Unit 4

Grammar

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You can admire anything, such as a tree, from afar. You can observe its general shape, color, and size. But as John Dryden suggests, to know a thing "distinctly," you must climb into it and examine its unique structure. To climb the "grammar tree" of the English language is to learn its parts—the nouns, the verbs, the participles. From your position among its branches, you will begin to see how the parts work together. When you climb down, your new knowledge will help you use your language with skill, clarity, and power.



Who climbs the grammar-tree, distinctly knows where noun, and verb, and participle grows. — John Dryden

CHAPTER 12

Nouns and Pronouns



Susan B. Anthony in 1900

How can you use nouns and pronouns to create lively and precise prose?

Nouns and Pronouns: Pretest 1

Read the following draft paragraph about Susan B. Anthony and her work for women's suffrage. The paragraph is hard to read because it contains noun and pronoun errors. Revise the paragraph so that it reads more smoothly. Several of the errors have been corrected as examples.

In the ~~united~~ United ~~states~~ States, Susan b. Anthony devoted ~~their~~ her life to ~~Women's~~ women's Suffrage. At the time when Anthony began ~~her~~ his work, they had few legal rights. When African American Men were given the right to vote in 1869, anthony began a movement to secure the same rights for women. In 1869, the territory of wyoming was the first area in the United States to allow their Female Citizens to vote. Anthony was President of the American Woman Suffrage association until her was eighty. Anthony voted in the election of 1872, but Anthony was fined $100 for breaking the Law. Susan B. Anthony refused to pay the fine. Few people were as devoted to the cause as her. American Women did not gain her right to vote until 1920.

Nouns and Pronouns: Pretest 2

Directions

Write the letter of the term that correctly identifies the underlined word in each sentence. The paragraph is about the Culinary Institute of America (CIA).

(1) At the CIA, chefs teach the classes. **(2)** Each class learns a different kind of cooking. **(3)** The classrooms are equipped with stoves and refrigerators. **(4)** The students are responsible for cleaning their workstations. **(5)** Each must pass an intensive cooking examination to graduate. **(6)** The students get great satisfaction from learning cooking skills. **(7)** Those are the skills they will use all their lives. **(8)** Who will go on to cook professionally? **(9)** They themselves do not know the answer until after graduation. **(10)** They must prepare themselves for a difficult job search.

1. **A** common noun
B collective noun
C abstract noun
D proper noun

2. **A** proper noun
B abstract noun
C compound noun
D collective noun

3. **A** abstract noun
B collective noun
C compound noun
D proper noun

4. **A** personal pronoun
B reflexive pronoun
C intensive pronoun
D indefinite pronoun

5. **A** intensive pronoun
B indefinite pronoun
C personal pronoun
D reflexive pronoun

6. **A** compound noun
B proper noun
C abstract noun
D collective noun

7. **A** interrogative pronoun
B indefinite pronoun
C reflexive pronoun
D demonstrative pronoun

8. **A** demonstrative pronoun
B intensive pronoun
C interrogative pronoun
D personal pronoun

9. **A** intensive pronoun
B interrogative pronoun
C indefinite pronoun
D reflexive pronoun

10. **A** indefinite pronoun
B reflexive pronoun
C demonstrative pronoun
D intensive pronoun

Nouns Lesson 1

Every word can be categorized into one of the eight parts of speech listed below. A word's part of speech is determined by the job it does in a sentence.

THE EIGHT PARTS OF SPEECH	
noun (names)	**adverb** (describes, limits)
pronoun (replaces a noun)	**preposition** (relates)
verb (states action or being)	**conjunction** (connects)
adjective (describes, limits)	**interjection** (expresses strong feeling)

In English, there are more nouns than any other part of speech.

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

Concrete and Abstract Nouns

Nouns can be divided into **concrete nouns** and **abstract nouns.**

12 A.1 A **concrete noun** names people, places, and things you can usually see or touch. An **abstract noun** names ideas and qualities.

CONCRETE NOUNS	
People	sailor, brother, Mrs. Wong, singers, Heather
Places	forest, mountain, amusement park, Texas, Empire State Building
Things	rug, flower, explosion, flu, chipmunk, color, guitar, slogan, list
ABSTRACT NOUNS	
Ideas and Qualities	freedom, fun, love, inflation, bravery, anger, honesty, sickness, faith

Nouns can also be divided into **general** and **specific nouns.**

GENERAL NOUN	SPECIFIC NOUN
fruit	apple, pear, orange, apricot, mango
insect	grasshopper, mosquito, beetle, moth, mayfly

Practice Your Skills

Finding Nouns

Write the nouns in each sentence.

(1) During springtime, flowers bloom. **(2)** The fragrance of the buds fills the air. **(3)** Bees are attracted to the perfume of flowers. **(4)** These insects see color, pattern, and movement. **(5)** Bees taste blooms with their front legs and antennae. **(6)** These creatures have short bodies covered with hair. **(7)** Pollen clings to the hair on the body of the insect. **(8)** Bees make honey from the nectar of flowers. **(9)** Humans have harvested honey for many centuries. **(10)** Our appreciation of this golden liquid continues today.

Connect to Writing: Revising

Using Specific Nouns

Rewrite the following sentences, changing the underlined general noun to a specific noun that creates a clearer picture.

1. The tree was covered with insects.
2. Fruit hung from its branches.
3. A bird circled above the building.
4. A cool wind blew across the land.

Common and Proper Nouns

12 A.2 A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing.

All nouns are either common nouns or proper nouns. Every proper noun begins with a capital letter.

COMMON NOUN	PROPER NOUN
woman	Maria Chavez
city	Paris
building	Taj Mahal
team	Houston Astros

A proper noun sometimes includes more than one word. For example, even though *Taj Mahal* is two words, it is considered one noun. It is the name of one place.

You can learn more about the capitalization of proper nouns on pages 819–827.

Practice Your Skills

Finding Common and Proper Nouns

Make two columns on your paper. Label the first column ***Common Nouns*** and the second column ***Proper Nouns.*** Then, in the appropriate column, write the nouns from the following sentences.

(1) In Colombia, ants are sold as snacks by vendors on the street. **(2)** Fried worms are eaten in Mexico. **(3)** People in Uganda crush flies and shape them into pancakes. **(4)** In other parts of Africa, termites are munched like pretzels. **(5)** Certain spiders are roasted in New Guinea. **(6)** Some insects taste like nuts. **(7)** Restaurants in New York City serve ants dipped in chocolate. **(8)** In recent years, North American Bait Farms, Inc. has held a cooking contest using worms. **(9)** In some cookbooks, you can find a recipe for peppers stuffed with earthworms. **(10)** Actually, insects give people necessary protein and vitamins.

Compound and Collective Nouns

12 A.3 A noun that includes more than one word is called a **compound noun.**

Some nouns include more than one word. *Post* is one noun, *office* is one noun, but *post office* is also one noun. *Post office* is an example of a compound noun. It is not always easy to know how to write a particular compound noun. The best way to find out is to check in a dictionary. Compound nouns can take one of three forms: separate words, hyphenated, and combined.

COMPOUND NOUNS	
Separate Words	living room, home run, peanut butter, ice cream
Hyphenated	break-in, attorney-at-law, bird's-eye, great-grandmother
Combined	birdhouse, headband, flashlight, crosswalk, brainpower

You can learn more about punctuation of compound nouns on pages 910–911.

12 A.4 A **collective noun** names a group of people or things.

COMMON COLLECTIVE NOUNS			
band	crew	flock	nation
committee	crowd	herd	orchestra
colony	family	league	swarm

Practice Your Skills

Finding Compound and Collective Nouns

Make two columns on your paper. Label the first column ***Compound Nouns*** and the second column ***Collective Nouns.*** Then, in the appropriate column, write each noun.

(1) My classmates and I listened to presentations by members of an environmental group. **(2)** One speaker discussed water pollution and how it affects a species of wild ducks. **(3)** Another pair of presenters warned of the decline in the population of the grasshopper. **(4)** According to the organization, a number of animals have recently been declared endangered. **(5)** Because the group was so interesting, the entire faculty of the high school came to hear them.

Connect to Writing: Editing

Writing Nouns Correctly

Edit the following advertisement copy to eliminate errors in capitalization of proper nouns and misspellings of compound nouns. Write the corrected paragraph.

(1) Let ollie's outdoor expeditions take you to visit mothernature for the day! **(2)** Join our group as we travel to the st. francis river, where we will spend the day discussing the flora and fauna, as well as the wild-life of the area. **(3)** Birdwatchers will enjoy viewing the flock of geese that live in the area, while animallovers will appreciate the herd of deer that often come to drink at the river. **(4)** Children will enjoy building bird houses while their parents become fossilhunters for the day. **(5)** Stop by ollie's outdoor expeditions at 211 sunnyvale street for more details.



Power Your Writing: Who or What?

You can strengthen your writing by adding details that elaborate on the nouns you use. As you draft or edit, add descriptive information about a person, place, or thing by using an **appositive phrase**—a group of words that adds information about another word in the sentence (see pages 617–618). Notice how Charles G. Finney uses an appositive phrase to add an interesting detail about the rattlesnake he describes in "The Life and Death of a Western Gladiator" (pages 71–74).



On the other hand, he had a pit, **a deep pock mark between eye and nostril.** Unique, this organ was sensitive to animal heat.

Revise a composition you completed recently by adding at least two appositive phrases.

Connect to Writing: Personal Message

Using Proper Nouns

You have invited a friend to come for dinner. Compose an e-mail to her. Include the day, time, details about the meal, and directions to your home. Take special care to capitalize the proper nouns in the message.

Pronouns Lesson 2

12 B A **pronoun** is a word that takes the place of one or more nouns.

Speaking and writing would be very repetitious if there were no words to take the place of nouns. Pronouns do this job. The second example below reads more smoothly and is easier to understand because pronouns have been used in the place of two of the nouns.

Holly took Holly's sweater with Holly on the class trip.

Holly took **her** sweater with **her** on the class trip.

Pronoun Antecedents

12 B.1 The noun a pronoun refers to or replaces is called its **antecedent.**

In the following examples, an arrow has been drawn from the pronoun to its antecedent or antecedents. Notice that the antecedent usually comes before the pronoun.

Dion said that **he** couldn't go to the zoo.

Lynn asked **Sandy,** "Did **we** miss the dolphin show?"

You can learn more about pronouns and antecedents on pages 736–742.

Practice Your Skills

Finding Antecedents

Write the antecedent for each underlined pronoun.

1. Juanita brought her camera on the trip to the zoo.
2. Steve asked Juanita to take a picture of him.
3. Linda said, "I enjoy the reptiles."
4. Gretchen and Margo said they were looking for the penguins.
5. Ms. Jackson told Henry that she liked to watch the monkeys.
6. The monkey cage had a tire swing in it.
7. Jeff asked Ms. Jackson, "Did you bring the monkeys a banana?"
8. Chris and Jesse asked the teacher, "Are we leaving now?"
9. Juanita said that she wanted one more picture of the peacocks.
10. Ms. Jackson's students enjoyed their trip to the zoo.

Connect to Writing: Revising

Replacing Nouns with Pronouns

Rewrite the paragraph, replacing nouns with pronouns where they are needed.

(1) Investigations into the intelligence of gorillas show that gorillas are much smarter than people once thought gorillas were. **(2)** Gorillas will stack boxes to help gorillas reach bananas that are too high to pick. **(3)** Gorillas will use sticks as tools to pull food into gorillas' cages. **(4)** One scientist, Dr. James White, trained a female gorilla named Congo to perform various actions. **(5)** When the scientist returned some years later, Congo remembered the scientist. **(6)** Congo also repeated some of the actions the scientist had taught Congo. **(7)** Congo's behavior in these instances helped convince scientists of gorillas' intelligence.

Personal Pronouns

Personal pronouns can be divided into the following three groups.

PERSONAL PRONOUNS	
First Person	(the person speaking)
Singular	I, me, my, mine
Plural	we, us, our, ours
Second Person	(the person spoken to)
Singular	you, your, yours
Plural	you, your, yours
Third Person	(the person or thing spoken about)
Singular	he, him, his, she, her, hers, it, its
Plural	they, them, their, theirs

The following sentences use personal pronouns.

First-Person **I** want to take **my** notebook with **me** to the convention.

We think **our** plan of political action is best for **us.**

Second-Person Did **you** bring **your** list of questions for the candidate?

Third-Person The reporter took **his** camera and film with **him.**

They enjoyed **their** new leader's speech to the delegates.

Reflexive and Intensive Pronouns

12 B.2 **Reflexive pronouns** and **intensive pronouns** refer to or emphasize another noun or pronoun.

These pronouns are formed by adding *–self* or *–selves* to certain personal pronouns.

REFLEXIVE AND INTENSIVE PRONOUNS	
Singular	myself, yourself, himself, herself, itself
Plural	ourselves, yourselves, themselves

A **reflexive pronoun** reflects back to a noun or a pronoun mentioned earlier in the sentence. An **intensive pronoun** is used directly after its antecedent to intensify, or emphasize, a statement. A reflexive pronoun is necessary to the meaning of the sentence; an intensive pronoun is not. Never use reflexive or intensive pronouns by themselves. They must be used with antecedents.

Reflexive Pioneers organized **themselves** into wagon trains before their long westward journey.

Incorrect **Myself** could not have survived the hardships of such a trek.

Intensive I **myself** could not have survived the hardships of such a trek.

Practice Your Skills

Finding Pronouns

Write the personal, reflexive, and intensive pronouns in these sentences and label them ***P*** for personal, ***R*** for reflexive, and ***I*** for intensive.

(1) In the early 1840s, adventurous settlers readied themselves for the overland trip to the West. **(2)** Life in the Oregon country held new promise for them. **(3)** The settlers themselves could never have anticipated all the hardships they encountered on the two-thousand-mile Oregon Trail. **(4)** When it was loaded, a covered wagon often weighed thousands of pounds. **(5)** It was pulled across various types of terrain by teams of horses, mules, or oxen. **(6)** The wagons were uncomfortable for the passengers themselves. **(7)** On many occasions, settlers might walk beside them rather than ride. **(8)** The journey was hard for the travelers, but many nights they sang by their campfires. **(9)** The route was mapped in 1804 by Lewis and Clark themselves. **(10)** Today, we can drive our cars along modern roads beside the historic trail.

Connect to Writing: Revising

Using Intensive Pronouns

Add intensive pronouns to the following sentences to make the statements stronger.

(1) On many days, a woman rode alone in the covered wagon. **(2)** She often drove the long miles and cared for her children at the same time. **(3)** Sometimes on the trail, disputes arose among the settlers. **(4)** The wagon master often served as the mediator of these disputes. **(5)** He knew how dangerous fights among the settlers could be.

Other Kinds of Pronouns

There are five other kinds of pronouns: indefinite pronouns, demonstrative pronouns, interrogative pronouns, reciprocal pronouns, and relative pronouns.

Indefinite Pronouns

12 B.3 **Indefinite pronouns** refer to unnamed people, places, things, or ideas.

Indefinite pronouns often do not have definite antecedents as personal pronouns do.

Several have qualified for the contest.

Many collected the newspapers.

I've gathered **everything** now.

COMMON INDEFINITE PRONOUNS	
Singular	another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something
Plural	both, few, many, others, several
Singular/Plural	all, any, more, most, none, some

When You Speak or Write

A pronoun must agree with its antecedent. When singular indefinite pronouns serve as antecedents to other pronouns, all the pronouns must be singular. When plural indefinite pronouns serve as antecedents to other pronouns, all the pronouns must be plural.

Everything was in **its** place. (singular)

Everyone at the gym has **his** or **her** own locker. (singular)

Each of the girls ate **her** lunch. (singular)

Several brought **their** lunches. (plural)

Look at a recent composition, and check to be sure you have used indefinite pronouns correctly.

You can learn more about indefinite pronouns as antecedents on pages 738–740.

Practice Your Skills

Finding Indefinite Pronouns

Write the indefinite pronouns in these sentences.

1. Many feel they cannot help the environment.
2. Some say the problem is too large.
3. However, anyone can recycle.
4. Almost everything has more than one use.
5. Everybody can conserve natural resources.
6. A small action is better than none.
7. We should encourage others in this pursuit.
8. Nothing is wrong with thanking citizens who recycle their trash.
9. Anyone can join the effort.
10. No one should forget to recycle.
11. Each can make a difference.
12. Everyone can learn how to recycle.
13. We should do anything to reduce waste.
14. All have a right to a cleaner environment.
15. Most have access to recycling bins these days.

Connect to Writing: Revising

Making Pronouns and Their Antecedents Agree

Change the underlined pronouns in the following sentences so that they agree with their antecedents. Write the new sentences.

1. Either of the girls could have reused their paper scraps in art projects.
2. Both of the boys recycled his cans.
3. Does everyone know where their recycling bin is?
4. Some of the men left his cans on the table.
5. Each of the girls cleaned up their area.
6. Few forget to recycle her newspapers.
7. Neither of the boys recycles their glass.
8. Several remembered to label his recycling bins.

Demonstrative Pronouns

12 B.4 **Demonstrative pronouns** point out a specific person, place, thing, or idea.

DEMONSTRATIVE PRONOUNS			
this	that	these	those

This is Mary's coat on the hanger.

Are **these** John's glasses?

Interrogative Pronouns

12 B.5 **Interrogative pronouns** are used to ask questions.

INTERROGATIVE PRONOUNS				
what	which	who	whom	whose

What is known about the case?

Who is coming to the party?

Reciprocal Pronouns

12 B.6 The **reciprocal pronouns** *each other* and *one another* show that the action is two-way.

You can use the reciprocal pronoun *each other* to simplify sentences or combine short, repetitive sentences when referring to two people.

Veronica e-mailed Larry last night. Larry e-mailed Veronica last night.

Veronica and Larry e-mailed **each other** last night.

You can use the reciprocal pronoun *one another* to refer to two or more people.

The players congratulated **one another** after the big win.

The writers and editors cooperated with **one another** to meet the deadline.

You can learn about another type of pronoun, the relative pronoun, on pages 647–650.

Practice Your Skills

Finding Demonstrative, Interrogative, and Reciprocal Pronouns

Write the demonstrative pronouns, the interrogative pronouns, or the reciprocal pronouns. Use the label ***D*** for demonstrative, ***I*** for interrogative, and ***R*** for reciprocal.

1. Who is going to the dance on Saturday?
2. That is the most important question on our minds.
3. This is my outfit for the dance.
4. Of all my shoes, these will match my dress best.
5. The girls took pictures of one another before the dance.
6. What is the first song going to be?
7. Those are great tunes for dancing.
8. Which is your favorite?
9. That is a good example of rap.
10. Robert and Linda danced with each other.

Connect to Writing: Drafting

Using Pronouns

Add pronouns to complete the following sentences. Choose personal, reflexive, indefinite, demonstrative, or interrogative pronouns.

(1) The little girl found ___ all alone in the department store. **(2)** ___ began to cry. **(3)** ___ in the store turned to look at ___. **(4)** Suddenly, ___ felt a hand on ___ small shoulder. **(5)** ___ had found her? **(6)** ___ mother smiled down at her. **(7)** "___ was a scary feeling," she told her mother. **(8)** ___ is why little girls should not wander from ___ mothers. **(9)** "Well, ___ are safe now," said the mother. **(10)** "May ___ get two ice cream cones for ___?" asked the little girl. **(11)** "Should ___ eat lunch first?" asked her mother. **(12)** "___ should we eat for lunch?" she also asked the girl. **(13)** "___ good," the girl decided.

Check Point: Mixed Practice

Write the pronouns in the following sentences. Label each ***P*** for personal, ***Ind*** for indefinite, ***D*** for demonstrative, ***Int*** for interrogative, or ***R*** for reciprocal.

1. That was the year when we built the tree house in our backyard.
2. Whose was it?
3. Ryan and Marcus actually helped each other build it for their younger brothers and sisters.
4. This was the block where we used to live when all of us were in grade school.
5. These are the streets where we played ball with one another.
6. Which is the school where you and the rest of your family went?
7. What were the subjects you studied with my older brother?
8. Whom among all of your mathematics teachers did you like the best?
9. Those were the days when no one realized how our lives would change.
10. We spent summer evenings playing ball—that used to be great fun.

Connect to Speaking and Writing: Peer Interaction

Reviewing Content

With a partner, review the vocabulary you have learned in this chapter. (Hint: New terms are printed in purple.) Quiz each other until you understand the definitions of all the new words and concepts.

Chapter Review

Assess Your Learning

Identifying Nouns and Pronouns

Write each noun and pronoun in the following sentences. Then label each one ***N*** for noun or ***P*** for pronoun. Note: A date, such as 1533, is a noun.

1. Born in 1533, Elizabeth I was one of the most famous rulers of England.
2. Her court was well known for its artists and playwrights.
3. When she was a young girl, Elizabeth was locked up in the Tower of London by her half-sister Mary.
4. When Mary died, Elizabeth came to the throne of England and ruled for forty-five years.
5. Born in 1769, Napoleon was a famous ruler of France.
6. He conquered large parts of Europe and made himself emperor over them.
7. He was born on the island of Corsica.
8. Eventually he became the most powerful man in the French army and won many victories throughout Europe.
9. He reorganized France and improved the law, banks, trade, and education.
10. When his enemies in Europe invaded France, Napoleon was exiled to an island off the coast of Italy.
11. He eventually returned to France with his soldiers, but he was finally defeated at the Battle of Waterloo.
12. Whom do you remember from centuries ago?
13. Only a few stand out in our history books for their bravery, great deeds, or incredible lives.
14. In the modern world, however, people instantly become famous because of television, movies, and newspapers.
15. Of course, few of these instant celebrities will be remembered next month.

Recognizing Pronouns and Their Antecedents

Write each personal pronoun and its antecedent in the following sentences.

1. Because Jamie was absent, he missed the field trip.
2. When the twins dress alike, they look identical.
3. An anteater can extend its tongue about two feet.
4. Lisa told Tim, "If you bring your racket, we can play a game."
5. Ken took his raincoat with him to the baseball game.
6. Mr. Ash told Nancy, "You should give your report now."
7. Bill and Ron rode their bicycles to school today.
8. "I didn't see you at the mall," Pam told Terry.
9. Linda said she is making her own dinner tonight.
10. "My friends asked me to visit them," Daniel told his dad.

Using Nouns and Pronouns

Write ten sentences that follow the directions below. (The sentences may include other nouns and pronouns besides those listed, and they may come in any order.) Write about one of the following topics or a topic of your own choice: a famous leader, sports figure, or musician. Write ***N*** above each noun and ***P*** above each pronoun.

Write a sentence that . . .

1. includes nouns that name a person, a place, and a thing.
2. includes a noun that names an idea.
3. includes a common noun and a proper noun.
4. includes a collective noun.
5. includes a compound noun.
6. includes several personal pronouns.
7. includes a reflexive pronoun.
8. includes one or two indefinite pronouns.
9. includes a demonstrative pronoun.
10. includes an interrogative pronoun.

Using Reciprocal Pronouns

Write a sentence that simplifies or combines each sentence or set of sentences using reciprocal pronouns.

1. Snoopy chases Frisky up the tree. Frisky chased Snoopy back down the tree.
2. Despite a minor tussle now and then, Frisky gets along with Snoopy and Snoopy gets along with Frisky.
3. Snoopy likes to curl up with Frisky. Frisky likes to clean Snoopy's fur.
4. My neighbor likes to tell me stories about her cat Sam. I like to tell her about Snoopy and Frisky.

Nouns and Pronouns: Posttest

Directions

Write the letter of the term that correctly identifies the underlined word or words in each sentence. The paragraph is about fires in Indonesia.

(1) Indonesia had been in the grip of a long drought throughout the year. **(2)** The rain forests were drier than we remembered them ever being before. **(3)** They burned with a hot intensity day and night for months. **(4)** This produced a severe smog over much of the country and surrounding areas. **(5)** What were the results of this disaster? **(6)** Everything in the country came to a halt. **(7)** Farm families were left without livelihoods. **(8)** Sickness and hunger were rampant. **(9)** If they stayed outdoors, people found themselves wheezing and fainting. **(10)** Indonesia itself lost over a billion dollars in farm and other products.

1. **A** abstract noun
B proper noun
C common noun
D collective noun

2. **A** compound noun
B proper noun
C collective noun
D abstract noun

3. **A** reflexive pronoun
B intensive pronoun
C personal pronoun
D demonstrative pronoun

4. **A** personal pronoun
B demonstrative pronoun
C intensive pronoun
D indefinite pronoun

5. **A** intensive pronoun
B indefinite pronoun
C interrogative pronoun
D demonstrative pronoun

6. **A** reflexive pronoun
B demonstrative pronoun
C intensive pronoun
D indefinite pronoun

7. **A** compound noun
B collective noun
C abstract noun
D proper noun

8. **A** abstract noun
B compound noun
C proper noun
D collective noun

9. **A** intensive pronoun
B indefinite pronoun
C reflexive pronoun
D interrogative pronoun

10. **A** indefinite pronoun
B reflexive pronoun
C intensive pronoun
D demonstrative pronoun

Writer's Corner

Snapshot

12 A A **noun** is a word that names a person, place, thing, or idea. (pages 502–506)

12 B A **pronoun** is a word that takes the place of one or more nouns. The noun that a pronoun refers to or replaces is called its **antecedent.** (pages 507–514)

Power Rules

Use standard ways to make nouns possessive. When you use a **noun to show ownership,** add an *'s* to singular nouns and to plural nouns that don't end in an *s*. Add only an apostrophe to plural nouns ending in an *s*. (pages 895–897)

Before Editing	After Editing
I wore my *boyfriends* jersey to the football game.	I wore my *boyfriend's* jersey to the football game.
The *players's* uniforms were covered in mud after the game.	The *players'* uniforms were covered in mud after the game.

Use **subject forms of pronouns** in subject position. Use the **object form** when the pronoun is a direct object, indirect object, or object of a preposition. (pages 716–725)

Before Editing	After Editing
Rebecca and *him* went to the snack bar.	Rebecca and *he* went to the snack bar.
Them wanted some nachos.	*They* wanted some nachos.
Rebecca also bought popcorn for *we* to share.	Rebecca also bought popcorn for *us* to share.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use specific nouns to make my writing more lively? (See page 502.)
- ✓ Did I capitalize proper nouns? (See pages 819–827.)
- ✓ Did I write compound nouns correctly? (See pages 504–505.)
- ✓ Did I use pronouns to avoid repetition? (See pages 507–514.)
- ✓ Did I replace nouns with the correct pronouns? (See pages 507–514.)

Use the Power

Use specific nouns to create vivid pictures in your writing. Use this graphic to help you turn general nouns into specific nouns.



Notice how the second sentence below becomes more vivid when general nouns are replaced with specific nouns.

The **boy** raced to **work** in his **car.**

Harold raced to the **courthouse** in his **Ferrari.**

Look at a recent composition, and check to be sure you have used specific nouns rather than general nouns.

CHAPTER 13

Verbs



How can you make your writing sing by adding just the right verbs?

Verbs: Pretest 1

Read the following draft paragraph about birds. The paragraph is dull because it contains several ineffective action verbs. One of the verbs has been replaced as an example. Revise the rest of the paragraph so that it is more interesting to read.

Scientists ~~watch~~ study birds to learn about their behavior. Falcons fly down on their prey at speeds of more than 200 miles per hour. Eagles have the same nests throughout their lives. Robins move in the winter. Ibises often take materials for their nests from other birds. Snow buntings lose their brown feathers in the winter. Penguins move their wings like flippers in the water. A bobwhite eats up to 15,000 seeds a day.

Verbs: Pretest 2

Directions

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

(1) The class has selected a play. **(2)** The students chose William Shakespeare's *Julius Caesar* for their class play. **(3)** Carlos very much wanted the part of Caesar in the school production. **(4)** He would have been a great Caesar. **(5)** Instead, the rest of the class chose Nick for the part of the famous Roman leader. **(6)** Nick was good in rehearsals. **(7)** No one could have worked harder. **(8)** Julia designed the sets for the play. **(9)** She painted after school every day. **(10)** Raul and Ashley were the costume designers as well as the make-up artists.

1. **A** transitive verb
B helping verb
C intransitive verb
D linking verb

2. **A** transitive verb
B intransitive verb
C linking verb
D helping verb

3. **A** linking verb
B transitive verb
C helping verb
D intransitive verb

4. **A** helping verb
B linking verb
C transitive verb
D action verb

5. **A** linking verb
B intransitive verb
C helping verb
D transitive verb

6. **A** action verb
B helping verb
C linking verb
D transitive verb

7. **A** helping verb
B linking verb
C transitive verb
D intransitive verb

8. **A** intransitive verb
B helping verb
C linking verb
D transitive verb

9. **A** helping verb
B intransitive verb
C transitive verb
D linking verb

10. **A** action verb
B transitive verb
C linking verb
D helping verb

Action Verbs Lesson 1

Verbs are essential to every sentence. They breathe life into your writing.

