Unit 5

Usage

Chapter 20	Using Verbs	682
Chapter 21	Using Pronouns	714
Chapter 22	Subject and Verb Agreement	748
Chapter 23	Using Adjectives and Adverbs	774
	A Writer's Glossary of Usage	796

Every language is as alive as the humans who speak and write it. English is no exception. Each community of English speakers changes and shapes the language to fit its needs. Each pattern of usage is as powerful as any other. Conventional usage, however—the pattern of English presented in this unit—is useful to learn because it can help you communicate effectively in schools and workplaces. It can help you communicate with the many people all over the world who have learned this form of English in addition to their own language. Opening yourself to mastering this usage, and any other, will help you learn, work, and speak in the world community.



The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself.
— Derek Walcott

CHAPTER 20

Using Verbs



How can you use verbs to improve your writing?

Using Verbs: Pretest 1

The first draft below contains several errors in the use of verbs. The first error is corrected for you. How would you revise the draft so that all verbs are used correctly?

> The ghostly remains of once-glorious sailing vessels now litters the sea floor. These sunken ships often contain treasures that has been preserved in the salty water. The water is an excellent protector of glass objects, but glass often shrink and become brittle when it is brang to land. A way has been discovered by scientists to preserve these artifacts. The objects are submerged in silicone polymers, which invades the pores of the glass. Then a thin layer of polymers are applied to further strengthened the glass and kept it from breaking. These techniques has saved many glass artifacts, including jars from a sixteenth-century sunken pirate ship discovered in Jamaica.

Using Verbs: Pretest

Directions

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

Moving day __(1)__ at last! Yesterday I __(2)__ all my belongings into boxes. Later, when my friend Jason arrives, I __(3)__ them into the back of a rental truck. He __(4)__ his help. I __(5)__ him at the door now. Jason __(6)__ used to moving because he moves to a new apartment every other year. He __(7)__ some old blankets for us to use today. Before Jason arrived, I __(8)__ to protect my furniture with towels. He __(9)__ some blankets over the piano, and we are ready to go. I feel a little sad to leave because I __(10)__ in this apartment a long time.

1. **A** will have been coming
B had been coming
C has been coming
D has come

2. **A** packed
B pack
C will pack
D am packing

3. **A** had loaded
B loaded
C will load
D have loaded

4. **A** will have offered
B has offered
C will have been offering
D offers

5. **A** will hear
B hear
C had heard
D will have heard

6. **A** will be
B will have been
C is being
D is

7. **A** has been bringing
B has brought
C will have brought
D had been bringing

8. **A** will try
B try
C had been trying
D will have tried

9. **A** lays
B will lay
C had laid
D will have laid

10. **A** live
B will live
C have lived
D will have lived

The Principal Parts of a Verb

Lesson 1

Even though verbs can be the most informative—and most powerful—words in the English language, they can also be difficult to master.

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

The principal parts of the verb *jog* are used in the following examples. Notice that the present participle and the past participle must have a helping verb when they are used as verbs.

Present	I **jog** two miles every day.
Present Participle	I ***am*** **jogging** to the lake and back.
Past	Today I **jogged** with Ashley.
Past Participle	I ***have*** **jogged** every day for a year.

Regular Verbs

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

Most verbs form their past and past participle just like the verb *jog*—by adding *-ed* or *-d* to the present. These verbs are called *regular verbs*.

The following chart shows the principal parts of the regular verbs *paint, share, stop,* and *trim*. Notice that the present participle is formed by adding *-ing* to the present form and the past participle is formed by adding *-ed* or *-d* to the present form.

REGULAR VERBS

Present	Present Participle	Past	Past Participle
paint	(is) painting	painted	(have) painted
share	(is) sharing	shared	(have) shared
stop	(is) stopping	stopped	(have) stopped
trim	(is) trimming	trimmed	(have) trimmed

When endings such as *-ing* and *-ed* are added to some verbs, such as *share, stop,* and *trim*, the spelling changes. If you are unsure of the spelling of a verb form, look it up.

Practice Your Skills

Determining the Principal Parts of a Verb

Make four columns on your paper. Label them ***Present, Present Participle, Past,*** and ***Past Participle.*** Then, using all four columns, write the four principal parts of each of the following regular verbs.

1. ask	**6.** climb	**11.** shout	**16.** gaze
2. use	**7.** wrap	**12.** stare	**17.** call
3. hop	**8.** jump	**13.** check	**18.** talk
4. row	**9.** taste	**14.** drop	**19.** shop
5. share	**10.** weigh	**15.** cook	**20.** look

Irregular Verbs

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

The irregular verbs have been divided into six groups, according to the way they form their past and past participle. Remember, though, that the word *is* is not part of the present participle and the word *have* is not part of the past participle. They have been added to the lists of irregular verbs to remind you that all the present and past participles must have a form of one of these helping verbs when they are used as a verb in a sentence.

Group 1

These irregular verbs have the same form for the present, the past, and the past participle.

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

Group 2 These irregular verbs have the same form for the past and past participle.

GROUP 2			
Present	**Present Participle**	**Past**	**Past Participle**
bring	(is) bringing	brought	(have) brought
buy	(is) buying	bought	(have) bought
catch	(is) catching	caught	(have) caught
feel	(is) feeling	felt	(have) felt
find	(is) finding	found	(have) found
get	(is) getting	got	(have) got or gotten
hold	(is) holding	held	(have) held
keep	(is) keeping	kept	(have) kept
lead	(is) leading	led	(have) led
leave	(is) leaving	left	(have) left
lose	(is) losing	lost	(have) lost
make	(is) making	made	(have) made
say	(is) saying	said	(have) said
sell	(is) selling	sold	(have) sold
send	(is) sending	sent	(have) sent
teach	(is) teaching	taught	(have) taught
tell	(is) telling	told	(have) told

Practice Your Skills

Using the Correct Verb Form

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

1. The left fielder has (hit) his second long, high fly ball.
2. Dee (win) the prize for most valuable player.
3. She (put) the trophy on her bookshelf at home.
4. Our coach (tell) us about good sportsmanship.
5. I (find) my lucky bat in the coach's bag.
6. Amanda has (leave) our baseball team.
7. The batter blew a bubble that (burst) all over his face.
8. The concession stand has always (sell) the players bubble gum for half price.
9. Our coach (lead) us to five straight victories.
10. Vince (keep) striking out player after player.

Group 3 These irregular verbs form their past participle by adding *-n* to the past form.

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

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

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



Practice Your Skills

Determining the Correct Verb Form

Write the correct verb form for each sentence.

1. I have just (chose, chosen) the seeds for our garden.
2. Last year I planted too early, so the seedlings (froze, frozen).
3. Tomatoes have always (grew, grown) well in this soil.
4. By the end of last season, I had (gave, given) many vegetables to our neighbors.
5. The wind (blew, blown) very hard last night!
6. It (broke, broken) some of my small tomato plants.
7. Last summer rabbits (stole, stolen) carrots from my garden.
8. They (took, taken) the carrots before they were mature.
9. I have never (saw, seen) them in the act.
10. I (knew, known) that rabbits were the culprits because of their tracks.

Practice Your Skills

Using the Correct Verb Form

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

1. Mr. Foster has (grow) vegetables for more than 15 years.
2. He (speak) to me about my rabbit problem.
3. He (drive) rabbits away from his garden by playing a portable radio in the garden at night.
4. Then he (draw) them away from his yard by putting vegetable scraps on the other side of his fence.
5. He said that many farmers have (throw) a party after ridding themselves of rabbits.

Connect to Writing: Making a Radio Announcement

Correcting Improperly Used Verbs

Read the following radio announcement aloud to a classmate or your teacher. Correct any verb errors you find. The sentence numbers are for reference only.

(1) Have you ever drove your car on an icy driveway? **(2)** Have you ever threw salt on your sidewalk to make ice melt? **(3)** Well, those days are over. **(4)** We are introducing new Bye-Ice. **(5)** Bye-Ice will broke up ice like nothing you've ever saw! **(6)** Just sprinkle some on icy sidewalks or driveways. **(7)** It clears any cement or asphalt that has froze over. **(8)** Buy Bye-Ice today!

Group 5 These irregular verbs form their past and past participles by changing a vowel.

GROUP 5			
Present	**Present Participle**	**Past**	**Past Participle**
begin	(is) beginning	began	(have) begun
drink	(is) drinking	drank	(have) drunk
fling	(is) flinging	flung	(have) flung
ring	(is) ringing	rang	(have) rung
shrink	(is) shrinking	shrank	(have) shrunk
sing	(is) singing	sang	(have) sung
sink	(is) sinking	sank	(have) sunk
sting	(is) stinging	stung	(have) stung
swim	(is) swimming	swam	(have) swum

Group 6 These irregular verbs form the past and the past participle in other ways.

GROUP 6			
Present	**Present Participle**	**Past**	**Past Participle**
come	(is) coming	came	(have) come
do	(is) doing	did	(have) done
eat	(is) eating	ate	(have) eaten
fall	(is) falling	fell	(have) fallen
fly	(is) flying	flew	(have) flown
go	(is) going	went	(have) gone
ride	(is) riding	rode	(have) ridden
run	(is) running	ran	(have) run
tear	(is) tearing	tore	(have) torn
wear	(is) wearing	wore	(have) worn
write	(is) writing	wrote	(have) written

Practice Your Skills

Determining the Correct Verb Form

Write the correct verb form for each sentence.

1. My friends and I have (went, gone) to the lake every weekend this year.
2. Juan (swam, swum) from the boat to the pier.
3. Mindy has (wrote, written) for a sample of that new sunscreen lotion.
4. I always (wear, worn) a hat to shade my eyes from the sun.
5. My hat has (fell, fallen) in the lake before.
6. Leslie has (sank, sunk) her brother's boat!
7. Cali (rode, ridden) on the inner tube behind the ski boat.
8. Our water polo match has not (began, begun) yet.
9. On the dock my cell phone (rang, rung) so loudly that everyone stared at me.
10. I dropped my phone, and it (sank, sunk) to the bottom of the lake.

Connect to Writing: Editing

Correcting Improperly Used Verbs

Edit the following passage to correct verb errors.

(1) Each spring in Austin, Texas, the Mexican free-tail bats have came to the Congress Avenue Bridge to make their homes underneath. **(2)** The Austin bats are welcomed by this city, where they have eat large numbers of pesky mosquitoes. **(3)** Tourists have began to come to see the bats, which constitute the largest urban bat colony in the United States. **(4)** Many joggers have ran under the bridge to see the bats. **(5)** Local musicians have sang songs about the flying mammals. **(6)** For years the bats have teared across the darkening sky at sunset. **(7)** Throughout the summers, Austinites have came down to watch the spectacle. **(8)** In the fall, disappointed tourists find that the bat population has shrank due to the bats' migration to Mexico.



Six Problem Verbs

Lesson 2

20 B **The verbs *lie* and *lay, rise* and *raise,* and *sit* and *set* are often confused.**

Lie and *Lay*

20 B.1 *Lie* means "to rest or recline." *Lie* is never followed by a direct object. *Lay* means "to put or set (something) down." *Lay* is usually followed by a direct object.

You can learn about direct objects on pages 592–593 and 722–723.

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

Lie Our puppies always **lie** near the fireplace in the living room.

Lay **Lay** the puppies' mats on the floor.

Rise and *Raise*

20 B.2 *Rise* means "to move upward" or "to get up." *Rise* is never followed by a direct object. *Raise* means "to lift (something) up," "to increase," or "to grow something." *Raise* is usually followed by a direct object.

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

Rise **Rise** out of that bed!

Raise **Raise** the litter of puppies carefully.

Sit and *Set*

20 B.3 *Sit* means "to rest in an upright position." *Sit* is never followed by a direct object. *Set* usually means "to put or place (something)." *Set* is usually followed by a direct object.

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

Sit **Sit** down by the fire and get warm.

Set **Set** the dogs' dishes on the kennel floor.
(You set what? *Dishes* is the direct object.)

You can learn more about other problem verbs on pages 796–809.

Connect to Writing: Editing

Correcting Verb Usage

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

1. Most hens lay at least one egg each day.
2. They set on the eggs in order to keep them warm enough to hatch.
3. They raise from their nests to eat, but return to the eggs as soon as possible.
4. The eggs lay in the nest, waiting for the hen's speedy return.
5. If the eggs have been fertilized, the hen will soon be rising baby chicks.
6. Chicks usually are risen on farms.
7. Some farmers also rise cows.
8. Baby calves do not lie in a nest as baby chicks do.
9. Some ranchers will sit hay in a field for their cows to eat.
10. On hot days cows will set in the shade.

Connect to Writing: Drafting

Determining the Correct Verb Form

Write the correct form of each verb in parentheses.

(1) The magician (raised, rose) from a deep bow to the audience. **(2)** He (sat, set) a tall top hat on the table at the front of the stage. **(3)** His lovely assistant (lay, laid) a feather inside the hat on the table. **(4)** Then she (set, sat) a blue, silk handkerchief over the hat. **(5)** The magician (rose, raised) his wand over the hat three times. **(6)** The hat that was (lying, laying) on the table began to shake violently. **(7)** The top hat tumbled from the table on which it had (set, sat). **(8)** As the hat fell, a beautiful dove (rose, raised) from inside it. **(9)** The audience could not (set, sit) still at the sight of the graceful dove. **(10)** They (rose, raised) from their seats, applauding the magnificent magician.

Verb Tense Lesson 3

20 C **The time expressed by a verb is called the tense of a verb.**

20 C.1 **The six tenses of a verb are the present, past, future, present perfect, past perfect, and future perfect.**

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

Present	I **run** a mile every day.
Past	I **ran** a mile yesterday.
Future	I **will run** a mile tomorrow.
Present Perfect	I **have run** a mile every day since June.
Past Perfect	I **had** not **run** that much before.
Future Perfect	I **will have run** almost 200 miles before the end of the year.

Uses of Tenses

Verbs in the English language have six basic tenses: three simple tenses and three perfect tenses. All these tenses can be formed from the four principal parts of a verb and the helping verbs *have, has, had, will,* and *shall*.

Present tense is the first of the three simple tenses. It is used to express an action that is going on now. To form the present tense, use the present form (the first principal part of the verb) or add *-s* or *-es* to the present form.

Present Tense	I **watch** music videos.
	Megan **sings** along with the videos.
	Even her parents **enjoy** some of the videos.

Past tense expresses an action that has already taken place or was completed in the past. To form the past tense of a verb, add *-ed* or *-d* to the present form. To form the past of an irregular verb, check a dictionary for the past form or look for it on pages 685–689.

Past Tense	I **watched** the music awards program on television.
	Megan **sang** beautifully at the concert last night.
	Her parents **enjoyed** the concert.

Future tense is used to express an action that will take place in the future. To form the future tense, use the helping verb *shall* or *will* with the present form.

Future Tense

I **shall watch** the awards program again this year.

Megan **will sing** at the concert tomorrow night.

Her parents probably **will enjoy** the concert.

In formal English, *shall* is used with *I* and *we,* and *will* is used with *you, he, she, it,* or *they.* In informal speech, however, *shall* and *will* are used interchangeably with *I* and *we,* except for questions, which still use *shall*.

You can learn more about shall *and* will *on page 805.*

Present perfect tense is the first of the three perfect tenses. The present perfect tense expresses an action that was completed at some indefinite time in the past. It also expresses an action that started in the past and is still going on. To form the present perfect tense, add *has* or *have* to the past participle.

Present Perfect Tense

I **have watched** the awards program for several years now.

Megan **has sung** here before now.

Her parents **have enjoyed** watching her perform.

Past perfect tense expresses an action that took place before some other action in the past. To form the past perfect tense, add *had* to the past participle.

Past Perfect Tense

I **had watched** my video before I watched yours.

Megan **had sung** the national anthem before the concert.

Her parents **had enjoyed** listening to her rehearse.

Future perfect tense expresses an action that will take place before another future action or time. To form the future perfect tense, add *shall have* or *will have* to the past participle.

Future Perfect Tense

I **shall have watched** more than ten videos by Friday.

By Saturday Megan **will have sung** at the concert.

By Saturday Megan's parents **will have enjoyed** listening to all the music.

Verb Conjugation

One way to see or study all the tenses of a particular verb is to look at a conjugation of that verb.

20 C.2 A **conjugation** is a list of all the singular and plural forms of a verb in its various tenses.

Irregular verbs are conjugated like regular verbs. The only variations result from the differences in the principal parts of the verbs themselves. Following is a conjugation of the irregular verb *ride,* whose four principal parts are *ride, riding, rode,* and *ridden.*

SIMPLE TENSES OF THE VERB *RIDE*

Present

Singular	Plural
I ride	we ride
you ride	you ride
he, she, it rides	they ride

Past

Singular	Plural
I rode	we rode
you rode	you rode
he, she, it rode	they rode

Future

Singular	Plural
I shall/will ride	we shall/will ride
you will ride	you will ride
he, she, it will ride	they will ride



PERFECT TENSES OF THE VERB *RIDE*

Present Perfect Tense

Singular	Plural
I have ridden	we have ridden
you have ridden	you have ridden
he, she, it has ridden	they have ridden

Past Perfect Tense

Singular	Plural
I had ridden	we had ridden
you had ridden	you had ridden
he, she, it had ridden	they had ridden

Future Perfect Tense

Singular	Plural
I shall/will have ridden	we shall/will have ridden
you will have ridden	you will have ridden
he, she, it will have ridden	they will have ridden

The present participle is used to conjugate only the progressive forms of a verb. You can learn more about those verbs on pages 699–701.

Since the principal parts of the verb *be* are highly irregular, the conjugation of that verb is different from other irregular verbs. Following is the conjugation of the verb *be,* whose four principal parts are *am, being, was,* and *been.*

SIMPLE TENSES OF THE VERB *BE*

Present

Singular	Plural
I am	we are
you are	you are
he, she, it is	they are

Past

Singular	Plural
I was	we were
you were	you were
he, she, it was	they were

Future

Singular	Plural
I shall/will be	we shall/will be
you will be	you will be
he, she, it will be	they will be

PERFECT TENSES OF THE VERB *BE*

Present Perfect Tense

Singular	Plural
I have been	we have been
you have been	you have been
he, she, it has been	they have been

Past Perfect Tense

Singular	Plural
I had been	we had been
you had been	you had been
he, she, it had been	they had been

Future Perfect Tense

Singular	Plural
I shall/will have been	we shall/will have been
you will have been	you will have been
he, she, it will have been	they will have been

When You Write

You have probably noticed that most folk literature is written in the past tense, as is this excerpt from "Hansel and Gretel."

> Hard by a great forest dwelt a poor wood-cutter with his wife and his two children. The boy was called Hansel and the girl Gretel. He had little to bite and to break, and once when great dearth fell on the land, he could no longer procure even daily bread.
>
> —Grimm Brothers, "Hansel and Gretel"

When you write about the literature you read, however, it is proper to write about it in the present tense. For example, if you were to write about the passage above, you might say:

> The story of "Hansel and Gretel" opens with a description of the sad state of the children's family. Hansel and Gretel live in the forest with their father and his wife. The woodcutter is no longer able to feed his family.

Choose a fairy tale that you enjoy. Write a short paragraph about the story using the present tense.

Practice Your Skills

Identifying Verb Tense

Write the tense of each underlined verb.

1. Today popular bands make videos for each of their hit songs.
2. Prior to 1980, filming music videos was rare.
3. Before that year musicians had recorded only audio albums.
4. Even today, many bands have never produced any professional recordings of their music.
5. Recording an album in a music studio costs a great deal of money.
6. Writers have composed many songs for other musicians to play.
7. Most people will probably never hear these songs on the radio.
8. Famous singers and bands earn a considerable amount of money.
9. By age eighteen, you will have seen many music videos on television.
10. You will likely watch even more after that.

Practice Your Skills

***Using Tenses of the Verb* Be**

For each blank, write the tense of the verb *be* that is indicated in parentheses.

1. The history of the monarchy in England _____ (present) truly interesting.
2. Many scholars _____ (present) experts in this area of British history.
3. Many men and women _____ (past perfect) rulers of England.
4. King John always _____ (future) famous as the signer of the Magna Carta.
5. Lady Jane Grey _____ (past) queen of England for only nine days.
6. Henry VIII's son Edward _____ (past perfect) ruler before her.
7. Mary _____ (past) queen of England before her half-sister Elizabeth I.
8. King James I _____ (present) famous for the English version of the Bible, begun during his reign.
9. In the year 2010, Elizabeth I _____ (future perfect) dead for over four hundred years.
10. Who _____ (future) the next monarch of Britain?

Connect to Writing: Composing a Friendly Letter

Using Verb Tenses

Imagine that you are an Egyptian king or queen. Write a letter to your friend, who will be coming to visit you soon. Describe for her what a typical day is like at your palace. What do you do to occupy your time? What will you and your friend do when you are together? Use your imagination to make the letter seem realistic. After you have written your letter, underline seven verbs you have used. Above each verb, label its tense.



Progressive Verb Forms

20 C.3 Each of the six verb tenses has a **progressive form**. The progressive form is used to express continuing or ongoing action.

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

Present Progressive	I am riding.
Past Progressive	I was riding.
Future Progressive	I will (shall) be riding.
Present Perfect Progressive	I have been riding.
Past Perfect Progressive	I had been riding.
Future Perfect Progressive	I will (shall) have been riding.

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

I am eating very hot soup.

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

I **am eating** at a restaurant tomorrow night.

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

I **was eating** hot French onion soup when I burned my tongue.

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

By six o'clock tonight, I **will be eating** Grandma's delicious soup**.**

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

I **have been eating** Grandma's soup my whole life.

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

I **had been eating** Grandma's soup when the doorbell rang.

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

I **will have been eating** Grandma's soup for at least 21 years by the time I graduate from college.

Practice Your Skills

Identifying Progressive Verb Forms

Write the verbs in the following sentences. Then write which progressive form of the verb is used.

1. Grandma has been cooking famous dishes for more than 40 years.
2. She was serving a variety of great soups and stews before my mother's birth.
3. Until recently, her neighbors had been begging her for the recipes.
4. Now I am helping Grandma with her latest project.
5. We have been writing down all her recipes.
6. Next year a local company will be publishing her recipes in a cookbook.
7. By then Grandma will have been serving her soups for a half century.
8. We are hoping the cookbook will sell well.
9. Grandma has been dreaming of a trip to Paris.
10. My entire family will be joining her on the trip.

Connect to Writing: Studying Writer's Craft

Analyzing the Use of the Past Progressive Form

In the paragraph below from *The Liar's Club,* Mary Karr describes an incident at the beach when her sister Lecia was stung by a jellyfish. Read the paragraph and then identify the progressive verbs. Be careful not to confuse gerunds (verb forms used as nouns) with progressive verbs.

(1) The guy in the camouflage pants had dragged Lecia out of the water while I was fetching my parents. **(2)** He was kneeling beside her with his pink grandma gloves on when we came up. **(3)** Lecia sat on the sand with her legs straight out in front of her like some drugstore doll. **(4)** She had stopped squealing. **(5)** In fact, she had a glassy look, as if the leg with the man-of-war fastened to it belonged to some other girl. **(6)** She wasn't even crying, though every now and then she sucked in air through her teeth like she hurt. **(7)** The camouflaged guy with the pink gloves was trying to peel the tentacles off her, but it was clumsy work. **(8)** Mother was looking at Daddy and saying what should they do. **(9)** She said this over and over, and Daddy didn't appear to be listening.

—Mary Karr, *The Liar's Club*

Shifts in Tense

When you write, it is important to keep your tenses consistent. For example, if you are telling a story that took place in the past, use the past tense of verbs. If you suddenly shift to the present, you will confuse your readers.

20 C.4 Avoid unnecessary shifts in tense within a sentence or with related sentences.

Incorrect I **opened** (past) the front door, and something **flies** (present) past me.

Correct I **opened** (past) the front door, and something **flew** (past) past me.

Correct I **open** (present) the front door, and something **flies** (present) past me.

Incorrect When the excitement **had passed** (past perfect), I **looked** (past) around in the hallway. I **find** (present) a baseball on the floor.

Correct When the excitement **had passed** (past perfect), I **looked** (past) around in the hallway. I **found** (past) a baseball on the floor.

Practice Your Skills

Identifying Shifts in Tense

If the sentence contains a shift in tense, change the second verb to the correct tense. If a sentence is correct, write **C**.

1. Babe Ruth was born in 1895, and his birth name is George Herman Ruth.
2. Ruth learned to play baseball in school, and a priest helps him get his first job with the Baltimore Orioles.
3. When Ruth started his professional career, he earned 600 dollars for his first season.
4. Babe Ruth began his career as a pitcher, but he is later shifted to the outfield.
5. Because he was such an amazing hitter, the manager wants him to play every game.
6. The Orioles sold him to the Boston Red Sox, who later sell him to the New York Yankees.
7. He had his best year in 1927, when he hits a season record of 60 home runs.
8. Even though he was famous and popular on the field, Babe Ruth has problems off the field.

9. He got in trouble, and in 1925 he is suspended for his behavior off the field.
10. In 1935, he joined the Boston Braves, but before the end of that season, he has quit playing the game.
11. Today baseball is still the popular sport it has been in the past.
12. Each year thousands of fans have flocked to stadiums across the country.
13. Fans always eagerly await the playoffs because the games were so intense.
14. Do you hope the team you watched last year also will have won this year?
15. Whichever team wins the World Series will have had an excellent year.

Connect to Writing: Revising

Correcting Shifts in Tense

Rewrite the following paragraph, correcting shifts in tense.

(1) Modern baseball was once named "town ball." It first become popular in the United States in the 1830s. **(2)** Wooden stakes are the bases, and the playing field is square. **(3)** A pitcher is called a feeder, and a batter was called a striker. **(4)** After a batter hits the ball, he ran clockwise. **(5)** After a fielder catches the ball, he gets a runner out by hitting him with the ball. **(6)** In the early days of baseball, balls are soft and are made by winding yarn around a piece of rubber.

Check Point: Mixed Practice

Rewrite the paragraph below, correcting any incorrect verb forms or shifts in tense.

(1) Mozart's father play in a string quartet. **(2)** One day the quartet had planned to practice at his home. **(3)** When the second violinist did not appear, Mozart takes his place. **(4)** Even though he had never saw the music before, Mozart plays it perfectly. **(5)** Mozart was only five years old at the time! **(6)** Three years later Mozart written his first complete symphony. **(7)** No one has ever doubted that Mozart is the greatest musical genius of his time.

Active and Passive Voice

Lesson 4

In addition to tense, a verb is in either the active voice or the passive voice. Writers can use either the active voice or the passive voice to tell about an action.

20 D The **active voice** indicates that the subject is performing the action. The **passive voice** indicates that the action of the verb is being performed upon the subject.

In the following examples, the same verb is used in the active voice in one sentence and the passive voice in the other. The verb in the active voice has a direct object. The verb in the passive voice does not have a direct object.

Active Voice	Our world history class **studied** the history of Chile. (*History* is the direct object.)
Passive Voice	The history of Chile **was studied** by our world history class. (There is no direct object.)

You can learn more about direct objects on pages 592–593 and 722–723.

Use of the Active and Passive Voice

Only transitive verbs—verbs that take direct objects—can be used in the passive voice. When an active verb is changed to passive, the direct object of the active verb becomes the subject of the passive verb. The subject of the active verb can be used in a prepositional phrase.

Active Voice	Pedro de Valdivia founded **Santiago, Chile,** (direct object) in 1541.
Passive Voice	**Santiago, Chile,** (subject) was founded by Pedro de Valdivia in 1541.

A verb in the passive voice consists of a form of the verb *be* plus a past participle.

Early explorers **were startled** by Chile's unfamiliar animals.

Llamas **are** still **used** as beasts of burden in South America.

Use the active voice as much as possible. It adds greater directness and forcefulness to your writing. However, you should use the passive voice when the doer of the action is unknown or unimportant. Also use it when you want to emphasize the receiver of the action.

Notebooks of the early Spanish explorers **will be displayed** at our local museum. (The doer is unknown.)

Grand descriptions of llamas and other animals **were recorded** by early explorers. (Emphasis is on the receiver, *descriptions*.)

Practice Your Skills

Recognizing Active and Passive Voice

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

1. Literature is respected by Chileans.
2. Many poems were written by Chile's most famous poet, Pablo Neruda.
3. He continued his education in Santiago.
4. His life was devoted to writing poetry.
5. Neruda also served the government of Chile as a diplomat.
6. Neruda is remembered for such poems as "General Song."
7. Many critics consider that poem to be his greatest work.
8. Pablo Neruda was awarded the prestigious Nobel Prize in 1971.

Connect to Writing: Revising

Changing Verbs to Active Voice

Rewrite the following paragraph, changing passive-voice verbs to active voice, if appropriate.

In 1814, the small South American country of Chile had been ruled by Spain for centuries. At that time, the country's freedom was being fought for by a small band of Chilean patriots. Independence was gained in 1818. Chile has been ruled by dictators at different times throughout its history. In 1989, the constitution was reformed and civil liberties were restored. In 2006, Michelle Bachelet was elected the first female president of Chile. Today, Chile is being led by a democratically elected president. By 2018, Chile will have been freed from Spanish rule for 200 years.

Mood Lesson 5

20 E **The mood of a verb is the feature that shows the speaker's attitude toward the subject. Verbs have three moods: indicative, imperative, and subjunctive.**

The Indicative Mood

The indicative mood is the one you will probably use most often. When you want to present facts, state opinions, or ask questions, the indicative is the mood to use.

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

I **am** 5′4″ tall.

How tall **are** you?

The Imperative Mood

The imperative gives advice or orders, often with the subject *you* not stated, but understood.

20 E.2 **The imperative mood** is used to give a command or make a request. In imperative statements, the subject *you* is understood though not stated.

Wear your hat when you are outside in winter.

Please **shovel** the sidewalk before you go to school.



When You Write

Much, if not most, of your writing will use the indicative mood. Here are some examples of how it might be used in different kinds of writing.

Personal Narrative	We could not have moved to a neighborhood less like the barrio. — Ernesto Galarza, *Barrio Boy* (page 118)
Expository Writing	What makes 12-24 year olds happy?—"The Future of Happiness" (page 211)
Short Story	He came into the room to shut the windows while we were still in bed and I saw he looked ill. — Ernest Hemingway, "A Day's Wait" (page 167)

In some kinds of writing, you might be more likely to use imperative mood.

How-To Text	To conduct a successful interview with an expert, follow these steps. (pages 240–241)
Persuasive Writing	Stand up for what you believe in and vote "Yes" on the recycling initiative.

The Subjunctive Mood

The present subjunctive uses the base form of the verb for all persons and numbers, including the third-person singular, but indicative verbs use the *-s* form.

20 E.3 The **subjunctive mood** is used to express ideas contrary to fact, such as a wish, doubt, or possibility; or to express a proposal, demand, or request after the word *that*.

Indicative	Tanya is the captain of the cheerleading squad.
Subjunctive	Mrs. Stein proposed that Tanya **be** the captain of the cheerleading squad.

In the present subjunctive, the verb *to be* is always *be,* as in the sentence above. The **past subjunctive** form of the verb *to be* is *were* for all persons and numbers.

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

Practice Your Skills

Using the Subjunctive Mood

Write the correct form of the verb in parentheses.

1. If I (was, were) you, I would try out for quarterback.
2. I wish I (was, were) qualified for the position.
3. I suggest that he (is, be) nominated for treasurer.
4. If she (was, were) older, she could get a driver's permit.
5. I wish I (was, were) old enough to drive.

Practice Your Skills

Using the Subjunctive Mood

Write the correct form of the verb in parentheses.

