelers</u> checks for her trip. (2) In a <u>weeks</u> time, she sails to Jamaica. (3) The two <u>days</u> planning prepared her well. (4) She needed three <u>years</u> savings for the trip. (5) She's taking ten <u>dollars</u> worth of stamps.

Connect to Writing: Editing

Using Apostrophes with Time or Amounts

Rewrite the following sentences, correcting the use of apostrophes. If a sentence is correct, write ${\bf C}.$

- 1. Did you remember to get sixty cents worth of stamps for postcards?
- **2.** I brought along ten dollar's worth of quarters for the washing machines.
- 3. Four hours worth of work was all that I could stand on Saturday.
- 4. Did you check this morning's weather report?
- **5.** Ten miles distance separates us from the new airport.

Scheck Point: Mixed Practice

Correctly write each underlined word as a possessive form.

- **1.** My dog picture was in this morning *Herald*.
- 2. A years worth of hard work has finally paid off.
- **3.** The judges opinion was that my dog should win.
- 4. No ones surprise was greater than mine.
- 5. Gregs Dalmatian was awarded second place.

Apostrophes with Contractions

A contraction combines two words into one. An apostrophe is added to take the place of the missing letter or letters.

23 A.9

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Use an apostrophe in a contraction to show where one or more letters have been omitted.

CONTRACTIONS				
We are = we ^r re	there $is = there's$	is n o t = isn ^e t		
let u s = let"s	it is = it"s	has n o t = hasn ^r t		
can no t = can″t	of the clock = o ^r clock	would n o t = wouldn"t		

Usually no letters are added and no letters are moved around in a contraction. There is, however, one exception: *will not* = *won't*.

Practice Your Skills

Writing Contractions

Writing Contractions
Write the contraction for each pair of words.
1. you are
2. will not
3. has not
4. that is
5. we have
6. is not
7. I have
8. they are
9. do not
10. have not
11. I would
12. I am
13. who is
14. let us
15. does not
16. it is

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Practice Your Skills

Distinguishing Between Contractions and Possessive Pronouns

Write the word in parentheses that correctly finishes each sentence.

- **1.** (Who's, Whose) _____ driving that car?
- **2.** (it's, its) Don't let <u>looks</u> deceive you.
- **3.** (You're, Your) _____ judging its value incorrectly.
- **4.** (they're, their) I asked experienced mechanics <u>advice</u>.
- **5.** (Their, There's) _____ a trophy waiting for the driver of that car.
- **6.** (It's, Its) _____ the most popular sport today.
- 7. (Who's, Whose) ____ car is it, anyway?
- **8.** (there's, theirs) I think it's _____.
- **9.** (They're, Their) _____ going to introduce a new driver now.
- **10.** (you're, your) Be sure to get <u>ticket</u>.

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Connect to Writing: Editing

Using Contractions and Possessives

Rewrite the following sentences for correct use of contractions and possessives. If a sentence is correct, write **C**.

- **1.** If your going to race today, you'd better tell the track steward.
- 2. Its going to be a great race today. Don't you think it will be?
- **3.** I've been a fan of NASCAR for the past five years.
- 4. Whose your favorite driver?
- **5.** I dont want to miss any of todays race.

Connect to Writing: Description

Using Apostrophes

You are on a vacation in a beautiful setting. Imagine what this new environment looks like, how it makes you feel, and how you interact with it. Describe what a postcard image of this place would look like. What colors would predominate? What image would be the focal point? What might people be doing in the postcard image? Finally, what would you write on the back of the postcard? A detailed, expressive description to a friend would be in order. Remember, the space for writing on a postcard is limited. Use an apostrophe to show possession, an apostrophe with an indefinite pronoun, and an apostrophe in a contraction in your writing.

CHAPTER 23

Apostrophes with Certain Plurals

To prevent confusion, certain items form their plurals by adding 's.

23 A.10 Add "s to form the plural of lowercase letters, some capital letters, and some words used as words.

Your *k***'s** and *h***'s** look exactly the same.

Form your *I*^rs carefully.

I always get *A*^{*}s in science and math.

The plurals of most other letters, symbols, numbers, and words used as words can be formed by adding *s*.

There are too many *ands* and *ors* in that paragraph.

Young learners often have difficulty with 6s and 9s.

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Notice that in the previous examples, the letters and words are italicized. However, the 's or s with each of those letters and words is not italicized.

You can learn more about the use of italics or underlining in such situations on page 872.

Practice Your Skills

Using Apostrophes

Correctly write each underlined letter, symbol, or word that needs either an apostrophe, an *s*, or an apostrophe and an *s*.

- 1. You shouldn't use so many <u>and</u> and <u>well</u> in your paper.
- **2.** Bart never crosses his <u>t</u> or dots his <u>i</u>.
- **3.** The $\underline{\P}$ indicate where new paragraphs should begin.
- **4.** How many <u>A</u> are on that report card?
- 5. Why do you make the *l* so big in your name?
- **6.** I can never write <u>*Q*</u> very well in cursive.
- 7. You shouldn't use so many *however* in your paper.

Apostrophes with Certain Dates

23 A.11 Use an apostrophe to show that numbers were omitted in a date.

She hopes to run for president in ⁷12. (2012)

My brother was born in 799. (1999)

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Practice Your Skills

Using Apostrophes

Write *a* or *b* to indicate which sentence in each pair uses apostrophes correctly.

- **1. a.** Do you remember what happened in '99?
 - **b.** Do you remember what happened in 9?
- 2. a. I think it was in 19'99 that Jason was born.
 - **b.** I think it was in '99 that Jason was born.
- **3. a.** It was in '64 that the Beatles came to America.
 - **b.** It was in '1964 that the Beatles came to America.
- **4. a.** Did your brother graduate in '08?
 - **b.** Did your brother graduate in 08'?
- **5. a.** The class of 2'000 was highly regarded.
 - **b.** The class of '00 was highly regarded.
- 6. a. The flood of October 98' was pretty bad.
 - **b.** The flood of October '98 was pretty bad.
- **7. a.** The '08–'09 school year was an interesting one.
 - **b.** The 08–'09 school year was an interesting one.

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Connect to Writing: Editing

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Using Apostrophes

Rewrite and edit the sentences below for proper use of apostrophes. If a sentence is correct, write C.

- 1. Did you forget what happened in 98?
- 2. The Empire Strikes Back was released in '80, I think.
- 3. The '89–90 school year was Mr. Thompson's first year of teaching.
- **4.** The class of 10' will host a benefit for the incoming freshmen.
- 5. My sister got married in '07, and my niece was born the following year.

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Check Point: Mixed Practice

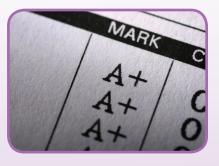
Correctly write each word that needs an apostrophe, an *s*, or an apostrophe and an *s*.

- **1.** In your report change some of those *and* and *but* to *although, when, because,* or *since.*
- **2.** I think Ive read somewhere that the mud in beavers dams is held together by roots, leaves, and grasses.
- **3.** Sybilla Masters device for reducing corn into meal and Margaret E. Knight machine for cutting shoes are two important American inventions.
- 4. The class of 98 had its picture taken for publication in the local paper.
- 5. Mom and Dad station wagon needs new tires before the vacation trip starts.
- 6. No one claim to the man enormous fortune held up in court.
- **7.** The McDuffs son and the Smiths daughter always manage to make the honor roll.
- 8. Gary house is just around the corner from Lee grocery store.
- **9.** Arent there three *r* in the word *preferred*?
- **10.** Martina and his stories were read aloud in class.
- **11.** Is that striped blouse your mother or your sister?
- **12.** In most tennis tournaments, the women play-offs are held before the men.
- **13.** Due to the tax increase, the firefighters salaries were raised this year.
- **14.** I told my parents that Im going to try to make straight *A* during this school year.

Connect to Writing: Autobiography

Using Apostrophes

Your English teacher has recommended you for an internship with the local newspaper. Before you can apply for the post, you must submit a brief autobiography that details your school activities and grades for the past five years. Write a short autobiographical paragraph for the personnel director of the local newspaper. Be sure to include dates and use apostrophes correctly.



Semicolons and Colons Lesson 2

23 B The most common use for a **semicolon** (;) is to separate the independent clauses of a compound sentence. A **colon** (:) is primarily used to introduce a list of items.

≽ Semicolons

The independent clauses of a compound sentence can be joined in several ways. You have already learned that a comma and a conjunction can join the clauses.

Tara's skating routine had six triples, and she made all of them.

Clauses in a compound sentence can also be joined by a semicolon.

Tara's skating routine had six triples; she made all of them.

- • • • • • •
- **23 B.1** Use a semicolon between the clauses of a compound sentence that are not joined by a conjunction.

Kristi is an artistic skater; Michelle is an artistic skater too.

You can learn about using semicolons to correct run-on sentences on page 672.

Practice Your Skills

Using Semicolons

Write *I* if the compound sentence is incorrectly punctuated. Write *C* if it is correct.

- **1.** Ice skates did not originate in Holland, roller skates did.
- **2.** Ice balls will not form if the ground temperature is below freezing; hail rarely falls during the winter months.
- 3. My new skates were paid for by my grandmother, I paid only for the laces.
- **4.** Skating rinks can be used for ice hockey, figure skating, and curling they have other uses as well.
- **5.** Lydia works hard at her figure skating lessons, and she has earned many skating trophies.

- **6.** A well-rehearsed skating routine can look very easy; not everyone can skate well enough to perform, though.
- **7.** The rink is available for our skating party on Saturday, December 19, I hope everyone can come.
- **8.** The members of the skating team are planning a special surprise for all of us we are all waiting to see what the surprise will be.
- **9.** I need new skates, new gloves, and a new hat; I will be ready for the party then.
- **10.** Gina's skating routine lasts for six minutes, but Marty's lasts only three.

• Connect to Writing: Editing

Punctuating Compound Sentences

Rewrite the five incorrect sentences in the preceding exercise, correcting the use of punctuation in a compound sentence.

Semicolons with Conjunctive Adverbs and Transitional Words

The following lists contain conjunctive adverbs and transitional words that, with a semicolon, can be used to combine the independent clauses of a compound sentence.

COMMON CONJUNCTIVE ADVERBS			
accordingly	furthermore	otherwise	
also	hence	similarly	
besides	however	still	
consequently	instead	therefore	
finally	nevertheless	thus	
(COMMON TRANSITION	AL WORDS	
as a result	in addition	in other words	
for example	in fact	on the other hand	

23 B.2 Use a semicolon between clauses in a compound sentence that are joined by certain conjunctive adverbs or transitional words.

Notice in the following examples that the conjunctive adverb *nevertheless* and the transitional words *as a result* are preceded by a semicolon and followed by a comma.

I have not had much time to devote to my studies**; nevertheless,** I will take the test on Tuesday.

I have been spending all my free time working**,** as a result, I have not read the assigned chapters.

You can learn more about independent clauses on pages 654-655.

Some of the conjunctive adverbs and transitional words listed in the box can also be used as parenthetical expressions within a single clause.

Joining Clauses	I needed more time to study ; in fact, I was willing to sacrifice sleep.
Within a Clause	It was David, in fact, who suggested the extra study time.

You can learn more about parenthetical expressions on pages 859–860.

Practice Your Skills

Using Semicolons

Write *I* if the compound sentence is incorrectly punctuated. Write *C* if it is correct.

- **1.** Snow will not lie on the ground if the temperature has not been below freezing on a regular basis, consequently, there is seldom measurable snowfall in Austin, Texas.
- **2.** Peanuts can be used to make oil, cheese, ink, and soap; in addition, they have more than 300 other uses.
- **3.** Men have walked on the moon; nevertheless parts of Greenland have never been explored.
- 4. Many people; however, do not see the need to fund such expeditions.
- **5.** Human life expectancy in Hawaii is high, moreover, its life expectancy is higher than that of any other state.
- **6.** The iguana has one of the most rugged bodies of any living creature nevertheless it is very timid.
- **7.** A housefly beats its wings up to 190 times a second, however, a honeybee beats its wings 250 times a second.

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- **8.** Sunglasses are nothing new, for example; tinted lenses were common during the sixteenth century.
- **9.** Many of the most popular commercials use classical music, in fact many people recognize Mozart's music from TV ads.

10. The French people; nevertheless, are the world's greatest cheese eaters.

Connect to Writing: Editing

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Using Punctuation with Compound Sentences

Rewrite the incorrect sentences from the preceding exercise, correcting the use of punctuation.

Semicolons to Avoid Confusion

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A semicolon is substituted for a comma in two situations.

23 B.3 Use a semicolon instead of a comma between the clauses of a compound sentence if there are commas within a clause.

Don't make tacos, pizza, or chili; for Robert hates tomatoes.

We cooked rice, vegetables, and chicken; but we could not eat all of it.

23 B.4 Use semicolons instead of commas between items in a series if the items themselves contain commas.

Next week the President will visit Norfolk, Virginia, Cincinnati, Ohio, and San Antonio, Texas.

The polls indicate that the President has received great support from the voters in Miami, Florida, Los Angeles, California, and New York, New York.

You can learn more about using commas on pages 848-864.

When You Read and Write

The passage below uses semicolons to connect phrases in a series that has additional commas. Notice how the semicolons draw attention to how the character is feeling. The semicolons are in bold type for emphasis.

. . . Alone, in the presence of all the luxury which surrounded him; alone, in the presence of his power; alone, with the part he was about to be forced to act, Philippe for the first time felt his heart, and mind, and soul expand beneath the influence of a thousand varied emotions, which are the vital throbs of a king's heart.

—Alexandre Dumas, The Man in the Iron Mask

Practice Your Skills

Using Semicolons

Write **a** or **b** to indicate the sentence in each pair that is correctly punctuated.

- **1. a.** Michelangelo was a painter; sculptor, and architect, and he was also a poet.
 - **b.** Michelangelo was a painter, sculptor, and architect; and he was also a poet.
- **2. a.** The four state capitals that have been named after presidents are Jackson; Mississippi, Lincoln; Nebraska, Jefferson City, Missouri; and Madison; Wisconsin.
 - **b.** The four state capitals that have been named after presidents are Jackson, Mississippi; Lincoln, Nebraska; Jefferson City, Missouri; and Madison, Wisconsin.
- **3. a.** George Lucas is a director, producer, and writer; and he owns his own production company.
 - **b.** George Lucas is a director, producer, and writer and he owns his own production company.
- **4. a.** The states that make up the Four Corners are Utah; Colorado; New Mexico; and Arizona.
 - **b.** The states that make up the Four Corners are Utah, Colorado, New Mexico, and Arizona.
- **5. a.** Before the summer is over, a large number of tourists will have visited Paris, France; London, England; and Dublin, Ireland.
 - **b.** Before the summer is over, a large number of tourists will have visited Paris, France, London, England; and Dublin, Ireland.

Connect to Writing: Editing

Using Semicolons

Rewrite the following sentences, using semicolons correctly. If a sentence is correct, write **C**.

- **1.** You bring the silverware, cups, and napkins; and I will bring the food.
- **2.** The barbecue cook-off will be held in Kansas City; Missouri, Dallas, Texas and Yuma; Arizona.
- **3.** Donald ate five hot dogs three chicken wings three hamburgers two ears of corn and an apple for he was hungry.
- **4.** The cook-off sponsors will supply the grill; the charcoal; and the utensils; but you will have to bring your own meat.
- **5.** Next year we plan to go to the chili cook-offs that will be held in El Paso, Texas; Santa Fe, New Mexico; and Phoenix, Arizona.

Power Your Writing: Catch and Release

The sentences below are from *West with the Night* by Beryl Markham. Read them and then think about what function the semicolon serves in the context of the situation Markham describes.

It is the actual silence following the last splutter of the engine that stuns me. I can't feel any fear; I can't feel anything.

After the stunning revelation that her plane's engine has quit, Markham follows with two short independent clauses combined by a semicolon. She catches the fear of that instant by first combining two thoughts and then quickly releasing them one after the other.

A semicolon works well here because, while each sentence has strength on its own, presenting one startling image followed immediately by the next creates an emotional impact.

Look over one of your recent compositions to see how well you are employing semicolons. Try to rework a sentence or two to use the semicolon effectively.



A colon points the way. It is most often used before lists of items, especially when a list comes after the expression *the following*.

You can respond by using one of the following: telephone, letter, or personal interview.

There are four principal forms of clouds**:** cumulus, stratus, cirrus, and nimbus.

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Commas separate the items in the series. When you write a list, do not place a colon after a verb or a preposition.

No Colon	Our high school colors are red, white, and blue.
Colon	Our high school has three colors: red, white, and blue.

You can learn more about using commas with items in a series on page 848.

Colons are also used in a few other situations.

23 B.5 Use a colon to introduce a very long formal quotation.

Oscar Wilde, in *The Picture of Dorian Gray*, said this of books: "There is no such thing as a moral or an immoral book. Books are well written or badly written. That is all."

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23 B.6 Use a colon in certain special situations.

COLON USAGE				
Between Hours and Minutes	3 : 30 рм ог 3 : 30 р.m.			
Between Biblical Chapters and Verses	Psalms 62 : 5			
	Genesis 1:10			
Between Title and Subtitle	Star Wars: The Phantom Menace			
After Salutations in Business	Dear Sir or Madam:			
Letters	Dear Mr. Johnson			

CHAPTER 23

Practice Your Skills

Using Colons

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Write *I* if a sentence is punctuated incorrectly. Write *C* if a sentence is punctuated correctly.

- **1.** Common breeds of cats include the following: Siamese, Persian, Angora, and Manx.
- **2.** The term precious stones actually only applies to: diamonds, rubies, sapphires, and emeralds.
- **3.** If you want to be there on time, you will need to set your alarm for 5:30 AM.
- **4.** Almost everyone knows that water may appear in three forms; solid, liquid, and gas.
- 5. My favorite Bible verse is: 1 Corinthians 13:4.
- **6.** The nine English words most often used are: *and*, *be*, *it*, *of*, *the*, *will*, *I*, *have*, and *you*.
- **7.** In our English class we are using the book *From Beowulf to Beatles: Approaches to Poetry.*
- **8.** Horace Mann had this to say "Do not think of knocking out another person's brains because he differs in opinion from you. It would be as rational to knock yourself on the head because you differ from yourself ten years ago."

9. Dear Ms. Dell,

I would be very interested in learning more about the summer internship program.

10. The costume committee still needs to find the following items, a top hat, a pair of gloves, a red cape, and a feather scarf.

Connect to Writing: Editing

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Using Colons

Rewrite the incorrect sentences in the preceding exercise, punctuating them correctly.

Check Point: Mixed Practice

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

- **1.** We heard Katherine sing last night furthermore, we thought she was fantastic!
- **2.** Arlene is not a junior cellist she's a sophomore.
- **3.** I must find my music, my stand, and my flute and then I will be ready to go.
- **4.** All musicians need the following a good teacher, regular practice time, and a sense of timing.
- 5. There are no violinists in our jazz band they play only in the orchestra.
- **6.** Tonight's soloists are Tran Lo, a senior Carla Totara, a junior, and Jeff Higgins, a sophomore.
- 7. Dear Mr. Williams,
- 8. Our band has enjoyed playing your music.
- **9.** Television can be very informative for instance, last night I watched a program about Handel.
- **10.** Our orchestra teacher composed a piece of music entitled "Summer Respite A Solitary Journey."
- **11.** I did not know how to play the viola, I had to be taught by a private tutor.
- **12.** By the end of our first performance, we had lost half of the audience, nevertheless; we were not discouraged.

Connect to Speaking and Listening: Sight and Sound

Listening for Commas, Semicolons, and Colons

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Entertainer Victor Borge had a routine he called "phonetic punctuation" in which he would read from a novel and include sounds for all the punctuation marks. A period sounded like *phtt;* a colon sounded like *phtt phtt;* a comma sounded like *shish,* and so on. Practicing phonetic punctuation may help you understand when and how to use certain punctuation. With a partner, read some of the example sentences in this lesson, creating sounds to match each punctuation mark. Then write four new sentences that need commas, colons, semicolons, and end marks. Read your new sentences aloud, using your phonetic punctuation sounds.

.................

Hyphens Lesson 3

23 C

One primary function of the **hyphen** (-) is to divide a word at the end of a line, but the hyphen also has several other uses.

Hyphens with Divided Words

23 C.1 Use a hyphen to divide a word at the end of a line.

Although you should avoid dividing words when possible, sometimes it is necessary to divide words in your writing. However, you cannot divide a word just anywhere. The following guidelines will help you to divide words correctly.

GUIDELINES FOR DIVIDING WORDS

- **1. Divide words only between syllables.** production: pro-duction or produc-tion
- **2. Never divide a one-syllable word.** strap pour match wrist
- **3.** Never separate a one-letter syllable from the rest of the word. For example, the following words should never be divided: a-mong e-ven u-nite
- 4. Two-letter divisions are permissible at the end of a line, but two-letter word endings should not be carried over to the next line. BREAK in=fant de=fense en=dear DO NOT BREAK loss=es ful=ly mon=ey
- **5.** Divide words containing double consonants between the double consonants. tomor-row shim-mer run-ning oc-cur
- **6.** Divide hyphenated words only after the hyphens. mother-in-law double-decker flip-flop
- **7.** Do not divide a proper noun or a proper adjective. Henderson Pacific Detroit American

If you are not sure, look in a dictionary to find out where words can be divided into syllables.

Practice Your Skills

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Using Hyphens to Divide Words

Write a or b to indicate the word in each pair that shows where a word may be correctly hyphenated for division at the end of a line. Some of the listed words cannot be divided.