13 A **A verb is a word that expresses action or a state of being.**

One kind of verb, an **action verb,** gives a subject action and movement.

13 A.1 An **action verb** tells what action a subject is performing.

Most action verbs show physical action.

- Marine biologists **observe** the creatures of the sea.
- Many fish **swim** in the world's oceans.

Some action verbs show mental action; others show ownership or possession.

- Our class **studied** water mammals.
- The teacher **has** a photograph of a killer whale.

13 A.2 A **verb phrase** includes a main verb plus any helping, or auxiliary, verbs.

A verb phrase may contain more than one helping verb. It may also be interrupted by other words.

- The whales **will have migrated** by October.
- The students **could** certainly **learn** more about the sea.
- I **have** never **seen** a killer whale.

Below is a list of the most common helping verbs.

COMMON HELPING VERBS	
be	am, is, are, was, were, be, being, been
have	has, have, had
do	do, does, did
Others	may, might, must, can, could, shall, should, will, would

You can learn about regular and irregular verbs on pages 684–690.

When You Speak and Write

When you speak or write, the verbs you use can appeal to all five senses. Use verbs to make your audience see, feel, hear, taste, and smell what is happening.

Weak Sensory Appeal	The windsurfers **moved** through the water.
Strong Sensory Appeal	The windsurfers **sliced** through the water.

Look at a recent composition, and check to be sure you have used verbs that appeal to the senses.



Practice Your Skills

Finding Action Verbs

Write the verb or verb phrase in the following sentences. Remember, words that interrupt a verb phrase are not part of the verb.

1. Dr. John C. Lilly, a scientist from California, studied dolphins for many years.
2. He had made some of the following claims about them.
3. Dolphins can mimic human speech patterns.
4. Their language contains at least fifty thousand words.
5. Their brains can handle four different conversations at one time.
6. They can also judge between right and wrong.
7. Dolphins can remember sounds and series of sounds.
8. They can even communicate among themselves.
9. They use a series of clicks, buzzes, and whistles.
10. Dolphins have discharged some of these sounds at the rate of seven hundred times a second.

Finding Verb Phrases

Write the verb or verb phrase in the following sentences.

1. Humans have been fascinated by the whale for centuries.
2. Whales can be divided into two basic types.
3. They are classified by scientists as either baleen or toothed whales.
4. Some small whales must surface for air several times each hour.
5. The larger creatures can remain underwater for an hour or more.
6. One species of baleen whale, the blue whale, can weigh up to fifteen hundred tons.
7. This species of whale was almost hunted to extinction in the early 1900s.
8. Didn't early whale hunters see their beauty and grace?
9. Some of them may not have realized the consequences of their actions.
10. Today, many wildlife organizations protect whales from hunters.

Connect to Writing: Revising

Replacing Verbs

Change the underlined verbs in the following sentences to help the reader "hear" rather than "see" the action.

1. The waterfall ran over the rocks.
2. Children have been playing in the water throughout the morning.
3. The tugboat moved through the water.
4. The waves hit against the rocks.
5. The whale blew water from its spout.

Connect to Writing: Postcard

Using Action Verbs

You are vacationing at the seashore. Your younger brother has never been to the beach. Write a postcard to him describing your first day on the beach. Remember to include vivid action verbs to make your writing interesting.

Transitive and Intransitive Verbs

Lesson 2

13 B **All action verbs fall within two general classes: transitive or intransitive.**

13 B.1 A **transitive verb** is an action verb that passes the action from a doer to a receiver. An **intransitive verb** expresses action or states something about the subject but does not pass the action from a doer to a receiver.

You can determine whether a verb is transitive or intransitive by identifying the subject and the verb. Then ask, *What?* or *Whom?* A word that answers either question is called an object. An action verb that has an object is transitive. An action verb that does not have an object is intransitive.

Transitive Many birds **eat** insects.
(Birds eat what? *Insects* is the object. *Eat* is a transitive verb.)

Intransitive Most geese **travel** in flocks.
(Geese travel what? Since there is no object, *travel* is an intransitive verb.)

The same verb may be transitive in one sentence and intransitive in another.

Transitive We **hung** birdhouses in the trees.
(We hung what? *Birdhouses* is the object.)

Intransitive The birdhouse **hung** from a rope in the oak tree.
(Birdhouse hung what? There is no object.)

You can learn about objects that follow transitive verbs on pages 592–595.

Practice Your Skills

Finding Transitive and Intransitive Verbs

Write the action verb in each sentence. Then label each one ***T*** for transitive or ***I*** for intransitive.

1. Birds live in trees, on the ground, and in the sides of cliffs.
2. Many different birds nest near the seashore.
3. Some owls build their nests in burrows.
4. Hummingbirds sometimes fly backward.
5. Lice live on some birds and mammals.
6. Humans pose the greatest danger to the bird population.

Connect to Writing: Editing

Using Action Verbs

Supply an action verb for each of the following sentences. Label each one ***T*** for transitive or ***I*** for intransitive.

1. During autumn many birds ____ from the north to the south.
2. Most adult birds ____ their young from dangers.
3. In forests you ____ birds' songs all around you.
4. Two cardinals ____ across the wooded path.
5. Most birds ____ the nest when they are a few months old.
6. Many people around the world ____ birds as pets.

Connect to Speaking and Writing: Vocabulary Review

Using the Vocabulary of Grammar

With a partner, talk about the difference between transitive and intransitive verbs. Then write a short definition of the grammar terms *transitive verb* and *intransitive verb*.

Power Your Writing: Getting into the Action

You are not limited to verbs when adding action to your writing. You can also use participles. A **participle** is a word formed from a verb. It "gets into the action" by modifying a noun, just as an adjective does.

A participle can be turned into a **participial phrase** by joining it with other words. Present participial phrases, or "*–ing* modifiers," describe a person, thing, or action. (See pages 621–622.) Read how Maya Angelou uses *–ing* phrases at the beginning of a sentence in *I Know Why the Caged Bird Sings* (pages 37–40).

Participial Phrase at Beginning of Sentence	**Remembering my manners**, I took nice little lady-like bites off the edges.

You can also add an *–ing* modifier to the end of a sentence as Angelou does in this example.

Participial Phrase at End of Sentence	She had the grace of control to appear warm in the coldest weather, and on the Arkansas summer days it seemed she had a private breeze which swirled around, **cooling her.**

Look at a recent composition, and check to see if you can use participial phrases to add a sense of action to your descriptions.

Linking Verbs Lesson 3

13 C **A linking verb links the subject with another word in the sentence. The other word either renames or describes the subject.**

The farm **is** my home.
(*Is* links *home* with *farm*. *Home* renames the subject.)

Have you **been** sad lately?
(Turn a question into a statement: *You have been sad lately*. Then you can easily see that *have been* links *sad* and the subject *you*. *Sad* describes the subject.)

Here is a list of common linking verbs. They are all forms of the verb *be*. Any verb phrase ending in *be* or *been* is a form of *be* and can be used as a linking verb.

COMMON FORMS OF *BE*

be	shall be	have been
is	will be	has been
am	can be	had been
are	could be	will have been
was	should be	should have been
were	would be	may have been
	may be	might have been
	might be	must have been

The forms of *be* are not always linking verbs. To be a linking verb, a verb must link the subject with another word that renames or describes it. The word that renames or describes the subject is known as the **subject complement.**

In the examples below, the verbs simply make statements and are not linking verbs.

Our farm **is** over that hill.

The cows **will be** in the barn.

You can learn more about subject complements on pages 595–598.

Practice Your Skills

Finding Linking Verbs

Write the linking verb in each sentence. Then write the words that the verb links.

1. My childhood on the farm was great.
2. Childhood memories should be happy for everyone.
3. My mother had been a city girl.
4. My father could have been a doctor.
5. Instead, he was a farmer.

Additional Linking Verbs

A few other verbs besides *be* can be linking verbs.

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

These verbs also link the subject with a word that describes or renames it.

The air **feels** humid today.
(*Humid* describes the *air*.)

The tornado **remains** a destructive force of nature.
(*Force* renames *tornado*.)

Practice Your Skills

Finding Linking Verbs

Write the linking verb in each sentence. Then write the two words that the verb links.

1. The weather suddenly turned colder.
2. The sky looks dark today.
3. The clouds have grown thicker.
4. The gentle breeze became a strong wind.
5. The raindrops felt cold against my skin.

Connect to Writing: Revising

Changing Questions into Statements

Change the following questions into statements. Underline the linking verb in each of your sentences.

1. Does the rain seem heavier?
2. Are you afraid of storms?
3. Are the windows in your bedroom very large?
4. Do I look pale?
5. Was that the worst storm ever in your town?

Linking Verb or Action Verb?

Most linking verbs can also be action verbs.

Linking Verb	The darkness **felt** oppressive to us. (*Oppressive* describes the subject.)
Action Verb	In the darkness my little sister **felt** for my hand. (*Felt* shows action. It tells what *sister* did.)

You can decide whether a verb is a linking verb or an action verb by asking two questions: *Does the verb link the subject with a word that renames or describes the subject? Does the verb show action?*

Linking Verb	My little sister **looked** afraid.
Action Verb	My mother **looked** for the candles.

Connect to Writing and Speaking: Descriptive Paragraph

Using Linking Verbs

Your town has just experienced a devastating tornado. You are standing in a neighborhood looking at the damage. A radio reporter walks up to you and asks you to describe how the neighborhood looked before the storm. Write a paragraph describing the neighborhood. Underline the linking verbs you use in your description.

Practice Your Skills

Distinguishing Between Linking Verbs and Action Verbs

Write the verb in each sentence. Then label each one ***A*** for action or ***L*** for linking.

1. Suddenly the room grew dark.
2. Did you turn off the light?
3. I looked for the light switch.
4. The night turned darker.
5. The phone rang suddenly.
6. My sister grew afraid in the dark.
7. Tall vines grew outside the window.
8. In the moonlight, the vines appear human.
9. The clock sounded loud in the darkness.
10. We felt better with the lights on.

Connect to Writing: Drafting

Writing Sentences

Write a sentence using each verb as a linking verb. Then use the verb as an action verb. Label each one ***A*** for action or ***L*** for linking.

1. taste **2.** grow **3.** appear **4.** turn **5.** smell

Check Point: Mixed Practice

Write the verb or verb phrase in each sentence. Then label the verb ***A*** for action verb or ***L*** for linking verb. If the verb is an action verb, label it ***T*** for transitive or ***I*** for intransitive.

1. Cryogenics is the study of cold.
2. At very cold temperatures, your breath will turn into a liquid.
3. At colder temperatures, it actually freezes into a solid.
4. Cold steel becomes very soft.
5. A frozen banana can serve as a hammer.
6. Shivers can raise a person's body temperature seven degrees.
7. People with a low body temperature feel lazy.
8. One should wear layers of clothing for protection from cold.
9. Chipmunks have found a good solution to the cold.
10. They hibernate all winter long!

Chapter Review

Assess Your Learning

Identifying Verbs and Verb Phrases

Write each verb or verb phrase in the following sentences. Then label each one ***action verb*** or ***linking verb.***

1. The world is filled with incredible creatures.
2. Facts about these creatures will be equally incredible.
3. A dragonfly is extremely small.
4. Dragonflies, however, have been clocked at fifty miles per hour.
5. The largest animal in the world actually swims in the ocean.
6. The blue whale can weigh more than thirty elephants.
7. Your pet goldfish might live as long as thirty or forty years!
8. Does a goldfish ever look old?
9. The fastest land animal probably would be given a ticket on a highway.
10. The cheetah can actually run faster than sixty miles per hour.
11. Cockroaches are the oldest species on earth.
12. They looked similar more than 320 million years ago.
13. Do baby cockroaches appear beautiful to their mothers?
14. A skunk can hit something twelve feet away with its smell.
15. Have you ever smelled a skunk's scent?
16. The spray of a skunk smells absolutely horrible!
17. The ostrich egg is by far the biggest egg.
18. Some have actually weighed almost four pounds.
19. An ostrich egg must cook for at least two hours.
20. Have you read about any other incredible creatures?

Understanding Transitive and Intransitive Verbs

Write the verb or verb phrase in each sentence. Then label each verb or verb phrase ***T*** for transitive or ***I*** for intransitive.

1. Most of the apples fell from the tree during the storm.
2. Spiders have transparent blood.
3. Dad is reading on the porch.
4. Most American car horns beep in the key of F.
5. I usually answer the phone on the second ring.

6. Did you read this book for your book report?
7. Cut the grass tomorrow.
8. The robot will always answer politely.
9. Thomas Jefferson invented the calendar clock.
10. The fire engine rushed through the red light.

Using Verbs

Write sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your own choice: a pet you have had, a pet you would like to have, a wild animal, or an endangered animal. You also could write about what animal you would like to be and why.

Write a sentence that . . .

1. includes an action verb.
2. includes a linking verb.
3. includes a verb phrase.
4. includes an interrupted verb phrase.
5. includes *taste* as an action verb.
6. includes *taste* as a linking verb.
7. includes *look* as an action verb.
8. includes *look* as a linking verb.
9. includes *appear* as an action verb.
10. includes *appear* as a linking verb.
11. includes *smell* as an action verb.
12. includes *smell* as a linking verb.

Underline each verb or verb phrase.

Verbs: Posttest

Directions

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

(1) Jesse's family has visited the same cabin in Maine every summer for eight years. **(2)** Jesse and his father fish for their dinner each day. **(3)** They have caught some enormous bass and pickerel that Jesse's father cooks on the grill. **(4)** Ducks and loons swim on the lake in the pleasant summer evenings. **(5)** The loon's call sounds eerie. **(6)** Sometimes the family will hear the loon calls for hours into the night. **(7)** The water is great for swimming, boating, and skipping stones, too. **(8)** Jesse's mother can swim for miles. **(9)** The whole family canoes around the lake in a sturdy craft built by Jesse's grandfather. **(10)** Sometimes they will paddle the canoe to the small island in the center.

1. **A** transitive verb
B intransitive verb
C helping verb
D linking verb

2. **A** transitive verb
B intransitive verb
C helping verb
D linking verb

3. **A** helping verb
B intransitive verb
C transitive verb
D linking verb

4. **A** linking verb
B helping verb
C transitive verb
D intransitive verb

5. **A** transitive verb
B helping verb
C linking verb
D action verb

6. **A** intransitive verb
B linking verb
C transitive verb
D helping verb

7. **A** linking verb
B transitive verb
C action verb
D helping verb

8. **A** transitive verb
B helping verb
C linking verb
D intransitive verb

9. **A** intransitive verb
B linking verb
C transitive verb
D helping verb

10. **A** linking verb
B transitive verb
C helping verb
D intransitive verb

Writer's Corner

Snapshot

13 A A **verb** is a word that expresses action or a state of being. An **action verb** tells what action a subject is performing. (pages 522–524)

13 B **Transitive verbs** are action verbs that express action toward a person or a thing. **Intransitive verbs** do not direct action at a person or a thing. (pages 525–526)

13 C A **linking verb** links the subject with another word in the sentence. The other word either renames or describes the subject. (pages 527–530)

Power Rules

Use the helping verb *have* or the contraction *'ve* with *could, might,* or *should* instead of the word *of*. (pages 160 and 801)

Before Editing	After Editing
I *should of* studied for the test.	I *should have* studied for the test.
I *could of* gotten a better grade.	I *could've* gotten a better grade. (*could have*)

Be sure that the **subject and verb always agree.** (pages 750–767)

Before Editing	After Editing
The *dog run* in the park.	The *dog runs* in the park.
The *boy* and *girl throws* balls to the dog.	The *boy* and *girl throw* balls to the dog.



Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use action verbs effectively? (See pages 522–524.)
- ✓ Did I use the correct helping verbs in verb phrases? (See pages 522–524.)
- ✓ Did I use the correct form of the verb *to be?* (See page 527.)
- ✓ Did I use linking verbs effectively? (See pages 527–530.)

Use the Power

Use the illustration below to help remember how action verbs can appeal to your readers' five senses. Choosing the right verb will make your writing interesting, lively, and exact.

	buzz, roar, crack, shout, cry, whir, sing, bellow, crash, drum, stomp, whisper, stutter, smash, smear, babble, croak, flap, flutter
	loom, tower, shrink, crawl, creep, race, speed, limp, gallop, bolt, halt, cringe, peer, scamper, scatter, sweep
	grasp, shiver, catch, caress, stroke, brush, huddle, scratch, sting, smooth, rumple, crinkle, crumble
	chomp, gobble, crunch, gulp, nibble, pepper, quench, savor, sip, swig, spice
	breathe, emit, exhale, perfume, reek, sniff, stink

Look at a recent composition, and check to be sure you have used verbs that appeal to the senses.

CHAPTER 14

Adjectives and Adverbs



How can you add interest and detail to your writing with adjectives and adverbs?

Adjectives and Adverbs: Pretest 1

The following draft paragraph about a trip to Yellowstone National Park lacks interesting adverbs and adjectives. Revise the paragraph so that it expresses more excitement. One adjective has been replaced as an example.

My trip to Yellowstone this past summer was ~~nice.~~ extraordinary! I met many friendly, interesting people. I slept in a tent with other campers and enjoyed being surrounded by the sights and sounds of the natural world. The park is full of sites. I liked the geysers. Some of us went fishing for trout and salmon. The water in the stream was cold. Later we climbed a rock face. It was a hard climb to the top. I also saw the Morning Glory Pool, which was very clear. The time flew by that week. Although I enjoyed my trip, I was glad to return home. I missed my friends, and it felt good to sleep in my own bed.

Adjectives and Adverbs: Pretest 2

Directions

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

The County Fair

(1) At the county fair, there are wild rides near the carnival section. **(2)** Sometimes young children become nervous or frightened. **(3)** The food section always features exotic treats from around the world. **(4)** The deep-dish pizza is a real favorite among the carnivalgoers. **(5)** Many people enjoy the Greek salads topped with feta cheese. **(6)** In long barns the farm animals are judged on appearance and merit. **(7)** The cows and horses behave well. **(8)** Last year several of the sheep got loose from their pens. **(9)** The sheep led their owners on a merry chase around the fair. **(10)** Needless to say, those sheep did not win prizes.

1. **A** adjective
B adverb
C pronoun
D compound adjective

2. **A** adjective
B adverb
C pronoun
D article

3. **A** adjective
B pronoun
C adverb
D article

4. **A** article
B proper adjective
C adverb
D compound adjective

5. **A** adverb
B compound adjective
C proper adjective
D article

6. **A** article
B adjective
C adverb
D noun

7. **A** adverb
B adjective
C article
D pronoun

8. **A** adverb
B pronoun
C proper adjective
D article

9. **A** article
B compound adjective
C adjective
D pronoun

10. **A** pronoun
B adverb
C article
D adjective

Adjectives Lesson 1

Your sentences would be very short and dull with only nouns and pronouns.

The girls watched movies.

You can use adjectives and adverbs to give color and sharper meaning to sentences and paragraphs.

The **teenage** girls **avidly** watched the **classic** movies **yesterday.**

Adjectives modify, or make more precise, the meanings of nouns and pronouns. For example, what is your favorite movie like? Is it *long, short, happy, interesting*, or *scary?* All these possible answers are adjectives. They make the meaning of the word *movie* more precise.

14 A **An adjective is a word that modifies a noun or a pronoun.**

To find an adjective, first find each noun and pronoun in a sentence. Then ask yourself, *What kind? Which one(s)? How many?* or *How much?* about each one. The answers will be adjectives.

What Kind?	The **silent** crowd watched the film.
	Do you like **scary** movies?
Which One(s)?	**That** role was written for the actress.
	I like the **funny** parts.
How Many?	**Thirty** people stood in line to buy a ticket.
	I have seen the movie **many** times.
How Much?	He deserves **much** praise for his performance.
	Few seats in the theater were empty.

Practice Your Skills

Finding Adjectives

Write the adjectives from the following sentences. Do not include ***the*** or ***a***.

(1) For more than 100 years, people have been entertained in dark theaters. **(2)** Movies have a rich and interesting history. **(3)** Thomas Edison and a helpful assistant were among the first people to use transparent film to create images. **(4)** Early movies amazed most audiences. **(5)** Because of a sunny climate, California became the home of modern movies. **(6)** After many years, the first permanent studio was built in Los Angeles in 1911. **(7)** Because early films did not have sound, a pianist would play musical pieces to accompany the action of the silent film. **(8)** One of the first filmmakers to shoot different angles with a camera was D. W. Griffith. **(9)** The lavish costumes and elaborate settings of early films cost a lot of money. **(10)** Even so, most people went to early movies not to see beautiful costumes but to see popular stars of the era.

Connect to Writing: Drafting

Supplying Adjectives

Write an adjective to complete each sentence.

1. The ____ movie will be opening soon.
2. Do you want a ____ seat or one at the back of the room?
3. It was hard to find my friend in the ____ theater.
4. If we are late, there will be ____ seats available.
5. I love to eat the ____ popcorn from the concession stand.



Different Positions of Adjectives

Adjectives can modify different nouns or pronouns, or they can modify the same noun or pronoun.

Different Nouns	Mandy wore a **red** vest with a **white** shirt.
The Same Noun	The vest had **big blue** buttons.

PUNCTUATION WITH TWO ADJECTIVES

Sometimes you will write two adjectives before the noun they describe. If the adjectives are not connected by a conjunction—such as *and* or *or*—you might need to put a comma between them.

To decide whether a comma belongs, read the adjectives and add the word *and* between them.

- If the adjectives make sense, put a comma in to replace the *and*.
- If the adjectives do not make sense with the word *and* between them, do not add a comma.

Comma Needed	The **soft, furry** vest is on the hanger.
No Comma Needed	The **red corduroy** vest is in the drawer.

You can learn more about placing commas between multiple adjectives that come before nouns on pages 850–851.

Usually an adjective comes before the noun or pronoun it modifies. An adjective can also follow a noun or pronoun, or it can follow a linking verb.

Before a Noun	She wore the **latest** fashion.
After a Noun	His shirt, **big** and **baggy,** hung down to his knees.
After a Linking Verb	Ron looks quite **handsome** today.

You can learn more about adjectives that follow linking verbs on pages 597–598.

When You Read and Write

Professional writers use a variety of positions for adjectives, placing some of them before the nouns they modify and others after the nouns they modify. This is one of the ways that writers add variety to their descriptions and make their writing more interesting. Notice the position of the underlined adjectives in Ray Bradbury's description of Martian spaceships.

> In the blowing moonlight, like metal petals of some ancient flower, like blue plumes, like cobalt butterflies immense and quiet, the old ships turned and moved over the shifting sands, the masks beaming and glittering, until the last shine, the last blue color, was lost among the hills.
>
> —*Ray Bradbury,* The Martian Chronicles

Revise a recent descriptive passage you have written by moving some adjectives after the nouns they modify.

Practice Your Skills

Finding Adjectives

Write the adjectives in each sentence. Then beside each adjective, write the word it modifies. Do not include ***the*** or ***a***.

(1) For several centuries, men dressed with more color and greater style than women. **(2)** During the 1600s, men wore lacy collars and fancy jackets with shiny buttons. **(3)** Curly long hair reached their shoulders. **(4)** Men even carried small purses on huge belts. **(5)** After all, there were no pockets in the warm, colorful tights they wore. **(6)** By 1850, men's clothing had become drab and conservative. **(7)** Gone were the elegant white silk shirts, purple vests, lacy cuffs, and stylish black boots. **(8)** Men's clothing stayed colorless and dreary until the Beatles came along in the 1960s. **(9)** Clothes of the 1960s, bright and informal, created a new style for men. **(10)** Today, people don't follow one style; everyone dresses to suit personal taste. **(11)** Still, we are all influenced by current trends. **(12)** Who can guess the strange and wonderful clothes we will be wearing in 2050?

Proper Adjectives

14 A.1 A **proper adjective** is an adjective formed from a proper noun. Like a proper noun, a proper adjective begins with a capital letter.

Some proper adjectives keep the same form as the proper noun; others change form.

Proper Noun	Proper Adjective Keeps Same Form
New York	**New York** restaurant
Monday	**Monday** dinner
Thanksgiving	**Thanksgiving** holiday

Proper Noun	Proper Adjective Changes Form
Greece	**Greek** salad
France	**French** bread
Mexico	**Mexican** fiesta

You can learn more about capitalizing proper adjectives on page 828.

Compound Adjectives

You have learned that compound nouns are nouns made up of two or more words.

14 A.2 **Compound adjectives** are made up of two or more words.

COMPOUND ADJECTIVES	
rooftop café	**household** word
faraway lands	**record-breaking** sprint

Articles

14 A.3 *A, an,* and *the* form a special group of adjectives called **articles.**

A comes before words that begin with consonant sounds and *an* before words that begin with vowel sounds.

A new theater showed **an** old movie.

You will not be asked to list the articles in the exercises in this book.

Practice Your Skills

Finding Proper and Compound Adjectives

Write the proper adjectives and the compound adjectives in each sentence below. Then beside each adjective, write the word it modifies.

(1) That popular restaurant offered a variety of dishes from faraway lands. **(2)** The straightforward waitress described the European delicacies in simple language. **(3)** While Caribbean music played, diners enjoyed Russian caviar served with Italian bread. **(4)** One couple ate a Caesar salad with Greek olives. **(5)** Some Japanese tourists ate Indian food and drank Turkish coffee. **(6)** The restaurant recently received a five-star rating in an American travel magazine. **(7)** Our after-dinner treat was some Hawaiian pineapple. **(8)** The tuxedo-clad waiter brought a Chinese fortune cookie with our check. **(9)** When they visit, our Canadian friends and I will probably dine at the award-winning restaurant. **(10)** Of course, I usually prefer a hamburger with Swiss cheese from a fast-food restaurant.

Connect to Writing: Editing

Capitalizing Proper Adjectives

Find the proper adjective in each sentence and rewrite it with a capital letter.

1. Our european vacation took us to some historic places.
2. The london subway system was quite a marvel.
3. Our english hotel was once a famous poet's home.
4. My favorite activity was visiting ancient roman ruins.
5. We even had the opportunity to ski in the swiss Alps.

Adjective or Noun?

The same word can be an adjective in one sentence and a noun in another sentence.

Adjective	I hope to finish my **school** assignment before dinner. (*School* tells what kind of assignment.)
Noun	I left my English book at **school.** (*School* is the name of a place.)
Adjective	While setting the table, I broke a **dinner** plate.
Noun	My father often cooks **dinner.**

Practice Your Skills

Distinguishing Between Adjectives and Nouns

Write the underlined word in each sentence. Then label each word ***A*** for adjective or ***N*** for noun.

1. Dad put our dinner in the oven.
2. We sat down to watch a television show.
3. We watched our favorite news program.
4. The reception on our set was bad, so the picture was fuzzy.
5. I put on oven mitts to take the casserole out of the oven.
6. As I brought out the casserole, I dropped the glass dish.
7. My brother and I cleaned up the glass.
8. My mom turned off the television.
9. The news was over.
10. Instead of casserole, we ate sandwiches as we looked out the picture window.

Adjective or Pronoun?

The following words can be used as adjectives or pronouns.

WORDS USED AS ADJECTIVES OR PRONOUNS

Demonstrative	Interrogative		Indefinite	
this	what	all	either	neither
these	which	another	few	other
that	whose	any	many	several
those		both	more	some
		each	most	

These words are adjectives when they modify a noun; they are pronouns when they stand alone.

Adjective	I have been to **this** camp before.
Pronoun	Do you like **this?**
Adjective	**What** time is it?
Pronoun	**What** is planned for today?
Adjective	I called you **several** times before we left.
Pronoun	**Several** of the campers got poison ivy.

Sometimes the possessive pronouns *my, your, his, her, its, our,* and *their* are called adjectives because they answer the question *Which one?* Throughout this book, however, these words will be considered pronouns.

Practice Your Skills

Distinguishing Between Adjectives and Pronouns

Write the underlined word in each sentence. Then label each word ***A*** for adjective or ***P*** for pronoun.

(1) Both of my brothers came to camp with me last summer. **(2)** Some friends came along as well. **(3)** I prefer this camp to the one I attended two years ago. **(4)** These mosquitoes will not stop biting me! **(5)** Which of the canoes do you want? **(6)** I dropped both paddles into the water. **(7)** These are designed to float. **(8)** After this, let's go horseback riding. **(9)** Which horse is the most gentle? **(10)** Some of them are very well trained.

Check Point: Mixed Practice

Write each adjective and the word it modifies. Do not include ***the, a,*** or ***an***.

Nikolai, a Russian athlete, helped the American team win the Olympic ice hockey championship in 1960. The Americans had beaten the Canadian team and the Russian team. Now all they had to do was defeat the Czechs in the final game. After two periods, the Americans were losing. The thin air in the California mountains was slowing them down. Between the second period and the third period, Nikolai visited the weary Americans. Unfortunately, he didn't speak any English. Through many gestures, however, he told them to inhale some oxygen. The team immediately felt lively and energetic. For the first time, an American team won the title.