1. Chico brags as if he (was, were) king of the world!
2. If Angelo (was, were) here, he'd set him straight.
3. Tell the commander he (be, is) the one I want.
4. After hiking, my knee felt as if it (was, were) twisted.
5. The leaves covering the pond (be, are) like a carpet.
6. Coach Hill asked that the team (are, be) packed to board the train.
7. If Ansel requested that he (be, is) the captain, we'll agree to that.
8. I wish I (was, were) taller than my younger sister.
9. A deep pond (be, is) a good fishing hole.
10. If wishes (was, were) snowflakes, the blizzard would never end.

Connect to Writing: Revising

Using Subjunctive and Indicative Mood in Sentences

Write each sentence using either the subjunctive or the indicative mood of the verb form. Then write *S* for *subjunctive* or *I* for *indicative.*

1. Yellowstone National Park (be) a sacred place to certain tribes.
2. The young brave wished he (be) old enough to join the men.
3. If I (be) older, I could ride my pony there.
4. Little Flower demanded that she (be) allowed to chant with the boys.
5. She (be) sure that no snakes are on the trail.

Chapter Review

Assess Your Learning

Using the Correct Verb Form

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

1. Ten minutes after the downpour, the sun (come) out.
2. How long have you (know) about the party?
3. The sun (rise) at 5:36 yesterday.
4. Lake Erie has never (freeze) over completely.
5. My sister has (sing) twice on television.
6. Have you (write) your history report yet?
7. Who (write) the screenplay for that movie?
8. The telephone hasn't (ring) all day.
9. You should have (go) to the dance last night.
10. Dana has already (take) those books back to the library.
11. Before World War II, the United States had (give) the Philippines a guarantee of independence.
12. I should have (do) my homework earlier.
13. Until 1875, no one had ever successfully (swim) the English Channel.
14. My wallet hadn't been (steal) after all.
15. Who (choose) brown as the color for this room?
16. Tom (fall) off his skateboard yesterday, but fortunately he was wearing a helmet.
17. Have you ever (wear) those hiking boots on a hike of more than two miles?
18. Who (draw) that picture of Mr. Turner's barn?
19. Lately I have (grow) more confident using the laptop computer.
20. Waiting on the windy corner, we nearly (freeze).

Understanding Tenses

Write the tense of each underlined verb.

1. I am going to the library.
2. Lenny has seen Sarah somewhere before.
3. On Monday Mrs. Saunders will announce the names of the new class officers.
4. Tim was enthusiastic about the project.
5. I have been practicing for my recital every night for a month.
6. Next year will be the third year he will have played for the soccer team.
7. Laura discovered that she had left the tickets at home.
8. Pilar knows that we will be working together on the dance committee.
9. Marie has been happy ever since she won the CD player.
10. Susan and Greg were riding the bus when they first met.

Writing Sentences

Write ten sentences that follow the directions below. Write about a pet or a topic of your choice.

Write a sentence that . . .

1. includes the past tense of *choose*.
2. includes the past perfect tense of *become*.
3. includes the future tense of *take*.
4. includes the present perfect tense of *lie*.
5. includes the past tense of *lay*.
6. includes the present progressive tense of *rise*.
7. includes the future progressive tense of *set*.
8. includes the present tense of *be*.
9. includes any verb in the passive voice.
10. includes any verb in the subjunctive mood.

Using Verbs: Posttest

Directions

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

Yesterday my sister and I __(1)__ the movie *A Wild Ride*. The story __(2)__ on an actual event. Joe, the main character, __(3)__ money from his boss for years until he was caught. My sister __(4)__ the movie three times already. She probably __(5)__ to the same movie again! She __(6)__ to one movie a week since last June. My favorite scene __(7)__ at the end of the movie. Three police officers __(8)__ Joe in a dense forest after he had made his break from prison. He __(9)__ to escape through a secret tunnel before they made their move. Since yesterday I __(10)__ to tell everyone I know how the movie ends.

1. **A** see
B saw
C will see
D will be seeing

2. **A** is basing
B was basing
C will be based
D is based

3. **A** steals
B is stealing
C had been stealing
D will steal

4. **A** sees
B will see
C has been seeing
D has seen

5. **A** goes
B will go
C will have been going
D went

6. **A** is going
B has gone
C will go
D will be going

7. **A** has happened
B will have happened
C happened
D is happening

8. **A** will surround
B will have surrounded
C surrounded
D will be surrounding

9. **A** was hoping
B hopes
C will hope
D is hoping

10. **A** will want
B have been wanting
C am wanting
D will have been wanting

Writer's Corner

Snapshot

20 A The **principal parts of a verb** are the present, the present participle, the past, and the past participle. (pages 684–690)

20 B ***Lie* and *lay*, *rise* and *raise*, and *sit* and *set* are especially tricky** because their principle parts are often confused. (pages 691–692)

20 C The time expressed by a verb is called the **tense** of a verb. (pages 693–703)

20 D The **active voice** indicates that the subject is performing the action. (pages 704–705) The **passive voice** indicates that the action of the verb is being performed upon the subject. (pages 704–705)

20 E The **mood** of a verb—indicative, imperative, or subjunctive—shows the manner of the action. (pages 706–708)

Power Rules

Use mainstream **past tense verb forms**. (pages 684–703)

Before Editing	After Editing
A recent study *show* that video games had a positive effect.	A recent study *showed* that video games had a positive effect.
The debate could have *went* on longer.	The debate could have *gone* on longer.

Use **verbs that agree with the subject**. (pages 750–767)

Before Editing	After Editing
A newborn baby *don't* even know how to smile.	A newborn baby *doesn't* even know how to smile.
One of the monkeys *were* always up to something.	One of the monkeys *was* always up to something.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use the correct verb forms of both regular and irregular verbs? (See pages 684–690.)
- ✓ Did I avoid shifts in tense? (See pages 702–703.)
- ✓ Did I use the progressive verb forms correctly? (See pages 699–701.)
- ✓ Did I use the active voice to add power? (See pages 704–705.)
- ✓ Did I use the subjunctive mood instead of the indicative or imperative when appropriate? (See pages 706–708.)

Use the Power



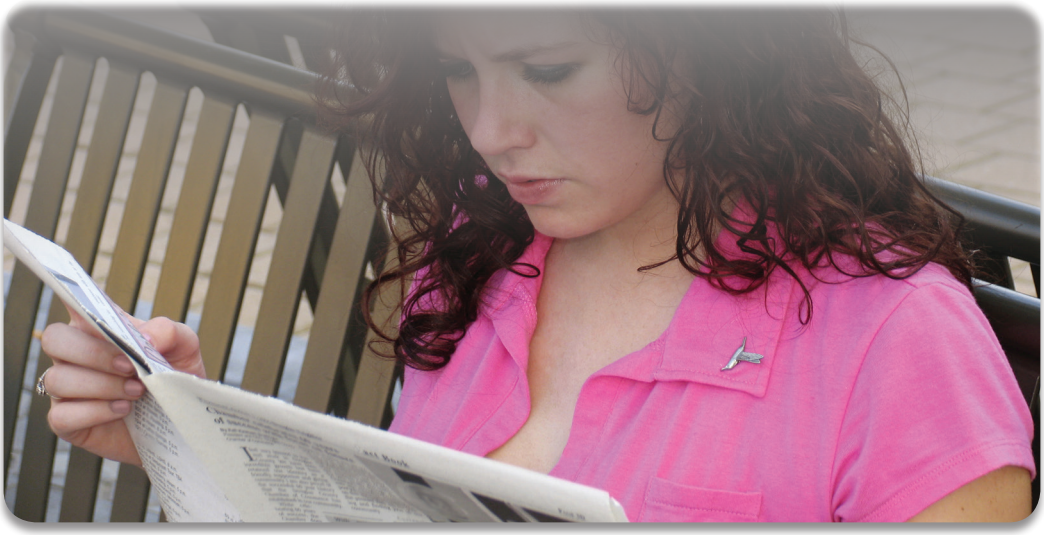
Communicate precisely the time of an action and whether it is completed or ongoing by using the appropriate principle part of a verb.

Communicate certainty or doubt by using the appropriate mood of a verb.

Communicate action with the appropriate voice of a verb. Strengthen your writing by using the **active voice** whenever possible. The active voice shows the subject engaged in action and breathes life into a text. Avoid the passive voice, which robs the subject of its power to act and instead shows the subject being acted upon. Look back at a recent composition, and be sure you have used verbs that communicate just what you want them to.

CHAPTER 21

Using Pronouns



Why is it important to avoid unclear, missing, or confusing pronoun references?

Using Pronouns: Pretest 1

The following cover letter is a draft intended for a prospective employer. The draft contains several pronoun errors. The first error is corrected. How would you revise the letter so that all pronouns are used correctly?

To whom it may concern:

My friend and me read your classified advertisement in Sunday's newspaper. It says that your looking for two high school girls to work at you day-care center. Clara and me have always wanted to work with children. She has two brothers. As for myself, I have ten cousins.

Please read the attached resumés and call her or I if you think the qualifications needed can be found in she and I. Although we have never worked in a preschool, her and me would be really good at that. We have references. Them numbers are on the resumé of myself. We would like to one day find us working in your day-care center.

Sincerely,

Tiffany Washington and Clara Jones

Using Pronouns: Pretest 2

Directions

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

The students in Ms. Key's class knew that __(1)__ would have to study hard for the test. Jan and Marisa asked Jeff, __(2)__ they always called for help, to study with __(3)__. __(4)__ all agreed to meet at Jan's house that afternoon. Both Marisa and Jeff brought __(5)__ review notes. Marisa gave __(6)__ to Jan to look over. Jan, __(7)__ notes were messy, was relieved that her friend took better notes. Jan was also glad to study with Jeff, __(8)__ knew more about solving equations than __(9)__. However, neither Jeff nor Marisa could match __(10)__ skill at graphing.

1. **A** they
B it
C them
D he

2. **A** he
B whose
C whom
D who

3. **A** they
B them
C she
D her

4. **A** He
B She
C They
D Them

5. **A** them
B their
C her
D our

6. **A** her
B his
C them
D hers

7. **A** whose
B who
C whom
D whomever

8. **A** him
B he
C who
D she

9. **A** her
B hers
C she
D him

10. **A** they
B their
C her
D hers

The Cases of Personal Pronouns

Lesson 1

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

You avoid using the same nouns over and over again by using pronouns instead of nouns. *She* and *her* are personal pronouns. In the first example below, these pronouns take the place of *Tracy*. In the second example, *his* and *him* are personal pronouns that take the place of *Durrell*.

Tracy said **she** was going to teach **her** little sister how to ride a bicycle.

Durrell brought **his** cello with **him** to the party.

All nouns and pronouns have a case. There are three cases: the **nominative case,** the **objective case,** and the **possessive case.** Unlike nouns, personal pronouns usually change form for each of the three cases.

NOMINATIVE CASE	
(Used for subjects and predicate nominatives)	
Singular	I, you, he, she, it
Plural	we, you, they
OBJECTIVE CASE	
(Used for direct objects, indirect objects, and the objects of a preposition)	
Singular	me, you, him, her, it
Plural	us, you, them
POSSESSIVE CASE	
(Used to show ownership or possession)	
Singular	my, mine, your, yours, his, her, hers, its
Plural	our, ours, your, yours, their, theirs

Practice Your Skills

Determining Case

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

1. Why wasn't he invited to Anila's party?
2. I hope Anila left me directions to her house.
3. My sister will pick us up after Anila's party.
4. Did my brother go with them to the party?
5. Our friends like to go to your parties rather than ours.
6. You should speak to them about the awful music they play.
7. She knew that the best present was mine.
8. Are the decorations yours or theirs?
9. That party was more successful than our other parties have been.
10. When the party ended, we thanked them for coming.

Nominative Case

The personal pronouns in the nominative, or **subjective,** case are *I, you, he, she, it, we,* and *they.*

21 A.1 The **nominative case** is used for subjects and predicate nominatives.

Pronouns Used as Subjects

Pronoun subjects are always in the nominative case.

Subjects	If **they** are late, **we** will keep the food warm for at least an hour.
	She and **I** are chopping the vegetables.

Choosing the right case for a single subject does not usually present any problem. Errors occur more often, however, when the subject is compound. There is a test that will help you check your choice.

Eric and (she, her) are cooking dinner tonight for 27 guests.

To find the correct answer, say each choice separately as if it were a single subject.

She is cooking dinner tonight for 27 guests.

Her is cooking dinner tonight for 27 guests.

Separating the choices makes it easier to see and hear which pronoun is correct. The nominative case *she* is the correct form to use.

Eric and **she** are cooking dinner tonight for 27 guests.

You can learn more about compound subjects on pages 758–760.

You can also use this test when both parts of a compound subject are pronouns.

(He, Him) and (she, her) planned the menu.

(She, Her) and (I, me) enjoyed the food.

Try each choice alone as the subject of the sentence.

He planned the menu.

Him planned the menu.

She planned the menu.

Her planned the menu.

She enjoyed the food.

Her enjoyed the food.

I enjoyed the food.

Me enjoyed the food.

You can see that the correct choices are *he* and *she* in the first sentence, and *she* and *I* in the second.

He and **she** planned the menu.

She and **I** enjoyed the food.

A pronoun that is used as a subject can also have a noun appositive. An **appositive** is a word that comes right after the pronoun and identifies or renames it. The appositive in each of the following sentences is underlined.

We siblings worked together to cook dinner.

I, the assistant chef, worked hard.

An appositive, however, will never affect the case of a pronoun. In fact, you can check whether you have used the correct pronoun by dropping the appositive.

We worked together to cook dinner.

I worked hard.

You can learn more about appositives on pages 617–618.

Practice Your Skills

Using Nominative Pronouns as Subjects

Write the correct form of the pronoun in parentheses.

1. My brother Chris and (I, me) love to cook together.
2. (Him, He) can cook great Italian specialties.
3. (They, Them) are his most delicious dishes.
4. When our mom works late, (us, we) prepare the meals.
5. When (he, him) cooks, our neighbor always calls.
6. (Her, She) can smell Chris's lasagna baking.
7. (We, Us) all learned how to cook from our mom.
8. (She, Her) felt that both boys and girls should have this skill.
9. When (we, us) were tall enough to reach the counter, (her, she) put us to work in the kitchen.
10. Before my little brother could walk, (he, him) was tossing salads.
11. Before my dad met my mom, (him, he) had never touched a stove.
12. When Mom married Dad, (her, she) taught him to cook better too.
13. (She, Her) and (he, him) like to cook spicy dishes.
14. (Us, We) sisters are all good cooks.

Connect to Speaking and Listening: Language Acquisition

Using and Identifying Case

To demonstrate your understanding of the English terms *nominative case, objective case,* and *possessive case,* define each of them with a partner. Then take turns creating sentences such as "You and I have something in common" or "His mother and my mother are friends with them." After you say a sentence, your partner must identify all pronouns, stating whether they are nominative, objective, or possessive.

Pronouns Used as Predicate Nominatives

21 A.2 A **predicate nominative** is a noun or a pronoun that follows a linking verb and identifies or renames the subject. Pronouns used as predicate nominatives are always in the nominative case.

Predicate Nominative

The best speller on the team was **he.**
(speller = he)

The finalists were **she** and Greg.
(finalists = she and Greg)

Sometimes using a pronoun as a predicate nominative sounds awkward even though the pronoun is correct. When you write, you can avoid awkwardness if you reword a sentence, making the predicate nominative the subject.

Awkward

The team captain last year was **she.**

The last person to join the team was **he.**

Natural

She was the team captain last year.

He was the last person to join the team.

When You Speak and Write

In everyday conversation, people do not always use the nominative case for predicate nominatives. It is common to hear someone say, "It's ***me***" instead of "It is ***I,***" or "That's ***him***" instead of "That is ***he.***" While this usage is common in conversation, you should avoid it when you write.

You can find a list of linking verbs on pages 527–528 and 582. You can find out more about predicate nominatives on pages 595–596.

Practice Your Skills

Pronouns as Predicate Nominatives

Write the correct form of the pronoun in parentheses.

1. Action movies are great. My favorite genre are (they, them).
2. My favorite actor in these movies is (he, him).
3. By far the most exciting films are (they, them).
4. When a new action movie is showing, the first people in line are (us, we).

5. Two other big fans of these movies are Kassidy and (he, him).
6. The best actress to watch is (her, she).
7. The finest director of action movies is (he, him).
8. The most realistic movies of the genre are (they, them).

Practice Your Skills

Supplying Pronouns in the Nominative Case

Complete each sentence by writing an appropriate pronoun in the nominative case.

1. We won't know who our class officers are until ___ have voted.
2. The only people voting will be ___ students in the ninth grade.
3. The person who ran for class president was ___.
4. ___ had to wait in line to vote.
5. The two most popular candidates for vice president were Fallon and ___.
6. Neither Antoine nor ___ ran for an office.
7. No one can predict whether ___ will be elected.
8. If ___ are patient, we will know the answer soon.
9. The votes have been counted, and the new class president is ___.
10. ___ students are all glad that we voted.

Connect to Writing: Editing

Using Nominative Case Pronouns

Rewrite the sentences, correcting any errors in pronoun usage. If the sentence is correct, write ***C.***

1. Us girls decided to start a neighborhood swim team.
2. Our weakest swimmer is either Sammi or she.
3. We will practice hard before the first meet.
4. The best teams in the league are that group of boys and them.
5. The other teams and us will work hard to win the tournament.

Connect to Writing: Supportive Letter

Using Nominative Case Pronouns

Your friend has just suffered a great disappointment. Perhaps he or she just lost an election or an important game. Write a letter to your friend, giving him or her support by sharing a similar experience that you have had or read about. Include at least four nominative pronouns in the letter. Use two of these pronouns as predicate nominatives. After you write, underline all of the nominative pronouns you have used.

Objective Case

The **objective case** is used for direct objects, indirect objects, and objects of a preposition.The table below shows the personal pronouns that are object pronouns.

OBJECT PRONOUNS

	Singular	Plural
First Person	me	us
Second Person	you	you
Third Person	him, her, it	them

21 A.3 **Object pronouns** are used as direct objects, indirect objects, and objects of prepositions.

Pronouns Used as Direct and Indirect Objects

A direct object answers the question *What?* or *Whom?* after an action verb. If a sentence has a direct object, it also can have an indirect object. An indirect object answers the questions *To* or *For whom?* or *To* or *For what?*

Direct Object Carlos will join **us** when he returns.
(Carlos will join whom? *Us* is the direct object.)
Mom took **him** to the dentist.

Indirect Object Dr. Garcia showed **him** X-rays of his teeth.
(*X-rays* is the direct object. Dr. Garcia showed the X-rays to whom? *Him* is the indirect object.)

Use the same test you used for compound subjects to find the correct pronoun in a compound direct or indirect object.

Please take Carlos and (he, him) with you.
Please take **he** with you.
Please take **him** with you.

Once more, it is easy to both see and hear that the objective case pronoun *him* is correct.

Pronouns in the objective case can also have appositives.

Dr. Garcia's explanations really helped **us** patients.

Practice Your Skills

Using Pronouns as Direct and Indirect Objects

Write the correct form of the pronoun in parentheses.

1. Mom told (us, we) that it was time for our dental appointments.
2. Dr. Garcia, our dentist, always tells (I, me) jokes.
3. It helps (me, I) to relax.
4. He gives (we, us) new toothbrushes and dental floss.
5. Dr. Garcia also offers my brother and (I, me) advice about cavity prevention.
6. My dad knew (him, he) in college.
7. My mother met (they, them) both when she visited their college campus.
8. Mom and Dad always tell (us, we) stories about Dr. Garcia in college.
9. My brother Carlos, who wants to be a dentist, especially admires (he, him).
10. Dr. Garcia lets Carlos watch (him, he) as he works.

Pronouns Used as Objects of Prepositions

21 A.4 An **object of a preposition** is always a part of a prepositional phrase. A pronoun used as the object of a preposition is in the objective case.

Objects of Prepositions

That song was written for Pat and **me.**
(*For Pat and me* is a prepositional phrase. *Pat* and *me* are the objects of the preposition *for.*)

Singers like **her** are very rare.

If an object of a preposition is compound, use the same test by saying each pronoun separately. The correct form to use in the sentence below is *me*.

Isn't Marta going with Jeff and (I, me) to the concert?

Isn't Marta going with **I** to the concert?

Isn't Marta going with **me** to the concert?

You can find a list of commonly used prepositions on pages 560–561.

When You Speak and Write

A common mistake occurs with the preposition *between*. In trying to sound formal or correct, people will often use nominative-case pronouns after *between*. However, all pronouns used as objects of a preposition should be in the objective case. In this case, the more common-sounding expression is correct.

Incorrect	The agreement is between **he** and **I.**
Correct	The agreement is between **him** and **me.**

Look over a recent composition to be sure you have used all pronouns correctly, particularly any object of a preposition.

Practice Your Skills

Using Pronouns as Objects of Prepositions

Write the correct form of the pronoun in parentheses.

1. For help, there is no one like Madison or (he, him).
2. They have been very helpful to my friends and (I, me).
3. Madison and Will are leaders in our class and role models for (we, us).
4. Our class sponsors divide many of the class's duties between (they, them).
5. People like (she, her) are fun to have around.
6. Madison comes to every game and gives her support to Will and (I, me).
7. The rest of the team also looks to (she, her) for support.
8. No other freshman can come close to (she, her) in school spirit.
9. Let's do something to recognize the efforts of (he, him) and (she, her).
10. When we are seniors, I hope that scholarships will be presented to (they, them).

Practice Your Skills

Supplying Pronouns in the Objective Case

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

1. Aunt Laura gave ___ good advice.
2. Her point of view always comes as a big surprise to ___.
3. Uncle Fred usually agrees with ___.
4. After our visit he drove ___ back home.
5. He took ___ with us.

6. Did we send ___ a thank-you note for their hospitality?
7. Aunt Laura always gives ___ lots of attention.
8. Our family respects ___ immensely.
9. We wanted to do something special for ___.
10. He and I are throwing ___ a big birthday party next month.

Connect to Writing: Drafting

Writing Sentences

Write ten sentences that use the expressions correctly.

1. Corey and I
2. us students
3. him and me
4. she and Jan
5. Don and he
6. you and me
7. we players
8. Mom, Dad, and I
9. she and I
10. Alex and her

Check Point: Mixed Practice

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

1. Without you and I, the trip would have been boring.
2. We told Aaron and she funny stories as we drove.
3. During that trip, we friends visited the city's boardwalk.
4. You and me rode the big, wooden roller coaster.
5. We bought saltwater taffy and had some shipped to our cousins and they.
6. Aaron invited we three for a picnic on the beach.
7. Our group ate a picnic lunch packed by Julie and he.
8. We shared a bag of chips among Aaron, you, and me.

Possessive Case

21 A.5 The **possessive case** is used to show ownership or possession.

The personal pronouns in the possessive case are *my, mine, your, yours, his, her, hers, its, our, ours, their,* and *theirs*. Some possessive pronouns can be used to show possession before a noun or a gerund. Others can be used by themselves.

Before a Noun	Kylie shared **her** latest set of poems with Alyssa.
Before a Gerund	Ryan takes **his** writing seriously.
By Themselves	This pencil could be **mine.**

Personal possessive pronouns are not written with an apostrophe. Sometimes an apostrophe is incorrectly included because possessive nouns are written with an apostrophe.

Possessive Noun	**Alyssa's** journal is on the table.
Possessive Pronoun	The notebook is **hers.** (not her's)

Do not confuse a contraction with a possessive pronoun. *Its, your, their,* and *theirs* are possessive pronouns. *It's, you're, they're,* and *there's* are contractions.

Possessive Pronoun	I like the story because of **its** characters.
Contraction	**It's** (It is) time to share our ideas.

Connect to Writing: Basic Vocabulary

Using the Possessive Case

It is important that you understand the possessive case and how to use it when you are writing in English. Look over the examples above carefully. Then, write six sentences, each of which contains one of the following:

- a personal pronoun before a noun
- a personal pronoun before a gerund
- a possessive noun
- a possessive pronoun

Read your sentences to a partner, but leave out the pronoun or the noun, and ask your partner to supply the missing word, for example: "If the book belongs to Peter, then it is —— book."

When You Write

When you use an apostrophe with a pronoun, check whether you have written a contraction or a possessive pronoun. You can do this by removing the apostrophe and adding the letter that it replaced back into the word. Then read the sentence to see if the contraction was used properly or if you really needed to use a possessive pronoun.

Correct	You're such a good writer. (You are such a good writer.)
Incorrect	I am you're writing partner. ("I am you are writing partner" does not make sense.)
Correct	It's his turn to walk the dogs. (It is his turn to walk the dogs.)
Incorrect	We cannot find it's leash. ("We cannot find it is leash" does not make sense.)

Reread a recent essay and apply the suggestion above to be sure you have used the possessive pronouns you intended to use and not contractions.

Practice Your Skills

Possessive Pronoun or Contraction?

Read the following sentences aloud. Then write the correct word in parentheses.

1. (Its, It's) a beautiful poem.
2. Are all of (your, you're) poems like this one?
3. (Your, You're) going to keep writing.
4. Is (your, you're) story finished?
5. When did you send (your, you're) manuscript to them?
6. Are (their, they're) poems well written?
7. (Your, You're) article is due tomorrow.
8. That box of old writings is (hers, her's).
9. Joining the writers' group has improved (me, my) writing.
10. The poem that Ryan wrote doesn't fit (its, it's) title.

Practice Your Skills

Supplying Pronouns in All Cases

Complete the sentences by writing appropriate pronouns. (Do not use *you* or *it*.)

1. Read ___ and ___ your poem.
2. ___ listened to ___ and Melissa read.

3. ___ helped ___ with new ideas for a story.
4. ___ thanked Ryan and ___.
5. Latice showed ___ and ___ the new literary magazine.
6. ___ was writing with Moira and ___.
7. ___ went to the library with ___ for books about poets and playwrights.

Connect to Writing: Drafting

Using Possessive Pronouns and Contractions

Write sentences using the following words correctly.

1. your
2. they're
3. its
4. ours
5. their
6. it's
7. hers
8. we're

Check Point: Mixed Practice

Write the correct word in parentheses.

1. Both wild and domesticated animals are very protective of (their, they're) young.
2. You should cautiously approach (your, you're) pet if (she, her) is a new parent.
3. (She, Her) is likely to act differently toward you and (your, you're) family.
4. You should give (she, her) a comfortable, secluded place to care for (her, hers) newborns.
5. A wild animal is even more likely to attack humans who come near (its, it's) young.
6. Each spring hikers are mauled by female bears protecting (their, they're) cubs.
7. The bear is just following (she, her) natural instincts.
8. The one to blame for such attacks is not (she, her).
9. (We, Us) hikers endanger ourselves when (we, us) come between a cub and (its, it's) mother.
10. Careful hikers make lots of noise to warn bears of (their, they're) presence when (they, them) walk through the wilderness.

Pronoun Problems Lesson 2

Pronoun choice can be a problem. Should you say, "Who is calling?" or "Whom is calling?" Should you say, "Is Jim taller than I?" or "Is Jim taller than me?"

21 B **Common pronoun problems include the misuse of *who* and *whom* and incomplete comparisons.**

Who or *Whom*?

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

Who is a pronoun that changes its form depending on how it is used in a sentence.

WHO OR WHOM?	
Nominative Case	who, whoever
Objective Case	whom, whomever
Possessive Case	whose

Who and its related pronouns are used in questions and in subordinate clauses.

In Questions

21 B.2 Forms of *who* are often used in questions. Use *who* when the pronoun is used as a subject. Use *whom* when the pronoun is used as a direct object or an object of the preposition.

Nominative Case
Who planned the school dance? (subject)

Objective Case
Whom did you call for that information? (direct object)

To whom is the invitation addressed? (object of the preposition *to*)

When deciding which form to use, turn a question around to its natural order.

Question	**Whom** did you ask?
Natural Order	You did ask **whom.**

When You Speak and Write

While *whom* is not used as much today in everyday speaking and writing, it is important to know its proper use. When you write formal papers and letters or prepare speeches and debates, be sure to use *whom* instead of *who* whenever appropriate.

Practice Your Skills

Using Forms of* Who *in Questions

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

1. (Who, Whom) is on the telephone?
2. (Who, Whom) told you that Ashley was going with me to the dance?
3. With (who, whom) did Paige say she was going?
4. (Who, Whom) will play the music at the dance?
5. From (who, whom) did you get an invitation to the dance?
6. (Who, Whom) sent you that note about the dance?
7. (Who, Whom) will you take to the dance?
8. (Who, Whom) is the best dancer in the ninth grade?
9. (Who, Whom) is designing the decorations?
10. With (who, whom) did you go to the dance last year?

In Clauses

Forms of *who* can be used in both adjectival clauses and noun clauses.

21 B.3 The form of *who* you use depends on how the pronoun is used within the clause. Use *who* when the pronoun is used as the subject of the clause. Use *whom* when the pronoun is used as a direct object or an object of the preposition in the clause.

The following examples show how *who* and *whom* are used in adjectival clauses.

Nominative Case

Dr. Rush is the woman **who will serve as marshal of the parade.**
(*Who* is the subject of *will serve.*)

Objective Case

She is the woman **whom you met yesterday.**
(You met whom yesterday? *Whom* is the direct object of *met.*)

Have you met Mr. Keats, **from whom we got our idea for the freshman float?**
(We got our idea from whom? *Whom* is the object of the preposition *from.*)

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

Nominative Case

The prize winners will be **whoever builds the best float.**
(The entire noun clause is the predicate nominative of the sentence. *Whoever* is the subject of the noun clause.)

Do you know **who organizes the homecoming parade?**
(The entire noun clause is the direct object of the sentence. *Who* is the subject of the noun clause).

Objective Case

I don't know **from whom she got the idea.**
(The entire noun clause is the direct object. *Whom* is the object of the preposition in the noun clause.)

Invite **whomever you want to the homecoming game.**
(The entire noun clause is the direct object of the sentence. *Whomever* is the direct object of *want.*)

Practice Your Skills

Using Forms of* Who *in Clauses

Write the correct form of the pronoun in parentheses. Then, using the following abbreviations, write how each pronoun is used in the clause.

subject = ***subj.*** object of the preposition = ***o.p.***
direct object = ***d.o.***

1. Bailey doesn't know (who, whom) will lead the parade.
2. The organizers of the parade accept (whoever, whomever) they wish.
3. They couldn't tell to (who, whom) the entry form belonged.
4. (Whoever, Whomever) is named homecoming queen rides on the float.
5. The person (who, whom) the most students vote for will win the title.
6. Does Shelly know (who, whom) will judge the competition for best float?
7. I spoke with the committee (who, whom) organized the parade.
8. They want all (who, whom) are participating to line up by three o'clock.
9. The people to (who, whom) I spoke said that the parade route changed.
10. The parade will be led by two drum majors (who, whom) will be dressed in gold and white.

Connect to Writing: Drafting

***Writing Sentences Using Forms of* Who**

Write a sentence using the correct form of *who* or *whom* in the indicated construction.

1. as the object of a preposition
2. as the subject of a sentence
3. as the predicate nominative in a sentence
4. as the direct object of the verb in a noun clause
5. as the subject in an adjectival clause

Connect to Writing: Essay

***Writing Sentences Using Forms of* Who**

Your history teacher has asked you to write a 150-word essay titled "The Greatest Person Who Ever Lived." Choose a person—living or dead, famous or obscure—who you feel deserves this designation. Write a short essay for your teacher, explaining why you feel that this person is important. As you write, use the following forms of *who* correctly at least once: *who, whom, whoever, whomever.*

Check Point: Mixed Practice

Write the correct form of the pronoun in parentheses.