- 1. a. ent-hrone
 - **b.** en-throne
- **2. a.** en-velop
 - **b.** enve-lop
- **3. a.** even
 - **b.** ev-en
- 4. a. he-ather
 - **b.** heather
- **5. a.** mid-way
 - **b.** midwa-y
- **6. a.** might
 - **b.** mig-ht
- 7. a. nec-es-sar-y
 - **b.** nec-es-sary
- 8. a. neg-a-tive
 - **b.** ne-gative
- 9. a. prin-ce
 - **b.** prince
- 10. a. prin-ter
 - **b.** printer

Connect to Writing: Editing

Using Hyphens

Rewrite the following words, hyphenating them correctly as if they were to appear at the end of a line. If a word cannot be hyphenated at the end of a line, write **C**.

- **1.** tonight
- **2.** president
- 3. son-in-law
- **4.** dazzle
- 5. Hawaii
- 6. enter

CHAPTER 23

• Connect to Writing: Editing

Other Uses of Hyphens

Hyphens are used in certain numbers and fractions and with some compound words and certain prefixes.

Hyphens with Certain Numbers and Fractions

23 C.2 Use a hyphen when writing out the numbers twenty-one through ninety-nine and fractions used as adjectives.

When you write numbers out, use a hyphen to spell most numbers correctly.

Sixty=two people attended the skating trials. Only twenty=eight skaters attended last year.

A hyphen is used when a fraction is used as an adjective—not when it is used as a noun.

Fraction Used as Adjective	Jane owned a two-thirds share of the family farm.
Fraction Used as a Noun	The farmer mowed two thirds of the pasture quickly.

Hyphens with Some Compound Words

Some compound nouns and adjectives need one or more hyphens.

23 C.3 Use one or more hyphens to separate the parts of some compound nouns and adjectives. Also use one or more hyphens between words that make up a compound adjective in front of a noun.

COMPOUNDS		
Compound Nouns	father-in-law, stand-in, pom-pom	
Compound Adjectives	far=off, fast=food, do=it=yourself	

A hyphen is used only when a compound adjective comes before a noun, as in We bought a well-built house. No hyphen is needed in the sentence Our house is *well built*.

Hyphens with Certain Prefixes and One Suffix

23 C.4 Use a hyphen after the prefixes *ex-*, *self-*, and *all-* and before the suffix *-elect*.

Certain prefixes and the suffix *-elect* are separated from their base words by a hyphen. Also use a hyphen with all prefixes before a proper noun or a proper adjective.

HYPHENS WITH PREFIXES AND SUFFIXES

ex-pilot	all-American	self-addressed	president-elect
ex-mayor	pre-Civil War	self-satisfied	senator-elect
all=out	pro - American	mid-October	
		mid-Pacific	

Practice Your Skills

Using Hyphens

Write *a* or *b* to indicate which sentence in each pair uses hyphens correctly.

- **1. a.** Allie saw the pre Olympic trials for figure-skating.
 - **b.** Allie saw the pre-Olympic trials for figure skating.
- **2. a.** Three fourths of the proceeds went toward expenses for the Olympic team members.
 - **b.** Three-fourths of the proceeds went toward expenses for the Olympic team members.
- 3. a. Twenty-five years from now, these skaters will be forty-one years old.
 - **b.** Twenty five years from now, these skaters will be forty-one years old.
- 4. a. Greg, the ex-captain of the River City hockey team, is an all-around athlete.
 - **b.** Greg, the ex captain of the River City hockey-team, is an all-around athlete.
- **5. a.** The president elect of the Olympic-committee will take office in January.
- **b.** The president-elect of the Olympic committee will take office in January.

Connect to Writing: Editing

Using Hyphens

Rewrite the following sentences, using hyphens correctly. If a sentence is correct, write ${\pmb C}.$

- **1.** By the time I am forty-nine years old, I will have seen at least four different Olympics.
- **2.** Two thirds of my allowance is spent on sporting events.
- **3.** Sabrina gave an all out performance for the judges.
- **4.** By mid February the winter Olympics are under way.
- 5. My brother-in law, who is an athlete, does not eat fast food often.

••••••

Lesson 4

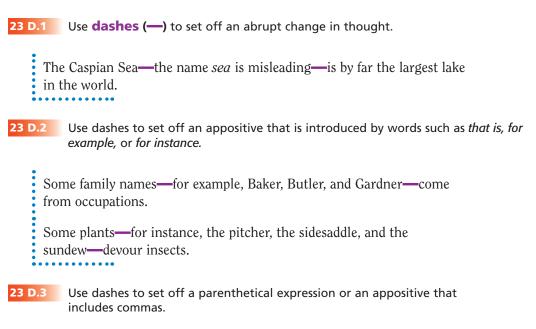
Dashes, Parentheses, Brackets, and Ellipses

23 D

Dashes (—), parentheses (), brackets [], and ellipses (. . .) are used to indicate interruptions, omissions, and incomplete thoughts in the text.

≽ Dashes

Dashes indicate a greater separation between words than commas do. They can be used in the following situations.



Thomas Jefferson—scientist, architect, philosopher—was truly a great person. Three scientists—Finlay, Reed, and Theiler—are responsible for conquering yellow fever.

To make a dash on the computer, either use the shift option keys or type two hyphens. Do not leave space before or after the hyphens.

≽ Parentheses

Parentheses are used to separate information in a sentence that is not necessary to understand the meaning of the sentence. Definitions and dates are sometimes put in parentheses. When using parentheses, remember that they come in pairs.

23 D.4 Use **parentheses (**) to enclose information that is not closely related to the meaning of the sentence.

Parenthetical additions to sentences tend to slow readers down and interrupt their train of thought, so limit the parenthetical material that you add to any one piece of writing.

The ostrich (sometimes pictured with its head in the sand) can run faster than any other bird.

I read all of chapter five (pages 86–115) in my biology book last night.

•••••

Sometimes the closing parenthesis comes at the end of a sentence. When this happens, the end mark usually goes outside of the parenthesis. However, occasionally, the end mark goes inside the parenthesis if the end mark actually belongs with the parenthetical material—for example, if the parenthetical material forms a complete sentence.

Admission to the zoo is \$6.95 for adults and \$1.95 for children (under 12).

Your ticket entitles you to free parking. (Present the stub to the attendant on your way out.)

Commas, dashes, and parentheses are all used to enclose parenthetical material. When you are trying to determine which mark of punctuation to use, remember that dashes are stronger than commas while parentheses are weaker than commas.



CHAPTER 23

Practice Your Skills

Using Dashes and Parentheses

Write *I* if a sentence is incorrectly punctuated. Write *C* if a sentence is correct.

- **1.** We saw twenty-four—yes, we counted them, bluebirds.
- **2.** Is it true that some African animals, (for instance camels and tigers), once roamed the American continent?
- **3.** Some reptiles—for example—the turtle and the alligator may live twenty-five years or more.
- **4.** Several birds—(for example, the cassowary and the kiwi), have lost the ability to fly.
- **5.** The gestation period (the time from conception to birth) is almost two years for an elephant.
- **6.** Many animals—the cow, the goat, the reindeer, the yak, the llama, and the buffalo—give milk for human consumption.
- 7. A shark, as any scientist can tell you—has a seemingly endless supply of teeth.
- 8. The lobster (which is a favorite food of many) has five pairs of legs.
- **9.** Some large birds, for example, the eagle, the hawk, and the falcon—have some of the keenest eyesight.
- **10.** The whale shark—the name refers to its size) is one of the largest fish in the world.

Connect to Writing: Editing

Using Dashes and Parentheses

Rewrite the incorrect sentences in the preceding exercise, using dashes and parentheses correctly.

Connect to Writing: Explanatory Paragraph

Using Dashes and Parentheses

Your local zoo offers a special summer program that allows students to work with an animal of their choice. Zookeepers will accept only those students who can explain in writing how to care for the animal they choose. Write a paragraph that names your favorite animal, explains in detail why you chose it, and shows your knowledge of its needs. Be sure to use dashes and parentheses correctly.

Check Point: Mixed Practice

Write the following paragraphs, adding punctuation marks where needed.

If the crust of the earth werent mostly solid, it would be shaking constantly. There are places they are technically called faults in the rocks of the earths crust where it isnt held together. Sometimes, along one of these breaks in the crust, one rock mass will rub against another with tremendous force. The energy of this rubbing is then changed to vibration in the rocks consequently an earthquake is formed.

There are two ways in which an earthquake is described in terms of size one is by noting the force of the earthquake itself, and the other is by reporting the amount of damage it does. The greatest earthquake in North American history occurred in San Francisco, California, in 1906. Seven hundred people died property damage amounted to about \$425 million. More recently earthquakes in the Los Angeles and San Francisco areas caused more than a billion dollars worth of damage. Other great earthquakes have occurred in Lisbon Portugal Sicily Italy and Tokyo Japan.





You may need to use brackets when writing a report or research paper that includes quoted passages.

23 D.5 Use **brackets []** to enclose an explanation within quoted material that is not part of the quotation.

In his report, the chairman wrote, "She [Ms. Williams] has performed her duties exceptionally well."

Brackets also enclose parenthetical material added to material that is already within parentheses.

Horton Foote (screenwriter and dramatist [1916–2009]) won the Pulitzer prize for drama in 1995.

You may also see, and occasionally need to use, the expression [sic] in quoted material. This indicator is used when quoting text that contains incorrect information or a misspelling.

The author advises readers to "Follow your dream. Don't let other's [sic] dissuade you from it."

The following information is a summary of when to use certain punctuation with parenthetical information.

PUNCTUATING PARENTHETICAL INFORMATION

Parenthetical (nonessential) information is always set off from the rest of the sentence by special punctuation. Depending on how important the parenthetical material is, use one of the following marks of punctuation.

Use commas (,) to enclose information that is loosely related to the rest of the sentence yet is not essential. This method is the most common.

Use parentheses () to enclose information that is not essential to the meaning of the sentence but that adds an interesting point or information.

Use brackets **[**] to enclose your own words inserted into a quotation.



Ellipses are used most often with quotations to show that part of a complete quotation has been dropped.

23 D.6 Use **ellipses (. . .)** to indicate any omission in a quoted passage or a pause in a written passage.

Original Passage	"It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.
	However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families." (The exact sentences from Jane Austen's <i>Pride and Prejudice</i>)
Quoted Passage	"It is acknowledged that a single man in possession of a good fortune must be in want of a wife.
	 However little known the feelings or views of such a man may be on his first entering a neighborhood, this is so well fixed in the minds" (The first two sets of ellipsis points indicate where some of Austen's words have been omitted. The third set of ellipsis points indicate that more of the narrative follows in the original sentence. This set ends with a period.)
•••••	

Practice Your Skills

Using Brackets and Ellipses

Write I if the sentence is punctuated incorrectly. Write C if it is punctuated correctly.

- **1.** Some families . . . like ours . . . make it a point to eat dinner together.
- 2. We have to pass a health test [with a score of 70 or better].
- **3.** John F. Kennedy once said, "Change is the law of life. And those who look only to the past are certain to miss the future."
- **4.** Ben Jonson (poet and playwright 1572–1637) was a rival of William Shakespeare.
- 5. The reporter said, "He [the victim] was a homeless man."

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Connect to Writing: Editing

Using Parentheses, Brackets, and Ellipsis Points

Rewrite the incorrect sentences from the preceding exercise, using parentheses, brackets, or ellipsis points correctly.

Chapter Review

Assess Your Learning

Using Correct Punctuation

Write each sentence, adding punctuation where needed.

- **1.** We will be taking our vacation in mid August.
- **2.** Isnt your appointment at 930 this morning?
- **3.** A number of chickens I estimated at least sixteen have escaped through a hole in the fence.
- **4.** Egg drop soup is made from the following ingredients eggs, chicken broth, and noodles.
- **5.** That rabbits foot is Mikes good luck charm.
- **6.** A lobster has five pairs of legs four pairs are used for walking.
- **7.** Horse shows will be held in Pittsburgh Pennsylvania Dayton Ohio and Richmond Virginia.
- **8.** Its an hours drive from Concord New Hampshire to my grandparents house.
- **9.** The four fastest growing products in sales in the United States are computers air conditioners video recorders and boats.
- **10.** Garlic probably first grew in southern Siberia however it is now found in Asia and the Mediterranean area.
- **11.** For our new apartment, we had to buy new curtains bedspreads and towels but we bought them all on sale.
- **12.** Sharks teeth replace themselves as they wear out.
- **13.** A two thirds majority voted for passage of the amendment.
- 14. Have you seen Dan and his fathers new boat?
- **15.** Many languages for example, English German Swedish French and Italian come from a common source.

Editing for Correct Punctuation

Write the following paragraphs, adding punctuation where needed.

Charles Hatfield, modern historys greatest rainmaker, built his reputation by doing the following filling lakes, saving crops, and ending droughts. His greatest feat occurred in 1916 in San Diego, California. He promised to fill the citys reservoir

for ten thousand dollars however, he wouldnt accept payment if no rain fell. Hatfields offer was instantly accepted. After all, the reservoir had never been more than one third filled since it was built.

Five days after Hatfield had prepared his special mixture it worked through a process of chemical evaporation rain began to fall. Twenty one days later the rain stopped all but five inches of the reservoir had been filled. His all out effort had been enormously successful! The members of the City Council, however, were not pleased in fact, they refused to pay Hatfield. The rain had caused enormous damage such as two hundred destroyed bridges, thousands of demolished houses, and miles of ruined railroad tracks.

Writing Sentences with Punctuation Marks

Write ten sentences that follow the directions below.

Write a sentence that . . .

- **1.** includes a series of dates.
- 2. includes joint ownership of a thing.
- **3.** includes *two thirds* as an adjective.
- **4.** includes a dash or two dashes.
- **5.** includes a parentheses and ellipses.
- 6. includes the possessive form of the noun *sister*.
- **7.** includes the possessive form of the noun *horse*.
- 8. includes brackets.
- **9.** includes the possessive form of the pronoun *everyone*.
- **10.** includes ellipses.

Directions

Read the passage. Each underlined part contains mistakes in punctuation. Write the letter of the correct way to write each underlined part.

Carrie Watson signed up to be a (1) <u>part of Glendales All City Talent Show</u>. The winner would get the following (2) <u>prizes a years worth of free pizzas a hundred dollar gift</u> <u>certificate at a clothing store</u> and an appearance on the local cable television show. Carrie planned to perform a song from *Miss Saigon*. There were many kinds of talent at the (3) <u>show tap dancers a magician ballet dancers</u> and one very odd, interesting tuba solo. (4) <u>Carrie nervous but self assured sang beautifully</u>. Afterward the crowd's applause (5) rang out in fact it was thunderous. Carrie was thrilled when she won the contest!

- **1. A** part of Glendales All City Talent-Show.
 - **B** part of Glendales' All City Talent Show.
 - **c** part of Glendale's All-City Talent Show.
 - **D** part of Glendales' All-City Talent-Show.
- **2.** A prizes a years worth of free pizzas a hundred dollar gift certificate at a clothing-store
 - **B** prizes—a years worth of free pizzas, a hundred dollar gift-certificate at a clothing store,
 - **C** prizes: a year's worth of free pizzas, a hundred-dollar gift certificate at a clothing store,
 - **D** prizes a years worth of free pizzas: a hundred dollar gift certificate at a clothing store;
- **3.** A show, tap dancers a magician ballet dancers
 - **B** show: tap dancers a magician ballet dancers
 - **c** show: tap dancers; a magician; ballet dancers;
 - **D** show; tap dancers; a magician; ballet dancers;

- **4.** A Carrie nervous, but self assured sang beautifully.
 - **B** Carrie—nervous but self-assured—sang beautifully.
 - **c** Carrie nervous but self-assured—sang beautifully.
 - **D** Carrie; nervous but self assured; sang beautifully.
- 5. A rang out in fact,
 - **B** rang out—in fact
 - **c** rang out; in fact,
 - **D** rang out: in fact,

Writer's Corner

Snapshot

- **23** A **Apostrophes** are frequently used with contractions, but they are also used with nouns and some pronouns to show ownership or relationship. (pages 896–907)
- **23** B The most common use for a **semicolon (;)** is to separate the independent clauses of a compound sentence. A **colon (:)** is used mainly to introduce a list of items. (pages 908–916)
- **23 C** One primary function of the **hyphen (-)** is to divide a word at the end of a line, but the hyphen also has several other uses. (page 917–920)
- **23** D Dashes (—), parentheses (), brackets [], and ellipses (. . .) are used to indicate interruptions, omissions, and incomplete thoughts in the text. (pages 921–926)

Power Rules

Use standard ways to make nouns possessive. (pages 896–899)

Before Editing

After Editing

It is Janine first recital. She is the Smiths granddaughter. It is *Janine's* first recital. She is the *Smiths'* granddaughter.

Check for run-on sentences and **fragments**, and fix them by adding a conjunction and/or punctuation. (pages 602–603 and 672–674)

Before Editing

Her favorite animal is a dog mine is a cat.

Our play required props. Books, glasses, a tray, and a cell phone.

After Editing

Her favorite animal is a dog; mine is a cat.

Our play required props: books, glasses, a tray, and a cell phone.

For **sound-alikes**, choose the word with your intended meaning. (pages 796–813)

Before Editing

Your not leaving are you? I think *their* Mary's suitcases.

After Editing

You're not leaving are you? I think *they're* Mary's suitcases.

CHAPTER 23

Editing Checklist 🗸

Use this checklist when editing your writing for punctuation.

- Joid I use apostrophes in contractions correctly? (See page 903.)
- ✓ Did I use apostrophes to show ownership or possession? (See pages 896–901.)
- ✓ Did I use possessive pronouns correctly? (See page 899.)
- Did I use a semicolon between the two simple sentences of a compound sentence? (See pages 908–910.)
- ✓ Did I use a colon before a list of items? (See page 914.)
- ✓ Did I use hyphens to divide words at the end of a line and with some compound words? (See pages 917–919.)
- Did I use hyphens when writing out certain numbers and certain fractions? (See page 919.)
- ✓ Did I edit my writing for punctuation? (See pages 31 and 894–931.)

Use the Power -

Use the reminders below to help you remember the importance of punctuation in everyday life.

Apostrophe '	I borrowed Joshua's baseball mitt yesterday.
Semicolon;	I'm not the only person who has used it, Kate borrowed it from him last week.
Colon •	These are all the things Kate and I have borrowed. a bat, a mitt, a soccer ball, two racquets, and a can of tennis balls.
Hyphen -	We figure that sixty-nine percent of all the equipment Josh owns has been borrowed by us.
Ellipses	We'll probably borrow even more • • • if he agrees.
(Parentheses) Brackets	We thanked him in the yearbook (page 10). He [Josh] really got a kick out of that.

CHAPTER 24

Spelling Correctly



How can you communicate your message effectively by using accurate spelling?

Spelling Correctly: Pretest 1

The following first draft contains several spelling errors. The first error, a misspelling of the word *although*, has been corrected. How would you revise the paragraph to be sure all words were spelled correctly?

Althouse codes are probally not as strickt today as they were previously, most schools still have some restrictions about what students may and may not where to class. Many schools are even returning to school uniformes. Some people believe that sloppyness and poor hygeine reinforce carelesness in school. Some people believe that students will behave more responsibally and acheive better results academicly if uniforms are recquired. Do you think that the school bored members would succede in mandating uniforms in your school? Should students be able to chose for themselfs? What is your opinion?

Spelling Correctly: Pretest 2

Directions

Read the passage. Write the letter of the answer that correctly spells each underlined word. If the word contains no error, write D.

To stay fit, many people are turning to an (1) <u>excercise</u> we (2) <u>ordinaryly</u> associate with the Olympics. Gymnastics is an (3) <u>efficient</u> way to increase your heart rate and improve your grace and balance. Although at one time gymnastics classes were the realm of (4) <u>childrun</u>, now many of their parents are (5) <u>comitted</u> to this form of physical activity. In a typical class, people warm up to the (6) <u>accompanyment</u> of music. Movements are (7) <u>controled</u>, and (8) <u>instructors</u> help pose students who are having trouble. Each (9) manuever on an apparatus is (10) similarally observed and assisted.

- **1.** A exersize
 - **B** exercise
 - **c** excersize
 - **D** No error
- 2. A ordinarily
 - **B** ordinarally
 - **c** ordinaryally
 - **D** No error
- **3.** A efficiant
 - **B** effisient
 - **c** efficient
 - **D** No error
- 4. A children
 - **B** childs
 - **c** childeren
 - **D** No error
- 5. A comited
 - **B** committed
 - **c** committed
 - **D** No error

- 6. A accompaniment
 - **B** acompanyment
 - **c** acompaniment
 - **D** No error
- 7. A controlied
 - **B** controlled
 - \mathbf{c} conntroled
 - **D** No error
- 8. A instructers
 - **B** innstructors
 - **c** instructres
 - **D** No error
- 9. A maneuver
 - **B** maneuvre
 - **c** manuver
 - **D** No error
- **10.** A similarily
 - **B** similarly
 - **c** similarrly
 - **D** No error

Strategies for Learning to Spell

Learning to spell involves a variety of senses. You use your senses of hearing, sight, and touch to spell a word correctly. Here is a five-step strategy that many people have used successfully as they learned to spell unfamiliar words.

1 Auditory

Say the word aloud. Try to pronounce the word the way it is spelled. Answer these questions.

- Where have I heard or read this word before?
- What was the context in which I heard or read the word?

2 Visual

Look at the word. Answer these questions.

- Does this word divide into parts? Is it a compound word? Does it have a prefix or a suffix?
- Does this word look like any other word I know? Could it be part of a word family I would recognize?

3 Auditory

Spell the word to yourself. Answer these questions.

- How is each sound spelled?
- Are there any surprises? Does the word follow spelling rules I know, or does it break the rules?

4 Visual/Kinesthetic

Write the word as you look at it. Answer these questions.

- Have I written the word clearly?
- Are my letters formed correctly?

5 Visual/Kinesthetic

Cover up the word. Visualize it. Write it. Answer this question.

- Did I write the word correctly?
- If the answer is no, return to step 1.