Connect to Writing: Advertisement

Using Adjectives

You have been hired by an advertising agency to write an ad for a summer camp for teenagers. Decide first what kind of camp you will advertise. Is it a camp in the country, a sports camp, a space camp, or another type of camp? Remember to make the camp appealing to someone like you, but also try to describe a summer experience for which parents would gladly pay. Describe activities, meals, and other aspects of the camp that are enticing. Underline all the adjectives you use in your description.

Adverbs Lesson 2

14 B **An adverb is a word that modifies a verb, an adjective, or another adverb.**

Just as adjectives add more information about nouns and pronouns, **adverbs** make verbs, adjectives, and other adverbs more precise. You probably know that many adverbs end in *-ly*.

Recently my family voted **unanimously** for a vacation in the national forest.

We strolled **casually** through the woods.

Following is a list of common adverbs that do not end in *-ly*.

COMMON ADVERBS

afterward	far	not (n't)	soon
again	fast	now	still
almost	hard	nowhere	straight
alone	here	often	then
already	just	outside	there
also	late	perhaps	today
always	long	quite	tomorrow
away	low	rather	too
before	more	seldom	very
down	near	so	well
even	never	sometimes	yesterday
ever	next	somewhat	yet

You probably use many contractions in casual conversation. *Not* and its contraction *n't* are always adverbs.

We could **not** find our binoculars.

Do**n't** disturb the other campers.

Adverbs That Modify Verbs

Most adverbs modify verbs. To find these adverbs, first find the verb. Then ask yourself *Where? When? How?* or *To what extent?* about the verb. The answers to these questions will be adverbs. The adverbs in the following examples are in bold type. An arrow points to the verb each adverb modifies.

Where?	Look **everywhere** for wildlife.
	Wild animals are **there.**
When?	We **frequently** camp in the forest.
	I **sometimes** sleep in a tent.
How?	I **carefully** approached the deer.
	The animal **swiftly** and **surely** jumped over the boulder.
To What Extent?	My sister **completely** enjoys the experience.
	We have **almost** arrived at the waterfall.

An adverb can come before or after the verb or in the middle of a verb phrase.

Practice Your Skills

Finding Adverbs That Modify Verbs

Write the adverbs in each sentence. Then beside each adverb, write the verb it modifies.

1. Porcupines never shoot their quills.
2. Usually the quills catch on something.
3. Then they fall out.
4. Porcupines always use their quills for protection.
5. Occasionally another animal will greatly disturb a porcupine.
6. The porcupine's quills will immediately stand upright.
7. Often the porcupine will bump the other animal.
8. The quills do not miss.
9. They stick swiftly and securely in the animal's skin.
10. An animal rarely bothers a porcupine twice.

Adverbs That Modify Adjectives and Other Adverbs

A few adverbs modify adjectives and other adverbs.

Modifying an Adjective Visiting national parks is **always** fun.

Modifying an Adverb You should approach wild animals **very** cautiously.

To find adverbs that modify adjectives or other adverbs, first find the adjectives and the adverbs in a sentence. Then ask yourself *To what extent?* about each one. Notice in the preceding examples that the adverbs that modify adjectives or other adverbs usually come before the word they modify.

Practice Your Skills

Finding Adverbs that Modify Adjectives and Other Adverbs

Write each adverb that modifies an adjective or another adverb. Then beside each adverb, write the word it modifies.

(1) Yellowstone National Park is an exceptionally beautiful place. **(2)** The drive through the park can be rather long. **(3)** As they drive, tourists go very slowly as they attempt to see wildlife. **(4)** Bison and moose are quite abundant in the park. **(5)** Bears are almost never seen from the roadways. **(6)** Geysers are surprisingly common attractions in the park. **(7)** Old Faithful, a large geyser, is the most famous one in the park. **(8)** The benches around Old Faithful are extremely full of tourists. **(9)** Due to minerals in the water, a sulfur smell is very strong throughout the park. **(10)** If you decide to go, plan your vacation very early in the summer. **(11)** The park is unusually busy in July. **(12)** May is most assuredly the best month to visit the park.

When You Read and Write

Writers often use the placement of adverbs to create an effect on their audiences. In this passage from *The Great Gatsby,* F. Scott Fitzgerald used adverb placement to heighten the tension between two of the main characters.

> The telephone rang inside, startlingly, and as Daisy shook her head decisively at Tom the subject of the stables, in fact all subjects, vanished into thin air. Among the broken fragments of the last five minutes at the table I remember the candles being lit again, pointlessly.

Look at a recent composition. Are there ways you can change the position of adverbs to create an effect?

Adverb or Adjective?

As you have seen in the previous section, many adverbs end in *-ly*. You should be aware, however, that some adjectives end in *-ly* as well. In addition, many words can be used as either adverbs or adjectives. Always check to see how a word is used in a sentence before you decide what part of speech it is.

Adverb	We visit my Aunt Sylvia **yearly.**
Adjective	Our **yearly** visits to Aunt Sylvia are filled with fun.
Adverb	My cousin hit the baseball quite **hard.**
Adjective	The **hard** ball broke Aunt Sylvia's window.

You can learn about the comparison of adverbs and adjectives on pages 776–782.

Practice Your Skills

Distinguishing Between Adjectives and Adverbs

Write the underlined word in each sentence. Then label each one as ***adverb*** or ***adjective.***

1. My early memories are filled with visits to Aunt Sylvia's house in the country.
2. She had a warm smile and lively eyes.
3. I especially loved her delicious apple pies.
4. Her house was high on a hill overlooking an open field of wildflowers.
5. My cousins and I joyfully roamed the countryside near her home.
6. Sometimes we swam in the lake.
7. We knew the area very well.
8. We would run loudly through Aunt Sylvia's house.
9. After a big supper on the porch, we would go to bed early.
10. It was easy for us to fall asleep.

Connect to Writing: Description

Using Adverbs

Recall a memorable holiday gathering. Write a description of the scene as if you were talking to a friend. Remember to include details such as the reason for the gathering, the time of year, the activities, and the interactions between the people. Use adverbs in your description to make your description come alive. Underline each adverb.

Check Point: Mixed Practice

Write the adverbs in the following paragraphs. Then beside each adverb, write the word or words it modifies.

(1) The first pair of roller skates appeared in 1760 and were unsuccessfully worn by Joseph Merlin. **(2)** Merlin had unexpectedly received an invitation to **(3)** a very large party. **(4)** Quite excitedly, he planned a grand entrance. **(5)** The night finally arrived. **(6)** Merlin rolled unsteadily into the ballroom on skates as he played a violin. **(7)** Unfortunately, he couldn't stop. **(8)** Merlin crashed into an extremely large mirror, which broke into a million pieces. **(9)** Merlin also smashed his violin and hurt himself severely.

(10) Roller skates were never used again until 1823. **(11)** Robert Tyers eventually made another attempt. **(12)** His skates had a single row of five very small wheels. **(13)** In 1863, James Plimpton finally patented the first pair of four-wheel skates. **(14)** With these skates, people could keep their balance easily. **(15)** They could even make sharp turns. **(16)** In-line skates would not be reinvented for many years.



Connect to Speaking and Writing: Peer Interaction

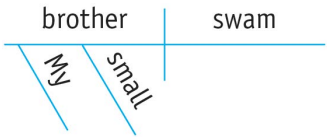
Reviewing Content

With a partner, review the vocabulary you have learned in this chapter. (Hint: New terms are printed in purple.) Quiz each other until you understand the definitions of all the new words and concepts.

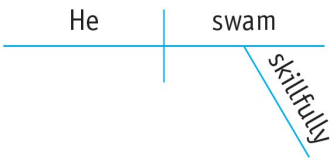
Diagraming Adjectives and Adverbs

Adjectives and adverbs are diagramed on slanted lines below the words they modify.

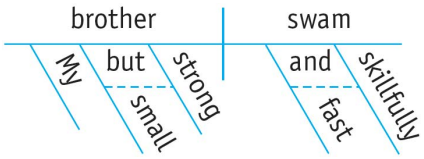
My small brother swam.



He swam skillfully.

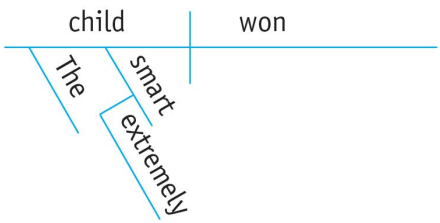


My small but strong brother swam fast and skillfully.

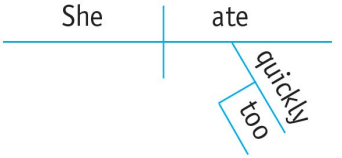


An adverb that modifies an adjective or another adverb is written on a line parallel to the word it modifies.

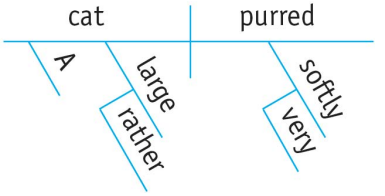
The extremely smart child won.



She ate too quickly.



A rather large cat purred very softly.



Practice Your Skills

Diagraming Adjectives and Adverbs

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. Then label each modifier ***adj.*** for adjective or ***adv.*** for adverb.

1. A large octopus appeared.
2. It paused briefly.
3. Octopuses can move very quickly.
4. They also swim forward and backward.
5. The extremely large arms stretched forward.
6. Suddenly an inky fluid squirted out.
7. Some small fish were blinded.
8. Others were even poisoned.
9. Then this large but flexible creature turned.
10. Suddenly it swam away forever.

Chapter Review

Assess Your Learning

Identifying Adjectives and Adverbs

For each sentence below, draw a line under each modifier and label each one ***adj.*** for adjective or ***adv.*** for adverb. Do not include articles (***a, an,*** and ***the***).

1. Recently thirty students and several teachers took a bus trip from South Carolina to Everglades National Park in the southern part of Florida.
2. This national park uniquely combines prairies, swamps, saltwater marshes, and freshwater lakes.
3. The Everglades is actually a river, a very unusual river.
4. It flows from Lake Okeechobee southward to the Gulf of Mexico.
5. Everyone carefully got into canoes for a tour of the Everglades.
6. Initially the landscape seemed somewhat monotonous to these first-time visitors.
7. Then they looked closely and saw hundreds of unusual things.
8. The park is the home to a large variety of animals.
9. Alligators are the most famous occupants of the park.
10. The ranger pointed to the tall, dense grasses.
11. Students immediately and excitedly saw two huge alligators in the grass.
12. Suddenly everyone looked up into the cloudless blue sky.
13. A roseate spoonbill, large and graceful, landed nearby on a park pond. (*Roseate spoonbill* is the whole name of the bird.)
14. The pink color of the bird comes from the many shrimp it eats.
15. Every South Carolina student also saw many different birds, fish, turtles, and snakes.

Distinguishing Among Different Parts of Speech

Write the underlined words in each sentence. Then label each one ***N*** for noun, ***P*** for pronoun, ***adj.*** for adjective, or ***adv.*** for adverb.

1. Your apple pie tastes much better than this.
2. Both of my brothers went to the play rehearsal.
3. Most drivers couldn't see the street sign.
4. Some of the fawns stood close to their mothers.

5. I have waited a long time to see this play.
6. The car roared down the street.
7. The kindly gentleman offered some good advice.
8. Most of the car dealers are holding sales.
9. Apples were given to both children.
10. She spoke kindly of her close friend.

Using Adjectives and Adverbs

Write ten sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your own choice: a place you have visited or a place you would like to visit.

Write a sentence that. . .

1. includes two adjectives before a noun.
2. includes an adjective after a linking verb.
3. includes two adjectives after a noun.
4. includes a proper adjective.
5. includes a compound adjective.
6. includes *that* as an adjective.
7. includes an adverb at the beginning of a sentence.
8. includes the adverb *very*.
9. includes *daily* as an adjective.
10. includes *daily* as an adverb.

Adjectives and Adverbs: Posttest

Directions

Read the passage. Write the letter of the answer that each underlined adjective or adverb modifies.

Flying Squirrels

(1) The wooly flying squirrel is very rare. **(2)** It is found only in the Himalayan Mountains of northern Pakistan. **(3)** It is much larger than other flying squirrels and may be the largest squirrel in the world. **(4)** It sails gracefully off cliff ledges and **(5)** glides to the stand of trees below. **(6)** Skin membranes between its wrists and hind legs allow it to glide long distances. **(7)** It uses its flat tail to guide its flight. **(8)** For many years, scientists thought the wooly flying squirrel was extinct. **(9)** Scientists recently rediscovered it, **(10)** and its high-altitude habitat is now being preserved.

1. **A** the
B flying squirrel
C is
D very

2. **A** Himalayan Mountains
B it
C Pakistan
D only

3. **A** it
B other
C larger
D squirrels

4. **A** cliff
B sails
C it
D glides

5. **A** glides
B stand
C trees
D to

6. **A** allow
B it
C distances
D glide

7. **A** uses
B tail
C guide
D flight

8. **A** scientists
B years
C squirrel
D extinct

9. **A** rediscovered
B scientists
C it
D habitat

10. **A** its
B scientists
C preserved
D habitat

Writer's Corner

Snapshot

14 A An **adjective** is a word that modifies a noun or a pronoun. An adjective answers the question *What kind? Which one(s)? How many?* or *How much?* about the word it modifies. (pages 538–545)

14 B An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs make the words they modify more precise. (pages 546–550)

Power Rules

Avoid double negatives—using negative words with adverbs that have negative meanings. (pages 789–790)

Before Editing	After Editing
Jane *doesn't hardly* care where they sit as long as she gets to see the concert.	Jane *doesn't* care where they sit as long as she gets to see the concert.
They *couldn't scarcely* see the stage because their seats were so far away.	They *could scarcely* see the stage because their seats were so far away.
She was so excited after the show that she *wasn't barely* able to sleep.	She was so excited after the show that she *was barely* able to sleep.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use adjectives that appeal to the senses? (See pages 146–148 and 557.)
- ✓ Did I capitalize proper adjectives? (See page 828.)
- ✓ Did I use commas to separate adjectives when necessary? (See pages 540–541 and 850–851.)
- ✓ Did I use adverbs to make verbs, adjectives, and other adverbs more precise? (See pages 546–550.)
- ✓ Did I vary my sentence structure by beginning some sentences with adverbs? (See page 546.)

Use the Power

Use adjectives and adverbs to make your sentences appeal to the five senses. Look at the images. Which burger and sentence is more appealing?

Shelley made a burger and ate it for dinner.

Shelley carefully made a burger with melted American cheese, garden-fresh lettuce, juicy tomatoes, crispy onions, and tangy mustard and eagerly ate it for dinner.





Revise a composition you have worked on recently by adding details through the use of well-placed adjectives and adverbs.

CHAPTER 15

Other Parts of Speech





How can prepositions, conjunctions, and interjections help you add detail, fluency, and variety to your writing?

Other Parts of Speech: Pretest 1

The draft paragraph about the effect of music on plants contains several errors in the use of interjections, conjunctions, and prepositions. Two such errors have been corrected. Revise the draft to be sure all parts of speech are used correctly.

Caution

~~Great!~~ Music may wilt your leaves. In 1969, Dorothy Retallack ran some experiments with plants ~~to~~ of and music. Her experiments proved that music affects the growth of plants. On one test loud rock music stunted the growth of corn, squash, or several flowers. Under another test several of the plants grew tall, so their leaves were small. Also, they needed water, and their roots grew very short. Within several weeks, the marigolds on one experiment died! Identically healthy flowers, though, bloomed nearby. These flowers had been listening about classical music!

Other Parts of Speech: Pretest 2

Directions

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

Danielle Throws a Dinner Party

(1) Danielle had never cooked a whole dinner before, but she was eager to try. **(2)** Danielle began at noon. **(3)** First she baked an apple pie. **(4)** Not only did she put too much flour in the crust, but she also forgot the sugar. **(5)** She then placed a large rump roast on a tray in the oven. **(6)** First she forgot to turn on the oven, and then she turned it on too high. **(7)** Oh, no! The smoke alarm went off! **(8)** At the same time, two pots on the stove boiled over. **(9)** In spite of these disasters, Danielle remained cool and collected. **(10)** Before the guests could figure out what had happened, Danielle whisked them off to a pizza parlor.

1. **A** coordinating conjunction
B preposition
C correlative conjunction
D adverb

2. **A** coordinating conjunction
B correlative conjunction
C interjection
D preposition

3. **A** preposition
B interjection
C adverb
D adjective

4. **A** coordinating conjunctions
B correlative conjunctions
C prepositions
D adverbs

5. **A** interjection
B coordinating conjunction
C preposition
D adverb

6. **A** adverb
B coordinating conjunction
C correlative conjunction
D preposition

7. **A** interjection
B preposition
C adverb
D adjective

8. **A** interjection
B adjective
C adverb
D preposition

9. **A** coordinating conjunction
B preposition
C correlative conjunction
D interjection

10. **A** adjective
B correlative conjunction
C coordinating conjunction
D preposition

Prepositions Lesson 1

If you were discussing a letter you had just received, prepositions would help you discuss the letter, telling who it was *from,* who it was *to,* and what it was *about*.

15 A **A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.**

The three words in **bold** print in the following sentences are prepositions. Each of these prepositions shows a different relationship between Lori and the letter. As a result, changing only the preposition will alter the meaning of the whole sentence.

The letter **to** Lori was lost.

The letter **from** Lori was lost.

The letter **about** Lori was lost.

Following is a list of common prepositions.

COMMON PREPOSITIONS

aboard	before	down	off	till
about	behind	during	on	to
above	below	except	onto	toward
across	beneath	for	opposite	under
after	beside	from	out	underneath
against	besides	in	outside	until
along	between	inside	over	up
among	beyond	into	past	upon
around	but (except)	like	since	with
as	by	near	through	within
at	despite	of	throughout	without

15 A.1 A preposition that is made up of two or more words is called a **compound preposition.**

COMMON COMPOUND PREPOSITIONS		
according to	by means of	instead of
ahead of	in addition to	in view of
apart from	in back of	next to
as of	in front of	on account of
aside from	in place of	out of
because of	in spite of	prior to

Practice Your Skills

Finding Prepositions

Write the prepositions from the following sentences.

1. The legendary Pony Express rode its way into American history.
2. The riders' trail began at St. Joseph, Missouri.
3. A weary rider would often reach California in ten days.
4. Wild Bill Cody was one of the riders for this early mail system.
5. In spite of its popularity, the Pony Express lasted only eighteen months.
6. Because of its expense, the Pony Express cost its owners $200,000.
7. Later, dromedary camels were imported from the Middle East.
8. However, the camels were not used for regular mail service.
9. These dromedaries delivered salt between several western towns.
10. Today, the United States mail is transported by airplanes and trucks.

Connect to Writing: Drafting

Supplying Prepositions

Write each sentence twice, using a different preposition to fill each blank.

1. The mail plane flew ___ the storm clouds.
2. The package ___ the chair is mine.
3. Caleb should go ___ the post office.
4. A letter came ___ Christopher.
5. ___ that package you will find the tape dispenser.

Prepositional Phrases

A preposition is always part of a group of words called a **prepositional phrase.** The noun or pronoun that ends the prepositional phrase is called the **object of the preposition.** Any number of modifiers can come between a preposition and its object.

15 A.2 A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun.

Prepositional Phrases

England is the setting **of** this suspenseful *mystery*.
(*Mystery* is the object of the preposition *of*.)

The detective chases the criminal **through** London's *streets*.
(*Streets* is the object of the preposition *through*.)

A sentence can have several prepositional phrases, and the phrases can come anywhere in the sentence.

***Without** a moment's hesitation,* the detective leaped ***into** the criminal's path.*

***Before** the end **of** books **by** Agatha Christie,* I usually can identify the criminal.

When You Write

You can create sentence variety by starting some sentences with prepositional phrases.

The true villain is always discovered ***by** the book's end.*

***By** the book's end,* the true villain is always discovered.

I like mysteries ***because of** the suspense.*

***Because of** the suspense,* I like mysteries.

Revise a recent composition by moving some of the prepositional phrases to the beginning of the sentence.

Practice Your Skills

Finding Prepositional Phrases

Write the prepositional phrases in the following sentences.

1. A nurse at a London hospital had a young girl in her ward.

2. None of the doctors could find a cure for her.

3. Before work the nurse read a chapter in a mystery by Agatha Christie.
4. After several pages she put the book into her bag and hurried to the hospital.
5. According to the book, someone had taken a rare poison called thallium.
6. The description of the victim's symptoms matched the symptoms of the young girl.
7. The nurse placed the book in front of the doctors.
8. She told them about her suspicions.
9. Within minutes the doctors prescribed a new series of treatments for the girl.
10. Because of a mystery by Agatha Christie, a young girl's life was saved.

Connect to Writing: Drafting

Creating Sentence Variety

Use each preposition below in a sentence. Then rewrite each sentence, changing the position of the prepositional phrase to create a variation on the original sentence.

1. next to **2.** through **3.** because of **4.** beyond **5.** in back of

Preposition or Adverb?

The same word can be used as a preposition in one sentence and an adverb in another. A word's usage in a sentence determines its part of speech. A word such as *up* is a preposition only if it is part of a prepositional phrase. It is an adverb if it stands alone and answers the question *Where?*

Preposition	***Below*** *the stairs* is the storage area for our new sleds. (*Below the stairs* is a prepositional phrase.)
Adverb	The snow fell from the roof to the ground **below.** *Below* is an adverb that tells where the snow fell.
Preposition	We raced ***up*** *the hill.*
Adverb	Pull your sled **up** onto the porch.

You can learn more about prepositional phrases on pages 610–616.

Practice Your Skills

Distinguishing Between Prepositions and Adverbs

Write the underlined word in each sentence. Then label it ***P*** for preposition or ***A*** for adverb.

1. Last week, a blizzard raged outside our warm house.
2. Snow accumulated around the town.
3. The flakes drifted off our roof.
4. Today the weather outside is perfect for sledding.
5. My friends and I looked around for our sleds.
6. I went before Jaime.
7. Down the hill I raced on my sled.
8. I fell off near the bottom of the hill.
9. Jaime had never been sledding before.
10. He squealed as his sled raced down.

Connect to Writing: Drafting

Writing Sentences

Write two sentences using each of the words below. In the first sentence, use the word as a preposition. In the second sentence, use it as an adverb.

1. near **2.** across **3.** out **4.** aboard **5.** within

Check Point: Mixed Practice

Write the prepositional phrases from the following paragraph.

(1) In the Beartooth Mountains of Montana, there is a most unusual glacier. **(2)** Within the ice of the glacier are frozen millions of grasshoppers. **(3)** According to scientists, an immense swarm of grasshoppers made a forced landing on the glacier two centuries ago! **(4)** They were then quickly frozen by a snowstorm. **(5)** Today the grasshoppers are still well preserved. **(6)** During the warm weather, birds and animals throughout the region flock to the glacier for an addition to their normal sources of food. **(7)** When the ice melts, the grasshoppers provide them with a most unusual meal.

Conjunctions Lesson 2

Conjunctions help pull words together. There are three kinds of conjunctions: coordinating, correlative, and subordinating.

15 B A **conjunction** connects words or groups of words.

Coordinating Conjunctions

A **coordinating conjunction** is a single connecting word. The conjunctions in the following list are used to connect single words or groups of words.

COORDINATING CONJUNCTIONS						
and	but	for	nor	or	so	yet

Connects Single Words

An astronomer observes **stars *and* planets.**
(connects nouns)

He *or* she watches the night sky.
(connects pronouns)

They **watch** asteroids ***and*** **chart** their courses.
(connects verbs)

The astronomer's job is **difficult *but* interesting.**
(connects adjectives)

Now *and* then, they discover a new comet.
(connects adverbs)

Connects Groups of Words

He looked **through the telescope *and* into space.**
(connects prepositional phrases)

Earth has one moon, *but* Neptune has eight satellites.
(connects sentences)

Correlative Conjunctions

Correlative conjunctions are pairs of conjunctions. Like coordinating conjunctions, these conjunctions connect words and groups of words.

15 B.1 **Correlative conjunctions** are pairs of connecting words.

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

Connecting Words

***Both* Gretta *and* Emmaline** own telescopes. (connects nouns)

Those asteroids are ***neither* close *nor* familiar.** (connects adjectives)

Connecting Groups of Words

Either *I will attend a university in the United States,* ***or*** *I will study physics abroad.* (connects sentences)

You can learn about the third type of conjunction, a subordinating conjunction, on pages 59 and 645–646.

When You Write

When you revise your writing, you can often use conjunctions to make your writing more interesting. You can combine sentences or elements of sentences to make your writing less repetitive.

The moon is bright tonight. We can see only a few stars.

The moon is bright tonight, **so** we can see only a few stars.

Our group can study the moon. We can study the planets.

Our group can study **either** the moon **or** the planets.

Revise a recent composition by combining related short sentences by using conjunctions.

Practice Your Skills

Finding Conjunctions

Write the coordinating or correlative conjunctions in each sentence.

1. Neither Mercury nor Venus has its own natural satellite.
2. After Mars and before Jupiter, there lies an asteroid belt.
3. Earth rotates on its axis and revolves around the sun.
4. Neptune is an ocean blue color, so it was named for the god of the sea.
5. Each planet is classified as either an inner or an outer planet.
6. Ceres is a large asteroid, but most asteroids are relatively small.
7. Both beautiful and mysterious, Saturn's rings can be observed from Earth through binoculars.
8. Slowly but surely, the planets make their way around the sun.
9. A meteor is a rock or a metal fragment that enters Earth's atmosphere.
10. Humans have studied the heavens for centuries, yet many mysteries remain.

Connect to Writing: Revising

Using Conjunctions to Combine Sentences

Combine each pair of sentences into one sentence using coordinating or correlative conjunctions.

1. Carmen wrote a report about black holes. Maria wrote a report about black holes.
2. You can read a book about quasars. You can see a video about quasars.
3. My dad knows nothing about space. My mom took astronomy in college.
4. Tell Jesse about meteors. Tell Jesse about comets.
5. Mercury is my favorite planet. I wrote a play about Mercury.

Connect to Writing: Directions

Using Conjunctions

You are writing directions to your house for a new friend. Write directions that begin at your school and explain the best way to reach your home. Remember to be specific and make the directions easy to follow. Use at least two coordinating conjunctions and one correlative conjunction. After completing your directions, underline the conjunctions you used in your writing. Then write a brief definition of the grammar term *conjunction*.

Interjections

Lesson 3

Surprise, disbelief, joy, disappointment—these and other emotions or feelings are often expressed by interjections. An interjection at the beginning of a sentence is immediately followed by an exclamation point or a comma.

15 C **An interjection is a word that expresses strong feeling or emotion.**

COMMON INTERJECTIONS			
aha	oh	ugh	yes
goodness	oops	well	yikes
no	ouch	wow	yippee

Good writers use interjections sparingly for greater impact.

Hurrah! Our team won.

Gosh, they pulled off an amazing win!

Yes, now they compete for the championship!

Wow! I can't believe it.

Practice Your Skills

Finding Interjections

Write the interjections from the following sentences.

1. Oh, did you see that pass?
2. Whew! I can't believe Jim caught it.
3. Hurrah, he's running down the field!
4. Great, he made a touchdown!
5. Gee, what a great play that was!
6. Hey, wait for me!
7. Goodness, what a heavy suitcase this is.
8. No! What more can go wrong?
9. Ugh! This is awful.
10. Yeah, I'm on my way.

Parts of Speech Review Lesson 4

This section reviews the eight parts of speech. How a word is used in a sentence determines its part of speech. The word *near* can be used as four different parts of speech.

Verb	The plant will **near** its full growth soon.
Adjective	I will plant my flower garden in the **near** future.
Adverb	The best planting time is drawing **near.**
Preposition	Plant the flowers **near** the house.

The following series of questions will help you determine a word's part of speech.

Noun Is the word naming a person, place, thing, or idea?

Nathaniel bought **plants** at the **nursery.**

Pronoun Is the word taking the place of a noun?

This is **my** favorite flower.

Verb Is the word showing action?

Kiki **planted** the rose bush.

Does the word link a noun, pronoun, or adjective to the subject?

The daisy **is** a simple flower.

Adjective Is the word modifying a noun or a pronoun? Does it answer the question *What kind? How many? How much?* or *Which one?*

Three yellow tulips bloomed today.

Adverb Is the word modifying a verb, an adjective, or another adverb? Does it answer the question *How? When? Where?* or *To what extent?*

The seedling grew **very quickly** in the **extremely** rich soil.

Preposition Is the word showing a relationship between a noun or pronoun and another word in the sentence?

Because of the sunlight, the plant grew well **on** the windowsill.

Conjunction Is the word connecting words or groups of words?

Kiki **and** I grow **neither** fruits **nor** vegetables.

I planted marigolds, **but** they didn't grow.

