

When You Write

Most professional writers express sarcasm or irony through the structure of their sentences and the context of their words. Sometimes they use scare quotes, quotation marks around a word that indicate some special status. These quotation marks are often used to express humor, doubt, sarcasm, irony, or jargon. Compare these two sentences:

Quote Marks: Suddenly the room was filled with extremely loud pulsating “music.”

Sentence structure: Suddenly the room was filled with extremely loud pulsating music apparently created by musicians beating their amplifiers to death with rocks. —Dave Barry

Write two sentences: One that expresses sarcasm by using scare quotes and one that uses only words to express a sarcastic idea.

Practice Your Skills

Using Quotation Marks Correctly

Write **I** if the quotation marks in a sentence are used incorrectly. Write **C** if the quotation marks in a sentence are used correctly.

1. Mr. Sanders explained, “Charles Dickens’s works have now become a part of our everyday language.”
2. He continued, “Few educated people do not recognize these opening lines from *A Tale of Two Cities*. It was the best of times; it was the worst of times.”
3. “Mr. Sanders,” Li interrupted, “who is your favorite character from *Great Expectations*?”
4. “That’s hard to say,” answered Mr. Sanders, “but I do love the blacksmith Joe.”
5. Cindi said, “I love it when Sydney Carton says, It is a far, far better thing I do than I have ever done.”
6. “Yes, that’s the beginning of the last sentence in *A Tale of Two Cities*,” said Mr. Sanders.
7. “Why does Mr. Grimwig keep saying I’ll eat my head in *Oliver Twist*?” asked Cindi.

Connect to Writing: Drafting

Using Scare Quotes

Write three sentences using quotation marks to indicate irony, sarcasm, or jargon.

Connect to Writing: Editing

Using Quotation Marks to Show Sarcasm

Edit the following descriptive paragraph about a student's summer vacation. Put quotation marks around words or phrases used ironically or with sarcasm and remove quotation marks that have been used incorrectly.

This summer my mother decided we would go on what she called a minivacation. Mini is right, particularly when it came to "fun." We drove about "twenty" miles and checked into a hotel in the "neighboring city." Our beach was the hotel swimming pool and our arcade was the game console in our room, which my brothers "hogged" the whole time. The only "benefit" of this vacation: I completed my summer reading "assignment" two months early.

Connect to Writing: Scene

Using Quotations Marks to Show Sarcasm

Imagine a character who pretends to be something he or she isn't. For example, Bob in the two examples on page 884 might think he is a chef, but he certainly isn't one. Create a short scene in which your character reveals his or her "knowledge" or "skill." Be sure to use quotation marks to show sarcasm where appropriate.

Chapter Review

Assess Your Learning

■ Punctuating Quotations

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

1. Abigail Adams once wrote to her husband we have many high sounding words, and too few actions that correspond to them
2. trees are swayed by winds, but men are swayed by words wrote the author Joan Aiken
3. she went on to say words are like spices too many is worse than too few
4. in the book Little Women, the character Jo said I like good strong words that mean something
5. look was Pa's favorite word it meant admire, wonder, goggle at the beauty and excitement all around us said Lucy in the book The Ballad of Lucy Whipple
6. Scrooge said bah! humbug! in Charles Dickens's A Christmas Carol
7. words can destroy said Jeane Kirkpatrick what we call each other ultimately becomes what we think of each other, and it matters
8. the ballpoint pen said Noah in the book The View from Saturday has been the biggest single factor in the decline of Western Civilization it makes the written word cheap, fast, and totally without character
9. the famous artist Georgia O'Keeffe once said I found I could say with color and shapes what I couldn't say in any other way
10. polite words open iron gates says a Serbo-Croatian proverb

■ Punctuating Quotations Correctly

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

1. where asked Ina did you find those incredible, fluorescent earrings?
2. A hairstylist's sign on Bradbury St. read we curl up and dye for you.
3. I just read Oliver Twist, Jan said it was better than any movie version I have ever seen.
4. News Ben Bradlee once said is the first rough draft of history.
5. Have you ever read the Christian Science Monitor Dan asked.
6. Cathleen asked is the ocean rough today
7. Ken declared I'm going to be the new class president
8. Please don't break us apart the sign over the bananas read
9. Arlene remarked we grew up together
10. That was an incredible pass exclaimed Dave
11. Work is the best escape from boredom Eleanor Dean once said
12. Who said little things affect little minds
13. Defeat is not the worst of failures said G. E. Woodberry not to have tried is the true failure
14. We saw a production of the Shakespearean play As You Like It at the Lyric State Theatre Cheryl announced
15. Life shrinks or expands in proportion to one's courage Anaïs Nin commented

■ Writing Sentences

Follow the directions below.

1. Write a dialogue between you and a fictional person: a superhero, a character in a book, a cartoon character, or someone created in your imagination. Punctuate the dialogue correctly.
2. After an introductory paragraph, quote a long passage.

Italics and Quotation Marks: Posttest

Directions

Read the passage and write the letter of the answer that correctly punctuates each underlined part. If the underlined part contains no error, mark D.

The show got a favorable review in our (1) newspaper, the Enquirer. In the first show, Kayla's only line was, (2) "Coming, Mother!"

Kayla was also interviewed in our newspaper. (3) "How," the reporter asked, "did you get this part?"

Kayla answered, (4) "In my tryout, I read from the poem The Lake Isle of Innisfree. The director told me that his favorite poet is Yeats!"

"Really, it was just luck, then," the reporter said.

"Oh, no," Kayla protested, (5) "he really liked my work."

1. A newspaper, the "Enquirer"
B newspaper, the *Enquirer*
C newspaper, the "*Enquirer*"
D No error
2. A "Coming, Mother!"
B "*Coming, Mother!*"
C "*Coming, Mother*"
D No error
3. A "How," the reporter asked, "did you get this part?"
B "How?" the reporter asked, "did you get this part?"
C "How," the reporter asked? "did you get this part?"
D No error
4. A "In my tryout, I read from the poem "The Lake Isle of Innisfree."
B "In my tryout, I read from the poem *The Lake Isle of Innisfree.*"
C "In my tryout, I read from the poem 'The Lake Isle of Innisfree.'
D No error
5. A "He really liked my work."
B he really liked my work."
C He really liked my work."
D No error


Writer's Corner

Snapshot

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 whatever should be italicized. (pages 872–874)

26 B **Quotation marks** come in pairs. They are placed at the beginning and at the end of the titles of certain works and uninterrupted quotations. Quotation marks are also used to indicate dialogue. (pages 875–886)

Power Rules

 When you write dialogue, you can use sentence fragments to imitate the way people actually speak. In **all other types of writing, check for sentence fragments**. Fix a fragment by adding words to make it a complete sentence or by adding a conjunction and/or punctuation to join it to an independent clause. (pages 666–670)

Before Editing


Uncle Leo. *Who lives in California.*
Is visiting us for a month.

I'll finish my homework. *After*
we have dinner.

After Editing

Uncle Leo, *who lives in California,*
is visiting us for a month.

I'll finish my homework *after*
we have dinner.

 In speech, people sometimes use double negatives to stress a point. In formal writing, however, you should avoid double negatives. Instead, **use italics or underlining** to add emphasis. (page 872)

Before Editing

The writer does *not do nothing*
to prove his point.

The editor of this magazine does *not*
care for *nobody* else's opinion.

After Editing

The writer does *nothing* to prove
his point.

The editor of this magazine cares for
nobody else's opinion.

Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I italicize or underline the titles of long works, like books, newspapers, magazines, and movies? (See pages 873–874.)
- ✓ Did I use quotation marks to enclose the titles of shorter works, like poems and songs? (See pages 875–876.)
- ✓ Did I use quotation marks to enclose a person’s exact words? (See page 877.)
- ✓ Did I punctuate quotations and dialogue correctly? (See pages 877–886.)
- ✓ Did I use a comma to separate a quotation from a speaker tag? (See page 879.)
- ✓ Did I begin each sentence of a direct quotation with a capital letter? (See pages 878–879.)
- ✓ Did I use single quotation marks to enclose an inside quotation to distinguish a quotation within a quotation? (See page 884.)

Use the Power

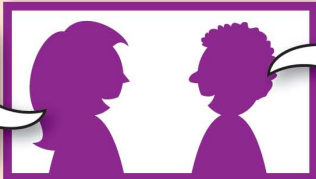
Read the dialogue below to help you learn how to use italics and quotation marks. Notice how sentence fragments are used to imitate the way people talk.

Where are you going?
Didn’t Mom say, and I
quote, “No leaving the
house”?



She said I could run to
the mall to get that new
CD *Anything in
Between*.

Oh, yeah. That song
“Come On, Come On” is
awesome!



Totally. *Spin* magazine
gave it five stars.

Hey, while you’re out,
will you get me a copy
of *Newsweek*?
I need it for class.



Me too. I have to read
the article “Teens and
Politics.”

Other Punctuation



How can you use apostrophes, semicolons, colons, hyphens, and other punctuation to communicate precisely and enhance your writing style?

Other Punctuation: Pretest 1

The first draft below contains punctuation errors. The first error, in which an apostrophe was missing from a possessive noun, is corrected. Revise the remaining errors.

I love spending summers at my Aunt Betty's farm. Every morning we have a huge breakfast bacon, eggs, hash browns, and fresh-squeezed orange juice. Aunt Betty who grew up on a ranch loves to have lots of animal's around. She has three horses Im allowed to ride them whenever I want. She taught me how to: tie a lasso; mend a saddle; and brush a horse so she expects me to help out when I visit. Its hard work: nevertheless, I enjoy doing it. I could spend all day brushing the horses manes. My sister in law shes allergic to horses takes care of the hogs. Aunt Betty says pigs are smarter than dogs so they're easier to train. Shes trained one pig named Milo to fetch a ball.

Other Punctuation: Pretest 2

Directions

Write the letter of the answer that correctly punctuates the underlined part in each sentence. If the underlined part contains no error, write *D*.

(1) This summer was the camp's first year. (2) The counselors were all nervous many of us had never worked with kids before. (3) Our day began at 9:30 am. (4) The kids at least most of them were eager to play. (5) In my group one girl was incredibly self assured. (6) She organized groups for games helped me hand out lunches, snacks, and drinks; and soothed nervous kids. (7) She was the camp directors niece, so I shouldn't have been surprised at her maturity. (8) I couldnt have done my job without Anna's help. (9) I like to think that it was Annas and my work that made the third-grade group do so well. (10) The Matthews family were new to the area and had seven children in the camp.

- | | |
|---|--|
| 1. A camp's first year
B camps' first year
C camp's first-year
D No error | 6. A games; helped me
B games: helped me
C games—helped me
D No error |
| 2. A nervous; many of us
B nervous: many of us
C nervous (many of us)
D No error | 7. A camp directors—niece
B camp directors-niece
C camp director's niece
D No error |
| 3. A 9:30 (AM).
B 93:0 A.M.
C 9:30 a.m.
D No error | 8. A I couldn't have
B I could'nt have
C I couldnt' have
D No error |
| 4. A kids—at least most of them—
B kids—at least most of them
C kids: at least most of them
D No error | 9. A Annas, and my work
B Annas' and my work
C Anna's and my work
D No error |
| 5. A self; assured
B self-assured
C selfassured
D No error | 10. A Matthews family,
B Matthew's family
C Matthews' family
D No error |

The most costly punctuation error of all time occurred in 1962. A hyphen was omitted from a set of directions sent to the rocket powering the *Venus* space probe. As a result of the omission, the rocket self-destructed. Most errors that are made in punctuation do not have such disastrous results. Nevertheless, correct punctuation is necessary for clear communication—right here on Earth.

Omitting a tiny apostrophe can make a big difference in a sentence. In fact, including apostrophes in certain words is as important as spelling those words correctly. Without an apostrophe, the first sentence in the following examples does not make sense. With an apostrophe the meaning of the sentence instantly becomes clear.

- Well go with you to the game tonight.
- We'll go with you to the game tonight.

27 A An apostrophe (') is used with nouns and some pronouns to show ownership or relationship, to represent missing letters in contractions, and with certain plurals and some dates.

➤ Apostrophes to Show Possession

One of the most common uses of an apostrophe is to show that someone or something owns something else.

- Lani's softball = the softball of Lani
- a woman's house = the house of a woman
- the Spensers' garage = the garage of the Spensers
- the Jones's new dog = the new dog belonging to the Jones

As you can see from the examples above, some nouns have a special form to show possession. An apostrophe or an apostrophe and an *s* are added to the noun.

Possessive Forms of Singular Nouns

To form the possessive of a noun, first decide whether the noun is singular or plural.

27 A.1 Add 's to form the possessive of a singular noun.

There is no need to add or omit a letter. Just write the word and put 's at the end.

• baby + 's = baby's Give me the baby's blanket.
 • Joey + 's = Joey's That is Joey's little sister.
 •••••

The 's is added to the last word of compound words and the names of most businesses and organizations.

• The passerby's gaze fell on the cute child.
 • The baby broke the jack-in-the box's spring.
 • The YMCA's advertisements appeal to young families.
 •••••

When You Write

Publishers vary as to whether to add an -s to a personal name ending in s to show possession. In such cases, be sure that you use the form that is expected and that you are consistent in its use.

Often Used The **Prentiss's** house is on the corner.

Also Used The **Prentiss'** house is on the corner.

Practice Your Skills

Forming Possessive Singular Nouns

Write the possessive form of each noun.

- | | | |
|-------------|------------------|-----------|
| 1. apple | 5. cat | 9. sailor |
| 2. Pep Club | 6. mother-in-law | 10. Bess |
| 3. starfish | 7. brother | |
| 4. Georgia | 8. Mike | |

Connect to Writing: Drafting

Writing Sentences

Use five of the singular possessive nouns from the preceding exercise to write sentences of your own.

Possessive Forms of Plural Nouns

There are two rules to follow to form the possessive of plural nouns.

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

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

Deciding which rule to follow is simple if you take two steps. First, write the plural of the noun. Second, look at the ending of the word. If the word ends in *s*, add only an apostrophe. If it does not end in *s*, add an apostrophe and an *s*.

POSSESSIVE FORMS OF PLURAL NOUNS

Plural	Ending	Add		Possessive
babies	s	'	=	babies'
foxes	s	'	=	foxes'
mice	no s	's	=	mice's
children	no s	's	=	children's
sheep	no s	's	=	sheep's

Practice Your Skills

Forming Possessive Plural Nouns

Write the plural form of each noun. Then write the plural possessive form.

- | | | |
|-----------|-----------|-----------|
| 1. friend | 6. wolf | 11. waltz |
| 2. box | 7. tomato | 12. store |
| 3. house | 8. city | 13. cloud |
| 4. deer | 9. book | 14. woman |
| 5. boy | 10. goose | 15. Ryan |

Practice Your Skills

Forming Possessive Nouns

Write the possessive form, singular or plural, of each underlined word.

1. We went to the hospital to see my sister-in-law new baby.
2. My brother first child is a girl.
3. My parents excitement was obvious as they gazed at their first grandchild.
4. The hospital policy allowed the newborn to sleep in her mother room.
5. The infant cries were certainly loud for such a small baby.
6. I helped my sister-in-law write comments in the baby book pages.
7. Several nurses comments were complimentary.
8. My new niece name is Sabrina.