Spelling Strategies

Good spelling is important if you want to communicate well in your writing. Your readers will find it easier to understand your message if you spell words correctly. Misspellings distract readers and can confuse them. The strategies and instruction that follow will help you improve your spelling and communicate more clearly.

- **Use a dictionary.** If you are not sure how to spell a word, or if a word you have written does not "look right," check the word in a dictionary.
- **Proofread your writing carefully.** Be on the lookout for misspellings and for words you are not sure you spelled correctly. You can place a check mark over a word that you are not sure of and look it up when you finish writing. If you use a computer, do not rely on the spell check to find all spelling errors. When you type the word *site*, the computer can't know that you really meant to type *sight*, *cite*, or even *side*.
- **Be sure you are pronouncing words correctly.** Not pronouncing a syllable or adding an extra syllable can cause you to misspell a word.
- **Use tricks to help.** A sentence like "Do not b**icy**cle when it's **icy**" can help you remember an important sequence of letters in *bicycle*. "Will you **(u)** vol**u**nteer?" can help you remember that the unstressed vowel sound in *volunteer* is spelled with *u*.
- **Keep a spelling journal.** Use it to record the words that you have had trouble spelling. Here are some suggestions for organizing your spelling journal.
 - Write the word correctly.
 - Write the word again, underlining or circling the part of the word that gave you trouble.
 - Write a tip to help you remember how to spell the word.

laboratory	<u>labor</u> atory	We <u>labor</u> in the laboratory.
fulfill	fulfill	One, two—first one <u>l</u> , then two
	, , _	, -

Practice Your Skills

Recognizing Misspelled Words

Write the letter of the misspelled word in each set. Then write the word correctly. Use a dictionary to check your work.

(b)

(b)

- **1.** (a) leather (b) Wensday
- changable **2.** (a)
- **3.** (a) awkward
- transferred **4.** (a)
- labratory **5.** (a)
- **6.** (a) basicly
- **7.** (a) preferred
- **8.** (a) fierv
- **9.** (a) dominent
- **10.** (a) fulfill

- (b) twelth
- (b) martyr

- (c) surgeon
- practical
- annual (c)
- obsticle (c)
- (c) jealous
- (c) separate
- disatisfied (c)
- equipment
- (c) meant
- business

Practice Your Skills

Pronouncing Words

Practice saying each syllable in the following words to help you spell the words correctly.

- **1.** nine•tv
- 6. ex•cel•lent
- 2. atheleteics
- **3.** vo•cab•u•lar•y

.

- **4.** Feb•ru•ar•y
- **5.** lat•er•al

- **7.** in●te●grate 8. fa•mil•iar
- 9. re•mem•her
- **10.** prob•a•ble



.

.

(c)

- develope
- (b) category

schedule

- accommodate (b) marriage
- movement
- - advertisment

- (c)
- - (c)

- (b)

.

(b) (b)

Spelling Generalizations Lesson 1

You can spell hundreds of words correctly by learning a few helpful spelling generalizations. Write the generalizations in your spelling journal, along with examples to help you remember them. Also write down any exceptions. Adding new words as you come across them will help you keep these generalizations fresh in your mind.

Spelling Patterns

24 A

Some spelling generalizations are based on the patterns of letters. Two common patterns are words with *ie* or *ei*, and words that end with the "seed" sound.

Words with ie and ei

24 A.1 When you spell words with *ie* or *ei*, *i* comes before *e* except when the letters follow *c* or when they stand for the long *a* sound.

IE AND EI						
I Before E	bel ie ve p ie ce	misch th ie f	nief	n ie ce br ie f		
Except After C	c ei ling perc ei ve	conc e rec ei p		dec ei ve rec ei ve		
Sounds Like A	eight veil	fr ei gh w ei gh		sl ei gh n ei ghbo	or	
Exceptions	anc ie nt prot ei n	consc ie nce counterf ei t	suffic ie nt sover ei gn	effic ie nt s ei zure	spec ie s w ei rd	

The generalization about *ie* and *ei* applies only when the letters occur in the same syllable and spell just one vowel sound. It does not apply when *i* and *e* appear in different syllables.

WORD ALERT

Long lists of words with unusual spellings may be difficult to memorize. One mnemonic trick that can help you is to create a sentence using groups of words with the same spelling. For example, if you can remember how to spell *their*, you can spell every word in this sentence.

Either foreign army can seize the sheikdom at their leisure.

Words ending in *-sede*, *-ceed*, and *-cede*

24 A.2 Words that end with a syllable that sounds like "seed" are usually spelled –*cede*. Only one word in English is spelled with –*sede*, and only three words are spelled with –*ceed*.

-SEDE, -CEED, AND -CEDE					
Examples	ac cede	pre cede	inter cede	se cede	
Exceptions	super sede	exceed	proceed	succeed	

WORD ALERT

Of course, any of the seeds found in nature are spelled with the *seed* ending: *birdseed, cottonseed, pumpkinseed, hayseed,* and so on. This hint might help you remember the exceptions.

As you can see, the exceptions don't *exceed* four. You'll *succeed* if you *proceed* to spell the first three with *eed*. Set aside all generalizations for *supersede*.

Practice Your Skills

Using Spelling Patterns

Write each word correctly, adding *ie* or *ei*. Use a dictionary to check your work.

1. hyg 📃 ne	11. f 📕 gn
2. dec 📃 t	12. ch 📕 f
3. sl 📕 gh	13. p 📃 rce
4. for 📕 gn	14. n 📕 ghbor
5. s 📕 ge	15. w 📕 ght
6. conc t	16. l 📃 utenant
7. bel ve	17. conc 📃 vable
8. th 📕 r	18. s 📃 zure
9. med 📃 val	19. counterf 📃 t
10. perc 📕 ve	20. rec 📃 pt

Practice Your Skills

Using Spelling Patterns

Write each word correctly, adding *-sede, -ceed,* or *-cede.* Use a dictionary to check your work.



Connect to Writing: Editing

Using Spelling Patterns

Find and rewrite the ten words that have been spelled incorrectly. Use a dictionary to check your work.

The medieval period is exceedingly appealing to many people. They percieve it as a time when everyone's cheif interest was doing noble deeds. I conceed that the Middle Ages have thier charm, but I find the idea of living in that period inconceivable. The appalling sanitary conditions in medieval towns were superceded only by a happy disregard for personal hygeine. Those heroic knights wore armor that couldn't be pierced with a sword, but it also wieghed a great deal and was exceedingly hot. Imagine attending a medeival banquet with knights. Then remember that a day of jousting in the sun would have preceeded the banquet!

WORD AI ERT

.........

The words *proceed* and *precede* are sometimes confused.

proceed—[verb] to advance or go on; to move along She **proceeded** to tell me the whole story.

precede—[verb] to be, come, or go before Darkness **preceded** the rainstorm.

Plurals of Nouns Lesson 2

As you know, the word *plural* means "more than one." There are several generalizations that will help you spell the plurals of nouns correctly. When you're in doubt about an exception, check a dictionary.

24 B Many nouns form their plurals by adding *s* or *es*. There are exceptions.

Regular Nouns

24 B.1 To form the plural of most nouns, simply add *s*.

MOST NOUNS				
Singular	dentist	character	column	niece
Plural	dentist s	character s	column s	niece s

24 B.2 If a noun ends in *s*, *ch*, *sh*, *x*, or *z*, add *es* to form the plural.

S, CH, SH, X, AND Z					
Singular	geniu s	clut ch	sa sh	box	walt z
Plural	genius es	clutches	sash es	box es	waltz es

Follow the same generalizations when you write the plural forms of proper nouns.

the Harrison family = the Harrison s	the Hawley family = the Hawley \mathbf{s}
the Metz family = the Metz es	the Ross family = the Ross es

An apostrophe is not used to pluralize proper nouns. It is used only to show possession.

Nouns Ending in y

24 B.3 Add s to form the plural of a noun ending in a vowel and y.

VOWELS AND Y				
Singular	tr ay	holid ay	attorn ey	dec oy
Plural	tray s	holiday s	attorney s	decoy s

•

CONSONANTS AND Y				
Singular	tenden cy	fami ly	accessory	delive ry
Plural	tendenc ies	famil ies	accessor ies	deliver ies

Practice Your Skills

Forming Plurals

Write the plural form of each noun. Use a dictionary to check your work.

1. salary	8. marsh	15. speech
2. turkey	9. breeze	16. juror
3. watch	10. fossil	17. alloy
4. college	11. glass	18. valley
5. jockey	12. ranch	19. lunch
6. society	13. hoax	20. opportunity
7. constable	14. delay	

Connect to Writing: Editing

Spelling Plural Nouns

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Rewrite this paragraph, changing the underlined nouns from singular to plural. Use a dictionary to check your work.

On Halloween 1938, many Americans were the victim of one of the greatest unintentional hoax of all times. On that night, *The Mercury Theater on the Air* presented a radio play based on *War of the Worlds*, one of H. G. Wells's popular science fiction story. Few play have ever had such an impact on people. *War of the Worlds* used what sounded like actual news broadcast and eyewitness report to tell the story of a Martian invasion of Earth. Listener who tuned in late and missed the introductory speech believed they were hearing report about actual event. People panicked, thinking that the United States was being overrun by army of aliens.

Nouns Ending with o

24 B.5 Add *s* to form the plural of a noun ending with a vowel and *o*.

VOWELS AND O				
Singular radio portfolio cameo shampoo				
Plural	radio s	portfolio s	cameo s	shampoo s

24 B.6 Add *s* to form the plural of musical terms ending in *o*.

MUSICAL TERMS ENDING IN O				
Singular	pian o	tri o	sopran o	piccol o
Plural	piano s	trios	soprano s	piccolo s

24 B.7 The plurals of nouns ending in a consonant and *o* do not follow a regular pattern.

CONSONANTS AND O					
Singular	ingular he ro pota to pho to me mo				
Plural	hero es	potato es	photo s	memo s	

24 B.8 Add *s* to form the plural of words that are borrowed from the Spanish language.

SPANISH WORDS WITH O				
Singular libro mano niño rancho				
Plural	libro s	mano s	niño s	rancho s

When you are not sure how to form the plural of a word that ends in *o*, go to a dictionary. Sometimes you will find that a number of different spellings are acceptable. In this case, use the first form given. If the dictionary does not give a plural form, the plural is usually formed by adding *s*.

CHAPTER 24

Nouns Ending in f or fe

24 B.9 To form the plural of some nouns ending in *f* or *fe*, just add *s*.

		F OR FE	Ē		
Singular	roo f	wai f	clef	fi fe	scarf
Plural	roof s	waif s	clef s	fife s	scarf s

24 B.10 For some nouns ending in *f* or *fe*, change the *f* or *fe* to *v* and add *es*

		F OR FE TO	V		
Singular	calf	thie f	self	kni fe	scarf
Plural	calves	thieves	sel ves	kni ves	scarves

Because there is no sure way to tell which generalization applies, use a dictionary to check the plural form of a word that ends in *f* or *fe*.

Practice Your Skills

Forming Plurals

Write the plural form of each noun. Check a dictionary to be sure you have formed the plural correctly.

1. folio	4. alto	7. chef	10. elf
2. ego	5. rodeo	8. shelf	11. brief
3. igloo	6. studio	9. gulf	12. wolf

Connect to Writing: Editing

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Spelling Plural Nouns

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Rewrite this paragraph, correcting eight spelling errors. Use a dictionary to check your work.

We went to an outdoor concert one summer evening. We positioned ourselfs on a blanket and relaxed. "In this weather, we don't need rooves over our heads," I said. The orchestra began with two concertoes—one for two pianos, the other for violin. Next was a new composition for a trio of celloes. Cello players are my heros. When the orchestra started playing, we were having the time of our lifes, but that soon changed. Halfway through, the music was drowned out by the buzzing of mosquitos! My friend wailed, "I knew we should have stayed home and listened to the concert on our radioes!"

Compound Nouns

24 B.11 Most **compound nouns** are made plural in the same way as other nouns.

MOST COMPOUND NOUNS				
Singular	baby-sitter	go-between	stand-in	rooftop
Plural	baby-sitter s	go-between s	stand-in s	rooftop s

24 B.12 When the main word in a compound noun appears first, that word becomes plural.

OTHER COMPOUNDS				
Singular	bird of prey	lily of the valley	son-in-law	
Plural	bird s of prey	lil ies of the valley	son s -in-law	

Numerals, Letters, Symbols, and Words as Words

24 B.13 To form the plurals of numerals, letters, symbols, and words used as words, add an *s*. To prevent confusion, it's best to use an apostrophe and *s* with lowercase letters, some capital letters, and some words used as words.

Examples	Sometimes $7s$ are mistaken for cursive Ts .
	She used &s instead of <i>and</i> s in her note.
Exceptions	How do you write your <i>a</i> ' s ?
•	She signed the note with lots of X 's and O 's.
••••	

Practice Your Skills

Forming Plurals

Write the plural form for each item. Use a dictionary to check your work.

1. sergeant-at-arms	8. 1890	15. *
2. passerby	9. pro and con	16. <i>s</i>
3. <i>I</i>	10. signpost	17. sister-in-law
4. editor in chief	11. teaspoonful	18. drive-in
5. grandparent	12. newcomer	19. 52
6. <i>A</i> and <i>B</i>	13. snowman	20. table of contents
7. 1900	14. byline	
	•	

CHAPTER 24

Connect to Writing: Editing

Spelling Plural Nouns

Write each sentence, changing the underlined items to plural from singular. Use a dictionary to check your work.

- **1.** Here are some do for choosing books.
- **2.** Titles can be signpost, so look for titles that sound interesting.
- 3. Then you should learn what you can about story line or contents.
- 4. Dust jacket usually have information that can help you.
- **5.** Use the <u>table of contents</u> of nonfiction books to tell you what topics are covered.
- **6.** If you like history, many books have been written about the <u>1950</u> and the 1960.
- 7. The biographies are arranged alphabetically on the bookshelf.
- 8. Check various Web site for recently published titles.
- 9. Newspaper are a good source for reviews and recommendations.
- **10.** Ask the clerks who work at the <u>bookstore</u> which titles have been well received.

Other Plural Forms

24 B.14	Irregular plurals are not formed by adding s or es.
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IRREGULAR PLURALS					
Singular	tooth child	man goose	ox mouse	foot louse	woman
Plural	t ee th child ren	m e n g ee se	ox en m ice	feet l ice	wom e n

24 B.15 Some nouns have the same form for singular and plural.

SAME SINGULAR AND PLURAL			
Chinese	sheep	scissors	
Japanese	moose	headquarters	
Swiss	salmon	series	
Sioux	species	politics	

Plurals of Nouns • Lesson 2 945

Words from Latin and Greek

24 B.16 Some nouns borrowed from Latin and Greek have plurals that are formed as they are in the original language. For a few Latin and Greek loan words, there are two ways to form the plural.

LATIN AND GREEK NOUNS				
Examples	vertebr a vertebr ae	stimul us stimul i	synops is synops es	parenthes is parenthes es
Exceptions	index index es or in	d ices	focus focus es or fo	oci

Check a dictionary when forming the plural of words from Latin and Greek. When two forms are given, the first one is preferred.

Practice Your Skills

Forming Plurals

Write the plural form of each item. Use a dictionary to check the spelling.

1. pliers	11. goose
2. Danish	12. matrix
3. corps	13. stylus
4. foot	14. pants
5. ox	15. sheep
6. synthesis	16. shad
7. woman	17. series
8. fulcrum	18. shears
9. alumna	19. moose
10. Chinese	20. headquarters
	• • • •

Connect to Writing: Persuasive Letter

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Using Plurals

Although dress codes may have relaxed in recent years, most schools still consider certain clothing to be inappropriate in school settings. Many schools are even returning to school uniforms. What is your opinion? Do you think students should be free to wear what they wish? Do you think school uniforms have some benefit? Express your opinion in a letter to the editor of your school newspaper. Use at least ten plural nouns in your letter.

CHAPTER 24

Connect to Writing: Editing

Forming Plurals

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Decide if the underlined plurals are formed correctly. If any are incorrect, write the correct form. Use a dictionary to check your work.

The <u>1960s</u> are remembered as a time of change. Not only did the <u>curriculum</u> change in many schools, but also the <u>clotheses</u> young <u>peoples</u> were allowed to wear to school changed. <u>Students</u> could wear <u>sneakers</u> to class, and young <u>mens</u> could wear jeanses. Young <u>woman</u> still had to wear skirts, which used to be long enough to touch the <u>tops</u> of their bobby <u>socks</u>. In the <u>1960's</u>, skirts were getting shorter and shorter, and the <u>mediums</u> reported that skirts had become a dress-code problem. Some school <u>officials</u> came up with an ingenious test. They would ask the young <u>womens</u> to kneel on the floor. If the <u>hems</u> of their skirts touched the floor, the length was okay. If they didn't, with no <u>ifes</u>, <u>and's</u>, or <u>buts</u>, they were sent home to change into something more suitable.

Scheck Point: Mixed Practice

Write the plural form of each word. Use a dictionary whenever necessary.

1. alumnus	11. clef
2. thesis	12. 50
3. trousers	13. octopus
4. child	14. <i>I</i>
5. alto	15. sheep
6. potato	16. formula
7. roof	17. index
8. how	18. aquarium
9. 1860	19. species
10. avocado	20. son-in-lav

Spelling Numbers Lesson 3



Some numbers are usually written in numerals, and other numbers are usually written in words.

The following generalizations can help guide you.

Numerals or Number Words

- **24 C.1** Spell out numbers that can be written in one or two words. Use numerals for other numbers. Always spell out a number that begins a sentence.
 - We stood in line for **three** hours to get the concert tickets.
 - There were **268** people ahead of us in line.
 - Three hundred thirty-four people bought concert tickets for the first show.
- 24 C.2 When you have a series of numbers, and some are just one or two words while others are more, use numerals for them all.
 - The month of February has **29** days in a leap year, and so the entire year has
 - **366** days instead of **365**.
 - •••••

Ordinal Numbers

- 24 C.3 Always spell out numbers that are used to tell the order.
 - This is the **third** time someone has asked that question.
 - The meeting is held the **second** Tuesday of each month.
 - ••••••

Numbers in Dates

24 C.4

Use a numeral for a date when you include the name of the month. Always use numerals for the year.

Examples	Armistice Day marked the end of World War I on November 11, 1918.
	The name of the holiday was changed to Veterans' Day in 1954.
Exception	In Canada, the eleventh of November is called Remembrance Day.
	(Always spell out ordinal numbers.)

CHAPTER 24

Practice Your Skills

Spelling Numbers

Use the correct form of the number given in parentheses to complete each sentence.

- **1.** (1) New Year's Day is always the **of** January.
- **2.** (2) Groundhog Day is February .
- **3.** (3) Presidents' Day is the Monday in February.
- **5.** (117) years later, in 1909, Columbus Day was officially recognized as a holiday.
- **6.** (12) October , 1909, was the first time Columbus Day was celebrated as a holiday.
- **7.** (15) Martin Luther King, Jr., was born on January
- **8.** (3) The Monday in January is the day we celebrate Martin Luther King's life and achievements.
- **9.** (14) June is Flag Day.
- **10.** (1877) Flag Day was first celebrated in **I**.
- **11.** (100) It had then been vears since the design of the flag had been adopted.
- **12.** (1949) Flag Day became an official holiday in **I**.
- **13.** (22) George Washington was born on the of February in 1732.
- **14.** (1796) His birthday became a holiday in **I**.
- **15.** (3) Washington's birthday became a holiday vears before his death.

Connect to Writing: Editing

Writing Numbers Correctly

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Rewrite this paragraph, correcting seven mistakes in writing numbers.

There are 365 days in a year, and on every day something important happened. Take September, for example. On the 1st of September, World War II began in 1939; and in 1985, Dr. Robert Ballard located the *Titanic* on the bottom of the Atlantic Ocean. Queen Liliuokalani, the last monarch of the Hawaiian Islands, was born on the 2nd of September. The Treaty of Paris was signed on September 3rd, 1783, ending the American colonies' 8-year struggle for independence. On September 4, 1888, George Eastman patented his camera. The 5th of September is the birthday of the outlaw Jesse James. The Pilgrims set sail for the New World on September 6, 1620, and 368 years later, on the 6th of September, an 11-year-old boy named Thomas Gregory swam the English Channel. Prefixes and Suffixes Lesson 4

24 D A prefix is placed in front of a base word to form a new word. A suffix is placed after a base word to create a new word.

24 D.1 When you add a **prefix**, the spelling of the base word does not change.

PREFIXES

<pre>in + definite = indefinite</pre>	un
pre + view = pre view	0 V
dis + agree = disagree	mi
re + assess = re assess	il ·

un + opened = unopened over + look = overlook mis + guided = misguided il + logical = illogical

In a very few cases you must add a hyphen after a prefix to avoid confusing your reader. Check a dictionary if you're not sure of the spelling.

HYPHENATED PREFIXES		
re-cover	semi-independent	anti-intellectual

24 D.2 Most of the time when adding a **suffix**, simply affix it to the end of the word.

Suffixes *-ness* and *-ly*

24 D.3 The suffixes *–ness* and *–ly* are added to most base words without any spelling changes.

-NESS AND -LY

kind + **ness** = kind**ness** sad + ly = sadly

WORD ALERT

When you add *-ly* to form an adverb, make sure you are adding the suffix to the correct word. The adverbs *formerly* and *formally* are often confused.

formally— [formal + ly] in a formal manner; with regard for form Everyone at the ball was dressed *formally*.

formerly— [former + ly] in the past The restaurant had *formerly* been called Max's Place.

CHAPTER 24

Words Ending in e

24 D.4 Drop the final *e* in the base word when adding a suffix that begins with a vowel.

SUFFIXES WITH VOWELS

note + able = notable
antique + ity = antiqu ity

relate + **ion** = relation tone + **al** = ton**al**

However, keep the final e in a word that ends in ce or ge if the suffix begins with a or o. Notice in the following words that the e keeps the sound of the c or g soft.