1. (Who, Whom) was the first president of the United States?
2. There are few Americans (who, whom) could not answer that question.
3. George Washington, (who, whom) is known as "the father of his country," was the first president.
4. He is a person about (who, whom) much history has been written.
5. Even in his own day, Washington did not fail to impress (whoever, whomever) he met.
6. Legend tells us it was George Washington (who, whom) could not lie to his father about chopping down a cherry tree.
7. History tells us that Washington led the Continental Army, against (who, whom) the British and their loyalists fought.
8. (Who, Whom) was the first vice president of the United States?
9. Few Americans know to (who, whom) this distinction belongs.
10. John Adams, (who, whom) was America's second president, was the nation's first vice president.

Pronouns in Comparisons

Over the years, writers have introduced shortcuts into the language. One such shortcut is an elliptical clause. An **elliptical clause** is a subordinate clause in which words are omitted but are understood to be there. Elliptical clauses begin with *than* or *as*.

Delisa takes more classes **than I.**

Noah takes as many classes **as she.**

21 B.4 In an **elliptical clause,** use the form of the pronoun you would use if the clause were completed.

In the following examples, both expressions in bold type are elliptical clauses. Both are also correct because they have two different meanings.

Delisa studies with us more **than he.**

Delisa studies with us more **than him.**

He is correct in the first example because it is used as the subject of the elliptical clause.

Delisa studies with us more **than he (does).**

Him is correct in the second example because it is used as an object of a preposition.

Delisa studies with us more **than she studies with him.**

Because the meaning of a sentence with an elliptical clause sometimes depends upon the case of a pronoun, be careful to choose the correct case. One way to do this is to complete the elliptical clause mentally before you say it or write it. Then choose the form of the pronoun that expresses the meaning you want.

Noah helps her as much as (I, me).

Noah helps her as much **as *I* (do).**

Noah helps her as much **as he helps *me*.**

In the previous example, decide which meaning you want. Then choose either *I* or *me*.

Practice Your Skills

Completing Elliptical Clauses

Read the sentence aloud, completing the elliptical clause.

1. Olivia is a better student than he ___.
2. She spends more time on her homework than I ___.
3. Jesse knows her better than we ___.
4. They study together more than we ___.
5. Emma and Jake make better grades than we ___.
6. We work just as hard as they ___.
7. Jadyn likes math better than you ___.
8. Clare and Leonardo have won just as many awards as I ___.

Practice Your Skills

Using Pronouns in Elliptical Clauses

Write each sentence, completing the elliptical clause. Then write the correct form of the pronoun in parentheses.

1. Ben spends more time at the library and in the computer lab than (I, me).
2. Our teacher didn't review the test with us as much as (they, them).
3. I studied longer and harder than (they, them).

4. The topic we covered sounds more exciting to them than (we, us).
5. Did you answer as many questions on the math test as (they, them)?
6. No one was more prepared than (I, me) for the last history quiz.
7. The professor from the university talked to us longer than (them, they).
8. That grade means more to Noah than (she, her).
9. Everyone should be as studious as (he, him).
10. I think Jesse is a better test taker than (I, me).

Connect to Writing: Drafting

Writing Sentences with Elliptical Clauses

Write sentences that follow the instructions. Each sentence should contain an elliptical clause.

1. Compare a history class with a math class.
2. Compare two basketball players.
3. Compare two sports.
4. Compare two foods.
5. Compare two television shows.
6. Compare two Hollywood superstars.
7. Compare a summer vacation you had with an ideal winter vacation.
8. Compare your two favorite bands.
9. Compare two kinds of animals as pets.
10. Compare board games with video games.

Connect to Writing: Paragraph of Comparison

Using Elliptical Clauses

Your parents cannot understand why you like the music you do. They constantly ask you to turn down the volume on your stereo. Write a paragraph for your parents in which you compare and contrast your music to the music of their generation. Be sure to use elliptical clauses that begin with *than* or *as* to explain the differences and similarities between your music and that of your parents.

Pronouns and Their Antecedents

Lesson 3

In Lesson 1 you learned that a pronoun takes the place of a noun. That noun is called the pronoun's **antecedent.**

21 C **A pronoun must agree in number and gender with its antecedent.**

In the first example below, *Duke Ellington* is the antecedent of *his*. In the second example, *orchestra* is the antecedent of *its*.

Duke Ellington left **his** mark on American music.

Ellington's **orchestra** had **its** own sound.

21 C.1 **Number** is the term used to indicate whether a noun or pronoun is singular or plural. Singular indicates one, and plural indicates more than one. **Gender** is the term used to indicate whether a noun or a pronoun is masculine, feminine, or neuter.

Remember that the forms of *I, you,* and *they* do not show gender because they can be either masculine or feminine.

GENDER			
Masculine	he	him	his
Feminine	she	her	hers
Neuter	it	its	

If the antecedent of a pronoun is one word, there usually is no problem with agreement.

The **man** playing the trumpet lowered **his** horn.

The **listeners** showed **their** appreciation of the music.

If the antecedent of a pronoun is more than one word, there are two rules you should remember.

21 C.2 If two or more singular antecedents are joined by *or, nor, either/or,* or *neither/nor,* use a singular pronoun to refer to them.

These conjunctions indicate a choice. In the following example, Maria will play her long clarinet solo *or* Lacey will play hers.

Either **Maria** or **Lacey** will play **her** long clarinet solo next.

21 C.3 If two or more singular antecedents are joined by *and* or *both/and,* use a plural pronoun to refer to them.

These conjunctions always indicate more than one. In the following example, Maria and Lacey—together—volunteered their help with the musical project.

Both **Maria** and **Lacey** volunteered **their** help with the musical project.

Sometimes you will not know whether an antecedent is masculine or feminine. Standard written English solves this problem by using *his or her* to refer to such vague antecedents.

Each orchestra **member** will donate two hours of **his or her** time to help with the project.

Each **violinist** must practice **his or her** solo many times before the opening performance.

You can avoid this problem completely if you rewrite such sentences, using plural forms.

All orchestra **members** will donate two hours of **their** time to help with the project.

The **violinists** must practice **their** solos many times before the opening performance.

WORD ALERT

The words *gender* and *sex* both indicate the state of being male or female. However, they are typically used in slightly different ways. *Sex* is used to refer to biological differences, while *gender* tends to refer to cultural or social differences.

Practice Your Skills

Making Pronouns and Antecedents Agree

Write the pronoun that correctly completes each sentence. Make sure that the pronoun agrees in both number and gender with its antecedent.

1. Either Felix or Jason left ___ trombone on the stage after practice.
2. All the orchestra members should wear ___ best outfits to the show.
3. Tricia and Max will sing ___ songs while the orchestra accompanies them.
4. Neither Aura nor Tricia remembered to take ___ music stand.
5. Felix took three music stands with ___ on our orchestra's tour.
6. Each player is responsible for ___ own instrument.
7. After the orchestra members left the stage, ___ went to the bus.
8. Jason carried his trombone and put ___ on the bus for the trip home.
9. Either Jane or Tricia will play ___ own song tomorrow night.
10. The trumpet was placed carefully in ___ case after the performance.

Indefinite Pronouns as Antecedents

Sometimes an indefinite pronoun is the antecedent of a personal pronoun. Making the personal pronoun and the indefinite pronoun agree can be confusing because some singular indefinite pronouns suggest a plural meaning. Other indefinite pronouns can be either singular or plural. The table below lists singular indefinite pronouns.

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

21 C.4 Use a singular pronoun if the antecedent is a singular indefinite pronoun.

One of the girls left **her** bike unlocked.

Sometimes the gender of a singular indefinite pronoun is not indicated. You can solve this problem by using *his or her*.

Everyone must keep **his or her** bike locked up.

The use of *he or she, his or her,* or *him or her* can make your writing awkward. You can often eliminate this problem by rewriting the sentences in the plural form.

All students must keep **their** bikes locked up.

PLURAL INDEFINITE PRONOUNS			
both	few	many	several

21 C.5 Use a plural pronoun if the antecedent is a plural indefinite pronoun.

Many of the younger children have **their** own bikes.

SINGULAR OR PLURAL INDEFINITE PRONOUNS				
all	any	most	none	some

21 C.6 Agreement with an indefinite pronoun that can be either singular or plural depends upon the number and gender of the object of the preposition that follows it.

Some of the **chrome** on Stevie's bike has lost **its** shine.

Most of his **friends** keep **their** bikes out of the sun.

Practice Your Skills

Making Personal Pronouns Agree with Indefinite Pronouns

Write the pronoun that correctly completes each sentence.

1. All of the boys in my apartment complex received bicycles for ___ birthdays.
2. Each of them had ___ bike painted a different color.
3. Not one of the boys in the apartment complex painted ___ bike red.
4. Many of the neighbors near our complex let the boys ride in ___ driveways.
5. One of our local organizations put up fliers about ___ bicycle races.
6. All of the boys decided ___ would enter.
7. Some of us in the complex gave them ___ encouragement to enter the race.
8. Someone in the boys' group had ___ bike stolen.
9. The winner of the race bought that boy a new bike with ___ prize money.
10. All of the younger boys were glad ___ friend had a bike again.

Connect to Writing: Revising

Correcting Pronoun Agreement Errors

Rewrite the following sentences, correcting any problems with pronoun agreement. If a sentence is correct, write ***C***.

1. Each of the girls won their softball letter.
2. No one on the girls' team liked her uniform.
3. Neither of the boys received their trophy for baseball.
4. Both of the Randall sisters practice batting in their backyard.
5. One of the girls lost their baseball glove.

Check Point: Mixed Practice

Write the pronoun in the parentheses that correctly completes each sentence.

1. The high school band prepared for (their, its) first performance.
2. (All, Each) of the band members were a little nervous, but they were ready.
3. Alicia was the only one (who, whom) did not seem prepared.
4. Consuela helped (her, his) friend get ready.
5. Ali was more prepared than (I, me).
6. Our director, Mrs. Chandler, gave us (their, our) usual pre-game instructions.
7. After Mrs. Chandler's speech, (each, all) in the band gave a cheer as the crowd joined in.
8. Because we had practiced so hard, (we, us) in the band thought we would do our best.
9. As we walked onto the field, the crowd cheered the players and (us, them).
10. That night the band played (its, their) best.

Connect to Writing: Personal Description

Using Pronouns

If you were to write a description of yourself doing something that best represents you, what written images would you include? How would you tie those images together? Write a one-page description that uses these images and any others that you feel get to the heart of you. Use as many pronouns as you can, and write your description in the first person, using the pronoun *I*. Include insights into your personality and your unique way of seeing things.

Unclear, Missing, or Confusing Antecedents

Lesson 4

21 D **Every personal pronoun should clearly refer to a specific antecedent.**

Missing antecedents and unclear references can be confusing.

Unclear	We tried to call the employment agency, but **it** was busy. (The antecedent of *it* is not clear, but the context of the sentence suggests that the pronoun *it* refers to the telephone line.)
Clear	We tried to call the employment agency, but **its telephone** was busy.
Unclear	I checked the Internet for job listings because **you** can always get good information there. (*You* is incorrect. It is unclear whether *you* is the speaker or the person being spoken to. Pronouns must agree with their antecedents in person—first, second, or third.)
Clear	I checked the Internet for job listings because **I** can always get good information there.
Missing	In the newspaper **it** lists the requirements for every job. (What does *it* refer to in this sentence? The antecedent in this sentence is missing.)
Clear	The **newspaper** lists the requirements for every job.
Missing	**It** had many job listings for entry-level computer positions. (*It* is unclear. The antecedent is missing.)
Clear	The **employment section of the newspaper** had many job listings for entry-level computer positions.
Confusing	My mother drove Liza to the interview, but **she** didn't go into the office. (Who didn't go into the office, the mother or Liza?)
Clear	My mother drove Liza to the interview, but **Mom** didn't go into the office.
Confusing	Liza put the business card into her purse, but now she can't find **it.** (Does *it* refer to the business card or the purse?)
Clear	Liza put the business card into her purse, but now she can't find **the card.**

Practice Your Skills

Identifying Antecedent Problems

Label the antecedent problems in the sentences below as ***unclear, missing,*** or ***confusing,*** and rewrite the sentences correctly. If the sentence is written correctly, write ***C.***

1. Almost all teenagers can find a job if you try hard enough.
2. My dad helped Elizabeth get a job, but she didn't like it very much.
3. Almost everyone I know likes to work if it is interesting.
4. I like dog walking because you get lots of outdoor exercise.
5. The employment agent stared at the boy, but he said nothing.
6. To earn extra money, Michael took the rugs off the floor and cleaned them.
7. Sarah wants to work at a veterinarian's office because you can learn a lot about animals.
8. My sister told Jenni about the job, and then she applied for it.

Check Point: Mixed Practice

Each sentence below contains an error in pronoun usage. Rewrite the sentence, correcting the error.

1. During the national election, many of the citizens cast his or her votes early.
2. According to the polls, they said the incumbent president will win.
3. Several of the candidates gave his or her speeches.
4. I read the newspaper articles about the candidates, because you can learn a lot.
5. Neither of my parents has cast their vote yet.
6. My parents went to vote, and it was crowded.
7. During the town meeting, our neighbors asked the candidates their questions.
8. My mom took Granny to the debate, but she didn't listen to the candidates.
9. The candidates were responsible for raising his or her campaign money.
10. Depending upon who wins the mayoral election, Ms. Sands or Mr. Stone will try their hand at running our city.

Connect to Writing: Response Letter

Using Pronoun References

You have found a job listing that interests you. Write a response letter to the contact person. Remember to mention the position you are applying for, the reason it interests you, and your qualifications. Be sure to use correct pronoun references.

Chapter Review

Assess Your Learning

Using Pronouns Correctly

Write the correct form of the pronoun in parentheses.

1. Neither Sue nor Rebecca has had (her, their) turn at bat.
2. One of the girls left (her, their) tennis shoes in the gym.
3. Please explain to (we, us) students how to get a pass.
4. To (who, whom) should I send the invitation?
5. Do other students study as hard as (we, us)?
6. (They, Them) made a delicious dinner for us.
7. Sandra went to the movies with David and (I, me).
8. Both Raul and Ted forgot (his, their) skates.
9. Our debaters will be Jorge and (he, him).
10. It was (she, her) who won the local marathon.
11. Jessica and (he, him) went to the game with us.
12. (Whoever, Whomever) draws the best picture will win a prize.
13. That was quick thinking for an inexperienced quarterback like (he, him).
14. No one types as fast as (she, her) on a word processor.
15. Between you and (I, me), we're never going to get there on time.
16. She is the only person (who, whom) arrived early.
17. (We, Us) joggers need to pay special attention to the traffic lights.
18. I think that's (she, her) in the blue coat.
19. Yes, I think she dives as well as (I, me).
20. Mr. Pentose is someone (who, whom) we met in Florida last year.

Making Personal Pronouns Agree with Their Antecedents

Write the personal pronoun that correctly completes each sentence.

1. Either Mary or Suzanne will bring ____ guitar.
2. One of my brothers just received ____ diploma.
3. Both Heidi and John turned in ____ reports early.
4. The tire has lost most of ____ air.

5. All of the students will be assigned to ■ homerooms.
6. Several of my friends want to add biology to ■ schedules.
7. Both of the girls think that ■ will compete in the race.
8. Either Sam or Ernesto should drive ■ car to the game.
9. After we painted the posters, we hung ■ in the halls.
10. None of the silver pieces had lost ■ shine.
11. Either of the boys will share ■ lunch.
12. Several of the tourists lost ■ way.
13. That tree is beginning to lose ■ leaves.
14. Neither Mindy nor Sue can finish ■ picture.
15. Either Claire or Erica will have ■ camera at the game.

Writing Sentences

Rewrite these sentences so there is a clear antecedent for each pronoun.

1. Rita tried to call her friend, but she did not feel like talking.
2. Rita drove to Lisa's house and listened to her new CD.
3. Then Rita drove her sister to the library, but she forgot her library card.
4. Rita put her book in a bag, but she left it on the counter at the library.
5. Rita's book fell on the floor, and it was damaged.



Using Pronouns: Posttest

Directions

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

It was the big night of the talent show. Everybody in school watched as Jerome approached the microphone. __(1)__ singing partner Juan, __(2)__ was already on the stage, handed __(3)__ the guitar. Jerome immediately felt calmer. He began to strum the guitar strings, and __(4)__ began to sing. "__(5)__ have chosen a ballad for __(6)__ first selection," Juan said, as Jerome continued to play the guitar. When they finished the song, all of the students clapped and cheered loudly. Mr. Watkins, the principal, went to the microphone. "__(7)__ knew that __(8)__ had such talent right here under __(9)__ noses?" __(10)__ asked.

1. **A** His
B Our
C Him
D Their

2. **A** whoever
B whom
C who
D whomever

3. **A** him
B he
C who
D whom

4. **A** they
B its
C his
D their

5. **A** Us
B We
C Our
D Ours

6. **A** my
B we
C us
D our

7. **A** Whom
B Whose
C Who
D Whomever

8. **A** we
B us
C our
D ours

9. **A** us
B our
C ours
D we

10. **A** his
B him
C he
D them

Writer's Corner

Snapshot

21 A **Case** is the form of a noun or a pronoun that indicates its use in a sentence. (pages 716–719)

21 B **Common pronoun problems** include the misuse of ***who*** and ***whom*** and incomplete comparisons. (pages 729–735)

21 C A pronoun must agree in **number** and **gender** with its **antecedent.** (pages 736–740)

21 D Every personal pronoun should clearly refer to a specific **antecedent.** (pages 741–742)

Power Rules

Use **subject forms of pronouns** in subject position. Use **object forms of pronouns** in object position. (See pages 716–725.)

Before Editing	After Editing
Billy went with *he* and *I*.	Billy went with *him* and *me*.
Them and *us* want you to go with *she*.	*They* and *we* want you to go with *her*.

For **homophones** and certain words that sound almost alike, choose the word with your intended meaning. (See pages 796–811.)

Before Editing	After Editing
Where is *you're* cookbook? (*You're* is a contraction of *you are*.)	Where is *your* cookbook? (*Your* is the possessive form of *you*.)
Their helping Alyssa make dinner. (*Their* is the possessive form of *they*.)	*They're* helping Alyssa make dinner. (*They're* is the contraction of *they are*.)
Please put the salad over *their*. (*Their* is the possessive form of *they*.)	Please put the salad over *there*. (*There* means "in that place.")
Its time for dinner. (*Its* is the possessive form of *it*.)	*It's* time for dinner. (*It's* is a contraction of *it is*.)

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use nominative pronouns as subjects? (See pages 716–721.)
- ✓ Did I use objective pronouns as objects of prepositions, direct objects, and indirect objects? (See pages 722–725.)
- ✓ Did I use possessive pronouns to show ownership? (See pages 726–728.)
- ✓ Did I use *who* and *whom* correctly in questions? (See pages 729–730.)
- ✓ Did I use pronouns correctly when making comparisons? (See pages 733–735.)
- ✓ Does each pronoun agree with its antecedent in number and gender? (See pages 736–740.)
- ✓ Did I make sure all pronouns have clear antecedents? (See pages 741–742.)

Use the Power

The **nominative case** is used for subject and predicate nominatives. The **objective case** is used for direct objects, indirect objects, and objects of prepositions. Use the diagram below to understand the case and gender of pronouns. Read the dialogue at the right below (loosely based on Abbott and Costello's "Who's on First?") for a humorous look at pronouns.



THE PLAYERS

Pitcher = HE

Batter = YOU

First Base = HIM

Second Base = SHE

Third Base = HER

Catcher = WHO

Outfielders = ANYONE, SOMEONE, NO ONE

CATCHER: **WHO** is the catcher?

PITCHER TO BATTER: **HE** pitches to **YOU.**

OUTFIELD: **SOMEONE** drops the ball.

OUTFIELD TO THIRD BASE: **ANYONE** picks it up and throws it to HER.

SECOND BASE TO FIRST BASE: **SHE** throws it to **HIM.**

UMPIRE TO BATTER AT FIRST BASE: **YOU** are out!

CHAPTER 22

Subject and Verb Agreement



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

Subject and Verb Agreement: Pretest 1

The first draft of the essay below contains several errors in subject and verb agreement. The first error has been corrected. Revise the paragraph to correct the remaining errors in subject and verb agreement.

Everyone from Houston to Hong Kong ~~have~~ has read folktales about cunning wolves. Movies and television depicts wolves endlessly attacking innocent victims. Do you think any of these stories about wolves is true? Science writer Boyce Rensberger say that a wolf don't like to fight. In fact, wolves often goes out of their way to avoid harming humans. Rensberger also says that each wolf pack are a tightly-knit families. Both mother and father wolf raises the young. When both of the parents goes out to hunt, another wolf will baby-sit the pups. We all can learn something from the lives of wolves.

Subject and Verb Agreement: Pretest 2

Directions

Read the passage. Write the letter of the correct answer.

All geologists categorizes (1) rocks according to origin. Sometimes magma move (2) up through cracks in the earth's crust and cools (3). This action creates igneous rocks. Sedimentary rocks is made (4) from pieces of rocks, sand, and other material. These sediments is washed (5) into oceans, and they settle (6) to the bottom. Then the layers of sediment is pressed (7) together to create rocks. The third group are (8) metamorphic rocks. Heat and pressure creates (9) these rocks from igneous and sedimentary rocks. Both of these sometimes becomes (10) metamorphic rocks.

1. **A** is categorizing
B categorize
C has categorized
D No error

2. **A** moves
B are moving
C have moved
D No error

3. **A** cool
B are cooling
C have cooled
D No error

4. **A** is being made
B was made
C are made
D No error

5. **A** is washing
B are washed
C washes
D No error

6. **A** settles
B are settles
C is settled
D No error

7. **A** are pressed
B is pressing
C has been pressed
D No error

8. **A** is
B is being
C are being
D No error

9. **A** has created
B create
C is creating
D No error

10. **A** become
B has become
C is becoming
D No error

Agreement of Subjects and Verbs

Lesson 1

Language is like a jigsaw puzzle. You must put all the elements together to create a complete picture. In the English language, when a subject and a verb fit together, they are said to be *in agreement*.

This chapter will show you how to make subjects and verbs agree so that you can communicate complete, clear pictures. One basic rule applies to this entire chapter.

22 A **A verb must agree with its subject in number.**

Number

You know that **number** refers to whether a noun or a pronoun is singular or plural. Verbs also have number. The number of a verb must agree with the number of its subject. A singular subject takes a singular verb. A plural subject takes a plural verb.

The Number of Nouns and Pronouns

In English the plural of most nouns is formed by adding *-s* or *-es* to the singular form. However, some nouns form their plurals in other ways. You should always check a dictionary to see whether a noun has an irregular plural.

	NUMBER		
Singular	floor	tax	child
Plural	floors	taxes	children

Pronouns have singular and plural forms. For example, *I, he, she,* and *it* are singular, and *we* and *they* are plural.

You can find lists of pronoun forms on pages 722, 726, and 729.

Practice Your Skills

Determining the Number of Nouns and Pronouns

Write each word and label it ***S*** for singular or ***P*** for plural.

1. Jessica
2. everyone
3. children
4. several
5. schools
6. hats
7. mice
8. trucks
9. anyone
10. lights
11. they
12. both
13. women
14. cap
15. we

The Number of Verbs

The singular and plural forms of nouns and pronouns are fairly easy to recognize. You can easily see, for example, that *eagle* and *it* refer to only one, while *eagles* and *they* refer to more than one.

The number of verbs, however, is not so easy to recognize. Only the form of the verb indicates its number. Most verbs form their singulars and plurals in exactly the opposite way that nouns form their singulars and plurals.

22 A.1 Most verbs in the present tense add *-s* or *-es* to form the singular. Plural forms of verbs in the present tense drop the *-s* or *-es*.

	Noun	Verb
Singular	The eagle	soars. swoops. flies.
Plural	The eagles	soar. swoop. fly.

Most verbs have the same form for both singular and plural when the verbs are used in the past tense.

Singular	The eagle **soared.**
Plural	The eagles **soared.**

22 A.2 The irregular verb *be* indicates number differently from other verbs. The singular is not formed by adding *-s* or *-es*.

FORMS OF *BE*

Singular Forms	am/is	was	has been
Plural Forms	are	were	have been

Singular	The eagle **is** a majestic bird.
Plural	Eagles **are** majestic birds.

Practice Your Skills

Determining a Verb's Number

Write each verb and label it ***S*** for singular or ***P*** for plural.

1. breaks
2. freezes
3. are
4. have been
5. keep
6. works
7. was
8. reads
9. am
10. has
11. is
12. tear
13. look
14. sings
15. walk

Singular and Plural Subjects

Because a verb must agree in number with its subject, you need to remember two rules.

22 A.3 A singular subject takes a singular verb, and a plural subject takes a plural verb.

To make a verb agree with its subject, ask yourself two questions: *What is the subject?* and *Is the subject singular or plural?* Then choose the correct verb form.

In the following examples, each subject is underlined once and each verb is underlined twice. Notice the difference in the spelling of the verb in its singular and plural form.

Singular	A geologist studies rocks and minerals.
Plural	Geologists study rocks and minerals.
Singular	She examines layers of the earth.
Plural	They examine layers of the earth.
Singular	The emerald is a beautiful gemstone.
Plural	Emeralds are beautiful gemstones.

The pronouns *you* and *I* are the only exceptions to these agreement rules.

22 A.4 The pronoun *you,* whether singular or plural, always takes a plural verb.

Singular	You use a shovel.	You are a geologist.
Plural	You two use shovels.	You are scientists.

22 A.5 The pronoun *I* also takes a plural verb—except when it is used with a form of *be*.

Singular Verb	I am a researcher.	I was her assistant.
Plural Verb	I like minerals and gems.	I have some rock samples.

When You Write

Many errors in subject and verb agreement occur when writers do not edit their work. Never turn in a first draft without reading through your work and correcting errors. Reading a piece aloud to yourself or to a friend can help you find errors more easily than reading your work silently.

Practice Your Skills

Making Subjects and Verbs Agree

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

1. Jewelers (place, places) a high value on emeralds of good quality.
2. Emeralds (is, are) a rarer find than diamonds.
3. An emerald (is, are) a special type of the mineral beryl.
4. Geologists (know, knows) the minerals that make up all precious stones.
5. Geology also (involve, involves) the study of Earth's landforms and surface features.
6. You (see, sees) these features wherever you look in nature.
7. A volcano (interest, interests) some specialized scientists called volcanologists.
8. Magma (is, are) molten rock contained within the earth.
9. When it comes to the surface, magma (become, becomes) lava.
10. I (study, studies) stones and minerals more than land features.

Connect to Writing: Editing

Correcting Errors in Subject and Verb Agreement

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

1. Diamonds is the world's favorite gem.
2. You finds them in most countries of the world.

3. South Africa exports the most diamonds.
4. A diamond's brilliance determine its value.
5. Most diamonds have color.
6. Blue and pink stones is the most valuable.
7. When found, these precious stones resembles glass.
8. It take a diamond to cut a diamond and other hard surfaces.

Agreement with Verb Phrases

If a sentence contains a verb phrase, make the first helping verb agree with the subject.

22 A.6 The first helping verb must agree in number with the subject.

In the following sentences, each subject is underlined once and each verb is underlined twice.

Kristy was writing a poem.
(*Kristy* is singular, and *was* is singular.)
They have been writing all afternoon.
(*They* is plural, and *have* is plural.)

The following chart shows the singular and plural forms of common helping verbs.

COMMON HELPING VERBS	
Singular	am, is, was, has, does
Plural	are, were, have, do

In the following sentences, each subject is underlined once and each verb is underlined twice. The helping verb agrees with the subject.

Singular	Kristy **is** writing a sonnet.
	The teacher **does** not have a dictionary of rhymes.
Plural	The poetry books **are** located in this section of the library.
	Our poems **have** been published in the local newspaper.

Practice Your Skills

Making Subjects and Verb Phrases Agree

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

1. Sonnets (has, have) been written for centuries according to certain rules.
2. A new poet (is, are) often intimidated by the sonnet's rigid structure.
3. This particular poetic form (was, were) made popular by Petrarch in the 1300s.
4. His mystery woman Laura (has, have) become immortal through Petrarch's sonnets.
5. Sonnets (was, were) also written by William Shakespeare.
6. Other poets (do, does) often attempt this type of verse.
7. They (has, have) tried to write sonnets of Shakespeare's quality.
8. However, Shakespeare's sonnets (is, are) considered to be the finest collection by a single person.
9. I (was, were) awed when I read Shakespeare's sonnets.
10. When you read them aloud, you (do, does) hear the beauty in his words.

Connect to Writing: Revising

Correcting Errors in Agreement

Rewrite correctly the sentences in which the verb phrases do not agree with their subjects. If a sentence is correct, write ***C.***

1. You was really missed at the poetry reading.
2. They has finished sharing their poems.
3. The poem do sound familiar to me.
4. She have read it to us before.
5. Kevin have submitted three sonnets for publication.
6. His poems is often chosen as our group's best.
7. I were just reading one of his poems.
8. The college coffeehouse does have poetry readings.

Agreement and Interrupting Words

Subjects and verbs are often interrupted by phrases or clauses. A common mistake is making the verb agree with the object of a preposition or the word closest to the verb, instead of the subject. However, interrupting phrases and clauses should not affect the subject and verb agreement.

22 A.7 The agreement of a verb with its subject is not changed by any interrupting words.

In the following examples, notice that the subjects and verbs agree in number—despite the words that come between them. Each subject is underlined once, and each verb is underlined twice.

A bouquet of roses **was** given to the skater.
(*Was* agrees with the singular subject *bouquet*. The verb does not agree with *roses,* the object of the prepositional phrase, even though *roses* is closer to the verb.)

The skaters who won medals at the competition **were** invited to the White House.
(*Were* agrees with the subject *skaters*—not with *competition,* the object of the prepositional phrase.)

Compound prepositions, such as *in addition to, as well as,* and *along with,* often begin interrupting phrases.

The gold medal winner, along with her teammates, **was** called back to the ice.
(*Was* agrees with the subject *winner*—not with *teammates,* the object of the compound preposition *along with*.)

You can avoid mistakes in agreement by reading the sentence without the interrupting phrase or clause. Then it's easy to see which word is the subject and to choose the verb form that agrees with it.

A bouquet of roses **was** given to the skater.

A bouquet **was** given to the skater.

Practice Your Skills

Making Interrupted Subjects and Verbs Agree

Write the subject in each sentence. Next to each, write the form of the verb in parentheses that agrees with the subject. (If you're having trouble, try reading the sentence without the interrupting words.)

1. The blades on a pair of ice skates (is, are) called runners.
2. The runners on the earliest ice skates (was, were) probably made of bone.
3. The original purpose of ice skates (was, were) for travel.
4. Competition lovers in Scotland (is, are) credited with turning ice skating into a sport.
5. The invention of roller skates (was, were) probably the work of ice skaters.

6. Today, skaters from around the globe (compete, competes) for the fans.
7. Figure skating at the modern Olympics (is, are) one popular event.
8. In 2006, Sasha Cohen, together with her teammates, (was, were) a delight to Olympic audiences.
9. Ice dancing in pairs (has, have) been an Olympic sport since 1976.
10. Speed skating by men and women also (draw, draws) a large Olympic audience.

Connect to Writing: Editing

Correcting Errors in Subject and Verb Agreement

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

1. The best athletes in the world competes at the Olympic Games.
2. A team is sent to compete by almost every country.
3. The modern spectacle of competing athletes were named for contests held in ancient Greece.
4. The original Olympic Games in Greece was banned in 394 A.D.
5. The modern international competition of athletes was revived in 1896.

Check Point: Mixed Practice

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

(1) My dog Muscles chases squirrels in our backyard. **(2)** Right now, a squirrel on the back steps are chattering at Muscles. **(3)** The squirrel really seem to love to tease him. **(4)** Muscles, like most dogs, hate to be teased. **(5)** Muscles starts moving toward the squirrel. **(6)** The squirrel, aware of the danger, jump quickly to a nearby tree. **(7)** Muscles, standing at the bottom of the tree, bark angrily at the intruder. **(8)** The squirrel, now safe in the branches, resume his chattering.