➤ Possessive Forms of Pronouns

Unlike nouns, personal pronouns do not use an apostrophe to show possession. Here is a list of the possessive forms of the personal pronouns: *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs*.

27 A.4 Do not add an apostrophe to form the possessive of a personal pronoun.

- The camera is **hers**.
- The dog wagged **its** tail for the photographer.

Indefinite pronouns, however, form the possessive the same way singular nouns do—by adding 's.

27 A.5 Add 's to form the possessive of an indefinite pronoun.

- This seems to be everyone's favorite photo.
- Someone's film cartridge was left under the seat.

You can find a list of common indefinite pronouns on page 760.

Practice Your Skills

Using the Possessive of Pronouns

Write the correct form of the pronoun in parentheses.

1. Are these photographs (yours, your's)?
2. (Anyone's, Anyones') photos may be entered in the contest.
3. The album is beautiful with (its, it's) photos of the Rocky Mountains.
4. They looked at my portfolio, but Heather hasn't submitted (hers, her's) yet.
5. (No one's, No ones') photographs were chosen for the prize.
6. I hope (everybody's, everybodys') photos are published.
7. Those cameras are (ours, our's).
8. Has (everyones, everyone's) film been developed?
9. It was (nobody's, nobodys') fault that the film was ruined.
10. The best photographs are (their's, theirs).

Apostrophes to Show Joint and Separate Ownership

Sometimes it is necessary to show that something belongs to more than one person.

27 A.6 To show joint ownership, make only the last word possessive in form.

These are Nan and Faron's compact discs.
 (The compact discs belong to both Nan and Faron.)

The only exception to this rule occurs when one word showing joint ownership is a possessive pronoun. In such cases the noun must also show possession.

This is Hannah's and my stereo.

Separate ownership is shown in a different way from joint ownership.

27 A.7 To show separate ownership, make each word possessive in form.

These are Nan's and Faron's compact discs.
 (Each girl has her own compact discs.)

Apostrophes with Nouns Expressing Time or Amount

When you use a noun that expresses time or amount as an adjective, write it in the possessive form.

27 A.8 Use an apostrophe with the possessive form of a noun that expresses time or amount.

- That compact disc player cost Nan two weeks' salary.
- Nan really got her money's worth.

Other words that express time include such words as *minute*, *hour*, *day*, *month*, and *year*. Other words that express amount include such words as *dollar*, *quarter*, *dime*, *nickel*, and *penny*.

Practice Your Skills

Using Apostrophes Correctly

Add an apostrophe and *s*, if needed, to each underlined word to make it possessive. If the word is correct as is, write **C**.

1. The woman and man's voices on that compact disc sound great together.
2. The woman on the recording was Nan and my music teacher.
3. I picked up two more compact discs for Jason and Dad's birthdays.
4. Dawn and Tiffany's song was recorded by a professional group.
5. My family spent a week vacation watching them record in the studio.
6. The band we watched earns a month rent in one night at a concert.
7. The crew brought in the guitarist and the drummer's instruments.
8. Nan and my excitement was very high!

Connect to Writing: Dialogue

Possessive Nouns and Pronouns

Imagine that you are playing a board game with some friends or with your family. Write a brief dialogue between the players. In your dialogue use (and underline) at least three possessive nouns and three possessive pronouns.

Connect to Writing: Editing

Using Possessive Forms Correctly

Write the possessive forms that are used incorrectly in the following sentences. Then write the correct possessive forms. If a sentence does not contain any errors in the use of possessives, write **C**.

1. My moms brother Ryan has a ranch that is a days drive from Rock Springs.
2. On almost all ranches, there are many workers.
3. During our visit, my brothers and I stayed in the workers bunkhouse.
4. Everyone's is coming to my uncles' ranch for a big dance tonight.
5. Dad's and Mom's suggestions for party decorations were accepted.
6. Have you seen Uncle Ryan's new hat?
7. My efforts at learning to square dance were finally rewarded.
8. Her's were not.

Check Point: Mixed Practice

Write the following paragraph, correcting any errors in the use of possessives.

One of the most popular childrens books of all times is L. Frank Baum *The Wonderful Wizard of Oz*, published in 1900. While many people have read the book, most are more familiar with Metro-Goldwyn Mayer 1939 movie version, *The Wizard of Oz*.

Both the book and the movie feature Dorothy Gayle and friends of her—the Scarecrow, the Tin Woodsman, and the Cowardly Lion. Everybody favorite little dog Toto is also in both versions. The makers of the movie were true to Baum book in many other ways.

One major change in the movie version is the color of Dorothy shoes. In the movie they are ruby red. In the book they are silver. Technicolor was new to Hollywoods studios in 1939. While silver didn't show up well on the big screen, red looked dazzling. The filmmakers decision changed forever how many people would remember Baum work.

Connect to Writing: Friendly Letter

Using Apostrophes

A young child you know is having difficulty learning to write his or her letters and numbers. Write a short letter to this child encouraging him or her to keep trying. Share your experiences learning to write. As you compose your letter, use at least two examples of apostrophes showing possession and one example of an apostrophe that expresses time or amount. Be sure to punctuate them properly.

➤ Other Uses of Apostrophes

Apostrophes have other uses besides showing the possessive of nouns and some pronouns.

Apostrophes with Contractions

A **contraction** is a shortcut. It usually combines two words into one. An apostrophe is added to take the place of one or more missing letters.

27 A.9 Use an apostrophe in a contraction to show where one or more letters have been omitted.

These examples show how some contractions are formed.

CONTRACTIONS	
do not = don't	there is = there's
we are = we're	who is = who's
of the clock = o'clock	let us = let's

In most contractions, no letters are added or changed around. There is one common exception: *will + not = won't*.

Do not confuse the contractions *it's*, *you're*, *they're*, *there's*, and *who's* with the possessive pronouns *its*, *your*, *their*, *theirs*, and *whose*.

● Practice Your Skills

Using Apostrophes with Contractions

Write the contraction for each pair of words.

- | | | |
|-------------|-------------|--------------|
| 1. are not | 6. is not | 11. that is |
| 2. will not | 7. let us | 12. I would |
| 3. did not | 8. I have | 13. they had |
| 4. you are | 9. we have | 14. there is |
| 5. do not | 10. we will | 15. I am |

Practice Your Skills

Distinguishing Between Contractions and Possessive Pronouns

Write the correct word in parentheses to complete each sentence.

1. If (were, we're) going to breakfast, we should go now.
2. Please tell the server how you would like (your, you're) eggs.
3. I don't know if (their, they're) joining us or not.
4. If (theirs, there's) anything you need, let the server know.
5. (Whose, Who's) going to pay for this meal?
6. Do you know if (your, you're) going to order pancakes?
7. This bill must be (theirs, there's).
8. (Whose, Who's) orange juice is this?
9. (Its, It's) mine.

Apostrophes with Certain Plurals

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

27 A.10 Add 's to form the plural of lowercase letters, some capital letters, and words that are used as words.

- Sue's *i's* and *e's* look similar.
- Jon's report card has two *A's*.

Without the apostrophe, *i's* would be confused with the word *is*, and *A's* would be confused with the word *As*.

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

- My little sister writes *3s* for *Es*.
- Why did you put two *!s* after that sentence?
- This composition has too many *ands*.

Notice the number *3*, the letter *E*, the exclamation point, and the word *and* are italicized. However, the *s* or the apostrophe is *not* italicized.

Some writers prefer to add 's, instead of just *s*, to form the plural of all letters, symbols, numerals, and words used as words.

Apostrophes with Certain Dates

An apostrophe is used when numbers are dropped from a date.

27 A.11 Use an apostrophe to show that numbers have been omitted from a date.

- We moved here in '01. (2001)
- My grandfather joined the army in '41. (1941)

Practice Your Skills

Using Apostrophes

If a sentence is missing one or more apostrophes, write *I* for incorrect. If a sentence is correct, write *C*.

- (1) Have you ever tried to read documents from early America?
- (2) Many times the *ss* look like *fs*.
- (3) The numbers can also be hard to read.
- (4) The *1s*, *9s*, and *6s* all look different than ours today.
- (5) When the years are written without the first digits, such as *04* or *76*, it's hard to know in what year the document was produced.
- (6) Take a look at an original draft of the Declaration of Independence.
- (7) Some of Jefferson's letters look very strange to our modern eyes.
- (8) His cursive *ts* and *rs* are formed differently than ours.
- (9) If you look at an earlier document like the Magna Carta, which was written in 1215, you can recognize some letters, such as *as*, *ns*, and *cs*.
- (10) However, it's difficult for modern Americans to read the original Magna Carta because it's written in Latin!

Check Point: Mixed Practice

Write correctly the eight words that need an apostrophe.

Has a moth ever turned one of your favorite sweaters into a tasty meal for itself? If so, you might be able to prevent future feasts by knowing the difference between a moth and a butterfly. Recognizing the difference won't be easy. First, look at the insect's feelers. If they're thin, they belong to a butterfly. A moth's feelers are usually broad and feathery. Next, observe the insect in question when it's resting. Butterflies' wings are folded in when they are at rest. A moth's wings lie flat when it's not flying.

27 B The **semicolon (;)** is used to join the clauses of some compound sentences and to avoid confusion in some compound sentences and in some series.

Independent clauses in a compound sentence can be joined by a conjunction and a comma.

⋮ Josh's favorite animal is the tiger, **but** mine is the bear.
⋮⋮⋮

The clauses in a compound sentence can also be joined by a semicolon.

⋮ Josh's favorite animal is the tiger**;** mine is the bear.
⋮⋮⋮

27 B.1 Use a semicolon between the clauses of a compound sentence that are not joined by a conjunction.

Use a semicolon only if the clauses are closely related.

⋮ **Incorrect** Eagles usually nest in pairs**;** wolves hunt for prey.
⋮ **Correct** Eagles usually nest in pairs**;** wolves travel in packs.
⋮⋮⋮

You can find out more about independent clauses on page 642.

➤ Semicolons with Conjunctive Adverbs and Transitional Words

The clauses in a compound sentence can be joined by a semicolon and certain conjunctive adverbs and transitional words.

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

⋮ Giraffes are not hunters**;** **nevertheless,** they manage to get plenty of food.
⋮ Giraffes can close their nostrils**;** **thus,** they can keep out sand and dust.
⋮ Their necks are very long**;** **as a result,** they can reach the leaves of very tall trees.
⋮⋮⋮

27 B.2 In a compound sentence, use a semicolon between clauses that are joined by certain conjunctive adverbs or transitional words.

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

COMMON CONJUNCTIVE ADVERBS				
accordingly	consequently	hence	otherwise	therefore
also	finally	however	nevertheless	thus
besides	furthermore	instead	still	yet

COMMON TRANSITIONAL WORDS AND PHRASES		
as a result	in addition	in other words
for example	in fact	on the other hand

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

- Joining Clauses** The hippopotamus is related to the hog; **however**, it looks very different.
- Within a Clause** The hippopotamus, **however**, has a huge mouth.

You can learn more about parenthetical expressions on pages 858–859.


● Practice Your Skills

Using Semicolons and Commas with Compound Sentences

Rewrite each sentence, correcting any errors in the use of semicolons and commas. If the sentence is correct, write **C**.

1. Many plants are good for humans and animals, and some have no effect at all.
2. Plants are necessary to life on Earth, however, many of these plants are harmful to us.
3. Some plants will simply make a person sick, others can kill a human.
4. The precatory pea has a beautiful red seed, but just one of these seeds can kill an adult human.
5. A plant known as fiddleneck is fatal to horses, it can also kill cows and pigs.
6. In small doses, St. John's wort is safe for humans, however, it can kill rabbits and cause sheep to lose their wool.

Power Your Writing: Catch and Release

 You can think of a semicolon as a hybrid of comma and period. The comma part joins two closely related sentences (*catches* them); the period part separates them grammatically (*releases* them). Look at the following example from “The Future of Happiness” (pages 211–212) and think about why the semicolon is appropriate.


80% of the youth polled said that having lots of close friends is very or somewhat important; 23% said that when they go out with friends, they stop feeling unhappy.

The writer could have used two separate sentences. By using only the semicolon the writer lets the reader supply the connecting idea. In this way, the semicolon helps create an engaging style.

Semicolons to Avoid Confusion

Sometimes a semicolon is used to take the place of a comma between the clauses of a compound sentence.

27 B.3 Use a semicolon, instead of a comma, between the clauses of a compound sentence connected with a coordinating conjunction if there are commas within a clause.

 To get to Maine from New York, we travel through Connecticut, Massachusetts, and New Hampshire; but the trip takes us only four hours.

27 B.4 Use a semicolon instead of a comma between the items in a series if the items themselves contain commas.

 I have relatives in Hartford, Connecticut; in Boston, Massachusetts; and in Portsmouth, New Hampshire.

You can find out more about using commas on pages 848–864.

Practice Your Skills

Using Semicolons to Avoid Confusion

Rewrite each sentence, correcting any errors in the use of semicolons and commas. If the sentence is correct, write **C**.

1. Popular tourist attractions around the world include Parliament in London, England, the Eiffel Tower in Paris, France, and the Coliseum in Rome, Italy.
2. The white marble exterior of the Taj Mahal in Agra, India, is inlaid with semiprecious stones, floral designs, and arabesques.
3. Three sites in the United States that many Europeans like to visit are the Grand Canyon in Arizona, Las Vegas, Nevada, and San Francisco, California.
4. Most travelers make the choice of flying, driving, or taking a train, but some people still choose to travel by ship.
5. Copenhagen is a major port, cultural center, and the capital of Denmark, and so it is a popular place to visit.

Connect to Writing: Persuasion

Using Semicolons

Your family has won a two-week vacation. All of you must decide where you will go. Your mother has asked you to choose three places, anywhere in the world, that you would like to visit.

Write a paragraph about each of the destinations you have chosen, emphasizing why your family should visit each place. Order your paragraphs so that you write about your least favorite first and your most favorite last. Use semicolons at least three times in your writing.



27 C A **colon (:)** is used to introduce a list of items, to introduce quotations, to separate hours and minutes, between Biblical chapters and verses, and in business letters.

➤ Colons to Introduce Lists

27 C.1 Use a colon (:) before most lists of items, especially when the list comes after the expression *the following*. Commas should separate the items in the list.

- All students will need the following: a pen, a sheet of paper, and a dictionary.
- There are five stages in the writing process: prewriting, drafting, revising, editing, and publishing.
- Three common prewriting strategies are these: lists, outlines, and graphic organizers.

27 C.2 Never use a colon directly after a verb or a preposition.

- **Incorrect** My three favorite authors are: Charles Dickens, Jane Austen, and Thomas Hardy.
- **Correct** My three favorite authors are Charles Dickens, Jane Austen, and Thomas Hardy.
- **Correct** These are my three favorite authors: Charles Dickens, Jane Austen, and Thomas Hardy.

➤ Other Uses of Colons

Colons are also used in a few other situations.

27 C.3 Use a colon to introduce a long, formal quotation.

- Catherine Drinker Bowen once had this to say about writing: “Writing, I think, is not apart from living. Writing is a kind of double living. The writer experiences everything twice. Once in reality and once in that mirror which waits always before or behind.”