CE OR GE

manage + able = manage able	trace + able = trace able
notice + able = notice able	courage + ous = courage ous

24 D.5 Keep the final *e* when adding a suffix that begins with a consonant.

SUFFIXES WITH CONSONANTS

Examples	home + like = home like place + ment = place ment	use + ful = use ful care + less = care less
Exceptions	argue + ment = argu ment judge + ment = judg ment	awe + ful = aw ful true + ly = tru ly

Practice Your Skills

Adding Suffixes

Combine the base words and suffixes. Remember to make any necessary spelling changes.

1. real + ity	9. together + ness
2. improve + ment	10. courage + ous
3. open + ness	11. true + ly
4. account + able	12. explore + ation
5. pronounce + able	13. grace + ful
6. insure + ance	14. sane + ity
7. inflate + ion	15. mourn + ful
8. rude + ly	

Connect to Writing: Drafting

Using Words with Prefixes and Suffixes

Add a prefix or suffix to each word as indicated in parentheses. Then write a sentence using each word.

- **1.** regard (suffix)
- **2.** lingual (prefix)
- **3.** argue (suffix)
- **7.** nerve (suffix)

6. instrument (suffix)

- **8.** open (suffix)
- **4.** appear (prefix)
- **5.** mobile (prefix)
- **9.** regular (prefix)
- **10.** elect (prefix)

Connect to Writing: Editing

Spelling Words with Prefixes and Suffixes

Find the words in this paragraph that have prefixes or suffixes, and correct those that are spelled incorrectly. Use a dictionary to check your work.

In 1936, Berlin was the locateion for the international Olympic Games. Two years before, Adolf Hitler had taken control of the goverment in Germany. It was Hitler's outragous belief that the so-called Aryan race, which he called the "master race," should have dominateon over people of every other ethnicity. He thought that the Olympic Games would prove the correctness of his ideas. He was hopful that German athletes would be succesful in winning all the events. But that year something happened that Hitler found unbelieveable. To his amazment, Jesse Owens, an African American, won four gold medals and set records that stood for twenty years. Jesse Owens's achievment was a great disappointment for Hitler but a victory for those who believed in equallity.

Words Ending with y

24 D.6 To add a suffix to most words ending with a vowel and y, keep the y.

	SUFFIXES WITH VOWELS AND Y			
Examples	employ + able = employ able buy + er = buy er convey + ance = convey ance	play + ful = play ful joy + ous = joy ous		
Exceptions	day + ly = daily	gay + ly = gaily		

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To add a suffix to most words ending in a consonant and y, change the y to i before adding the suffix.

SUFFIXES WITH CONSONANTS AND Y

read $\mathbf{y} + \mathbf{l}\mathbf{y} = read\mathbf{i}\mathbf{l}\mathbf{y}$ den $\mathbf{y} + \mathbf{a}\mathbf{l} = den\mathbf{i}\mathbf{a}\mathbf{l}$

24 D.7

slopp**y** + **ness** = slopp**iness** twent**y** + **eth** = twent**ieth**

If the suffix begins with an *i*, do not change the *y* to an *i*.

SUFFIXES WITH I

real + **ist** = real**ist**

baby + ish = babyish

Doubling the Final Consonant

24 D.8 Sometimes the final consonant in a word is doubled before a suffix is added. This happens when the suffix begins with a vowel, and the base word satisfies both of these conditions: (1) it has only one syllable or is stressed on the final syllable; and (2) it ends in one consonant preceded by one vowel.

DOUBLE CONSONANTS

One-syllable Words	win + er = winner slop + y = sloppy clan + ish = clannish
Final Syllable Stressed	occu r + ence = occu rr ence dete r + ent = dete rr ent regre t + able = regrettable

Practice Your Skills

Adding Suffixes

Combine the base words and suffixes. Remember to make any necessary spelling changes.

1. silly + ness	5. joy + ful	9. red + ish
2. forget + able	6. social + ist	10. clumsy + ly
3. refer + al	7. deny + able	11. comply + ance
4. shy + ness	8. fancy + ful	12. mercy + less
	• • ••	

Connect to Writing: Editing

Correcting Misspelled Endings

Rewrite this story beginning, correcting the words that are spelled incorrectly.

The young man stood outside the door, clumsyly fumbling with an armload of packages as he tryed ineptly to ring the doorbell. His actions betrayed his uneasyness. He was paying a call on Miss Emily Ames. The enormity of his admiration for her had compeled him to come bearing gifts. He fancyed that gifts would make her more complyant and receptive to his courtship.

Hidden by the leafyness of the potted plants, Mrs. Ames slily spied on him. Studying his face, she admited that he lacked the homelyness ordinaryly found in people of humbler origins. Some might even say he possessed boyish good looks. In her snobish way, Mrs. Ames thought wrily that he would be a wonderful "catch"-for someone else's daughter.

Check Point: Mixed Practice

Add the prefix or suffix to each base word and write the new word.

1. pre + arrange	10. merry + ment	19. re + arrange
2. notice + able	11. re + apply	20. lively + ness
3. transmit + al	12. joy + ful	21. ir + replace + able
4. day + ly	13. happy + ness	22. acquit + al
5. plain + ness	14. final + ly	23. commit + ment
6. occur + ence	15. begin + er	24. true + ly
7. il + legal	16. odd + ly	25. anti + bacterial
8. innovate + ive	17. worry + some	26. un + easy
9. coy + ly	18. argue + ment	27. like + able

Connect to Writing: Narrative

Using Suffixes

Continue the story started in the Connect to Writing above about Miss Emily Ames's young suitor and Mrs. Ames, her mother. What happens when the young man finally manages to ring the bell? How will he be received in the house? Use five of the following words with suffixes in your writing.

icy + ly	lovely + ness	courage + ous
regret + able	steady + ly	commit + ed
dizzy + ly	deny + al	
nerve + ous	shabby + ness	

Words to Master

Make it your goal to learn to spell these fifty words this year. Use them in your writing and practice writing them until spelling them correctly comes automatically.

a cc ompaniment	empl oya ble	man eu ver
a cc u m ulate	e xer cise	misch ievo us
appl ica tion	fals ify	omi tt ed
basic ally	f ie ry	ordinar ily
benefi ted	forf ei t	peac ea ble
car ry ing	fund a men tally	practi cal ly
chang ea ble	grammatic ally	prefe r ence
civi lly	guid ance	publi cly
cla nn ish	hin dra nce	refe r ence
committed	hyg ie ne	refe rr ing
compa rat ive	inartistic ally	relig ious
compa ris on	infe rr ed	remem br ance
consc ious ness	inference	satisfactorily
controlled	ligh tn ing	signif ic ance
counterf ei t	like li hood	sk ii ng
disas tro us	liveliest	veng ea nce
empha ses (pl.)	maint en ance	

Connect to Reading and Writing: Classroom Vocabulary ••••••

English Vocabulary and Spelling

This chapter has introduced you to new terms that will be used often in your study of English grammar. To keep track of these new words, such as ordinal numbers, prefixes, and suffixes, make a booklet that lists and tells about them. Include all the rules that apply and give your booklet a title.

Assess Your Learning

Recognizing Misspelled Words

Write the letter of the misspelled word in each group. Then write the word, spelling it correctly.

1.	(a)	cemetery	(b)	brilliant	(c)	foreign
	(d)	arguement	(e)	obstacle		
2.	(a)	disarray	(b)	perceive	(c)	dissimilar
	(d)	exceed	(e)	seperate		
3.	(a)	excitable	(b)	potatoes	(c)	temperture
	(d)	siege	(e)	attorneys		
4.	(a)	seizure	(b)	families	(c)	occuring
	(d)	bicycle	(e)	courageous		
5.	(a)	conscience	(b)	vinegar	(c)	tommorrow
	(d)	weird	(e)	foxes		
6.	(a)	friendlier	(b)	illiterate	(c)	athletics
	(d)	subtle	(e)	maintainance		
7.	(a)	baby-sitter	(b)	Wednesday	(c)	concede
	(d)	pianoes	(e)	awkward		
8.	(a)	achieve	(b)	noticable	(c)	nuisance
	(d)	thieves	(e)	bookkeeper		
9.	(a)	tradgedy	(b)	sophomore	(c)	reenact
	(d)	fulfill	(e)	sleigh		
10.	(a)	transmittal	(b)	either	(c)	neighbor
	(d)	twelfth	(e)	passerbys		

Spelling Correctly: Posttest

Directions

Read the passage. Write the letter of the answer that correctly spells each underlined word. If the word contains no error, write D.

Many students have (1) <u>beneffitted</u> from a good relationship with their school counselor. Counselors can ensure that students are (2) <u>emploiable</u> and have (3) <u>markettable</u> skills. They can guide students through the battery of (4) <u>acheivement</u> tests and (5) <u>applycations</u> that are required by colleges. They can show students (6) <u>comparesons</u> of colleges that can help the students and their (7) <u>familys</u> decide on the right place for them. Counselors stay informed about job (8) <u>opportunities</u> in a variety of fields. They advise, offer opinions, provide (9) <u>referrences</u>, or just listen. Counselors may be the unsung (10) heros of high school.

- **1.** A benefited
 - **B** bennefitted
 - **c** benafited
 - **D** No error
- 2. A employabel
 - B employable
 - **c** employble
 - **D** No error
- 3. A marketable
 - **B** marketble
 - \mathbf{c} marketible
 - **D** No error
- 4. A achevement
 - **B** acheifment
 - **c** achievement
 - **D** No error
- 5. A applications
 - **B** aplications
 - **c** appleications
 - **D** No error

- 6. A comparasons
 - **B** comparisons
 - ${\bf C}$ comparrisons
 - **D** No error
- 7. A famalies
 - **B** familyes
 - **c** families
 - **D** No error
- 8. A oppertunities
 - **B** opportunitys
 - $\boldsymbol{\mathsf{C}}$ opportunaties
 - **D** No error
- 9. A references
 - **B** referances
 - **C** refferrances
 - **D** No error
- **10.** A heri
 - **B** heroes
 - **c** herroes
 - **D** No error

Writer's Corner

Snapshot

- **24** A Some **spelling generalizations** are based on the **patterns of letters.** Two common patterns are words with *ie* or *ei*, and words that end with the "seed" sound. (pages 937–939)
- **24** B Many nouns form their plurals by adding *s* or *es*. There are exceptions. (pages 940–947)
- **24 C** Some numbers are usually written in numerals, and other numbers are usually written in words. (pages 948–949)
- A **prefix** is placed in front of a base word to form a new word. A **suffix** is placed after a base word to form a new word. (pages 950–954)

Power Rules

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

Before Editing

Are those *you're* shoes on the bench? (*You're* is the contraction for *you are*.)

We went to *there* house for dinner. (*There* means "in that place.")

Its behind the couch in the living room. (*Its* is the possessive form of *it*.)

After Editing

Are those *your* shoes on the bench? (*Your* shows possession.)

We went to *their* house for dinner. (*Their* is the possessive form of *they*.)

It's behind the couch in the living room. (*It's* is a contraction of *it is*.)

When you write, avoid misusing or misspelling these **commonly confused words.** (pages 796–813)

Before Editing

Will you *except* the invitation? *Witch* sandwich do you prefer?

After Editing

Will you *accept* the invitation? *Which* sandwich do you prefer?

Editing Checklist 💎

Use this checklist when editing your writing for spelling.

- Joid I proofread my writing carefully for spelling mistakes? (See page 935.)
- ✓ Did I use a dictionary or spell check to check my spelling? (See page 935.)
- ✓ Did I pronounce words correctly and use mnemonic devices or a spelling journal to help me spell correctly? (See pages 935 and 937.)
- ✓ Did I use spelling generalizations to form plural nouns? (See pages 937–939.)
- ✓ Did I use generalizations based on spelling patterns? (See pages 937–939.)
- Joid I change the spelling of base words if needed when adding suffixes? (See pages 950–954.)

Use the Power

Some words or word parts sound the same but are spelled differently. Use a mnemonic device to help you remember how to spell difficult words.

WORD	MNEMONIC DEVICE	
video / radio	I watch video with my eyes— eyes starts with e . I listen to a radio on my iPod®— iPod® starts with i .	
achievement, believe, receipt, conceivable, weird	i before e <i>except</i> after C (and weird is just "weird")	
affect / effect	R emember A ffect V erb E ffect N oun	
hear / here	You hear with your ear .	
lay / lie	Chickens lay ; people lie .	
principal / principle	The princi pal is my pal.	
attendance	For the dance, your atten dance is requested.	
		1 2

CHAPTER 2

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The Power Rules

Researchers have found that using certain patterns of language offend educated people and therefore affect how people perceive you. Since these patterns of language use have such an impact on future success, you should learn how to edit for the more widely accepted forms. The list below identifies ten of the most important conventions to master—the Power Rules. Always check for them when you edit.

1. Use one negative form for a single negative idea. (See page 789.)

Before Editing

My stamp album isn't worth *nothing.* We haven't got *nothing.*

My stamp album isn't worth *anything*. We have *nothing*.

L Use mainstream past tense forms of regular and irregular verbs. (See pages 686–708.) You might try to recite and memorize the parts of the most common irregular verbs.

Before Editing

I *pick* blueberries yesterday. They *was* wrong, wrong, wrong. I *sing* under your window last night. Qwanda should have *went* first. Frazier Nerves *bringed* me my dessert.

After Editing

After Editing

I *picked* blueberries yesterday. They *were* wrong, wrong, wrong. I *sang* under your window last night. Qwanda should have *gone* first. Frazier Nerves *brought* me my dessert.

3. Use verbs that agree with the subject. (See pages 752–775.)

Before Editing

Chris *clean* the kitchen spotlessly. The drums and the French horn *sounds* good together. Either the girls or the boy *try* harder. Neither the kitty nor the cats *is meowing.*

After Editing

Chris *cleans* the kitchen spotlessly. The drums and the French horn *sound* good together. Either the girls or the boy *tries* harder. Neither the kitty nor the cats *are meowing*. Use subject forms of pronouns in subject position. Use object forms of pronouns in object position. (See pages 721–729.)

Before Editing

Him and Jazlyn are going to the dance. Her and me can't do the math.

After Editing

He and Jazlyn are going to the dance. She and I can't do the math.

Use standard ways to make nouns possessive. (See pages 896–899.)

Before Editing

The hamsters legs move fast! The houses chimney is sooty inside. The movies special effects were bad. Both buildings roofs collapsed under the great snowfall.

After Editing

The hamster's legs move fast! The house's chimney is sooty inside. The movie's special effects were bad. Both buildings' roofs collapsed under the great snowfall.

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

Before Editing

The sushi goes bad after it sat in the sun all day. After my touchdown, I *spike* the ball and did my best dance, and got a penalty.

After Editing

The sushi *went* bad after it sat in the sun all day. After my touchdown, I *spiked* the ball and did my best dance, and got a penalty.

7. Use sentence fragments only to create a deliberate effect. Fix all unintended sentence fragments that occur before the sentence they refer to and ones that occur in the middle of a sentence. (See pages 602–603.)

Before Editing

Today. We shall overcome. Trying to chop wood. While it is pouring is hard. So I will chop it later.

I scattered the seeds to the wind. The reason being that I wanted them to find their own spots to grow in.

After Editing

Today, we shall overcome. Trying to chop wood while it is pouring is hard, so I will chop it later.

I scattered the seeds to the wind because I wanted them to find their own spots to grow in. 8. Use the best conjunction and/or punctuation for the meaning when connecting two sentences. Revise run-on sentences. (See pages 672–674.)

Before Editing

I opened the door, my dog Wags came in. It rained, my pansies were happy. Albie threw the rock, it went through his neighbor's window.

After Editing

When I opened the door, my dog Wags came in.After it rained, my pansies were happy.Albie threw the rock, and it went through his neighbor's window.

9. Use the contraction 've, not of, when the correct word is have, or use the full word have. Use supposed instead of suppose and used instead of use when appropriate. (See pages 808 and 811.)

Before Editing

They should of ordered the vegetable casserole.
We might of ordered too many cheesecakes.
The appetizers would of tasted better if they'd been cooked.
The chef was suppose to broil the carrot patties, not deep-fry them.
I use to like Greek food better than any other type, but now I prefer Thai.

After Editing

- They should have ordered the vegetable casserole.
 We might have ordered too many cheesecakes.
 The appetizers would have tasted better if they'd been cooked.
 The chef was supposed to broil the carrot patties, not deep-fry them.
- I *used* to like Greek food better than any other type, but now I prefer Thai.

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

Before Editing

- Bea tried unsuccessfully too join the Boy Scouts. (too means "also" or "in addition")
- My jump shot from the foul line was worth only to points. (to means "in the direction of")
- Was that you're quilt I bought? (you're is a contraction of you are) They're pile is larger than mine.
- (they're is a contraction of they are) Their has to be a better way. (their is
- the possessive form of *they*) Its unfortunate that class is over. (*its*
- is the possessive form of *it*)

After Editing

- Bea tried unsuccessfully *to* join the Boy Scouts. (*to* is part of the verb *to join*)
- My jump shot from the foul line was worth only *two* points. (*two* is a number)
- Was that *your* quilt I bought? (*your* is the possessive form of *you*)
- Their pile is larger than mine. (their is the possessive form of they)
- There has to be a better way. (there is a nonreferential pronoun)
- It's unfortunate that class is over. (it's is a contraction of it is)

Nine Tools for Powerful Writing

In addition to using Power Rules to help you avoid errors, try using these nine powerful tools to help you turn good writing into excellent writing.

1. Elaborate by **explaining who or what with appositives.** (See page 61.)

An appositive is a noun or pronoun phrase that identifies or adds identifying information to the preceding noun. Notice the improved efficiency and flow of the second example below.

The steelpan is a tuned percussion instrument. It has a history as uplifting as its Caribbean sound.

The steelpan, a tuned percussion instrument, has a history as uplifting as its Caribbean sound.

2. Don't forget the fine points. Use adjectival phrases to sharpen the focus.

Well-chosen adjectives can add fine details about the nouns in your sentences. Adjectives in the form of a phrase can do the same. Form adjectival phrases with participles or with a preposition and its object.

The steelpan, a tuned percussion instrument **originating from the island of Trinidad**, has a history as uplifting as its Caribbean sound.

3. Details, details! Add details with adjectives in the predicate.

Adjectives in the predicate modify nouns in a straightforward yet powerful way. Simply link them to the noun with a linking verb. (See page 166.)

Their instruments were creative and simple.

Add variety to your sentences by using modifiers come lately. (See page 243.)

Many adjectives work well when placed before the nouns they modify. When adjectival phrases "come lately," though, sentences can become more detailed and graceful.

Their bamboo instruments were cut from bamboo into stomping tubes of varying lengths.

Their instruments, **simple and creative**, were cut from bamboo into stomping tubes of varying lengths

5. Inject some relativity into your sentence with adjectival clauses. Answer the questions Which one? What kind? or How many? by beginning your clause with one of the relative pronouns: that, which, who, whom, or whose.

Their instruments were creative and simple, cut from bamboo into stomping tubes **that produced a powerful sound**.

6. Getting into the action with participial phrases. (See page 136.)

You can pack a lot of action into your sentences if you include an *-ing* verb, or *"-ing* modifier." Formally called a *present participial phrase*, these *-ing* modifiers describe a person, thing, or action in a sentence.

Fearing uprisings, the British colonial government banned the bamboo instruments.

Tip the scale with subordinate clauses. (See page 293.)

Use subordinate clauses to tip the scale toward the idea in the main clause. Start the subordinate clause with words such as *although, if, because, until, while, or since*.

Although they were no longer able to use their favorite instrument, the islanders continued to make music.

B Use the power of 3s to add style and emphasis with parallelism. (See page 392.)

One way to add power is to use a writing device called parallelism. Parallelism is the use of the same kind of word or group of words in a series of three or more.

A steelpan is **cut** from an empty 55-gallon metal container, **pounded** to create different pitches, and **tuned** to a chromatic scale.

Write with variety and coherence and let it flow. (See page 196.)

Vary the length, structure, and beginnings of your sentences and use connecting words to help your writing flow smoothly.

The steelpan, a tuned percussion instrument originating from the island of Trinidad, has a history as uplifting as its Caribbean sound. The story begins in the 1930s. For many years residents of this West Indies island had been gathering on the streets to re-create the percussive music of their African ancestors. Their instruments, creative and simple, were cut from bamboo into stomping tubes that produced a powerful sound when played by large groups. But by the 1930s the gatherings had become rowdy. Fearing uprisings, the British colonial government banned the bamboo instruments. This punishment, not surprisingly,

only intensified the islanders' already deep desire to make music, and they began searching for new materials. They experimented with car parts, dust bins, and trash can lids. Eventually, from empty 55-gallon metal containers, the steelpan was born.



Grammar QuickGuide

This section presents an easy-to-use reference for the definitions of grammatical terms. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing.

12 The Parts of Speech

How can you combine the parts of speech to create vivid and exact sentences?