Interjection Is the word expressing strong feelings?

Wow! The petunias in the window box are blooming.

Connect to Writing: Drafting

Writing Sentences

Write two sentences using the word as directed.

1. Use *light* as a verb and a noun.
2. Use *that* as a pronoun and an adjective.
3. Use *below* as a preposition and an adverb.
4. Use *these* as a pronoun and an adjective.
5. Use *secret* as an adjective and a noun.

Connect to Writing:

Correctly Using the Parts of Speech

Look at the sentences you wrote based on the exercise above. Write a cohesive paragraph based on these sentences, fixing any parts of speech that you may have used incorrectly.

Connect to Speaking and Writing: Peer Interaction

Reviewing Content

With a partner, review the vocabulary you have learned in this chapter. (Hint: New terms are printed in purple.) Quiz each other until you understand the definitions of all the new words and concepts.



Chapter Review

Assess Your Learning

Identifying Prepositions, Conjunctions, Interjections, and Prepositional Phrases

Write each sentence. Then label each of the following parts of speech: ***preposition, conjunction,*** and ***interjection.*** Finally, underline each prepositional phrase.

1. Wow! You have a really big test ahead of you on Friday.
2. Never wait until the last minute.
3. Start two nights before any test.
4. Review both your material and your notes from class.
5. Yes! Study with a friend or classmate.
6. Not only review old tests throughout your notebook, but also look for certain kinds of familiar questions.
7. During the night before the test, review the most important points and the main topics.
8. Neither study late nor stay up late.
9. According to many studies, your brain will need proper food and rest for the best results.
10. Avoid sweets like doughnuts around the time of the test.

Determining Parts of Speech

Write the underlined words. Then beside each word, write its part of speech using the following abbreviations.

noun = *n.*	pronoun = *pron.*	preposition = *prep.*
adjective = *adj.*	adverb = *adv.*	interjection = *interj.*
conjunction = *conj.*	verb = *v.*	

In 1928, a farmer was planting horseradishes in a field in West Virginia. He noticed a greasy, shiny stone. He picked it up and took it home. Ten years later he made a startling discovery. The stone was a thirty-two-carat diamond. Wow!

Diamonds, however, are not necessarily rare in the United States. The Eagle diamond was found in Wisconsin. Other large stones have also been discovered in Ohio, Illinois, and Indiana.

Determining Parts of Speech

Write the underlined words. Then beside each word, write its part of speech using the following abbreviations.

noun = *n.*	pronoun = *pron.*	preposition = *prep.*
adjective = *adj.*	adverb = *adv.*	interjection = *interj.*
conjunction = *conj.*	verb = *v.*	

1. Steel workers were laid off because demand for steel dropped.
2. Did those horses really eat those?
3. Turn left because a left turn will take you to the park.
4. Will you water the plants with the water in this can?
5. Everyone drew near and sat near the fire.

Completing Sentence Skeletons

Make up five sentences matching the parts of speech indicated below. You can use an article ***(a, an,*** or ***the)*** for an adjective. The following abbreviations are used: noun ***(n.),*** pronoun ***(pron.),*** verb ***(v.),*** adjective ***(adj.),*** adverb ***(adv.),*** preposition ***(prep.),*** conjunction ***(conj.),*** and interjection ***(interj.).*** Use the example below to help guide you.

Example *adj. n. prep. adj. n. v. adj.*

Possible Answer **The winner of the contest was happy.**

1. n. v. adj. adj. n.
2. pron. v. adv.
3. adj. adj. n. prep. adj. n. v. adj.
4. n. conj. n. v. adv.
5. n. v. adj. prep. adj. n.

Other Parts of Speech: Posttest

Directions

Read the passage. Write the letter of the term that correctly identifies the underlined word or words after each number.

For hundreds of years, historians have wondered what happened to the two sons **(1)** of the **(2)** English king, Edward IV. When Edward IV died, his eldest son **(3)** should have become king. However, Edward's brother Richard took the throne **(4)** and put his nephews in the Tower of London. **(5)** After July of 1483, no one ever saw the boys again. **(6)** Either they were killed on Richard's orders, or they were sent away in exile. Richard III's supporters **(7)** claimed that someone else killed the princes. **(8)** Well, that may be true, **(9)** but there is no way to prove it. No one but Richard himself will **(10)** ever know the truth.

1. **A** adverb
B preposition
C verb
D interjection

2. **A** proper adjective
B compound adjective
C preposition
D adverb

3. **A** action verb
B adverb
C linking verb
D adjective

4. **A** interjection
B correlative conjunction
C preposition
D coordinating conjunction

5. **A** verb
B adverb
C preposition
D adjective

6. **A** prepositions
B adverbs
C correlative conjunctions
D interjections

7. **A** verb
B preposition
C adjective
D correlative conjunction

8. **A** adverb
B article
C interjection
D preposition

9. **A** correlative conjunction
B coordinating conjunction
C article
D interjection

10. **A** adjective
B preposition
C coordinating conjunction
D adverb

Writer's Corner

Snapshot

15 A A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence. (pages 560–564)

15 B A **conjunction** connects words or groups of words. The most common **coordinating conjunctions,** or single connecting words, are *and, but, for, nor, or, so,* and *yet*. (pages 565–567)

15 C An **interjection** is a word that expresses strong feeling or emotion. (page 568)

Power Rules

Revise run-on sentences. Use the best conjunction and/or punctuation for the meaning when connecting two sentences. (pages 672–674)

Before Editing	After Editing
Carmen had trouble with her science project, her mother helped her.	Carmen had trouble with her science project, *so* her mother helped her.
Jackson thought he'd win first place, he came in second.	Jackson thought he'd win first place, *but* he came in second.
After the fair, we can have pizza for dinner we can have hamburgers.	After the fair, we can have pizza for dinner, *or* we can have hamburgers.

When using pronouns with conjunctions, use subject forms of pronouns in subject position. Use object forms of pronouns in object position. (pages 717–725)

Before Editing	After Editing
Robin sent a text to Juan and *they*.	Robin sent a text to Juan and *them*.
According to the text, Kara and *him* won the election.	According to the text, Kara and *he* won the election.
Ask Juan and *she* the reason for the victory.	Ask Juan and *her* the reason for the victory.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use precise prepositions to show relationships? (See pages 560–561.)
- ✓ Did I write sentences using prepositions and adverbs? (See pages 563–564.)
- ✓ Did I use coordinating and correlative conjunctions to combine sentences and make my writing less repetitive? (See pages 565–567.)
- ✓ Did I use interjections when necessary to show strong emotions or feelings? (See page 568.)
- ✓ Did I use all the the parts of speech correctly? (See pages 569–570.)

Use the Power

Prepositions are words that show relationships between a noun or pronoun and another word in a sentence. To choose the most effective preposition when you write, picture the relationship between the words in your mind and what you want the reader to "see."

Conjunctions can help you combine sentences or elements of sentences to make your writing more fluid and interesting. Use the acronym FANBOYS to remember the coordinating conjunctions.

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

Interjections carry a lot of punch, so use them ONLY when you want your sentence to convey a "WOW" factor.

Look at a recent composition, and check to be sure you have used prepositions, conjunctions, and interjections correctly.

CHAPTER 16

The Sentence Base



How can you use a variety of sentences to increase fluency in your writing?

The Sentence Base: Pretest 1

The following draft paragraph about recycling is hard to read because it contains several sentence errors and unnecessary repetition. Revise the paragraph so that it reads more smoothly. Two corrections have been made as an example.

Our county has a mandatory recycling program. ~~Our county~~ and provides each household with special bins. You can put cans in the green bin. You can put bottles in the green bin. You can save your newspapers. In the orange bin. The county collects plastic drink containers. Refuses all other plastic containers. Yard waste is also picked up. Tree limbs are also picked up. Must be in special bags. Bundled together with rope. Batteries are considered hazardous materials. Should not be put with regular trash. You should not throw away computers. You should not throw away cell phones. Batteries should be taken to special collection centers. Computers and cell phones should be taken to special collection centers.

The Sentence Base: Pretest 2

Directions

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

(1) Last summer my aunt invited me to her farm in New Mexico. **(2)** One morning I cooked some toast and made some orange juice. **(3)** I shoved a rack with sliced bread into the oven and burned my finger. **(4)** Aunt May broke off a piece of a spiny plant on her windowsill. **(5)** She squeezed a gooey substance from the plant and rubbed it on my burn. **(6)** In no time my finger felt as good as new. **(7)** Learned the name of this miraculous plant—aloe. **(8)** Aloe looks somewhat like a cactus but belongs to the lily family. **(9)** Many gardeners in the southern and southwestern parts of the United States. **(10)** Have you ever seen the leaves of an aloe plant?

1. **A** simple subject
B complete subject
C simple predicate
D complete predicate

2. **A** complete subject
B complete predicate
C compound subject
D compound verb

3. **A** simple subject
B complete subject
C complete predicate
D simple predicate

4. **A** complete predicate
B complete subject
C compound subject
D compound verb

5. **A** complete subject
B complete predicate
C compound subject
D compound verb

6. **A** simple subject
B complete subject
C simple predicate
D complete predicate

7. **A** sentence fragment
B inverted order
C simple predicate
D compound subject

8. **A** complete subject
B complete predicate
C compound subject
D simple predicate

9. **A** sentence fragment
B inverted order
C simple predicate
D compound subject

10. **A** sentence fragment
B inverted order
C simple predicate
D compound subject

Recognizing Sentences

Lesson 1

16 A **A sentence is a group of words that expresses a complete thought.**

In conversation, people sometimes express their ideas incompletely.

Kim: Do you want to play a game of football?

Allen: In this weather? No way!

Kim easily understood Allen's reply, even though he used only parts of a sentence to answer her. Indeed, Allen would have sounded unnatural if he had used complete sentences. In standard written English, however, you need to use complete sentences to be sure your message is clear and your reader understands it accurately.

The following groups of words are incomplete thoughts:

The player in the torn jersey.

Made a touchdown.

Blocking the defense.

When the game ended.

16 A.1 A group of words that expresses an incomplete thought is a **sentence fragment.**

To change fragments into sentences, you need to add the missing information.

The player in the torn jersey **is the team's best player.**

The running back made a touchdown.

Blocking the defense **allowed the running back to score.**

When the game ended, **the team celebrated.**

You can learn more about fragments on pages 666–671.

Practice Your Skills

Recognizing Sentences and Fragments

Label each group of words ***S*** if it is a sentence or ***F*** if it is a fragment.

1. The fans at the football game cheered wildly.
2. Because the weather turned cold.
3. Brought a blanket to the game.
4. The quarterback for the winning team.
5. My family watched the game from the fifty-yard line.
6. Buying hot chocolate from the concession stand.
7. Since we know the coach of the team.
8. Practices for four hours each day.

Connect to Writing: Revising

Writing Complete Sentences from Fragments

Add information to expand each fragment in the Practice Your Skills above into a sentence. When you write your sentences, remember to begin each sentence with a capital letter and end it with a punctuation mark.

Power Your Writing: Let It Flow

To make your paragraphs flow invitingly, vary the length and structure of your sentences. Notice how the length of the sentences varies in the example below from "Say It with Flowers" by Toshio Mori (pages 285–291).

> We watched Teruo talking to the young lady. The boss shook his head. Then it came. Teruo came back to the rear and picked out a dozen of the very fresh white roses and took them out to the lady.

The shortest sentence (highlighted in yellow) prepares readers for what is about to happen and provides a sharp contrast to the sentence that follows it.

Notice how the concluding paragraph of the story combines sentences of different lengths with sentences of different structures.

> On the way out, Teruo remembered our presence. He looked back. "Good-bye, Good luck," he said cheerfully to Tommy and me. He walked out of the shop with his shoulders straight, head high, and whistling. He did not come back to see us again.

Subjects and Predicates

Lesson 2

A sentence has two main parts: a subject and a predicate.

16 B **The subject names the person, place, thing, or idea that the sentence is about. The predicate tells something about the subject.**

	Subject	Predicate
Person	Albert Einstein	was a very famous scientist.
Place	The United States	became his home.
Thing	Many inventions	came from his ideas.
Idea	His intelligence	made him a celebrity.

Complete and Simple Subjects

16 B.1 A **complete subject** includes all the words used to identify the person, place, thing, or idea that the sentence is about.

To find a complete subject, ask yourself *Whom?* or *What?* the sentence is about.

The tour guide at the science museum told us about atoms. (Who told us about atoms? *The tour guide at the science museum* is the complete subject.)

Microscopes with powerful lenses magnify the atoms. (What magnifies the atoms? *Microscopes with powerful lenses* is the complete subject.)

Practice Your Skills

Finding Complete Subjects

Write the complete subject in each sentence.

(1) Young Albert Einstein showed an interest in math and science. **(2)** His grades in other subjects were poor. **(3)** The future scientist finished high school and technical college in Switzerland. **(4)** The Swiss patent office hired Einstein in 1902. **(5)** Scholarly journals gave Einstein a forum for his ideas. **(6)** A German physics journal published some of his articles. **(7)** These articles discussed radical theories about the nature of matter. **(8)** Publication of these articles changed scientists' view of the universe. **(9)** The theory of relativity was Einstein's most important contribution. **(10)** The Nobel Prize in physics was awarded to Einstein in 1921.

Simple Subjects

16 B.2 A **simple subject** is the main word in the complete subject.

The simple subject is the one word that directly answers the question *Who?* or *What?*

Many immigrants arrived at Ellis Island in the early part of the 20th century.

Officials at the station processed more than twelve million immigrants.

Sometimes a complete subject and a simple subject are the same.

Albert Einstein came to the United States in 1933.

He became a United States citizen seven years later.

Throughout the rest of this book, the word subject refers to the simple subject.

Practice Your Skills

Finding Complete and Simple Subjects

Write the complete subject in each sentence. Then underline each simple subject.

1. New York Harbor is home to the Statue of Liberty.
2. This figure of a woman with a torch stands at the entrance to the harbor.
3. She holds a tablet in her left hand.
4. Seven rays surround her head.
5. Broken chains lie at her feet.
6. The statue weighs 225 tons.
7. The people of France gave the statue to the United States.
8. A formal presentation occurred in 1886.
9. Major repairs were made to the statue in the 1980s.
10. Tourists from around the world visit this famous lady.

Connect to Writing: Drafting

Writing Complete Subjects

Add a complete subject to each of the following sentences.

1. ___ work very hard at their jobs.
2. ___ could be considered dangerous.
3. ___ may mean hours of extra work.

4. ___ makes the effort worthwhile.
5. ___ is not finished.
6. ___ will be admired by many people.

Complete and Simple Predicates

16 B.3 A **complete predicate** includes all the words that tell what the subject is doing or that tell something about the subject.

To find a complete predicate, first find the subject. Then ask, *What is the subject doing?* or *What is being said about the subject?*

Wild horses roamed across the prairie.
(The subject is *horses*. What did the horses do? *Roamed across the prairie* is the complete predicate.)

Simple Predicates

16 B.4 A **simple predicate,** or **verb,** is the main word or phrase in the complete predicate.

In the following examples, the simple predicate, or verb, is underlined:

Everyone in the park **enjoyed the fireworks.**
The Roman candle **burned beautifully in the night sky.**

Sometimes verbs are hard to find because they do not show action; instead, they tell something about a subject. Such verbs are called linking verbs.

COMMON LINKING VERBS	
***Be* Verbs**	is, am, are, was, were, be, being, been, shall be, will be, can be, should be, would be, may be, might be, has been, have been, had been
Others	appear, become, feel, grow, look, remain, seem, sound, stay, taste, turn

You can learn more about linking verbs on pages 527–530.

Practice Your Skills

Finding Complete and Simple Predicates

Write the complete predicate in each sentence. Then underline the verb.

1. Millions of Americans watch displays of fireworks on the Fourth of July.
2. Pyrotechnics is another name for fireworks.
3. Fireworks are not a recent invention.
4. The Chinese invented fireworks centuries ago.
5. They used them for celebrations.
6. Fireworks existed before the invention of guns and gunpowder.
7. The Italians manufactured fireworks during the 1500s.
8. Gases propel the fireworks into the air.
9. The fireworks explode in an array of colors.
10. The bright colors of fireworks come from different metallic salts.

Connect to Writing: Revising

Using Vivid Verbs

Write each sentence, replacing each verb with a more vivid verb.

1. The fireworks went into the night sky.
2. The colors of the rockets showed against the dark sky.
3. My sister ran to the edge of the water.
4. The colors appeared on the surface of the lake.
5. The firecrackers popped loudly.

Check Point: Mixed Practice

Write the subject and verb in each sentence.

(1) In 1848, a settler discovered gold in northern California's mountains. **(2)** That discovery transformed San Francisco from a frontier town into a busy city. **(3)** People on the East Coast heard of the discovery of gold. **(4)** Thousands of gold prospectors invaded the city on their way to the mountains. **(5)** Two steamship companies brought an endless stream of people to San Francisco. **(6)** Other people arrived by stagecoach. **(7)** The Pony Express brought mail to the population. **(8)** Soon, telegraph lines provided additional communication to the city. **(9)** Few prospectors found gold in San Francisco. **(10)** However, many of them settled there.

Verb Phrases

16 B.5 A **verb phrase** includes the main verb plus any helping, or auxiliary, verbs.

The helping verb or verbs are underlined in the following examples.

Kerry **is choosing** plants for the garden.

Those seeds **can be planted** next month.

The tulip bulbs **should have been planted** in the fall.

As you can see from the examples above, a verb phrase may include as many as three helping verbs. The following verbs are often used as helping verbs.

COMMON HELPING VERBS	
be	am, is, are, was, were, be, being, been
have	has, have, had
do	do, does, did
Others	may, might, must, can, could, shall, should, will, would

Practice Your Skills

Finding Verb Phrases

Write the verb phrase in each sentence.

1. Trees are known as the largest of all plants.
2. They have been identified as the oldest living things.
3. Some giant sequoia trees have lived for thousands of years.
4. The fruit of the coconut palm can be eaten.
5. You might bake a tasty pie from the fruit of apple trees.
6. Pine trees will remain green all year long.
7. Evergreen trees do not lose their leaves in winter.
8. Trees can prevent the loss of topsoil.
9. For a very long time, people have used trees for wood.
10. Malaria is treated with quinine from the bark of the cinchona tree.

Sometimes a verb phrase is interrupted by other words.

A bloodhound **can** easily **follow** a day-old scent.

Most household pets **have** never **hunted** for food.

In a question the subject may come in the middle of a verb phrase.

Is Toto **scratching** at the door?

When You Write

The word *not* and its contraction, *n't*, often interrupt verb phrases. Neither is part of the verb.

Health laws **do** not **allow** dogs in grocery stores.

The pet store in the mall **is**n't **selling** fish.

In formal and academic writing, you should spell out the word *not*. You should use the contraction *n't* only in speaking and in informal writing.

Throughout the rest of this book, the word verb *also refers to the verb phrase.*

Practice Your Skills

Finding Verbs

Write the verb in each sentence. Remember that words that interrupt a verb phrase are not part of the verb.

(1) German shepherds are often trained as guide dogs. **(2)** Guide dogs are always allowed in public places with their owners. **(3)** The guide dog must quickly adjust to the leather harness and stiff handle. **(4)** The dog doesn't obey all commands from its owner. **(5)** A command could sometimes place an owner in a dangerous situation. **(6)** A dog will not lead its owner into the middle of a busy street. **(7)** Labrador retrievers and golden retrievers are also used as guide dogs. **(8)** Golden retrievers have often been recommended as the best dog for a family. **(9)** Dogs do not usually live longer than twelve to fifteen years. **(10)** Have you ever had a dog for a pet?

Connect to Writing: Revising

Using Verb Interrupters

Verb interrupters change the meaning of sentences. Add verb interrupters to the following sentence and write five new sentences, each with a different meaning.

Cats have threatened dogs.

Compound Subjects

16 B.6 A **compound subject** is two or more subjects in one sentence that have the same verb and are joined by a conjunction.

The conjunctions that usually join compound subjects are *and, or,* or *nor.* Pairs of conjunctions, such as *either/or, neither/nor, not only/but also,* and *both/and* may also be used. In the following examples, each subject is underlined once, and the verb is underlined twice. Notice that the conjunction is not part of a compound subject.

Janice spent the hot day at the beach.

Janice and Kate spent the hot day at the beach.

Janice, Kate, and Sue spent the hot day at the beach.

Either Kate or Sue had brought the food.

Neither Janice nor Kate ate much dessert.

Not only Kate but also Janice went swimming.

When You Speak and Write

To make your writing smoother and less repetitious, you can combine two or more sentences that have the same verb but different subjects.

Jon has a surfboard. **Rick** has a surfboard. **Tammy** has a surfboard.

Jon, Rick, and **Tammy** have surfboards.

To add emphasis to a speech, you might want to keep the repetition. For example, if you are trying to persuade your parents to let you have a surfboard, you might want to repeat the verb phrase.

Jon **has a surfboard.** Rick **has a surfboard.** Tammy **has a surfboard.**

Practice Your Skills

Finding Compound Subjects

Write the subject in each sentence.

1. Rick and Tammy brought their surfboards to the beach.
2. Both the wind and the waves were impressive.
3. Jamie and Rob rented jet skis.
4. Their beach towels and sandals were almost swallowed up by the tide.
5. Two baby crabs and a starfish washed up on shore.
6. The sandwiches and fruit in the lunches were a target for the seagulls.
7. Neither Tammy nor Rick stayed up on a surfboard for very long.
8. Thunder and lightning signaled a storm in the distance.
9. The beach patrol and the lifeguards ordered everyone out of the water.
10. Jamie, Rob, Tammy, and Rick quickly gathered up their belongings and headed for the car.



Connect to Writing: Revising

Combining Sentences

Combine each pair of sentences into one sentence with a compound subject. Use ***and*** or ***or*** to connect your sentences.

1. Cod feed along the ocean bottom. Flounder feed along the ocean bottom.
2. Clams live on the sea floor. Lobsters live there, too.
3. Manatees stay in the ocean for their entire lives. Whales also stay in the ocean for their entire lives.
4. Sea lions spend time on land. Walruses spend time on land.
5. Winds cause ocean waves. Earthquakes cause ocean waves.

Compound Verbs

16 B.7 A **compound verb** is formed when two or more verbs in one sentence have the same subject and are joined by a conjunction.

Conjunctions such as *and, or, nor,* and *but* are used to connect the verbs. In the following examples, each subject is underlined once, and each verb is underlined twice.

Jeff pours the juice into his glass.

Jeff pours the juice into his glass and rinses the bottle.

Jeff pours the juice into his glass, rinses the bottle, and places it in the recycling bin.

Some sentences have both a compound subject and a compound verb.

Nancy and Pete save their newspapers and bring them to the collection center.

Practice Your Skills

Finding Compound Verbs

Write the verbs in the following sentences.

(1) Many people drink the last sip of soda and throw the can away. **(2)** You should save your cans and deliver them to a recycling center. **(3)** An employee will take the cans and give you some money. **(4)** Trucks collect the old cans and unload them at a recycling plant. **(5)** Machines at the plant flatten the cans and dump them onto conveyor belts. **(6)** The cans are then shredded and cleaned. **(7)** Next, workers load the pieces into a hot furnace and soften them. **(8)** The soft metal is made into long sheets and cooled. **(9)** Beverage companies buy the sheets and make new cans out of them. **(10)** With these new cans, the beverage companies have prevented extra waste and thereby have saved everyone money.

Natural and Inverted Order

16 B.8 When the subject in a sentence comes before the verb, the sentence is in **natural order.** When the verb or part of a verb phrase comes before the subject, the sentence is in **inverted order.**

To find the subject and verb in a sentence that is in inverted order, put the sentence in its natural order. To do this, first find the verb. Then ask who or what is doing the action. In the following examples, each subject is underlined once, and each verb is underlined twice.

Into the dungeon marched the prisoners.

The prisoners marched into the dungeon.

Questions are often in inverted order. To find the subject in a question, turn the question around so that it makes a statement.

Do you like mystery stories?

You do like mystery stories.

Sentences that begin with *here* or *there* are often in inverted order. To find the subject of this kind of sentence, drop the word *here* or *there*. Then put the rest of the words in their natural order. Remember that *here* or *there* can never be the subject.

Here comes the librarian with my favorite book.

The librarian comes with my favorite book.

There are several mysteries in the book.

Several mysteries are in the book.

Practice Your Skills

Finding Subjects in Sentences in Inverted Order

Write the subject and verb in each sentence.

1. Do you enjoy Edgar Allan Poe's short stories?
2. From "The Cask of Amontillado" comes a scary scene.
3. There is no happy ending for Fortunato.
4. Behind a wall of Montresor's house lie Fortunato's bones.
5. How did the bones get behind the wall?
6. From the brain of a madman came the plot.
7. There were many wrongs done to Montresor.
8. Had Montresor really been the victim of slights by Fortunato?
9. Did Fortunato deserve his fate?
10. There exists scant evidence against Fortunato.
11. Have you ever read "The Pit and the Pendulum"?
12. In that story are some very macabre events.
13. There is a pendulum with a sharp scythe.
14. For the squeamish reader, there are even some rats.

Connect to Writing: Revising

Varying Sentence Beginnings

Add interest to this paragraph by varying five sentence beginnings.

(1) The band marched onto the football field. **(2)** Two helicopters flew directly overhead. **(3)** The helicopters hovered over the crowd. **(4)** The noise from the helicopters was loud. **(5)** The band could not be heard. **(6)** The helicopters finally rose higher into the sky. **(7)** They flew away. **(8)** The crowd cheered in grateful response.

Understood Subjects

16 B.9 When the subject of a sentence is not stated, the subject is an **understood *you.***

The subject of a command or a request is an understood *you*.

(You) Meet me in the cafeteria at lunchtime.

(You) Please wait for me.

In the following example, *you* is still the understood subject.

Danielle, (you) please be there also.

Practice Your Skills

Finding Subjects

Write the subject and verb in each sentence. If the subject is an understood ***you,*** write (you).

1. The lunch line is always long.
2. Hand me a tray, please.
3. Save a place for me at your table.
4. May I have a slice of pizza?
5. Ken, have your money ready.
6. Please pass me some milk.
7. Do the potatoes need some salt?
8. Pile the empty trays by the kitchen window.
9. Take this ticket for your lunch.
10. Maria, try some of this strawberry applesauce.

Connect to Writing: Revising

Using Understood You

Instructions are usually easier to follow when an understood ***you*** is the subject. Revise these instructions for washing a car, using the understood ***you.***

1. First, you should have a bucket with soap and hot water.
2. Then, you wet the car with a hose.
3. You put the sponge in the bucket and soap it well.
4. Next, you wash the car with the sponge.
5. The hose is used to rinse away the soap.
6. Last, you dry the car with a soft cloth.

Check Point: Mixed Practice

Write the subject and verb in each sentence. If the subject is an understood ***you,*** write (you).

1. Have you ever been to an automobile museum?
2. Visit one soon.
3. There are cars from every era on display.
4. Do not sit in any of the cars, though.
5. By each car is usually found an information card.
6. Read the card for interesting facts.
7. There was an old Rolls-Royce in the center of the floor.
8. To the right of it was a Model T Ford.
9. Does the crank on that car turn?
10. Please crank it for me.

Connect to Writing: Directions

***Using the Understood* You**

Do you know how to change a flat tire? Do you know how to make a tasty pizza? Perhaps you know how to make a great-looking holiday decoration. Share what you know with your classmates by writing directions for what you can do well. Use sentences with an understood *you* so that your directions are easy to follow.

Complements Lesson 3

Sometimes a complete thought can be expressed with just a subject and a verb. At other times a subject and a verb need another word to complete the meaning of the sentence.

Greg likes. Ruth seems.

16 C **A complement is a word or group of words that completes the meaning of subjects or verbs.**

Greg likes **snakes.** Ruth seems **wary.**

There are four common kinds of complements: direct objects, indirect objects, predicate nominatives, and predicate adjectives. Together, a subject, a verb, and a complement are called the **sentence base.**

Direct Objects

16 C.1 A **direct object** is a noun or pronoun that receives the action of the verb.

Direct objects complete the meaning of action verbs. To find a direct object, first find the subject and the action verb in a sentence. Then ask yourself, *What?* or *Whom?* after the verb. The answer to either question will be a direct object. In the following sentences, subjects are underlined once, and verbs are underlined twice.

d.o.
Dylan saw a **snake** in the river.
(Dylan saw what? He saw a snake. *Snake* is the direct object.)

d.o.
He called **Nicole** over to the water.
(He called whom? *Nicole* is the direct object.)

Verbs that show ownership are action verbs and take direct objects.

d.o.
Anna owns a **python.**

Sometimes two or more direct objects, called a **compound direct object,** will follow a single verb. On the other hand, each part of a compound verb may have its own direct object. The verbs are underlined in the examples on the next page.

Did you see a **cobra** (d.o.) or a **viper** (d.o.) at the zoo?