You can learn more about writing long quotations on page 883.

Use a colon between hours and minutes, between Bible chapters and verses, and in business letters.

• Hours and Minutes	5:30 AM
• Biblical Chapters and Verses	John 3:16
• Salutations in Business Letters	Dear Sir or Madam:

Practice Your Skills

Using Colons

Rewrite each sentence, correcting any errors in the use of colons. If the sentence is correct, write C.

1. My three favorite books by Dickens are: *A Christmas Carol*, *Great Expectations*, and *A Tale of Two Cities*.
2. In *A Christmas Carol*, the spirit of Jacob Marley warns Scrooge that a ghost will visit him at 1;00 AM.
3. Thomas Hardy wrote many controversial novels, including his masterpieces *Jude the Obscure* and *Tess of the d'Urbervilles*.
4. He also wrote *The Dynasts*: an epic historical drama in verse.
5. Three of Hardy's most memorable characters are the following: Bathsheba Everdene, Gabriel Oak, and Michael Henchard.
6. My favorite books of this period are: *Northanger Abbey*, *The Mayor of Castorbridge*, and *Nicholas Nickleby*.

Check Point: Mixed Practice

Write the following paragraph, adding apostrophes, semicolons, and colons where needed.

(1) Whos the worlds champion jumper? (2) If youre thinking of a person, youre wrong. (3) The kangaroo lays claim to this title. (4) This curious-looking Australian mammal cannot walk however, it certainly can jump. (5) It can easily hop over a parked car it can also travel over 39 miles per hour.

(6) The kangaroo has some quite unusual physical characteristics a small head, large pointed ears, very short front limbs, and hindquarters the size of a mules. (7) Its feet sometimes measure ten inches from the heel to the longest toe. (8) The kangaroos thick tail is so strong that it can use the tail as a stool. (9) The kangaroo is strictly a vegetarian it will not eat another animal.

27 D Though the principal use of a **hyphen (-)** is to divide a word at the end of a line, hyphens are also used when writing numbers and fractions, to separate parts of some compound nouns, and after certain prefixes.

➤ Hyphens to Divide Words

Whenever possible, avoid dividing words in your writing. Sometimes, however, it is necessary to divide words in order to keep the right-hand margin of a composition or story fairly even.

27 D.1 Use a hyphen to divide a word at the end of a line.

GUIDELINES FOR DIVIDING WORDS

Using the following six guidelines will help you divide words correctly.

1. Divide words only between syllables.

gym-nastics or gymnas-tics

2. Never divide a one-syllable word.

myth rhyme strength

3. Never separate a one-letter syllable from the rest of the word.

Do Not Break e-vent, sleep-y, o-boe, i-tem.

4. A two-letter word ending should not be carried over to the next line.

Do Not Break cred-it, hang-er, part-ly.

5. Divide hyphenated words only after the hyphens.

mother-in-law maid-of-honor attorney-at-law

6. Do not divide a proper noun or a proper adjective.

Beckerman Memphis Atlantic Indian

If you are unsure how to divide a word, check a dictionary.

● Practice Your Skills

Using Hyphens to Divide Words

Write each word, adding a hyphen or hyphens to show where the word can be correctly divided. If a word should not be divided, write *no*.

- | | | |
|---------------|--------------|---------------|
| 1. event | 6. amazement | 11. gathering |
| 2. hamster | 7. action | 12. Timothy |
| 3. growth | 8. jury | 13. forgery |
| 4. invoice | 9. syllable | 14. flip-flop |
| 5. son-in-law | 10. Cairo | 15. avoid |

➤ Other Uses of Hyphens

In addition to dividing words, hyphens have other important uses.

Hyphens with Numbers

Hyphens are needed with certain numbers.

27 D.2 Use a hyphen when writing out the numbers twenty-one through ninety-nine.

- There are thirty-one students in this class.
- Our teacher asked us to find twenty-five soil samples for the experiment.

Hyphens with Compound Nouns

Some compound nouns need one or more hyphens.

27 D.3 Use one or more hyphens to separate the parts of some compound nouns.

- Our teacher is my great-uncle.
- His son-in-law is my favorite relative.

Hyphens with Certain Adjectives

Hyphens are needed with fractions used as adjectives and with some compound adjectives.

27 D.4 Use a hyphen when writing out a fraction used as an adjective. Also use one or more hyphens between words that make up a compound adjective in front of a noun.

Compound Adjective

I found some **dark-brown** soil in our backyard.

It was **foul-smelling** dirt.

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

Fraction Used as an Adjective

Our soil samples should measure at least **one-quarter** cup.

Fraction Used as a Noun

We put **one half** of the soil sample in the beaker.

A hyphen is used only when a compound adjective comes before a noun, not when it follows a linking verb and comes after the noun it describes.

Adjective Before a Noun

Our science teacher insists on **well-written** lab reports.

Adjective After a Noun

I always try to make sure that my lab reports are **well written**.



Hyphens with Prefixes

27 D.5 Use a hyphen after certain prefixes and before the suffix *-elect*.

HYPHENS USED WITH PREFIXES AND SUFFIXES

Use hyphens in the following situations:

1. between a prefix and a proper noun or proper adjective

all-American mid-Atlantic pre-Columbian

2. after the prefix *self-*

self-righteous self-satisfied

3. after the prefix *ex-* when it means “former” or “formerly”

ex-mayor ex-governor ex-senator

4. after a person’s title when it is followed by the suffix *-elect*

president-elect mayor-elect

Practice Your Skills

Using Hyphens

Write **a** or **b** to indicate the letter of the correctly written word in each of the following pairs.

1. **a.** seventy seven
b. seventy-seven

2. **a.** self-assured
b. self assured

3. **a.** governor elect
b. governor-elect

4. **a.** four-teen
b. fourteen

5. **a.** ex-husband
b. exhusband

6. **a.** mid-Pacific
b. mid Pacific

7. **a.** one-quarter teaspoon
b. one quarter teaspoon

8. **a.** mother in law
b. mother-in-law

9. **a.** jack in the box
b. jack-in-the-box

10. **a.** one quarter of the pie
b. one-quarter of the pie

Connect to Writing: Editing

Using Hyphens

Correctly write each word that should be hyphenated. If none of the words in a sentence needs a hyphen, write **C** for correct.

1. I will enjoy having a new sister in law when my brother finally marries.
2. My brother is going to marry my friend's stepsister in June.
3. She is twenty seven years old.
4. Her mother, May Meriwether, is the mayor elect of our city.
5. She beat the ex mayor by the narrow margin of only ninety two votes.
6. My brother and his fiancée have invited seventy five people to the wedding.
7. One half of the guests are our relatives.
8. I will serve as the bride's maid of honor.

Connect to Writing: The Writer's Craft

Analyzing the Use of Hyphens

Writers of poetry and prose often use hyphenated adjectives before nouns. Read the following excerpt from Li-Young Lee's poem "Furious Versions" and answer the questions that follow.

It was a tropical night.
 It was a half a year of sweat and fatal memory.
 It was one year of fire
 out of the world's diary of fires,
 flesh-laced, mid-century fire,
 teeth and hair infested,
 napalm-dressed and skull-hung fire,
 and imminent fire, an elected
 fire come to rob me
 of my own death, my damp bed
 in the noisy earth,
 my rocking toward a hymn-like night.

—Li-Young Lee, "Furious Versions"



List all the hyphenated words in the excerpt.

Why are these words hyphenated?

How does Lee's use of these hyphenated words affect the rhythm of the poem?

Would the poem have the same effect without the hyphenated words? Explain your answer.

27 E **Dashes (—)** and **parentheses ()** are used like commas in some situations to separate certain words or groups of words from the rest of the sentence.

Although dashes and parentheses separate words or phrases, they are not interchangeable with commas. Each of these punctuation marks has a specific function.

➤ Dashes

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

27 E.1 Use dashes to set off an abrupt change in thought.

- Mr. Becker—*at least I think that’s his name*—is the drivers’ education teacher.
- “Where’s the —?” Dana began and then hesitated when she saw the car.
- The Drivers’ Ed car—*it’s old and dented*—is parked in the next lot.

27 E.2 Use dashes to set off an appositive that is introduced by words such as *that is*, *for example*, or *for instance*.

- Certain traffic laws—for instance, making a right turn on a red light—vary from state to state.

27 E.3 Use dashes to set off a parenthetical expression or an appositive that includes commas.

- Driving a car—like taking a test, performing in a play, or singing a song—requires concentration.

If you do not know how to make a dash on the computer, you can use two hyphens together. Do not leave a space before or after a dash.

You can find out more about appositives on pages 617–618.

You can find out more about parenthetical expressions on pages 858–859.

➤ Parentheses

Always remember that parentheses come in pairs.

27 E.4 Use parentheses to enclose information that is not related closely to the meaning of the sentence.

To decide whether or not you should use parentheses, read the sentence without the parenthetical material. If the meaning and structure of the sentence are not changed, then add parentheses. Just keep in mind that parenthetical additions to sentences slow readers down and interrupt their train of thought. As a result, you should always limit the amount of parenthetical material that you add to any one piece of writing.

During the late teen years (16–19), many drivers pay higher rates for car insurance.

When the closing parenthesis comes at the end of a sentence, the end mark usually goes outside the parenthesis. The end mark goes inside the parenthesis if the end mark actually belongs with the parenthetical material.

End Mark Within Parenthesis Take your written driver's exam in pencil. (Be sure to use a number 2 pencil.)

End Mark Outside Parenthesis To earn your driver's license, you must pass both tests (with a score of 70 or better).



Practice Your Skills

Using Dashes and Parentheses

Rewrite each sentence, changing commas to dashes or parentheses where needed. If the sentence is correct, write **C**.

1. Three rules of the road, courtesy to others, respect for pedestrians' right-of-way, and careful driving, should always be followed.
2. Motor vehicles, such as cars and trucks, can be difficult to control on icy streets.
3. Certain privileges, like driving at night, should not be granted to novice drivers.
4. Use your blinker, located on the steering column by your right hand, to signal a turn.
5. Certain states, like Texas, will take away a teenager's license if he or she commits a crime.
6. During the first days of automobiles, the early twentieth century, drivers weren't required to be licensed.
7. Some innovations, like automatic transmission and power steering, have made cars easier to drive.

Connect to Writing: The Writer's Craft

Analyzing the Use of Dashes

Emily Dickinson is one poet who made liberal use of dashes in her poetry. Read the following poem by her and then follow the directions.

He ate and drank the precious Words—
 His spirit grew robust—
 He knew no more that he was poor,
 Nor that his frame was Dust—
 He danced along the dingy Days
 And this Bequest of Wings
 Was but a Book—What Liberty
 A loosened spirit brings—
 —Emily Dickinson

Read the poem aloud, ignoring all the punctuation marks. Next, read the poem aloud, making long pauses only where the dashes are. You should pause briefly at the comma.

How did your readings of the poem differ? Would any other punctuation marks have served the purpose of these dashes? If so, which ones? Explain your answer. Why do you think Dickinson chose to use dashes?

✓ **Check Point: Mixed Practice**

Rewrite the following paragraph, adding hyphens, dashes, and parentheses where needed.

Humphrey Bogart 1899–1957 was voted the greatest screen legend male screen legend, that is, by the American Film Institute AFI in 1999. Bogart who is my favorite movie star was a stage actor at the beginning of his career. His movie credits include *The Maltese Falcon* 1941 and *Casablanca* 1942. In 1951, he won an Oscar for his role in *The African Queen*. In this award winning role, he played opposite Katharine Hepburn who, by the way, was the AFI pick for the greatest female screen legend.



Chapter Review

Assess Your Learning

■ Using Punctuation Correctly

Write each sentence, adding punctuation where needed. If a sentence is punctuated correctly write **C**.

1. Rattlesnakes don't lay eggs they bear live young.
2. The worlds largest gem is a 596 pound topaz.
3. The soybean is a versatile vegetable for example, 40 different products can be made from it.
4. Greg wont be satisfied until hes totally self sufficient.
5. The following famous people had red hair George Washington, Thomas Jefferson, and Mark Twain.
6. Lenny Burns received a two thirds majority vote in this years mayoral election.
7. When Snuffys leash broke, he jumped the neighbors fence and dove into their pool.
8. The Hindi term for the Republic of India is not *India* it is *Bharat*.
9. My brother in law is president elect of the club.
10. Salt is found in the earth in three basic forms salt water, brine deposits, and rock salt crystals.
11. The rarely seen Indian sea snake is the most poisonous snake in the world.
12. The poet H.D.s real name is Hilda Doolittle.
13. The people on the panel included Terry Hayden, an editorial writer Thelma Casey, a fashion consultant and Judith Howe, a high school teacher.
14. Today, there are more than 7,000 varieties of apples nevertheless only 20 varieties are widely grown.
15. Twenty two people how could we have invited so many! are supposed to arrive for dinner at 630 PM.

■ Editing for Correct Punctuation

Write the paragraph, adding apostrophes, semicolons, colons, and hyphens where needed.

Everyone has heard of the Nobel Prizes but most people haven't heard about Alfred Nobel, the man who established the prizes. He was born in Sweden in 1833. Thirty-three years later, he invented dynamite. This invention made him very rich; it also made him feel very guilty later on. As a result, he will set up a trust fund that annually awards prizes to people throughout the world who excel in the following categories: literature, physics, chemistry, medicine, and peace. Now, every December 10, the anniversary of Nobel's death, each winner receives up to \$959,070.

■ Writing Sentences

Write ten sentences that follow the directions below.

Write a sentence that . . .

1. includes the possessive form of the nouns *uncle* and *dollars*.
2. includes the possessive form of the pronouns *it* and *no one*.
3. includes the joint ownership of something.
4. includes the plural of *no*.
5. includes the word *nevertheless* between two independent clauses in a compound sentence.
6. includes a series of dates.
7. includes a specific time.
8. includes *three fourths* as an adjective.
9. includes a dash.
10. includes parentheses.

Other Punctuation: Posttest

Directions

Write the letter of the answer that correctly punctuates the underlined part in each sentence. If the underlined part contains no error, write **D**.

(1) There has been a huge increase in the number of treadmill users in fact, while only 4.4 million used treadmills in 1987, 37.1 million used them in 1998. (2) The second most popular machine is the stair climber. (3) There are several reasons for the treadmill's popularity it keeps you fit, it is easy to use, and it is safe and reliable. (4) The treadmill is a home exercisers dream. (5) When it rains outside, you can still exercise there is no excuse for slacking off. (6) For some people those who love exercise that is reason enough to own a treadmill. (7) Some people dont like the treadmill because they find it boring. (8) For them, its difficult to stay motivated. (9) Even the self motivated can get bored doing the same exercise day after day. (10) One answer (though it's not for everyone) is to place the treadmill in front of a television.