Nouns

12 A	A noun	is the name of a person, place, thing, or idea.	548
	12 A.1	A concrete noun names people, places, and things you can usually see or touch. An abstract noun names ideas and qualities.	548
	12 A.2	A common noun names any person, place, or thing. A proper noun names a particular person, place, or thing.	549
	12 A.3	Compound nouns are nouns that include more than one word. As with any noun, a compound noun names any person, place, or thing.	550
	12 A.4	A collective noun names a group of people or things.	551
Pron	ouns		
12 B	A prono	oun is a word that takes the place of one or more nouns.	553
	12 B.1	Reflexive pronouns and intensive pronouns refer to or emphasize another noun or pronoun.	554
	12 B.2	Indefinite pronouns quite often refer to unnamed people or things. They usually do not have definite antecedents as personal pronouns do.	555
	12 B.3	Demonstrative pronouns are used to point out specific people, places, or things.	555
	12 B.4	Interrogative pronouns are used to ask questions.	556
	12 B.5	The reciprocal pronouns each other and one another	556

Verhs

12 C	A verb e of a sente	xpresses action or being and is the main part of the predicate ence.	559
	12 C.1	An action verb tells what action the subject of a sentence is performing.	559
	12 C.2	An action verb that takes an object is a transitive verb .	561
	12 C.3	An action verb that does not have an object is usually an intransitive verb .	561
	12 C.4	A verb phrase is a main verb plus one or more helping verbs.	562
	12 C.5	A linking verb links the subject with another word in the sentence. The other word either names or describes the subject.	563

Adjectives

12 D	An adje	ctive is a word that modifies a noun or pronoun.	568
	12 D.1	A proper adjective is formed from a proper noun and begins with a capital letter. A compound adjective , like a compound noun, takes different forms. The words in a compound adjective may be combined into one word or may be joined by a hyphen.	569
	12 D.2	A, an, and the form a special group of adjectives called articles .	570

Adverbs

12 E An adverb is a word that modifies a verb, an adjective, or another adverb. 574

Other Parts of Speech

- 12 F A preposition shows relationships between words. A conjunction 577 connects words, and an interjection shows strong feeling.
 - 12 F.1 A **preposition** is a word that shows the relationship between 577 a noun or pronoun and another word in the sentence.
 - 12 F.2 A **prepositional phrase** begins with a preposition and ends 578 with a noun or a pronoun.
 - 579 12 F.3 A **conjunction** connects words or groups of words.
 - 581 12 F.4 An **interjection** is a word that expresses strong feeling or emotion.



How can you use sentences to paint powerful images and tell interesting stories?

A Sentence

13 A	A senter	ce is a group of words that expresses a complete thought.	590
Subj	ects an	d Predicates	
13 B	A sentenc	e is made up of a subject and predicate.	592
	13 B.1	A subject names the person, place, thing, or idea the sentence is about.	592
	13 B.2	A predicate tells something about the subject.	592
	13 B.3	The complete subject is the group of words that names the person, place, thing, or idea the sentence is about.	592
	13 B.4	The simple subject is the main word in the complete subject.	593
	13 B.5	A sentence is said to be in inverted order when the subject- verb order is changed.	593
	13 B.6	The complete predicate is a group of words that tells something about the subject.	596
	13 B.7	A simple predicate, or verb , is the main word or phrase in the complete predicate.	596
	13 B.8	A compound subject is two or more subjects in one sentence that have the same verb and are joined by a conjunction.	599
	13 B.9	A compound verb is two or more verbs in one sentence that have the same subject and are joined by a conjunction.	599
Sent	ence Fr	ragments	
13 C	A senter complete	ice fragment is a group of words that does not express a thought.	602

Complements

- **13 D** Subjects and verbs often need another word to complete the meaning of 604 a sentence. This word is called a completer, or **complement**.
 - **13 D.1** A **direct object** is a noun or pronoun that receives the action 604 of the verb directly.

- **13 D.2** An **indirect object** answers the questions *To or for whom*? or 605 *To or for what*? after an action verb with a direct object.
- **13 D.3** A predicate nominative is a noun or pronoun that follows 607 a linking verb and identifies, renames, or explains the subject.
- 13 D.4 A **predicate adjective** is an adjective that follows a linking 608 verb and modifies the subject.



How can you use phrases to add variety and clarity to your writing?

Prepositional Phrases

- 14 A
 Prepositional phrases begin with a preposition and end with a noun or pronoun called the object of the preposition.
 624

 14 A.1
 An adjectival phrase is a prepositional phrase used to modify a noun or pronoun.
 625

 14 A.2
 An adverbial phrase is a prepositional phrase used to modify a verb, an adjective, or an adverb.
 627

 Appositives and Appositive Phrases
- 14 BAn appositive is a noun or pronoun that identifies or explains another629noun or pronoun next to it in the sentence.
 - 14 B.1 An appositive phrase is an appositive and its modifiers. 629

Verbals and Verbal Phrases

631 14 C A verbal is a verb form that is used as some other part of speech. The three kinds of verbals are participles, gerunds, and infinitives. 14 C.1 A **participle** is a verb form that is used as an adjective to 631 modify a noun or pronoun. 14 C.2 Present participles end in -ing. 631 14 C.3 **Past participles** often end in *-ed*, but they can also have 631 irregular endings such as -n, -t, or -en. 14 C.4 A **participial phrase** is a participle with its modifiers and 632 complements all working together as an adjective. 14 C.5 A gerund is a verb form that is used as a noun. 635

	14 C.6	A gerund phrase is a gerund with its modifiers and complements all working together as a noun.	636
	14 C.7	An infinitive is a verb form that usually begins with <i>to</i> . It is used as a noun, an adjective, or an adverb.	637
	14 C.8	An infinitive phrase is an infinitive with its modifiers and complements all working together as a noun, an adjective, or an adverb.	638
Misp	laced a	nd Dangling Modifiers	
14 D	•	that is used as a modifier should be placed as close as possible ord it modifies.	640
	14 D.1	A modifier that is placed too far away from the word it describes is called a misplaced modifier.	640
	14 D.2	A dangling modifier is a phrase that is used as a modifier but does not describe any word in the sentence.	640
Phras	se Frag	ments	
14 E	-	ases are written as if they were sentences, they result in ragments .	642

15 Clauses

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

Independent and Subordinate Clauses

15 A	A clause is a group of words that has a subject and a verb.	654
	15 A.1 An independent , or main , clause can stand alone as a sentence because it expresses a complete thought.	654
	15 A.2 A subordinate , or dependent , clause cannot stand alone as a sentence because it does not express a complete thought.	654
Uses	of Subordinate Clauses	
15 B	A subordinate clause can function as an adverb, an adjective, or a noun.	656
	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.	656

15 B.2	A subordinating conjunction begins an adverbial clause.	657
<mark>15</mark> B.3	An adjectival clause is a subordinate clause that is used like an adjective to modify a noun or pronoun.	659
<mark>15</mark> B.4	A relative pronoun relates an adjectival clause to its antecedent—the noun or pronoun the clause modifies.	660
<mark>15</mark> B.5	A clause placed too far away from the word it modifies is called a misplaced modifier.	663
15 B.6	A noun clause is a subordinate clause that is used like a noun.	664

Kinds of Sentence Structure

within them. There are four b		s are classified according to the number and kinds of clauses em. There are four basic kinds of sentences: simple , and, complex, and compound-complex.	667
	15 C.1	A simple sentence consists of one independent clause.	667
	15 C.2	A compound sentence consists of two or more independent clauses.	667
	15 C.3	A complex sentence consists of one independent clause and one or more subordinate clauses.	668
	15 C.4	A compound-complex sentence consists of two or more independent clauses and one or more subordinate clauses.	668
Claus	se Frag	ments	

15 D A clause fragment results when a subordinate clause stands alone. 670

Run-on Sentences

15 E A **run-on sentence** is two or more sentences that are written as one 672 sentence and are separated by a comma or no mark of punctuation at all.



Usage QuickGuide

This section presents an easy-to-use reference for the explanations of how various grammatical elements are and should be used. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing. You can also refer to the Writer's Glossary of Usage (pages 796–813) for help with commonly confused usage items.

16 Using Verbs

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

The Principal Parts of Verbs

16 A		cipal parts of a verb are the present, the present le, the past, and the past participle.	686
	16 A.1	A regular verb forms its past and past participle by adding <i>-ed</i> or <i>-d</i> to the present.	686
	16 A.2	An irregular verb does not form its past and past participle by adding $-ed$ or $-d$ to the present.	687
	16 A.3	<i>Lie</i> means "to rest or recline." <i>Lie</i> is never followed by a direct object. <i>Lay</i> means "to put or set (something) down." <i>Lay</i> is usually followed by a direct object.	693
	16 A. 4	<i>Rise</i> means "to move upward" or "to get up." <i>Rise</i> is never followed by a direct object. <i>Raise</i> means "to lift (something) up," "to increase," or "to grow (something)." <i>Raise</i> is usually followed by a direct object.	694
	16 A.5	<i>Sit</i> means "to rest in an upright position." <i>Sit</i> is never followed by a direct object. <i>Set</i> means "to put or place (something)." <i>Set</i> is usually followed by a direct object.	695
Verb	Tenses	5	
16 B	The time of	expressed by a verb is called the tense of a verb.	698
	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	698

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.

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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 <i>-ed</i> or <i>-d</i> to the present form.	699
16 B.3	Future tense is used to express an action that will take place in the future.	699
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.	700
16 B.5	Past perfect tense expresses an action that took place and was completed before some other past action.	700
16 B.6	Future perfect tense expresses an action that will take place and be completed before another future action or time.	700
16 B.7	A conjugation is a list of all the singular and plural forms of a verb in its various tenses.	700
16 B.8	Each of the six tenses has a progressive form. These forms are used to express continuing or ongoing action.	704
16 B.9	The emphatic forms of the present and past tenses of verbs are mainly used to show emphasis or force.	705
16 B.10	Avoid unnecessary shifts in tense within a sentence or within related sentences.	707

Active and Passive Voice

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

Mood

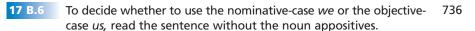
16 D 711 **Mood** is the way in which a verb expresses an idea. Verbs have three moods: indicative, imperative, and subjunctive. 16 D.1 The **indicative mood** is used to make a statement of fact 711 or to ask a guestion. 16 D.2 The **imperative mood** is used to give a command or make 711 a request. 711 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.



How can you use pronouns to make your writing fluid and accurate?

The Cases of Personal Pronouns

17 A	Case is t	he form of a noun or pronoun that indicates its use in a sentence.	720
	17 A.1	The nominative case is used for subjects and predicate nominatives.	721
	17 A.2	A pronoun can be the subject of either an independent clause or a subordinate clause.	721
	17 A.3	A predicate nominative follows a linking verb and identifies or renames the subject.	723
	17 A.4	The objective case is used for direct objects, indirect objects, and objects of prepositions.	725
	17 A.5	If a pronoun answers the question <i>Whom?</i> after an action verb, it will be a direct object.	725
	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 <i>To whom</i> ? or <i>For whom</i> ?	725
	17 A.7	A prepositional phrase begins with a preposition and ends with a noun or pronoun called the object of a preposition .	727
	17 A.8	The possessive case is used to show ownership or possession.	729
Pron	oun Pro	oblems	
17 B		n problems with pronouns include the misuse of <i>who n</i> , incomplete comparisons, and the misuse of pronouns ositives.	732
	17 B.1	The correct use of <i>who</i> is determined by how the pronoun is used in a question or a clause.	732
	17 B.2	In questions, who or one of its related pronouns is often used.	732
	17 B.3	The way <i>who</i> or one of its related pronouns is used in an adjectival or a noun clause determines its case.	733
	17 B.4	An elliptical clause is a subordinate clause that begins with <i>than</i> or <i>as.</i> Although words are omitted from an elliptical clause, they are still understood to be there.	735
	17 B.5	In an elliptical clause, use the form of the pronoun you would use if the clause were completed.	735



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.

Pronouns and Their Antecedents

17 C A pronoun and its **antecedent**, the word that the pronoun replaces or 740 refers to, must agree in number and gender.

17 C.1 If two or more singular antecedents are joined by *or, nor, either*/740 *or, or neither/nor,* use a singular pronoun to refer to them.



If two or more antecedents are joined by *and* or *both/and*, use a 741 plural pronoun to refer to them.

Unclear, Missing, or Confusing Antecedents

17 D

Personal pronouns should clearly refer to specific antecedents.

18 Subject and Verb Agreement

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

Agreement of Subjects and Verbs

18 A	B A A verb must agree with its subject in number .				
	18 A.1	A singular subject takes a singular verb. A plural subject takes a plural verb.	755		
	18 A.2	The first helping verb must agree in number with the subject.	755		
	18 A.3	The agreement of a verb with its subject is not changed by interrupting words.	756		
Common Agreement Problems					
18 B	Watch for	r agreement problems when you edit your written work.	759		

- **18 B.1** When subjects are joined by *or, nor, either/or,* or *neither/nor,* 759 the verb agrees with the closer subject.
- **18 B.2** When subjects are joined by *and* or *both/and*, the verb is plural. 759

745

- **18 B.3** A verb must agree in number with an indefinite pronoun used 761 as a subject.
- **18 B.4** The subject and the verb of an inverted sentence must agree 762 in number.

Other Agreement Problems

- **18 C** Collective nouns, words expressing amounts or times, singular nouns with 765 plural forms, contractions, and titles may cause agreement problems.
 - 18 C.1Use 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.765
 - **18 C.2** A subject that expresses an amount, measurement, weight, or 765 time is usually singular and takes a singular verb.
 - **18 C.3** Use a singular verb with *the number of* and a plural verb with 766 *a number of.*
 - **18 C.4**Use a singular verb with subjects that are plural in form but
singular in meaning.767
 - **18 C.5**The verb part of the contraction must agree in number with
the subject.768
 - **18 C.6**A verb agrees with the subject of a sentence, not with the
predicate nominative.768
 - **18 C.7** A title is singular and takes a singular verb.**769**

19 Using Adjectives and Adverbs

How can you create colorful prose using adjectives and adverbs?

Comparison of Adjectives and Adverbs

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.	778	
	19 A.2	The comparative degree is used when two people, things, or actions are being compared.	778	
	19 A.3	The superlative degree is used when more than two people, things, or actions are being compared.	778	

19 A .4	Add <i>-er</i> to form the comparative degree and <i>-est</i> to form the superlative degree of one-syllable modifiers.	780
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.	780
19 A. 6	Use <i>more</i> to form the comparative and <i>most</i> to form the superlative degree of modifiers with three or more syllables.	781
19 A.7	Use <i>less</i> and <i>least</i> to form the negative comparisons of adjectives and adverbs.	781
19 A.8	The endings – <i>er</i> and – <i>est</i> should never be added to the comparative and superlative forms of irregular modifiers.	781
	the Commentation	

Problems with Comparisons

- 784 19 B When you compare people or things, avoid making double comparisons, illogical comparisons, and group comparisons.
 - 19 B.1 784 Do not use both -er and more to form the comparative degree, or both -est and most to form the superlative degree.
 - 19 B.2 Compare only items of a similar kind.
 - 19 B.3 Add other or else when comparing a member of a group to 785 the rest of the group.

Problems with Modifiers

- 19 C It is important to know whether a word is an adjective or an adverb in 786 order to form comparisons correctly. 19 C.1 Good is always used as an adjective. Well is usually used as an 788 adverb. However, when well means "in good health" it is an adjective. 19 C.2 Bad is an adjective and often follows a linking verb. Badly is 788 an adverb. 789
 - 19 C.3 Avoid using a double negative.



784

Mechanics QuickGuide

This section presents an easy-to-use reference for the mechanics of writing: capitalization, punctuation, and spelling. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing.



How can you use capital letters to make your writing clear?

Capitalization

20 A	Capitalize	e first words and the pronoun <i>I.</i>	818
	20 A.1	Capitalize the first word of a sentence and of a line of poetry.	818
	20 A.2	Capitalize the first word in the greeting of a letter and the first word in the closing of a letter.	819
	20 A.3	Capitalize the first word of each item in an outline and the letters that begin major subsections of an outline.	819
	20 A. 4	Capitalize the pronoun I, both alone and in contractions.	819
Prop	er Nou	ns	
20 B	Capitalize	proper nouns and their abbreviations.	821
	20 B.1	Names of particular persons and animals should be capitalized. Also capitalize the initials that stand for people's names.	821
	20 B.2	Geographical names, which include particular places, bodies of water, celestial bodies, and their abbreviations, initials, and acronyms, should be capitalized.	821
	20 B.3	Names of groups, such as organizations, businesses, institutions, government bodies, political parties, and teams, should be capitalized.	824
	20 B.4	Specific time periods and events, including the days of the week, the months of the year, holidays, and special events, should be capitalized. Also capitalize the names of historical events, periods	824

and documents and their associated initials and acronyms.

	20 B.5	Names of nationalities, races, languages, religions, religious holidays, and religious references should be capitalized. Some writers also capitalize pronouns that refer to the Deity.	826
	20 B.6	Other proper nouns also begin with capital letters.	826
Prop	er Adje	ectives	
20 C	Capitalize	most proper adjectives.	830
	20 C.1	Capitalize only the part of a compound adjective that is a proper noun or proper adjective.	830
Title	S		
20 D	Use capita works of a	al letters in titles of persons, written works, and other art.	831
	20 D.1	Capitalize a title showing office, rank, or profession when the title comes directly before a person's name. The title is usually not capitalized when it follows a name.	831
	20 D.2	Capitalize a title that is used alone when it is substituted for a person's name in direct address. The titles <i>President, Vice</i> <i>President, Chief Justice,</i> and <i>Queen of England</i> are capitalized when they stand alone.	831
	20 D.3	Capitalize a title showing a family relationship when it comes directly before a person's name, when it is used as a name, or when it is substituted for a person's name.	831
	20 D.4	Capitalize the first, the last, and all other important words in the titles of books, stories, poems, newspapers, magazines, movies, plays, television productions, musical compositions, and other works of art.	832

21 End Marks and Commas

How can you create meaning through the careful use of end marks and commas?

Kinds of Sentences and End Marks

21 A	A sentence is declarative, imperative, interrogative, or exclamatory.		
	21 A.1	A declarative sentence makes a statement or expresses an opinion and ends with a period (.).	842

- 21 A.2 An imperative sentence gives a direction, makes a request, or gives a command. It ends with either a period or an exclamation point (- or !).
 21 A.3 An interrogative sentence asks a question and ends with a question mark (?).
 21 A.4 An exclamatory sentence expresses strong feeling or 843
- **21 A.4** An **exclamatory sentence** expresses strong feeling or emotion and ends with an exclamation point (1).
 843
- 21 A.5Use a period after most abbreviations.84521 A.6Use a period after each number or letter that shows a division846
- in an outline.

Commas That Separate

21 B	Comma	s are used to separate items and to enclose items.	848
	21 B.1	Use commas to separate items in a series.	848
	21 B.2	It is sometimes necessary to use a comma to separate two adjectives that precede a noun and are not joined by a conjunction.	849
	21 B.3	Use a comma to separate independent clauses of a compound sentence if the clauses are joined by a coordinating conjunction.	851
	21 B.4	Use a comma after certain introductory structures.	854
	21 B.5	Use commas to separate the elements in dates and addresses.	856
	21 B.6	Use a comma after the salutation of a friendly letter and after the closing of all letters.	856

Commas That Enclose

21 C	Commas are used to set off some phrases or clauses that interrupt the flow of a sentence.			
	21 C.1	Use commas to set off nouns of direct address.	859	
	21 C.2	Use commas to set off parenthetical expressions.	859	
	21 C.3	Contrasting expressions, which usually begin with <i>not</i> , are also considered parenthetical expressions.	860	
	21 C.4	Use commas to set off most appositives and their modifiers.	860	



862

862

21 C.6

21 C.5

No commas are used if a participial phrase or a clause is **restrictive** or **essential** to the meaning of a sentence.

Use commas to set off nonessential participial phrases and nonessential clauses. A participial phrase or a clause is **nonessential**, or **nonrestrictive**, if it provides extra,

22 Italics and Quotation Marks

unnecessary information.

How can italics and quotation marks help you communicate clearly, make characters believable, and provide expert support for your ideas?

Italics (Underlining)

- 22 A **Italics** are printed letters that slant to the right. If you are using a computer, you need to highlight what should be italicized and then use the command for italics. If you are writing by hand, you need to underline whatever should be italicized.
 - 22 A.1 Italicize (underline) letters, numbers, and words when they are used to represent themselves. Also italicize (underline) foreign words that are not generally used in English. 872
 - 22 A.2 Italicize (underline) the titles of long written or musical works that are published as a single unit. Also italicize the titles of paintings and sculptures and the names of vehicles. 872

Quotation Marks

- **22** B Quotation marks come in pairs. They are placed at the beginning and at the end of uninterrupted quotations and certain titles.
 - **22 B.1** Use quotation marks to enclose titles of songs, chapters, articles, 874 stories, one-act plays, short poems, and songs.
 - **22 B.2** Use quotation marks to enclose a person's exact words. 876
 - 22 B.3 Begin each sentence of a direct quotation with a capital letter. 877
 - **22 B.4** Use a comma to separate a direct quotation from a speaker tag. 879
 - **22 B.5** Place a period inside the closing quotation marks when the end 880 of the quotation comes at the end of a sentence.
 - **22 B.6** Place a question mark or an exclamation point inside the closing 880 quotation marks when it is part of the quotation.

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22 B.7	When a question or an exclamatory sentence contains a direct quotation, the question mark or the exclamation point goes outside the closing quotation marks. Placing the end mark <i>outside</i> the quotation marks shows that the whole sentence, rather than the quotation, is a question or an exclamatory statement.	881
22 B.8	Use quotation marks to enclose slang words, technical terms, and other uses of unusual words.	883
22 B.9	When writing a word and its definition in a sentence, italicize (underline) the word but use quotation marks to enclose the definition.	883
22 B.10	When writing dialogue, begin a new paragraph each time the speaker changes.	884
22 B.11	When quoting a passage of more than one paragraph, place quotation marks at the beginning of each paragraph—but at the end of only the last paragraph.	884
22 B.12	To distinguish a quotation within a quotation, use single quotation marks to enclose the inside quotation.	885
22 B.13	Quotation marks can be used to alert readers to sarcasm or irony or to signal an unusual use of a term.	886

23 Other Punctuation

How can you use the right punctuation to communicate your ideas clearly and enhance your writing style?