I took **pictures** (d.o.) at the zoo and developed the **film** (d.o.) later.

A direct object can never be part of a prepositional phrase.

At the petting zoo, Caroline touched **one** (d.o.) of the snakes.
(*One* is the direct object. *Snakes* is part of the prepositional phrase *of the snakes.*)

Our class walked around the zoo.
(*Zoo* is part of the prepositional phrase *around the zoo.* Even though this sentence has an action verb, it has no direct object.)

You can learn more about transitive verbs, or verbs that take direct objects, on pages 525–526.

Practice Your Skills

Finding Direct Objects

Write each direct object. If a sentence does not have a direct object, write ***none.***

1. Many people fear snakes because of their slimy appearance and slithery movements.
2. Thousands of people die from venomous snakebites each year.
3. Humans kill many of them each year.
4. However, some snakes serve a useful purpose.
5. Snakes eat rats and other small mammals.
6. Some people buy nonvenomous reptiles and keep them as pets.
7. Snakes are found throughout the world.
8. Boa constrictors suffocate their prey.
9. Rattlesnakes periodically shed their fangs.
10. The rattlesnake gets its name from the noisemaking rattles on its tail.

Indirect Objects

16 C.2 An **indirect object** answers the questions *To* or *For whom?* or *To* or *For what?* after an action verb.

If a sentence has a direct object, it also can have another complement, called an indirect object. To find indirect objects, first find the direct object. Then ask yourself, *To whom? For whom? To what?* or *For what?* about each direct object. The answers to these questions will be an indirect object. An indirect object always comes before a direct object in a sentence.

Daniel sent his **friends** (i.o.) invitations (d.o.) to his birthday party.
(*Invitations* is the direct object. Daniel sent invitations to whom? *Friends* is the indirect object.)

Daniel gave his **pets** (i.o.) a bath (d.o.) before the party.
(*Bath* is the direct object. Daniel gave a bath to what? *Pets* is the indirect object.)

A verb in a sentence can have two or more indirect objects called a **compound indirect object.**

Daniel's aunt read **Daniel** (i.o.) and his **friends** (i.o.) a poem (d.o.) about birthdays.

Daniel should not have given his **dog** (i.o.) and **cat** (i.o.) cake (d.o.).

Keep in mind that an indirect object is never part of a prepositional phrase.

Daniel's dad showed **us** (i.o.) a baby picture (d.o.) of Daniel.
(*Us* is the indirect object. It comes between the verb and the direct object, and it is not a part of a prepositional phrase.)

Daniel's dad showed a baby picture (d.o.) of Daniel to us.
(*Us* is not an indirect object. It does not come between the verb and the direct object. It follows the direct object and is part of the prepositional phrase *to us.*)

You cannot have an indirect object without a direct object in a sentence.

Practice Your Skills

Finding Indirect Objects

Write the indirect objects from the sentences below. If a sentence does not have an indirect object, write ***none.***

1. The whole class came to the party.
2. Daniel gave all his friends party favors.
3. Show his mother those beautiful pictures of our recent class trip.
4. I already gave the pictures to his sister.
5. Daniel's mom showed us some home movies.
6. We told his aunt and uncle a story about Daniel and his dog.
7. I handed him my present first.
8. I gave Daniel a collar for his dog.
9. My sister sent him a card.
10. We will visit his family again.

Connect to Writing: Revising

Adding Indirect Objects to Sentences

Add indirect objects to the following sentences by changing each underlined prepositional phrase into an indirect object.

1. Daniel also sent an invitation <u>to our homeroom teacher</u>.
2. Mrs. Jenkins brought some delicious lemon cookies <u>for Daniel</u>.
3. Cindi and Josh taught some great new tricks <u>to Daniel's dog</u>.
4. Will you show the presents <u>to me</u>?
5. We will send a note of thanks <u>to his parents</u>.
6. Have you made a present <u>for Aunt Liz</u> yet?
7. I will mail the present <u>to her</u>.

Predicate Nominatives

16 C.3 A **predicate nominative** is a noun or a pronoun that follows a linking verb and identifies, renames, or explains the subject.

Direct objects and indirect objects follow action verbs. Two other kinds of complements follow linking verbs. They are called **subject complements** because they either rename or describe the subject. One subject complement is a predicate nominative.

To find a predicate nominative, first find the subject and the verb. Check to see if the verb is a linking verb. Then find the noun or the pronoun that identifies, renames, or

explains the subject. This word will be a predicate nominative. Notice in the second example that a predicate nominative can be a compound.

p.n.
The cat has become America's favorite **pet.** (pet = cat)

p.n. p.n.
Two common house cats are the **Manx** and the **Burmese.**
(Manx = cats, Burmese = cats)

Like a direct object and an indirect object, a predicate nominative cannot be part of a prepositional phrase.

p.n.
The Siamese is **one** of the most exotic breeds.
(*One* is the predicate nominative. *Breeds* is part of the prepositional phrase *of the most exotic breeds.*

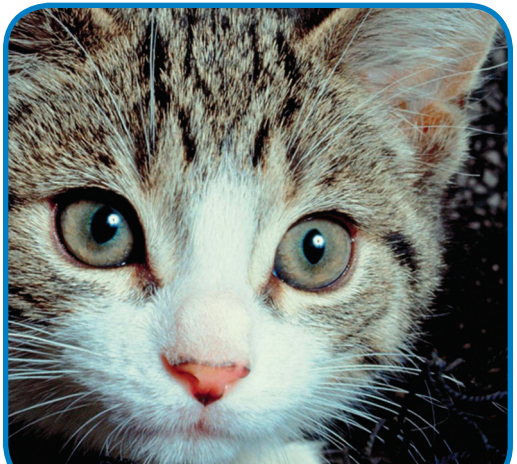
You can learn more about linking verbs on pages 527–530 and 582.

Practice Your Skills

Finding Predicate Nominatives

Write the predicate nominatives from the sentences below.

1. The cat can be an excellent companion.
2. The two classifications of cats are the long-haired Persian cat and the short-haired domestic feline.
3. Cats were sacred creatures to the ancient Egyptians.
4. Until recently, the most popular pet in America was the dog.
5. Some house cats can be rather large animals.
6. The cat's most effective weapon might be its claws.
7. Its claws are excellent tools for defense.
8. Its whiskers can be sense organs of touch.
9. The Siberian tiger is the largest member of the cat family.
10. Is the cheetah the fastest land animal?



Predicate Adjectives

16 C.4 A **predicate adjective** is an adjective that follows a linking verb and modifies the subject.

The second kind of subject complement is a predicate adjective. Notice the difference between a predicate nominative and a predicate adjective in the following examples.

p.n.
The test was a long **one.**
(A predicate nominative renames the subject.)

p.a.
The test was **long.**
(A predicate adjective modifies or describes the subject.)

To find a predicate adjective, first find the subject and the verb. Check to see if the verb is a linking verb. Then find an adjective that follows the verb and describes the subject. This word will be a predicate adjective. Notice in the second example that there is a compound predicate adjective.

p.a.
Does our assignment for history seem **easy** to you?
(*Easy* describes the assignment.)

p.a. p.a.
The project for science was **fun** and **interesting.**
(*Fun* and *interesting* describe the project.)

Do not confuse a regular adjective with a predicate adjective. Remember that a predicate adjective must follow a linking verb and describe the subject of a sentence.

Regular Adjective	Some dinosaurs were **great** hunters.
Predicate Adjective	The dinosaurs were **great** as hunters.

You can learn more about adjectives on pages 776–790.

Connect to Speaking and Writing: Peer Interaction

Reviewing Content

With a partner, review the vocabulary you have learned in this chapter. (Hint: new terms are printed in purple.) Quiz each other until you understand the definitions of all the new words and concepts.

Practice Your Skills

Finding Predicate Adjectives

Write each predicate adjective. If the sentence does not have a predicate adjective, write ***none.***

1. Today was the first day of school.
2. This year most of my classes will be difficult.
3. I was very nervous.
4. The hallways at my new high school are long and narrow.
5. Most classrooms appeared large.
6. In my science class, the lab tables are high off the floor.
7. For some reason the seniors in the auditorium seemed very tall.
8. The locker room in the gym smelled bad.
9. The cafeteria food tastes delicious.
10. After the first day, I felt better.

Check Point: Mixed Practice

Write each complement. Then label each one ***direct object, indirect object, predicate nominative,*** or ***predicate adjective.*** If there is no complement, write ***none.***

(1) The 1960s were an interesting decade. **(2)** In 1960, Chubby Checker started a new dance craze. **(3)** Dancers loved the twist. **(4)** The Beach Boys were also popular. **(5)** Their songs filled the heads of young people with dreams of California sun and surf. **(6)** The most popular rock group was The Beatles. **(7)** At that time The Beatles' hair was fairly short. **(8)** By the end of the decade, this band was legendary. **(9)** Americans watched more and more television. **(10)** *American Bandstand* was popular with the teenagers of the day. **(11)** *Sesame Street* taught young children letters and numbers. **(12)** Other popular television programs were *Captain Video* and *Captain Midnight.* **(13)** Elephant jokes were the rage in the early 1960s. **(14)** For example, why do elephants wear green sneakers? **(15)** Their blue ones are dirty. **(16)** The miniskirt became the fashion rage. **(17)** Christiaan Barnard transplanted a human heart. **(18)** Olympic officials gave Peggy Fleming a gold medal for figure skating. **(19)** President Kennedy had wanted an astronaut on the moon by the end of the decade. **(20)** In 1969, humans landed on the moon.

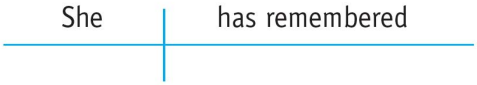
Sentence Diagraming

Diagraming Subjects and Verbs

A **sentence diagram** is a picture made up of lines and words. It can help you clearly see the different parts of a sentence. These parts make up the structure of your sentences. By varying your sentence structure, you can make your writing more interesting.

Subjects and Verbs All sentence diagrams begin with a baseline. A straight, vertical line then separates the subject (or subjects) on the left from the verb (or verbs) on the right. Notice in the following diagram that the capital letter in the sentence is included, but not the punctuation. Also notice that the whole verb phrase is included on the baseline.

She has remembered.



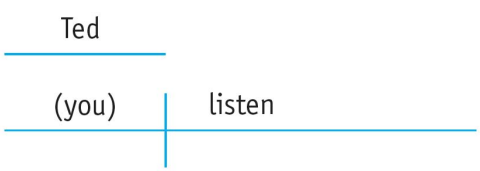
Inverted Order A sentence in inverted order, such as a question, is diagramed like a sentence in natural order.

Were you talking?



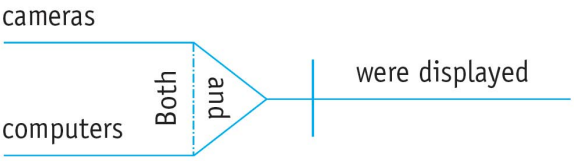
Understood Subjects When the subject of a sentence is an understood *you,* put parentheses around it in the subject position. When a name is included with the understood subject, place it on a horizontal line above the understood subject.

Ted, listen.

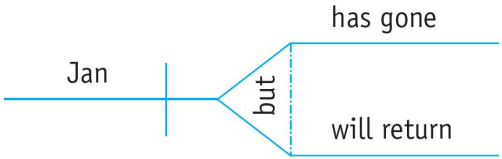


Compound Subjects and Verbs Place compound subjects and verbs on parallel lines. Put the conjunction connecting them on a broken line between them. Notice in the following example that two conjunctions are placed on either side of the broken line.

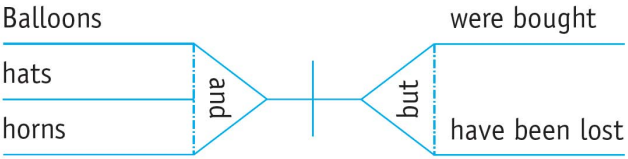
Both cameras and computers were displayed.



Jan has gone but will return.



Balloons, hats, and horns were bought but have been lost.

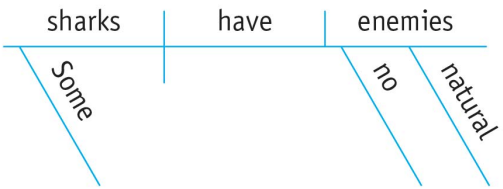


Diagraming Complements

Together, a subject, a verb, and a complement are called the sentence base. Since complements are part of the **sentence base,** they are diagramed on or below the baseline.

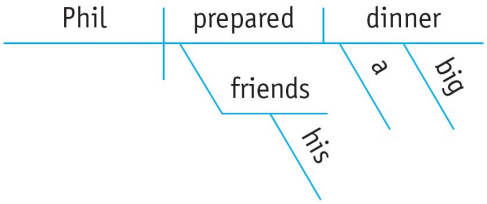
Direct Objects A direct object is placed on the baseline after the verb. It is separated from the verb by a vertical line that stops at the baseline.

Some sharks have no natural enemies.



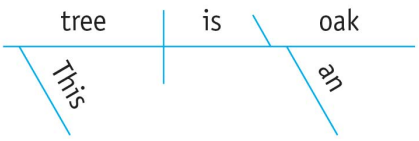
Indirect Objects An indirect object is diagramed on a horizontal line that is connected to the verb.

Phil prepared his friends a big dinner.

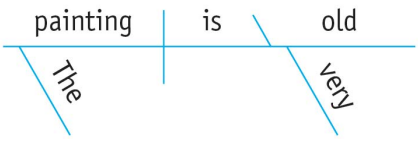


Subject Complements Both subject complements are diagramed in the same way. They are placed on the baseline after the verb. They are separated from the verb by a slanted line that points back toward the subject.

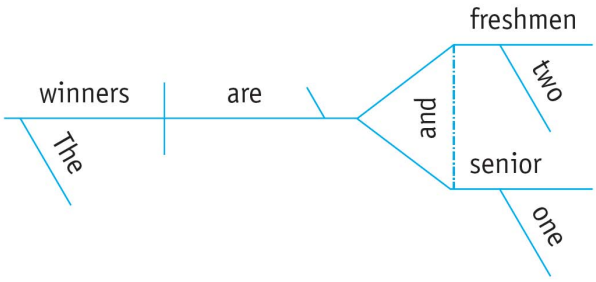
This tree is an oak.



The painting is very old.



The winners are two freshmen and one senior.



Practice Your Skills

Diagraming Subjects and Verbs

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. If the subject is an understood ***you,*** write ***you*** in parentheses.

1. Pigeons are landing.
2. Look!
3. Both males and females are eating.
4. Are you looking?
5. Birds leave but return.

6. Ben and Zach have come and are watching.
7. Zach, listen.
8. Birds are cooing.
9. Do pigeons migrate?
10. They might stay or leave.

Practice Your Skills

Diagraming Complements

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. Then label each complement ***d.o.*** for direct object, ***i.o.*** for indirect object, ***p.n.*** for predicate nominative, or ***p.a.*** for predicate adjective.

1. My soft sculpture won first prize.
2. Don gave me a new notebook.
3. The director is a wonderful man.
4. I have visited pretty gardens and parks.
5. That flower looks very delicate.
6. Will you show Jan and me your coin collection?
7. Haven't you given him your answer yet?
8. The books were very old and dusty.
9. Sing us another song. (You)
10. My favorite sports are basketball and baseball.

Chapter Review

Assess Your Learning

Finding Subjects and Verbs

Write the subjects and verbs in the following sentences. If the subject is an understood ***you,*** write the word ***you*** in parentheses.

1. Do you know anything about elephants?
2. Look at this book about elephants.
3. Here are many very interesting facts.
4. Elephants, for example, are the largest land animals in the world.
5. An elephant can run at a rate of twenty-four miles per hour!
6. The trunk of an elephant is longer than the nose of any other animal.
7. There are forty thousand muscles and tendons in the elephant's trunk.
8. With its trunk, an elephant can pick a single flower or carry a huge log.
9. For centuries the elephant has been a good friend to people throughout the world.
10. Read more about elephants on your own.

Identifying Complements

Write each complement. Then label each one, using the following abbreviations.

direct object = *d.o.*
indirect object = *i.o.*
predicate nominative = *p.n.*
predicate adjective = *p.a.*

(1) I will tell you an unusual story. **(2)** During World War I, a Canadian pilot was flying a small military plane over Germany. **(3)** Of course, in those days, military planes were open. **(4)** Captain J. H. Hedley was the other person in the plane. **(5)** Suddenly an enemy plane attacked their plane. **(6)** The pilot took the plane into a nearly vertical dive, and Hedley shot out of his seat and into the air. **(7)** Several hundred feet lower the plane was finally level again. **(8)** Then, incredibly, Hedley grabbed the tail of the plane. **(9)** Apparently the extremely powerful suction of the steep dive had pulled Hedley back to the plane. **(10)** With tremendous relief, he eventually reached his seat on the plane.

Writing Sentences

Write five sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your choice: an animal in the natural world or an event in nature.

1. Write a sentence with a compound subject.
2. Write a sentence with a compound verb.
3. Write a sentence that starts with the word *there*.
4. Write a question.
5. Write a sentence with an understood *you* as the subject.

Underline each subject once and each verb twice. Remember to add capital letters and end punctuation.

Using Complements

Write five sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your choice: the funniest present you ever gave or the funniest present you ever received.

Write a sentence that . . .

1. includes a direct object.
2. includes an indirect object and a direct object.
3. includes a predicate nominative.
4. includes a predicate adjective.
5. includes a compound predicate adjective.

Underline and label each complement.

The Sentence Base: Posttest

Directions

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

(1) Fruits and vegetables can spoil if they become too ripe. **(2)** Many foods need to be refrigerated so they will be safe for eating. **(3)** A candy maker in France developed the method of canning in the 1790s. **(4)** Made it possible for fruits and vegetables to be stored for a long time. **(5)** He cooked the foods and poured them into clean glass bottles. **(6)** He sealed and sterilized the bottles by heating them in boiling water. **(7)** High temperatures will destroy organisms in food. **(8)** Charles Birdseye, a scientist, developed a way to keep foods fresh. **(9)** Did he freeze the foods? **(10)** Today routinely freeze the foods.

1. **A** complete subject
B complete predicate
C compound subject
D compound verb

2. **A** simple subject
B complete subject
C simple predicate
D complete predicate

3. **A** simple subject
B complete subject
C simple predicate
D complete predicate

4. **A** sentence fragment
B inverted order
C simple predicate
D compound subject

5. **A** complete subject
B complete predicate
C compound subject
D compound verb

6. **A** simple subject
B compound subject
C simple predicate
D complete predicate

7. **A** sentence fragment
B inverted order
C simple predicate
D complete subject

8. **A** simple subject
B complete predicate
C compound subject
D compound verb

9. **A** sentence fragment
B inverted order
C simple predicate
D compound subject

10. **A** sentence fragment
B inverted order
C simple predicate
D compound subject

Writer's Corner

Snapshot

16 A A **sentence** is a group of words that expresses a complete thought. (pages 578–579)

16 B A **subject** names the person, place, thing, or idea that the sentence is about. The **predicate** tells something about the subject. (pages 580–591)

16 C A **complement** is a word or group of words that completes the meaning of subjects and verbs. There are four kinds of complements: **direct objects, indirect objects, predicate nominatives,** and **predicate adjectives.** (pages 592–598)

Power Rules

Be sure that the **subject and verb of a sentence agree.** (pages 750–767)

Before Editing	After Editing
He *don't* know.	He *doesn't* know.
Mai or the twins *was* working on that.	Mai or the twins *were* working on that.

Revise a **run-on sentence** by adding a conjunction, by adding the proper punctuation, by subordinating a clause, or by writing it as two sentences. (pages 672–674)

Before Editing	After Editing
I liked the movie, I don't think, however, it will win any awards.	I liked the movie, but I don't think it will win any awards. While I liked the movie, I don't think it will win any awards. I liked the movie. I don't think, however, it will win any awards.

Editing Checklist

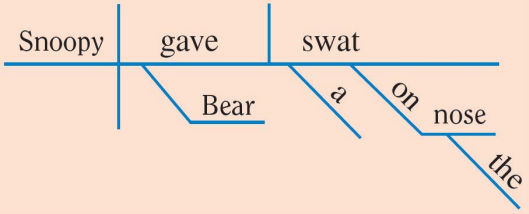
Use this checklist when editing your writing.

- ✓ Did I write sentences that express complete thoughts? (See pages 578–579.)
- ✓ Did I correct any sentence fragments? (See pages 666–671.)
- ✓ Did I use verb phrases correctly? (See pages 584–586.)
- ✓ Did I use compound subjects and/or compound predicates to combine simple sentences? (See pages 586–588.)
- ✓ Did I make my writing interesting by varying the beginnings of sentences and using different sentence patterns? (See pages 579 and 588–589.)
- ✓ Did I use direct objects and indirect objects to complete the meaning of action verbs? (See pages 592–595.)
- ✓ Did I use predicate adjectives and predicate nominatives to complete the meaning of linking verbs? (See pages 595–598.)

Use the Power

Study the diagram below. It shows the correct way to diagram this sentence:

Snoopy gave Bear a swat on the nose.





Now diagram this nonsense sentence.

Rufus zvamled Reester u plee un za uncus.

Create two nonsense or imaginative sentences for your partner to diagram. Go over each other's diagrams and share them with your teacher and classmates.

CHAPTER 17

Phrases



How can you add precision and variety to your writing with phrases?

Phrases: Pretest 1

The following draft paragraph about Amelia Earhart is hard to read because it contains several misplaced modifiers. Revise the paragraph so that it reads more smoothly. One of the misplaced phrases has been corrected as an example.

gaining fame in 1928,
Amelia Earhart was the first woman to fly across the Atlantic Ocean ~~gaining fame in 1928.~~ Of that plane she was not the pilot. She was riding as a passenger. Earhart first soared across the Atlantic Ocean in 1932 flying solo. Earhart who was greatly interested in commercial aviation worked for an early airline service. Earhart left Miami, Florida, in June of 1937, flying with navigator Fred Noonan. Earhart flew a twin-engine plane attempting an around-the-world flight. Surrounding her disappearance, people still debate the mystery. The plane was never found vanishing near Howland Island. Some historians suspecting foul play believe that Earhart and Noonan were forced down and killed by the Japanese. Others believing a different story claim that she and Noonan crashed on a Pacific island.

Phrases: Pretest 2

Directions

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

(1) In the West coyotes have been considered pests for decades. **(2)** These animals, the subject of many Native American legends, have spread eastward. **(3)** There were no coyotes in the East until the twentieth century. **(4)** Coyotes have managed to spread quickly. **(5)** Hunters with permits kill hundreds each year. **(6)** Coyotes have been known to eat cats and small dogs. **(7)** Yipping loudly is the way the coyote announces its presence. **(8)** Adapting easily to harsh conditions, the coyote is a survivor. **(9)** Coyotes could not flourish when there were wolves to compete with them. **(10)** The wolf, a relative of the coyote, is a better predator.

1. **A** participial
B infinitive
C appositive
D prepositional

2. **A** gerund
B appositive
C participial
D prepositional

3. **A** gerund
B participial
C appositive
D prepositional

4. **A** participial
B gerund
C infinitive
D prepositional

5. **A** participial
B appositive
C adjectival
D infinitive

6. **A** infinitive
B prepositional
C adverbial
D participial

7. **A** gerund
B infinitive
C participial
D prepositional

8. **A** infinitive
B prepositional
C participial
D gerund

9. **A** prepositional
B gerund
C participial
D infinitive

10. **A** appositive
B gerund
C prepositional
D participial

Prepositional Phrases

Lesson 1

17 A **A phrase is a group of related words that function as a single part of speech. A phrase does not have a subject and a verb.**

You know that a prepositional phrase begins with a preposition and ends with a noun or pronoun called the object of the preposition.

Why don't you go **with Jennifer?**

The man **beneath the tightrope** was a famous person **in New York.**

On Monday we will ride **around the stadium** when we get **out of school.**

Following is a list of common prepositions.

COMMON PREPOSITIONS

about	beneath	inside	over
above	beside	instead of	past
across	between	into	since
after	beyond	near	through
against	by	next to	throughout
ahead of	down	of	to
along	during	off	toward
among	except	on	under
around	for	on account of	until
at	from	onto	up
before	in	out	with
behind	in addition to	out of	within
below	in back of	outside	without

You can learn more about prepositions and prepositional phrases on pages 560–564.

Practice Your Skills

Finding Prepositional Phrases

Write the prepositional phrases in this paragraph.

(1) In 1859, Charles Blondin walked across Niagara Falls on a tightrope. **(2)** He was high above the water. **(3)** Later, he crossed with a blindfold over his eyes. **(4)** Then he crossed on stilts. **(5)** Finally, he really amazed everyone. **(6)** Halfway across the falls, he stopped for breakfast. **(7)** He cooked some eggs, ate them, and continued to the other side!

Adjectival Phrases

17 A.1 An **adjectival phrase** is a prepositional phrase that is used to modify a noun or a pronoun.

Like a single adjective, an adjectival phrase answers the question *Which one(s)?* or *What kind?* about a noun or pronoun.

Which One(s) The dog **with the short legs** is a dachshund.

What Kind? Please give me that bag **of dog food.**

An adjectival phrase usually modifies the noun or the pronoun directly in front of it. Occasionally, an adjectival phrase will modify a noun or a pronoun in another phrase.

The story ***about*** **the dog** ***with*** **a broken leg** was sad.

Two adjectival phrases can also modify the same noun or pronoun.

That spaniel ***with*** **the red collar** ***on*** **the porch** is mine.

When You Write

You can combine sentences by using adjectival phrases.

Have you seen that movie? It's about two dogs and a cat.
Have you seen that movie **about two dogs and a cat?**

As you compose, look for ways to combine short sentences with adjectival phrases.

Practice Your Skills

Recognizing Adjectival Phrases as Modifiers

Write each adjectival phrase. Then beside each phrase, write the word it modifies. Some sentences have more than one adjectival phrase.

(1) Dogs can be great friends to humans. **(2)** There are many breeds of dogs. **(3)** The smallest type of canine is the Chihuahua. **(4)** One of the largest breeds in the American Kennel Club is the Irish wolfhound. **(5)** Some of these dogs are taller than their owners!

Connect to Writing: Revising

Using Adjectival Phrases to Combine Sentences

Combine each pair of sentences, putting some information into an adjectival phrase.

1. Have you read this book? It is about dog training.
2. That dog protects their home. He has a scary bark.
3. A beautiful dog is the collie. The collie has long fur.
4. My cousin lives on a farm. He has many dogs.
5. I took a picture. The photo showed dogs at the shelter.

Adverbial Phrases

17 A.2 An **adverbial phrase** is a prepositional phrase that is used to modify a verb, an adjective, or an adverb.

The following examples show how adverbial phrases may be used to modify verbs.

Single Adverb	A mosquito buzzed **by.**
Adverbial Phrase	A mosquito buzzed **by my ear.**
Single Adverb	Everyone came **here.**
Adverbial Phrase	Everyone came **to the picnic.**

Like a single adverb, an adverbial phrase answers the question *Where? When? How? To what extent?* or *To what degree?* Most adverbial phrases modify the verb. Notice that an adverbial phrase modifies the whole verb phrase, just as a single adverb does.

Where?	We should meet **at the park.**
When?	We will meet **by noon.**
How?	We planned the picnic **with excitement.**

Adverbial phrases also modify adjectives and adverbs.

Modifying an Adjective	Liz was happy **with her new kite.**
	The picnic blanket was soft **against my skin.**
Modifying an Adverb	The picnic continued late **into the evening.**
	Liz's kite soared high **into the sky.**

An adverbial phrase does not necessarily come next to the word it modifies. Also, several adverbial phrases can modify the same word.

On **Saturday** meet us ***by*** **noon** ***at*** **the park entrance.**

During our vacation we will go **to the zoo** **on Monday afternoon.**

PUNCTUATION WITH ADVERBIAL PHRASES

If a short adverbial phrase comes at the beginning of a sentence, no comma is needed. You should place a comma after an introductory phrase of four or more words or after several introductory phrases.

No Comma	**At noon** we met at the park.
Comma	**Because of the heavy traffic,** Dee was late.
	In the shade under the tree, we ate our picnic lunch.

Practice Your Skills

Recognizing Adverbial Phrases as Modifiers

Write each adverbial phrase. Then beside each phrase, write the word it modifies. Some sentences have more than one adverbial phrase.

(1) Since Monday we have been planning a picnic. **(2)** On Saturday I awakened with happy anticipation. **(3)** My brother drove me across town to the park. **(4)** I brought sandwiches and cold drinks in a large blue ice chest. **(5)** Before noon my friends had arrived at the park. **(6)** We put a blanket on the ground over the rocks. **(7)** Near our picnic blanket, Amanda tossed a baseball to her little brother. **(8)** For a while, we watched the many joggers. **(9)** After that, Luke and Brittany flew their kites into the wind. **(10)** After a long day, we put our trash into the garbage cans and left the park.