- | | |
|---|--|
| 1. A users—in fact
B users; in fact,
C users: in fact
D No error | 6. A (those who love exercise)
B those who love exercise;
C those who love exercise:
D No error |
| 2. A the stair, climber
B (the stair climber)
C the stair-climber
D No error | 7. A dont' like the treadmill
B don't like the treadmill
C do'nt like the treadmill
D No error |
| 3. A popularity: it keeps
B popularity; it keeps
C popularity—it keeps
D No error | 8. A it's difficult
B its' difficult
C its: difficult
D No error |
| 4. A home-exerciser's dream
B home-exercisers' dream
C home exercisers' dream
D No error | 9. A (self motivated)
B self; motivated
C self-motivated
D No error |
| 5. A still exercise: there
B still exercise—there
C still exercise; there
D No error | 10. A answer, though, it's not
B answer: though it's not
C answer; though it's not
D No error |

Writer's Corner

Snapshot

- 27 A** An **apostrophe (')** is used to show ownership or relationship, to represent missing letters in contractions, and with certain plurals and some dates. (pages 894–903)
- 27 B** The **semicolon (;)** is used to join the clauses of a some compound sentences and to avoid confusion in some compound sentences and in some series. (pages 904–907)
- 27 C** A **colon (:)** is used to introduce a list of items; to introduce a quotation; to separate hours and minutes; and it is used between Biblical chapters and verses and in business letters. (pages 908–909)
- 27 D** A **hyphen (-)** is used to divide a word at the end of a line, to divide some numbers and fractions, to separate parts of some compound nouns and some compound adjectives, and to set off certain prefixes. (pages 910–914)
- 27 E** **Dashes (—)** and **parentheses ()** are used like commas to separate certain words or groups of words from the rest of the sentence. (pages 915–916)

Power Rules



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

Before Editing

Laura's favorite city is Paris, mine is Rome.

We visited the Coliseum while we were in Rome, it's one of the greatest ancient architectural works.

After Editing

Laura's favorite city is Paris; mine is Rome.

We visited the Coliseum while we were in Rome. It's one of the greatest ancient architectural works.



Use standard ways to make **nouns possessive**. (pages 895–897)

Before Editing

My *brothers* teacher lives next door.

I walk several of the *neighbors* dogs.

After Editing

My *brother's* teacher lives next door.

I walk several of the *neighbors'* dogs.







Editing Checklist

Use this checklist when editing your writing.

- ✓ Did I correctly use apostrophes to show possession? (See pages 894–900.)
- ✓ Did I use semicolons to join independent clauses? (See page 904.)
- ✓ Did I use colons to introduce lists and long quotations? (See pages 908–909.)
- ✓ Did I use hyphens to break words at the end of lines and to separate compound nouns and adjectives? (See pages 910–914.)
- ✓ Did I use dashes to set off a parenthetical expression or an appositive that includes commas? (See page 915.)
- ✓ Did I use parentheses to enclose information that is not closely related to the meaning of the sentence? (See page 916.)

Use the Power

Use these graphics to help you understand the importance of punctuation in everyday life.

Apostrophe ' 	Are you going to Gabrielle's house to study?
Dash — 	Her brother Jackson—he's majoring in English at Indiana University—is going to help us study for the exam.
Semicolon ; 	Before choosing to go to school in Indiana, Jackson visited schools in Evanston, Illinois; Grand Rapids, Michigan; and Madison, Wisconsin.
Colon : 	This semester, he's studying the following authors: Ernest Hemingway, F. Scott Fitzgerald, and William Faulkner.
Hyphen - 	He'll graduate when he's twenty-one.
(Parentheses) 	The professor assigned chapter 2 (pages 56–89) for homework.

Spelling Correctly



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

Spelling Correctly: Pretest 1

The first draft below contains several spelling errors. One of the errors has been corrected. How would you correct the remaining errors?

Most high ^{*schools*} ~~scools~~ do not have room or funds for musick studios. However, music teachers themselves continue to teach the fundamentalls of reading musick to intrested students. The notes for music are positioned on a set of lines and spaces called a staff. The stafes always apear together, one above the other. Each one is markked with a clef. The cleffs tell what notes the lines and spaces stand for. The high notes played by piccaloes or sung by sopranoes are on the top staff. The low notes played by celloes and sung by bases are on the bottomm staff.

Spelling Correctly: Pretest 2

Directions

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

In history class we read some (1) correspondance between pioneers and their (2) familys back home. As they (3) proceded on their (4) journys, these pioneers often stopped at trading posts. There they were (5) ocasionally able to post letters to relatives. These tales of (6) inconceivable hardship and (7) couragous actions can teach us today. Reading the actual words of our ancestors helps us relate to the (8) lonlynness, terrors, and everyday joys of pioneer life. We delight in their innocent (9) beleif in a better life, and we recall that (10) heroses start out as ordinary people.

- | | |
|--|--|
| 1. A corespondance
B correspondence
C correspondants
D No error | 6. A inconcievable
B inconceiveable
C inconcevable
D No error |
| 2. A families
B familes
C families
D No error | 7. A courageous
B couragious
C couraggous
D No error |
| 3. A proceeded
B proseded
C preceeded
D No error | 8. A lonlynness
B lonelynes
C loneliness
D No error |
| 4. A journys
B journeys
C journeyeses
D No error | 9. A belief
B beleif
C beleiv
D No error |
| 5. A occasionally
B occasionally
C occassionally
D No error | 10. A heroses
B hero
C heroes
D No error |

Strategies for Learning to Spell

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

1 Auditory

Say the word aloud. Answer these questions.

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

2 Visual

Look at the word. Answer these questions.

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

3 Auditory

Spell the word to yourself. Answer these questions.

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

4 Visual/Kinesthetic

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

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

5 Visual/Kinesthetic

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

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

Spelling Strategies

Spelling is easier for some people than it is for others, but everyone needs to make an effort to spell correctly. Misspellings are distracting for the reader, and they make writing hard to read. Here are some strategies you can use to improve your spelling.

Use a dictionary. If you are not sure how to spell a word, or if a word you have written doesn't "look right," check the word in a dictionary.

Proofread your writing carefully. Be on the lookout for misspellings and for words you are not sure you spelled correctly. One way to proofread your writing for misspellings is to start at the end of your paper and read backward. That way misspellings should pop out at you.

Be sure you are pronouncing words correctly. "Swallowing" syllables or adding extra syllables can cause you to misspell a word.

Make up mnemonic devices. A phrase like "My niece is nice" can help you remember to put *i* before *e* in *niece*. A device like "2 *m*'s, 2 *t*'s, 2 *e*'s" can help you remember how to spell *committee*.

Keep a spelling journal. Use it to record the words that you have had trouble spelling. Here are some steps for organizing your spelling journal.

- Write the word correctly.
- Write the word again, underlining or circling the part of the word that gave you trouble.
- Write a tip to help you remember how to spell the word.

weird weird Weird is weird. It doesn't follow the i before e rule.

Knowing common spelling patterns, such as the choice between *ie* and *ei*, can help you spell many words.

28 A **Spelling patterns**—such as *i* before *e* except after *c*—apply to many words and can help you spell many different words correctly.

Words with *ie* and *ei*

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

IE AND EI				
Examples	<i>ie</i>	believe	field	
	<i>ei</i> after <i>c</i>	ceiling	receive	
	sounds like <i>a</i>	neighbor	weigh	
Exceptions	ancient	efficient	neither	seize
	conscience	species	height	weird
	sufficient	either	leisure	foreign

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

IE AND EI IN DIFFERENT SYLLABLES

be ing	re imburse	re issue	cri er
--------	------------	----------	--------

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

28 A.2 Words ending with a syllable that sounds like “seed” are usually spelled with *-cede*. Only one word in English is spelled with *-sede*, and only three words are spelled with *-ceed*.

-SEDE, -CEED, AND -CEDE				
Examples	concede	precede	recede	secede
Exceptions	supersede	exceed	proceed	succeed

Practice Your Skills

Using Spelling Patterns

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

- | | | |
|------------------------------------|-------------------------------------|--------------------------------------|
| 1. th <input type="checkbox"/> f | 8. rec <input type="checkbox"/> pt | 15. rel <input type="checkbox"/> ve |
| 2. n <input type="checkbox"/> ce | 9. gr <input type="checkbox"/> ve | 16. br <input type="checkbox"/> f |
| 3. y <input type="checkbox"/> ld | 10. <input type="checkbox"/> ght | 17. rec <input type="checkbox"/> ve |
| 4. w <input type="checkbox"/> gh | 11. p <input type="checkbox"/> ce | 18. retr <input type="checkbox"/> ve |
| 5. h <input type="checkbox"/> ght | 12. r <input type="checkbox"/> ns | 19. n <input type="checkbox"/> ghor |
| 6. bel <input type="checkbox"/> f | 13. n <input type="checkbox"/> ther | 20. l <input type="checkbox"/> sure |
| 7. c <input type="checkbox"/> ling | 14. dec <input type="checkbox"/> ve | |

Practice Your Skills

Using Spelling Patterns

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

- | | | |
|--------------------------------|---------------------------------|------------------------------------|
| 1. re <input type="checkbox"/> | 5. suc <input type="checkbox"/> | 9. super <input type="checkbox"/> |
| 2. ex <input type="checkbox"/> | 6. con <input type="checkbox"/> | 10. inter <input type="checkbox"/> |
| 3. ac <input type="checkbox"/> | 7. pre <input type="checkbox"/> | |
| 4. se <input type="checkbox"/> | 8. pro <input type="checkbox"/> | |

Connect to Writing: Editing

Using Spelling Patterns

Write and correct the misspelled words in this paragraph. There are nine misspelled words. Use a dictionary to check your work.

For the state of Kentucky, the War Between the States was truly a civil war. Kentucky did not sesede from the Union, as did the nieghboring states of Tennessee and Virginia. Officially Kentucky supported niether the Union nor the Confederacy. Kentucky proceeded to declare neutrality on May 16, 1861, but Kentuckians did not succeed in staying out of the conflict. The number of Kentuckians who fought for the Confederacy exceded 30,000, and twice that number joined the Union Army. Neighbors, freinds, and families were greivously divided in thier loyalties. President Lincoln concedeed that Kentucky was one of the country's "troubling stepchildren" because its location bordered Union states, but many residents supported the Confederacy.

28 B Most nouns form their plural form by adding *-s* or *-es* to the singular form. Some nouns form their plurals in other ways.

Forming the plural of a noun becomes easier when you remember to use the following generalizations.

Regular Nouns

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

MOST NOUNS				
Singular	artist	symbol	maze	sardine
Plural	artists	symbols	mazes	sardines

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

<i>S, CH, SH, X, AND Z</i>				
Singular	loss	church	dish	fox
Plural	losses	churches	dishes	foxes

Nouns Ending in *y*

28 B.3 Add *s* to form the plural of a noun ending with a vowel and *y*.

VOWELS AND Y				
Singular	day	display	journey	toy
Plural	days	displays	journeys	toys

28 B.4 Change the *y* to *i* and add *es* to a noun ending in a consonant and *y*.

CONSONANTS AND Y				
Singular	memory	trophy	lady	society
Plural	memories	trophies	ladies	societies

Nouns Ending with *o*

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

VOWELS AND O				
Singular	ratio	studio	rodeo	igloo
Plural	ratios	studios	rodeos	igloos

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

MUSICAL TERMS WITH O				
Singular	alto	duo	piano	cello
Plural	altos	duos	pianos	cellos

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

CONSONANTS AND O				
Singular	echo	veto	silo	ego
Plural	echoes	vetoes	silos	egos

When you are not sure how to form the plural of a word that ends in *o*, consult a dictionary. If no plural form is listed, the plural is usually formed by adding *s*.

Nouns Ending in *f* or *fe*

28 B.8 To form the plural of some nouns ending in *f* or *fe*, just add *s*.

F AND FE				
Singular	belief	gulf	chef	fi fe
Plural	beliefs	gulfs	chefs	fif es

28 B.9 For some nouns ending in *f* or *fe*, change the *f* or *fe* to *v* and add *es*.

F AND FE TO V				
Singular	half	shelf	leaf	knife
Plural	halves	shelves	leaves	knives

Consult a dictionary to check the plural form of a word that ends with *f* or *fe*.

Practice Your Skills

Forming Plurals

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

- | | | | |
|------------|-----------|-------------|-----------|
| 1. radio | 5. potato | 9. tariff | 13. waltz |
| 2. theory | 6. taco | 10. apology | 14. issue |
| 3. shampoo | 7. reflex | 11. calf | 15. crash |
| 4. stitch | 8. roof | 12. valley | 16. self |

Compound Nouns

28 B.10 Most compound nouns are made plural in the same way as other nouns. The letter *s* or *es* is added to the end of the word. But when the main word in a compound noun appears first, that word becomes plural.

COMPOUND NOUNS

Examples	snowflake snowflakes	lunchbox lunchboxes	hallway hallways
Exceptions	passerby passersby	editor-in-chief editors-in-chief	mother-in-law mothers-in-law

Numerals, Letters, Symbols, and Words as Words

28 B.11 To form the plurals of numerals, letters, symbols, and words used as words, add an *s*. To prevent confusion, it is best to use an apostrophe and *s* with lowercase letters, some capital letters, such as *A*, *I*, *O*, *U* and some words used as words.

- Examples**
- Those *Gs* look like *6s*.
 - Swing dancing from the 1940s is back.
 - Use *s to mark footnotes.
 - Don't give me any *ifs*, *ands*, or *buts*.
- Exceptions**
- There are four *i's* and four *s's* in *Mississippi*.
 - Name five foods that are shaped like *O's*.
 - We need an equal number of *he's* and *she's*.

Practice Your Skills

Forming Plurals

Write the plural form of each item. Use a dictionary if you need help.

- | | | |
|---------------------|-----------------|------------------------------|
| 1. attorney-at-law | 8. <i>z</i> | 15. 1900 |
| 2. bystander | 9. <i>&</i> | 16. maid-of-honor |
| 3. '90 | 10. mousetrap | 17. <i>in</i> and <i>out</i> |
| 4. sergeant-at-arms | 11. toothache | 18. classroom |
| 5. hummingbird | 12. runner-up | 19. <i>X</i> and <i>O</i> |
| 6. <i>?</i> | 13. <i>S</i> | 20. <i>ABC</i> |
| 7. sister-in-law | 14. pen pal | |

Connect to Writing: Editing

Spelling Plural Nouns

Write each sentence, changing the underlined items from singular to plural.

- In the 1960, the alligator was classified as an endangered species.
- Before the end of the '70, however, alligators made a comeback, and they were reclassified as a threatened species.
- There are two l in the word *alligator*.
- Write about the animals in your observation log, and put ? beside spellings you are unsure of.
- Hummingbird are always seen in flight because their weak feet cannot support them on flat surfaces.
- Man-o'-war bird can soar motionless for hours, but they are awkward on land and their feathers get waterlogged in the water.
- People used to use lily of the valley as a heart medicine.
- The dried roots of the butterfly bush have been used as a medicine to prevent spasms.
- The fuzzy brown spikes are actually the fruits of cattail.
- Some kinds of firefly lay eggs that glow just as the adult insects do.