Apostrophes

- 23 A Apostrophes are used most frequently with contractions, but they are also 896 commonly used with nouns and some pronouns to show ownership or relationship.
 - 896 **23 A.1** Add *s* to form the possessive of a singular noun. 23 A.2 Add only an apostrophe to form the possessive of a plural noun 897 that ends in s. Add an "s to form the possessive of a plural noun that does not 23 A.3 897 end in s. 23 A.4 Do not add an apostrophe to form the possessive of personal 899 pronouns. 23 A.5 Add **'s** to form the possessive of indefinite pronouns. 899 23 A.6 Add ^{*s*} only to the last name to show joint ownership. 901

23 A.7	Add "s to show separate ownership.	901
23 A.8	Use an apostrophe with the possessive form of a noun that expresses time or amount.	902
23 A.9	Use an apostrophe in a contraction to show where one or more letters have been omitted.	903
23 A.10	Add [#] s to form the plural of lowercase letters, some capital letters, and some words used as words.	905
23 A.11	Use an apostrophe to show that numbers were omitted in a date.	906

Semicolons and Colons

23 B	independ	common use for a semicolon (;) is to separate the ent clauses of a compound sentence. A colon (:) is used to introduce a list of items.	908
	23 B.1	Use a semicolon between the clauses of a compound sentence that are not joined by a conjunction.	908
	23 B.2	Use a semicolon between clauses in a compound sentence that are joined by certain conjunctive adverbs or transitional words.	909
	23 B.3	Use a semicolon instead of a comma between the clauses of a compound sentence if there are commas within a clause.	911
	23 B.4	Use semicolons instead of commas between items in a series if the items themselves contain commas.	911
	23 B.5	Use a colon to introduce a very long formal quotation.	914
	23 B.6	Use a colon in certain special situations.	914

Hyphens

23 C		ary function of the hyphen (-) is to divide a word at the end but the hyphen also has several other uses.	917
	23 C.1	Use a hyphen to divide a word at the end of a line.	917
	23 C.2	Use a hyphen when writing out the numbers twenty=one through ninety=nine and fractions used as adjectives.	919
	23 C.3	Use one or more hyphens to separate the parts of some compound nouns and adjectives. Also use one or more hyphens between words that make up a compound adjective in front of a noun.	919
	23 C.4	Use a hyphen after the prefixes <i>ex-, self-</i> , and <i>all-</i> and before the suffix <i>-elect</i> .	920

Dashes, Parentheses, Brackets, and Ellipses

23 D		(), parentheses (), brackets [] , and ellipses () to indicate interruptions, omissions, and incomplete thoughts in	921
	23 D.1	Use dashes (—) to set off an abrupt change in thought.	921
	23 D.2	Use dashes to set off an appositive that is introduced by words such as <i>that is, for example,</i> or <i>for instance</i> .	921
	23 D.3	Use dashes to set off a parenthetical expression or an appositive that includes commas.	921
	23 D.4	Use parentheses () to enclose information that is not closely related to the meaning of the sentence.	922
	23 D.5	Use brackets [] to enclose an explanation within quoted material that is not part of the quotation.	925
	23 D.6	Use ellipses () to indicate any omission in a quoted passage or a pause in a written passage.	926

24 Spelling Correctly

How can you communicate your message effectively by using accurate spelling?

Spelling Generalizations

- **24 A** Some spelling generalizations are based on the patterns of letters. Two common patterns are words with *ie* or *ei*, and words that end with the "seed" sound.
 - 24 A.1 When you spell words with *ie* or *ei*, *i* comes before *e* except when 937 the letters follow *c* or when they stand for the long *a* sound.
 - **24 A.2** Words that end with a syllable that sounds like "seed" are usually spelled *-cede*. Only one word in English is spelled with *-sede*, and only three words are spelled with *-ceed*.

Plurals of Nouns

24 B	Many nouns form their plurals by adding <i>s</i> or <i>es</i> . There are exceptions.		
	24 B.1	To form the plural of most nouns, simply add s.	940
	24 B.2	If a noun ends in s, ch, sh, x, or z, add es to form the plural.	940
	24 B.3	Add s to form the plural of a noun ending in a vowel and y.	940

	24 B.4	Change the <i>y</i> to <i>i</i> and add es to a noun ending in a consonant and <i>y</i> .	941		
	24 B.5	Add s to form the plural of a noun ending with a vowel and o.	942		
	24 B.6	Add s to form the plural of musical terms ending in o.	942		
	24 B.7	The plurals of nouns ending in a consonant and <i>o</i> do not follow a regular pattern.	942		
	24 B.8	Add <i>s</i> to form the plural of words that are borrowed from the Spanish language.	942		
	24 B.9	To form the plural of some nouns ending in <i>f</i> or <i>fe</i> , just add <i>s</i> .	943		
	24 B.10	For some nouns ending in <i>f</i> or <i>fe</i> , change the <i>f</i> or <i>fe</i> to <i>v</i> and add <i>es</i> .	943		
	24 B.11	Most compound nouns are made plural in the same way as other nouns.	944		
	24 B.12	When the main word in a compound noun appears first, that word becomes plural.	944		
	24 B.13	To form the plurals of numerals, letters, symbols, and words used as words, add an <i>s</i> . To prevent confusion, it's best to use an apostrophe and <i>s</i> with lowercase letters, some capital letters, and some words used as words.	944		
	24 B.14	Irregular plurals are not formed by adding s or es.	945		
	24 B.15	Some nouns have the same form for singular and plural.	945		
	24 B.16	Some nouns borrowed from Latin and Greek have plurals that are formed as they are in the original language. For a few Latin and Greek loan words, there are two ways to form the plural.	946		
Spelling Numbers					
24 C	Some numbers are usually written in numerals, and other numbers are usually written in words.				

24 C.1 Spell out numbers that can be written in one or two words. Use 948 numerals for other numbers. Always spell out a number that begins a sentence.

- 24 C.2 When you have a series of numbers, and some are just one or 948 two words while others are more, use numerals for them all.
- 24 C.3 948 Always spell out numbers that are used to tell the order.
- 24 C.4 Use a numeral for a date when you include the name of the 948 month. Always use numerals for the year.

Prefixes and Suffixes

- 24 D A prefix is one or more syllables placed in front of a base word to form a new word. A suffix is one or more syllables placed after a base word to change its part of speech and possibly also its meaning.
 24 D.1 When you add a prefix, the spelling of the base word does 950
 - not change.
 24 D.2 Most of the time when adding a suffix, simply affix it to the 950 end of the word.
 - **24 D.3** The suffixes *–ness* and *–ly* are added to most base words 950 without any spelling changes.
 - **24 D.4** Drop the final e in the base word when adding a suffix that 951 begins with a vowel.
 - **24 D.5** Keep the final e when adding a suffix that begins with 951 a consonant.
 - **24 D.6** To add a suffix to most words ending with a vowel and *y*, keep 952 the *y*.
 - **24 D.7** To add a suffix to most words ending in a consonant and y, 953 change the y to i before adding the suffix.
 - 24 D.8 Sometimes the final consonant in a word is doubled before a suffix is added. This happens when the suffix begins with a vowel, and the base word satisfies both of these conditions:
 (1) it has only one syllable or is stressed on the final syllable; and
 (2) it ends in one consonant preceded by one vowel.





Α

abbreviation shortened form of a word that generally begins with a capital letter and ends with a period

abstract summary of points of writing, presented in skeletal form

abstract noun noun that cannot be seen or touched, such as an idea, quality, or characteristic

acronym an abbreviation formed by using the initial letters of a phrase or name (CIA—Central Intelligence Agency)

action verb verb that tells what action a subject is performing

active voice voice the verb is in when it expresses that the subject is performing the action

adequate development quality of good writing in which sufficient supporting details develop the main idea

adjectival clause subordinate clause used to modify a noun or pronoun

adjectival phrase prepositional phrase that modifies a noun or a pronoun

adjective word that modifies a noun or a pronoun

Español

abreviatura forma reducida de una palabra que generalmente comienza con mayúscula y termina en punto

síntesis resumen de los puntos principales de un texto, presentados en forma de esquema

austantivo abstracto sustantivo que no puede verse ni tocarse, como una idea, una cualidad o una característica

acrónimo abreviatura que se forma al usar las letras iniciales de una frase o de un nombre (CIA—Central Intelligence Agency [Agencia Central de Inteligencia])

verbo de acción verbo que indica qué acción realiza el sujeto

voz activa voz en que está el verbo cuando expresa que el sujeto está realizando la acción

desarrollo adecuado cualidad de un texto bien escrito, en cual suficientes detalles de apoyo desarrollan la idea principal

cláusula adjetiva cláusula subordinada utilizada para modificar a un sustantivo o a un pronombre

frase adjetiva frase preposicional que modifica a un sustantivo o a un pronombre

adjetivo palabra que modifica a un sustantivo o a un pronombre

adverb word that modifies a verb, an adjective, or another adverb

- **adverbial clause** subordinate clause that is used mainly to modify a verb
- **adverbial phrase** prepositional phrase that is used mainly to modify a verb

aesthetics study of beauty and artistic quality

- alliteration repetition of a consonant sound at the beginning of a series of words
- allusion reference to persons or events in the past or in literature

analogy logical relationship between a pair of words

analysis the process of breaking a whole into parts to see how the parts fit and work together

antecedent word or group of words to which a pronoun refers

antithesis in literature, using contrasting words, phrases, sentences, or ideas for emphasis: *She was tough as nails and soft as spun sugar.*

antonym word that means the opposite of another word

appositive noun or pronoun that identifies or explains another noun or pronoun in a sentence

Español

adverbio palabra que modifica a un verbo, a un adjetivo o a otro adverbio

cláusula adverbial cláusula subordinada que se utiliza principalmente para modificar a un verbo

frase adverbial frase preposicional que se utiliza principalmente para modificar a un verbo

estética estudio de la belleza y de las características del arte

aliteración repetición de un sonido consonántico al comienzo de una serie de palabras

alusión referencia a personas o sucesos del pasado o de la literatura

analogía relación lógica entre una pareja de palabras

análisis proceso de separación de las partes de un todo para examinar cómo encajan y cómo funcionan juntas

antecedente palabra o grupo de palabras a que hace referencia un pronombre

antítesis en literatura, el uso de palabras, frases, oraciones o ideas contrastantes para producir énfasis: *Era dura como una piedra y con un corazón de oro*.

antónimo palabra que significa lo opuesto de otra palabra

aposición sustantivo o pronombre que especifica o explica a otro sustantivo o pronombre en una oración

article the special adjectives *a*, *an*, *the*

- **assonance** repetition of a vowel sound within words
- audience person or persons who will read your work or hear your speech
- **autobiography** account of a person's life, written by that person

B

- **ballad** a narrative song or poem. A folk ballad may be passed down by word of mouth for generations before being written down. A literary ballad is written in a style to imitate a folk ballad but has a known author.
- **bandwagon statement** appeal that leads the reader to believe that everyone is using a certain product
- **bibliographic information** information about a source, such as author, title, publisher, date of publication, and Internet address
- **body** one or more paragraphs composed of details, facts, and examples that support the main idea
- **brackets** punctuation marks [] used to enclose information added to text or to indicate new text replacing the original quoted text; always used in pairs

Español

- artículo adjetivos especiales *a (un/una), an (un/una) y the (el/la/los/las)*
- asonancia repetición de un sonido vocálico en las palabras
- **público** persona o personas que leerán tu trabajo o escucharán tu discurso
- **autobiografía** relato de la vida de una persona, escrito por esa misma persona
- **balada** canción o poema narrativo. Una *balada folclórica* puede transmitirse oralmente de generación en generación antes de que se ponga por escrito. Una *balada literaria* está escrita en un estilo que imita a la balada folclórica, pero se sabe quién es su autor.
- enunciado de arrastre enunciado apelativo que lleva al lector a creer que todos usan cierto producto
- información bibliográfica datos sobre una fuente: autor, título, editorial, fecha de publicación, dirección de Internet, etc
- **cuerpo** uno o más párrafos compuestos de detalles, hechos y ejemplos que apoyan la idea principal
- **corchetes** signos de puntuación [] utilizados para encerrar la información añadida al texto o para indicar el texto nuevo que reemplaza al texto original citado; siempre se usan en parejas

brainstorming prewriting technique of writing down ideas that come to mind about a given subject

business letter formal letter that asks for action on the part of the receiver and includes an inside address, heading, salutation, body, closing, and signature

С

case form of a noun or a pronoun that indicates its use in a sentence. In English there are three cases: the nominative case, the objective case, and the possessive case.

cause and effect method of development in which details are grouped according to what happens and why it happens

central idea the main or controlling idea of an essay

characterization variety of techniques used by writers to show the personality of a character

chronological order the order in which events occur

citation note that gives credit to the source of another person's paraphrased or quoted ideas

claim in a persuasive speech or essay, a main position or statement supported with one or more examples and warrants

Español

intercambio de ideas técnica de preparación para la escritura que consiste en anotar las ideas que surgen sobre un tema

carta de negocios carta formal que solicita al destinatario que realice una acción e incluye dirección del destinatario, membrete, saludo, cuerpo, despedida y firma

caso forma de un sustantivo o de un pronombre que indica su uso en una oración. En inglés hay tres casos: nominativo, objetivo y posesivo.

causa y efecto método de desarrollo en cual los detalles están agrupados según lo que sucede y por qué sucede

idea central idea principal o fundamental de un ensayo

caracterización varias técnicas utilizadas por los escritores para mostrar la personalidad de un personaje

orden cronológico orden en el que ocurren los sucesos

cita nota que menciona la fuente de donde se extrajeron las ideas, parafraseadas o textuales, de otra persona

afirmación en un discurso o ensayo persuasivo, punto de vista o enunciado principal fundamentado con uno o más ejemplos y justificaciones

GLOSSARY

English

clarity the quality of being clear

- classics literary works that withstand the test of time and appeal to readers from generation to generation and from century to century
- classification method of development in which details are grouped into categories
- clause group of words that has a subject and verb and is used as part of a sentence
- clause fragment subordinate clause standing alone
- cliché overused expression that is no longer fresh or interesting to the reader
- close reading reading carefully to locate specific information, follow an argument's logic, or comprehend the meaning of information
- clustering visual strategy a writer uses to organize ideas and details connected to the subject
- **coherence** logical and smooth flow of ideas connected with clear transitions

Español

- claridad cualidad de un texto de ser claro
- **clásicos** obras literarias que superan la prueba del tiempo y atraen a los lectores de generación en generación y de un siglo a otro
- clasificación método de desarrollo en el que los detalles están agrupados en categorías
- **cláusula** grupo de palabras que tiene sujeto y verbo y se utiliza como parte de una oración
- fragmento de cláusula cláusula subordinada que aparece de forma independiente
- cliché expresión demasiado usada que ya no resulta original ni interesante para el lector
- **lectura atenta** lectura minuciosa para identificar información específica, seguir un argumento lógico o comprender el significado de la información
- **agrupación** estrategia visual que emplea un escritor para organizar las ideas y los detalles relacionados con el tema
- **coherencia** flujo lógico de ideas que discurren conectadas con transiciones claras

collaboration in writing, the working together of several individuals on one piece of writing, usually done during prewriting, including brainstorming and revising

collective noun noun that names a group of people or things

- **colloquialism** informal phrase or colorful expression not meant to be taken literally but understood to have particular non-literal meaning
- **common noun** names any person, place, or thing
- **comparative degree** modification of an adjective or adverb used when two people, things, or actions are compared
- **compare and contrast** method of development in which the writer examines similarities and differences between two subjects
- **complement** word or group of words used to complete a predicate
- complete predicate all the words that tell what the subject is doing or that tell something about the subject
- **complete subject** all the words used to identify the person, place, thing, or idea that the sentence is about

Español

- **colaboración** en el ámbito de la escritura, el trabajo en común de varios individuos en un texto, usualmente durante la etapa de preparación para la escritura, incluida la técnica de intercambio de ideas y la tarea de revisión
- sustantivo colectivo sustantivo que designa un grupo de personas o cosas

coloquialismo frase informal o expresión pintoresca que no debe tomarse literalmente, pues tiene un significado figurado específico

- sustantivo común designa cualquier persona, lugar o cosa
- grado comparativo forma de un adjetivo o adverbio que se usa cuando se comparan dos personas, cosas o acciones
- compara y contraste método de desarrollo en cual el escritor examina las semejanzas y las diferencias entre dos temas
- **complemento** palabra o grupo de palabras utilizadas para completar un predicado
- predicado completo todas las palabras que expresan qué hace el sujeto o dicen algo acerca del sujeto
- sujeto completo todas las palabras utilizadas para identificar la persona, el lugar, la cosa o la idea de la que trata la oración

complex sentence sentence that consists of a dependent and an independent clause

composition writing form that presents and develops one main idea

compound adjective adjective made up of more than one word

compound noun a single noun comprised of several words

compound sentence consists of two simple sentences, usually joined by a comma and the coordinating conjunction *and*, *but*, *or*, or *yet*

compound subject two or more subjects in a sentence that have the same verb and are joined by a conjunction

compound verb two or more verbs in one sentence that have the same subject and are joined by a conjunction

compound-complex sentence two or more independent clauses and one or more subordinate clauses

concluding sentence a strong ending added to a paragraph that summarizes the major points, refers to the main idea, or adds an insight

conclusion a strong ending added to a paragraph or composition that summarizes the major points, refers to the main idea, and adds an insight

Español

oración compleja oración que consiste de una cláusula dependiente y una independiente

composición tipo de texto que presenta y desarrolla una idea principal

adjetivo compuesto adjetivo formado por más de una palabra

sustantivo compuesto sustantivo individual formado por varias palabras

oración compuesta consiste de dos oraciones simples, unidas generalmente por una coma y la conjunción coordinante and (y), but (pero), or (o) y yet (sin embargo)

sujeto compuesto dos o más sujetos en una oración que tienen el mismo verbo y están unidos por una conjunción

verbo compuesto dos o más verbos en una oración que tienen el mismo sujeto y están unidos por una conjunción

oración compuesta-compleja dos o más cláusulas independientes y una o más cláusulas subordinadas

oración conclusiva un final que se añade a un párrafo y que resume los puntos principales, se refiere a la idea principal o añade una reflexión.

conclusión un final fuerte que se añade a un párrafo o a una composición y que resume los puntos principales, se refiere a la idea principal y añade una reflexión

concrete noun person, place, or thing that can be seen or touched

conflict struggle between opposing forces around which the action of a work of literature revolves

conjunction word that joins together sentences, clauses, phrases, or other words

conjunctive adverb an adverb used to connect two clauses

connotation meaning that comes from attitudes attached to a word

consonance repetition of a consonant sound, usually in the middle or at the end of words

context clue clues to a word's meaning provided by the sentence, the surrounding words, or the situation in which the word occurs

contraction word that combines two words into one and uses an apostrophe to replace one or more missing letters

contradiction in a persuasive speech or essay, a logical incompatibility between two propositions made by the author

controlling idea the main idea or thesis of an essay

cooperative learning strategy in which a group works together to achieve a common goal or accomplish a single task

Español

sustantivo concreto una persona, un lugar o una cosa que puede verse o tocarse

conflicto lucha entre fuerzas opuestas alrededor de cual gira la acción de una obra literaria

conjunción palabra que une dos oraciones, cláusulas, frases u otras palabras

adverbio conjuntivo adverbio utilizado para conectar dos cláusulas

connotación significado que proviene de los valores vinculados a una palabra

consonancia repetición de un sonido consonántico, usualmente en el medio o al final de las palabras

clave del contexto pistas sobre el significado de una palabra proporcionadas por la oración, las palabras que la rodean o la situación en la que aparece la palabra

contracción palabra que combina dos palabras en una y utiliza un apóstrofo en lugar de la(s) letra(s) faltante(s)

contradicción en un discurso o ensayo persuasivo, incompatibilidad lógica entre dos proposiciones hechas por el autor

idea dominante idea principal o tesis de un ensayo

aprendizaje cooperativo estrategia mediante cual los miembros de un grupo trabajan juntos para alcanzar una meta en común o llevar a cabo una tarea

- coordinating conjunction single connecting word used to join words or groups of words
- correlative conjunction pairs of conjunctions used to connect compound subjects, compound verbs, and compound sentences
- **count noun** a noun that names an object that can be counted (*grains* of rice, storms, songs)
- **counter-argument** argument offered to address opposing views in a persuasive composition
- **creative writing** writing style in which the writer creates characters, events, and images within stories, plays, or poems to express feelings, perceptions, and points of view
- critique a detailed analysis and assessment of a work such as a piece of writing

Español

- conjunción coordinante palabra de conexión usada para unir palabras o grupos de palabras
- conjunción correlativa pares de conjunciones usadas para conectar los sujetos compuestos, los verbos compuestos y las oraciones compuestas
- sustantivo contable sustantivo que designa un objeto que se puede contar (granos de arroz, tormentas, canciones)
- contraargumento argumento que se ofrece para tratar las opiniones contrarias en una composición persuasiva
- escritura creativa estilo de escritura en cual el escritor crea los personajes, los sucesos y las imágenes de cuentos, obras de teatro o poemas para expresar sentimientos, percepciones y puntos de vista
- crítica análisis detallado y evaluación de una obra, como un texto escrito

D

- **dangling modifier** phrase that has nothing to describe in a sentence
- **dash** punctuation mark that indicates a greater separation of words than a comma
- **declarative sentence** a statement or expression of an opinion. It ends with a period.
- **modificador mal ubicado** frase que no describe nada en una oración
- raya signo de puntuación que indica una separación mayor entre las palabras que una coma
- oración enunciativa enunciado o expresión de una opinión. Termina en punto.

definition method of development in which the nature and characteristics of a word, object, concept, or phenomenon are explained

demonstrative pronoun word that substitutes for a noun and points out a person or thing

denotation literal meaning of a word

descriptive writing writing that creates a vivid picture of a person, an object, or a scene by stimulating the reader's senses

developmental order information that is organized so that one idea grows out of the preceding idea

Dewey decimal system system by which nonfiction books are arranged on shelves in numerical order according to ten general subject categories

dialect regional variation of a language distinguished by distinctive pronunciation and some differences in word meanings

dialogue conversation between two or more people in a story or play

direct object noun or a pronoun that answers the question *What?* or *Whom?* after an action verb

direct quotation passage, sentence, or words stated exactly as the person wrote or said them

Español

definición método de desarrollo en cual se explican la naturaleza y las características de una palabra, objeto, concepto o fenómeno

pronombre demostrativo palabra que está en lugar de un sustantivo y señala una persona o cosa

denotación significado literal de una palabra

texto descriptivo texto que crea una imagen vívida de una persona, un objeto o una escena estimulando los sentidos del lector

orden de desarrollo información que está organizada de tal manera que una idea surge de la precedente

Sistema decimal de Dewey sistema por cual los libros de no ficción se ubican en los estantes en orden numérico según diez categorías temáticas generales

dialecto variación regional de un idioma caracterizada por una pronunciación distintiva y algunas diferencias en el significado de las palabras

diálogo conversación entre dos o más personas en un cuento o en una obra de teatro

objeto directo sustantivo o pronombre que responde la pregunta ¿Qué? (What?) o ¿Quién? (Whom?) después de un verbo de acción

cita directa pasaje, oración o palabras enunciadas exactamente como la persona las escribió o las dijo

- **documentary** a work composed of pieces of primary source materials or first-hand accounts such as interviews, diaries, photographs, film clips, etc.
- **documentary** images, interviews, and narration put together to create a powerful report
- **double negative** use of two negative words to express an idea when only one is needed
- **drafting** stage of the writing process in which the writer expresses ideas in sentences, forming a beginning, a middle, and an ending of a composition

Español

- **documental** obra compuesta por fragmentos de fuentes primarias o relatos de primera mano, como entrevistas, diarios, fotografías, fragmentos de películas, etc.
- **documental** imágenes, entrevistas y narración que se combinan para crear un informe poderoso
- negación doble uso de dos palabras negativas para expresar una idea cuando sólo una es necesaria
- **borrador** etapa del proceso de escritura en la cual el escritor expresa sus ideas en oraciones que forman el principio, el medio y el final de una composición

E

- editing stage of the writing process in which the writer polishes his or her work by correcting errors in grammar, usage, mechanics, and spelling
- elaboration addition of explanatory or descriptive information to a piece of writing, such as supporting details, examples, facts, and descriptions
- electronic publishing various ways to present information through the use of technology. It includes desktop publishing (creating printed documents on a computer), audio and video recordings, and online publishing (creating a Web site).