Power Your Writing: Scene Setters

Examine the following sentences. Consider the placement of the highlighted phrases.

> We're portrayed too many times as hostile and criminal, as some kind of blood-thirsty savages.
>
> We're proud to acknowledge and foster the legacy of Sockalexis today, 79 years later.

Now consider what Kimble and DiBiasio actually wrote in "Are Native American Team Nicknames Offensive?" (pages 255–258)

> Too many times, we're portrayed as hostile and criminal, as some kind of blood-thirsty savages.
>
> Today, 79 years later, we're proud to acknowledge and foster the legacy of Sockalexis.

The authors put the highlighted phrases at the beginning of their sentences, where they act like "scene setters" for the main part of the sentence. More than one such phrase can occur together as in the two prepositional phrases below.

> On Monday afternoon, in the very heart of Times Square, he let out a blood-curdling yell.

Misplaced Modifiers

Because a prepositional phrase is used as a modifier, it should be placed as close as possible to the word it describes.

17 A.3 When a phrase is too far away from the word it modifies, the result may be a **misplaced modifier.**

Misplaced modifiers create confusion and misunderstanding for readers.

Misplaced	On the stage the audience applauded for the performers.
Correct	The audience applauded for the performers **on the stage.**
Misplaced	The actor told us about his career in his dressing room.
Correct	**In his dressing room,** the actor told us about his career.

Practice Your Skills

Identifying Misplaced Modifiers

Write ***MM*** for misplaced modifier if the underlined prepositional phrase is too far away from the word it modifies. Write **C** for correct if the underlined prepositional phrase is correctly placed.

1. From the script the actor practiced his lines.
2. Tonight the audience will see the actor's first performance in the play.
3. The cast waited for the start of the play behind the curtain.
4. The character actor heard a strange noise from the back row.
5. The actors bowed to the appreciative audience in their costumes.
6. We looked in the program for the names of the talented cast.
7. From a blue glass, the villain took a long drink.

Connect to Writing: Revising

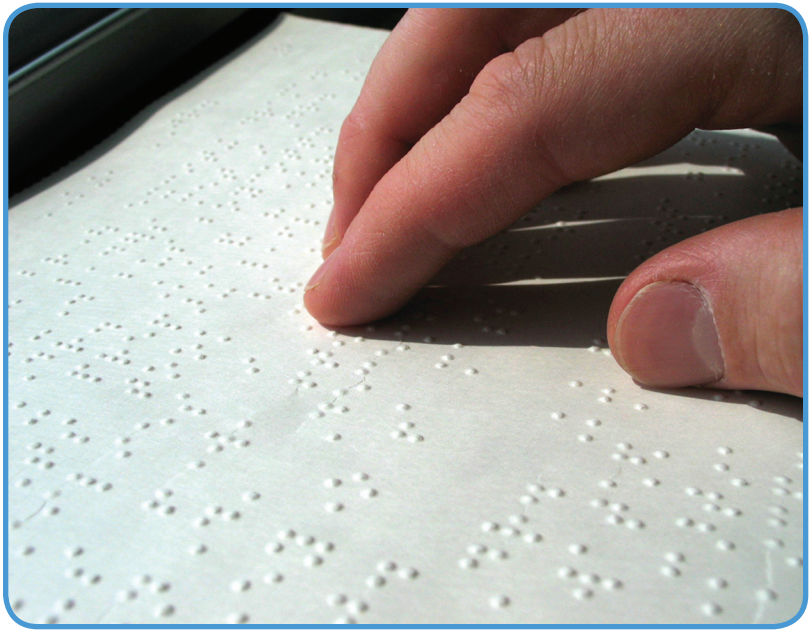
Correcting Misplaced Modifiers

Rewrite the sentences in the preceding exercise that have misplaced modifiers.

Check Point: Mixed Practice

Write each prepositional phrase. Then label each one ***adjective*** or ***adverb.***

1. The Braille family lived in a village near Paris, France.
2. As a boy, Louis Braille played in his father's shop.
3. On one fateful afternoon, young Louis was playing with an awl.
4. Without any warning, the awl accidentally went into Louis's left eye.
5. After several days an infection in this injured eye spread to his good eye.
6. Because of the accident, Louis became totally blind.
7. At the age of ten, he entered a school for the blind in Paris.



Connect to Writing: Persuasive Letter

Using Adjectival and Adverbial Phrases

You wish to adopt a puppy from the local shelter. Make a list of some possible objections a parent might have to having a puppy. Then, try to answer your parent's concerns by making a list of the positive changes a dog will bring to your life. After that, write a letter to your parent in which you attempt to persuade him or her to let you adopt a dog. Use at least two adjectival phrases and two adverbial phrases in your letter and underline them.

Appositives and Appositive Phrases

Lesson 2

17 B **An appositive is a noun or a pronoun that identifies or explains another noun or pronoun in the sentence.**

Sometimes a noun or a pronoun is followed immediately by another noun or pronoun that identifies or explains it. This identifying noun or pronoun is called an appositive.

My brother **Pat** returned from his trip.

On vacation he visited his favorite city, **Washington, D.C.**

17 B.1 An appositive with modifiers is called an **appositive phrase.**

The president, **the nation's leader,** lives in the White House.

The nation's capital is named for George Washington, **the first president.**

Notice that a prepositional phrase can be part of an appositive phrase.

Washington's nickname, **the Father of Our Country,** is familiar to all Americans.

PUNCTUATION WITH APPOSITIVES AND APPOSITIVE PHRASES

If the information in an appositive is essential to the meaning of the sentences, no commas are needed. The information is usually essential if it names a specific person, place, or thing.

A comma is needed before and after an appositive or an appositive phrase if the information is not essential to the meaning of the sentence.

Essential (Restrictive)	Last year in American history, we read Abraham Lincoln's speech "The Gettysburg Address."
Nonessential (Nonrestrictive)	"The Gettysburg Address," a speech by Abraham Lincoln, is read by many students of history.

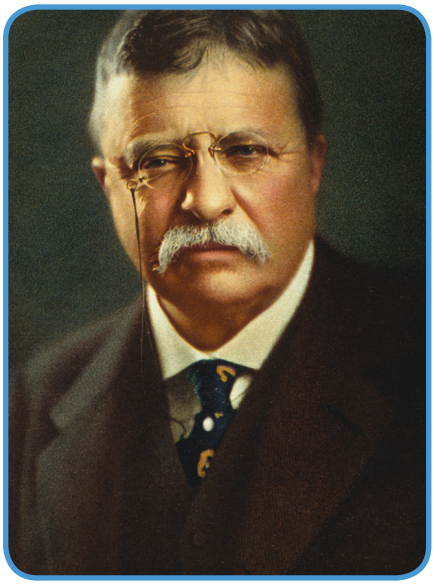
Essential elements are sometimes called *restrictive;* nonessential elements are sometimes called *nonrestrictive*.

Practice Your Skills

Finding Appositives and Appositive Phrases

Write the appositive or appositive phrase in each sentence. Then, beside each one, write the word or words it identifies or explains.

1. We know many interesting details about the men of America's highest office, the presidency.
2. One president, Grover Cleveland, entered the White House as a bachelor.
3. While in office, he married Frances Folsom, a beautiful young woman.
4. Thomas Jefferson, the author of the Declaration of Independence, was an architect, a writer, and a politician.
5. William Henry Harrison, our ninth president, died after only one month in office.
6. His vice president, John Tyler, succeeded him as president.
7. Woodrow Wilson, a great intellectual, led America through World War I.
8. Bill Clinton played the saxophone, a woodwind instrument.
9. Ronald Reagan, a former actor, was elected president in 1980.
10. Theodore Roosevelt, a sickly child, grew up to become a war hero.



Theodore Roosevelt

Connect to Writing: Editorial

Using Appositives

You are a newspaper reporter who has been asked to write an opinion piece about leadership. Consider the qualities that are important in a leader. What does one need to be effective in that role? Describe three characteristics of a good leader. In your editorial, use specific examples of effective leaders—either people from history or people you have known. Use at least three appositives or appositive phrases in your editorial and underline them. Then write a brief definition of the grammar term *appositive phrase.*

Verbals and Verbal Phrases

Lesson 3

You are already familiar with some of the information you will cover in this section. For example, you already know that the words *exhausted* and *cheering* in the following sentence are used as adjectives.

> The **exhausted** singers bowed before the **cheering** fans.

What you may not know is that they belong to a special group of words called **verbals.** In the example above, for instance, *exhausted* and *cheering* look like verbs, but they are actually used as adjectives.

17 C **A verbal is a verb form that is used as some other part of speech. There are three kinds of verbals: participles, gerunds, and infinitives.**

All of these verbals are important writing tools. They add variety when placed at the beginning of a sentence, and they add conciseness when they are used to combine two simple sentences.

Participles

17 C.1 A **participle** is a verb form that is used as an adjective.

The words *exhausted* and *cheering* in the example above are participles. To find a participle, ask the adjective questions *Which one?* or *What kind?* about each noun or pronoun. If a verb form answers one of these questions, it is a participle. The participles in the following examples are in **bold** type. An arrow points to the noun or pronoun each participle modifies.

> The **screaming** fans surrounded the **delighted** musicians.
> Their manager, **surprised** and **frightened,** pulled them away from the **adoring** crowd.



17 C.2 There are two kinds of participles. **Present participles** end in ***-ing.*** **Past participles** usually end in ***-ed,*** but some have irregular endings such as ***-n, -t,*** or ***-en.***

PARTICIPLES	
Present Participle	adoring, screaming, cheering
Past Participle	surprised, frightened, torn, bent, fallen

Everyone enjoyed the sound of the **singing** group.

Their voices filled the **hushed** stadium.

Practice Your Skills

Recognizing Participles as Modifiers

Write each participle that is used as an adjective. Then, beside each one, write the word it modifies.

(1) The rock band stepped into the blinding spotlights. **(2)** Their fans, applauding wildly, welcomed their entrance. **(3)** One musician struck a loud, ringing chord on his guitar. **(4)** The drummer and the bass player joined the screaming melody. **(5)** After the first song, the dancing crowd yelled for more. **(6)** The obliging band played another great song. **(7)** The pleased crowd sang along with the band. **(8)** After the concert, many fans stayed to meet the exhausted band. **(9)** These loyal fans held up crumpled pieces of paper to the performers. **(10)** The band members signed the papers and handed them back to the thrilled fans.

Participle or Verb?

Because a participle is a verb form, you must be careful not to confuse it with the verb in a verb phrase. When a participle is used in a verb phrase, it is part of the verb, not an adjective.

Participle	The **burning** forest poses a threat to nearby homes.
Verb	The fire is **burning** out of control.
Participle	Many **injured** animals escaped the blaze.
Verb	No campers were **injured** by the fire.

Also be careful not to confuse a participle with the main verb. Sometimes the participle form is the same as the past tense verb form.

Participle The **charred** trees were black against the blue sky.

Verb The fire **charred** many acres of forest.

Practice Your Skills

Distinguishing Between Participles and Verbs

Write the underlined word in each sentence. Then label it ***P*** for participle or ***V*** for verb.

1. The firefighter is caring for an injured deer.
2. Caring campers thoroughly douse their campfires.
3. The questioning reporter inquired about the cause of the fire.
4. The police officer was questioning several nearby residents.
5. The paramedic discarded her dirty gloves.
6. A discarded cigarette started the blaze.
7. The man's camping gear was destroyed in the fire.
8. That couple had been camping near the man.
9. A man was talking to the couple in a quiet voice.
10. The talking man was a park ranger.

Participial Phrases

17 C.3 A **participial phrase** is a participle with its modifiers and complements—all working together as an adjective.

Because a participle is a verb form, it can have modifiers or a complement. A participle plus any modifiers or complements form a **participial phrase.** The following examples show three variations of a participial phrase. Notice that a participial phrase can come at the beginning, the middle, or the end of a sentence.

Participle with an Adverb **Flying low,** the plane circled the airport.

Participle with a Prepositional Phrase The crowd **standing on the ground** watched the airplane.

Participle with a Complement A cheer went up for the woman **piloting the small craft.**

PUNCTUATION WITH PARTICIPIAL PHRASES

A participial phrase that comes at the beginning of a sentence is always followed by a comma.

Slowly turning the plane, Amelia Earhart flew away.

Participial phrases that come in the middle or at the end of a sentence may or may not need commas. If the information in the phrase is **essential,** no commas are needed. Information is essential if it identifies a person, place, or thing in the sentence.

If the information is **nonessential,** commas are needed to separate it from the rest of the sentence. A participial phrase is nonessential if it can be removed without changing the meaning of the sentence.

Essential (Restrictive)	The photograph **hanging on the wall** is of Amelia Earhart.
Nonessential (Nonrestrictive)	The picture, **given to me as a gift,** was taken in 1937.

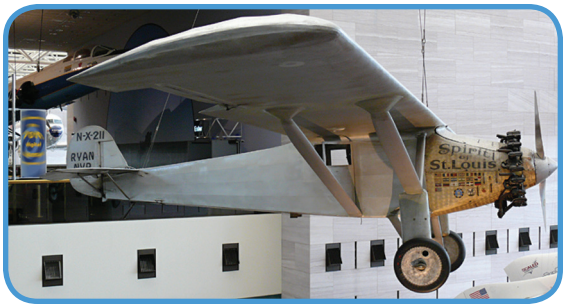
Essential phrases are often called *restrictive;* nonessential phrases are often called *nonrestrictive*.

Practice Your Skills

Recognizing Participial Phrases as Modifiers

Write the participial phrase in each sentence. Then beside each one, write the word it modifies.

(1) Charles Lindbergh, born in 1902, was raised in Minnesota. **(2)** Known by the nickname "Lucky Lindy," Lindbergh was a pioneer of aviation. **(3)** In 1927, he flew solo across the Atlantic in a plane called *Spirit of St. Louis.* **(4)** Departing from Long Island, the plane flew into a stormy sky. **(5)** Awaiting Lindbergh in Paris, the crowd grew extremely anxious. **(6)** Two Frenchmen, attempting the same feat, had recently lost their lives. **(7)** The enthusiastic crowd cheered the plane landing on the strip. **(8)** Emerging a hero, Lindbergh waved to the crowd. **(9)** Marrying Anne Morrow in 1929, Charles Lindbergh gained more than a wife. **(10)** Flying with Lindbergh, Anne Morrow Lindbergh served as his copilot and navigator on later flights.



Gerunds

17 C.4 A **gerund** is a verb form that is used as a noun.

Both the gerund and the present participle end in *-ing*. A gerund, however, is used as a noun, not as an adjective. A gerund is used in all the ways in which a noun is used.

Subject	**Swimming** is my favorite activity.
Direct Object	Do you enjoy **skiing?**
Indirect Object	I gave **diving** my full attention.
Object of the Preposition	The lifeguard saved her from **drowning.**
Predicate Nominative	My sister's favorite pastime is **boating.**
Appositive	I have a new hobby, **sailing.**

Practice Your Skills

Finding Gerunds

Write the gerund in each sentence. Then label it ***subject, direct object, indirect object, object of the preposition, predicate nominative,*** or ***appositive.***

1. In the summer swimming is a great way to stay cool.
2. I just finished a book about sailing.
3. Another enjoyable activity at the lake is water skiing.
4. The hardest part of skiing is balance.
5. Kim has always enjoyed boating.
6. My new exercise, rowing, keeps me fit.
7. The little child gave swimming a try.
8. At first, the sound of laughing came from the water's edge.
9. Suddenly I heard yelling from that direction.
10. By running, the lifeguard was able to reach the child first.

Gerund or Participle?

It is easy to confuse a gerund and a present participle because they both end in *-ing*. Just remember that a gerund is used as a noun. A participle is used as an adjective.

Gerund	My best friend earns extra money by **sewing.** (*Sewing* is the object of the preposition.)
Participle	I might take a **sewing** class. (*Sewing* modifies *class.*)

Practice Your Skills

Distinguishing Between Gerunds and Participles

Write the underlined word in each sentence. Then label it ***G*** for gerund or ***P*** for ***participle.***

(1) Many teenagers start working to make extra money. **(2)** Others become working people to help out their families.

(3) Cooking is one way to earn money. **(4)** Meg took a cooking class to improve her skills. **(5)** Jason's singing helps bring in some cash. **(6)** People pay him to hear his beautiful singing voice. **(7)** Can you get paid for reading? **(8)** There are some reading services for the visually impaired. **(9)** If you're good at swimming, you could be a lifeguard. **(10)** My cousin teaches swimming classes.

Gerund Phrases

17 C.5 A **gerund phrase** is a gerund with its modifiers and complements—all working together as a noun.

Like a participle, a gerund can be combined with modifiers or a complement to form a gerund phrase. There are four variations of a gerund phrase.

Gerund with an Adjective	**His heavy breathing** was due to an intense workout.
Gerund with an Adverb	**Exercising daily** is important for everyone.
Gerund with a Prepositional Phrase	**Jogging in the park** is a pleasant form of exercise.
Gerund with a Complement	**Walking a mile** every day will help keep you healthy.

Be sure to use the possessive form of a noun or pronoun before a gerund. A possessive form before a gerund is considered part of the gerund phrase.

We were not surprised by **Keisha's** winning the marathon.

The family has always encouraged **her** running.

Practice Your Skills

Finding Gerund Phrases

Write the gerund phrase in each sentence. Then underline the gerund.

(1) At the mall many people choose riding the escalator. **(2)** You can stay fit by walking up the stairs. **(3)** Exercising regularly is not just good for your body. **(4)** Doing a little workout each day helps fight depression. **(5)** Most athletes do not go for a day without working their bodies. **(6)** Lifting weights is a good way to build muscles. **(7)** Another way is rowing a boat. **(8)** Many people work out by aerobic dancing. **(9)** Playing basketball daily helps many people stay fit. **(10)** Making a daily workout goal will focus your mind on fitness.

Practice Your Skills

Understanding the Uses of Gerund Phrases

Write the gerund phrase in each sentence. Then label the use of each one, using the following abbreviations. Not every label will be used.

subject = ***subj.***	direct object = ***d.o.***
indirect object = ***i.o.***	object of the preposition = ***o.p.***
predicate nominative = ***p.n.***	appositive = ***appos.***

1. Every four years the world enjoys watching the Summer Olympics.
2. Breaking records is the goal of many Olympic athletes.
3. One event, long-distance running, captures a great deal of attention.
4. Another exciting event is the jumping of the hurdles.
5. Successful hurdlers win by barely skimming the barrier.
6. Running fast between hurdles also helps a competitor win the race.
7. Throwing the discus takes a very strong arm.
8. An especially difficult event is competing in the two-day decathlon.
9. Data tables are used in this event for comparing the athletes' performances.
10. Competing in the Olympics is the dream of many athletes.

Infinitives

17 C.6 An **infinitive** is a verb form that usually begins with ***to.*** It is used as a noun, an adjective, or an adverb.

An infinitive looks different from a participle or a gerund because it usually begins with the word *to*. An infinitive is used in almost all the ways in which a noun is used. It can also be used as an adjective or an adverb.

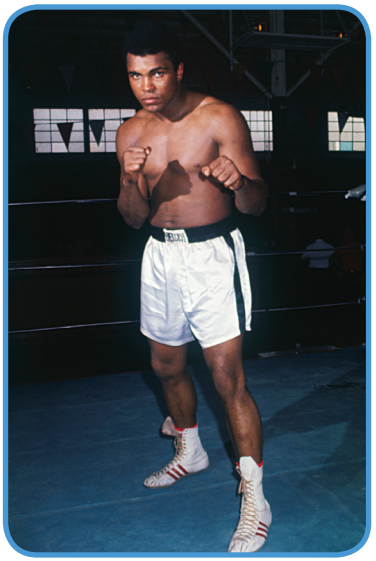
Noun	**To succeed** was his only goal in life. (subject)
	He wanted **to win** more than anything else. (direct object)
Adjective	That is a difficult goal **to accomplish.** (*To accomplish* modifies the noun *goal.*)
	His desire **to win** was very strong. (*To win* modifies the noun *desire.*)
Adverb	He was eager **to triumph.** (*To triumph* modifies the adjective *eager.*)
	He worked hard **to succeed.** (*To succeed* modifies the verb *worked.*)

Practice Your Skills

Finding Infinitives

Write the infinitive in each sentence. Then label it ***noun, adjective,*** or ***adverb.***

(1) In the 1960s and 1970s, Muhammad Ali was the boxer to see. **(2)** His life is interesting to research. **(3)** He had one goal, to win. **(4)** As a young child, he learned to box. **(5)** For his opponents, his punches were too fast to avoid. **(6)** For several years, he was not allowed to compete. **(7)** When he was drafted by the army, he refused to go. **(8)** He refused on religious grounds to fight. **(9)** In 1979, Muhammad Ali decided to retire. **(10)** Later, he came out of retirement to fight again.



Infinitive or Prepositional Phrase?

Because an infinitive usually begins with the word *to,* it is sometimes confused with a prepositional phrase. Just remember that an infinitive is *to* plus a verb form. A prepositional phrase is *to* plus a noun or a pronoun.

Infinitive	I am learning **to drive.** (ends with the verb form *drive*)
Prepositional Phrase	My mom drove me **to school.** (ends with the noun *school*)

Practice Your Skills

Distinguishing Between Infinitives and Prepositional Phrases

Write the underlined words in each sentence. Then label them ***I*** for infinitive or ***PP*** for prepositional phrase.

1. We need some time <u>to rest</u>.
2. What do you want <u>to do</u>?
3. Now I would like <u>to go</u>.
4. Should I take my bag with me <u>to gym</u>?
5. That bag is too heavy <u>to carry</u>.
6. Give your bag <u>to Dylan</u>.
7. Take my bag <u>to class</u> with you.
8. Let's go <u>to band</u>.
9. I think the drums are the most fun <u>to play</u>.
10. Let's walk <u>to lunch</u> together.

Connect to Writing: Drafting

Using Infinitives in Sentences

Use the following infinitives in complete sentences. Use at least one as a noun, one as an adjective, and one as an adverb.

1. to glow
2. to spin
3. to shriek
4. to see
5. to ride

Infinitive Phrases

17 C.7 An **infinitive phrase** is an infinitive with its modifiers and complements—all working together as a noun, an adjective, or an adverb.

The following examples show three variations of an infinitive phrase.

Infinitive with an Adverb	My friends have learned **to read quickly.**
Infinitive with a Prepositional Phrase	Alexandra and I plan **to go to the library.**
Infinitive with a Complement	Haley went to the library **to get a book.**

Sometimes *to* is omitted when an infinitive follows such verbs as *dare, feel, hear, help, let, need, see,* and *watch.*

Will you and Jesse help me **find** the library's reference section? (*to find*)

No one dared **talk** in the quiet reading room. (*to talk*)

Molly helped her little sister **read** an illustrated children's book. (*to read*)

Will the librarian let you **check out** five books? (*to check out*)

Practice Your Skills

Recognizing Infinitive Phrases as Modifiers

Write the infinitive phrase in each sentence. Then label it ***noun, adjective,*** or ***adverb.***

(1) In English classes, many students are asked to read the novels of John Steinbeck. **(2)** After high school Steinbeck left Salinas to attend Stanford University. **(3)** He did not stay to earn his degree. **(4)** To support himself, Steinbeck worked as a laborer. **(5)** He began to publish novels in 1929. **(6)** In 1935 with *Tortilla Flat,* he managed to gain critical acclaim. **(7)** Critics consider his greatest work to be *The Grapes of Wrath.* **(8)** Steinbeck traveled to North Africa to serve as a war correspondent. **(9)** Throughout his life, he continued to write novels and short stories. **(10)** In 1962, Steinbeck was honored to win the Nobel Prize for Literature.

Misplaced and Dangling Modifiers

Participial phrases and infinitive phrases can be used as modifiers. Therefore, they should be placed as close as possible to the word they modify.

17 C.8 When participial and infinitive phrases are placed too far from the word they modify, they become **misplaced modifiers.**

Misplaced We saw an elk **hiking along with our cameras.**

Correct **Hiking along with our cameras,** we saw an elk. (The participial phrase modifies *we*.)

Notice that to correct a misplaced modifier, you simply move the verbal phrase closer to the word it modifies.

17 C.9 A verbal phrase that has nothing to describe is called a **dangling modifier.**

Dangling **To go on the camping trip,** a permission slip must be signed.

Correct **To go on the camping trip,** you must bring a signed permission slip. (The infinitive phrase modifies *you*.)

Notice that to correct a dangling modifier, you must add words or change the sentence so that the verbal phrase has a noun or pronoun to modify.

Practice Your Skills

Recognizing Misplaced and Dangling Modifiers

Label the underlined verbal phrases in the following sentences ***MM*** for misplaced modifier or ***DM*** for dangling modifier. If there is no mistake in the placement of the verbal, write ***C*** for correct.

1. To avoid last-minute problems, our teacher made plans for the field trip well in advance.
2. We saw a deer riding along on the bus.
3. Studying the plants and wildlife around us, we collected data for a report.
4. We admired the autumn leaves gliding along in our canoe.
5. Weighed down by our packs, the trail seemed endless.
6. Jack noticed two woodpeckers hiking through the woods.
7. Lost on the trail, my compass was a big help.
8. We ate our lunches sitting on the ground.

Connect to Writing: Revising

Correcting Misplaced and Dangling Participles

Rewrite the incorrect sentences in the previous activity so that the modifiers are used correctly.

Check Point: Mixed Practice

Write each verbal or verbal phrase from the following sentences. Then label it ***P*** for participle, ***G*** for gerund, or ***I*** for infinitive.

(1) Weighing over 300 pounds, Louis Cyr may have been the strongest man in history. **(2)** Lifting a full barrel of cement with one arm was an easy task for him. **(3)** One story, known to everyone in Quebec, tells about his pushing a freight car up an incline. **(4)** To entertain townspeople, Cyr also would lift 588 pounds off the floor by using only one finger! **(5)** Pitting himself against four horses in 1891 was, however, his greatest feat. **(6)** Standing before a huge crowd, Cyr was fitted with a special harness. **(7)** The horses, lined up two on each side, were attached to the harness. **(8)** Planting his feet wide apart, Cyr stood with his arms on his chest. **(9)** The signal was given and the horses began to pull. **(10)** Moving either arm from his chest would disqualify him. **(11)** After minutes of tugging, the winner was announced. **(12)** Louis Cyr bowed before the cheering crowd.



Connect to Speaking and Writing: Peer Interaction

Reviewing Content

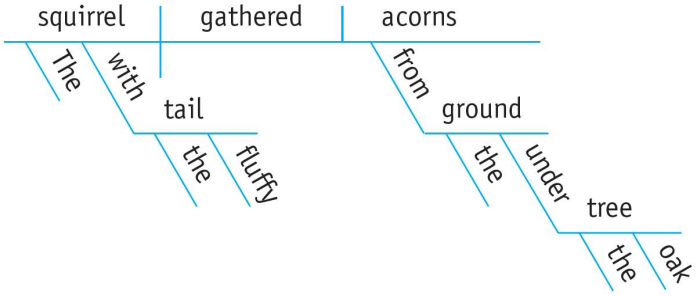
With a partner, review the vocabulary you have learned in this chapter. (Hint: new terms are printed in purple.) Quiz each other until you understand the definitions of all the new words and concepts.

Diagraming Phrases

In a diagram a prepositional phrase is connected to the word it modifies. The preposition is placed on a connecting slanted line. The object of a preposition is placed on a horizontal line that is attached to the slanted line.

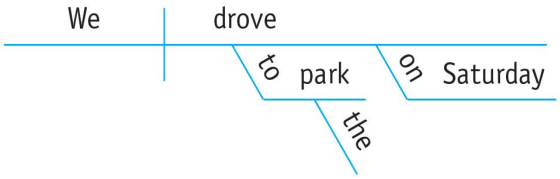
Adjectival Phrase An adjectival phrase is connected to the noun or pronoun it modifies. Notice that sometimes a phrase modifies the object of a preposition of another phrase.

The squirrel with the fluffy tail gathered acorns from the ground under the oak tree.



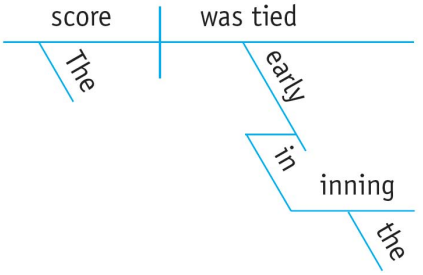
Adverbial Phrase An adverbial phrase is connected to the verb, adjective, or adverb it modifies.

We drove to the park on Saturday.