Other Plural Forms

28 B.12 Irregular plurals are not formed by adding *s* or *es*.

IRREGULAR PLURALS					
Singular	tooth	foot	mouse	child	woman
Plural	teeth	feet	mice	children	women
Singular	goose	ox	man	die	
Plural	geese	oxen	men	dice	

28 B.13 Some nouns have the same form for singular and plural.

SAME SINGULAR AND PLURAL			
Vietnamese	Sioux	salmon	headquarters
Japanese	deer	species	measles
Swiss	moose	scissors	politics

Words from Latin and Greek

28 B.14 Some nouns from Latin and Greek have plurals that are formed as they are in the original language. For a few Latin and Greek words, there are two ways to form the plural.

FOREIGN WORDS				
Examples	alumnus	memorandum	crisis	thesis
	alumni	memoranda	crises	theses
Exceptions	hippopotamus		formula	
	hippopotamuses or hippopotami		formulas or formulae	

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

Practice Your Skills

Forming Plurals

Write the plural form of each noun. Check a dictionary if you are not sure of the preferred form.

- | | | | |
|----------|-------------|----------------|------------|
| 1. mouse | 6. woman | 11. hypothesis | 16. deer |
| 2. child | 7. synopsis | 12. appendix | 17. Swiss |
| 3. tooth | 8. octopus | 13. spectrum | 18. pliers |
| 4. foot | 9. stylus | 14. analysis | 19. corps |
| 5. louse | 10. vacuum | 15. salmon | 20. trout |

Connect to Writing: Editing

Forming Plurals

Decide if the underlined plurals are formed correctly. If any are incorrect, write the correct form.

(1) Deer and Canada (2) gooses have become a serious nuisance in many communities, according to the news (3) mediums. Various (4) hypothesises have been put forth, but apparently a major cause of the problem is (5) demographicises. According to the latest (6) analyses, people are living in areas that used to be wilderness. Places that in the 1940s were home to many (7) specieses of wild animals are suburban neighborhoods now. (8) Deers, with no other place to forage, devour gardens and shrubbery and ruin lawns with their sharp, pointed (9) feet. (10) Geese foul lawns and parks and can turn aggressive toward (11) men, (12) womans, and (13) childs who try to shoo them away.

Check Point: Mixed Practice

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

- | | | | |
|-------------|-------------|------------|----------------|
| 1. antenna | 6. hero | 11. belief | 16. lamb |
| 2. synopsis | 7. hoof | 12. 100 | 17. appendix |
| 3. scissors | 8. echo | 13. opus | 18. stadium |
| 4. ox | 9. 1980 | 14. X | 19. lexicon |
| 5. cello | 10. buffalo | 15. valley | 20. <i>why</i> |

Use the following generalizations when writing numbers.

28 C Some numbers are written as numerals while other numbers are written as words.

Numerals or Number Words

28 C.1 Spell out numbers that can be written in one or two words. Use numerals for other numbers. Always spell out a number that begins a sentence.

- The election was held **ten** days ago.
- The final vote was **563** for and **1067** against.
- **Six hundred thirty** people came out to vote.

When you have a series of numbers, and some are just one or two words while others are more, use numerals for them all.

- In the “Favorite Ice Cream Flavor Poll,” **347** young people said chocolate was their favorite flavor; **158** liked brownie fudge; **121** liked chocolate chip; and **40** liked vanilla best.

Ordinal Numbers

28 C.2 Always spell out numbers used to tell order of events or the placement in a series.

- He promised to be here **first** thing in the morning.
- Andrea wanted to finish **first**, but she came in **third**.

Numbers in Dates

28 C.3 Use a numeral for a date when you include the name of the month. Always use numerals for the year.

- **Examples** Dr. Seuss’s birthday is March 2.
He was born in 1904.
- **Exception** Did you know my birthday is the twenty-ninth of February?
(Always spell out ordinal numbers.)

Practice Your Skills

Spelling Numbers

Write the correct form of the number in parentheses to complete each sentence.

1. (9) This year's marathon was scheduled for October .
2. (2) The deadline for entering the race was weeks before, on September 17.
3. (15th) On the of September, organizers were disappointed by the lack of interest.
4. (58) Only people had signed up for the race.
5. (1996) That was very different from the first marathon the town held in .

Connect to Writing: Editing

Writing Numbers Correctly

Rewrite this paragraph, correcting any mistakes in writing numbers.

The marathon race was first included in the Olympic Games in Athens in 1896. Just 1 year later, in 1897, the very first Boston Marathon was run. Originally called the American Marathon Race, the Boston Marathon has been held every year, except 1918, for more than 100 years. The very first winner of the race was John J. McDermott of New York City, who finished the race in two hours, 55 minutes, and ten seconds. For finishing 1st, McDermott received a laurel wreath and a pot of beef stew.



28 D A **prefix** is placed in front of a base word to form a new word. A **suffix** is placed after a base word to create a new word.

When you add a prefix, the base word does not change, but the meaning often changes.

PREFIXES

in + accurate = in accurate	ir + regular = ir regular	mis + use = mis use
pre + arrange = pre arrange	re + tell = re tell	un + able = un able
dis + satisfied = diss atisfied	over + do = over do	il + legal = il legal
re + evaluate = ree valuate		

Suffixes *-ness* and *-ly*

28 D.1 The suffixes *-ness* and *-ly* are added to most base words without any spelling changes.

-NESS AND -LY

open + ness = open ness	cruel + ly = cruel ly
plain + ness = plain ness	real + ly = real ly

Words Ending in *e*

28 D.2 Drop the final *e* in the base word when adding a suffix that begins with a vowel.

SUFFIXES WITH VOWELS

Examples	drive + er = driver	isolate + ion = isolation
Exceptions	courage + ous = coura geous	pronounce + able = pronoun ceable

28 D.3 Keep the final *e* when adding a suffix that begins with a consonant.

SUFFIXES WITH CONSONANTS

Examples	care + ful = care ful	price + less = price less
	like + ness = like ness	state + ment = state ment
Exceptions	argue + ment = argu ment	true + ly = tru ly

WORD ALERT

When adding *-ly* to a word to make the word an adverb, add the suffix to the correct word. Two adverbs that are often confused are *respectively* and *respectfully*.

respectively—[respective + ly] in the order given. The postal abbreviations for Nebraska and Nevada are *respectively* NE and NV.

respectfully—[respectful + ly] in a polite or courteous manner. He answered his grandmother's curious questions *respectfully*.

Words Ending with y

28 D.4 To add a suffix to most words ending with a vowel and y, keep the y.

SUFFIXES WITH VOWELS AND Y

Examples	enjoy + able = enjoyable	joy + ful = joyful
Exceptions	day + ly = daily	gay + ly = gaily

28 D.5 To add a suffix to most words ending in a consonant and y, change the y to *i* before adding the suffix.

SUFFIXES WITH CONSONANTS AND Y

Examples	easy + ly = easily	happy + ness = happiness
Exceptions	shy + ness = shyness	sly + ly = slyly

Doubling the Final Consonant

28 D.6 Sometimes the final consonant in a word is doubled before an ending is added. This happens when the ending begins with a vowel and the base word satisfies both these conditions: (1) It has only one syllable or is stressed on the final syllable, and (2) it ends in one consonant preceded by one vowel.

DOUBLE CONSONANTS

One-Syllable Words	hum + er = hammer	man + ish = mannish
	fad + ist = faddist	red + est = reddest
Final Syllable Stressed	begin + er = beginner	regret + able = regrettable
	refer + al = referral	remit + ance = remittance

Practice Your Skills

Adding Suffixes

Combine the base words and suffixes. Remember to make any necessary spelling changes. Use a dictionary to check your work.

- | | | |
|------------------|-----------------|-----------------|
| 1. regret + able | 5. mercy + less | 9. sly + ness |
| 2. play + ful | 6. slug + ish | 10. defy + ant |
| 3. repel + ent | 7. grumpy + ly | 11. note + able |
| 4. rely + able | 8. deter + ent | 12. pig + ish |

Connect to Writing: Editing

Correcting Misspelled Endings

Rewrite this dialogue, correcting the words that are spelled incorrectly. Use a dictionary to check your work.

"Mine is not an envyable duty," Inspector Fields began, struggling to overcome his shyness, "but I must ask you, Lady Penelope, where you were when this regrettable crime was committed."

"It was midnight," Lady Penelope said huffly. "I was where I ordinarily am at that hour—asleep in bed."

"What would you say if I told you that a relyable witness has testified that he saw you in the garden?"

"I would be compeled to question the truthfullness of your witness's account," Lady Penelope replied with icy haughtyness.

Check Point: Mixed Practice

Add the prefix or suffix to each base word, and write the new word.

- | | | |
|--------------------|-----------------|--------------------|
| 1. pre + determine | 6. timid + ity | 11. believe + able |
| 2. move + able | 7. il + logical | 12. mis + spell |
| 3. prepare + ation | 8. create + ive | 13. lonely + ness |
| 4. gay + ly | 9. like + ly | 14. pre + occupied |
| 5. open + ness | 10. play + ful | 15. likely + hood |

Words to Master

Make it your goal to learn to spell these 50 words this year. Use them in your writing and practice writing them until spelling them correctly comes automatically.

achievement

acknowledgment

actually

argument

beginning

believe

chief

conceivable

continuous

correspondence

courageous

curiosity

eighth

exceedingly

excellent

excitable

glorious

gracious

happiness

ignorance

indispensable

insurance

interesting

judgment

leisure

loneliness

marriage

mileage

naturally

niece

noticeable

occasionally

occurrence

precede

preferred

preparation

proceed

readily

reasonably

removal

requirement

resistance

ridiculous

separate

succeed

successful

truly

unfortunately

unnecessary

weird

Connect to Reading and Writing: Classroom Vocabulary

English Vocabulary and Spelling

This chapter has introduced you to new terms that will be used often in your study of English grammar. To keep track of these new words, such as *plurals*, *prefixes*, and *suffixes*, make a booklet that lists and tells about them. Include all the rules that apply and give your booklet a title.

Chapter Review

Assess Your Learning

■ Applying Spelling Rules

Write the letter of the misspelled word in each group. Then write the word, spelling it correctly. Use a dictionary to check your work.

- | | | |
|--------------------------|------------------|-----------------|
| 1. (a) niece | (b) ratios | (c) happyness |
| 2. (a) intercede | (b) foriegn | (c) innumerable |
| 3. (a) embarass | (b) seize | (c) engagement |
| 4. (a) offered | (b) criticize | (c) atheletics |
| 5. (a) conceit | (b) branches | (c) niether |
| 6. (a) accidentally | (b) thinness | (c) tomatos |
| 7. (a) peaceful | (b) immediatly | (c) misstep |
| 8. (a) twentieth | (b) rideing | (c) argument |
| 9. (a) journies | (b) rained | (c) proceed |
| 10. (a) trapped | (b) knives | (c) permitted |
| 11. (a) misspell | (b) relieve | (c) patios |
| 12. (a) immobile | (b) occuring | (c) betrayal |
| 13. (a) forcible | (b) spying | (c) mathmatics |
| 14. (a) surprised | (b) reign | (c) ridiculous |
| 15. (a) realy | (b) stepping | (c) valleys |
| 16. (a) passersby | (b) leafs | (c) holidays |
| 17. (a) caring | (b) decieve | (c) studying |
| 18. (a) receipt | (b) beliefs | (c) easyly |
| 19. (a) echos | (b) misguided | (c) geese |
| 20. (a) joyful | (b) seperate | (c) interfere |
| 21. (a) biggest | (b) delaying | (c) liesure |
| 22. (a) generally | (b) boxes | (c) roofs |
| 23. (a) pettiness | (b) dissatisfied | (c) writer |
| 24. (a) anonymous | (b) likeness | (c) dayly |
| 25. (a) editors-in-chief | (b) grammer | (c) eighth |

Spelling Correctly: Posttest

Directions

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

P. T. Barnum began his life of odd (1) acheivements with the opening of his American Museum in 1842. When (2) passersby were treated to advertisements promising “The (3) Eigth Wonder of the World” and the like, it is little wonder that (4) curiosity brought the public in by the (5) 1000s. Barnum went on to manage the (6) outragously (7) successfull tour of Swedish singer Jenny Lind. In 1871, he opened “The Greatest Show on Earth,” designed to put all other (8) circusses to shame. (9) Featuring everything from men swallowing (10) knifes to the best of European acrobats, the circus merged with its major competitor in 1881 and was subsequently known as “Barnum & Bailey.”

- | | |
|--|---|
| 1. A acheivements
B achievements
C achiefments
D No error | 6. A outrageously
B outragously
C outragely
D No error |
| 2. A passerbys
B passerbyes
C passers by
D No error | 7. A successful
B sucesfull
C succesful
D No error |
| 3. A 8th
B Eight
C Eighth
D No error | 8. A circusies
B circi
C circuses
D No error |
| 4. A curiosity
B curiusity
C curiousty
D No error | 9. A Feurring
B Featuring
C Featureng
D No error |
| 5. A 1000's
B 1000
C thousands
D No error | 10. A kniffes
B knives
C knife
D No error |

Writer's Corner

Snapshot

- 28 A** **Spelling patterns**—such as *i* before *e* except after *c*—apply to many words and can help you spell many different words correctly. (pages 928–929)
- 28 B** To form the **plural** of most nouns, add *s* or *es*. Some nouns form their plurals in other ways. (pages 930–935)
- 28 C** Some **numbers** are written as numerals while other numbers are written as words. (pages 936–937)
- 28 D** A **prefix** is placed in front of a base word to form a new word. A **suffix** is placed after a base word to create a new word and often a new spelling. (pages 938–940)

Power Rules



Homophones are **words that sound alike** but have different meanings. Use the word with your intended meaning. (pages 726–727 and 746)

Before Editing

What is *you're* favorite movie? (*you're* is a contraction of *you are*)
Their exhausted today. (*their* is the possessive form of *they*)
Its too bad you don't like mysteries. (*its* is the possessive form of *it*)

After Editing

What is *your* favorite movie? (*your* is the possessive form of *you*)
They're exhausted today. (*they're* is a contraction of *they are*)
It's too bad you don't like mysteries. (*it's* is a contraction of *it is*)



When you write, avoid misusing or misspelling these **commonly confused words**. (pages 796–809 and 941)

Before Editing

Ray *complemented* Al's tie. (a *complement* completes something else)
Wanda will arrive *latter*. (*latter* refers to "the second item mentioned")
Bekka needs to *altar* her dress. (*altar* is used in religious ceremonies)

After Editing

Ray *complimented* Al's tie. (*compliment* means to praise)
Wanda will arrive *later*. (*later* is the comparative form of *late*)
Bekka needs to *alter* her dress. (*alter* means to change)

Editing Checklist

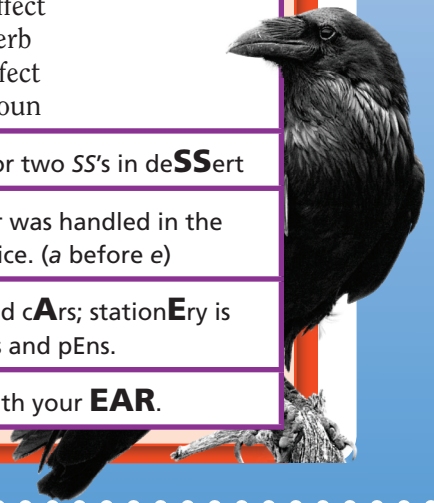
Use this checklist when editing your writing.