Connect to Writing: Persuasive Letter

Making Subjects and Verbs Agree

Imagine that the Olympic committee has decided to remove basketball from the list of Olympic sports. Write a letter to the committee either supporting or challenging its decision. Include at least three strong reasons why basketball should or should not remain an Olympic sport. After completing your letter, read it again to be sure all subjects and verbs agree.

Common Agreement Problems

Lesson 2

When you edit your written work, look for agreement problems. They are often the result of quickly written first drafts. Some common problems are explained in the following section.

22 B **Compound subjects, indefinite pronouns as subjects, and subjects in inverted order can present agreement problems.**

Compound Subjects

Agreement between a verb and a compound subject can sometimes be confusing. The following rules will help you avoid errors of agreement.

22 B.1 When subjects are joined by *or, nor, either/or,* or *neither/nor,* the verb agrees with the subject that is closer to it.

This rule applies even when one subject is singular and the other subject is plural. In the following examples, notice that the subjects closest to the verbs agree in number. Each subject is underlined once, and each verb is underlined twice.

Either rain showers or sleet **is** expected tomorrow.
(*Is,* the helping verb, is singular because *sleet*, the subject closer to it, is singular.)

Wind or rising temperatures dispel fog.
(The verb is plural because the subject closer to it is plural.)

Neither my brother nor my parents like to drive in wet weather.
(The verb is plural because the subject closer to it is plural—even though the other subject *brother* is singular.)

22 B.2 When subjects are joined by *and* or *both/and,* the verb is plural—whether the subjects are singular, plural, or a combination of singular and plural.

Both hail and high wind accompany many storms.
(Two things—*hail* and *wind*—accompany storms. The verb must be plural to agree.)

My brother and his roommates were not injured in the storm.
(Even though one subject is singular, the verb is still plural because *brother* and *roommates*—together—are more than one.)

There are two exceptions to the second rule. Sometimes two subjects that are joined by *and* refer to only one person or thing. Then a singular verb must be used.

My family's weather expert and storm lover **is** my sister.
(The *weather expert* and *storm lover* is the same person.)

Thunder and lightning **does** not frighten her.
(*Thunder* and *lightning* is considered one thing.)

The other exception occurs when the word *every* or *each* comes before a compound subject whose parts are joined by *and*. Since each subject is being considered separately in these sentences, a singular verb is called for.

Every thunderclap and lightning bolt **delights** my sister exceedingly.
(*Thunderclap* and *lightning bolt* are considered separately. The verb must be singular to agree.)

Each fall and spring **brings** the increased possibility of severe weather.
(*Fall* and *spring* are considered separately. The verb must be singular to agree.)

Practice Your Skills

Making Verbs Agree with Compound Subjects

Write the correct form of the verb in parentheses.

1. Climate conditions and soil types (combine, combines) to affect vegetation.
2. Every animal and plant (react, reacts) to the surrounding environment.
3. For instance, moisture and warm air (is, are) needed to make orchids grow.
4. A tropical plant or flower (do, does) not grow in the desert.
5. Due to their white pelts, polar bears and arctic hares (thrive, thrives) in snowy climates.
6. Today, great ice caps and glaciers (cover, covers) one tenth of the earth's surface.
7. Dark clouds and high winds (alert, alerts) people to changing weather.
8. The air currents and weather patterns (change, changes) constantly.
9. Neither a lightning strike nor a tornado (is, are) easy to predict.
10. Snow or showers (is, are) easier to forecast.

Connect to Writing: Editing

Correcting Errors in Agreement

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

1. Earthquakes and volcanoes has caused cities to sink beneath the sea.
2. Broken dams or volcanic activity sometimes follows earthquakes.
3. Often fires or floods is caused by earthquakes.
4. Each collapsed building or damaged home presents a danger after a quake.
5. Tsunamis in coastal areas and landslides in mountainous regions is also associated with earthquakes.
6. Both Japan and Indonesia has been the site of disastrous tsunamis.
7. In Alaska in 1958, ice and rock was broken off a glacier by the jolt of an earthquake.
8. The force and fury of the resulting splash were responsible for a tsunami.

Indefinite Pronouns as Subjects

In the last chapter, you learned that not all indefinite pronouns have the same number.

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

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

Singular	Everyone in the room owns a dog.
Plural	Many of the dogs are poodles.

The number of an indefinite pronoun in the last group in the box is determined by the object of the prepositional phrase that follows the pronoun.

Singular or Plural

Most of the training **has** been effective.
(Since *training,* the object of the prepositional phrase, is singular, the verb is also singular.)

Most of the dogs **have** learned a lot in obedience school.
(Since *dogs,* the object of the prepositional phrase, is plural, the verb is also plural.)

None of the dog owners **were** unhappy with the program.
(Since *owners,* the object of the prepositional phrase, is plural, the verb is also plural.)

Practice Your Skills

Making Verbs Agree with Indefinite Pronouns

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

1. Several of her dogs (is, are) collies.
2. Each of you (is, are) needed to train the dogs.
3. Some of the new leashes (is, are) in the closet.
4. One of the dogs in the class (was, were) a beagle.
5. Many of the dogs (has, have) been adopted at the shelter.
6. None of the owners (was, were) disappointed in the class.
7. Nobody (want, wants) a badly behaved dog.
8. Both of her puppies (walk, walks) on a leash together.
9. Most of the dogs (was, were) fast learners.
10. Either of these classes (is, are) a good one to take next.

Connect to Writing: Drafting

Writing Sentences

Write ten sentences, each using one of the phrases below as a beginning.

1. Both of the dogs
2. Anybody at the shelter
3. Few of the older dogs
4. All of the kittens
5. None of the volunteers
6. Each of the cages
7. No one at the desk
8. Several of the stores
9. Some of the pets
10. Neither of the cats

Subjects in Inverted Order

In an inverted sentence, the verb comes before the subject. This structure does not affect subject and verb agreement.

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

There are several types of inverted sentences. To find the subject in an inverted sentence, turn the sentence around to its natural order, placing the subject first.

Inverted Order	At the bottom of the trunk were my great uncle's medals. (My great uncle's medals were at the bottom of the trunk.)
Questions	Are the medals from World War II? (The medals are from World War II.)
Sentences Beginning with *Here* or *There*	There were many letters in the trunk. (Many letters were in the trunk. The word *there* is dropped from the sentence.)

You can learn more about inverted sentences on pages 588–589.

Practice Your Skills

Making Subjects and Verbs in Inverted Order Agree

Write the subject in each sentence. Next to each, write the form of the verb in parentheses that agrees with the subject. (If you're having trouble, rewrite the sentence in natural order.)

1. There (was, were) many countries involved in World War II.
2. In Europe (was, were) the locations of many of the battles.
3. (Do, Does) any war have only one cause?
4. At the core of the fighting (was, were) many factors.
5. There (was, were) much tension remaining in Europe after World War I.
6. In the numerous battles of the war (was, were) men from all countries.
7. (Was, Were) anyone able to predict that Hitler would gain such power?
8. (Have, Has) the world learned anything from these world wars?
9. At the end of the war, there (was, were) a struggle for political power in Europe.
10. (Is, Are) there any good results that come from such wars?

Connect to Writing: Drafting

Writing Sentences

Write five sentences, each using one of the phrases below as a beginning. Be sure that the subject you choose agrees with the verb.

1. There are
2. In the newspaper was
3. At the top of the page were
4. There is
5. On the front page are

Power Your Writing: Who or What?

An **appositive phrase** is a group of words with no subject or verb that adds information about another word in the sentence. You use an appositive phrase to give your reader insight into who someone is or what something is like. In the following sentence from Ernesto Galarza's *Barrio Boy* (pages 117–120), for example, readers would not know who the Harrisons are without the appositive phrase, which comes between the subject (the proper noun *Harrisons*) and the verb phrase *(were cordial)*. Notice that the appositive phrase is set off by commas.

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

In a similar way, Galarza uses an appositive to elaborate on the school he attended by using descriptive details. This time the appositive phrase comes after the verb *(transferred)* and the object of the preposition *(Bret Harte School)*. A single comma is needed to separate the appositive phrase from the rest of the sentence.

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

Provide more detail to a composition you have completed recently by adding at least two appositive phrases.

Other Agreement Problems

Lesson 3

Certain other subjects and verbs require special attention as well.

22 C **Some contractions, collective nouns, and other issues can present agreement problems.**

Doesn't or *Don't*?

Doesn't, don't, and other contractions often present agreement problems. When you write a contraction, always say the two words that make up the contraction. Then check for agreement with the subject.

22 C.1 The verb part of a contraction must agree in number with the subject.

Doesn't, isn't, wasn't, and *hasn't* are singular and agree with singular subjects. *Don't, aren't, weren't,* and *haven't* are plural and agree with plural subjects.

He **does**n't know any musicians.
(He *does* not know.)

Don't they know anyone?
(They *do* not know.)

Collective Nouns

A collective noun names a group of people or things.

COMMON COLLECTIVE NOUNS			
band	congregation	flock	orchestra
class	crew	gang	swarm
colony	crowd	herd	team
committee	family	league	tribe

Most of the time, a collective noun is singular, but the way in which the noun is used will determine its agreement with the verb.

22 C.2 Use a singular verb with a collective noun subject that is thought of as a unit. Use a plural verb with a collective noun subject that is thought of as individuals.

The committee **is** planning to hire a band for the big event.
(The committee is working as a single unit. Therefore, the verb is singular.)

The committee **are** unable to agree on the band for the big event.
(The individuals on the committee are acting separately. Therefore, the verb is plural.)

Words Expressing Amounts

Words that express amounts of time or money or that express measurements or weights are usually considered singular.

22 C.3 A subject that expresses an amount, a measurement, a weight, or a time is usually considered singular and takes a singular verb.

Subjects expressing amounts can be confusing because they are sometimes plural in form.

Amounts	Five dollars is the price of admission to the dance. (one sum of money)
Time	Nine tenths of Adriana's spare time **has** been spent planning the dance. (one segment of time)

Once in a while, an amount is thought of as individual parts. When this happens, a plural verb must be used.

Three quarters **were** left in the cash box.

Practice Your Skills

Making Subjects and Verbs Agree

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

1. (Aren't, Isn't) you going to the dance?
2. A group (has, have) been chosen to perform.
3. Those singers (is, are) a big hit now.
4. The swim team (has, have) a meet on the same night as the dance.
5. Invitations to join the dance committee (was, were) extended to them.
6. Three fourths of the refreshment table (was, were) covered with plates of cookies.

7. Thirty dollars (was, were) donated to our class to purchase decorations.
8. Three days (was, were) spent looking for a purple banner for the wall.
9. They (wasn't, weren't) interested in hiring Daria's band for the dance.
10. One result of their choice of bands (is, are) that her feelings were hurt.

Connect to Writing: Drafting

Writing Sentences

Write a sentence using each phrase. Be sure that your subjects and verbs agree.

1. The pack of wolves
2. Seventy-five percent of the forest
3. Three fifty-dollar bills
4. The Sierra Club
5. Three tablespoons of sugar

Singular Nouns That Have Plural Forms

Although words like *measles, mathematics, economics,* and *news* each end in *-s,* they name single things, such as one disease or one area of knowledge.

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

In middle school, mathematics was Arnetta's best subject.

The news is that she now likes English better.

Subjects with Linking Verbs

Sometimes a sentence will have a subject and a predicate nominative that do not agree in number.

22 C.5 A verb agrees with the subject of a sentence, not with the predicate nominative.

In the following examples, the number of the predicate nominative does not affect the number of the verb.

Felicia's topic of discussion was the novels of Jane Austen.

The novels of the Victorian period are Juan's passion.

Titles

Titles may have many words, and some of those words may be plural. Nevertheless, a title is the name of only one book or work of art.

22 C.6 A title takes a singular verb.

Wuthering Heights by Emily Brontë is my favorite Victorian novel.

A print of Van Gogh's *Irises* hangs next to the bookshelf in our living room.

Practice Your Skills

Making Subjects and Verbs Agree

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

1. *Sense and Sensibility* (was, were) much easier to read than I had expected it to be.
2. One challenge in reading the book (is, are) that many words are unfamiliar to us.
3. The news that we would read the book (was, were) not welcomed by the class.
4. Manners in Jane Austen's time (is, are) a fascinating topic.
5. The main focus of our discussion (was, were) the characters in the novel.
6. One result of our discussions (was, were) our reading more of Austen's novels.
7. Pablo Picasso's *Three Musicians* (is, are) our next discussion topic.
8. *The Martian Chronicles* by Ray Bradbury (follow, follows) a study of Picasso's art.

Connect to Writing: Editing

Correcting Errors in Agreement

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

1. Economics are my hardest class this semester.
2. One problem in the class are lots of homework.
3. The news of a stock market crash were exciting to discuss.
4. Problems in the stock market is a common phenomenon.
5. *Investing Dollars with Sense* are the title of our economics textbook.
6. There is many trading simulation games on the Internet.
7. Blue-chip stocks usually has the highest money value.
8. Prices usually rise in a bull market.

Check Point: Mixed Practice

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

1. The groundhog for years have been used to predict the arrival of spring.
2. The fuzz on woolly bear caterpillars are used to determine how hard a winter will be.
3. Neither a groundhog nor caterpillars is really dependable for forecasting, though.
4. Many of the predictions are wrong.
5. There are reports that some kinds of animals can sense earthquakes.
6. Ten catfish in a research laboratory was observed for two years.
7. During that time, 20 earthquakes was experienced in the area.
8. Most of the earthquakes was inaccurately forecast by humans.

Connect to Writing: Vocabulary Application

Writing About Yourself

You have learned a number of new vocabulary terms used to describe how subjects and verbs work together. Go over that vocabulary once again. Then apply what you have learned as you write a short essay about yourself. Begin with a physical description, including your height, hair and eye color, and other distinguishing features. Then move on to the most important part—who you are inside. What do you love? What do you dislike? What makes you angry? What makes you joyful? As you write, try to include at least one of each of the following:

- the word *doesn't* used with a noun
- the word *don't* used with a pronoun
- a collective noun and an appropriate verb
- a title and an accompanying verb
- a subject and a linking verb

Chapter Review

Assess Your Learning

Making Subjects and Verbs Agree

For each sentence write the subject and the verb that agrees with it.

1. (Isn't, Aren't) these four loaves of bread enough?
2. There (is, are) still horse ranches within the city limits of San Diego.
3. Neither of the loudspeakers (was, were) working by the end of the concert.
4. Two members of the golf team (was, were) able to finish the course at five under par.
5. Off the coast of Maine (is, are) many rocky islands.
6. Ten dollars (was, were) a fair price for the used tennis racket.
7. My height and weight (is, are) average for my age.
8. (Doesn't, Don't) you think we can win?
9. The team (was, were) fighting among themselves over the choice of a new captain.
10. *Incredible Athletic Feats* (is, are) an interesting book by Jim Benagh.
11. Every student and teacher (was, were) at the dedication ceremony.
12. Ellen's sister, along with my cousin, (is, are) at the University of Wisconsin.
13. One fourth of the world's population (lives, live) on less than two thousand dollars a year.
14. (Wasn't, Weren't) you able to solve the math problem?
15. One of our best pitchers (was, were) unable to play in the county championships.

Subject and Verb Agreement

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

1. Was you with Ben in the crowd after the game?
2. In the picnic basket were sandwiches for everyone.
3. Fifty dollars were contributed by my family.
4. Crackers and cheese are my favorite snack.

5. Either red or green looks good on you.
6. Every actor and dancer were dressed in a colorful costume.
7. Don't that dripping faucet bother you?
8. There are few poisonous snakes in northern regions.
9. Each of the members are assigned to a committee.
10. Is your father and mother at home this evening?

Writing Sentences

Write ten sentences that follow the directions below. The verb in each sentence should be in the present tense.

Write a sentence that…

1. includes *dogs in the park* as the subject.
2. includes *a game of dominoes* as the subject.
3. includes *Mom and Dad* as the subject.
4. includes *neither bats nor balls* as the subject.
5. includes *don't* at the beginning of a sentence.
6. includes *here* at the beginning of a sentence.
7. includes *many* as the subject.
8. includes *team* as the subject.
9. includes *three fourths* as the subject.
10. includes *Romeo and Juliet,* the title of the play, as the subject.



Subject and Verb Agreement: Posttest

Directions

Read the passage. Write the letter of the correct answer.

According to a United States survey, there really is (1) no surefire ways to predict an earthquake. Seismologists, nevertheless, is continuing (2) to work on this problem. For example, some people have observed (3) unusual animal behavior before a quake: a pet sometimes become (4) agitated; a swarm of bees have been seen (5) evacuating its hive in a panic; catfish in a lake has leaped (6) onto dry land. Many earthquake researchers throughout the world is seeking (7) a scientific explanation for these events. Fluctuations in the earth's magnetic field, for example, occurs (8) at the epicenter of an earthquake, and certain animals is (9) sensitive to electromagnetic changes. Some seismologists studying the problem hopes (10) to develop instruments for detecting earthquakes.

1. **A** has been
B are
C be
D No error

2. **A** are continuing
B continues
C has continued
D No error

3. **A** observes
B is observing
C has observed
D No error

4. **A** is becoming
B are becoming
C becomes
D No error

5. **A** has been seen
B are seen
C are being seen
D No error

6. **A** have leaped
B is leaping
C leaps
D No error

7. **A** are seeking
B has been seeking
C seeks
D No error

8. **A** occur
B is occurring
C has occurred
D No error

9. **A** has been
B are
C is being
D No error

10. **A** hope
B is hoping
C has hoped
D No error

Writer's Corner

Snapshot

22 A A **verb** must agree with its **subject** in number. A singular subject takes a singular verb. A plural subject takes a plural verb. (pages 750–757)

22 B Compound subjects, indefinite pronouns as subjects, and subjects in inverted order can present agreement problems. (pages 758–763)

22 C Some contractions, collective nouns, and other issues can present agreement problems. (pages 764–768)

Power Rules

Use **verbs that agree with the subject.** (pages 750–768)

Before Editing	After Editing
Each of the players *are* responsible for equipment.	Each of the players *is* responsible for equipment.
The team *are* excited about tomorrow's game.	The team *is* excited about tomorrow's game.
Either Lola or Suzie *are* going to play center.	Either Lola or Suzie *is* going to play center.
Jeni and Stephanie *is* the team captains.	Jeni and Stephanie *are* the team captains.

Use **mainstream past tense forms** of regular and irregular verbs. (pages 684–703)

Before Editing	After Editing
The whole class *vote* after school.	The whole class *voted* after school.
She *brung* her little dog along,	She *brought* her little dog along.
They *come* to see me yesterday.	They *came* to see me yesterday.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I make singular subjects take singular verbs and plural subjects take plural verbs? (See pages 750–754.)
- ✓ Did I make verbs agree with compound subjects? (See pages 758–760.)
- ✓ Did I use singular verbs with singular indefinite pronouns and plural verbs with plural indefinite pronouns? (See pages 760–761.)
- ✓ Did I make subjects and verbs in inverted order agree? (See pages 762–763.)
- ✓ Did I use verbs that agree with collective nouns? (See pages 764–765.)
- ✓ Did I make verbs agree with singular nouns that have plural forms? (See page 766.)

Use the Power

Some subjects and verbs fit together, and others do not. Use these diagrams to help you understand rules for subject and verb agreement.

Rule: Singular subjects take singular verbs.		**Rule:** Plural subjects takes plural verbs.	
The girl watch the dolphins swim.	[not]	Dolphins is very intelligent animals.	[not]
The girl watches the dolphins swim.	[match]	Dolphins are very intelligent animals.	[match]
Rule: When subjects are joined by *or, nor, either/or,* or *neither/nor,* the verb agrees with the closer subject.		**Rule:** The verb part of a contraction must agree in number with the subject.	
Neither Jo nor her sisters has seen a dolphin.	[not]	We doesn't understand how they train dolphins.	[not]
Neither Jo nor her sisters have seen a dolphin.	[match]	We don't understand how they train dolphins.	[match]
Rule: A verb must agree in number with an indefinite pronoun used as a subject.		**Rule:** The subject and verb of an inverted sentence must agree in number.	
All of them is excited to see it.	[not]	Were the show exciting?	[not]
All of them are excited to see it.	[match]	Was the show exciting?	[match]

CHAPTER 23

Using Adjectives and Adverbs



How can you create colorful prose with adjectives and adverbs?

Using Adjective and Adverbs: Pretest 1

The first draft below contains errors in the use of adjectives and adverbs. The first error is corrected. How would you revise the draft to correct other errors in using adjectives and adverbs?

As my uncle and I explored Fairview, we decided that using a map made finding locations easier. ~~more easy~~ I think Fairview has the most interestingest history of any other city in the state. The city is most picturesque than most other cities its size and age. My favoritest building is the bank. It is the more striking building in the city. Everywhere the sidewalks are constructed of the beautifulest cobblestones. After lunch, I took Uncle Al to hear the mayor speak. To get to the lecture on time, my uncle and I had to walk more faster than we'd been walking. I didn't want to miss a word of the lecture because the mayor knows the city's history good. The talk was really fascinating, but it lasted longer than we'd expected.

Using Adjectives and Adverbs: Pretest

Directions

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

The __(1)__ audience in the history of the performance hall filled the auditorium. Robyn and Alison's seats were __(2)__ than seats they had the year before. However, the man in front of Alison was __(3)__ than she. Luckily, the girls found empty seats that were __(4)__ to the front.

The six musicians wore hats with the __(5)__ colors Robyn had ever seen. The __(6)__ guitarist was the one with a purple and pink top hat. The __(7)__ hat, with sequined antlers, belonged to the drummer.

Robyn said, "I've never been __(8)__ than I am right now!" She pointed out that the drummer seemed __(9)__ than the lead guitarist. The girls decided that, as the leader of the band, the guitarist had to be __(10)__.

1. **A** largest
B larger
C most large
D large

2. **A** good
B more good
C better
D gooder

3. **A** tall
B taller
C more tall
D most tall

4. **A** more close
B close
C closest
D closer

5. **A** brightest
B most bright
C more bright
D bright

6. **A** more interesting
B interestingest
C most interesting
D interesting

7. **A** most funny
B funniest
C funnier
D more funny

8. **A** most excited
B excited
C more excited
D exciteder

9. **A** most animated
B more animated
C animateder
D animated

10. **A** more serious
B seriouser
C most serious
D seriousest

Comparison of Adjectives and Adverbs

Lesson 1

Before you buy a bicycle, you probably do some comparison shopping. You might find out, for example, that one make of bicycle is a *good* buy. A second make, however, is a *better* buy, and a third make is the *best* buy of all. *Good, better,* and *best* are the different forms of a modifier that show comparisons.

Most adjectives and adverbs have three forms: the positive, the comparative, and the superlative. These forms are used to show differences in degree or extent.

23 A **Adjectives and adverbs are modifiers. Most modifiers show degrees of comparison by changing form.**

23 A.1 The **positive degree** is the basic form of an adjective or an adverb. It is used when no comparison is being made.

- This is a **hot** summer.
- Carla is **mature.**
- Eric is a **tall** basketball player.

23 A.2 The **comparative degree** is used when two people, things, or actions are being compared.

- This summer is **hotter** than last summer.
- Carla is **more mature** than her sister.
- Eric is **taller** than Josh.

23 A.3 The **superlative degree** is used when more than two people, things, or actions are being compared.

- This is the **hottest** summer of the past three years.
- Carla is the **most mature** of all her sisters.
- Eric is the **tallest** player on the team.

Following are additional examples of the three degrees of comparison.

Positive	Today's game is a **big** one.
	Josh practices **often.**
Comparative	Today's game is **bigger** than last week's game.
	Josh practices **more often** than Eric.
Superlative	Tomorrow's game will be the **biggest** game of the year.
	Josh practices the **most often** of all the team members.

Some adverbs, such as *too, somewhere, very*, and *never*, cannot be compared.

If you want to review how adjectives and adverbs are used in a sentence, go to pages 538–550.

Practice Your Skills

Determining Degrees of Comparison

Write the underlined modifier in each sentence. Then label its degree of comparison ***P*** for positive, ***C*** for comparative, or ***S*** for superlative.

1. Mario ran hurriedly to the locker room with his uniform in hand.
2. The team was dressing for the most important game of the season.
3. This week's game will be more difficult than last week's game.
4. The coach sent in his fastest runners, and Mario led them out.
5. A player on the other team sauntered lazily down the field.
6. Mario, who was quicker than that player, took the ball from him.
7. Eric worked harder than Josh to defend Mario as he ran down the field.
8. Josh, however, was the most helpful member of the team.
9. He played a wonderful game.
10. He had fewer chances to score than Mario, but he played great defense.



Regular Comparisons

The number of syllables in a modifier determines how you form its comparative and superlative degrees.

One-Syllable Modifiers

23 A.4 Add *–er* to form the comparative degree and *–est* to form the superlative degree of one-syllable modifiers.

ONE-SYLLABLE MODIFIERS

Positive	Comparative	Superlative
brave	braver	bravest
kind	kinder	kindest
soon	sooner	soonest
old	older	oldest

Two-Syllable Modifiers

The comparative and superlative degrees of many two-syllable modifiers are formed the same way. However, some two-syllable modifiers sound awkward when *–er* or *–est* is added. For these modifiers, *more* or *most* should be used to form the comparative and superlative degrees. (*More* and *most* are always used with adverbs that end in *–ly*.)

23 A.5 Use *–er* or *more* to form the comparative degree and *–est* or *most* to form the superlative degree of many two-syllable modifiers.

TWO-SYLLABLE MODIFIERS

Positive	Comparative	Superlative
happy	happier	happiest
helpful	more helpful	most helpful
quickly	more quickly	most quickly
easy	easier	easiest

When You Speak and Write

Let your ear be your guide when deciding between *–er*/*–est* and *more*/*most* with two-syllable modifiers. If adding *–er* or *–est* makes a word difficult to pronounce, use *more* or *most* instead. It is obvious, for example, that you would never say "helpfulest."

Look back at a recent composition to see that you have used two-syllable modifiers correctly.

Modifiers with Three or More Syllables

23 A.6 Use *more* to form the comparative degree and *most* to form the superlative degree of modifiers with three or more syllables.

MODIFIERS WITH THREE OR MORE SYLLABLES

Positive	Comparative	Superlative
trivial	more trivial	most trivial
serious	more serious	most serious
vigorously	more vigorously	most vigorously
sympathetic	more sympathetic	most sympathetic

23 A.7 Because *less* and *least* mean the opposite of *more* and *most,* use these words to form negative comparisons.

NEGATIVE COMPARISONS

trivial	less trivial	least trivial
serious	less serious	least serious
vigorously	less vigorously	least vigorously
sympathetic	less sympathetic	least sympathetic

Practice Your Skills

Forming the Comparison of Modifiers

Write each modifier. Then write its comparative and superlative forms. Do not write the negative comparisons.

1. quick
2. sure
3. muddy
4. hastily
5. heavy
6. safe

7. high
8. loudly
9. secure
10. lofty
11. lively
12. exuberant
13. fast
14. slow
15. seasick
16. dark

Practice Your Skills

Forming the Negative Comparison of Modifiers

1.–5. Write the first five modifiers in the previous exercise. Then write the negative comparative and superlative forms, using *less* and *least.*

Connect to Writing: Drafting

Writing Sentences with Comparisons

Write sentences using the indicated form of the words below.

1. positive form of *high*
2. comparative form of *low*
3. superlative form of *eagerly*
4. positive form of *definite*
5. comparative form of *hasty*
6. superlative form of *close*
7. positive form of *serious*
8. comparative form of *sunny*
9. superlative form of *swiftly*

When You Write

Use a dictionary if you are unsure of the comparative or superlative form of an adjective or adverb. The dictionary will list the various forms and show *–er* or *–est* changes to base word spelling. A good collegiate dictionary can be a writer's best friend.

Go back over a recent composition to be sure you have used comparative and superlative forms correctly in your writing.

Connect to Writing: Tall Tale

Using Comparison with Adjectives and Adverbs

Pecos Bill is a hero of American tall tales. Write a tall tale that has a hero like him. Remember that tall-tale characters often use their extraordinary powers to perform great feats, such as creating the Grand Canyon. Use adjectives and adverbs in the positive form, the comparative form, and the superlative form. Underline and label each.

Irregular Comparison

The comparative and superlative degrees of a few modifiers are formed irregularly. You might want to memorize these forms.

IRREGULAR MODIFIERS		
Positive	**Comparative**	**Superlative**
bad/badly/ill	worse	worst
good/well	better	best
little	less	least
many/much	more	most

23 A.8 The endings *–er* and *–est* should never be added to the comparative and superlative forms of irregular modifiers.

The word *worse* is the comparative form of *bad.* Never use *worser. Least* is the superlative form of *little.* Never use *most little.*

Practice Your Skills

Forming the Comparison of Irregular Modifiers

Write the comparative and superlative forms of the underlined modifier to complete the sentences.

1. That movie was really bad.
It was _____ than the movie we saw last week.
In fact, it was the _____ movie I have seen in my entire life.

2. Felipe showed much concern about the poor quality of the movie.
Belinda showed even _____ concern than Felipe.
Amazingly, Juana showed the _____ concern of all.

3. Many movies are filmed in Texas.
_____ movies are filmed in New York.
The _____ movies are filmed in California.

4. The movie we rented this morning was good.
The movie we rented yesterday was _____.
The movie we rented last month was the _____ I had ever seen.

5. I have little interest in watching another movie this week.
I have _____ interest in watching television.
I have the _____ interest in listening to music.

Practice Your Skills

Writing Forms of Comparison

Write each modifier below. Then write its comparative and superlative forms. (If you are unsure of the form or its spelling, look up the word in a dictionary.)

1. mad
2. lovely
3. timely
4. far
5. hot
6. fun
7. easy
8. homey
9. lonely
10. malevolent

Connect to Writing: Editing

Using Forms of Comparison

Write each incorrect modifier and then write it correctly. If a sentence is correct, write ***C.***

1. I have the baddest cold I have ever had.
2. One morning I felt a little run down, but by the afternoon I was iller.
3. I wanted to get better in the littlest amount of time possible.
4. My sister called the doctor, who gave me many instructions.
5. In fact, it was the manyest instructions I had ever received from a doctor.

Check Point: Mixed Practice

Write each incorrect modifier and then write it correctly. If the modifier in a sentence is correct, write ***C.***

1. Spending the day at an amusement park is the more enjoyable thing to do.
2. Amusement parks are one of the better places on Earth!
3. The more exciting ride of all is the roller coaster.
4. When the car drops down from the tallest hill on the ride, you almost fly.
5. Roller coasters seem quickest than sports cars.
6. A most crowded place than the roller coaster is the midway.
7. Kids love to try to win the bigger stuffed animals at the ring-toss booth.

Problems with Comparisons

Lesson 2

23 B When you compare people or things, avoid **double comparisons, illogical comparisons,** and **comparing a thing with itself.**

Double Comparisons

Use only one method of forming the comparative and superlative degree of a modifier.

23 B.1 Do not use both *–er* and *more* to form the comparative degree, or both *–est* and *most* to form the superlative degree.

Double Comparison	Our city is **more larger** than most.
Correct	Our city is **larger** than most.
Double Comparison	I have the **most usefulest** map of the city.
Correct	I have the **most useful** map of the city.

Illogical Comparisons

Only similar things should be compared. If you compare different things, you end up with an illogical comparison—a comparison that does not make sense.