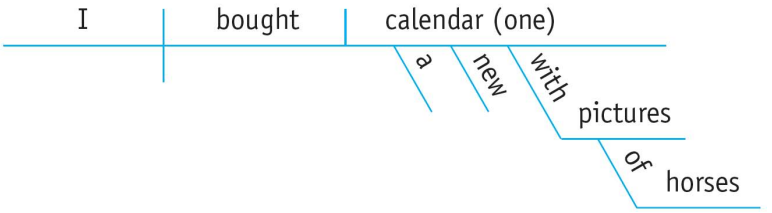
Notice in the next example that an adverbial phrase that modifies an adjective or an adverb needs an additional line.

The score was tied early in the inning.



Appositive and Appositive Phrase An appositive is diagramed in parentheses next to the word it identifies or explains.

I bought a new calendar, one with pictures of horses.



Practice Your Skills

Diagraming Phrases

Diagram the following sentences or copy them. If you copy them, draw one line under each subject and two lines under each verb. Then put parentheses around each phrase and label each one ***adj.*** for adjective, ***adv.*** for adverb, or ***appos.*** for appositive.

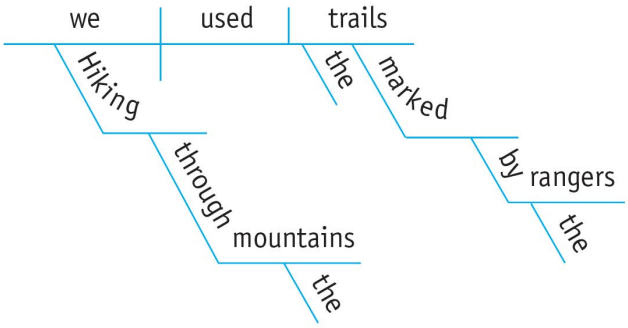
1. Many children can swim at an early age.
2. I just bought a new radio, a small portable one.
3. The posters for the dance are beautiful.
4. I went to Mexico with my sisters.
5. My friend Bert collects stamps from foreign countries.
6. The tips of the daffodils showed through the snow.
7. Meg left the store with the groceries.
8. Wendy, my best friend, went to the horse show.
9. At the signal every swimmer dived into the water.
10. The summit of Mount McKinley is always covered with snow.

Diagraming Verbal Phrases

How a verbal phrase is used in a sentence will determine how it is diagramed.

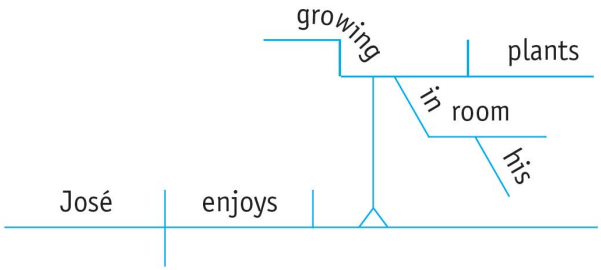
Participial Phrases Because a participial phrase is always used as an adjective, it is diagramed under the word it modifies. The participle, however, is written in a curve.

Hiking through the mountains, we used the trails marked by the rangers.



Gerund Phrases Because a gerund phrase is used as a noun, it can be diagramed in any noun position. In the following example, a gerund phrase is used as a direct object. Notice that the complement *plants* and a prepositional phrase are part of the gerund phrase.

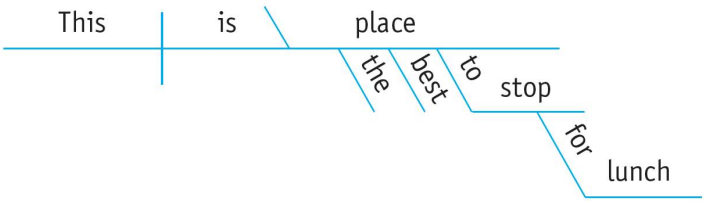
José enjoys growing plants in his room.



CHAPTER 17

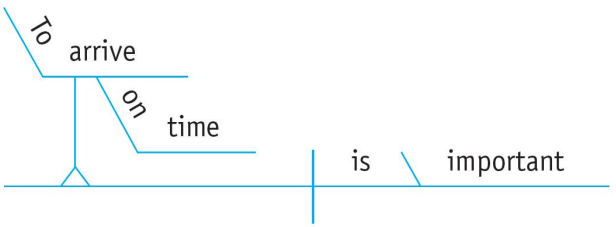
Infinitive Phrases Because an infinitive phrase may be used as an adjective, an adverb, or a noun, it is diagramed in several ways. The following example shows how an infinitive phrase used as an adjective is diagramed.

This is the best place to stop for lunch.



An infinitive phrase used as a noun can be diagramed in any noun position. In the following example, an infinitive phrase is used as the subject of the sentence.

To arrive on time is important.



Practice Your Skills

Diagraming Verbal Phrases

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

1. Sitting on the doorstep, the dog waited for its owner.
2. Spilled by accident, the milk dripped from the counter.
3. No one noticed Sally tiptoeing down the stairs.
4. I enjoy speaking before an audience.
5. The team practiced kicking the football between the goalposts.
6. Eating food in the halls is not permitted.
7. This is the best shovel to use for that job.
8. To rush into a decision is a mistake.
9. The uniform to wear to the banquet is the blue one.
10. We want to watch this movie.

Chapter Review

Assess Your Learning

Identifying Prepositional and Appositive Phrases

Write each prepositional phrase and each appositive phrase. Then label each one ***adj.*** for adjectival, ***adv.*** for adverbial, or ***appos.*** for appositive.

1. The *ZIP* in *ZIP code* stands for "zone improvement plan."
2. The Abyssinian, a beautiful short-haired feline, developed entirely from the African wildcat.
3. The largest of the python family of snakes grows to a length of 25 feet.
4. The center of the earth, a ball of solid iron and nickel, has a temperature of 9,000°F.
5. Lungfish of Africa sleep out of water for an entire summer.
6. A famous art museum in New York City has a collection of 200,000 baseball cards.
7. A completely blind chameleon will still change to the color of its environment.
8. A year is 88 days on Mercury, the planet closest to the sun.
9. A grasshopper's sense of hearing is centered in its front knees.
10. James Naismith, the inventor of basketball, was a YMCA instructor in Massachusetts.

Identifying Verbal Phrases

Write each verbal phrase. Then label each one ***participial, gerund,*** or ***infinitive.***

1. Steam is water expanded 1,600 times.
2. The first apples to reach America arrived from England in 1629.
3. A house cat can be expected to live from eight to twenty years.
4. Ancient Egyptian boats were constructed by binding together bundles of papyrus stems.
5. One out of every four human beings living in the world today is Chinese.

6. Pumping blood steadily through our bodies, our hearts never take a rest.
7. Eating honey from a beehive has provided nourishment for lost hikers.
8. It takes approximately ten seconds to slice six cucumbers in a food processor.
9. Long ago doctors used leeches for sucking blood from patients.
10. Polo is the oldest game played with a stick and ball.

Using Phrases

Write five sentences that follow the directions below. (The sentences may come in any order.) Write about one of the following topics or a topic of your own choice: a singer at a concert, a score at a hockey game, or the final lap of a car race.

Write a sentence that . . .

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

Underline and label each phrase. Then check for correct punctuation in each sentence.



Phrases: Posttest

Directions

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

Service Dogs

(1) Service dogs are trained to aid people with problems of mobility, strength, or coordination. **(2)** They help people in many ways in their homes. **(3)** Dogs help people to get to the bathroom. **(4)** Using a dog for support, a disabled person can keep his or her balance. **(5)** Dogs help deaf people recognize important sounds. **(6)** They alert their owners to the ringing of a phone. **(7)** Noticing a dog with a person in a wheelchair, people are more likely to be friendly. **(8)** A well-trained assistant, a service dog, can allow a disabled person to interact with others more fully. **(9)** Service dogs usually work for eight years before they are replaced. **(10)** Overlapping with a new dog, the old service dog can help the young one.

1. **A** prepositional
B gerund
C appositive
D infinitive

2. **A** infinitive
B prepositional
C participial
D gerund

3. **A** participial
B infinitive
C gerund
D prepositional

4. **A** gerund
B participial
C prepositional
D infinitive

5. **A** prepositional
B participial
C infinitive
D gerund

6. **A** adjectival
B adverbial
C participial
D gerund

7. **A** prepositional
B participial
C appositive
D gerund

8. **A** adjectival
B adverbial
C appositive
D prepositional

9. **A** gerund
B infinitive
C prepositional
D participial

10. **A** participial
B prepositional
C appositive
D gerund

Writer's Corner

Snapshot

17 A A **phrase** is a group of related words that function as a single part of speech. **Adjectival** and **adverbial phrases** are prepositional phrases that modify another part of speech. (pages 611–614)

17 B An **appositive phrase** is made up of a noun or pronoun and its modifiers. An appositive phrase identifies or explains another noun or pronoun in the sentence. (pages 617–618)

17 C A **verbal** is a verb form that is used as a noun, an adjective, or an adverb. There are three kinds of verbals: **participles, gerunds,** and **infinitives.** (pages 619–630)

Power Rules

Fix phrase fragments by adding words to turn the phrase into a sentence or by attaching the phrase to an existing sentence. (pages 668–670)

Before Editing	After Editing
Clara got the best grade on the test. *The smartest girl in class.*	Clara, the smartest girl in class, got the best grade on the test.
Because he didn't study. Johan got a *C* on the test.	*Because he didn't study,* Johan got a *C* on the test.
Clara was always willing. *To help other students.*	Clara was always willing *to help other students.*

Use the **objective case** when the pronoun is an object of a prepositional phrase. (pages 716–717 and 722–725)

Before Editing	After Editing
Between you and I, Cassady is the best singer in school.	*Between you and me,* Cassady is the best singer in school.
She sang *for Hank and I* the other day.	She sang *for Hank and me* the other day.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use phrases to combine sentences? (See pages 611–612.)
- ✓ Did I use correct punctuation with phrases? (See pages 613, 617, and 622.)
- ✓ Did I use commas to set off nonrestrictive phrases? (See pages 617 and 622.)
- ✓ Did I avoid dangling and misplaced modifiers? (See pages 615–616 and 629–630.)
- ✓ Did I use a variety of verbal phrases to create interesting sentences? (See pages 619–630.)

Use the Power

Think of phrases as colors. Adding phrases to sentences makes your writing more vivid just as adding colors to a room makes it come alive.

appositive phrase

infinitive phrase

participial phrase

adverbial phrase

gerund phrase

adjectival phrase

On Friday, Caige and Ryan went to Alpine Stadium to see the Cubs, their favorite team. Standing on their seats, Caige and Ryan were able to watch the pitchers in the bullpen. During the game, they joined the crowd by chanting and clapping.

CHAPTER 18

Clauses



How can you connect related ideas with clauses?

Clauses: Pretest 1

The following draft paragraph about the *Titanic* is hard to read because it contains several misplaced clauses. Revise the paragraph so that it reads more smoothly. One of the misplaced clauses has been corrected as an example.

In 1912, where icebergs were a constant threat, the *Titanic* was crossing the North Atlantic. The passengers, because they felt secure on this great ship, were enjoying themselves. What they didn't know was that their lives were in danger. The crew ignored several iceberg warnings that should have been heeded. An iceberg suddenly appeared in front of the ship whose size was tremendous. A slight impact had actually struck the ship a fatal blow, which scarcely disturbed the passengers. Who were unaware of their danger, the passengers chatted casually about the accident. The lifeboats could carry only a fraction of the passengers that were on board. Some of the lifeboats that were launched were not filled completely. The panic overcame the passengers at the end. The disaster will never be forgotten, which resulted in a loss of 1,513 lives.

Clauses: Pretest 2

Directions

Write the letter of the term that correctly identifies each sentence or underlined part of a sentence.

(1) Because I have neat handwriting, Maisie asked me to design a farewell card. **(2)** I used my calligraphy pen and blue ink. **(3)** Before I made a final version, I practiced on a separate sheet of paper. **(4)** The card was for a teacher who was leaving in June. **(5)** She had been there twenty years, and everyone would miss her. **(6)** Because she was so well-liked, we expected a big turnout, and we were not disappointed. **(7)** Mrs. Strout was the person <u>who taught me calligraphy</u>. **(8)** <u>When I first met her</u>, I was just starting middle school. **(9)** Her art class was harder <u>than I had expected</u>. **(10)** <u>That I'd had art in the past</u> did not prepare me for Mrs. Strout's class.

1. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

2. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

3. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

4. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

5. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

6. **A** simple sentence
B compound sentence
C complex sentence
D compound-complex sentence

7. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

8. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

9. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

10. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

Independent and Subordinate Clauses

Lesson 1

In the preceding chapter, you learned about a group of words called a phrase that can be used as a noun, an adjective, or an adverb. In this chapter you will learn about another group of words called a **clause,** which can also be used as a noun, an adjective, or an adverb.

18 A **A clause is a group of words that is part of a sentence and that has a subject and a verb.**

Notice that in the examples below, the clause has a subject and a verb.

Phrase	I wrote a letter **after dinner.** (*After dinner* is a prepositional phrase that modifies the verb *wrote.*)
Clause	I wrote a letter **after dinner was finished.** (*Dinner* is the subject of the clause; *was finished* is the verb.)

There are two kinds of clauses: **independent clauses** and **subordinate, dependent, clauses.**

Independent Clauses

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

An independent clause is called a sentence when it stands by itself. It is called a clause when it appears in a sentence with another clause.

The first example below is a sentence with two independent clauses. In the second example, the clauses are shown as two sentences.

Independent Clauses	I will write a few sentences, and you can analyze my handwriting.
Two Sentences	I will write a few sentences. You can analyze my handwriting.

Subordinate Clauses

18 A.2 A **subordinate (dependent) clause** cannot stand alone as a sentence because it does not express a complete thought.

The subordinate clause in each of the following examples does not express a complete thought—even though it has a subject and a verb.

subordinate clause — independent clause
If you are interested, you can read about handwriting analysis.

independent clause — subordinate clause
My friends read a book that was about graphology.

When You Write

When writers want to persuade an audience to adopt a particular viewpoint, they often acknowledge the opposing point of view by presenting it in a subordinate clause.

Although some argue that art and music classes take valuable time and budget resources away from basic academic subjects, new findings indicate that art and music instruction adds to a student's overall intelligence.

By placing the opponent's point of view in a subordinate clause, the writer both acknowledges it and subordinates it under her own point of view.

Practice Your Skills

Differentiating Between Kinds of Clauses

Write each underlined clause. Then label each one ***I*** for independent or ***S*** for subordinate.

(1) Graphology, which is the study of handwriting, has existed for many years. **(2)** Many people think that handwriting can reveal personality traits. **(3)** Because some businesses accept this theory, they analyze job applicants' handwriting. **(4)** When you apply for a job, watch your handwriting. **(5)** You can always go back to your old ways after you have been hired. **(6)** If your writing slants to the right, you are probably friendly and open. **(7)** If your writing slants to the left, you might very well be a nonconformist. **(8)** Writing uphill indicates an optimist, and writing downhill suggests a reliable person. **(9)** Capital letters that are inserted in the middle of a word reveal a creative person. **(10)** An i dotted with a circle shows an artistic nature, and a correctly dotted *i* indicates a careful person.

Uses of Subordinate Clauses

Lesson 2

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

Adverbial Clauses

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

A subordinate clause can be used like a single adverb or like an adverbial phrase. When it functions in one of those ways it is called an adverbial clause.

Single Adverb	Our plane left **early.**
Adverbial Phrase	Our plane left **at dawn.**
Adverbial Clause	Our plane left **as the sun came up over the horizon.**

An adverbial clause answers the adverb questions *How? When? Where? How much?* or *To what extent?* as well as the questions *Under what condition?* or *Why?*

When?	We will travel **until we have seen all of England.**
Under What Condition?	**If our flight is late,** the tour guide will wait for us.
Why?	We took an early flight **because it was less expensive.**

The adverbial clauses in the preceding examples all modify verbs. Notice that they modify the whole verb phrase. Adverbial clauses can also modify adjectives and adverbs.

Modifying an Adjective	I am happy **whenever I am traveling.**
Modifying an Adverb	The flight lasted longer **than I had expected.**

Subordinating Conjunctions

18 B.2 All adverbial clauses begin with a **subordinating conjunction.**

Keep in mind that *after, as, before, since,* and *until* can also be prepositions.

COMMON SUBORDINATING CONJUNCTIONS

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

Unless you hear from me, I will return at six o'clock.

The flight has not changed **as far as** I know.

PUNCTUATION WITH ADVERBIAL CLAUSES

Always place a comma after an adverbial clause that comes at the beginning of a sentence.

Before we visited Ireland, we saw the sights of London.

Sometimes an adverbial clause will interrupt an independent clause. If it does, place a comma before and after the adverbial clause.

Our schedule**, as far as I can tell,** seems reasonable.

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

We will drive **so that we can see the countryside.**

Practice Your Skills

Recognizing Adverbial Clauses as Modifiers

Write the adverbial clause in each sentence. Then beside it, write the verb, adjective, or adverb that it modifies.

(1) After Ferdinand V. Hayden surveyed Yellowstone, Congress established the country's first national park. **(2)** So that the country would have public lands, the government has created more national parks. **(3)** These lands are protected so that all Americans can see the beauty of nature. **(4)** Campers are happy when they sleep under the stars of California's Yosemite National Park. **(5)** The drive through Glacier National Park takes longer than most tourists realize. **(6)** The Grand Canyon in Arizona stretches farther than the eye can see. **(7)** Because it is unusually beautiful, many tourists visit Arches National Park in Utah. **(8)** When people visit Big Bend National Park in Texas, they are surprised by the mountains. **(9)** If you like mountains, you will love Rocky Mountain National Park in Estes Park, Colorado. **(10)** Because they belong to all of us, Americans should visit these magnificent places.

Connect to Writing: Drafting

Writing Sentences Using Adverbial Clauses

Write sentences about taking a trip that follow the directions below. Then underline each adverbial clause. Include commas where needed in your sentences.

1. Include an adverbial clause that begins with *than*.
2. Include an adverbial clause that begins with *even though*.
3. Start a sentence with an adverbial clause that begins with *because*.
4. Use an adverbial clause that begins with *unless* that interrupts an independent clause.
5. Start a sentence with an adverbial clause that begins with *whenever*.

Power Your Writing: Tip the Scales

Writers often use adverbial clauses to "tip the scales," subordinating one idea or position to another. In this example from *When Heaven and Earth Changed Places* (pages 325–327), the importance of the rice crop is emphasized over the other crops.

> Although we grew many crops around Ky La, the most important by far was rice.

Look at a recent persuasive essay, and check to be sure you have used subordinate clauses to tip the scales toward your position.

Adjectival Clauses

18 B.3 An **adjectival clause** is a subordinate clause that is used like an adjective to modify a noun or a pronoun.

A subordinate clause used like a single adjective or an adjectival phrase is called an **adjectival clause.**

Single Adjective	My great-uncle witnessed a **famous** disaster.
Adjectival Phrase	My great-uncle witnessed a disaster **of air travel.**
Adjectival Clause	My great-uncle witnessed a disaster **that is still remembered today.**

An adjectival clause answers the adjective question *Which one?* or *What kind?*

Which One?	He saw one man **who jumped to the ground.**
What Kind?	The airship, **which was a zeppelin,** came down in flames.

Relative Pronouns

Most adjectival clauses begin with a relative pronoun and are often called relative clauses.

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

RELATIVE PRONOUNS				
who	whom	whose	which	that

The crash, **which occurred in 1937,** destroyed the *Hindenburg*.

The zeppelin carried a fuel **that was highly flammable.**

Sometimes a word such as *where* or *when* can also introduce an adjectival clause.

Frankfurt, Germany, is the place **where the *Hindenburg's* flight originated.**

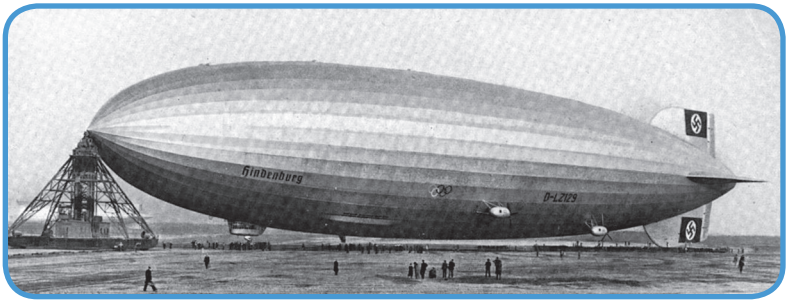
This was an era **when commercial air travel was just beginning.**

Practice Your Skills

Finding Relative Pronouns

Write the adjectival clause in each sentence. Then underline the relative pronoun.

(1) The *Hindenburg,* which was a magnificent zeppelin, left Frankfurt, Germany, for a two-day flight to the United States. **(2)** The passengers who made the journey enjoyed great comfort on the airship. **(3)** The world was interested in the flight of the *Hindenburg,* which was the largest human-made object ever to fly. **(4)** The passengers had a glorious view from the windows that lined the zeppelin. **(5)** In the United States, the people who gathered at the naval air station awaited the *Hindenburg's* arrival. **(6)** The *Hindenburg* was over Lakehurst, New Jersey, which was its destination, when a spark ignited the airship. **(7)** Some spectators who had family members on board began to scream in horror. **(8)** The zeppelin was filled with hydrogen, which is a very combustible gas. **(9)** Another cause for the blaze may have been the flammable material that covered the outside of the airship. **(10)** About one third of the people who were on board the *Hindenburg* died in the disastrous accident.



Connect to Writing: News Article

Using Adjectival Clauses

Using the information in the activity above, write a brief news account of the *Hindenburg* accident. Use at least four adjectival clauses in your account and underline them. Then write a brief definition of the grammar term *adjectival clause.*

Functions of a Relative Pronoun

In addition to introducing an adjectival clause, a **relative pronoun** has another function. It can serve as a subject, a direct object, or an object of a preposition within the adjectival clause. It can also show possession.

Subject	The Great Depression, **which began in 1929,** was a bleak time in American history. (*Which* is the subject of *began.*)
Direct Object	The economic confidence **that most Americans enjoyed** was shattered. (*That* is the direct object of *enjoyed.*)
Object of a Preposition	The time period **about which I am writing** lasted for eleven years. (*Which* is the object of the preposition *about.*)
Possession	Few were the Americans **whose lives were unaffected.** (*Whose* shows possession of *lives.*)

Sometimes the relative pronoun *that* is omitted from an adjectival clause. Nevertheless, it still has its function within the clause.

The Grapes of Wrath is a novel **John Steinbeck wrote about the Depression.**
(*That John Steinbeck wrote about the Depression* is the adjectival clause. *That* [understood] is the direct object within the adjectival clause.)

Restrictive and Nonrestrictive Clauses

Not all relative clauses are essential to the meaning of a sentence.

18 B.5 A **restrictive (essential) clause** contains information that is essential to identifying a person, place, or thing in a sentence.

A restrictive clause answers the question *Which one?* Do not use commas to set off an essential clause.

Dorothea Lange's photograph **that shows a tired-looking mother with her children** is on display at the museum.
(No commas are used because the clause is essential to identify which photograph is on display.)

18 B.6 A **nonrestrictive (nonessential) clause** adds additional information and can be removed without changing the main information of a sentence.

A nonrestrictive clause answers the question *What kind?* Use a comma or commas to set off a nonrestrictive clause.

The photograph**, which was taken in 1936,** is striking.
(Commas are needed because the clause could be removed from the sentence without changing its meaning.)

To determine if you should use commas to set off a clause, read the sentence without the clause. If the sentence is meaningful without the clause, set the clause off with commas. It is customary to use the relative pronoun *that* in a restrictive clause and *which* in a nonrestrictive clause.

The photograph, **which** was taken in 1936, shows an image **that** is striking.

Practice Your Skills

Determining the Function of a Relative Pronoun

Write each adjectival clause and underline the relative pronoun. Label its use in the adjectival clause as ***subject, direct object, object of the preposition,*** or ***possessive.*** Write an ***R*** next to restrictive clauses and an ***NR*** next to nonrestrictive clauses.

(1) The stock market crash that occurred on Tuesday, October 24, 1929, was the beginning of the Great Depression. **(2)** The Great Depression devastated America's farmers, who were contending with a terrible drought. **(3)** The drought was in the Great Plains region, which became known as the "Dust Bowl." **(4)** Farmers headed west to California, which offered many job opportunities. **(5)** In large cities, soup kitchens that fed hungry people had long lines at every meal. **(6)** Woody Guthrie was an American folksinger who sang about the Depression. **(7)** One song that he wrote is still familiar to almost every American. **(8)** "This Land Is Your Land" is a song whose words still resonate with Americans. **(9)** Herbert Hoover, on whom the blame for the economic disaster was placed, was not reelected in 1932. **(10)** Franklin Roosevelt, whose 1932 election brought him to the presidency, enacted programs to put Americans back to work.

Misplaced Modifiers

An adjectival clause should be placed as near as possible to the word it modifies.

18 B.7 A clause that is too far away from the word it modifies is called a **misplaced modifier.**

Misplaced	Mark plays the guitar **who lives down the street.**
Correct	Mark, **who lives down the street,** plays the guitar.

Practice Your Skills

Identifying Misplaced Modifiers

Each sentence below contains an adjectival clause. If the clause is correctly placed, write ***C*** for correct. If the clause is too far away from the noun or pronoun it modifies, write ***MM*** for misplaced modifier.

1. Some kids started a rock band who live in my neighborhood.
2. Heather's garage is very small where they practice each evening.
3. I can hear them from my house, which is way down the street.
4. Shelby plays the bass guitar who is my age.
5. Heather's father works at a factory that makes amplifiers.
6. The neighbors call Heather's unconcerned parents who hate the noise.
7. The songs were written by Mark that their rock band plays.
8. Mark's guitar screams across the neighborhood which is electric.
9. We will have a big party on my sixteenth birthday, which is in June.
10. The band will play at my party, which will really be fun.

Noun Clauses

18 B.8 A **noun clause** is a subordinate clause that is used like a noun.

A noun clause can be used like a single noun.

Single Noun	I just learned an interesting **fact.**
Noun Clause	I just learned **that Russia was once ruled by tsars.**

A noun clause can be used in all the ways in which a single noun can be used.

Subject	**Whatever you read** is fine with our English teacher.
Direct Object	Does anybody know **when Leo Tolstoy was born?**
Indirect Object	Give **whoever comes to class** a copy of the reading list.
Object of a Preposition	I was intrigued by **what our teacher said.**
Predicate Nominative	The literature of Russia is **what interests me most.**

The chart below shows words that are commonly used to introduce noun clauses.

COMMON INTRODUCTORY WORDS FOR NOUN CLAUSES

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

Keep in mind that the words *who, whom, whose, which,* and *that* may also begin an adjectival clause. Therefore, do not rely on the introductory words themselves to identify a clause. Instead, decide how a clause is used in a sentence.

Noun Clause	**That Leo Tolstoy is a great Russian writer** is common knowledge. (used as a subject)
Adjectival Clause	The short story **that I like best** is "The Death of Ivan Ilych." (used to modify *story*)

Practice Your Skills

Finding Noun Clauses

Write the noun clause from each sentence.

1. That Leo Tolstoy is revered today is a testament to his genius.
2. Many critics believe that *War and Peace* is Tolstoy's greatest novel.
3. The contention of others is that *Anna Karenina* is his greatest work.
4. His works bring great pleasure to whoever reads them.

5. That Tolstoy was a member of the Russian upper class is obvious in his novels.

6. He did, however, write about what the peasants' lives were like.

7. His novels and short stories give whoever reads them a taste of Russian life.

8. Why *Anna Karenina* is known as a psychological novel is easy to explain.

9. The reason for this label is that Tolstoy reveals the thoughts of all the characters in the book.

10. What makes Tolstoy's novels so realistic is their mixture of tragedy and happiness.

Practice Your Skills

Determining the Uses of Noun Clauses

Label each noun clause in the preceding sentences as ***subject, direct object, indirect object, object of a preposition,*** or ***predicate nominative.***

Check Point: Mixed Practice

Write each subordinate clause in the following paragraphs and label each one *adverbial, adjectival,* or *noun.* (There are 14 subordinate clauses.)

(1) The Panama Canal, which connects two oceans, is the greatest constructed waterway in the world. **(2)** Because it was completed around 100 years ago, few people can remember the tragic problems that occurred during its construction. **(3)** In 1881, a French firm that was headed by Ferdinand de Lesseps began to dig the canal. **(4)** Although the work was hard, it was possible. **(5)** What wasn't possible was finding a way to overcome the mosquitoes that infested the whole area. **(6)** Within eight years, nearly 20,000 men had died of malaria as they worked on the canal. **(7)** The French company that had first built the Suez Canal finally went bankrupt after it had lost $325 million.

(8) After 18 years some Americans tried their luck. **(9)** They first found a plan that wiped out the mosquitoes. **(10)** Their work then proceeded without the hazard that had doomed the French. **(11)** The construction, which began at both ends, moved inland through the dense jungle. **(12)** Finally, after ten billion tons of earth had been removed, the canal was opened in 1914.