- ✓ Did I pay attention to spelling patterns in my writing? (See pages 928–929.)
- ✓ Did I correctly form plurals of regular and irregular nouns? (See pages 930–935.)
- ✓ Did I use spelling generalizations to form plurals of compound words, foreign words, and other plurals? (See pages 932–934.)
- ✓ Did I use a dictionary to check words I wasn't sure how to spell? (See page 927.)
- ✓ Did I change the spelling of base words if needed when adding suffixes? (See pages 938–940.)
- ✓ Did I carefully edit my writing for misspelled words? (See pages 927 and 941.)

Use the Power

Some words or word parts sound the same but are spelled differently. Use a mnemonic device to help you remember how to spell difficult words.


WORD	MNEMONIC DEVICE
achIEve, recEIpt, percEIve, chIEf	i before e except after c (unless nE ither apply)
their/there	Their feet take them here and there . (<i>Here</i> and <i>there</i> indicate places.)
affect/effect	R emember A ffect V erb E ffect N oun
desert/deSSert	Two sugars please—for two SS 's in de SS ert
personAL/personnEL	A person AL matter was handled in the personn EL office. (a before e)
stationAry, stationEry	Station A ry is p A rked c A rs; station E ry is E nvelopes and p E ns.
hEAR/here	You h EAR with your EAR .



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The Power Rules

Researchers have found that certain patterns of language used offend educated people more than others and therefore affect how people perceive you. Since these patterns of language use have such an impact on future success, you should learn how to edit for the more widely accepted forms. The list below identifies ten of the most important conventions to master the Power Rules. Always check for them when you edit.


-  **1. Use only one negative form for a single negative idea.** (See pages 789–790.)

Before Editing

They won't bring *nothing* to the picnic.
There wasn't *nothing* we could do.

After Editing

They won't bring *anything* to the picnic.
There wasn't *anything* we could do.

-  **2. Use mainstream past tense forms of regular and irregular verbs.** (See pages 684–703.) It's a good idea to memorize the parts of the most common irregular verbs.

Before Editing

I already *clean* my room.
Yesterday he *come* to study with me.
She *brung* her new album with her.
I should have *went* along with them.

After Editing

I already *cleaned* my room.
Yesterday he *came* to study with me.
She *brought* her new album with her.
I should have *gone* along with them.


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

Before Editing

He/she/it *don't* make sense.
Carlos always *reach* for the top.
The sisters or Elena *sing* next.
Either Maya or her friends *knows* what happened.

After Editing

He/she/it *doesn't* make sense.
Carlos always *reaches* for the top.
The sisters or Elena *sings* next.
Either Maya or her friends *know* what happened.


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

Before Editing

Her and Morgan always show up together.
Him and Jamal went to the same college.
Her and *me* are going to the movies.

After Editing

She and Morgan always show up together.
He and Jamal went to the same college.
She and *I* are going to the movies.

-  **5. Use standard ways to make nouns possessive.** (See pages 895–897.)

Before Editing

Do you have the *coach* jacket?
Is that *Deidres* book?
Josh wrote the *committees* report.
All the *kids* ideas are important.

After Editing

Do you have the *coach's* jacket?
Is that *Deidre's* book?
Josh wrote the *committee's* report.
All the *kids'* ideas are important.


-  **6. Use a consistent verb tense except when a change is clearly necessary.** (See pages 693–703.)

Before Editing

The lake level *rises* when it rained.
After she forgot her lines, she *doesn't* want to be in the play.

After Editing

The lake level *rose* when it rained.
After she forgot her lines, she *didn't* want to be in the play.


-  **7. Use sentence fragments only the way professional writers do, after the sentence they refer to and usually to emphasize a point. Fix all sentence fragments that occur before the sentence they refer to and ones that occur in the middle of a sentence.** (See pages 666–671.)

Before Editing

One day. The rain finally stopped.
Driving in the city can be difficult.
During the evening rush hour. So we try to avoid it.
I missed the bus today. *The reason being that I took too long at lunch.*

After Editing

One day, the rain finally stopped.
Driving in the city can be difficult *during the evening rush hour,* so we try to avoid it.
I missed the bus today *because* I took too long at lunch.


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

Before Editing

We went to the *store* we decided to buy ice cream.
Micah drove the *car*, Inez gave him directions from her map.
Then Inez drove for a *while*, Micah slept in the back seat.

After Editing

When we went to the *store*, we decided to buy ice cream.
While Micah drove the *car*, Inez gave him directions from her map.
Then Inez drove for a *while*, *and* Micah slept in the back seat.


-  **9.** Use the contraction 've not of when the correct word is *have*, or use the full word *have*. Use *supposed* instead of *suppose* and *used* instead of *use* when appropriate. (See pages 801, 805, and 808.)

Before Editing

You should of finished your homework.
We might of missed the whole show.
Reggie could of let me know.
Jack was *suppose* to call me.
Reggie *use* to be on the team.

After Editing

You should *have* finished your homework.
We might *have* missed the whole show.
Reggie could *have* let me know.
Jack was *supposed* to call me.
Reggie *used* to be on the team.

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

Before Editing

Mia went *too* her violin lesson.
(*too* means *also* or *in addition*)
She practiced *to* times today.
(*to* means *in the direction of*)
Are these *you're* tickets? (*you're* is a contraction of *you are*)
They're new school is very modern.
(*they're* is a contraction of *they are*)
I put your books over *their*. (*their* is the possessive form of *they*)
Its not a good time to bring up that problem. (*its* is the possessive form of *it*)

After Editing

Mia went *to* her violin lesson.
(*to* means *in the direction of*)
She practiced *two* times today.
(*two* is a number)
Are these *your* tickets? (*your* is the possessive form of *you*)
Their new school is very modern.
(*their* is the possessive form of *they*)
I put your books over *there*.
(*there* means *in that place*)
It's not a good time to bring up that problem. (*it's* is a contraction of *it is*)

Nine Tools for Powerful Writing

Besides using the Power Rules to help you avoid errors, you can also use the following nine tools to turn your good writing into excellent writing.

1. Set the scene with adverbial phrases. (See page 272.)

Give your reader the gift of detail. An adverbial phrase is a prepositional phrase that adds detail by modifying a verb, adjective, or adverb. When one of these phrases begins a sentence, it can “set the scene” by offering important details early.

Under a single spotlight in the dark auditorium, she began to sing.

2. Add variety to your sentences by using **adjectives come lately**. (See page 157.)

Adjectival phrases add detail by modifying nouns and pronouns. They often have the most impact when placed after the word or words they modify.

Under a single spotlight in the dark auditorium, she began to sing, her voice charged with a familiar, quiet power.

3. Create emphasis by **dashing it all**. (See page 314.)

When you are writing informally, dashes can create abrupt breaks that emphasize a word or group of words. Use one dash to set off words at the end of a sentence. Use a pair of dashes to set off words in the middle of a sentence.

Halfway into the first set she delivered something entirely new—a series of lively dance tunes.

This new music—a series of lively dance tunes—transformed the room’s atmosphere.

4. Get into the action with participial phrases. (See page 57.)

You can pack a lot of action into your sentences if you include an *-ing* verb, or “*-ing* modifier.” Formally called a *present participial phrase*, these *-ing* modifiers describe a person, thing, or action in a sentence.

The crowd absorbed every lyric and note of the new music, clapping and moving to its irresistible beat.

5. Elaborate by **explaining who or what with appositives**. (See page 127.)

Details that elaborate on a person, place, or thing that may be unknown to your reader will strengthen your writing. You can add such details in the form of an appositive. An appositive is a noun or pronoun phrase that identifies or adds identifying information to the preceding noun.

The singer, a tiny woman, flashed a huge smile.

6. Tip the scale with adverbial clauses. (See page 370.)

In persuasive writing, you can use subordinate clauses to acknowledge an opposing viewpoint. This will tip the scale toward your own viewpoint, which remains in the main clause. Start the clause with a subordinating word like *when*, *if*, *because*, *until*, *while*, or *since*.

While a consistent style may please some fans, bold new directions are often the mark of a true artist.

7. Catch and release related sentences with a semicolon. (See page 223.)

The semicolon combines a comma and a period. The period “catches” the idea in the words before the semicolon, signaling its end. The comma “releases” it and relates it to another idea. Semicolons invite the reader to supply the words or idea that connects what could be two separate sentences.

Then, as she sang her final note, she pointed to her band; **it was their time to shine.**

8. Use the power of 3s to add style and emphasis with **parallelism**. (See page 89.)

One way to add power is to use a writing device called parallelism. Parallelism is the use of the same kind of word or group of words in a series of three or more.

Her **simple melodies**, **original lyrics**, and **powerful voice** attract fans of all ages.

9. Write with variety and coherence and **let it flow**. (See page 184.)

Vary the length, structure, and beginnings of your sentences and use connecting words to help your writing flow smoothly.

As the singer stood under a single spotlight in the dark auditorium, her voice, lyrical and plaintive, touched the hearts of her listeners. But this mood was short-lived. Halfway into the first set she delivered something entirely new—a series of lively dance tunes. While a consistent style may please some fans, bold new directions are often the mark of a true artist. Last night’s audience seemed to agree. They absorbed every lyric and note of the new music, clapping and moving to its irresistible beat. The singer, a tiny woman, flashed a huge smile. Then, as she sang her final note, she pointed to her band; it was their time to shine. A full three minutes of their sheer energy brought the set to its thrilling conclusion.



This section presents an easy-to-use reference for the definitions of grammatical terms. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing.

12 Nouns and Pronouns

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

Nouns

- | | | |
|---------------|--|-----|
| 12 A | A noun is a word that names a person, place, thing, or idea. | 502 |
| 12 A.1 | A concrete noun names people, places, and things you can usually see or touch. An abstract noun names ideas and qualities. | 502 |
| 12 A.2 | A common noun names any person, place, or thing. A proper noun names a particular person, place, or thing. | 503 |
| 12 A.3 | A noun that includes more than one word is called a compound noun . | 504 |
| 12 A.4 | A collective noun names a group of people or things. | 504 |

Pronouns

- | | | |
|---------------|--|-----|
| 12 B | A pronoun is a word that takes the place of one or more nouns. | 507 |
| 12 B.1 | The noun a pronoun refers to or replaces is called its antecedent . | 507 |
| 12 B.2 | Reflexive pronouns and intensive pronouns refer to or emphasize another noun or pronoun. | 509 |
| 12 B.3 | Indefinite pronouns refer to unnamed people, places, things, or ideas. | 510 |
| 12 B.4 | Demonstrative pronouns point out a specific person, place, thing, or idea. | 512 |
| 12 B.5 | Interrogative pronouns are used to ask questions. | 512 |
| 12 B.6 | The reciprocal pronouns <i>each other</i> and <i>one another</i> show that the action is two-way. | 513 |

13 Verbs

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

Action Verbs

- 13 A** A **verb** is a word that expresses action or a state of being. 522
- 13 A.1** An **action verb** tells what action a subject is performing. 522
- 13 A.2** A **verb phrase** includes a main verb plus any helping, or auxiliary, verbs. 522

Transitive and Intransitive Verbs

- 13 B** All action verbs fall within two general classes: **transitive** or **intransitive**. 525
- 13 B.1** A **transitive verb** is an action verb that passes the action from a doer to a receiver. An **intransitive verb** expresses action or states something about the subject but does not pass the action from a doer to a receiver. 525

Linking Verbs

- 13 C** A **linking verb** links the subject with another word in the sentence. 527
The other word either renames or describes the subject.

14 Adjectives and Adverbs

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

Adjectives

- 14 A** An **adjective** is a word that modifies a noun or a pronoun. 538
- 14 A.1** A **proper adjective** is an adjective formed from a proper noun. Like a proper noun, a proper adjective begins with a capital letter. 542
- 14 A.2** **Compound adjectives** are made up of two or more words. 542
- 14 A.3** *A*, *an*, and *the* form a special group of adjectives called **articles**. 542

Adverbs

- 14 B** An **adverb** is a word that modifies a verb, an adjective, or another adverb. 546

15 Other Parts of Speech

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

Prepositions

- 15 A** A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence. 560
- 15 A.1** A preposition that is made up of two or more words is called a **compound preposition**. 561
- 15 A.2** A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. 562

Conjunctions

- 15 B** A **conjunction** connects words or groups of words. 565
- 15 B.1** **Correlative conjunctions** are pairs of connecting words. 566

Interjections

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

16 The Sentence Base

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

Recognizing Sentences

- 16 A** A **sentence** is a group of words that expresses a complete thought. 578
- 16 A.1** A group of words that expresses an incomplete thought is a **sentence fragment**. 578

Subjects and Predicates

- 16 B** The **subject** names the person, place, thing, or idea that the sentence is about. The **predicate** tells something about the subject. 580
- 16 B.1** A **complete subject** includes all the words used to identify the person, place, thing, or idea that the sentence is about. 580
- 16 B.2** A **simple subject** is the main word in the complete subject. 581

- 16 B.3** A **complete predicate** includes all the words that tell what the subject is doing or that tell something about the subject. 582
- 16 B.4** A **simple predicate**, or **verb**, is the main word or phrase in the complete predicate. 582
- 16 B.5** A **verb phrase** includes the main verb plus any helping, or auxiliary, verbs. 584
- 16 B.6** A **compound subject** is two or more subjects in one sentence that have the same verb and are joined by a conjunction. 586
- 16 B.7** A **compound verb** is formed when two or more verbs in one sentence have the same subject and are joined by a conjunction. 588
- 16 B.8** When the subject in a sentence comes before the verb, the sentence is in **natural order**. When the verb or part of a verb phrase comes before the subject, the sentence is in **inverted order**. 588
- 16 B.9** When the subject of a sentence is not stated, the subject is an **understood you**. 590

Complements

- 16 C** A **complement** is a word or group of words that completes the meaning of subjects or verbs. 592
- 16 C.1** A **direct object** is a noun or pronoun that receives the action of the verb. 592
- 16 C.2** An **indirect object** answers the questions *To* or *For whom?* or *To* or *For what?* after an action verb. 594
- 16 C.3** A **predicate nominative** is a noun or a pronoun that follows a linking verb and identifies, renames, or explains the subject. 595
- 16 C.4** A **predicate adjective** is an adjective that follows a linking verb and modifies the subject. 597

17 Phrases

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

Prepositional Phrases

- 17 A** A **phrase** is a group of related words that functions as a single part of speech. A phrase does not have a subject and a verb. 610

- 17 A.1 An **adjectival phrase** is a prepositional phrase that is used to modify a noun or a pronoun. 611
- 17 A.2 An **adverbial phrase** is a prepositional phrase that is used to modify a verb, an adjective, or an adverb. 612
- 17 A.3 When a phrase is too far away from the word it modifies, the result may be a **misplaced modifier**. 615

Appositives and Appositive Phrases

- 17 B An **appositive** is a noun or a pronoun that identifies or explains another noun or pronoun in the sentence. 617
- 17 B.1 An appositive with modifiers is called an **appositive phrase**. 617

Verbals and Verbal Phrases

- 17 C A **verbal** is a verb form that is used as some other part of speech. There are three kinds of verbals: **participles**, **gerunds**, and **infinitives**. 619
- 17 C.1 A **participle** is a verb form that is used as an adjective. 619
- 17 C.2 There are two kinds of participles. **Present participles** end in **-ing**. **Past participles** usually end in **-ed**, but some have irregular endings such as **-n**, **-t**, or **-en**. 620
- 17 C.3 A **participial phrase** is a participle with its modifiers and complements—all working together as an adjective. 621
- 17 C.4 A **gerund** is a verb form that is used as a noun. 623
- 17 C.5 A **gerund phrase** is a gerund with its modifiers and complements—all working together as a noun. 624
- 17 C.6 An **infinitive** is a verb form that usually begins with **to**. It is used as a noun, an adjective, or an adverb. 626
- 17 C.7 An **infinitive phrase** is an infinitive with its modifiers and complements—all working together as a noun, an adjective, or an adverb. 628
- 17 C.8 When participial and infinitive phrases are placed too far from the word they modify, they become **misplaced modifiers**. 629
- 17 C.9 A verbal phrase that has nothing to describe is called a **dangling modifier**. 629

18 Clauses

How can you connect related ideas with clauses?