23 B.2 Compare only items of a similar kind.

Illogical Comparison	This building's roof is steeper than the bank. (A roof is being compared to a bank.)
Logical Comparison	This building's roof is steeper than the bank's. (A roof is being compared with another roof.)
Illogical Comparison	The tour guide's description of the building's history was better than the girls. (The description is being compared to girls.)
Logical Comparison	The tour guide's description of the building's history was better than the girls' description. (The description is being compared to a description.)

You can learn about the use of an apostrophe with possessive nouns on pages 895–897.

Other and *Else* in Comparisons

Do not make the mistake of comparing one thing with itself when it is part of a group. You can avoid this mistake by adding *other* or *else* to your comparison.

23 B.3 Add *other* and *else* when comparing a member of a group with the rest of the group.

Incorrect The bank building is taller than any structure in the city.
(Since the bank building is a structure, it is being incorrectly compared with itself.)

Correct The bank building is taller than any **other** structure in the city.
(When the word *other* is added, the building is being compared only with other structures.)

Incorrect The bank president delivers more speeches than anyone in the company.
(Since the bank president works in the company, he or she is being compared with himself or herself.)

Correct The bank president delivers more speeches than anyone **else** in the company.
(With the addition of the word *else,* the bank president no longer is being compared to himself or herself.)

Practice Your Skills

Making Comparisons

Write ***I*** if the comparison in the sentence is incorrect. Write ***C*** if it is correct. Rewrite any sentences that are incorrect.

1. Our map of the downtown area made locations more clearer for my visiting uncle.
2. Our city has a more interesting history than any city in the state.
3. Our city is more picturesque than most other cities its size and age.
4. The architecture of the bank is more interesting than that of the library or city hall.
5. The sidewalks were constructed of the most beautiful cobblestones.
6. The town hall is more farther south than any building except the old courthouse at the end of Alexandria Street.

Check Point: Mixed Practice

Write each incorrect modifier and then write it correctly. If a sentence is correct, write *C.*

1. Norman Rockwell was one of America's best known illustrators.
2. Of these two pictures, I enjoyed this one the most.
3. The painting with the boy and the Santa Claus suit is the most cutest picture I have ever seen.
4. The most versatile artist in our class is Roberta.
5. In our class, the person with the less interest in art is Anthony.
6. His painting is messier than any painting in the class.
7. This museum's exhibit is better than any exhibit in town.
8. These paintings are more abstracter than other paintings.
9. We enjoyed this exhibit the most of all that we have seen.
10. Eli thinks that painting with oils is hardest than painting with watercolors.

Connect to Writing: Comparing and Contrasting

Using Adjectives and Adverbs

Look at the image next to this paragraph. Think about the people, situation, and attitudes revealed in the photograph. Next, choose another image in this book, and take a good look at it. Compare and contrast the two images. Describe what you finding pleasing about each, and why. Then, point by point, write a paragraph in which you compare and contrast the two images.



Most words that end in *–ly* are adverbs. However, some adjectives such as *friendly* and *lovely* also have this ending.

23 C **It is important to know whether a word is an adjective or an adverb in order to form the comparisons correctly.**

Adjective or Adverb?

Adjectives and adverbs are both modifiers because they describe other words. Remember that an adjective describes a noun or pronoun. It usually comes before the noun or pronoun it describes, or it follows a linking verb. Adjectives are easy to recognize because they answer the following questions:

Which One?	The **yellow** taxi is pulling away.
What Kind?	My bicycle is a **new** model.
How Many?	**Two** cherries sat atop my sundae.
How Much?	The trip sounds **expensive.**

Remember that some verbs—such as *look, feel,* and *sound*—can be either linking verbs or action verbs. When these verbs are used as linking verbs, they are often followed by an adjective.

Linking Verb	The roses in his garden **look** beautiful. (*Look* links *beautiful* and *roses*—beautiful roses.)
Action Verb	We **looked** at the beautiful roses in his garden. (The subject is *We.* What did we do? *Looked* is the action verb.)

You can find lists of linking verbs on pages 527–528 and 582.

Adverbs describe verbs, adjectives, and other adverbs. Adverbs can be placed almost anywhere in a sentence. You can find them by asking the questions below.

Where?	We looked **everywhere** for her missing shoe.
When?	Debbie **sometimes** whistles when she is nervous.
How?	Please speak **slowly.**
To What Extent?	My vacation was **very** enjoyable.
	He writes me e-mails **quite** often.

Because so many adverbs end in *–ly,* they are usually easy to recognize. Remember, however, that a few adjectives also end in *–ly.*

Adverb	On the weekends I get up very **early.** (*Early* tells when I get up.)
Adjective	On Saturday, I had an **early** dentist appointment. (*Early* tells what kind of appointment.)

A few words—such as *first, hard, high, late,* and *long*—are the same whether they are used as adjectives or adverbs.

Adverb	She worked **late** to finish her homework. (*Late* tells when she worked.)
Adjective	We met at two for a **late** lunch. (*Late* tells what kind of lunch it was.)

Connect to Writing: Content-Based Vocabulary

Using Adjectives and Adverbs in Comparisons

Write an explanatory paragraph describing what you have learned about the the problems involved in using adjectives and adverbs in comparisons. Give a short definition of the problem in your own words. Then give examples of how these problems might occur. Write two original sentences using an adjective as a modifier and two original sentences using an adverb as a modifier. Finally, write a sentence using *high* as an adjective and *hard* as an adverb.

Special Problems

Some adjectives and adverbs present special problems.

Good or *Well*?

23 C.1 *Good* is always used as an adjective. *Well* is usually used as an adverb. However, when *well* means "in good health" or "attractive," it is an adjective.

Adjective	That baking bread smells **good.**
Adverb	The bread machine ran **well.**
Adjective	I like **good,** homemade bread!
Adjective	This recipe was a **good** test of bread-making skills.
Adverb	I think we all baked very **well.**
Adjective	You feel **well** when you eat healthy foods, (in good health)

Bad or *Badly*?

23 C.2 *Bad* is an adjective and often follows a linking verb. *Badly* is used as an adverb.

Adjective	This bland white bread tastes **bad.**
Adverb	I'm afraid I prepared the meal **badly.**

When You Speak and Write

In casual conversation it is acceptable to use *bad* or *badly* after the verb *feel*. In writing, however, use *bad* as an adjective and *badly* as an adverb.

In Conversation	I feel **bad** about what I said to him. or I feel **badly** about what I said to him.
In Writing	I feel **bad** about what I said to him.

Double Negatives

Words such as *hardly, never, nobody,* and *nothing* are **negative words.** Never use two negative words to express one negative idea. The chart below shows common negatives.

COMMON NEGATIVES	
but (meaning "only")	none
hardly	not (and its contraction *n't*)
never	nothing
no	only
nobody	scarcely

23 C.3 Avoid using a **double negative.**

A double negative often cancels itself out, leaving a positive statement. For example, if you say, "There isn't no more time," you are really saying, "There is more time."

Double Negative	Do**n't never** cook while Mom is gone.
Correct	Do**n't ever** cook while Mom is gone.
Correct	**Never** cook while Mom is gone.
Double Negative	There is**n't hardly** any milk left.
Correct	There is **hardly** any milk left.
Double Negative	I did**n't** drink **nothing** all morning.
Correct	I did**n't** drink **anything** all morning.
Correct	I drank **nothing** all morning.

Connect to Writing: Persuasive Speech

Using Modifiers

Your school board has proposed ending physical education at your school. You plan to give a five-minute talk to the board explaining your opinion of this proposal. List specific reasons and examples that support your position. Then arrange your notes in logical order and write a speech. Edit your work, paying attention to comparative and superlative forms of modifiers. Write a final draft, and practice reading your speech aloud.

When You Read

Writers may use double negatives to make dialogue seem real and natural. The rock group Pink Floyd used the speech of school children in writing the following sarcastic double negative for the song "Another Brick in the Wall."

> We don't need no education.
>
> We don't need no thought control.
>
> —Pink FLoyd, from the album *The Wall*

Practice Your Skills

Comparing with Problem Modifiers

Write ***I*** if the comparison in the sentence is incorrect. Write ***C*** if it is correct.

1. I didn't go nowhere near the stove today.
2. I haven't done nothing about preparing our dinner.
3. I would have cooked, but I wasn't feeling good.
4. Mom's business trip went good, but she will be glad to be home.
5. I'm a good cook, and I don't mind cooking.
6. When I'm well, there is not nothing I'd rather do than cook.

Connect to Writing: Revising

Using Modifiers Correctly

Rewrite correctly the preceding sentences that contain errors in comparison.

Check Point: Mixed Practice

Rewrite the following paragraph, correcting each mistake in the use of comparisons.

(1) The Olympic decathlon is held in greater esteem than any event in sports. **(2)** The champion of this event is generally considered the most greatest athlete in the world. **(3)** The performances in the decathlon are watched more than those in any Olympic event. **(4)** The athletes competing in this event must be well at several different activities. **(5)** They can't hardly go even one day without practicing their sport. **(6)** A decathlon performer must be able to jump the highest, run the fastest, and throw the javelin the most farthest. **(7)** The winner must be the bestest at everything.

Chapter Review

Assess Your Learning

Using Modifiers Correctly

Write the following sentences, correcting each error. If a sentence is correct, write **C**.

1. For its size the honeybee is much more stronger than a person.
2. Paul hasn't done nothing yet about the garden.
3. Rainbow Bridge in Utah is larger than any other natural arch.
4. Woodworking is the bestest class I have this year.
5. Sean hasn't never seen *Star Wars*.
6. English contains more words than any language.
7. There isn't no more hamburger for the picnic.
8. The Great Dane is among the most largest of all dogs.
9. I think Molly is smarter than anyone in her class.
10. The copies seem brightest than the originals.
11. Which is hardest, ice-skating or roller-skating?
12. Do people in the United States have a higher standard of living than anyone in the world?
13. Nobody knew nothing about the defective fuse.
14. The flood last week was the worst yet.
15. That was the less expensive gift I could find.
16. Even an expert could hardly tell the difference between the real and the counterfeit bill.
17. Lee plays the drums better than anyone in his band.
18. Of Sarah's parents, her dad is most easygoing.
19. Tulips haven't never done well on that side of the house.
20. Of the two finalists, Carl has the best chance of winning.

Writing with Modifiers

Write the correct form of each modifier below.

1. the comparative of *quickly*
2. the comparative of *wide*
3. the superlative of *good*

4. the superlative of *generous*
5. the comparative of *little*
6. the superlative of *bright*
7. the comparative of *carefully*
8. the superlative of *bad*
9. the comparative of *brave*
10. the comparative of *many*
11. the superlative of *angry*
12. the superlative of *evenly*
13. the comparative of *zany*
14. the negative superlative of *courageous*
15. the comparative of *nervous*
16. the comparative of *easily*
17. the comparative of *swiftly*
18. the superlative of *heavy*
19. the negative comparative of *abrupt*
20. the superlative of *surely*
21. the superlative of *thin*
22. the negative comparative of *seasick*
23. the comparative of *ill*
24. the superlative of *much*
25. the comparative of *fast*

Writing Sentences

Write a paragraph that compares three pets or three desserts. Use modifiers in the positive, comparative, and superlative degrees.

Using Adjectives and Adverbs: Posttest

Directions

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

The new car was __(1)__ than Jim's old car. With four-wheel drive, it also had __(2)__ brakes for his trips to the mountains. However, it was __(3)__ than what Jim could afford.

Later Jim went to the mall. He saw two jackets. One was __(4)__ than the other. The __(5)__ jacket had __(6)__ buttons. Although they were both blue, the more formal one was a __(7)__ shade. The more formal jacket also had the __(8)__ sleeves. Jim decided to buy the __(9)__ jacket. "Buying a jacket is certainly __(10)__ than buying a car," he thought.

1. **A** powerful
B more powerful
C most powerful
D powerfulest

2. **A** better
B more better
C more good
D best

3. **A** expensive
B more expensive
C most expensive
D more expensiver

4. **A** formaler
B most formal
C more formal
D formal

5. **A** least formal
B less formal
C unformal
D formal

6. **A** more fewer
B fewest
C fewer
D most fewer

7. **A** more deeper
B most deep
C deepest
D deeper

8. **A** most wide
B more wide
C widest
D wider

9. **A** lightest
B lighter
C more lighter
D most lightest

10. **A** affordable
B affordabler
C most affordable
D more affordable

Writer's Corner

Snapshot

23 A Adjectives and adverbs are **modifiers.** Most modifiers show the degree of comparison by changing form. (pages 776–782)

23 B When you compare people or things, avoid **double comparisons, illogical comparisons,** and comparing a thing with itself. (pages 783–785)

23 C It is important to know whether a word is an adjective or an adverb in order to form comparisons correctly. (pages 786–788)

Power Rules

Avoid using double negatives. Use only one negative form for a single negative idea. (pages 789–790)

Before Editing	After Editing
Sally *won't* finish *nothing*.	Sally *won't* finish *anything*.
We *couldn't* think of *nothing* to say to the new neighbors.	We *couldn't* think of *anything* to say to the new neighbors.
There *isn't hardly* any milk left.	There *is hardly* any milk left.
We *couldn't scarcely* see the road because it was so foggy.	We *could scarcely* see the road because it was so foggy.
She *didn't never* ask my opinion.	She *didn't ever* ask my opinion.



Editing Checklist

Use this checklist when editing your writing.

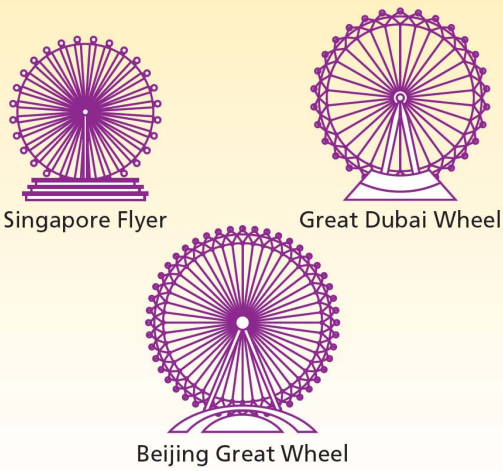
- ✓ Did I use the correct forms of adjectives and adverbs to show degrees of comparison? (See pages 776–782.)
- ✓ Did I avoid double comparisons and illogical comparisons? (See page 783.)
- ✓ Did I use *other* or *else* when comparing a member of a group with the rest of the group? (See pages 784–785.)
- ✓ Did I use adverbs and adjectives correctly in comparisons? (See pages 786–788.)
- ✓ Did I generally use *good* as an adjective that follows a linking verb and *well* as an adverb that follows an action verb? (See page 788.)
- ✓ Did I avoid using double negatives? (See pages 789–790.)

Use the Power

Use these graphics to help you understand the regular and irregular comparative and superlative forms.

Regular Comparative: The Singapore Flyer is shorter than the Great Dubai Wheel.

Regular Superlative: When completed, the Beijing Great Wheel will be the tallest wheel in the world.



Irregular Comparative: The Singapore Flyer can carry many people, but the Beijing Great Wheel will carry even more people.

Irregular Superlative: Singapore sounds like a good city, but Beijing sounds like the best of all cities.

A Writer's Glossary of Usage

In the last four chapters, you covered the fundamental elements of usage. A Writer's Glossary of Usage presents some specific areas that might give you difficulty. Before you use the glossary, though, there are some terms that you should know.

You will notice references in the glossary to various levels of language. Two of these levels of language are Standard English and nonstandard English. **Standard English** refers to the rules and the conventions of usage that are accepted and used most widely by English-speaking people throughout the world. **Nonstandard English** has many variations because it is influenced by regional differences and dialects, as well as by current slang. Remember that *nonstandard* does not mean that the language is wrong, but that the language may be inappropriate in certain situations. Because nonstandard English lacks uniformity, you should use Standard English when you write.

You will also notice references to formal and informal English. **Formal English** is used for written work because it follows the conventional rules of grammar, usage, and mechanics. Examples of the use of formal English can usually be found in business letters, technical reports, and well-written compositions. **Informal English,** on the other hand, follows the conventions of Standard English but might include words and phrases that would seem out of place in a formal piece of writing. Informal English is often used in magazine articles, newspaper stories, and fiction writing.

The items in this glossary have been arranged alphabetically so that you can use this section as a reference tool.

a, an Use *a* before words beginning with consonant sounds and *an* before words beginning with vowel sounds.

Did you buy **a** new CD?

No, it was given to me as **an** early birthday gift.

accept, except *Accept* is a verb that means "to receive with consent." *Except* is usually a preposition that means "but" or "other than."

Everyone **except** Bernie **accepted** the news calmly.

advice, advise *Advice* is a noun that means "a recommendation." *Advise* is a verb that means "to recommend."

I usually follow my doctor's **advice.**

He **advised** me to exercise more often.

affect, effect *Affect* is a verb that means "to influence" or "to act upon." *Effect* is usually a noun that means "a result" or "an influence." As a verb, *effect* means "to accomplish" or "to produce."

Does the weather **affect** your mood?

No, it has no **effect** on me.

The medicine **effected** a change in my disposition.

Connect to Speaking and Writing

Professional writers sometimes use *ain't* to enhance a dialect and create a humorous effect. Notice the effectiveness of this device in Mark Twain's writing.

> Tom's most well now, and got his bullet around his neck on a watch-guard for a watch, and is always seeing what time it is, and so there **ain't** nothing more to write about, and I am rotten glad of it, because if I'd 'a' knowed what a trouble it was to make a book I wouldn't 'a' tackled it, and **ain't** a-going to no more.
>
> —Mark Twain, *The Adventures of Huckleberry Finn*

ain't This contraction is nonstandard English. Avoid it in your formal writing.

Nonstandard	Ken **ain't** here yet.
Standard	Ken **isn't** here yet.

all ready, already *All ready* means "completely ready." *Already* means "previously."

We were **all ready** to go by seven o'clock.

I had **already** told my parents that we were going to the movies.

all together, altogether *All together* means "in a group." *Altogether* means "wholly" or "thoroughly."

Let's try to sing **all together** for a change.

The traditional song will sound **altogether** different if we do.

a lot People very often write these two words incorrectly as one. There is no such word as "alot." *A lot,* however, even when it is written as two words, should be avoided in formal writing.

Informal	Famous movie stars usually receive **a lot** of fan mail.
Formal	Famous movie stars usually receive **a large quantity** of fan mail.

among, between These words are both prepositions. *Among* is used when referring to three or more people or things. *Between* is used when referring to two people or things.

Put your present **among** the others.

Then come and sit **between** Judith and me.

amount, number *Amount* refers to a singular word. *Number* refers to a plural word.

Although there were a **number** of rainy days this month, the total **amount** of rain was less than usual.

Connect to Speaking and Writing

To avoid confusion in usage between *amount* and *number* when speaking and writing, remember that *amount* refers to things in bulk or mass that cannot be counted, whereas *number* refers to things that can be counted.

I was surprised at the **amount** of coffee he drank. (Coffee cannot be counted.)

He put a large **number** of coffee beans into the machine. (Coffee beans can be counted.)

anywhere, everywhere, nowhere, somewhere Do not add *–s* to any of these words.

I looked **everywhere** but could not find my keys.

at Do not use *at* after *where*.

Nonstandard	Do you know **where** we're **at?**
Standard	Do you know **where** we are?

a while, awhile *A while* is made up of an article and a noun; together, they are mainly used after a preposition. *Awhile* is an adverb that stands alone and means "for a short period of time."

We can stay on the job for **a while.**

After we work **awhile,** we can take a break.

Practice Your Skills

Finding the Correct Word

Write the word in parentheses that correctly completes each sentence.

1. The junior varsity team has (all ready, already) started football practice.
2. (Accept, Except) for a few players, the team is in excellent condition.
3. This year's team has (a, an) difficult schedule.
4. Their coaches offer the players useful (advice, advise) (everywhere, everywheres) the team plays.
5. In addition, they teach the eager squad a large (amount, number) of plays.
6. Loyalty (among, between) the members of the football team is encouraged.
7. (A lot, A large amount) of time is spent in daily practice.
8. Players arriving late (affect, effect) the practice schedule.
9. The players meet (all together, altogether) before practice (a while, awhile) for a pep talk.
10. It (ain't, isn't) long before the first game will be played.

Connect to Writing: Revising

Recognizing Correct Usage

Add interest to this paragraph by replacing the term *a lot* with a more precise word or phrase. As you rewrite the paragraph, use a different word or phrase each time.

A lot of students waited eagerly for the first football game. When the day arrived, a lot of the ninth grade class met for a pep rally. The teachers advised the students not to wander around a lot. After cheering and applauding a lot, they returned to class, a lot satisfied with their class spirit.

bad, badly *Bad* is an adjective and often follows a linking verb. *Badly* is used as an adverb. In the first two examples, *felt* is a linking verb.

Nonstandard	Luke felt **badly** all day.
Standard	Luke felt **bad** all day.
Standard	Luke **badly** needs a haircut.

bring, take *Bring* indicates motion toward the speaker. *Take* indicates motion away from the speaker.

Bring me the stamps.

Now, please **take** this letter to the post office.

can, may *Can* expresses ability. *May* expresses possibility or permission.

I **can** baby-sit for you tonight.

May I watch TV after Kenny is asleep?

doesn't, don't *Doesn't* is singular and must agree with a singular subject. *Don't* is plural and must agree with a plural subject, except when used with the singular pronouns *I* and *you*.

This article **doesn't** make sense to me.
(singular subject)

These articles **don't** make sense to me.
(plural subject)

double negative Words such as *barely, but* (when it means "only"), *hardly, never, no, none, no one, nobody, not* (and its contraction *n't*), *nothing, nowhere, only,* and *scarcely* are all negatives. Do not use two negatives to express one negative meaning.

Nonstandard	I **hardly never** see you anymore.
Standard	I **hardly ever** see you anymore.
Standard	I **never** see you anymore.

etc. *Etc*. is an abbreviation for the Latin phrase *et cetera,* which means "and other things." Never use the word *and* with *etc*. If you do, what you are really saying is "and and other things." You should not use this abbreviation at all in formal writing.

Informal	Before moving, we had to pack our clothes, books, records, **etc.**
Formal	Before moving, we had to pack our clothes, books, records, **and other belongings.**

fewer, less *Fewer* is plural and refers to things that can be counted. *Less* is singular and refers to quantities and qualities that cannot be counted.

There seem to be **fewer** hours in the day.

I seem to have **less** time to get my homework done.

good, well *Good* is an adjective and often follows a linking verb. *Well* is an adverb and often follows an action verb. However, when *well* means "in good health" or "satisfactory," it is used as an adjective.

The biscuits smell **good.** (adjective)

Janice cooks **well.** (adverb)

I feel quite **well** after eating the chicken soup. (adjective meaning "in good health")

have, of Never substitute *of* for the verb *have*. When speaking, many people make a contraction of *have*. For example, they might say, "We should've gone." Because *'ve* may sound like *of, of* is often mistakenly substituted for *have* in writing.

Nonstandard	We should **of** started earlier.
Standard	We should **have** started earlier.

hear, here *Hear* is a verb that means "to perceive by listening." *Here* is an adverb that means "in this place."

I can't **hear** the music from **here.**

hole, whole A *hole* is an opening. *Whole* means "complete" or "entire."

Have you noticed the **hole** in your coat?

Did you leave your coat on for the **whole** movie?

in, into Use *in* when you are referring to a stationary place. Use *into* when you want to express motion from one place to another.

Is the money **in** your coat pocket?

Why don't you transfer it **into** your wallet?

its, it's *Its* is a possessive pronoun and means "belonging to it." *It's* is a contraction for *it is*.

The dog returned home to **its** owner.

It's fun to watch **its** happy expression.

Practice Your Skills

Finding the Correct Word

Write the word in parentheses that correctly completes each sentence.

1. Who (doesn't, don't) enjoy an interesting detective story?
2. It (can, may) also be referred to as a mystery story or whodunit.
3. Some writers use (fewer, less) clues than others, but all detective stories contain clues designed to solve a crime.
4. The detective story made (its, it's) first appearance in Edgar Allan Poe's writings.
5. Poe also wrote essays, poems, short stories, (etc., and other works).
6. His fictional detective, C. Auguste Dupin, (may have, may of) been based on a real-life detective.
7. Poe wrote a (hole, whole) group of stories that featured Detective Dupin.
8. Detective Dupin first appeared (in, into) Poe's "The Murders in the Rue Morgue."

Connect to Writing: Revising

Recognizing Correct Usage

Rewrite the following paragraph, changing the words that are used incorrectly.

In fiction an author don't often leave readers in suspense. Usually the hole case is carefully tied together into a neat package. Hardly ever is a crime left unsolved in a fictional detective story. In real life, however, its often not what we hear about. On television, for example, news programs sometimes bring us to the scene of a unsolved mystery and try to recreate it. Some shows present the facts good while others present them bad. Regardless of the way the program is presented, the crime don't have a final resolution as fictional detective stories do.

Practice Your Skills

Explanatory Writing: Adjectives and Adverbs

You have been asked to tutor a student who is experiencing difficulty with the following terms: *bad/badly* and *good/well*. In your own words, write an explanation to offer the student for the choice(s) underlined in each of the following sentences.

1. Interest in a detective story often depends on whether the plot is bad or good.
2. Clues that are presented well prevent the reader from solving the crime too quickly.
3. If the description of a possible suspect is presented badly, it detracts from the story.
4. A writer might present a suspect as being in bad health to gain sympathy from the reader for that particular character.
5. Most people feel good at the end of a detective story because justice has been served.

knew, new *Knew,* the past tense of the verb *know,* means "was acquainted with." *New* is an adjective that means "recently made" or "just found."

Michael's sneakers looked so clean and white that I **knew** they were **new.**

learn, teach *Learn* means "to gain knowledge." *Teach* means "to instruct" or "to show how."

I just **learned** how to use that computer program that Mom bought for us.

Now I can **teach** you how to use it.

leave, let *Leave* means "to depart." *Let* means "to allow" or "to permit."

Nonstandard	**Leave** me help you carry those packages into the house.
Standard	**Let** me help you carry those packages into the house.
Standard	Don't **leave** before you help me carry in my packages.

lie, lay *Lie* means "to rest or recline." *Lie* is never followed by a direct object. Its principal parts are *lie, lying, lay,* and *lain*. *Lay* means "to put or set (something) down." *Lay* is usually followed by a direct object. Its principal parts are *lay, laying, laid,* and *laid*.

Lie	Our kittens always **lie** on the sofa.
	They are **lying** there now.
	They **lay** there all morning.
	They have **lain** there for a long time.
Lay	**Lay** their food dish on the floor. (*Dish* is the direct object.)
	Jill is **laying** the dish on the floor.
	Molly **laid** the dish on the floor yesterday.
	Until recently Gary always has **laid** the dish on the floor.

You can learn more about using the verbs lie *and* lay *on page 691.*

like, as *Like* is a preposition that introduces a prepositional phrase. *As* is usually a subordinating conjunction that introduces an adverb clause.

Standard	Betty should read stories **like** these. (prepositional phrase)
Nonstandard	Betty usually does **like** she is told. (clause)
Standard	Betty usually does **as** she is told.

passed, past *Passed* is the past tense of the verb *pass*. As a noun *past* means "a time gone by." As an adjective *past* means "just gone" or "elapsed." As a preposition *past* means "beyond."

In the **past** I have **passed** all math tests. (*past* as a noun and *passed* as a verb)

I have walked **past** my math class for the **past** few days, hoping to see my final grade posted. (*past* as a preposition and then as an adjective)

rise, raise *Rise* means "to move upward" or "to get up." *Rise* is never followed by a direct object. *Raise* means "to lift (something) up," "to increase," or "to grow something." *Raise* is usually followed by a direct object.

Dad will **rise** at 7:00 A.M.

At that time, he will **raise** the shades. (*Shades* is the direct object.)

You can learn more about using the verbs rise *and* raise *on page 691.*

shall, will Formal English used to use *shall* with first-person pronouns and *will* with second- and third-person pronouns. Today, *shall* and *will* are used interchangeably with *I* and *we,* except that *shall* should be used with *I* and *we* for questions.

Shall I invite her to join the club?

I **will** ask her tonight.

sit, set *Sit* means "to rest in an upright position." *Sit* is not followed by a direct object. *Set* means "to put or place (something)." *Set* is usually followed by a direct object.

After Mom has **set** the timer, we will **sit** and wait thirty minutes for dinner. (*Timer* is the direct object of *set*.)

You can learn more about using the verbs sit *and* set *on pages 691–692.*

suppose to, supposed to Be sure to add the *d* to *suppose* when it is followed by *to*.

Nonstandard	We are **suppose to** arrive one hour early to practice.
Standard	We are **supposed to** arrive one hour early to practice.

than, then *Than* is a subordinating conjunction and is used for comparisons. *Then* is an adverb and means "at that time" or "next."

Nonstandard	Jupiter is much larger **then** Saturn.
Standard	After learning that Jupiter is much larger **than** Saturn, we **then** learned more interesting facts about our solar system.

that, which, who All three words are relative pronouns. *That* refers to people, animals, or things; *which* refers to animals or things; and *who* refers to people.

The airline tickets **that** I bought for the trip were expensive.

The flight attendant **who** was on my plane pointed out the cows, **which** looked like little dots.

Practice Your Skills

Finding the Correct Word

Write the word in parentheses that correctly completes each sentence.

1. The family (shall, will) go on their annual family picnic tomorrow.
2. Leslie and David (knew, new) they could each invite one friend.
3. They invited the twins (which, who) live in the house down the road.
4. The family members will (raise, rise) early and pack the car.
5. Leslie (lain, laid) out the tablecloth and the paper plates the night before the picnic.
6. Their parents always (leave, let) them help prepare food for the picnic basket and decide on the sporting equipment to use at the picnic.
7. David first wanted Dad to (learn, teach) him to make deviled eggs.
8. His cooking (passed, past) inspection after the family sampled the eggs.
9. Leslie declared that they tasted exactly (like, as) the ones from the deli.
10. (Than, Then) she began baking brownies.
11. Later they took out the sporting equipment, (which, who) was in the garage.
12. Leslie and David (sit, set) a variety of sporting equipment next to the car.
13. David remembered to include his (new, knew) baseball and glove.
14. Leslie and David decided to (teach, learn) the twins how to play volleyball.
15. The whole family agreed they would have a better time (than, then) last year.

Connect to Writing: Drafting

Writing Correct Forms of Verbs

Rewrite the following paragraph, changing the words that are used incorrectly.

On the day of the picnic, Leslie had sat her alarm for 7:00 A.M. After the alarm rang, she set up on the side of the bed. Next, she slowly raised the blinds to see if the sun had raised. Deciding to rest another few minutes, she reset the alarm and lied down on the bed again, carefully laying her head on the pillow. When the alarm sounded, she went downstairs to help sit the picnic items inside the basket. Before sitting down to eat, she called David. David came to the table and set down. He saw Leslie rise the blinds so that they could watch the sunrise while they ate. After breakfast, David lay an old blanket on the floor and quickly folded it before the dog could lay down on it.

Practice Your Skills

Description: Verbs

Pretend you have arrived at the beach or park for a family picnic. Write a well-developed paragraph in which you describe the day's events. In your description, include at least four of the phrases listed below, making sure you use the correct principal parts of the verbs in parentheses.

- on the blanket *(lie, lay)*
- the golden sun *(sit, set)*
- food to the picnic area *(bring, take)*
- the volleyball net *(sit, set)*
- the picnic basket to the car *(bring, take)*
- on the picnic bench *(sit, set)*

their, there, they're *Their* is a possessive pronoun. *There* is usually an adverb, but sometimes it begins an inverted sentence. *They're* is a contraction for *they are*.

Tell them to take **their** time.

There will be many reporters gathered in the hall.

They're meeting at seven o'clock for the press conference.

theirs, there's *Theirs* is a possessive pronoun. *There's* is a contraction for *there is*.