- edición etapa del proceso de escritura en la cual el escritor mejora su trabajo y corrige los errores de gramática, uso del lenguaje, aspectos prácticos y ortografía
- explicación agregar información explicativa o descriptiva a un texto, como detalles de apoyo, ejemplos, hechos y descripciones

publicación electrónica o Ciberedición

varias maneras de presentar la información por el uso de la tecnología. Incluye la autoedición (crear documentos impresos en una computadora), las grabaciones de audio y video y la publicación en línea (crear un sitio web).

ellipses punctuation marks (...) used to indicate where text has been removed from quoted material or to indicate a pause or interruption in speech

elliptical clause subordinate clause in which words are omitted but understood to be there

e-mail electronic mail that can be sent all over the world from one computer to another

emoticons symbols used by e-mail users to convey emotions

encyclopedia print or online reference that contains general information about a variety of subjects

endnote complete citation of the source of borrowed material at the end of a research report

essay composition of three or more paragraphs that presents and develops one main idea

essential phrase or clause group of words essential to the meaning of a sentence; therefore, not set off with commas

etymology history of a word, from its earliest recorded use to its present use

evidence facts and examples used to support a statement or proposition

Español

puntos suspensivos signos de puntuación (. . .) utilizados para indicar dónde se ha quitado parte del texto de una cita o para indicar una pausa o una interrupción en el discurso

cláusula elíptica cláusula subordinada en cual se omiten palabras, pero se comprende que están implícitas

correo electrónico mensaje electrónico que puede enviarse a cualquier lugar del mundo desde una computadora a otra

emoticonos símbolos utilizados por los usuarios del correo electrónico para transmitir emociones

enciclopedia obra de referencia, impresa o en línea, que contiene información general sobre varios temas

nota final cita completa de la fuente de la que se tomó información, colocada al final de un informe de investigación

ensayo composición de tres o más párrafos que presenta y desarrolla una idea principal

frase o cláusula esencial grupo de palabras esencial para el significado de una oración; por lo tanto, no está encerrado entre comas

etimología historia de una palabra, desde su uso registrado más antiguo hasta su uso actual

evidencia hechos y ejemplos utilizados para fundamentar un enunciado o proposición

- exclamatory sentence expression of strong feeling that ends with an exclamation point
- expository writing prose that explains or informs with facts and examples or gives directions
- external coherence organization of the major components of a written piece (introduction, body, conclusion) in a logical sequence and flow, progressing from one idea to another while holding true to the central idea of the composition

Español

- oración exclamativa expresión de sentimiento intenso que termina con signo de exclamación
- **texto expositivo** texto en prosa que explica o informa con hechos y ejemplos o da instrucciones
- coherencia externa organización de las partes principales de un trabajo escrito (introducción, cuerpo, conclusión) en una secuencia lógica que presenta fluidez y avanza de una idea a otra, pero sustentando la idea central de la composición

F

fable story in which animal characters act like people to teach a lesson or moral

fact statement that can be proven

- **feedback** written or verbal reaction to an idea, a work, a performance, and so on, often used as a basis for improvement
- fiction prose works of literature, such as short stories and novels, which are partly or totally imaginary
- **figurative language** language that uses such devices as imagery, metaphor, simile, hyperbole, personification, or analogy to convey a sense beyond the literal meaning of the words

fábula relato en cual los personajes son animales que actúan como personas para enseñar una lección o una moraleja

hecho enunciado que puede probarse

- realimentación reacción escrita u oral respecto de una idea, obra, representación, etc., que suele utilizarse como base para mejorarla
- ficción obras literarias en prosa, como cuentos y novelas, que son parcial o totalmente imaginarias
- **lenguaje figurado** lenguaje que emplea recursos tales como imágenes, metáforas, símiles, hipérboles, personificación o analogía para transmitir un sentido que va más allá del sentido literal de las palabras

flashback an interruption of the normal chronological order of the plot to narrate events that occurred earlier

folktale story that was told aloud long before it was written

footnote complete citation of the source of borrowed material at the bottom of a page in a research report

foreshadowing the use of hints or clues about what will happen later in the plot

formal English conventional rules of grammar, usage, and mechanics

format (page) the way in which page elements, such as margins, heads, subheads, and sidebars, are arranged

fragment group of words that does not express a complete thought

free verse poetry without meter or a regular, patterned beat

freewriting prewriting technique of writing freely without concern for mistakes made

friendly letter writing form that may use informal language and includes a heading, greeting (salutation), body, closing, and signature

Español

flash-back interrupción del orden cronológico normal del argumento para narrar sucesos que ocurrieron anteriormente

cuento folclórico relato que se contaba en voz alta mucho antes de que fuera puesto por escrito

nota al pie cita completa de la fuente de la que se tomó información, colocada en la parte inferior de una página de un informe de investigación

presagio uso de pistas o claves sobre lo que sucederá posteriormente en el argumento

inglés formal reglas convencionales de gramática, uso del lenguaje y aspectos prácticos de la escritura

formato (página) forma en que están organizados los elementos de la página, como los márgenes, encabezados, subtítulos y recuadros

fragmento grupo de palabras que no expresa un pensamiento completo

verso libre poesía sin metro fijo o patrón rítmico regular

escritura libre técnica de preparación para la escritura que consiste en escribir libremente sin preocuparse por los errores cometidos

carta amistosa tipo de texto que puede usar un lenguaje informal e incluye membrete, saludo, cuerpo, despedida y firma

Español

G

generalization a conclusion based on facts, examples, or instances

generalizing forming an overall idea that explains something specific

genre a distinctive type or category of literature such as the epic, mystery, or science fiction

genre a distinctive type or category of text, such as personal narrative, expository essay, or short story

gerund verb form ending in *-ing* that is used as a noun

- gerund phrase a gerund with its modifiers and complements working together as a noun
- glittering generality word or phrase that most people associate with virtue and goodness that is used to trick people into feeling positively about a subject
- graphic elements (in poetry) in poetry, use of word position, line length, and overall text layout to express or reflect meaning

Η

helping verb auxiliary verb that combines with the main verb to make up a verb phrase generalización conclusión basada en hechos, ejemplos o casos

generalizando formar una idea general que explica algo específico

género tipo distintivo o categoría literaria, como la épica, las novelas de misterio, o la ciencia ficción

género tipo distintivo o categoría de texto, como la narración personal, el ensayo expositivo o el cuento

gerundio forma verbal que termina en *-ing* y puede usarse como sustantivo

elementos gráficos (en la poesía) en poesía, el uso de la ubicación de las palabras, la extensión de los versos y la disposición general del texto para expresar o mostrar el significado

verbo auxiliar verbo que se emplea junto con el verbo principal para formar una frase verbal

frase de gerundio un gerundio con sus modificadores y complementos, que funcionan juntos como un sustantivo

generalidad entusiasta palabra o frase que la mayoría de la gente asocia con la virtud y la bondad, y que se utiliza con el fin de engañar a las personas para que tengan una reacción positiva respecto de cierto tema

- **homographs** words that are spelled alike but have different meanings and pronunciations
- **homophones** words that sound alike but have different meanings and spellings
- **hyperbole** use of exaggeration or overstatement
- **hyphen** punctuation mark used to divide words at the end of a line

Ι

idiom phrase or expression that has a meaning different from what the words suggest in their usual meanings

- **imagery** use of concrete details to create a picture or appeal to senses other than sight
- **imperative mood** verb form used to give a command or to make a request
- **imperative sentence** a request or command that ends with either a period or an exclamation point
- indefinite pronoun word that substitutes for a noun and refers to unnamed persons or things
- independent clause group of words that can stand alone as a sentence because it expresses a complete thought

- **homógrafos** palabras que se escriben de igual manera, pero tienen significados y pronunciaciones diferentes
- **homófonos** palabras que suenan de igual manera, pero tienen significados diferentes y se escriben de manera distinta
- hipérbole uso de la exageración o amplificación
- **guión** signo ortográfico usado para separar las palabras al final de un renglón
- **modismo** frase o expresión que tiene un significado diferente de lo que sugieren habitualmente las palabras que la forman
- imaginería uso de detalles concretos para crear una imagen o apelar a los otros sentidos además de la vista
- **modo imperativo** forma verbal usada para dar una orden u hacer un pedido
- oración imperativa pedido u orden que termina en punto con signo de exclamación
- **pronombre indefinido** palabra que sustituye a un sustantivo y alude a personas o cosas que no han sido identificadas
- cláusula independiente grupo de palabras que pueden formar por sí solas una oración porque expresan un pensamiento completo

indicative mood verb form used to state a fact or to ask a question

- indirect object noun or a pronoun that answers the question *To or from whom?* or *To or for what?* after an action word
- **inference** a reasonable conclusion drawn by the reader based on clues in a literary work
- **infinitive** verb form that usually begins with *to* and can be used as a noun, adjective, or adverb
- informative writing writing that explains with facts and examples, gives directions, or lists steps in a process
- **inquiring** a prewriting technique in which the writer asks questions such as *Who? What? Where? Why?* and *When?*
- intensive pronoun word that adds emphasis to a noun or another pronoun in the sentence
- interjection word that expresses strong feeling
- internal coherence in a written piece, organization of ideas and/or sentences in a logical sequence and with a fluid progression
- **Internet** global network of computers that are connected to one another with high speed data lines and telephone lines

Español

modo indicativo forma verbal usada para enunciar un hecho o hacer una pregunta

objeto indirecto nombre o pronombre que responde la pregunta ¿A quién o para quién? (*To or from whom?*) o ¿A qué o para qué? (*To or for what?*) después de una palabra de acción

inferencia conclusión razonable que saca el lector basándose en las pistas de una obra literaria

infinitivo forma verbal que generalmente empieza con *to* y se puede usar como sustantivo, adjetivo o adverbio

- **texto informativo** texto que explica algo con hechos y ejemplos, da instrucciones o enumera los pasos de un proceso
- indagar técnica de preparación para la escritura en cual el escritor hace preguntas como ¿Quién? (Who?), ¿Qué? (What?), ¿Dónde? (Where?), ¿Por qué? (Why?) y ¿Cuándo? (When?)
- pronombre enfático en una oración, palabra que añade énfasis a un sustantivo o a otro pronombre
- interjección palabra que expresa un sentimiento intenso
- coherencia interna en un texto escrito, la organización de las ideas y/o de las oraciones en una secuencia lógica y con un desarrollo fluido
- **internet** red mundial de computadoras que están conectadas entre sí con líneas de datos y líneas telefónicas de alta velocidad

Español

interrogative pronoun pronoun used to ask a question

interrogative sentence a question. It ends with a question mark.

intransitive verb action verb that does not pass the action from a doer to a receiver

- introduction one or more paragraphs in an essay that introduce a subject, state or imply a purpose, and present a main idea
- introduction first paragraph of a composition that catches the reader's attention and states the main idea
- **inverted order** condition when the subject follows the verb or part of the verb phrase
- irony a recognition and heightening of the difference between appearance and reality. Situational irony occurs when events turn out differently from what is expected; dramatic irony occurs when the audience has important information that a main character lacks.
- **irregular verb** verb that does not form its past and past participle by adding *-ed* or *-d* to the present tense

pronombre interrogativo pronombre utilizado para hacer una pregunta

- oración interrogativa pregunta. Empieza y termina con signos de interrogación en español y termina con signo de interrogación en inglés.
- verbo intransitivo verbo de acción que no transfiere la acción del agente a un receptor

introducción en un ensayo, uno o más párrafos que presentan un tema, enuncian o sugieren un propósito y presentan una idea principal

introducción primer párrafo de una composición que capta la atención del lector y enuncia la idea principal

orden invertido circunstancia en la que el sujeto sigue al verbo o a una parte de la frase verbal

ironía reconocimiento e intensificación de la diferencia entre la apariencia y la realidad. La *ironía situacional* ocurre cuando los sucesos resultan de manera diferente de lo esperado; la *ironía dramática* ocurre cuando el público tiene información importante de la que carece el personaje principal.

verbo irregular verbo que no forma el pasado o el participio pasado al agregar *–ed* o *–d* al tiempo presente

Español

J

jargon specialized vocabulary used by a particular group of people

- journal daily notebook in which a writer records thoughts and feelings
- juxtaposition two or more things placed side by side, generally in an unexpected combination

L

- **linking verb** verb that links the subject with another word that renames or describes the subject
- **listening** the process of comprehending, evaluating, organizing, and remembering information presented orally
- **literary analysis** interpretation of a work of literature supported with appropriate details and quotations from the work
- **loaded words** words carefully chosen to appeal to one's hopes or fears rather than to reason or logic

Μ

memo short for *memorandum*, a concise form of communication used to disseminate decisions, plans, policies and the like; used frequently in business settings

- jerga vocabulario especializado usado por un grupo específico de personas
- diario cuaderno en el que un escritor anota cada día sus pensamientos y sentimientos
- yuxtaposición dos o más cosas ubicadas una junto a la otra, generalmente en una combinación inesperada
- **verbo copulativo** verbo que conecta al sujeto con otra palabra que vuelve a nombrar o describe al sujeto
- escuchar proceso de comprender, evaluar, organizar y recordar la información presentada oralmente
- análisis literario interpretación de una obra literaria fundamentada con detalles apropiados y citas de la obra
- palabras tendenciosas palabras escogidas cuidadosamente para apelar a las esperanzas o los temores del destinatario, en lugar de la razón o la lógica
- memo abreviatura de *memorándum*, forma concisa de comunicación usada para difundir decisiones, planes, políticas y cuestiones similares; utilizada frecuentemente en el ambiente de los negocios

- **metaphor** figure of speech that compares by implying that one thing is another
- **meter** rhythm of a specific beat of stressed and unstressed syllables found in many poems

misplaced modifier phrase or a clause that is placed too far away from the word it modifies, thus creating an unclear sentence

modifier word that makes the meaning of another word more precise

mood overall atmosphere or feeling created by a work of literature

multimedia the use of more than one medium of expression or communication such as a presentation composed of visual images and audio soundtrack

N

narrative writing writing that tells a real or an imaginary story with a clear beginning, middle, and ending

narrator the person whose voice is telling the story

network a system of interconnected computers

noncount noun a noun that names something that cannot be counted (*health, weather, music*)

Español

metáfora figura retórica que hace una comparación implícita entre dos cosas

metro ritmo con una cadencia específica de sílabas tónicas (acentuadas) y átonas (inacentuadas) que se halla en muchos poemas

modificador mal colocado frase o cláusula ubicada demasiado lejos de la palabra que modifica, por lo que crea una oración poco clara

modificador palabra que hace más preciso el significado de otra palabra

atmósfera clima o sentimiento general creado por una obra literaria

multimedia uso de más de un medio de expresión o comunicación, como una presentación compuesta por imágenes visuales y una banda sonora de audio

texto narrativo texto que relata una historia real o imaginaria con un principio, un medio y un final

narrador persona cuya voz cuenta la historia

red sistema de computadoras interconectadas

sustantivo no contable sustantivo que designa algo que no se puede contar (la salud, el clima, la música)

- nonessential phrase or clause group of words that is not essential to the meaning of a sentence and is therefore set off with commas (also called *nonrestrictive phrase or clause*)
- nonfiction prose writing that contains facts about real people and real events
- nonstandard English less formal language used by people of varying regions and dialects; not appropriate for use in writing
- noun a word that names a person, place, thing, or idea. A common noun gives a general name. A proper noun names a specific person, place, or thing and always begins with a capital letter.
 Concrete nouns can be seen or touched; abstract nouns can not.
- **noun clause** a subordinate clause used like a noun
- **novel** a long work of narrative fiction
- **nuance** a small or subtle distinction in meaning

0

object word that answers the question *What?* or *Whom?*

Español

- **frase o cláusula incidental** grupo de palabras que no es esencial para el significado de una oración y, por lo tanto, está encerrada entre comas (también llamada *frase o cláusula no restrictiva*)
- **no ficción** texto en prosa que contiene hechos sobre gente real y sucesos reales
- inglés no estándar lenguaje menos formal utilizado por personas de diversas regiones y dialectos; inapropiado para usarlo en la escritura
- sustantivo palabra que designa una persona, un lugar, una cosa o una idea. Un sustantivo común expresa un nombre general. Un sustantivo propio nombra una persona, un lugar o una cosa específica y siempre comienza con mayúscula. Los sustantivos concretos designan cosas que pueden verse o tocarse, mientras que los sustantivos abstractos no lo hacen.
- cláusula nominal cláusula subordinada usada como sustantivo
- novela obra extensa de ficción narrativa
- **matiz** diferencia de significado pequeña o sutil

objeto palabra que responde la
 pregunta ¿Qué? (What?) o ¿Quién?
 (Whom?)

object pronoun type of pronoun used for direct objects, indirect objects, and objects of prepositions

objective not based on an individual's opinions or judgments

- **objective complement** a noun or an adjective that renames or describes the direct object
- **observing** prewriting technique that helps a writer use the powers of observation to gather details
- occasion motivation for composing; the factor that prompts communication
- online connected to the Internet via a live modem connection

onomatopoeia the use of words whose sounds suggest their meaning

opinion a judgment or belief that cannot be absolutely proven

oral interpretation performance or expressive reading of a literary work

order of importance or size way of organizing information by arranging details in the order of least to most (or most to least) pertinent

outline information about a subject organized into main topics and subtopics

Español

- **pronombre objeto** tipo de pronombre utilizado para los objetos directos, objetos indirectos y objetos de preposiciones
- **objetivo** no basado en las opiniones o juicios de un individuo
- complemento objetivo sustantivo o adjetivo que vuelve a nombrar o describe al objeto directo
- observación técnica de preparación para la escritura que ayuda a un escritor a usar su capacidad de observación para reunir detalles
- ocasión motivación para componer; factor que da lugar a la comunicación
- en línea conectado a la Internet a través de una conexión de módem

onomatopeya uso de palabras cuyos sonidos sugieren su significado

- opinión juicio o creencia que no se puede probar completamente
- interpretación oral representación o lectura expresiva de una obra literaria
- orden de importancia o tamaño manera de organizar la información poniendo los detalles en orden de menor a mayor (o de mayor a menor) pertinencia
- esquema información sobre un tema organizada en temas principales y subtemas

GLOSSARY

English

Español

Ρ

paragraph group of related sentences that present and develop one main idea

parallelism repetition of two or more similar words, phrases, or clauses creating emphasis in a piece of writing and easing readability

paraphrase restatement of an original work in one's own words

- **parentheses** punctuation marks () used to enclose supplementary information not essential to the meaning of the sentence; always used in pairs
- **parenthetical citation** source title and page number given in parentheses within a sentence to credit the source of the information

parody humorous imitation of a serious work

participial phrase participle that works together with its modifier and complement as an adjective

participle verb form that is used as an adjective

- **parts of speech** eight categories into which all words can be placed: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection
- **passive voice** the voice a verb is in when it expresses that the action of the verb is being performed upon the subject

párrafo grupo de oraciones relacionadas que presentan y desarrollan una idea principal

paralelismo repetición de dos o más palabras, frases o cláusulas similares que crea énfasis en un texto escrito y facilita su lectura

paráfrasis reescritura de una obra original con las propias palabras

paréntesis signos de puntuación () utilizados para encerrar información adicional que no es esencial para el significado de la oración; se usan siempre en parejas

cita parentética título de la fuente y número de página escritos entre paréntesis dentro de una oración para dar a conocer la fuente de la información

parodia imitación humorística de una obra seria

frase participial participio que funciona junto con su modificador y su complemento como adjetivo

participio forma verbal que se utiliza como adjetivo

categorías gramaticales ocho categorías en las que pueden clasificarse todas las palabras: sustantivo, pronombre, verbo, adjetivo, adverbio, preposición, conjunción e interjección

voz pasiva voz en que está el verbo cuando expresa que la acción del verbo se realiza sobre el sujeto