Kinds of Sentence Structure

Lesson 3

18 C **There are four kinds of sentences: simple, compound, complex, and compound-complex. The kind of sentence depends on the type and number of clauses in it.**

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

The subject and the verb in a simple sentence can be compound. In the following examples, each subject is underlined once and each verb is underlined twice.

The blueberry pie cooled on the windowsill.

Tyrone and Lili prepared and baked the blueberry pie.

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

independent clause / independent clause

Dad just baked an angel food cake, and I can't wait to taste it.

independent clause / independent clause

Mom and Tyrone set the table; Lili poured the milk and served the food.

PUNCTUATION WITH COMPOUND SENTENCES

You can join independent clauses in a compound sentence with a comma and a conjunction.

The pie had baked for a while**,** **but** it still was not done.

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

A hot cake is impossible to ice**;** you must wait for it to cool.

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

subordinate clause / independent clause
Since I learned to cook, I have made dinner each Friday.

subordinate clause / independent clause / subordinate clause
After the game is over, we can go to my house, where we can eat dinner.

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

independent clause / independent clause / subordinate clause
Baking a cake is easy for me, so I baked three of them so that we could sell them

subordinate clause
when we had our bake sale.

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



Connect to Writing: Commercial

Using Different Types of Sentences

Write a commercial about your favorite food. Begin by writing four sentences about this food that explain why it is better than any other food. Use variety in your sentence structure. Write one simple, one compound, one complex, and one compound-complex sentence. Then use the four sentences in your commercial. Be prepared to point out the four sentence types.

Practice Your Skills

Classifying Sentences

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

1. Hamburger meat may have originated in Hamburg, Germany, and hot dogs supposedly originated in Frankfurt.
2. The idea of placing meat on a bun, however, came from the United States.
3. When hamburger meat first arrived in the United States, it was eaten raw.
4. The French still prefer their meat rare, but the Germans eat raw hamburger meat.
5. Hamburger was popular among German immigrants who lived in Cincinnati.
6. Hamburger meat wasn't placed on a bun until the twentieth century.
7. According to many, the first hamburger sandwich appeared in 1904 in St. Louis, Missouri, which is also the birthplace of the ice-cream cone.
8. Today the hamburger remains popular, and the hot dog is right there with it.
9. Chopped meat now accounts for about thirty percent of all meat sales.
10. Because people have become more health conscious, they are eating less meat, so many stores now sell hamburger patties made from soybeans.

Connect to Writing and Speaking: Peer Interaction

Reviewing Content

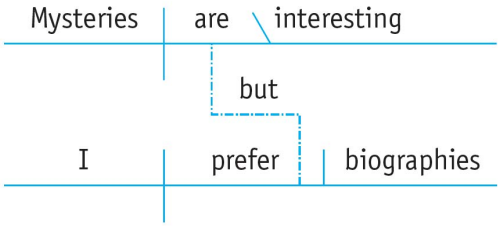
With a partner, review the vocabulary you have learned in this chapter. (Hint: New terms are printed in purple.) Quiz each other until you understand the definitions of all the new words and concepts.

Diagraming Clauses

The simple sentences that you diagramed earlier in this book had only one baseline. In the diagrams for compound, complex, and compound-complex sentences, each clause has its own baseline.

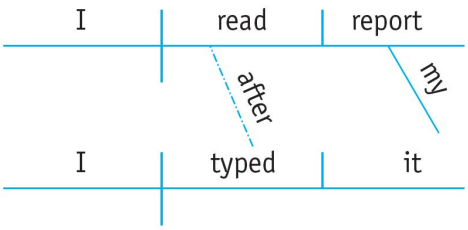
Compound Sentences These sentences are diagramed like two simple sentences, except that they are joined by a broken line on which the conjunction is placed. The broken line connects the verbs.

Mysteries are interesting, but I prefer biographies.



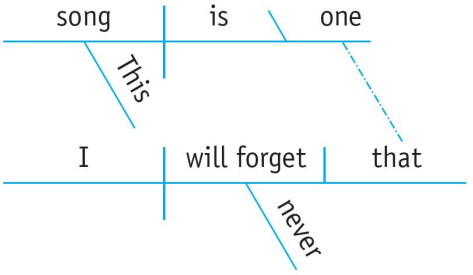
Complex Sentences In a complex sentence, an adverbial clause is diagramed beneath the independent clause. The subordinating conjunction goes on a broken line that connects the verb in the adverbial clause to the word the clause modifies.

I read my report after I typed it.



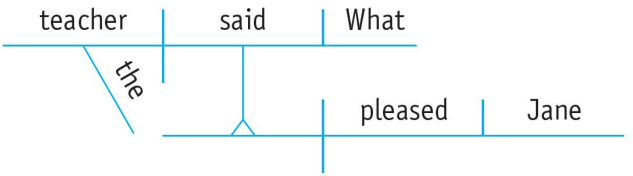
An adjectival clause is also diagramed beneath the independent clause. The relative pronoun is connected by a broken line to the noun or pronoun the clause modifies.

This song is one that I will never forget.



A noun clause is diagramed on a pedestal in the same place a single noun with the same function would be placed. The noun clause in the following diagram is used as the subject.

What the teacher said pleased Jane.



Compound-Complex Sentences To diagram this kind of sentence, apply what you just learned about diagraming compound and complex sentences.

Practice Your Skills

Diagraming Clauses

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

1. *Skylab* orbited Earth in the 1970s, and from *Skylab* astronauts studied the sun.
2. A million planets that are the size of Earth could be squashed inside the sun.
3. If the sun were dark for a few days, most life-forms on Earth would die.
4. Some scientists believe that the sun will grow hotter.
5. Never look at the sun because the light could blind you.

Chapter Review

Assess Your Learning

Identifying Subordinate Clauses

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

1. Do you know what metal is used to make most cans?
2. If you can crush a can, it probably was made from aluminum.
3. Aluminum, which makes up nearly eight percent of Earth's crust, is the most common metal in the world.
4. Although aluminum is so abundant, it has been used for only about 100 years.
5. The problem is that aluminum is found only in combination with other substances in the rocks.
6. In 1886, it was Charles Hall who finally separated the aluminum from these other substances.
7. What he accomplished changed the canning industry forever.
8. Today you see aluminum products wherever you look.
9. Aluminum is useful because it is strong and lightweight.
10. Some aluminum products that you have heard of are pots and pans and parts for airplane and automobile engines.
11. Aluminum is also useful in wiring because it is a good conductor of heat and electricity.
12. Pure aluminum is soft and lacks strength although its alloys have many useful properties.
13. Another good thing about aluminum is that you can recycle it.
14. You should save empty soda cans until you can take them to a recycling center.
15. Did you know that you can earn money by recycling aluminum cans?

Classifying Sentences

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

1. Does color affect you in any way?
2. Color experts say that different colors make a big difference in people's lives.
3. For example, people won't buy ice cream in a red carton because they associate red with meat.
4. Pink calms people, and yellow makes them nervous.
5. As a result, you should never paint your bedroom yellow.
6. People will eat less from blue plates, but they will eat more from red plates.
7. People who like candy prefer it in pink boxes.
8. Younger children go mainly for colors that are bright, but as teenagers they prefer softer colors.
9. Do you know what is the most popular color?
10. Most Americans pick blue as their favorite color, and red comes next.

Using Sentence Structure

Write five sentences that follow the directions below. (Clauses may come in any order.) Write about one of the following topics or a topic of your choice: your favorite color, your favorite game, or your favorite food.

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

Label each sentence and check its punctuation.

Clauses: Posttest

Directions

Write the letter of the term that correctly identifies each sentence or underlined part of a sentence.

Dinner Cruise

(1) The evening dinner cruise was considerably more fun than I had expected. **(2)** We traveled up the west shore of Seneca Lake. **(3)** After we had been aboard for half an hour, dinner finally was served. **(4)** The food was unexciting, but the exotic atmosphere was truly delightful. **(5)** When dinner was over, we all went downstairs, and a band serenaded us. **(6)** The man who led the band was really a showman. **(7)** How he danced around made everyone laugh. **(8)** As the band took a break, I watched a nearby sailboat. **(9)** I asked the two women next to me whether they enjoyed sailing. **(10)** As it turned out, one of them was a sailing instructor.

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C complex sentence
D compound-complex sentence

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B adverbial clause
C adjectival clause
D noun clause

10. **A** independent clause
B adverbial clause
C adjectival clause
D noun clause

Writer's Corner

Snapshot

18 A A **clause** is a group of words that has a subject and verb. An **independent clause** expresses a complete thought. A **subordinate clause** does not express a complete thought and cannot stand alone as a sentence. (pages 642–643)

18 B A **subordinate clause** can function as an adverb, an adjective, or a noun. (pages 644–653)

18 C There are four types of sentence structures: **simple, compound, complex,** or **compound-complex.** The sentence structure depends on the number and the kind of clauses in it. (pages 654–656)

Power Rules

Fix a clause fragment by joining it with an independent clause or by adding words to make it a complete sentence. (pages 670–671)

Before Editing	After Editing
Although Kendall left a few minutes late. She arrived right on time.	*Although Kendall left a few minutes late,* she arrived right on time.
Kendall takes the subway to work. *Because she works downtown.*	Kendall takes the subway to work *because she works downtown.*
Why she doesn't live downtown. Is easy to explain.	*Why she doesn't live downtown* is easy to explain.



Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use subordinating conjunctions to show relationships between ideas? (See pages 645–646.)
- ✓ Did I use noun clauses to add detail to my sentences? (See pages 651–653.)
- ✓ Did I use adverbial and adjectival clauses to add variety and detail to my sentences? (See pages 644–650.)
- ✓ Did I avoid misplaced modifiers? (See page 651.)
- ✓ Did I use commas correctly with adjectival and adverbial clauses? (See pages 644–650.)
- ✓ Did I use a combination of simple, compound, complex, and compound-complex sentences to add variety and interest to my writing? (See pages 654–656.)

Use the Power

A subordinate clause isn't a complete thought; it doesn't make sense on its own. You need to combine a subordinate clause with an independent clause to get an entire story. Study the photos below to see how joining clauses completes a story.



While the girls waved good-bye to their parents



While the girls waved good-bye to their parents, both their mom and dad were already concentrating on the trip.

As you compose, make sure your subordinate clauses are joined with independent clauses.

CHAPTER 19

Sentence Fragments and Run-ons



How can you clarify your meaning by fixing unintended sentence fragments and run-ons?

Sentence Fragments and Run-ons: Pretest 1

The following draft paragraphs about comic books are hard to read because they contain several sentence fragments and run-on sentences. Revise the paragraphs so that they read more smoothly. The first error has been corrected as an example.

If you owned Marvel Comics #1 You could be a rich person. In 1939, it cost a dime today it is worth $15,000. No one knows. Exactly which comic books to save. There are, however, a few things. To look for when you're buying them. Buy the first issue. Of any comic book and hold onto it. Origin issues are also available, they are the issues in which a character is born or comes into being.

Do you have any old comic books? Lying around the house? You can find out how much they are worth by looking in a book it's called *The Comic Book Price Guide* by Robert Overstreet. It can be found. In most public libraries.

Sentence Fragments and Run-ons: Pretest 2

Directions

Read the passage. Write the letter of the best way to write each underlined section. If the underlined section contains no error, write D.

(1) Pythagoras was a Greek philosopher. Lived in the sixth century B.C. The Pythagoreans, his followers, were skilled mathematicians. **(2)** They were the first to teach. That Earth rotates daily on its axis. **(3)** Pythagoras is famous for a theorem. We studied this year. **(4)** It involves triangles geometry depends on it. **(5)** According to the theorem, the square of the length of the hypotenuse of a right triangle equals the sum of the squares of the lengths of the other two sides.

1. **A** philosopher. Who lived
B philosopher he lived
C philosopher who lived
D No error

2. **A** teach that
B teach that. Earth
C teach, and Earth
D No error

3. **A** theorem. Which we
B theorem we
C theorem, we
D theorem; we

4. **A** triangles and geometry
B triangles, and geometry
C triangles, geometry
D No error

5. **A** theorem. The
B theorem; the
C theorem the
D No error

Sentence Fragments

Lesson 1

19 A **A sentence fragment is a group of words that does not express a complete thought.**

Some sentence fragments are missing either a subject or a verb. These are fragments due to incomplete thoughts.

No Subject	Was running and catching snowflakes on her tongue.
	Skate at the ice rink.
No Verb	Gretchen and her two little sisters.
	The snow shovel next to the snowblower in the garage.

Some sentence fragments result from incorrect punctuation.

Part of a Compound Verb	Will you wait for us? **Or come back to get us?**
	We rushed to the ice. **And started to skate.**
Items in a Series	We will have to take warm clothes with us. **Coats, wool scarves, and gloves.**
	Rachel brought snacks for us. **Pretzels, chips, and hot chocolate.**

Ways to Correct Sentence Fragments

When you edit your writing, always check specifically for missing subjects or missing verbs. You can fix such fragments by adding a subject or verb.

Fragment	Was running and catching snowflakes on her tongue.
Sentence	**My little sister** was running and catching snowflakes on her tongue. (A complete subject, *My little sister,* was added.)
Fragment	The snow shovel next to the snowblower in the garage.
Sentence	The snow shovel **is** next to the snowblower in the garage. (The verb *is* was added.)

Another way to correct a sentence fragment is to attach it to a related group of words near it. Sometimes you can simply include the information from the fragment in another sentence. At other times you can write two separate sentences.

Sentence and Fragment	Will you wait for the two of us? **Or come back to get us?**
Attached	Will you wait for the two of us **or come back to get us?**
Separate Sentences	Will you wait for the two of us? Will you come back to get us?
Sentence and Fragment	Rachel brought snacks for us. **Pretzels, chips, and hot chocolate.**
Attached	Rachel brought **pretzels, chips, and hot chocolate** for us.
Separate Sentences	Rachel brought snacks for us. She brought pretzels, chips, and hot chocolate.

You can learn more about complete sentences on pages 578–598.

Practice Your Skills

Recognizing Fragments

Label each group of words ***sentence*** or ***fragment.***

1. Each winter, I go ice-skating with friends from my neighborhood.
2. We hurry to the ice.
3. And skate as fast as possible.
4. Try to catch each other.
5. Sometimes I fall down.
6. And go sliding across the ice.
7. Usually bring our own skates.
8. Yesterday, however, Katie had to rent skates.
9. Her feet had grown since last winter.
10. Her old skates too small.

Connect to Writing: Revising

Correcting Sentence Fragments

Rewrite each fragment from the previous exercise as a complete sentence. You may add words or attach the fragment to another sentence.

Other Kinds of Sentence Fragments

Lesson 2

19 B **Phrases and clauses punctuated as sentences are also fragments.**

Phrase Fragments

A phrase does not have a subject and a verb; therefore, it can never stand alone as a sentence.

19 B.1 When phrases are written alone, they are called **phrase fragments.**

Following are examples of different phrase fragments (in **bold** type). Notice that they are capitalized and punctuated as if they were sentences.

Prepositional Phrases	Mandy and Grant Saunders vacationed in Africa. **During the winter just after Christmas.**
	Before their trip to Zimbabwe and South Africa. Grant read about the continent.
Appositive Phrases	Mandy was fascinated by the African elephant. **The largest land mammal.**
	Have you seen Grant's books? **The ones about Africa.**
Participial Phrases	**Traveling by canoe on a wild river.** They saw a crocodile.
	Their canoe glided through a river. **Teeming with dangerous animals.**
Infinitive Phrases	Grant and Mandy bought a new camera. **To bring along on the trip.**
	They went to their doctor for vaccinations. **To prevent illness.**

When You Write

In fiction and drama and in informal writing, authors sometimes use sentence fragments in dialogue and for emphasis. Fragments should not be used, however, in most formal and academic writing.

Ways to Correct Phrase Fragments

When you find phrase fragments, correct them in one of two ways: (1) add words to turn the phrase into a sentence; or (2) attach the phrase to a related group of words that has a subject and a verb.

Sentence and Phrase Fragment	Mandy was fascinated by the African elephant. **The largest land mammal.**
Separate Sentences	Mandy was fascinated by the African elephant. **Elephants are the largest land mammals.**
Attached	Mandy was fascinated by the African elephant, **the largest land mammal.**
Sentence and Phrase Fragment	Their canoe glided through a river. **Teeming with dangerous animals.**
Separate Sentences	Their canoe glided through a river. **The water was teeming with dangerous animals.**
Attached	Their canoe glided through a river **teeming with dangerous animals.**
Sentence and Phrase Fragment	They went to their doctor for vaccinations. **To prevent illness.**
Separate Sentences	They went to their doctor for vaccinations. **These shots help prevent illness.**
Attached	They went to their doctor for vaccinations **to prevent illness.**

Practice Your Skills

Recognizing Phrase Fragments

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

1. To learn more about wild animals.
2. Living in bushes and forest areas.
3. Gorillas are herbivores.
4. Scavengers like jackals and hyenas.
5. Lionesses raise their cubs together.
6. Found in Africa on game reserves.
7. One interesting animal in Africa is the zebra.
8. The lemur is found only in Madagascar.
9. On a photographic safari with an African guide.
10. Seeing animals in their natural habitats.

Connect to Writing: Revising

Correcting Phrase Fragments

Rewrite each phrase fragment from the previous exercise as a complete sentence. You may add words or attach the fragment to another sentence.

Clause Fragments

All clauses have a subject and a verb, but only an independent clause can stand alone as a sentence. As you know, a subordinate clause does not express a complete thought.

19 B.2 When a subordinate clause stands alone, it is known as a **clause fragment.**

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

Adverbial Clause Fragment	You will miss the exhibit. **If you don't purchase advance tickets.**
Adjectival Clause Fragment	This is a masterpiece. **That Pablo Picasso painted.**

Ways to Correct Clause Fragments

Looking for fragments should always be a part of your editing process. If you find a clause fragment, you can correct it in one of two ways: (1) add words to make it into a separate sentence; or (2) attach it to the sentence next to it.

Sentence and Clause Fragment	You will miss the exhibit. **If you don't purchase advance tickets.**
Separate Sentences	You will miss the exhibit. **You should purchase advance tickets.**
Attached	You will miss the exhibit **if you don't purchase advance tickets.**
Sentence and Clause Fragment	This is a masterpiece. **That Pablo Picasso painted.**
Separate Sentences	This is a masterpiece. **Pablo Picasso painted it.**
Attached	This is a masterpiece **that Pablo Picasso painted.**

Practice Your Skills

Recognizing Clause Fragments

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

1. Pablo Picasso who was born in 1881.
2. He led the artistic movement against naturalism.
3. Which is realism in art.
4. His father was an art teacher.
5. Who realized very early his son's great talent.
6. Picasso's painting evolved throughout his life.
7. When he was a young man.
8. He painted more realistic works.
9. As he matured, he experimented with line, form, and color.
10. Which allowed him to create amazing pieces of art.

Connect to Writing: Revising

Correcting Clause Fragments

Rewrite each clause fragment from the previous exercise as a complete sentence. You may add words or attach the fragment to another sentence.

Check Point: Mixed Practice

Rewrite the following paragraphs, correcting all sentence fragments. Add capital letters and punctuation marks as needed.

When Jesse Owens graduated from East Technical High School in Cleveland, Ohio. He had established three national high school records in track. At Ohio State University, Jesse broke a few more world records. Then in the 1936 Olympic Games at Berlin. He acquired world fame by winning four gold medals.

Owens's performance on May 25, 1935, at the Big Ten Conference championships, however, will always be remembered. Getting up from a sickbed. He ran the 100-yard dash in 9.4 seconds. To tie the world record. Ten minutes later in the broad jump. He leaped 26 feet 8.25 inches on his first try. To beat a world record. When the 220-yard dash was over. Owens had smashed another world record. He then negotiated the hurdles in 22.6 seconds. And shattered another record. Within three quarters of an hour. Jesse Owens had established himself as one of the greatest track athletes of all time.

Run-on Sentences

Lesson 3

A common writing mistake is combining several thoughts into one sentence. This sometimes results in a run-on sentence.

19 C **A run-on sentence is two or more sentences that are written together and are separated by a comma or no mark of punctuation at all.**

Generally, run-on sentences are written in either of two ways: separated by a comma **(comma splice),** or separated by no punctuation.

Comma Splice	The class trip was in April, **we went to Washington, D.C.**
With No Punctuation	On the trip we visited four museums **the Smithsonian was the best.**

Ways to Correct Run-on Sentences

To correct a run-on sentence, you can turn it into (1) separate sentences; (2) a compound sentence; or (3) a complex sentence.

Run-on Sentence	I walked all over the city my feet were very tired at the end of the day.
Separate Sentences	I walked all over the city. My feet were very tired at the end of the day. (separated with a period and a capital letter)
Compound Sentences	I walked all over the city, so my feet were very tired at the end of the day. (clauses combined with a comma and a conjunction) I walked all over the city; my feet were very tired at the end of the day. (clauses combined with a semicolon)
Complex Sentence	Because I walked all over the city, my feet were very tired at the end of the day. (clauses combined by changing one of them into a subordinate clause)

When You Write

A good way to edit for sentence errors is to use two highlighting markers. Highlight your first sentence in one color; highlight your second sentence in another color. Continue alternating. You can then easily see the length of each sentence. If a group of words looks short, read it carefully to be sure it is a complete sentence. If a sentence looks long, read closely to be sure it is not a run-on.

Power Your Writing: The Power of 3s

When editing run-on sentences, be careful not to create monotony by composing sentences of the same length and kind. Your writing does not have to plod along, one sentence after another. It can be enlivened with a variety of grammatical options. Consider the power of three, or **parallelism.** In this device, the writer uses the same kind of word or group of words, grammatically speaking, in a series of three or more.



Charles Finney amply demonstrates parallelism in his descriptive piece about the rattlesnake (pages 71–74). Notice the impact of the series of verbs.

> This cuckoo, or road runner as it is called, found the baby [rattlesnake] amid some rocks, uttered a cry of delight, scissored it by the neck, shook it until it was almost lifeless, banged and pounded it upon a rock until life had indeed left it, and then gulped it down.

Review a recent composition, and look for places you might use the power of three to your advantage.

Practice Your Skills

Recognizing Run-on Sentences

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

1. George Washington was the first president he was not the first to live in the White House.
2. The second president, John Adams, was the first head of state to live in the White House.
3. In 1800, John and Abigail Adams moved in the builders had completed only six rooms.
4. Still, Abigail Adams was impressed by the place she was glad to live in such a beautiful mansion.
5. The White House wasn't always white, it started out gray.
6. During the War of 1812, British troops invaded Washington they burned the structure on August 24, 1814.
7. Only a shell was left standing.
8. Under the direction of the original architect, the building was restored.
9. The work was completed in 1817.
10. "The White House" did not become its official name until 1902, Theodore Roosevelt adopted it.

Connect to Writing Process: Revising

Correcting Run-on Sentences

Correct each run-on sentence from the previous exercise. Add capital letters and punctuation marks where needed.



Chapter Review

Assess Your Learning

Correcting Sentence Fragments and Run-on Sentences

Write the following sentences, correcting each sentence fragment or run-on sentence. Use capital letters and punctuation marks as needed.

1. A large tree had fallen. At the end of the road leading to the lake.
2. We have three kinds of trees growing in our yard. Oak, maple, and spruce.
3. Smith is a very common name. Appearing in more than 40 languages.
4. In 1946, there were 10,000 television sets in the United States, there were twelve million five years later.
5. Of all the ore dug in a diamond mine. Only one carat in every three tons proves to be a diamond.
6. Yesterday I mowed the lawn. And trimmed the bushes and hedges.
7. If the moon were placed on the surface of the United States. It would extend from California to Ohio.
8. The hardiest of all the world's insects is the mosquito, it can be found in all parts of the world.
9. South American Indians introduced tapioca to the world it comes from the root of a poisonous plant.
10. We must have loaned the snowblower to Uncle Pete I can't find it.

Correcting Sentence Fragments and Run-on Sentences

Rewrite the following paragraph, correcting all sentence fragments and run-on sentences. Be sure to correct the errors in a variety of ways. Add capital letters and punctuation as needed.

According to a common superstition. The groundhog is supposed to come out of its underground home on February 2. National Groundhog Day. If the animal sees its shadow. It hurries back to its snug bed. For another six weeks. This means that there will be six more weeks of winter, people should not put their winter coats away. Of course, if the little critter stays out of its burrow, spring will soon begin. Should you believe this superstition? The National Geographic Service says that the groundhog. Has been right only 28 percent of the time that's not a very good record. Still, next February 2, hundreds of reporters will be waiting. To see if the groundhog will see its shadow.

Writing Sentences

Write five sentences that follow the directions below. Beware of sentence fragments and run-ons. Write about your favorite holiday or about a topic of your choice.

1. Write a sentence that contains only a subject and a verb.
2. Write a sentence that consists of a simple sentence with an attached phrase.
3. Write a sentence that consists of a simple sentence with an attached dependent clause.
4. Write a compound sentence containing the word *and*.
5. Write a compound sentence with a semicolon.



Sentence Fragments and Run-ons: Posttest

Directions

Read the passage. Write the letter of the best way to write each underlined section. If the underlined section contains no error, write ***D.***

(1) At its peak the Incan empire controlled the entire Andean mountain region. Despite the rough terrain, the Incas were able to grow crops. They did this by terracing the **(2)** ground. and they irrigated. The Incas **(3)** raised llamas and alpacas. **(4)** With their heavy coats. These unusual animals are well suited to the mountain climate. The Incan civilization was quite advanced. They built extraordinary structures. **(5)** Artwork still admired today.

1. **A** At, its peak the
B At its peak. The
C At its peak of the
D No error

2. **A** ground and they irrigated
B ground and irrigating
C ground and, they irrigated
D No error

3. **A** raised llamas, and alpacas.
B raised, llamas and alpacas,
C raised: llamas and alpacas.
D No error

4. **A** With their heavy coats, these unusual
B With their heavy coats these, unusual
C With their heavy, coats these unusual
D No error

5. **A** Artwork is still
B Their artwork is still
C artwork still
D No error

Writer's Corner

Snapshot

19 A A **sentence fragment** is a group of words that is punctuated like a sentence but does not express a complete thought. (pages 666–667)

19 B A **phrase fragment** is a phrase that is punctuated like a sentence. A **clause fragment** is a subordinate clause that is punctuated like a sentence. (pages 668–671)

19 C A **run-on sentence** is two or more sentences that are written together and are separated by a comma or by no punctuation mark. (pages 672–674)

Power Rules

Fix phrase and clause fragments by using punctuation and conjunctions to join them to independent clauses or by adding words to make them complete sentences. (pages 669–671)

Before Editing	After Editing
Marcus and Dustin went to Cancun, Mexico. *For spring break.*	Marcus and Dustin went to Cancun, Mexico, *for spring break.*
Because they're not old enough to travel alone. They went with Marcus's parents.	*Because they're not old enough to travel alone,* they went with Marcus's parents.
Marcus's father. *Who is a teacher.* Was on spring break, too.	Marcus's father, *who is a teacher,* was on spring break, too.

Edit **run-on sentences** by separating the sentences or by joining them with a conjunction and/or punctuation to form complex or compound sentences. (pages 672–674)

Before Editing	After Editing
Marcus and Dustin spent the day snorkeling and swimming, they were too tired to go out that night.	*Because Marcus and Dustin spent the day snorkeling and swimming,* they were too tired to go out that night.
They spent a few days sightseeing, they enjoyed the Mayan ruins the best.	They spent a few days sightseeing. *They enjoyed the Mayan ruins the best.*

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I check my work for sentence fragments? (See pages 666–671.)
- ✓ Did I fix phrase fragments by adding words to turn them into sentences or by correctly attaching them to independent clauses? (See pages 669–670.)
- ✓ Did I fix any clause fragments by joining them to sentences or by adding words to make them separate sentences? (See pages 670–671.)
- ✓ Did I fix run-on sentences by separating the sentences or by adding a conjunction and/or punctuation to form complex or compound sentences? (See pages 672–674.)

Use the Power

Study the chart below for ways to fix sentence fragments and run-ons.

What's the Problem?	Fix It Up
Phrase Fragment During the storm.	**Add a subject and verb.** A tree fell during the storm.
Clause Fragment Because the tree was blocking the road.	**Join it to an independent clause.** No one could get to work or school because the tree was blocking the road.
Run-on with Missing Punctuation A crew came out to remove the tree it took them the entire day.	**Separate the sentences.** A crew came out to remove the tree. It took them the entire day.
Comma Splice I was thrilled to have the day off, my mother was upset because she missed an important meeting.	**Add a conjunction.** I was thrilled to have the day off, but my mother was upset because she missed an important meeting.
	Change one clause to a subordinate clause. Although I was thrilled to have the day off, my mother was upset because she missed an important meeting.

Write a paragraph about an event that took place in your neighborhood recently.