Independent and Subordinate Clauses

- 18 A** A **clause** is a group of words that is part of a sentence that has a subject and a verb. 642
- 18 A.1** An **independent (main) clause** can stand alone as a sentence because it expresses a complete thought. 642
- 18 A.2** A **subordinate (dependent) clause** cannot stand alone as a sentence because it does not express a complete thought. 643

Uses of Subordinate Clauses

- 18 B** A subordinate clause can function as an adverb, an adjective, or a noun. 644
- 18 B.1** An **adverbial clause** is a subordinate clause that is used like an adverb to modify a verb, an adjective, or an adverb. 644
- 18 B.2** All adverbial clauses begin with a **subordinating conjunction**. 645
- 18 B.3** An **adjectival clause** is a subordinate clause that is used like an adjective to modify a noun or a pronoun. 647
- 18 B.4** A **relative pronoun** relates an adjectival clause to its antecedent—the noun or pronoun it modifies. 647
- 18 B.5** A **restrictive (essential) clause** contains information that is essential to identifying a person, place, or thing in a sentence and answers the question “Which one?” Do not use commas to set off an essential clause. 649
- 18 B.6** A **nonrestrictive (nonessential) clause** adds additional information and can be removed without changing the main information of a sentence. A nonrestrictive clause answers the question “What kind?” Use a comma or commas to set off a nonrestrictive clause. 650
- 18 B.7** A clause that is too far away from the word it modifies is called a **misplaced modifier**. 651
- 18 B.8** A **noun clause** is a subordinate clause that is used like a noun. 651

Kinds of Sentence Structure

- 18 C** There are four kinds of sentences: **simple**, **compound**, **complex**, and **compound-complex**. The kind of sentence depends on the type and number of clauses in it. 654
- 18 C.1** A **simple sentence** consists of one independent clause. 654
- 18 C.2** A **compound sentence** consists of two or more independent clauses. 654
- 18 C.3** A **complex sentence** consists of one independent clause and one or more subordinate clauses. 655
- 18 C.4** A **compound-complex sentence** consists of two or more independent clauses and one or more subordinate clauses. 655

19 Sentence Fragments and Run-ons

How can you clarify your meaning by fixing unintended sentence fragments and run-ons?

Sentence Fragments

- 19 A** A **sentence fragment** is a group of words that does not express a complete thought. 666

Other Kinds of Sentence Fragments

- 19 B** Phrases and clauses punctuated as sentences are also fragments. 668
- 19 B.1** When phrases are written alone, they are called **phrase fragments**. 668
- 19 B.2** When a subordinate clause stands alone, it is known as a **clause fragment**. 670

Run-on Sentences

- 19 C** A **run-on sentence** is two or more sentences that are written together and are separated by a comma or no mark of punctuation at all. 672



This section presents an easy-to-use reference for the explanations of how various grammatical elements are and should be used. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing. You can also refer to the Writer's Glossary of Usage (pages 796–809) for help with commonly confused usage items.

20 Using Verbs

How can you use verbs to improve your writing?

The Principal Parts of a Verb

- | | | |
|---------------|---|-----|
| 20 A | The principal parts of a verb are the present participle , the past , and the past participle . | 684 |
| 20 A.1 | A regular verb forms its past and past participle by adding <i>-ed</i> or <i>-d</i> to the present. | 684 |
| 20 A.2 | An irregular verb does not form its past and past participle by adding <i>-ed</i> or <i>-d</i> to the present form. | 685 |

Six Problem Verbs

- | | | |
|---------------|---|-----|
| 20 B | The verbs <i>lie</i> and <i>lay</i> , <i>rise</i> and <i>raise</i> , and <i>sit</i> and <i>set</i> are often confused. | 691 |
| 20 B.1 | <i>Lie</i> means “to rest or recline.” <i>Lie</i> is never followed by a direct object. <i>Lay</i> means “to put or set (something) down.” <i>Lay</i> is usually followed by a direct object. | 691 |
| 20 B.2 | <i>Rise</i> means “to move upward” or “to get up.” <i>Rise</i> is never followed by a direct object. <i>Raise</i> means “to lift (something) up,” “to increase,” or “to grow something.” <i>Raise</i> is usually followed by a direct object. | 691 |
| 20 B.3 | <i>Sit</i> means “to rest in an upright position.” <i>Sit</i> is never followed by a direct object. <i>Set</i> usually means “to put or place (something).” <i>Set</i> is usually followed by a direct object. | 691 |

Verb Tenses

- | | | |
|-------------|--|-----|
| 20 C | The time expressed by a verb is called the tense of a verb. | 693 |
|-------------|--|-----|

20 C.1	The six tenses of a verb are the present, past, future, present perfect, past perfect, and future perfect.	693
20 C.2	A conjugation is a list of all the singular and plural forms of a verb in its various tenses.	695
20 C.3	Each of the six verb tenses has a progressive form. The progressive form is used to express continuing or ongoing action.	699
20 C.4	Avoid unnecessary shifts in tense within a sentence or with related sentences.	702

Active and Passive Voice

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.	704
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Mood

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.	706
20 E.1	The indicative mood is used to make a statement of fact or to ask a question.	706
20 E.2	The imperative mood is used to give a command or make a request. In imperative statements, the subject <i>you</i> is understood though not stated.	706
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 <i>that</i> .	707

21 Using Pronouns

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

The Cases of Personal Pronouns

21 A	Case is the form of a noun or a pronoun that indicates its use in a sentence.	716
21 A.1	The nominative case is used for subjects and predicate nominatives.	717

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.	720
21 A.3	Object pronouns are used as direct objects, indirect objects, and objects of prepositions.	722
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.	723
21 A.5	The possessive case is used to show ownership or possession.	726

Pronoun Problems

21 B	Common pronoun problems include the misuse of who and whom and incomplete comparisons .	729
21 B.1	The correct case of who is determined by how the pronoun is used in a question or a clause.	729
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 object of the preposition.	729
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 object of the preposition in the clause.	730
21 B.4	In an elliptical clause , use the form of the pronoun you would use if the clause were completed.	733

Pronouns and Their Antecedents

21 C	A pronoun must agree in number and gender with its antecedent.	736
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.	736
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.	736
21 C.3	If two or more singular antecedents are joined by and or both/and , use a plural pronoun to refer to them.	737
21 C.4	Use a singular pronoun if the antecedent is a singular indefinite pronoun.	738

- 21 C.5 Use a plural pronoun if the antecedent is a plural indefinite pronoun. 739
- 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. 739

Unclear, Missing, or Confusing Antecedents

- 21 D Every personal pronoun should clearly refer to a specific antecedent. 741

22 Subject and Verb Agreement

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

Agreement of Subjects and Verbs

- 22 A A **verb** must agree with its subject in **number**. 750
 - 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*. 751
 - 22 A.2 The irregular verb *be* indicates number differently from other verbs. The singular is not formed by adding *-s* or *-es*. 751
 - 22 A.3 A singular subject takes a singular verb, and a plural subject takes a plural verb. 752
 - 22 A.4 The pronoun *you*, whether singular or plural, always takes a plural verb. 752
 - 22 A.5 The pronoun *I* also takes a plural verb—except when it is used with a form of *be*. 753
 - 22 A.6 The first helping verb must agree in number with the subject. 754
 - 22 A.7 The agreement of a verb with its subject is not changed by any interrupting words. 756

Common Agreement Problems

- 22 B Compound subjects, indefinite pronouns as subjects, and subjects in inverted order can present agreement problems. 758
 - 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. 758

22 B.2	When subjects are joined by <i>and</i> or <i>both/and</i> , the verb is plural—whether the subjects are singular, plural, or a combination of singular and plural.	758
22 B.3	A verb must agree in number with an indefinite pronoun used as a subject.	760
22 B.4	The subject and the verb of an inverted sentence must agree in number.	762

Other Agreement Problems

22 C	Some contractions, collective nouns, and other issues can present agreement problems.	764
22 C.1	The verb part of a contraction must agree in number with the subject.	764
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.	764
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.	765
22 C.4	Use a singular verb with certain subjects that are plural in form but singular in meaning.	766
22 C.5	A verb agrees with the subject of a sentence, not with the predicate nominative.	766
22 C.6	A title takes a singular verb.	767

23 Using Adjectives and Adverbs

How can you create colorful prose with adjectives and adverbs?

Comparison of Adjectives and Adverbs

23 A	Adjectives and adverbs are modifiers. Most modifiers show degrees of comparison by changing form.	776
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.	776
23 A.2	The comparative degree is used when two people, things, or actions are being compared.	776
23 A.3	The superlative degree is used when more than two people, things, or actions are being compared.	776

- 23 A.4** Add *-er* to form the comparative degree and *-est* to form the superlative degree of one-syllable modifiers. 778
- 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. 778
- 23 A.6** Use *more* to form the comparative degree and *most* to form the superlative degree of modifiers with three or more syllables. 779
- 23 A.7** Because *less* and *least* mean the opposite of *more* and *most*, use these words to form negative comparisons. 779
- 23 A.8** The endings *-er* and *-est* should never be added to the comparative and superlative forms of irregular modifiers. 781

Problems with Comparisons

- 23 B** When you compare people or things, avoid **double comparisons**, **illogical comparisons**, and **comparing a thing with itself**. 783
- 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. 783
- 23 B.2** Compare only items of a similar kind. 783
- 23 B.3** Add *other* and *else* when comparing a member of a group with the rest of the group. 784

Problems with Modifiers

- 23 C** It is important to know whether a word is an adjective or an adverb in order to form the comparisons correctly. 786
- 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. 788
- 23 C.2** *Bad* is an adjective and often follows a linking verb. *Badly* is used as an adverb. 788
- 23 C.3** Avoid using a **double negative**. 789



This section presents an easy-to-use reference for the mechanics of writing: capitalization, punctuation, and spelling. The number on the colored tab tells you the chapter covering that topic. The page number to the right of each definition refers to the place in the chapter where you can find additional instruction, examples, and applications to writing.

24 Capital Letters

How can you use capital letters to clarify your meaning when you write?

Capitalization

- | | | |
|---------------|---|-----|
| 24 A | Capitalize first words and the pronoun <i>I</i> . | 816 |
| 24 A.1 | Capitalize the first word of a sentence and of a line of poetry. | 816 |
| 24 A.2 | Capitalize the first word in the greeting of a letter and the first word in the closing of a letter. | 816 |
| 24 A.3 | Capitalize the first word of each item in an outline and the letters that begin major subsections of the outline. | 817 |
| 24 A.4 | Capitalize the pronoun <i>I</i> , both alone and in contractions. | 817 |

Proper Nouns

- | | | |
|---------------|--|-----|
| 24 B | Capitalize proper nouns and their abbreviations. | 819 |
| 24 B.1 | Names of persons and animals should be capitalized. Also capitalize initials that stand for people's names. | 819 |
| 24 B.2 | Geographical names, which include particular places and bodies of water and their abbreviations, initials, and acronyms, are capitalized. | 819 |
| 24 B.3 | Capitalize historically important nouns, which include the names of historical events, periods, and documents and their associated initials and acronyms. | 821 |
| 24 B.4 | Names of groups, such as organizations, businesses, institutions, government bodies, teams, and political parties, should be capitalized. | 822 |
| 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. | 822 |

- 24 B.6** Names of nationalities, races, and languages should be capitalized. 824
- 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. 824
- 24 B.8** Names of stars, planets, and constellations are capitalized. 825
- 24 B.9** Other proper nouns—such as the names of aircraft, awards, brand names, and buildings—should also begin with capital letters. 825

Proper Adjectives

- 24 C** Capitalize most proper adjectives. 828

Titles

- 24 D** Capitalize certain titles. 829
- 24 D.1** Capitalize a title showing office, rank, or profession when it comes directly before a person's name. 829
- 24 D.2** Capitalize a title that is used alone when the title is being substituted for a person's name in direct address. 829
- 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. 830
- 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. 831

25 End Marks and Commas

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

Kinds of Sentences and End Marks

- 25 A** A sentence may be **declarative**, **imperative**, **interrogative**, or **exclamatory**. 842
- 25 A.1** A **declarative sentence** makes a statement or expresses an opinion and ends with a period. 842

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.	842
25 A.3	An interrogative sentence asks a question and ends with a question mark.	843
25 A.4	An exclamatory sentence expresses strong feeling or emotion and ends with an exclamation point.	843
25 A.5	A period may be used in places other than at the ends of sentences.	845

Commas That Separate

25 B	Commas are used to prevent confusion and to keep items from running into one another.	848
25 B.1	Use commas to separate items in a series.	848
25 B.2	A comma is sometimes needed to separate two adjectives that precede a noun and are not joined by a conjunction.	850
25 B.3	Use a comma to separate the independent clauses of a compound sentence if the clauses are joined by a conjunction.	851
25 B.4	Use a comma after certain introductory structures.	852
25 B.5	Use commas to separate the elements in dates and addresses.	854
25 B.6	Use a comma after the salutation of a friendly letter and after the closing of all letters.	854

Commas That Enclose

25 C	Commas are used to enclose words that interrupt the main idea of a sentence.	857
25 C.1	Use commas to enclose nouns of direct address .	857
25 C.2	Use commas to enclose, or set off, parenthetical expressions .	858
25 C.3	Contrasting expressions , which usually begin with the word <i>not</i> , are also considered parenthetical expressions and should be set off by commas.	859
25 C.4	Use commas to enclose most appositives and their modifiers.	860
25 C.5	Use commas to set off nonrestrictive participial phrases and clauses .	862
25 C.6	If a participial phrase or a clause is restrictive —essential to the meaning of a sentence—no commas are used.	862

26 Italics and Quotation Marks

How can you create voice in your writing with italics and quotation marks?