These messages are ours; those messages are **theirs.**

There's a message for you in the office.

them, those Never use *them* as a subject or as an adjective.

Nonstandard	**Them** are freshly picked tomatoes. (subject)
Standard	**Those** are freshly picked tomatoes.
Nonstandard	Did you like **them** tomatoes? (adjective)
Standard	Did you like **those** tomatoes?

this here, that there Avoid using *here* or *there* in addition to *this* or *that*.

Nonstandard	**That there** chair is very comfortable.
Standard	**That** chair is very comfortable.
Nonstandard	**This here** sofa matches your chair.
Standard	**This sofa** matches your chair.

threw, through *Threw* is the past tense of the verb *throw*. *Through* is a preposition that means "in one side and out the other."

Denny **threw** the ball over the fence.

He's lucky that it didn't go **through** the window of the house.

to, too, two *To* is a preposition. *To* also begins an infinitive. *Too* is an adverb that modifies a verb, an adjective, or another adverb. *Two* is a number.

Keith went **to** the gym **to** practice.

Two members of the team arrived **too** late.

Only one was asked **to** play in the game, but the other played **too.**

use to, used to Be sure to add the *d* to *use* when it is followed by *to*.

Nonstandard	I **use to** have three cats, but now I have one.
Standard	I **used to** have three cats, but now I have one.

When You Use Technology

The spell check feature on your word processing or e-mail software can be very helpful. It can help you check your spelling as you compose or edit your writing. Be careful, however, because a spelling check will not edit your work. For example, spell check will not flag your writing when you incorrectly use *affect* when *effect* is the right choice. You can usually find the spelling feature in the Edit or the Tools menu of your software. You can also set most current programs to mark misspelled words as you type. Look in the Preferences menu to activate this feature.

way, ways Do not substitute *ways* for *way* when referring to a distance.

Nonstandard	We have gone a long **ways** since noon.
Standard	We have gone a long **way** since noon.

when, where Do not use *when* or *where* directly after a linking verb in a definition.

Nonstandard	A *presbyope* is **when** a person is farsighted.
Standard	A *presbyope* is a farsighted person.
Nonstandard	A *domicile* is **where** people live.
Standard	A *domicile* is a place **where** people live.

where Do not substitute *where* for *that*.

Nonstandard	I heard **where** crime rates are going down.
Standard	I heard **that** crime rates are going down.

who, whom *Who,* a pronoun in the nominative case, is used as either a subject or a predicate nominative. *Whom,* a pronoun in the objective case, is used as a direct object, an indirect object, or an object of a preposition.

Who is coming to your party? (subject)

Whom did you choose? (direct object)

You can learn more about using who *and* whom *on pages 729–733.*

whose, who's *Whose* is a possessive pronoun. *Who's* is a contraction for *who is.*

Whose bicycle did you borrow?

Who's going to ride with you?

your, you're *Your* is a possessive pronoun. *You're* is a contraction for *you are.*

Are these **your** campaign posters?

You're the one we want for president of the class.

Practice Your Skills

Finding the Correct Word

Write the word in parentheses that correctly completes each sentence.

1. Edward J. Smith, (who, whom) was called the "Millionaire's Captain" by some, commanded the *Titanic* on its fateful journey.
2. Captain Smith, (whose, who's) reputation for experience and safety were excellent, planned to retire after this voyage.
3. (Their, There) have been many accounts written about the sinking of the *Titanic*.
4. Most people believed the ship (to, too) be unsinkable.
5. Regulations never (use to, used to) require lifeboat space for every person.
6. The *Titanic* had traveled a long (way, ways) from Southampton, England, when it struck an iceberg.
7. Some hours later, passengers were instructed to put on (their, there) life jackets.
8. There were 16 wooden lifeboats; at first, only women and children were allowed on (them, those) lifeboats.
9. Hundreds of passengers (threw, through) themselves into the freezing water.
10. Today the ship's (too, two) main sections lie on the ocean floor.

Connect to Writing: Revising

Recognizing Correct Usage

Rewrite the following paragraph, changing the words that are used incorrectly.

Imagine the excitement on that day in 1912 when the *Titanic* left port. On shore their would have been many who bid they're farewells by waving, while others through flowers and kisses too their loved ones. Many passengers were used to traveling on large ships. Few, however, could imagine those lavish staterooms that awaited them when they walked threw the corridors. One such passenger, who's name was well known, was John Jacob Astor, a fur trader and American millionaire. The happy excitement tragically ended on the night of the sinking of the *Titanic*. Astor was among the approximately 1,500 passengers to who death came that fateful night.

Check Point: Mixed Practice

Write the word in parentheses that best completes each sentence.

1. The *Titanic* tragedy was difficult to (accept, except) because of the ship's "unsinkable" reputation.
2. Everyone (who, whom) had helped design and build the *Titanic* believed it to be unsinkable.
3. In spite of the (advice, advise) of the original designer, only sixteen wooden lifeboats were on board.
4. The (amount, number) of luxury features onboard impressed even those in first class.
5. (There, Their, They're) was even a kennel for the dogs of first-class passengers.
6. First-class passengers could walk (in, into) a gymnasium for a workout or exercise on the tennis court.
7. The ship featured a swimming pool (that, who) was filled with seawater.
8. (A lot of, A great many) features on the *Titanic* were inspired by the French.
9. (Among, Between) the ship's many remarkable features was its spectacular Grand Staircase.
10. Even second-class and third-class accommodations were better (than, then) those on other ships.
11. None of the passengers (knew, new) that iceberg alerts had been received on several occasions during the voyage.
12. Even after the *Titanic* had hit an iceberg, passengers throughout the (hole, whole) ship believed themselves to be safe.
13. Many of the passengers boarded the lifeboats (like, as) they were told, but others refused to leave their families.
14. As the water was (raising, rising), the band courageously continued to play.
15. (Fewer, Less) than fifteen people were saved from the freezing water.

Connect to Writing: Writing a Narrative

Using Glossary Words

Read over this writer's glossary (pages 796–809), paying particular attention to items that give you trouble in your writing. Then write a short account of a place you would like to visit in the future. Describe what you know about the place, and explain why you would like to go there. Try to use as many of the words you find troublesome as you can. Read your narrative to a friend.

Unit 6

Mechanics

Chapter 24 Capital Letters 814

Chapter 25 End Marks and Commas 840

Chapter 26 Italics and Quotation Marks 870

Chapter 27 Other Punctuation 892

Chapter 28 Spelling Correctly 924

Your readers are like drivers on a journey through your thoughts and ideas. Punctuation and the other mechanics of language are like the traffic signals that guide them safely to their destination. A comma, for instance, can warn readers to pause or slow down as other ideas and information merge into the sentence. A semicolon signals the end of a complete thought, yet also directs readers to keep "rolling" toward the next, closely related thought. Only the period demands a full stop. It asks readers to take a moment to consider the meaning of the recently completed thought. Help your readers navigate through your thoughts with clear and precise mechanics.



A period is a stop sign. A semicolon is a rolling stop sign; a comma is merely an amber light.

— Andrew Offutt

CHAPTER 24

Capital Letters



How can you use capital letters to clarify your meaning when you write?

Capital Letters: Pretest 1

The following description contains several errors in capitalization. The first error is corrected by capitalizing the *e* in *Europe*. How would you revise the paragraph so that all words that should be capitalized are and so that three words that shouldn't be aren't?

My sister Juanita went to europe recently. she brought back more stories and souvenirs than i've ever seen. while visiting madrid, she went to view the art at the prado museum. She also saw an actual spanish Flamenco dance. then she traveled to great britain for a walking tour of the Countryside. after buying my Mother some beautiful gifts, she flew to france and toured notre dame in paris. juanita also visited a world war II memorial. next, She skied in the swiss alps. jaunita has promised to take Me on her next trip across the atlantic. in the meantime, I am going to read books by French authors, such as *The Little Prince.* i'm also going to search the internet for travel articles in publications such as *the New York Times.*

Capital Letters: Pretest 2

Directions

For each sentence, choose the word or words that should be capitalized. Write the letter of your answer. If the sentence contains no error, write *D*.

(1) Last year I took a class called poetry I. **(2)** It was taught by a real poet, winifred smith. **(3)** She is the author of *down time*. **(4)** Though she is american, she spoke with a foreign accent. **(5)** I think she grew up in france. **(6)** Now she teaches during the year at hampshire college. **(7)** She read us poems from different eras; I especially liked the ones from the renaissance. **(8)** I love hearing ms. smith read her poems with her french accent. **(9)** My favorite poem begins, "did i miss something?/my back was turned for just a moment…." **(10)** My friend anita and i wrote a lot of poetry for the class.

1. **A** Class, Poetry
B Class
C Poetry
D No error

2. **A** Poet, Winifred Smith
B Poet, Smith
C Winifred Smith
D No error

3. **A** Author
B *Down Time*
C Author, *Down Time*
D No error

4. **A** American, Foreign
B Foreign
C American
D No error

5. **A** France
B She
C Up
D No error

6. **A** Hampshire
B College
C Hampshire College
D No error

7. **A** Renaissance
B Eras, Renaissance
C Eras
D No error

8. **A** Ms. Smith
B French
C Ms. Smith, French
D No error

9. **A** Did
B Did, I, My
C I
D No error

10. **A** Anita
B Poetry
C Anita, I
D No error

Capitalization Lesson 1

You know that a capital letter signals the beginning of a new idea, but there are additional ways that capitals are used. This chapter will cover them all.

24 A **Capitalize first words and the pronoun *I*.**

First Words and the Pronoun *I*

Sentences and Poetry

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

Sentences

A lone rose stood in the vase.

Crystal vases are beautiful.

Roses have a special fragrance.

Lines of Poetry

She went as quiet as the dew
From a familiar flower.
Not like the dew did she return
At the accustomed hour!

—*Emily Dickinson*

When you are quoting lines of poetry, copy them exactly as the poet has written them, including any nonstandard capitalization or punctuation. Some poets intentionally break conventional rules of grammar and the poetic form.

You can learn about capitalizing quotations on pages 878–879.

Parts of Letters

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

SALUTATIONS AND CLOSINGS		
Salutations	**T**o whom it may concern: **D**ear Sir or Madam:	**D**ear Ashley, **D**ear boys and girls,
Closings	**Y**ours truly, **W**ith love,	**T**hank you, **S**incerely,

Outlines

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

Wildflowers

I. **S**tonecrop family
   A. **P**igmyweed
   B. **S**tonecrop
      1. **R**ose-flowered sedum
      2. **Y**ellow stonecrop
   C. **E**cheveria
      1. **S**avior flower
      2. **B**luff weed

II. **S**axifrage family
   A. **S**axifrage
      1. **M**ountain lettuce
      2. **T**ufted saxifrage
   B. **S**ullivantia
   C. **B**oykinia

III. **F**ireweed family
   A. **P**urple-leaved willowherb
   B. **P**ink fireweed
   C. **O**range paintbrush

The Pronoun *I*

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

I hope **I**'ve picked enough greenery for the flower arrangement.

I know **I**'ll enjoy seeing those flowers bloom when spring arrives.

Last spring **I** planted daisies, but this year **I**'m going to plant bluebonnets.

I'd like to grow roses, but they require a great deal of care.

Practice Your Skills

Using Capital Letters

Rewrite the following items, correcting the errors in capitalization.

1. shall i compare thee to a summer's day?
thou art more lovely and more temperate…
—William Shakespeare, *sonnet XVIII*

2. i went to the play, and i really enjoyed it.

3. Types of Poems
I. rhyming
A. Limerick
B. Sonnet
1. petrarchan
2. shakespearean
c. Ballad

Connect to Writing: Editing

Correcting Errors in Capitalization

Rewrite the following letter, correcting the errors in capitalization.

Dear Mrs. Wallace,

i enjoyed your recent Lecture on the sonnets of Shakespeare. i would like to find one of his sonnets, but i'm not sure what number it is. the first two lines are as follows:

When in disgrace with fortune and men's eyes,
i all alone beweep my outcast state. . .

would you please let me know which of Shakespeare's sonnets this is? you may write me back at the address i've enclosed.

thank You,
Mikayla Simpson

Connect to Speaking and Writing: Peer Consultation

Using Correct Capitalization

Discuss with a partner the elements of an outline. Together, write a short outline of the plot of a favorite movie. Find a third person to whom you can read your outline. Tell the person that whenever a word in your outline should be capitalized, he or she should say "Cap!" Discuss how many capitalized words the person recognized.

Proper Nouns Lesson 2

24 B **Capitalize proper nouns and their abbreviations.**

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

NAMES OF PERSONS AND ANIMALS	
Persons	**E**li, **T**iffany **J**ones, **S**usan **B.** **A**nthony, **M**ing **L**i, **T. H.** **M**urphy **J**r.
Animals	**S**pot, **M**uffin, **R**over, **S**cout, **B**uttercup

24 B.2 Geographical names, which include particular places and bodies of water and their abbreviations, initials, and acronyms, are capitalized.

GEOGRAPHICAL NAMES	
Streets, Highways	**M**aple **A**venue (**A**ve.), the **P**ennsylvania **T**urnpike (**T**pk.), **R**oute (**R**t.) 30, **F**orty-second **S**treet (**S**t.) (The second part of a hyphenated numbered street is not capitalized.)
Towns, Cities	**S**an **F**rancisco, **D**allas, **M**inneapolis, **C**heyenne, **P**hoenix, **A**tlanta
Counties, Parishes, etc.	**D**ade **C**ounty, **I**beria **P**arish, **O**range **C**ounty, **T**ownship 531, **H**idalgo **C**ounty
States	**T**exas (**TX**), **M**aine (**ME**), **W**yoming (**WY**), **N**ew **M**exico (**NM**) (In a phrase such as "the state of Ohio," *state* is not capitalized.)
Countries	**C**anada, the **U**nited **S**tates (**US**), **F**rance
Sections of a Country	the **M**idwest, **N**ew **E**ngland, the **S**unbelt, the **E**ast, the **S**outhwest (Compass directions are not capitalized: *Go east on Lee St.*)
Continents	**A**frica, **S**outh **A**merica, **A**ntarctica, **A**sia
World Regions	**N**orthern **H**emisphere, **S**outh **P**ole, **S**candinavia, the **M**iddle **E**ast
Islands	the **H**awaiian **I**slands, **L**ong **I**sland, the **G**alapagos **I**slands
Mountains	the **H**imalayas, the **R**ocky **M**ountains, **M**ount **E**verest, the **A**ndes
Parks	**S**erengeti **N**ational **P**ark, **G**rand **C**anyon **N**ational Park, **Y**ellowstone
Bodies of Water	the **N**ile **R**iver, the **I**ndian **O**cean, the **B**lack **S**ea, the **G**reat **L**akes, **V**ictoria **F**alls

Words like *street, lake, ocean,* and *mountain* are capitalized only when they are part of a proper noun.

Which is the smallest **l**ake of the **G**reat **L**akes?

Mount **M**cKinley is the tallest **m**ountain in North America.

Practice Your Skills

Capitalizing Geographical Names

Write the term that is correctly capitalized in each of the following pairs.

1. New delhi, india
New Delhi, India

2. Thirty-third Street
Thirty-Third Street

3. Great smokey mountains
Great Smokey Mountains

4. lake Michigan
Lake Michigan

5. Ft. Lauderdale
Ft. lauderdale

6. the South
the south

7. Central Park
Central park

8. north on Route 20
North on Route 20

9. the Indian Ocean
the indian ocean

10. Catalina island
Catalina Island

Connect to Writing: Directions

Using Capitalization

You have invited a new friend to your home. Since she has never been to your house before, you must give her directions. Beginning at your school, write the directions to your house. Remember to be very specific so that your friend does not get lost. Include the names of streets and landmarks. After you have written your directions, check to make sure that you have used capital letters correctly.

Practice Your Skills

Using Capital Letters

Rewrite each sentence, correcting errors in capitalization.

1. here are some facts about the western hemisphere.
2. did you know that quito is the capital of ecuador?
3. lake titicaca in south america is the highest large lake above sea level.
4. on one of his voyages for spain, christopher columbus discovered the virgin islands.
5. brazil, the largest country in south america, is also the most populous country in latin america.
6. la salle, an early explorer, discovered the mouth of the mississippi river.
7. in order to fly to antarctica, a plane usually leaves from chile.
8. charles darwin studied bird species after visiting the galapagos islands.

Connect to Writing: Editing

Correcting Errors in Capitalization

Rewrite the following paragraph, correcting the errors in capitalization.

(1) high in the lofty, snow-covered andes mountains, the amazon river begins. **(2)** it runs eastward across the continent of south america, flowing through the jungles of brazil. **(3)** finally it empties into the atlantic ocean. **(4)** the mighty amazon river has more water flowing through it than the mississippi river, the nile river, and the yangtze river—all put together! **(5)** the reason for this amazing fact is that the drainage basin of this giant river lies in one of the rainiest regions of the world.

24 B.3 Capitalize historically important nouns, which include the names of historical events, periods, and documents and their associated initials and acronyms.

HISTORIC NAMES	
Events	**W**orld **W**ar II (**WW**II), the **B**attle of **B**ull **R**un
Periods	the **R**enaissance, the **M**iddle **A**ges, the **S**hang **D**ynasty, the **I**ndustrial **R**evolution
Documents	the **M**agna **C**arta, the **D**eclaration of **I**ndependence, the **T**reaty of **V**ersailles

Prepositions that are part of a proper noun are not usually capitalized.

24 B.4 Names of groups, such as organizations, businesses, institutions, government bodies, teams, and political parties, should be capitalized.

NAMES OF GROUPS	
Organizations	the **A**merican **R**ed **C**ross, the **U**nited **N**ations **(UN),** the **G**irl **S**couts of **A**merica **(GSA)**
Businesses	the **D**ahl **M**otor **C**ompany (**C**o.), the **L**eed **C**orporation (**C**orp.), **L**exington **L**umber
Institutions	the **U**niversity of **C**hicago (**U** of **C**), **E**merson **H**igh **S**chool, **M**emorial **H**ospital (Words such as *high school* and *hospital* are not capitalized unless they are a part of a proper noun: *The nearest hospital is Mercy General Hospital.*)
Government Bodies/Agencies	**C**ongress, the **S**tate **D**epartment, the **B**ureau of **L**and **M**anagement
Teams	the **B**oston **R**ed **S**ox, the **L**os **A**ngeles **L**akers, the **L**ake **B**randon **H**igh **S**chool **P**atriots
Political Parties	the **R**epublican **P**arty, the **L**abor **P**arty, a **R**epublican, a **D**emocrat

24 B.5 Specific time periods and events, including the days of the week, the months of the year, civil and religious holidays, and special events, should be capitalized.

TIME PERIODS AND EVENTS	
Days, Months	**T**uesday (**T**ues.), **F**riday (**F**ri.), **F**ebruary (**F**eb.), **O**ctober (**O**ct.)
Holidays	**V**alentine's **D**ay, **K**wanzaa, the **F**ourth of **J**uly, **V**eteran's **D**ay
Special Events	the **R**ose **B**owl **P**arade, the **B**oston **M**arathon, the **J**unior **P**rom
Time Abbreviations	400 **B.C.** or 400 **B.C.E.,** **A.D.** 1185, 7:15 **AM** or 7:15 **a.m.,** 9:45 **PM** or 9:45 **p.m.**

However, do not capitalize a season of the year unless it is part of a proper noun.

I like **w**inter best.

Did you go to the **W**inter **F**air?

Practice Your Skills

Capitalizing Proper Nouns

Write the term that is correctly capitalized in each of the following pairs.

1. Thanksgiving day
Thanksgiving Day

2. summer
Summer

3. december
December

4. the Stone Age
the stone age

5. the united way
the United Way

6. Acme brick company
Acme Brick Company

7. the Monroe doctrine
the Monroe Doctrine

8. the Defense Department
the defense department

9. the library of Congress
the Library of Congress

10. the Statue of Liberty
the statue of liberty

Practice Your Skills

Using Capital Letters

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

1. The declaration of independence is an important document in the history of the united states.

2. The treaty of paris ended the american revolution.

3. The signing of a treaty, such as the treaty of neuilly, is an important event.

4. In the winter of 1918, woodrow wilson announced his fourteen points as the basis for the peace settlement of world war I.

5. Wilson was warmly received in paris, where he traveled to sign the treaty of versailles after world war I.

6. Wilson helped establish the league of nations, the precursor of the modern united nations.
7. The republican party controlled congress, and wilson's political enemies refused to allow the united states to enter the league of nations.

Connect to Writing: Editing

Correcting Errors in Capitalization

Rewrite the following paragraphs, correcting the errors in capitalization.

(1) winning the greatest battle in baseball, the world series, is the goal of every professional baseball player. **(2)** the first game of the modern world series was played in 1903. **(3)** in that series the boston pilgrims, who would later become known as the red sox, defeated the pittsburgh pirates.

(4) the first player to be named Most Valuable Player was johnny podres of the brooklyn dodgers in 1955. **(5)** that was the first world championship for the dodgers, who defeated their rivals from across the city, the new york yankees. **(6)** just two years later, the dodgers would disappoint their brooklyn fans by moving the team out of new york to los angeles, california.

24 B.6 Names of nationalities, races, and languages should be capitalized.

NATIONALITIES, RACES, AND LANGUAGES

Nationalities	an **A**merican, a **G**erman, **C**anadians
Races and Ethnic Groups	**C**aucasian, **A**sian, **H**ispanic
Languages	**S**panish, **E**nglish, **M**andarin, **R**ussian
Computer Languages	**J**ava, **C**obol, **C++**, **V**isual **B**asic

24 B.7 Religions, religious holidays, and religious references, such as the names referring to the Deity, the Bible, and divisions of the Bible, should be capitalized. Also, capitalize pronouns that refer to the Deity.

RELIGIOUS NAMES

Religions	**C**hristianity, **B**uddhism, **J**udaism, **I**slam
Religious Holidays	**H**anukkah, **C**hristmas, **R**amadan, **E**piphany, **P**urim, **P**assover, **E**aster
Religious References	**G**od, the **L**ord, **G**od and **H**is children, the **B**ible, **E**xodus, the **S**criptures, the **K**oran, **A**llah, **B**uddha , the **T**orah

Notice that the word *god* is not capitalized when it refers to gods in polytheistic religions.

Neptune, who was also called Poseidon, was the **g**od of the sea.

24 B.8 Names of stars, planets, and constellations are capitalized.

ASTRONOMICAL NAMES	
Stars	the **D**og **S**tar, **C**anopus, the **N**orth **S**tar
Planets	**M**ars, **S**aturn, **V**enus, **N**eptune, **J**upiter
Constellations	the **B**ig **D**ipper, **O**rion's **B**elt, the **M**ilky **W**ay

The words *sun* and *moon* are not capitalized. *Earth* is not capitalized if it is preceded by the word *the*.

24 B.9 Other proper nouns—such as the names of aircraft, awards, brand names, and buildings—should also begin with capital letters.

OTHER PROPER NOUNS	
Aircraft, Spacecraft	the ***C**oncorde, **T**itan **II**, **A**pollo 13*
Awards	the **N**obel **P**rize, the **H**eisman **T**rophy
Brand Names	**N**ew **F**oam soap, **S**ilkie shampoo, **C**runchies cat food
Technological Terms	**I**nternet, **W**eb, **W**orld **W**ide **W**eb, **W**eb site, **W**eb page
Bridges and Buildings	the **G**olden **G**ate **B**ridge, the **E**mpire **S**tate **B**uilding, the **E**iffel **T**ower
Memorials, Museums, Monuments	the **L**incoln **M**emorial, the **H**olocaust **M**useum, the **S**tatue of **L**iberty
Ships, Trains, Planes	the ***M**ayflower, the **W**abash **C**annonball, the **S**pirit of **S**t. **L**ouis*
Names of Courses	**E**nglish I, **H**istory IA, **A**rt II, **L**atin III (Names of general subjects, such as math, social studies, and history are not capitalized.)

Do not capitalize the name of an unnumbered course, such as *history, math,* or *biology,* unless it is the name of a language.

Last year I studied **h**istory, **a**rt, and **J**apanese.

When You Write

When you are unsure whether to capitalize a word, use a reference source. A good dictionary will include most proper nouns. Many dictionaries contain specific sections with geographical and biographical information where you can find the correct spelling and capitalization of the names of famous people and places. An encyclopedia will also give you such information. A good writer always has up-to-date, reliable reference sources available.

Find a composition you have previously written or one currently in progress. Highlight all the proper nouns and check their capitalization. Refer to a dictionary or other sources to check any items about which you are unsure.

Practice Your Skills

Using Capital Letters

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

1. The middle ages was a historical period in western europe that lasted from about A.d. 500 to A.d. 1400.
2. During the middle ages, common people worked only 260 days per year.
3. They did not work on religious holidays, such as easter and christmas.
4. On december 6, people would celebrate st. nicholas's day, a children's holiday.
5. On most days between 9 a.m. and noon, people living in a castle would eat dinner, a very large meal.

Connect to Writing: Editing

Correcting Errors in Capitalization

Rewrite the following paragraph, correcting the errors in capitalization.

(1) every few years a city in a major country like canada, japan, france, or the united states hosts a world's fair. **(2)** the united states has hosted fairs in major cities like new york, chicago, and st. louis. **(3)** one of the earliest fairs, however, was held in london, england, in 1851. **(4)** that was during the early reign of queen victoria. **(5)** joseph paxton, an english architect, designed the exhibition hall in london's hyde park that the queen called "extraordinary." **(6)** he created the largest glass building ever made. **(7)** it contained 3,300 columns to support its three stories. **(8)** after the exhibition it was taken down and moved to a different part of london. **(9)** there it became known as the crystal palace. **(10)** unfortunately, it was destroyed by a fire in 1936.

Check Point: Mixed Practice

In each of the following trivia questions, find the words that should be capitalized and write the words correctly. Then see if you can answer the questions!

1. was william sherman a general in the civil war or the american revolution?
2. was andrew wyeth a painter or a united states senator?
3. was george c. scott a composer or the winner of an oscar?
4. did captain james kirk or captain bligh command the starship enterprise?
5. who paid for the statue of liberty in new york by giving donations: the french or the americans?
6. did thomas edison or george eastman invent the first camera?
7. did tara lipinski win a gold medal for ice skating or for gymnastics?
8. in 1848, was gold found in california or in colorado?

Connect to Writing: Formal Letter of Inquiry

Using Capital Letters

You are writing a report on a European country, focusing on the art and architecture of one of its major cities. You must write about how the city's history, culture, politics, and social structure influenced its art and architecture. Do a bit of research, and then write a letter or an e-mail to a history or art museum in the country requesting information. After you have finished writing, check that you have capitalized all the proper nouns correctly.

Proper Adjectives

Lesson 3

Proper adjectives are formed from proper nouns. Like proper nouns, proper adjectives begin with capital letters.

24 C **Capitalize most proper adjectives.**

Proper Nouns	Proper Adjectives
France	French doors
Rome	Roman numerals
Alaska	Alaskan cruise
Boston	Boston baked beans

Some adjectives that originated from proper nouns are so common that they are no longer capitalized.

Be careful not to drop the china plate.

Practice Your Skills

Capitalizing Proper Adjectives

Write the following items, adding capital letters where needed.

1. a chinese restaurant
2. a british naval officer
3. a former french colony
4. an ancient egyptian tomb
5. irish stew
6. new england weather
7. a german clock
8. a turkish towel
9. maine lobster
10. a swedish ship

Titles Lesson 4

Capital letters indicate the importance of titles of people, written works, and other works of art.

24 D **Capitalize certain titles.**

Titles Used with Names of Persons

24 D.1 Capitalize a title showing office, rank, or profession when it comes directly before a person's name.

Before a Name	Have you met **D**r. Anna Richman?
After a Name	Jennifer Kemp is also a **d**octor.
Before a Name	Dr. Richman voted for **G**overnor Harper.
After a Name	Did you think Jennifer Kemp would be elected **g**overnor?

Titles Used Alone

24 D.2 Capitalize a title that is used alone when the title is being substituted for a person's name in direct address.

Used as a Name	Please, **G**overnor, may I speak with you?
	I didn't see the sign, **O**fficer.

Titles of high government officials, such as the *President, Vice President, Chief Justice,* and *Queen of England,* are almost always capitalized when they stand alone.

I have come to see the **Q**ueen of England.

The **P**resident visited Governor Harper.

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

Titles Showing Family Relationships

24 D.3 Capitalize a title showing a family relationship when it comes directly before a person's name. When the title is used as a name, or when the title is substituted for a person's name in direct address, it is also capitalized.

Before a Name	I am going to see **A**unt **L**ori.
Used as a Name	I told **M**om that I would vacuum my room tomorrow.
Substituted for a Person's Name in Direct Address	May I borrow the car for just a few hours, **D**ad?
	Will you come, **G**randpa, to my game on Saturday?

Do not capitalize titles showing family relationships when they are preceded by possessive nouns or pronouns—unless the titles are considered part of someone's name.

Have you met Kristen's **a**unt?

Have you met Kristen's **A**unt Diane?

Practice Your Skills

Capitalizing the Titles of Persons

Write the term that is correctly capitalized In each of the following pairs.

1. our family doctor
   our family Doctor
2. Senator Barrientos
   senator Barrientos
3. aunt Ruthie
   Aunt Ruthie
4. a Governor
   a governor
5. Granny Taylor
   granny Taylor
6. my uncle
   my Uncle
7. a state senator
   a state Senator
8. a president of Egypt
   a President of Egypt
9. Mayor Wilson
   mayor Wilson
10. president Nixon
    President Nixon

Connect to Writing: Editing

Correcting Errors in Capitalization

Rewrite the following letter, correcting the errors in capitalization.

dear grandma hazel,

i hope you are doing well. i heard from aunt linda that you had been ill. did you go to the doctor? i enjoyed meeting dr. williams when i visited you last summer. i'm sure she would take good care of you if you would make an appointment.

well, i'd better close this letter. i promised mom and uncle denny that i would take out the trash before the president's state of the union address on television tonight.

love always,
samantha

Titles of Written Works and Other Works of Art

24 D.4 Capitalize the first word, the last word, and all important words in the titles of books, newspapers, periodicals, stories, poems, movies, plays, musical compositions, and other works of art.

However, do not capitalize a preposition, a conjunction, or an article (*a, an,* and *the*) unless it is the first word of a title.

Books and Chapter Titles	I finished reading a chapter called "**T**he **M**an on the **T**or" in the book ***T**he **H**ound of the **B**askervilles*.
Short Stories	I enjoyed Truman Capote's story "**C**hildren on **T**heir **B**irthdays."
Poems	My favorite poems are "**F**rom **B**lossoms" and "**T**he **W**eight of **S**weetness" by Li-Young Lee.
Newspapers and Newspaper Articles	I read an article called "**L**ocal **W**riter **H**as **N**ovel **P**ublished" in today's issue of the ***C**hicago **T**ribune*. (Generally, do not capitalize *the* as the first word of a newspaper or magazine title. *The New York Times* is an exception.)
Magazines and Magazine Articles	I read "**I**nterview with the **N**ew **T**alent" about that author in *People* magazine last week.
Television Series	Two popular British television comedy series were ***K**eeping **U**p **A**ppearances* and ***A**s **T**ime **G**oes **B**y*.

You can learn more about the punctuation of titles on pages 873–876.

Practice Your Skills

Capitalizing Titles of Written Works and Other Works of Art

Write the title that is correctly capitalized in each of the following pairs.