- **peer conference** a meeting with one's peers, such as other students, to share ideas and offer suggestions for revision
- **personal narrative** narrative that tells a real or imaginary story from the writer's point of view
- **personal pronoun** type of pronoun that renames a particular person or group of people. Pronouns can be categorized into one of three groups, dependent on the speaker's position: first person (*I*), second person (*you*), and third person (*she/he/it*).
- **personal writing** writing that tells a real or imaginary story from the writer's point of view
- **personification** giving human qualities to non-human subjects
- persuasive writing writing that expresses an opinion and uses facts, examples, and reasons in order to convince the reader of the writer's viewpoint
- **phrase** group of related words that functions as a single part of speech and does not have a subject and a verb
- **phrase fragment** phrase written as if it were a complete sentence
- **plagiarism** act of using another person's words, pictures, or ideas without giving proper credit

- conferencia de pares reunión con los propios pares, como otros estudiantes, para compartir ideas y ofrecer sugerencias de corrección
- narración personal narración que cuenta una historia real o imaginaria desde el punto de vista del escritor
- pronombre personal tipo de pronombre que vuelve a nombrar a una persona o grupo de personas en particular. Los pronombres se pueden clasificar en tres grupos, según la posición del hablante: primera persona (*I* [yo]), segunda persona (*you* [tú]) y tercera persona (*she/he/it* [ella/él]).
- narración personal texto que cuenta una historia real o imaginaria desde el punto de vista del escritor
- **personificación** atribuir cualidades humanas a sujetos no humanos
- **texto persuasivo** texto que expresa una opinión y emplea hechos, ejemplos y razones con el fin de convencer al lector del punto de vista del escritor
- frase grupo de palabras relacionadas que funciona como una sola categoría gramatical y no tiene un sujeto y un verbo
- fragmento de frase frase escrita como si fuera una oración completa
- plagio acción de usar las palabras, fotografías o ideas de otra persona sin reconocer su procedencia apropiadamente

play a piece of writing to be performed on a stage by actors

plot sequence of events leading to the outcome or point of the story; contains a climax or high point, a resolution, and an outcome or ending

plural form of a noun used to indicate two or more

poem highly structured composition that expresses powerful feeling with condensed, vivid language, figures of speech, and often the use of meter and rhyme

poetry form of writing that uses rhythm, rhyme, and vivid imagery to express feelings and ideas

- **point of view** vantage point from which a writer tells a story or describes a subject
- **portfolio** collection of work representing various types of writing and the progress made on them
- **positive degree** adjective or adverb used when no comparison is being made

possessive pronoun a pronoun used to show ownership or possession

predicate part of a sentence that tells what a subject is or does

predicate adjective adjective that follows a linking verb and modifies, or describes, the subject

Español

obra de teatro texto escrito para que los actores lo representen en un escenario

- **argumento** secuencia de sucesos que lleva a la resolución del relato o propósito del mismo; contiene un clímax o momento culminante y una resolución o final
- plural forma del sustantivo utilizada para indicar dos o más personas o cosas
- **poema** composición muy estructurada que expresa un sentimiento intenso mediante un lenguaje condensado y vívido, figuras retóricas y, frecuentemente, el uso de metro y rima
- **poesía** tipo de texto que utiliza ritmo, rima e imágenes vívidas para expresar sentimientos e ideas
- **punto de vista** posición de ventaja desde cual un escritor narra una historia o describe un tema
- carpeta de trabajos colección de obras que representan varios tipos de textos y el progreso realizado en ellos
- grado positivo adjetivo o adverbio usado cuando no se realiza una comparación
- pronombre posesivo pronombre utilizado para indicar propiedad o posesión
- predicado parte de la oración que indica qué es o qué hace el sujeto
- **adjetivo predicativo** adjetivo que sigue a un verbo copulativo y modifica, o describe, al sujeto

- predicate nominative noun or a pronoun that follows a linking verb and identifies, renames, or explains the subject
- **prefix** one or more syllables placed in front of a base word to form a new word
- **preposition** word that shows the relationship between a noun or a pronoun and another word in the sentence
- prepositional phrase a group of words made up of a preposition, its object, and any words that describe the object (modifiers)
- **prewriting** invention stage of the writing process in which the writer plans for drafting based on the subject, occasion, audience, and purpose for writing
- principal parts of a verb the present, the past, and the past participle. The principal parts help form the tenses of verbs.
- **progressive verb form** verbs used to express continuing or ongoing action. Each of the six verb tenses has a progressive form.
- **pronoun** word that takes the place of one or more nouns. Three types of pronouns are *personal*, *reflexive*, and *intensive*.
- **proofreading** carefully rereading and making corrections in grammar, usage, spelling, and mechanics in a piece of writing

- predicado nominal sustantivo o pronombre que sigue a un verbo copulativo e identifica, vuelve a nombrar o explica al sujeto
- **prefijo** una o más sílabas colocadas adelante de la raíz de una palabra para formar una palabra nueva
- preposición palabra que muestra la relación entre un sustantivo o un pronombre y otra palabra de la oración
- frase preposicional grupo de palabras formado por una preposición, su objeto y todas las palabras que describan al objeto (modificadores)
- **preescritura** etapa de invención del proceso de escritura en la cual el escritor planea un borrador basándose en el tema, la ocasión, el público y el propósito para escribir
- partes principales de un verbo presente, pasado y participio pasado. Las partes principales ayudan a formar los tiempos verbales.
- forma verbal progresiva verbos usados para expresar una acción que continúa o está en curso. Cada uno de los seis tiempos verbales tiene una forma progresiva.
- **pronombre** palabra que está en lugar de uno o más sustantivos. Entre los tipos de pronombres están los pronombres personales, reflexivos y enfáticos.
- **corregir** relectura atenta de un texto y corrección de la gramática, del uso del lenguaje, de la ortografía y de los aspectos prácticos de la escritura

- **proofreading symbols** a kind of shorthand that writers use to correct their mistakes while editing
- **propaganda** effort to persuade by distorting and misrepresenting information or by disguising opinions as facts
- **proper adjective** adjective formed from a proper noun
- **protagonist** the principal character in a story
- **publishing** stage of the writing process in which the writer may choose to share the work with an audience
- **purpose** reason for writing or speaking on a given subject

Q

quatrain four-line stanza in a poem

R

reader-friendly formatting page elements such as fonts, bullet points, line length, and heads adding to the ease of reading

Readers' Guide to Periodical Literature a print or online index of magazine and journal articles

reflecting act of thinking quietly and calmly about an experience

Español

- símbolos de corrección de textos tipo de taquigrafía que usan los escritores para corregir sus errores cuando revisan un texto
- propaganda intento de persuadir distorsionando y tergiversando la información o disfrazando de hechos las opiniones
- **adjetivo propio** adjetivo formado a partir de un sustantivo propio
- protagonista personaje principal de un relato
- **publicar** etapa del proceso de escritura en la cual el escritor puede escoger dar a conocer su trabajo a un público
- **propósito** razón para escribir o hablar sobre un tema dado

cuarteta en un poema, estrofa de cuatro versos

- formato de fácil lectura elementos que se agregan a la página escrita, como tipo de letra, viñetas, extensión de los renglones y encabezados para facilitar la lectura
- Guía para el lector de publicaciones periódicas índice impreso o en línea de artículos de diarios y revistas
- reflexionar acción de pensar en silencio y con calma sobre una experiencia

- **reflexive pronoun** pronoun formed by adding *-self* or *-selves* to a personal pronoun; it is used to refer to or emphasize a noun or pronoun
- **regular verb** verb that forms its past and past participle by adding *-ed* or *-d* to the present
- relative pronoun pronoun that begins most adjectival clauses and relates the adjectival clause to the noun or pronoun it describes
- **repetition** repeat of a word or phrase for poetic effect
- **report** a composition of three or more paragraphs that uses specific information from books, magazines, and other sources
- **research paper** a composition of three or more paragraphs that uses information drawn from books, periodicals, media sources, and interviews with experts
- **resolution** the point at which the chief conflict or complication of a story is worked out
- **restrictive phrase or clause** group of words essential to the meaning of a sentence; therefore, not set off with commas (also called *essential phrase or clause*)
- résumé summary of a person's work experience, education, and interests

- **pronombre reflexivo** pronombre que se forma al agregar *-self* o *-selves* al pronombre personal; se usa para aludir a un sustantivo o a un pronombre o enfatizarlos
- **verbo regular** verbo que forma el pasado o participio pasado al agregar *-ed* o *-d* al tiempo presente
- pronombre relativo pronombre con el que comienza la mayoría de las cláusulas adjetivas y que relaciona la cláusula adjetiva con el sustantivo o pronombre que describe
- **repetición** repetir una palabra o frase para lograr un efecto poético
- informe composición de tres o más párrafos que emplea información específica extraída de libros, revistas y otras fuentes
- artículo de investigación composición de tres o más párrafos que utiliza información obtenida en libros, publicaciones periódicas, medios de comunicación y entrevistas con expertos en el tema
- resolución momento en el que se resuelve el conflicto principal o complicación de un cuento
- frase o cláusula restrictiva grupo de palabras esencial para el significado de una oración; por lo tanto, no está encerrado entre comas (también llamada *frase o cláusula esencial*)
- currículum vítae resumen de la experiencia laboral, educación e intereses de una persona

revising stage of the writing process in which the writer rethinks what is written and reworks it to increase its clarity, smoothness, and power Español

revisar etapa del proceso de escritura en

en lo que ha escrito y lo adapta

recurso retórico técnica usada para

influir o persuadir al público

recurso retórico técnica de escritura,

mensaje del escritor

regular de rima

(inacentuadas)

palabra

que suele emplear metáforas y

analogías, destinada a realzar el

esquema de rima en un poema, patrón

ritmo sensación de fluidez producida

tónicas (acentuadas) y átonas

raíz parte de una palabra que lleva en

oración sin final dos o más oraciones

sí lo esencial del significado de la

escritas como una sola oración y

sin ningún signo de puntación

separadas por una coma o escritas

por el ascenso y descenso de sílabas

contundencia

la cual el escritor vuelve a pensar

para mejorar su claridad, fluidez y

- **rhetorical device** a technique used to influence or persuade an audience
- rhetorical device a writing technique, often employing metaphor and analogy, designed to enhance the writer's message
- **rhyme scheme** regular pattern of rhyming in a poem
- **rhythm** sense of flow produced by the rise and fall of accented and unaccented syllables
- **root** the part of a word that carries its basic meaning
- run-on sentence two or more sentences that are written as one sentence and are separated by a comma or have no mark of punctuation at all

S

- sarcasm an expression of contempt, often including irony
- scheme a figure of speech, such as parallelism, that changes the normal arrangement of words
- **script** the written form of a dramatic performance, written by a playwright
- sarcasmo expresión de desprecio que suele incluir ironía
- esquema figura retórica, como el paralelismo, que modifica la disposición normal de las palabras
- **guión** forma escrita de un espectáculo dramático, realizada por un dramaturgo

- sensory details descriptive details that appeal to one of the five senses: seeing, hearing, touching, tasting, and smelling
- **sentence** group of words that expresses a complete thought

sentence base a subject, a verb, and a complement

- sentence combining method of combining short sentences into longer, more fluent sentences by using phrases and clauses
- sentence fragment group of words that does not express a complete thought
- **sequential order** the order in which details are arranged according to when they take place or when they are done
- setting the place and time of a story
- short story well-developed story about
 characters facing a conflict or
 problem
- simile figure of speech comparing two objects using the words *like* or *as*
- simple predicate the main word or phrase in the complete predicate
- simple sentence a sentence that has one subject and one verb
- simple subject the main word in a complete subject
- slang nonstandard English expressions that are developed and used by particular groups

- detalles sensoriales detalles descriptivos que apelan a uno de los cinco sentidos: vista, oído, tacto, gusto y olfato
- oración grupo de palabras que expresa un pensamiento completo
- **base de la oración** un sujeto, un verbo y un complemento
- combinación de oraciones método de combinar oraciones breves para formar oraciones más largas y fluidas mediante el uso de frases y cláusulas
- fragmento de oración grupo de palabras que no expresa un pensamiento completo
- orden secuencial orden en que están organizados los detalles de acuerdo con el momento en que tienen lugar o cuándo se realizan
- ambiente lugar y tiempo de un relato
- relato corto relato bien desarrollado sobre personajes que se enfrentan a un conflicto o problema
- símil figura retórica que compara dos objetos usando la palabra como (*like* or *as*)
- predicado simple la palabra o la frase principal en el predicado completo
- oración simple oración que tiene un sujeto y un verbo
- sujeto simple la palabra principal en un sujeto completo
- argot expresiones propias del inglés no estándar desarrolladas y usadas por grupos específicos

sonnet a lyric poem of fourteen lines, usually in iambic pentameter, with rhymes arranged according to certain definite patterns

sound devices ways to use sounds in poetry to achieve certain effects

spatial order the order in which details are arranged according to their physical location

speaker tag in dialogue, text that indicates who is speaking; frequently includes a brief description of the manner of speaking

speech an oral composition presented by a speaker to an audience

Standard English proper form of the language that follows a set pattern of rules and conventions

stanza group of lines in a poem that the poet decides to set together

stereotype simplified concept of the members of a group based on limited experience with the group

story within a story a story that is told during the telling of another story

style visual or verbal expression that is distinctive to an artist or writer

subject (composition) topic of a composition or essay

subject (grammar) word or group of words that names the person, place, thing, or idea that the sentence is about

Español

soneto poema lírico de catorce versos, usualmente en pentámetro yámbico, con rimas dispuestas según ciertos patrones definidos

recursos sonoros en poesía, formas de usar los sonidos para lograr ciertos efectos

orden espacial orden en el cual los detalles se organizan de acuerdo con su ubicación física

identificador del interlocutor en un diálogo, el texto que indica quién habla; suele incluir una breve descripción de la manera de hablar

discurso composición oral presentada por un orador ante un público

Inglés estándar forma correcta del lenguaje que sigue un patrón establecido de reglas y convenciones

estrofa en un poema, grupo de versos que el poeta decide colocar juntos

estereotipo concepto simplificado de los miembros de un grupo que se basa en una experiencia limitada con el grupo

relato dentro de un relato relato que se cuenta durante la narración de otro relato

estilo expresión visual o verbal que es propia de un artista o escritor

tema idea principal de una composición o ensayo

sujeto palabra o grupo de palabras que nombran la persona, el lugar, la cosa o la idea de la que trata la oración

- **subject complement** renames or describes the subject and follows a linking verb. The two kinds are predicate nominatives and predicate adjectives.
- subjunctive mood words such as if, as if, or as though that are used to express a condition contrary to fact or to express a wish
- subordinate clause group of words that cannot stand alone as a sentence because it does not express a complete thought
- subordinating conjunction single connecting word used in a sentence to introduce a dependent clause which is an idea of less importance than the main idea
- **subplot** a secondary plot line that reinforces the main plot line
- subtle meaning refined, intricate, or deep meaning, sometimes not noticed during the first encounter with a work of art
- **suffix** one or more syllables placed after a base word to change its part of speech and possibly its meaning.
- **summary** information written in a condensed, concise form, touching only on the main ideas
- **superlative degree** modification of an adjective or adverb used when more than two people, things, or actions are compared

- complemento predicativo subjetivo vuelve a nombrar o describe al sujeto y está a continuación de un verbo copulativo. Los dos tipos son los predicados nominales y los adjetivos predicativos.
- **modo subjuntivo** palabras como *if* (si), *as if* (como si) o *as though* (como si) que se usan para expresar la subjetividad o un deseo
- cláusula subordinada grupo de palabras que no puede funcionar por sí solo como una oración porque no expresa un pensamiento completo
- conjunción subordinante palabra de conexión usada en una oración para introducir una cláusula dependiente que expresa una idea de menor importancia que la idea principal
- subargumento argumento secundario que refuerza la línea argumental principal
- significado sutil significado delicado, intrincado o profundo que a veces no se nota durante el primer encuentro con una obra de arte
- sufijo una o más sílabas colocadas después de la raíz de una palabra para modificar su categoría gramatical y, posiblemente, su significado
- resumen información escrita en forma condensada y concisa, que incluye sólo las ideas principales
- **grado superlativo** forma de un adjetivo o adverbio que se usa cuando se comparan más de dos personas, cosas o acciones

- supporting sentence sentence that explains or proves the topic sentence with specific details, facts, examples, or reasons
- **suspense** in drama, fiction, and nonfiction, a build-up of uncertainty, anxiety, and tension about the outcome of the story or scene
- **symbol** an object, an event, or a character that stands for a universal idea or quality
- **synonym** word that has nearly the same meaning as another word
- synthesizing process by which information from various sources is merged into one whole

Τ

- **tense** the form a verb takes to show time. The six tenses are the *present, past, future, present perfect, past perfect,* and *future perfect*
- **testimonial** persuasive strategy in which a famous person encourages the purchase of a certain product
- **theme** underlying idea, message, or meaning of a work of literature
- **thesaurus** online or print reference that gives synonyms for words
- thesis statement statement of the main idea that makes the writing purpose clear

- oración de apoyo oración que explica o prueba la oración principal con detalles específicos, hechos, ejemplos o razones
- suspenso en las obras de teatro, de ficción y de no ficción, acumulación de incertidumbre, ansiedad y tensión acerca de la resolución de la historia o escena
- símbolo objeto, suceso o personaje que representa una idea o cualidad universal
- sinónimo palabra que significa casi lo mismo que otra palabra
- sintetizar proceso por cual se integra en un todo la información proveniente de varias fuentes
- tiempo verbal forma que toma un verbo para expresar el tiempo en que ocurre la acción. Los seis tiempos verbales son: presente, pasado, futuro, presente perfecto, pretérito perfecto y futuro perfecto
- **testimonial** estrategia persuasiva en cual una persona famosa alienta a comprar un cierto producto
- tema idea, mensaje o significado subyacente de una obra literaria
- **tesauro** (Diccionario de sinónimos) material de referencia en línea o impreso que ofrece alternativas para las palabras
- enunciado de tesis enunciado de la idea principal que pone en claro el propósito para escribir

- tired word a word that has been so overused that it has been drained of meaning
- **tone** writer's attitude toward the subject and audience of a composition (may also be referred to as the writer's *voice*)
- **topic sentence** a sentence that states the main idea of the paragraph
- transitions words and phrases that show how ideas are related
- transitive verb an action verb that passes the action from a doer to a receiver
- trope in literature, a figure of speech

U

- understatement an expression that contains less emotion than would be expected
- understood subject a subject of a sentence that is not stated
- unity combination or ordering of parts in a composition so that all the sentences or paragraphs work together as a whole to support one main idea

V

verb phrase main verb plus one or more helping verbs

- **verb** word used to express an action or state of being
- **verbal** verb form that acts like another part of speech, such as an adjective or noun

Español

- palabra gastada palabra que se ha usado tanto que se ha vaciado de significado
- **tono** actitud del escritor hacia el tema y destinatario de una composición (también puede denominarse voz del escritor)
- oración principal oración que enuncia la idea principal del párrafo
- elementos de transición palabras y frases que muestran las ideas cómo están relacionadas
- **verbo transitivo** verbo de acción que transfiere la acción de un agente a un destinatario
- tropo en literatura, una figura retórica

minimización expresión que contiene menos emoción que la esperada

- sujeto tácito sujeto de una oración que no está explícito
- unidad combinación u ordenamiento de las partes de una composición de tal manera que todas las oraciones o párrafos funcionen juntos como un todo para fundamentar una idea principal
- frase verbal verbo principal más uno o más verbos auxiliares
- verbo palabra usada para expresar una acción o un estado del ser
- **verbal** forma del verbo que funciona como otra categoría gramatical, tal como un adjetivo o un sustantivo

GLOSSARY

English

voice the particular sound and rhythm of the language the writer uses (closely related to *tone*)

W

- warrant in a persuasive speech or essay, connection made between a claim and the examples used to support the claim
- **wordiness** use of words and expressions that add nothing to the meaning of a sentence
- working thesis statement that expresses the possible main idea of a composition or research report
- **works-cited page** alphabetical listing of sources cited in a research paper

World Wide Web network

- of computers within the Internet capable of delivering multimedia content and text over communication lines into personal computers all over the globe
- writing process recursive stages that a writer proceeds through in his or her own way when developing ideas and discovering the best way to express them

- **voz** sonido y ritmo particular del lenguaje que usa un escritor (estrechamente vinculado al tono)
- justificación en un discurso o ensayo persuasivo, conexión que se hace entre una afirmación y los ejemplos usados para fundamentarla
- palabrería uso de palabras y expresiones que no añaden nada al significado de una oración
- hipótesis de trabajo enunciado que expresa la posible idea principal de una composición o de un informe de investigación
- página de obras citadas lista alfabética de las fuentes citadas en un artículo de investigación
- red mundial de comunicación red de computadoras dentro de la Internet capaz de transmitir contenido multimedia y textos, a través de líneas de comunicación, a las computadoras personales de todas partes del mundo
- **proceso de escritura** etapas recurrentes que un escritor sigue a su manera cuando desarrolla ideas y descubre la mejor manera de expresarlas

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