1. the sculpture *The thinker*
the sculpture *The Thinker*

2. the poem "The Raven"
the poem "the Raven"

3. the song "This land is your land"
the song "This Land Is Your Land"

4. the magazine *seventeen*
the magazine *Seventeen*

5. the painting *American Gothic*
the painting *american gothic*

6. the film *The return of the Jedi*
the film *The Return of the Jedi*

7. the book *The Great Gatsby*
the book *The great gatsby*

8. the newspaper the *Dallas Morning News*
the newspaper the *Dallas morning news*

9. the song "Singin' in the Rain"
the song "Singin' in the rain"

10. the book *The Count of Monte Cristo*
the book *The count of monte Cristo*

Connect to Writing: Compile a list

Using Capital Letters

You are going to be stationed on a desolate island in the Pacific for several months. You will be allowed to take along videos, books, CDs, and magazines to entertain yourself. Using what you have read about how to capitalize titles, list ten of these items that you would take along on your island adventure.

Connect to Writing: Editing

Correcting Errors in Capitalization

Rewrite the following paragraph, correcting the errors in capitalization.

(1) the 1950s was an interesting time in the history of entertainment. **(2)** In the music world, rock 'n' roll was born. **(3)** elvis presley recorded hit songs like "hound dog" and "that's all right." **(4)** he also made a historic appearance on *the ed sullivan show.* **(5)** other popular television shows at that time included the comedy *i love lucy* and *the twilight zone.* **(6)** suspense was popular in the movies and TV shows of alfred hitchcock. **(7)** two of Hitchcock's most famous movies of the 1950s were *strangers on a train* and *rear window.* **(8)** in the literary world, a new generation of writers was heralded by jack kerouac and allen ginsberg. **(9)** kerouac's *on the road* tells stories of crossing and recrossing the highways of the united states, far outside the mainstream 1950s culture.

Check Point: Mixed Practice

In each of the following trivia questions, find the words that should be capitalized and write the words correctly. Then see if you can answer the questions!

1. which god in greek mythology held the world on his shoulders: apollo or atlas?
2. which fictional reporter worked at the *daily planet* in the city of metropolis: clark kent or bruce wayne?
3. is the name of the football team in dallas, texas, the cowboys or the broncos?
4. does the initial in president john f. kennedy's name stand for *fitzgerald* or *franklin*?
5. which television series has run longer: meet the press or days of our lives?
6. did ernest hemingway or stephen crane write *the red badge of courage*?
7. in the united states, which holiday is celebrated on the first monday in september: labor day or memorial day?
8. which separates scandinavia from the rest of europe: the baltic sea or the mediterranean sea?

Connect to Writing: Composing an Advertisement

Using Correct Capitalization

You are the owner of the first intergalactic travel agency to take people on tours of the planets and outer space. Write an advertisement for an upcoming tour. Inform prospective clients of the travel accommodations, such as the comfort and safety of your spacecraft and its name, the sites they will see, the cost of space travel, the activities they might enjoy, and departure days and times. In your advertisement, be sure to give your company a name. After you have finished writing your ad, check to make sure that you have used proper capitalization.



Chapter Review

Assess Your Learning

Using Capital Letters Correctly

Correctly write each word that should begin with a capital letter.

1. let's turn back the clock to the year 1900 and look at the united states at the turn of that century.
2. the population had reached nearly 76 million, and the center of the population was near columbus, indiana.
3. the united states had about ten miles of concrete pavement and fewer than 8,000 automobiles.
4. the first well-organized automobile race was held at springfield, long island, on april 15.
5. in the presidential election, president william mckinley was re-elected for a second term.
6. r. a. fessenden, an american scientist, became the first person to transmit human speech through radio waves.
7. the united states and england inaugurated a tennis competition for the davis cup.
8. casey jones, the famous engineer in song and legend, died on april 30 at the throttle of his locomotive, the *cannonball,* trying to save his passengers' lives.
9. the wright brothers, wilbur and orville, built their first full-scale glider and flew it at kitty hawk, nc.
10. among rising young novelists of the day were such writers as zane grey, edgar rice burroughs, and theodore dreiser.
11. irving bacheller wrote the novel *eben holden,* a best-seller.
12. ray c. ewry won eight olympic gold medals in the 1900, 1904, and 1908 games.
13. a notable painter of the time was albert pinkham ryder, whose famous painting, *toilers of the sea,* is a ghostly sea scene.
14. famous archeologist arthur evans discovered artifacts from the minoan culture in his excavations in crete.
15. the largest railroad was the new york central.

Editing for the Correct Use of Capital Letters

Write each sentence using capital letters correctly.

1. the world's largest church is st. peter's in rome.
2. the *voyager* missions studied jupiter and saturn.
3. required courses for juniors are english, math II, biology, and american history.
4. in his novel *the grapes of wrath,* john steinbeck tells about the problems of the poor in oklahoma.
5. the houston oaks hotel is in the southwest.
6. did michigan ever beat nebraska in the cotton bowl?
7. yes, senator parks will speak at logan high school.
8. the west indies form an island arc in the atlantic ocean.
9. the irish potato originated in south america.
10. the snake river flows from wyoming to washington.

Writing Sentences

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

1. geography
2. political parties
3. the presidency
4. astronomy
5. art
6. literature
7. holidays
8. history
9. space exploration
10. languages

Capital Letters: Posttest

Directions

For each sentence, choose the word or words that should be capitalized. Write the letter of your answer. If the sentence contains no error, write ***D.***

(1) My friend speaks flemish most of the time at her home near the city of bruges. **(2)** She also knows the english language well enough to write great letters. **(3)** Her name is helen. **(4)** She told me that belgium became a country only in modern times. **(5)** Long ago during the renaissance, the part of the country where she lives was known as flanders. **(6)** Some great painters such as hans memling lived there. **(7)** I've seen one of his paintings, *adoration of the magi,* which now hangs in a museum within a hospital in bruges. **(8)** almost every month i get a letter from helen. **(9)** She begins them all, "dear American friend." **(10)** I write back to her, "Dear belgian friend."

1. **A** Flemish, Bruges
B Home
C Flemish, Home
D No error

2. **A** English
B Language
C English Language
D No error

3. **A** Name
B Helen
C Name, Helen
D No error

4. **A** Modern Times
B Belgium, Modern
C Belgium
D No error

5. **A** Renaissance
B Renaissance, Flanders
C Flanders
D No error

6. **A** Memling
B Hans Memling
C Hans
D No error

7. **A** *Adoration*
B *Adoration, Of, Magi*
C *Adoration, Magi,* Bruges
D No error

8. **A** Almost, I
B Helen
C Almost, I, Helen
D No error

9. **A** Dear
B Dear, Friend
C Friend
D No error

10. **A** Belgian, Friend
B Belgian
C Friend
D No error

Writer's Corner

Snapshot

24 A Capitalize first words and the pronoun *I*. (pages 816–818)

24 B Capitalize proper nouns and their abbreviations. (pages 819–827)

24 C Capitalize most proper adjectives. (page 828)

24 D Capitalize certain titles. (pages 829–834)

Power Rules

Every statement that begins with a capital letter should be a **complete sentence,** not a sentence fragment. (pages 666–671)

Before Editing	After Editing
After I finish school. I work at the hardware store.	*After I finish school,* I work at the hardware store.
Although I've been saving money for a year. I still don't have enough for a new bike.	*Although I've been saving money for a year,* I still don't have enough for a new bike.
I love my friend's new bike. *Which he bought on sale.*	I love my friend's new bike, *which he bought on sale.*

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

Before Editing	After Editing
The trip will take two hours, we have to travel 120 miles.	The trip will take two hours. We have to travel 120 miles.
Wanda's car is new it is not very reliable.	Wanda's car is new, *but* it is not very reliable.
Still, we are leaving on Sunday, we are returning on Friday.	Still, we are leaving on Sunday, *and* we are returning on Friday.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I capitalize the first word in each sentence? (See page 816.)
- ✓ Did I capitalize the pronoun *I*? (See pages 817–818.)
- ✓ Did I capitalize proper nouns and their abbreviations? (See pages 819–827.)
- ✓ Did I capitalize proper adjectives? (See page 828.)
- ✓ Did I capitalize the titles of persons, written works, and works of art? (See pages 829–834.)
- ✓ Did I edit my work for mistakes in capitalization? (See pages 816–834.)

Use the Power

Capitalization draws attention to certain words and the beginnings of sentences. Use the graphics and rules below to help you understand how to use correct capitalization in your writing.

RULE	EXAMPLE
Capitalize the **first word** in every sentence.	One of my favorite activities is hiking.
Always capitalize the pronoun ***I.***	I try to organize hiking trips as often as I can.
Capitalize **proper nouns.**	Some of the best hiking is in the Rocky Mountain National Park.
Capitalize **proper adjectives.**	The Colorado mountain air is fresh and invigorating.
Capitalize most **titles.**	Maybe I'll write a book about hiking and call it *Hardy Hiking with Greg.*



Write a paragraph about your favorite activity. Be sure to capitalize proper nouns and adjectives, titles, the pronoun *I*, and the first word in every sentence.

CHAPTER 25

End Marks and Commas



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

End Marks and Commas: Pretest 1

The first draft below contains errors in the use of end marks and commas. The first error is corrected. How would you revise the draft so that all end marks and commas are used correctly?

Because of its proximity to the San Andreas Fault, San Francisco experiences frequent earthquakes! Although not all are violent, several have devastated the city which is a beautiful place to live! Yes the 1906 quake was especially destructive. In that earthquake a total of 450 or more people perished. That's such a tragedy? Throughout the city for three long days fires ravaged homes and buildings. People lost all their furniture clothing and family treasures. Coming together to help one another the citizens rebuilt their devastated city. From the rubble and ashes of the earthquake and fires rose a city determined to host the Panama-Pacific International Exhibition in 1915. In October of1989 60,000 excited loyal baseball fans were shaken in Candlestick Park when the city's next severe earthquake occurred during the World Series? The highest number of deaths 42 occurred in Oakland on that day due to the collapse of a portion of the Nimitz Freeway.

End Marks and Commas: Pretest 2

Directions

Write the letter of the term that correctly identifies each type of sentence.

(1) The winds started rising during the night. **(2)** How frightening they were! **(3)** The police and other emergency workers patrolled the streets and made loudspeaker announcements. **(4)** "Evacuate the island!" **(5)** Would we suffer a direct hit? **(6)** Our home would be completely submerged! **(7)** By midday most people had packed up and left the island. **(8)** We were packed and ready to go, but my sister couldn't find her cat. **(9)** Where was he hiding? **(10)** My father ordered her to get into the car.

1. **A** declarative
B imperative
C interrogative
D exclamatory

2. **A** declarative
B imperative
C interrogative
D exclamatory

3. **A** declarative
B imperative
C interrogative
D exclamatory

4. **A** declarative
B imperative
C interrogative
D exclamatory

5. **A** declarative
B imperative
C interrogative
D exclamatory

6. **A** declarative
B imperative
C interrogative
D exclamatory

7. **A** declarative
B imperative
C interrogative
D exclamatory

8. **A** declarative
B imperative
C interrogative
D exclamatory

9. **A** declarative
B imperative
C interrogative
D exclamatory

10. **A** declarative
B imperative
C interrogative
D exclamatory

Kinds of Sentences and End Marks

Lesson 1

Imagine New York City without any traffic lights or stop signs. There would be utter confusion. The result of writing sentences without end marks or commas would be very much the same.

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

25 A **A sentence may be declarative, imperative, interrogative, or exclamatory.**

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

25 A.1 A **declarative sentence** makes a statement or expresses an opinion and ends with a period.

The following examples are declarative sentences. Notice that the second sentence makes a statement, even though it contains an indirect question.

My brothers were going to the tennis courts.

I asked them what time they were leaving home.

(A direct question would be *What time are they leaving home?*)

A second purpose of a sentence is to give directions, make requests, or give commands. The subject of these kinds of sentences is usually an understood *you*.

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

Although all of the following examples are imperative, two are followed by a period, and one is followed by an exclamation point.

Turn left when you see the tennis courts.

Please take me with you.

Call the police!

(This command would be stated with great excitement or emphasis.)

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

25 A.3 An **interrogative sentence** asks a question and ends with a question mark.

The following examples are interrogative sentences. Notice that the second example is phrased as a statement but is intended as a question.

Where is my tennis racket?

You have played tennis eight times this weekend?

Some questions are not expressed completely; nevertheless, they are followed by a question mark.

You have decided not to play tennis. Why?

A fourth purpose of a sentence is to express a feeling—such as excitement, joy, anger, fear, or surprise.

25 A.4 An **exclamatory sentence** expresses strong feeling or emotion and ends with an exclamation point.

The following examples are exclamatory sentences. Notice they express strong feeling.

What a fantastic tennis match!

I feel fabulous!

Use exclamatory sentences sparingly when you write. They lose their impact when they are used too often. Remember that an exclamation point also follows an interjection.

Wow! That was my best match ever.

You can learn more about interjections on page 568.

Connect to Reading, Speaking, and Listening: Vocabulary

Using Inflection to Understand Sentences

You use the inflection of your voice to make meaning clear when speaking. In writing, you use end marks. Play this game: Read a few statements from a written text without inflection, such as "This is a new opportunity" or "Indeed." Have a partner say each as a simple statement, a question, and an exclamation. You must suggest the mark that would be used at the end of each sentence.

Practice Your Skills

Classifying Sentences

Label each sentence ***declarative, imperative, interrogative,*** or ***exclamatory*** according to the meaning of the sentence.

1. I love tennis!
2. Please bring me my racket.
3. Are you ready to play?
4. I began playing tennis when I was eight years old.
5. Stand behind the baseline to serve.
6. What a powerful forehand!
7. Drive the ball across the net.
8. Would you like to play again?

Connect to Writing: Editing

Correcting End Punctuation

Write the correct end punctuation for each sentence. Then label each sentence ***declarative, imperative, interrogative,*** or ***exclamatory.***

1. Have you heard of the "Battle of the Sexes"
2. Bobby Riggs challenged Billie Jean King to a winner-take-all match in 1973
3. America watched the amazing tennis match with great excitement
4. Riggs had declared that there was no way a woman could beat a man
5. Wow King showed him in no uncertain terms how wrong he was
6. King defeated Riggs in each set to handily win the match
7. Look at any magazine of the time
8. You will see how this tennis match captured America's attention
9. Can you imagine how this victory affected the future of women's tennis
10. Find out more about this event by looking at newspapers from that time

Connect to Writing: Instructions

Creating Sentence Variety

Your coach has asked you to explain the rules of your favorite sport to someone who has never played the game before. Write a paragraph in which you explain the basics that every beginner should know. Try to give detailed directions while also conveying how much fun the sport is. Use at least one of each type of sentence—declarative, interrogative, exclamatory, and imperative.

Other Uses of Periods

25 A.5 A period may be used in places other than at the ends of sentences.

Periods in Abbreviations

Abbreviations are as old as the written word. They came about in order to make words shorter and easier to write. Most abbreviations should not be used in formal writing.

ABBREVIATIONS

Titles with Names	Mr.	Ms.	Rev.	Sgt.	Jr.
	Mrs.	Dr.	Gen.	Lt.	Sr.
Initials for Names	R. L. Rosen, Sarah E. Campbell, J. J. Jackson, K. Petra Beck				
Times with Numbers	AM or a.m. (*ante meridiem*—before noon) PM or p.m. (*post meridiem*—after noon) B.C. (before Christ) or B.C.E. (before the common era) A.D. (*anno Domini*—in the year of the Lord)				
Addresses	Ave.	St.	Blvd.	Rt.	Dept.
Organizations and Companies	Co.	Inc.	Corp.	Assn.	

Many organizations and companies use abbreviations without periods to indicate their names. A few other common abbreviations also do not include periods.

FAA = Federal Aviation Administration

UN = United Nations

CIA = Central Intelligence Agency

IQ = intelligence quotient

km = kilometer

If an abbreviation is the last word of a statement, only one period is used. Use two marks when a sentence ends with an abbreviation and a question or exclamation.

I would like to introduce you to Ronald Franklin, Jr.

Should I meet you at 10:00 p.m.?

Today almost everyone uses the U.S. Postal Service's two-letter state abbreviations. These abbreviations do not include periods. A list of these abbreviations can be found in the front of most telephone books. The following are a few examples.

AK = Alaska	MD = Maryland	NY = New York
AL = Alabama	ME = Maine	OH = Ohio
CT = Connecticut	MI = Michigan	TX = Texas
HI = Hawaii	NV = Nevada	UT = Utah

Periods in Outlines

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

I. Guitars
  A. Electric
    1. Hollow body
    2. Solid body
  B. Acoustic

II. Drums
  A. Hand
  B. Zylo

Practice Your Skills

Using End Marks

Write the abbreviations that stand for the following items. Be sure to end them with a period whenever appropriate. If you are not sure of the abbreviation, use a dictionary.

1. dozen
2. major
3. ounce
4. latitude
5. mountain
6. Fahrenheit
7. Rhode Island
8. television
9. association
10. incorporated
11. before Christ
12. Bachelor of Arts
13. miles per hour
14. post meridiem

Check Point: Mixed Practice

Rewrite the following sentences, adding end punctuation and periods to abbreviations if needed. Then label each sentence ***declarative, imperative, interrogative,*** or ***exclamatory.***

1. Have you called Dr Wilson
2. Dr Barry Wilson, Jr has been our family physician for years
3. Please get the phone book
4. Call him right this minute
5. Mrs Smith, the school nurse, thinks that my right arm is broken
6. Ouch, it hurts
7. I fell off the auditorium stage during Mr Miller's drama class
8. When did it happen



Connect to Writing: Outline

Using Periods

Write an outline of what you ate yesterday. Use a separate Roman numeral for each meal and snack. Be sure to list all the food you had at each meal. As you make your outline, be sure that you place periods appropriately throughout.

Commas That Separate

Lesson 2

25 B **Commas are used to prevent confusion and to keep items from running into one another.**

The following are specific rules for commas that are used to separate items.

Items in a Series

Three or more similar items—words, phrases, or clauses—that are placed together form a series.

25 B.1 Use commas to separate items in a **series.**

Words	**Blackberries, raspberries,** and **strawberries** are all members of the rose family. (nouns)
	We **picked, washed,** and **ate** as many fresh berries as we could. (verbs)
	At the end of the day, we were **tired, dirty,** and **full.** (adjectives)
Phrases	The buckets for the berries could be **in the garage, in the pantry,** or **on the porch.**
	Are they going **to the picnic, to the park,** or **to the campground?**
Clauses	We know **where the berries are, if they are ripe,** and **when they should be picked.**
	She told us **where to go, how to get there,** and **what to wear.**

When a conjunction connects the last two items in a series, some writers omit the last comma. Although this is acceptable, it can be confusing. Therefore, it is better to get into the habit of including the comma before the conjunction.

Confusing	We bake cakes, pies and cobblers.
Clear	We bake cakes, pies, and cobblers.

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

We ate **and** rested **and** ate some more.

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

For dinner you can have a burger and fries, fish and chips, or pork and sauerkraut.

Practice Your Skills

Commas in a Series

Rewrite each sentence, adding commas where needed. If the sentence is correct, write ***C.***

1. Combine flour shortening pecans and cold water to make a tasty pie crust.
2. Preheat the oven oil the pan and prepare the crust.
3. Shall we bake raisin and nut or apple and cinnamon or butter and oatmeal muffins?
4. Whipped cream ice cream and cheddar cheese make excellent toppings for apple pie.
5. Please mix the batter pour it into a pan, and place it in the oven.
6. Use soap and hot water and a fresh towel to clean your hands before cooking.
7. I enjoy a glass of milk or a small dessert or a piece of fruit after lunch.
8. The best cakes are made with fresh butter milk and eggs.

Connect to Writing: Drafting

Writing Sentences

Finish each sentence with a series of three or more appropriate items. Add commas where needed.

1. When I make a hamburger, I like to add ___.
2. This year in school I am studying ___.
3. When we have a holiday dinner, my favorite foods are ___.
4. I ___ to stay in shape.
5. Before leaving for school each morning, I usually like to ___.
6. Three places in the United States I would like to visit are ___.
7. ___ are the friends whom I trust the most to help me in difficult situations.

Adjectives Before a Noun

If a conjunction is missing between two adjectives that come before a noun, a comma is sometimes used to take its place.

The rabbits disappeared into the tall, thick grass of the Nebraska plain.

That is the oldest, most beautiful tree in the redwood forest.

Several delicate, fragrant flowers blossomed from the desert cactus.

25 B.2 A comma is sometimes needed to separate two adjectives that precede a noun and are not joined by a conjunction.

A useful test can help you decide whether a comma is needed between two adjectives. If the sentence reads sensibly with the word *and* between the adjectives, a comma is needed.

Comma Needed Mississippi is a damp, lush place.
(*A damp and lush place* reads well.)

Comma Not Needed Today was a damp spring day.
(*A damp and spring day* does not read well.)

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

ADJECTIVE EXPRESSIONS	
six oak trees	his old brown guitar
a large green meadow	the ancient oral saga
one hundred beautiful butterflies	two leafy willow trees

Practice Your Skills

Using Commas with Adjectives

Rewrite each sentence, adding commas where needed. If the sentence is correct, write **C**.

1. America is a land of diverse colorful regions.
2. Prickly cactus produces beautiful delicate flowers in the harsh deserts of Arizona.
3. Some parts of California are famous for sturdy redwood trees.
4. The golden wheat fields of Kansas are a glorious sight to behold.

5. The city of Chicago offers many great vistas of Lake Michigan.
6. The lovely quaint villages of New England attract many tourists.
7. Florida has large sandy beaches along both the Atlantic Ocean and the Gulf of Mexico.
8. Central Texas contains dark rich farmland and a good supply of water.

Compound Sentences

A comma is usually used to separate the independent clauses in a compound sentence.

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

A coordinating conjunction most often combines the independent clauses in a compound sentence.

COORDINATING CONJUNCTIONS						
and	but	for	nor	or	so	yet

Notice in the following examples that the comma comes before the conjunction.

I play the flute, and my sister plays the guitar.

Pick up my guitar, or it might get left behind.

A comma is not needed in a very short compound sentence.

Lisa played and I sang.

Do not confuse a compound sentence with a sentence that has a compound verb. No comma comes between parts of a compound verb unless there are three or more verbs.

Compound Sentence	We waited for twenty minutes, but Lisa never appeared on stage.
Compound Verb	We waited for twenty minutes and then left.

A compound sentence can also be joined by a semicolon. You can learn more about compound sentences on pages 654–656.

Practice Your Skills

Using Commas with Compound Sentences

Read the paragraph below. Write ***C*** if a sentence is punctuated correctly. Write ***I*** if it is punctuated incorrectly.

(1) Musicologists study the history of music and analyze its meaning to society. **(2)** The history of rap music is interesting and so many musicologists are beginning to examine it. **(3)** In 1979, Sugar Hill Gang recorded "Rappers' Delight" and this song changed the music world. **(4)** The song "Rappers' Delight" was a breakthrough and its lyrics provided the term hip hop. **(5)** Hip hop is related to rap music but they are different in some ways. **(6)** Rap is the spoken words of the song and hip hop refers to the background music. **(7)** Rappers speak the words of their songs rapidly and accent some phrases more than others. **(8)** In 1982, the first rap song with a political message was recorded and this song gave a social conscience to rap. **(9)** Sampling pieces of other songs began in 1986 and opened rap music to many lawsuits. **(10)** In 1986, rap videos began to appear on TV and attracted a new audience.

Introductory Structures

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

25 B.4 Use a comma after certain **introductory structures**.

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

Words	**No,** I have not heard about the earthquake.
	Yes, it was a bad one.
	(Other words include *now, oh, well,* and *why*—except when they are part of the sentence. *Why didn't you tell me?*)
Prepositional Phrase	**After the earthquake in San Francisco,** neighbors joined together to help one another.
	In just a few seconds, people's lives changed dramatically.
	(A comma comes after two or more prepositional phrases or a single phrase of four or more words.)
Participial Phrase	**Feeling the ground begin to rumble,** residents ran nervously from their homes and offices into the street.
Adverbial Clause	**As one man exited his home,** the roof caved in.

Notice that the punctuation of shorter phrases varies. Also, never place a comma after a phrase or phrases followed by a verb.

Others

In Room 37, 19 students were injured.
(A comma is usually used after an introductory phrase that ends in a number.)

In the road, blocks of wood were a hazard.
(The comma prevents confusion.)

On the floor of a destroyed home lay a child's teddy bear.
(The phrases are followed by the verb.)

Connect to Writing: Drafting

Writing Sentences

Write a sentence using each of the following introductory words or phrases. Add commas where needed.

1. After the long thunderstorm
2. As the sky began to clear
3. Well
4. Hearing the raindrops on our roof
5. In Room 206
6. When the sounds stopped
7. Because the lights went out
8. Hiding under her desk
9. In the heat of the day
10. When we went outside

Commonly Used Commas

When you tie your shoelaces, you do not have to think about how to do it as you did when you were little. You do it automatically. There are some comma rules you have been using for so many years that they probably have also become automatic. The following is a brief review of those rules for using commas.

Commas with Dates and Addresses

For clarity, commas are used to separate the various elements in a date or an address from one another.

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

Notice in the following examples that a comma is also used to separate a date or an address from the rest of the sentence.

Date On Tuesday, February 2, 1941, my grandmother was born.

Address Her parents lived at 29 Bank Street, Long Beach, California, at the time.

A comma is not used to separate the state and the ZIP code.

Send your request for information to Genealogy Research, 500 West 52nd Street, New York, NY 10019.

Commas in Letters

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

SALUTATIONS AND CLOSINGS

Salutations	Dear Uncle Joe,	Dear Emily,	Dearest Grandma,
Closings	Love,	Yours truly,	Sincerely,
	Thank you,	Regards,	Best wishes,

When You Write

Using too many commas can be as confusing as not using enough commas. Use commas only where a rule indicates they are needed and only where they make the meaning of your writing clearer. If you cannot find a rule that says you need a comma, try reading the sentence aloud with a comma and without a comma. If the pause seems natural or if the sentence is confusing without it, keep the comma. You can also follow this saying: "When in doubt, leave it out."

Practice Your Skills

Using Commas

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

1. a. Dear Felipe,
b. Dear Felipe
2. a. Wednesday, June 2, 1999
b. Wednesday June 2, 1999
3. a. With love,
b. With love
4. a. Dr. Tonya Jackson 21 Jewel Road Park City Idaho 92714
b. Dr. Tonya Jackson, 21 Jewel Road, Park City, Idaho 92714
5. a. Thank you
b. Thank you,
6. a. Dear Darla,
b. Dear, Darla
7. a. December 7, 1941
b. December 7 1941
8. a. El Paso, Texas
b. El Paso Texas,

Connect to Writing: Revising

Correcting Comma Errors

Rewrite the following letter, adding commas where needed.

May 2 2006

Dear Grandma

I am trying to get some information for a family-tree project that I have to do for social studies. I know that your father was born on March 26 1919. His place of birth was his aunt's home on 26 Lasso Lane Bozeman Montana. What can you tell me about your father's parents?

Please send a response to me at my school address, which is Lake Travis High School 3322 Ranch Road Austin, Texas 78734.

Love
Elias

Check Point: Mixed Practice

Read the paragraphs below. Write each word that should be followed by a comma.

(1) Pinnipeds are fin-footed mammals with limbs that are used as paddles or flippers. **(2)** The three main kinds of pinnipeds are the walrus the sea lion and the seal. **(3)** All pinnipeds are meat eaters and they all live in the water. **(4)** Most pinnipeds live in the cold waters of the Arctic and they have become well adapted to this kind of existence. **(5)** Their tapered streamlined bodies make them excellent swimmers. **(6)** Their thick layer of blubber gives them added buoyancy and helps keep them warm.

(7) Searching for food pinnipeds can dive two or three hundred feet below the water's surface. **(8)** When they are underwater their nostrils close. **(9)** Most pinnipeds have sharp backward-pointing teeth. **(10)** This feature makes it possible for a pinniped to seize prey and direct it down its throat. **(11)** Because pinnipeds are sociable animals they live together in large herds.

(12) The walrus is one type of pinniped. **(13)** Some scientists classify the walrus as a type of large seal. **(14)** Having tusks to defend itself the walrus can protect itself from the threat of the much larger polar bear. **(15)** When walruses climb onto ice they can also use their tusks as hooks.

(16) The sea lion lives in the northern Pacific Ocean and parts of the Southern Hemisphere. **(17)** Using all four flippers sea lions can walk on land. **(18)** Their thick blubbery layers keep them warm.



Connect to Writing: Informative Note

Using Commas

You are applying for a job as a counselor in a summer camp. Your prospective employer, Ms. Smythe, has asked that you send her a note that contains all the following information:

- your full name
- your date of birth
- your current address
- your previous work experience
- the date on which you can begin work

Because Ms. Smythe is a prospective employer, you want to make a good impression. Use complete sentences and check your work for the proper use of commas.

Commas That Enclose

Lesson 3

Some expressions interrupt the flow of a sentence. These expressions generally add important information, but are not necessary to understanding the main idea of the sentence.

25 C **Commas are used to enclose words that interrupt the main idea of a sentence.**

If an interrupting expression comes in the middle of a sentence, a comma is placed before and after the expression to set it off. If an interrupting expression comes at the beginning or the end of a sentence, only one comma is used to separate it from the rest of the sentence.

Commas in Middle	The movie**,** **to tell the truth,** was boring.
Comma at Beginning	**To tell the truth,** the movie was boring.
Comma at End	The movie was boring**,** **to tell the truth.**

Direct Address

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

25 C.1 Use commas to enclose **nouns of direct address.**

Shelli, what is your opinion?

Your explanation**,** **Marc,** was excellent.

Did you like the movie**,** **Maria?**

When You Read and Write

Writers often use commas when writing dialogue to indicate pauses in their characters' words. What do the pauses in the following dialogue tell you about what is happening?

"What in the world happened here?" our father asked in disbelief.
"Well, uh, we were just, uh, playing."

"Well, uh, we were just, uh, playing."

Practice Your Skills

Using Commas with Direct Address

Read the sentences below. Write ***C*** if the sentence is punctuated correctly. Write ***I*** if it is punctuated incorrectly.

1. As our drama teacher, Mrs. Washburn, will you explain that movie to us?
2. Certainly Shelli but the explanation is lengthy.
3. We thought the movie was boring Mrs. Washburn.
4. The plot was complicated, class.
5. Marc, would you like to explain it to the class?
6. The plot, Mrs. Washburn was actually one big story with two smaller subplots.
7. Yes, Marc, that is very true.
8. Mrs. Washburn why did the director make the movie so hard to understand?

Parenthetical Expressions

A **parenthetical expression** provides additional or related ideas. It is related only loosely to the rest of the sentence. The parenthetical expression could be removed without changing the meaning of the sentence.

25 C.2 Use commas to enclose, or set off, **parenthetical expressions.**

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

By the way, did you bring your binoculars?

The indigo bunting**, in my opinion,** is a beautiful bird.

We can watch the birds a little longer**, I guess.**

Nicole**, on the other hand,** has to leave.

We, **however,** just arrived.

Other expressions, as well, can be used as parenthetical expressions.

The roseate spoonbill, **although it looks like a flamingo,** is a different bird.

According to my book, puffins are not found in Florida.

Birds, **it is known,** communicate with one another.

25 C.3 **Contrasting expressions,** which usually begin with the word *not,* are also considered parenthetical expressions and should be set off by commas.

The mockingbird, **not the cardinal,** is the state bird of Texas.

The seagull is found inland, **not just by the ocean.**

My sister, **not I,** is the family bird expert.

Practice Your Skills

Using Commas with Parenthetical Expressions

Rewrite each sentence, adding commas where needed. If the sentence is correct, write ***C.***

1. Generally speaking birds are animals that have wings and fly.
2. Not all birds however fit this description.
3. In fact, many birds are unable to fly but have wings.
4. Consequently, birds are classified as animals with both wings and feathers.
5. Nevertheless birds are among nature's most interesting creatures.
6. Burrowing owls for example are



Connect to Writing: Drafting

Using Parenthetical Expressions

Write a paragraph about a favorite bird or other animal. Use a variety of parenthetical expressions, including contrasting expressions, in your paragraph. Be sure to use commas correctly.

Appositives

An **appositive** with its modifiers identifies or explains a noun or a pronoun in the sentence. Notice in the example that an appositive is enclosed in commas.

The Greenville firehouse**,** **a town landmark,** has finally been restored.

25 C.4 Use commas to enclose most **appositives** and their modifiers.

Notice in the following examples that an appositive can come in the middle of a sentence or at the end of a sentence. If an appositive comes in the middle of a sentence, two commas are needed to enclose it.

Greenville**,** **an old Western town,** is an interesting place to visit.

Hannah bought me a beautiful gift**,** **some Greenville turquoise.**

Titles and degrees that follow a person's name are a type of appositive and should also be set off by commas. Contemporary usage does not treat *Jr.* as an appositive. Use , *Jr.*, in cases where the person named has traditionally used it, however.

Rose Watts**,** **Ph.D.,** is a well-known expert on the history of Greenville.

Harry Jackson**,** **Jr.,** was the first sheriff in Greenville.

Mr. Smith**,** **CEO,** joined the Greenville Historical Society in 1999.

Commas are not used if an appositive identifies a person or thing by telling which one or ones when there is more than one possibility. Usually these appositives are names and have no modifiers.

My friend **Greta** will travel to Greenville with us.

The book ***Western History*** devotes two pages to a description of the town.

We **students** studied the Old West last year.

You can learn more about appositives on pages 617–618.

Practice Your Skills

Using Commas with Appositives

Rewrite each sentence, adding commas where needed. If the sentence is correct, write ***C.***

1. Manifest Destiny the belief that it was America's mission to expand westward inspired many explorers in the 1800s.
2. The explorers Lewis and Clark set out to cross the unmapped continent in 1804.
3. The third president Thomas Jefferson had purchased a large portion of that land from France.
4. Jefferson secured $2,500 a grant from the Congress to support the Lewis and Clark expedition.
5. The Native American guide Sacajawea helped the party cross the unfamiliar terrain.
6. Lewis and Clark also hired Sacajawea's husband, Toussaint Charbonneau to guide them.
7. Sacagawea, a Shoshone, was fluent in many native languages.

Check Point: Mixed Practice

Rewrite the paragraph below, adding commas where needed.

(1) A man who lived in California constructed a musical robot. **(2)** The amazing thing about this achievement however is that the man made it in 1940! **(3)** The robot by the way looked like a woman. **(4)** Sitting on a couch the robot would play the zither. **(5)** The zither a musical instrument has 30 to 40 strings.

(6) Anyone who was within a twelve-foot radius could ask it to play any of about 3,000 tunes. **(7)** A person's voice not a switch touched off its controls. **(8)** The machinery inside it included 1,187 wheels and 370 electromagnets. **(9)** No one has discovered in spite of extensive research whatever happened to Isis the world's first robot musician.

Nonrestrictive and Restrictive Elements

Sometimes a particular phrase or a clause is not essential to the meaning of a sentence. These phrases and clauses are called **nonrestrictive**.

25 C.5 Use commas to set off **nonrestrictive** participial phrases and clauses.

A participial phrase or a clause is nonrestrictive if it provides extra information that is not essential to the meaning of the sentence.

Nonrestrictive	Dallas**, lying in the eastern part of Texas,** receives quite a bit of rain. (participial phrase)
Nonrestrictive	Carol**, wearing a raincoat but no hat,** likes the rain. (participial phrase)
Nonrestrictive	Three inches is the annual rainfall in Yuma, Arizona**, which is in the southwestern part of the state.** (relative clause)

If the nonrestrictive phrase and clause in the preceding examples were dropped, the main idea of the sentences would not be changed in any way.

Dallas receives quite a bit of rain.

Carol likes the rain.

Three inches is the annual rainfall in Yuma, Arizona.

A **restrictive** phrase or clause usually identifies a person or thing and answers the question *Which one?* when there might be confusion otherwise.

25 C.6 If a participial phrase or a clause is **restrictive**—essential to the meaning of a sentence—no commas are used.

Clauses that begin with *that* are usually restrictive; clauses that begin with *which* are often nonrestrictive.

Restrictive	We enjoyed the program **presented by the meteorologists.** (participial phrase)
Restrictive	The speaker **who closed the program** is my father. (relative clause)
Restrictive	His prediction **that the summer would be very dry** proved accurate. (relative clause)

If the restrictive phrases and clauses in the preceding examples were dropped, necessary information would be missing. The main idea of the sentence would be incomplete.

We enjoyed the program. (*Which* program?)

The speaker is my father. (*Which* speaker?)

His prediction proved accurate. (*Which* prediction?)

Nonrestrictive and restrictive elements are sometimes called nonessential and essential elements.

Practice Your Skills

Using Commas with Nonrestrictive Phrases and Clauses

Rewrite each sentence, adding commas where needed. If the sentence is correct, write ***C.***

1. Lightning that strikes in dry forests can cause forest fires.
2. Often thunderstorms produce lightning that ignites dry areas.
3. Lightning which occurs all over the world is an amazing phenomenon.
4. Thunder which can be quite loud follows a lightning flash.
5. Lightning which is caused by streams of electricity can also strike humans.
6. A bolt of lightning striking a person usually causes very serious injury or death.
7. The phenomenon of lightning bolts traveling between two clouds is quite common.
8. Animals alarmed by the loud noises usually find cover during thunderstorms.
9. Lightning rods placed on the roof protect buildings from lightning damage.
10. Thunder occurring after a lightning flash is not dangerous in itself.



Check Point: Mixed Practice

Rewrite the paragraphs below, adding commas where needed.

(1) The bald eagle of course is not bald. **(2)** It was named at a time when bald meant "white." **(3)** Because it has white feathers on its head the adult eagle has its present name. **(4)** In contrast to its white head and tail the bald eagle's body and wings are brown. **(5)** Its eyes beak and feet are yellow. **(6)** An eagle can be over three feet long and its wingspan may be over seven feet. **(7)** Its toes end in talons which are strong claws.

(8) An eagle is a hunter. **(9)** It feeds mainly on dead or dying fish but sometimes will eat small animals. **(10)** It swoops down picks up its prey in its talons and flies off. **(11)** An eagle that weighs eight to twelve pounds is able to carry an animal weighing as much as seventeen pounds!

(12) Even though the bald eagle is the national emblem it had become an endangered species by the 1960s. **(13)** After years of federal action and nationwide attention this magnificent bird was declared out of danger in 1999.



Chapter Review

Assess Your Learning

Understanding Kinds of Sentences and End Marks

Write each sentence and its appropriate end mark. Then label each one ***D*** for declarative, ***IM*** for imperative, ***IN*** for interrogative, or ***E*** for exclamatory.

1. Listen to these interesting facts about your body
2. No one else in the whole world has the same fingerprints or voiceprint as you do
3. If it takes 14 muscles to smile, how many muscles does it take to frown
4. The answer is 20, which means that it's easier to smile than to frown
5. Wait until you hear this next fact
6. Particles in a sneeze can travel at speeds of over 100 miles per hour
7. Did you ever cry when you cut an onion
8. A cut onion releases a gas that irritates your eyes
9. Then your tears automatically come to your eyes to wash away the gas—like windshield wipers
10. There are 206 bones in the human body
11. Do you know the name of the longest bone
12. The longest is the femur, or the thigh bone
13. Take care of your bones by drinking plenty of milk
14. What have we learned from these facts
15. Without a doubt, the workings of the human body are extraordinarily amazing

Using Commas Correctly

Write each sentence, adding a comma or commas where needed. If a sentence needs no commas, write ***C.***

1. Pablo is your birthday on Tuesday March 6?
2. Gazelles and prairie dogs seldom drink water.
3. The Marianas Trench in the Pacific the lowest point on Earth is 36,198 feet below sea level.
4. Jennifer is only one day older than her cousin.
5. An old farmhouse owned by Ito stands near a meadow.
6. On Monday my brother will enter the Army at Fort Dix New Jersey.
7. Before locking up the custodian turned off the lights.
8. In Switzerland official notices are printed in French German Italian and Romansch.
9. Generally speaking a worker bee may live for six months but a queen bee may live for six years.
10. No Leslie doesn't live in Louisville Kentucky anymore.

Writing Sentences

Write ten sentences that follow the directions below.

Write a sentence that…

1. includes a series of nouns.
2. includes two adjectives before a noun.
3. has two independent clauses joined by a coordinating conjunction.
4. includes an introductory participial phrase.
5. includes an introductory adverbial clause.
6. includes a direct address.
7. includes a parenthetical expression.
8. includes an appositive.
9. includes a nonrestrictive adjectival clause.
10. includes a street number and name, city, and state.

End Marks and Commas: Posttest

Directions

Write the letter of the mark of punctuation that correctly completes each sentence. If the sentence contains no error, write ***D.***

(1) The Alistairs have ten children, whose ages range from fifteen years to six months. **(2)** How do they manage a shopping trip **(3)** They load the kids into two vans and they drive to a large shopping mall. **(4)** Then the fun begins **(5)** Each older wiser kid takes charge of a younger one. **(6)** The Alistairs go to clothing stores shoe stores, and stationery stores. **(7)** Don't lose anyone **(8)** By the end of the day everyone is exhausted and ready to go home. **(9)** They meet in a pizza restaurant inside the mall. **(10)** With a little bit of luck all of the children and their parents will have accomplished their shopping on time.

1. **A** period
B comma
C question mark
D No error

2. **A** period
B comma
C question mark
D No error

3. **A** period
B comma
C exclamation point
D No error

4. **A** exclamation point
B comma
C question mark
D No error

5. **A** period
B comma
C question mark
D No error

6. **A** period
B comma
C question mark
D No error

7. **A** exclamation point
B comma
C question mark
D No error

8. **A** period
B comma
C question mark
D No error

9. **A** period
B comma
C question mark
D No error

10. **A** period
B comma
C question mark
D No error

Writer's Corner

Snapshot

25 A A sentence may be **declarative, imperative, interrogative,** or **exclamatory.** (pages 842–844)

25 B **Commas** are used to prevent confusion and to keep items from running into one another. (pages 848–856)

25 C **Commas** enclose words that interrupt the main idea of a sentence. (pages 857–864)

Power Rules

Be sure that every statement in your writing is a **complete sentence, not a fragment.** Each sentence should begin with a capital letter and end with the correct punctuation mark. You can fix a fragment by adding a conjunction and/or a comma to join it to an independent clause. (pages 666–671)

Before Editing	After Editing
If I go to the game. I'll pick you up.	*If I go to the game,* I'll pick you up.
My cousin. *A soccer fanatic.* Will probably want to come along too.	My cousin, *a soccer fanatic,* will probably want to come along too.
I will try to get to this game. *Because it will determine the final play-off.*	I will try to get to this game *because it will determine the final play-off.*

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

Before Editing	After Editing
Sara decided to go to the picnic, her sister went to the movies.	Sara decided to go to the picnic, *and* her sister went to the movies.
They met in the late afternoon, they were going to look for a birthday gift for their cousin.	They met in the late afternoon. *They were going to look for a birthday gift for their cousin.*
They found a gift, they had an early dinner.	*After* they found a gift, they had an early dinner.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I use a period to end sentences that make a statement or express an opinion? (See page 842.)
- ✓ Did I use a period or exclamation point to end a sentence that gives a direction or a command or makes a request? (See page 842.)
- ✓ Did I use a question mark to end a sentence that asks a question? (See page 843.)
- ✓ Did I use an exclamation point to end a sentence that expresses strong feelings? (See page 843.)
- ✓ Did I correctly use commas to separate items in a series? (See pages 848–849.)
- ✓ Did I use commas between two adjectives when they were needed to make my writing clear? (See pages 850–851.)
- ✓ Did I use commas to set off expressions that interrupt the flow of the sentence? (See pages 857–864.)
- ✓ Did I use commas correctly to set off nonrestrictive phrases and clauses? (See pages 862–864.)

Use the Power

When you know the purpose of your sentence, you know which end punctuation to use. Use the sentences and the image at the right to help you remember how different end marks can sometimes completely change the meaning or clarity of a sentence.



Imperative	Add green food coloring to the milk.
Interrogative	Add green food coloring to the milk?

CHAPTER 26

Italics and Quotation Marks



How can you create voice in your writing with italics and quotation marks?

Italics and Quotation Marks: Pretest 1

The following first draft contains several errors in the use of italics and quotation marks. The first error has been corrected. How would you revise the draft to correct other errors?

"We're leaving bright and early. Are you all packed?" asked Dad.
Almost called Jerry
Be sure to bring *The Hiker's Survival Guide* and the map said Dad.
Will do.
Did you grab some CDs to listen to on the ride up? asked Dad. I've got "Come Another Day" and "Ten to One."
Cool. I love the first track. I think it's called *"What's Next?"* Jerry said.
"Do we need anything else"? asked Dad. If not, let's get this show on the road.

Italics and Quotation Marks: Pretest 2

Directions

Read the passage and write the letter of the answer that correctly punctuates each underlined part. If the underlined part contains no error, write ***D.***

(1) "Are you taking advanced English, Jay" Ellie asked?
(2) "No," Jay replied, "math is what interests me."
(3) Ellie said, "I hope we do some of Emily Dickinson's poems, such as 'I Am Nobody.'"
(4) "We have to write five papers"! Anthony exclaimed.

Ellie couldn't believe her ears. Did she just hear him say, **(5)** "We have to write five papers"?

1. **A** "Are you taking advanced English, Jay"? Ellie asked.
B "Are you taking advanced English, Jay?" Ellie asked.
C "Are you taking advanced English, Jay Ellie asked"?
D No error

2. **A** "No." Jay replied, "Math is what interests me."
B "No." Jay replied. "Math is what interests me."
C "No," Jay replied. "Math is what interests me."
D No error

3. **A** Ellie said, "I hope we do some of Emily Dickinson's poems, such as 'I Am Nobody."
B Ellie said, "I hope we do some of Emily Dickinson's poems, such as I Am Nobody.
C Ellie said, "I hope we do some of Emily Dickinson's poems, such as 'I Am Nobody.'
D No error

4. **A** "We have to write five papers" Anthony exclaimed!
B "We have to write five papers." Anthony exclaimed.
C "We have to write five papers!" Anthony exclaimed.
D No error

5. **A** 'We have to write five papers'?
B 'We have to write five papers?'
C "We have to write five papers?"
D No error

Italics (Underlining) Lesson 1

26 A **Italics are printed letters that slant to the right. Italics are used for titles of long works, foreign words, and words or numbers used as words. When you are writing by hand, underline words that should be in italics.**

Italics	My mom read *Charlie and the Chocolate Factory* to my little sister.
Underlining	My mom read Charlie and the Chocolate Factory to my little sister.

Letters, Numbers, and Words

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

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

When you use the computer, you should italicize; when you write, you should underline. Do not do both. If the number or letter is plural, do not italicize (underline) the *s*.

Letters	My little sister has trouble writing *5*s and *B*s. or My little sister has trouble writing 5s and Bs.
Words, Phrases	She cannot pronounce the word *teeth*. or She cannot pronounce the word teeth.
Foreign Words	We call our German grandmother *Oma*. or We call our German grandmother Oma.

There may be times when you want to emphasize a word for a specific reason. You can do so by italicizing or underlining the word. Example: She insists that she heard *two* explosions.

Titles

26 A.2 Italicize (underline) the titles of long written or musical works that are published as a single unit. Also italicize (underline) the titles of periodicals, movies, radio and television series, paintings and sculptures, and the names of vehicles. All words in the title should be italicized.

TITLES		
Books	*Jane Eyre*	White Fang
Newspapers	*Chicago Tribune*	Sacramento Bee
Periodicals	*Seventeen*	the Reader's Digest
	(In general, do not italicize or underline *the*, which often appears before newspaper or periodical titles.)	
Plays, Movies	*Romeo and Juliet*	The Wizard of Oz
Book-Length Poems	*Evangeline*	Odyssey
Radio and Television Series	*The Shadow*	Law and Order
Long Musical Works	*Faust*	La Traviata
Works of Art	*Mona Lisa*	Venus de Milo
Ships, Planes, Other Craft	*Titanic*	Spirit of St. Louis
	Voyager 2	Discovery

You can learn about capitalization of titles on pages 829–832.

Practice Your Skills

Using Italics (Underlining)

Write ***a*** or ***b*** to indicate which item in each pair shows the correct use of italics.

1. a. the novel *The Mill* on the *Floss*
b. the novel *The Mill on the Floss*
2. a. the opera The Barber of Seville
b. the opera *The Barber of Seville*
3. a. the magazine *Boy's Life*
b. *the magazine Boy's Life*
4. a. the newspaper the *Los Angeles Times*
b. the newspaper *the Los Angeles Times*

5. a. the painting The *Last Supper*
b. the painting *The Last Supper*
6. a. the musical *The Phantom of the Opera*
b. the musical *The Phantom* of the *Opera*
7. a. the film *Citizen Kane*
b. *the film Citizen Kane*
8. a. *Shakespeare's play Twelfth Night*
b. Shakespeare's play *Twelfth Night*
9. a. the television show *The X-Files*
b. the television show The *X-Files*
10. a. the aircraft carrier USS *Enterprise*
b. the *aircraft carrier* USS *Enterprise*

Connect to Writing: Editing

Using Underlining

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

1. I love adventure books like 20,000 Leagues Under the Sea by Jules Verne.
2. I can imagine myself on a submarine like the Nautilus.
3. This book was written before transportation innovations like the Concorde.
4. In The Wonderful Wizard of Oz, published in 1900, tornadoes, horses, and hot-air balloons are all used for transportation.
5. In 1912, the allegedly unsinkable ship Titanic sank after striking an iceberg.
6. The word titanic actually means "colossal."
7. It is derived from the Greek word titanikos, which relates to the mythological Titans.
8. Other famous vehicles that suffered a tragic end include the zeppelin Hindenburg and the ocean liner Lusitania.
9. The history of steamships, such as the Queen Mary, is rich.
10. Magazines like Aviation History and Collectible Automobile regularly feature stories about the history of transportation.

Connect to Writing and Speaking: Peer Consultation

Using Italics

Write a paragraph about the television programs and films you most enjoy. Then consult with a partner about your preferences. Together, write a new paragraph that combines examples that you both admire. Be sure you use italics correctly.

Quotation Marks Lesson 2

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

Quotation Marks with Titles

You have learned that titles of long works are italicized (underlined). Most long works are made up of smaller parts. For example, books are composed of chapters, and magazines contain articles. The titles of these smaller parts should be enclosed in quotation marks.

26 B.1 Use quotation marks to enclose the titles of chapters, articles, stories, one-act plays, short poems, and songs. The entire title should be in quotation marks.

Chapters	Read "I Am Born," the first chapter in my favorite book, *David Copperfield*.
Articles	Have you seen the article "Charles Dickens's England" in *Newsweek?*
Stories	I read "Everyday Use" by Alice Walker yesterday.
One-Act Plays	Sherry is going to be in the school's performance of "Drama Club."
Short Poems	My favorite poem in the book *Famous Twentieth Century Poetry* is "Sea Lullaby."
Songs	My mother told us that they used to sing a song called "Puff, the Magic Dragon."

You will learn more about other punctuation, such as commas and periods, with quotation marks later in this chapter.

Practice Your Skills

Punctuating Titles

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

1. a. the short story *The Lottery*
b. the short story "The Lottery"

2. a. the poem The Elegance of Memory
b. the poem "The Elegance of Memory"

3. a. the song “Somewhere Over the Rainbow”
b. the song “Somewhere Over” the “Rainbow”
4. a. the short story “The Washwoman”
b. the short story The “Washwoman”
5. a. the chapter title The “Romantic” Poets
b. the chapter title “The Romantic Poets”
6. a. the song *Twinkle, Twinkle Little Star*
b. the song “Twinkle, Twinkle Little Star”
7. a. the poem “The Road Not Taken”
b. the poem The “Road Not Taken”
8. a. the short story “The Rocking-Horse Winner”
b. the short story *The Rocking-Horse Winner*
9. a. the chapter title *The Art of Georgia O’Keefe*
b. the chapter title “The Art of Georgia O’Keefe”
10. a. the song “Frozen”
b. the song *Frozen*

Check Point: Mixed Practice

Write each sentence, adding quotation marks or underlining where needed.

1. The Roots of Old Verse is the lead article in the Atlantic Literary Journal.
2. The familiar lullaby Rock-a-Bye Baby dates from the Elizabethan period.
3. Ring Around the Roses is an old rhyme from the Middle Ages.
4. No, I read Mending Wall in the book Selected Poems of Robert Frost.
5. I read an article about him called Frost’s New England in Newsweek.
6. Do you know the song I Can’t Choose by John Knight?
7. It is based on The Road Not Taken, which was also written by Frost.

Connect to Writing: Persuasive Letter

Using Quotation Marks with Titles

Your choral director has asked for song suggestions for an upcoming performance. Write a letter suggesting two songs for the performance. They can be popular songs or songs from opera or musicals. Give convincing reasons why the chorus should sing these two songs. When you have finished your letter, check that you have punctuated the song titles correctly.

Quotation Marks with Direct Quotations

The most important thing to remember when writing direct quotations is that quotation marks enclose only the *exact words* of a speaker. In other words, quotation marks are used only with a **direct quotation.**

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

"I just finished my homework," Zoe said.

Will said, "I'll be glad to check it for you."

Sometimes, when you write, you may paraphrase what someone has said—without using his or her exact words. When you paraphrase, you are indirectly quoting a person. Do not use quotation marks with **indirect quotations.**

Zoe said that she had just finished her homework.
(The word *that* signals the indirect quotation.)

Will said he would check it for her.
(The word *that* is understood.)

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

"Yesterday I left my homework in my locker," Zoe added.

Zoe added, "Yesterday I left my homework in my locker."

For variety or emphasis, a quotation can also be interrupted by a speaker tag. When this interruption occurs, you need two pairs of quotation marks because quotation marks enclose only a person's exact words, not the speaker tag.

"Yesterday," Zoe added, "I left my homework in my locker."

To quote more than one sentence, put quotation marks at the beginning and at the end of the entire quotation. Do not put quotation marks around each sentence within a quotation—unless a speaker tag interrupts.

Zoe added, "Yesterday I left my homework in my locker. Mrs. Cash was very nice about it. She wrote a hall pass so that I could retrieve it."

"Yesterday I left my homework in my locker," Zoe said. "Luckily, Mrs. Cash wrote a hall pass so I could retrieve it."

Notice in the examples that the comma or period that follows the quotation is placed *inside* the closing quotation marks. Of course, if the sentence ends with the speaker tag, then the period follows the speaker tag.

"I got my homework and returned to class," said Zoe.

Practice Your Skills

Using Quotation Marks with Direct Quotations

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

1. Joey told Mrs. Cash that the dog ate his homework.
2. That's the oldest excuse there is, said Mrs. Cash.
3. Mrs. Cash asked us to get out our math books.
4. "I wonder what our topic is today," said Zoe.
5. "Today, Mrs. Cash said, we'll be discussing real-life math."
6. She said that "we were going to discuss how to count a customer's change back to him or her."
7. Our teacher continued, We will also talk about how to determine sales tax.
8. "Mrs. Cash, Will said, most cash registers indicate the correct change."

Capital Letters with Direct Quotations

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

"**U**sually, bees swarm in the spring," my teacher said.

My teacher said, "**U**sually, bees swarm in the spring."

If a single-sentence quotation is interrupted by a speaker tag, use only one capital letter—at the beginning of the sentence.

"**U**sually," my teacher said, "bees swarm in the spring."

Practice Your Skills

Using Capital Letters with Direct Quotations

Read the sentences below. Write ***I*** if the sentence is capitalized incorrectly. Write ***C*** if the sentence is capitalized correctly.

1. "When honey bees swarm," said Mr. Johnson, "They are usually engorged with honey."
2. Maya asked, "Will they sting people then?"
3. "Yes, they might," replied the teacher, "But they are less likely to sting than at other times."
4. "Bees are not native to America," Mr. Johnson said.
5. Greg said, "in a magazine, I read an article that said they were brought here from Europe."

Commas with Direct Quotations

When you are reading quoted material aloud, your voice naturally pauses between the speaker tag and the direct quotation. In written material these pauses are indicated by commas.

26 B.4 Use a comma to separate a direct quotation from a speaker tag. Place the comma inside the closing quotation marks.

"The ice cream isn't frozen yet**,**" Jordan cautioned.

Jordan cautioned**,** "The ice cream isn't frozen yet."

"The ice cream**,**" Jordan cautioned**,** "isn't frozen yet."

In the second and third examples above, note that the comma before the opening quotation marks is placed after the speaker tag, outside the opening quotation marks.

Practice Your Skills

Using Commas with Direct Quotations

If the use of commas in the sentence is incorrect, write ***I.*** If the use of commas is correct, write ***C.***

1. "I love making homemade ice cream", said Jordan.
2. Lori admitted, "I've never done that before."
3. "It's not hard," said Jordan "as long as you have an ice-cream maker."
4. "My grandfather has one of the old ones," said Lori, "with a crank."
5. "Ours is electric", said Jordan "but either one will do."

End Marks with Direct Quotations

End marks come at the end of a quoted sentence, just as they do in a sentence that is not a quotation. Commas and periods always come within quotation marks.

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

Carlos said, "This afternoon we'll hike in the Grand Canyon."

"This afternoon," Carlos said, "we'll hike in the Grand Canyon."

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

"This afternoon we'll hike in the Grand Canyon," Carlos said.

A period comes at the end of each sentence in a quotation of two or more sentences.

"This afternoon we'll hike in the Grand Canyon," Carlos said. "Tomorrow we'll visit an archaeological dig. The next day we'll go home."

Follow these two rules when dealing with quotations, questions, and exclamations.

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

Madison asked, "Is the canyon close or will we drive there?"

"Is the canyon close," Madison asked, "or will we drive there?"

"Is the canyon close or will we drive there?" Madison asked.

Dani screamed, "Watch out for that snake!"

"Watch out for that snake!" Dani screamed.

26 B.7 When a question mark or exclamation mark is part of the whole sentence, it is placed ***outside*** the closing quotation marks.

Did I hear the guide say, "That snake is not harmful"?
(The whole sentence—not the quotation—is the question.)

It was the happiest moment of my life when Carlos said, "It's time for a break"!
(The whole sentence is exclamatory, not the quotation.)

Connect to Writing: Editorial

Using Quotations

What is love? Why do people fall in love? Nikki Giovanni once said, "We love because it's the only true adventure." Collect two quotations about love from two people you know. Then using the quotation above and the two you collect, write an editorial about the meaning of love. After you write your article, read it to correct any errors. Don't forget to punctuate the quotations properly. Around the time of Valentine's Day, send your article to your local paper for inclusion in the special holiday section.

Practice Your Skills

Using End Marks with Direct Quotations

Write ***I*** if the end mark in the sentence is incorrect. Write ***C*** if the sentence is correct.

1. "Hiking the Grand Canyon can be fun," said Carlos. "However, you have to be careful."
2. "Going down is much easier than coming up," exclaimed Madison!
3. Carlos said, "It's also hotter down by the river than at the rim".
4. "Bring plenty of water," warned the guide. "It's also important to wear proper shoes."
5. Did you hear that ranger say, "Some trails are closed?"

Check Point: Mixed Practice

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

1. a cat has absolute honesty Ernest Hemingway noted
2. someone once said it's nice for children to have pets—until the pets start having children
3. if things went by merit Mark Twain announced you would stay out and your dog would go in
4. Samuel Butler said the hen is an egg's way of producing another egg
5. all animals are equal wrote George Orwell but some are more equal than others
6. what modest claim do kittens make David Irvine asked they claim the ownership of humans

Other Uses of Quotation Marks

Once you know how to punctuate a direct quotation correctly, you will be able to apply what you know to the following situations.

Dialogue

In writing, dialogue is treated in a special way so that a reader always knows who is speaking, even if there are no speaker tags such as "he said" or "she asked."

26 B.8 When writing dialogue, begin a new paragraph each time the speaker changes.

In the following excerpt from *Oliver Twist* by Charles Dickens, a new paragraph begins each time the housekeeper or Oliver speaks. They are discussing a painting of a beautiful woman that has been taken from the wall.

> "Ah!" said the housekeeper, watching the direction of Oliver's eyes. "It is gone, you see."
>
> "I see it is, ma'am," replied Oliver. "Why have they taken it away?"
>
> "It has been taken down, child, because Mr. Brownlow said, that as it seemed to worry you, perhaps it might prevent your getting well, you know," rejoined the old lady.
>
> "Oh, no, indeed. It didn't worry me, ma'am," said Oliver. "I liked to see it. I quite loved it."

When You Write

When you write dialogue or direct quotations, it is important not to repeat the word *said* too often in the speaker tags. Try to convey to your reader the tone or mood of the speaker or character by using vivid speaker tags. You can do this by using a different word for *said* or by adding an adverb showing how the words are spoken.

"You're finally here," **laughed** Jennifer.

"You're finally here," **whined** Jennifer.

"You're finally here," **snapped** Jennifer **impatiently.**

Notice how changing the speaker tags changes the meaning of the quotation and helps readers understand the speaker's or character's emotions.

Long Passages

When you write a report and want to support a point, you may want to quote more than one paragraph from a book. If this is the case, you use quotation marks in a slightly different manner.

26 B.9 When quoting a passage of more than one paragraph, place quotation marks at the beginning of each paragraph—but at the end of only the last paragraph.

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

"Charles Dickens wrote some of the most popular books of the nineteenth century. He was one artist who enjoyed as much fame during his lifetime as after his death.
(no closing quotation marks)

"The characters created by Dickens still resonate with modern readers of all ages. From the rags-to-riches-to-rags Pip of *Great Expectations* to the tragic Sydney Carton of *A Tale of Two Cities,* Dickens wrote remarkable accounts of the human condition.
(no closing quotation marks)

"Known after his first novel *The Pickwick Papers* as a writer of humor, Dickens turned to the darker side of orphanages and the Victorian workhouse in *Oliver Twist,* his second book. Through Oliver's eyes, readers experience the ugliness of poverty and the cruelty of adults to children."
(closing quotation marks)

Another way to quote a long passage is to set it off from the rest of the text by indenting both left and right margins. When you use this method of quoting a long passage—called the **block quote**—no quotation marks are needed.

As Donna Russell notes in her article "The Overtaxed Brain," people, particularly young people, can become overtaxed:

> I really do believe that most people want to do the right thing. From earliest childhood, we do our best to please others and to fit in. The problem arises when we don't fully understand the right thing to do. Our wiring becomes overtaxed, and we get a bit frazzled. How can we do right when we are so confused?

Quotations Within Quotations

A quotation within a quotation follows all the rules covered previously in this chapter. However, to avoid confusion, use single quotation marks to make a distinction between the two quotations.

26 B.10 To distinguish a quotation within a quotation, use single quotation marks to enclose the inside quotation.

"Is the song 'Food, Glorious Food' from the musical *Oliver*! by Lionel Bart?" Li asked.

Mr. Sanders said, "The most famous of Oliver Twist's lines in Dickens's book and Bart's musical is 'Please, Sir, I want some more.'"

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

Quote Marks to Show Irony or Sarcasm

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

26 B.11 Quotation marks can be used to alert readers to sarcasm or irony or to signal an unusual use of a term.

Bob's a real "expert" when it comes to cooking. He can boil water and make toast.

I saw the "chef" in action yesterday. He made me macaroni and cheese from a box.

Quotation marks can also be used to indicate jargon or slang. Be careful not to overuse quote marks to show irony or sarcasm. The usage can become tiresome if overdone.