Italics (Underlining)

- 26 A** **Italics** are printed letters that slant to the right. Italics are used for long titles, foreign words, and words or numbers used as words. When you are writing by hand, underline words that should be in italics. 872
- 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. 872
- 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. 873

Quotation Marks

- 26 B** **Quotation marks** always come in pairs. They are placed at the beginning and at the end of certain titles and uninterrupted quotations. 875
- 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. 875
- 26 B.2** Use quotation marks to enclose a person's exact words. 877
- 26 B.3** Begin each sentence of a direct quotation with a capital letter. 878
- 26 B.4** Use a comma to separate a direct quotation from a speaker tag. Place the comma inside the closing quotation marks. 879
- 26 B.5** Place a period inside the closing quotation marks when the end of the quotation comes at the end of the sentence. 880
- 26 B.6** Place a question mark or an exclamation point inside the closing quotation marks when it is part of the quotation. 880
- 26 B.7** When a question mark or exclamation mark is part of the whole sentence, it is placed **outside** the closing quotation marks. 880
- 26 B.8** When writing dialogue, begin a new paragraph each time the speaker changes. 882

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.	883
26 B.10	To distinguish a quotation within a quotation, use single quotation marks to enclose the inside quotation.	884
26 B.11	Quotation marks can be used to alert readers to sarcasm or irony or to signal an unusual use of a term.	884

27 Other Punctuation

How can you use apostrophes, semicolons, colons, hyphens, and other punctuation to communicate precisely and enhance your writing style?

Apostrophes

27 A	Apostrophes are used with nouns and some pronouns to show ownership or relationship, to represent missing letters in contractions, and with certain plurals and some dates.	894
27 A.1	Add 's to form the possessive of a singular noun.	895
27 A.2	Add only an apostrophe to form the possessive of a plural noun that ends in s.	896
27 A.3	Add 's to form the possessive of a plural noun that does not end in s.	896
27 A.4	Do not add an apostrophe to form the possessive of a personal pronoun.	897
27 A.5	Add 's to form the possessive of an indefinite pronoun.	897
27 A.6	To show joint ownership, make only the last word possessive in form.	898
27 A.7	To show separate ownership, make each word possessive in form.	898
27 A.8	Use an apostrophe with the possessive form of a noun that expresses time or amount.	899
27 A.9	Use an apostrophe in a contraction to show where one or more letters have been omitted.	901
27 A.10	Add 's to form the plural of lowercase letters, some capital letters, and some words that are used as words.	902
27 A.11	Use an apostrophe to show that numbers were omitted from a date.	903

Semicolons

- 27 B** The **semicolon (;)** is used to join the clauses of some compound sentences and to avoid confusion in some compound sentences and in some series. 904
- 27 B.1** Use a **semicolon (;)** between the clauses of a compound sentence that are not joined by a conjunction. 904
- 27 B.2** In a compound sentence, use a semicolon between clauses that are joined by certain conjunctive adverbs or transitional words. 905
- 27 B.3** Use a semicolon, instead of a comma, between the clauses of a compound sentence connected with a coordinating conjunction if there are commas within a clause. 906
- 27 B.4** Use a semicolon instead of a comma between the items in a series if the items themselves contain commas. 906

Colons

- 27 C** A **colon (:)** is used to introduce a list of items, to introduce quotations, to separate hours and minutes, between Biblical chapters and verses, and in business letters. 908
- 27 C.1** Use a **colon (:)** before most lists of items, especially when the list comes after the expression *the following*. Commas should separate the items in the list. 908
- 27 C.2** Never use a colon directly after a verb or a preposition. 908
- 27 C.3** Use a colon to introduce a long, formal quotation. 908
- 27 C.4** Use a colon between hours and minutes, between Bible chapters and verses, and in business letters. 909

Hyphens

- 27 D** Though the principal use of a **hyphen (-)** is to divide a word at the end of a line, hyphens are also used when writing numbers and fractions, to separate parts of some compound nouns, and after certain prefixes. 910
- 27 D.1** Use a **hyphen (-)** to divide a word at the end of a line. 910
- 27 D.2** Use a hyphen when writing out the numbers twenty-one through ninety-nine. 911
- 27 D.3** Use one or more hyphens to separate the parts of some compound nouns. 911

- 27 D.4** Use a hyphen when writing out a fraction used as an adjective. Also use one or more hyphens between words that make up a compound adjective in front of a noun. 912
- 27 D.5** Use a hyphen after certain prefixes and before the suffix *-elect*. 913

Dashes and Parentheses

- 27 E** **Dashes (—) and parentheses ()** are used like commas in some situations to separate certain words or groups of words from the rest of the sentence. 915
 - 27 E.1** Use **dashes (—)** to set off an abrupt change in thought. 915
 - 27 E.2** Use dashes to set off an appositive that is introduced by words such as *that is*, *for example*, or *for instance*. 915
 - 27 E.3** Use dashes to set off a parenthetical expression or an appositive that includes commas. 915
 - 27 E.4** Use **parentheses ()** to enclose information that is not related closely to the meaning of the sentence. 916

28 Spelling Correctly

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

Spelling Patterns

- 28 A** **Spelling patterns**—such as *i* before *e* except after *c*—apply to many words and can help you spell many different words correctly. 928
 - 28 A.1** When you spell words with *ie* or *ei*, *i* comes before *e* except when the letters follow *c* or when they stand for the long *a* sound. 928
 - 28 A.2** Words ending with a syllable that sounds like “seed” are usually spelled with *-cede*. Only one word in English is spelled with *-sede*, and only three words are spelled with *-ceed*. 928

Plurals

- 28 B** **Most nouns form their plural form by adding -s or -es to the singular form.** Some nouns form their plurals in other ways. 930
 - 28 B.1** To form the plural of most nouns, simply add *s*. 930
 - 28 B.2** If a noun ends with *s*, *ch*, *sh*, *x*, or *z*, add *es* to form the plural. 930
 - 28 B.3** Add *s* to form the plural of a noun ending with a vowel and *y*. 930

28 B.4	Change the <i>y</i> to <i>i</i> and add <i>es</i> to a noun ending in a consonant and <i>y</i> .	930
28 B.5	Add <i>s</i> to form the plural of a noun ending with a vowel and <i>o</i> .	931
28 B.6	Add <i>s</i> to form the plural of musical terms ending in <i>o</i> .	931
28 B.7	The plurals of nouns ending in a consonant and <i>o</i> do not follow a regular pattern.	931
28 B.8	To form the plural of some nouns ending in <i>f</i> or <i>fe</i> , just add <i>s</i> .	931
28 B.9	For some nouns ending in <i>f</i> or <i>fe</i> , change the <i>f</i> to <i>v</i> and add <i>es</i> or <i>s</i> .	931
28 B.10	Most compound nouns are made plural in the same way as other nouns. The letter <i>s</i> or <i>es</i> is added to the end of the word. But when the main word in a compound noun appears first, that word becomes plural.	932
28 B.11	To form the plurals of numerals, letters, symbols, and words used as words, add an <i>s</i> . To prevent confusion, it is best to use an apostrophe and <i>s</i> with lowercase letters, some capital letters (such as <i>A</i> , <i>I</i> , <i>O</i> , <i>U</i>), and some words used as words.	932
28 B.12	Irregular plurals are not formed by adding <i>s</i> or <i>es</i> .	934
28 B.13	Some nouns have the same form for singular and plural.	934
28 B.14	Some nouns from Latin and Greek have plurals that are formed as they are in the original language. For a few Latin and Greek words, there are two ways to form the plural.	934

Spelling Numbers

28 C	Some numbers are written as numerals while other numbers are written as words.	936
28 C.1	Spell out numbers that can be written in one or two words. Use numerals for other numbers. Always spell out a number that begins a sentence.	936
28 C.2	Always spell out numbers used to tell order of events or the placement in a series.	936
28 C.3	Use a numeral for a date when you include the name of the month. Always use numerals for the year.	936

Prefixes and Suffixes

28 D	A prefix is placed in front of a base word to form a new word. A suffix is placed after a base word to create a new word.	938
-------------	---	-----

- 28 D.1** The suffixes *-ness* and *-ly* are added to most base words without any spelling changes. 938
- 28 D.2** Drop the final *e* in the base word when adding a suffix that begins with a vowel. 938
- 28 D.3** Keep the final *e* when adding a suffix that begins with a consonant. 938
- 28 D.4** To add a suffix to most words ending with a vowel and *y*, keep the *y*. 939
- 28 D.5** To add a suffix to most words ending in a consonant and *y*, change the *y* to *i* before adding the suffix. 939
- 28 D.6** Sometimes the final consonant in a word is doubled before an ending is added. This happens when the ending begins with a vowel and the base word satisfies both these conditions: (1) It has only one syllable or is stressed on the final syllable, and (2) it ends in one consonant preceded by one vowel. 939



Glossary

English

A

abbreviation shortened form of a word that generally begins with a capital letter and ends with a period

abstract summary of points of writing, presented in skeletal form

abstract noun noun that cannot be seen or touched, such as an idea, quality, or characteristic

acronym an abbreviation formed by using the initial letters of a phrase or name (CIA—Central Intelligence Agency)

action verb verb that tells what action a subject is performing

active voice voice the verb is in when it expresses that the subject is performing the action

adequate development quality of good writing in which sufficient supporting details develop the main idea

adjectival clause subordinate clause used to modify a noun or pronoun

adjectival phrase prepositional phrase that modifies a noun or a pronoun

adjective word that modifies a noun or a pronoun

Español

abreviatura forma reducida de una palabra que generalmente comienza con mayúscula y termina en punto

síntesis resumen de los puntos principales de un texto, presentados en forma de esquema

austantivo abstracto sustantivo que no puede verse ni tocarse, como una idea, una cualidad o una característica

acrónimo abreviatura que se forma al usar las letras iniciales de una frase o de un nombre (CIA—Central Intelligence Agency [Agencia Central de Inteligencia])

verbo de acción verbo que indica qué acción realiza el sujeto

voz activa voz en que está el verbo cuando expresa que el sujeto está realizando la acción

desarrollo adecuado cualidad de un texto bien escrito, en cual suficientes detalles de apoyo desarrollan la idea principal

cláusula adjetiva cláusula subordinada utilizada para modificar a un sustantivo o a un pronombre

frase adjetiva frase preposicional que modifica a un sustantivo o a un pronombre

adjetivo palabra que modifica a un sustantivo o a un pronombre

English

- adverb** word that modifies a verb, an adjective, or another adverb
- adverbial clause** subordinate clause that is used mainly to modify a verb
- adverbial phrase** prepositional phrase that is used mainly to modify a verb
- aesthetics** study of beauty and artistic quality
- alliteration** repetition of a consonant sound at the beginning of a series of words
- allusion** reference to persons or events in the past or in literature
- analogy** logical relationship between a pair of words
- analysis** the process of breaking a whole into parts to see how the parts fit and work together
- antecedent** word or group of words to which a pronoun refers
- antithesis** in literature, using contrasting words, phrases, sentences, or ideas for emphasis: *She was tough as nails and soft as spun sugar.*
- antonym** word that means the opposite of another word
- appositive** noun or pronoun that identifies or explains another noun or pronoun in a sentence

Español

- adverbio** palabra que modifica a un verbo, a un adjetivo o a otro adverbio
- cláusula adverbial** cláusula subordinada que se utiliza principalmente para modificar a un verbo
- frase adverbial** frase preposicional que se utiliza principalmente para modificar a un verbo
- estética** estudio de la belleza y de las características del arte
- aliteración** repetición de un sonido consonántico al comienzo de una serie de palabras
- alusión** referencia a personas o sucesos del pasado o de la literatura
- analogía** relación lógica entre una pareja de palabras
- análisis** proceso de separación de las partes de un todo para examinar cómo encajan y cómo funcionan juntas
- antecedente** palabra o grupo de palabras a que hace referencia un pronombre
- antítesis** en literatura, el uso de palabras, frases, oraciones o ideas contrastantes para producir énfasis: *Era dura como una piedra y con un corazón de oro.*
- antónimo** palabra que significa lo opuesto de otra palabra
- aposición** sustantivo o pronombre que especifica o explica a otro sustantivo o pronombre en una oración

English

article the special adjectives *a, an, the*

assonance repetition of a vowel sound within words

audience person or persons who will read your work or hear your speech

autobiography account of a person's life, written by that person

B

ballad a narrative song or poem. A *folk ballad* may be passed down by word of mouth for generations before being written down. A *literary ballad* is written in a style to imitate a folk ballad but has a known author.

bandwagon statement appeal that leads the reader to believe that everyone is using a certain product

bibliographic information information about a source, such as author, title, publisher, date of publication, and Internet address

body one or more paragraphs composed of details, facts, and examples that support the main idea

brackets punctuation marks [] used to enclose information added to text or to indicate new text replacing the original quoted text; always used in pairs

Español

artículo adjetivos especiales *a (un/una), an (un/una) y the (el/la/los/las)*

asonancia repetición de un sonido vocálico en las palabras

público persona o personas que leerán tu trabajo o escucharán tu discurso

autobiografía relato de la vida de una persona, escrito por esa misma persona

balada canción o poema narrativo. Una *balada folclórica* puede transmitirse oralmente de generación en generación antes de que se ponga por escrito. Una *balada literaria* está escrita en un estilo que imita a la balada folclórica, pero se sabe quién es su autor.

enunciado de arrastre enunciado apelativo que lleva al lector a creer que todos usan cierto producto

información bibliográfica datos sobre una fuente: autor, título, editorial, fecha de publicación, dirección de Internet, etc

cuerpo uno o más párrafos compuestos de detalles, hechos y ejemplos que apoyan la idea principal

corchetes signos de puntuación [] utilizados para encerrar la información añadida al texto o para indicar el texto nuevo que reemplaza al texto original citado; siempre se usan en parejas

English

brainstorming prewriting technique of writing down ideas that come to mind about a given subject

business letter formal letter that asks for action on the part of the receiver and includes an inside address, heading, salutation, body, closing, and signature

C

case form of a noun or a pronoun that indicates its use in a sentence. In English there are three cases: the nominative case, the objective case, and the possessive case.

cause and effect method of development in which details are grouped according to what happens and why it happens

central idea the main or controlling idea of an essay

characterization variety of techniques used by writers to show the personality of a character

chronological order the order in which events occur

citation note that gives credit to the source of another person's paraphrased or quoted ideas

claim in a persuasive speech or essay, a main position or statement supported with one or more examples and warrants

clarity the quality of being clear

Español

intercambio de ideas técnica de preparación para la escritura que consiste en anotar las ideas que surgen sobre un tema

carta de negocios carta formal que solicita al destinatario que realice una acción e incluye dirección del destinatario, membrete, saludo, cuerpo, despedida y firma

caso forma de un sustantivo o de un pronombre que indica su uso en una oración. En inglés hay tres casos: nominativo, objetivo y posesivo.

causa y efecto método de desarrollo en cual los detalles están agrupados según lo que sucede y por qué sucede

idea central idea principal o fundamental de un ensayo

caracterización varias técnicas utilizadas por los escritores para mostrar la personalidad de un personaje

orden cronológico orden en el que ocurren los sucesos

cita nota que menciona la fuente de donde se extrajeron las ideas, parafraseadas o textuales, de otra persona

afirmación en un discurso o ensayo persuasivo, punto de vista o enunciado principal fundamentado con uno o más ejemplos y justificaciones

claridad cualidad de un texto de ser claro

English

classics literary works that withstand the test of time and appeal to readers from generation to generation and from century to century

classification method of development in which details are grouped into categories

clause fragment subordinate clause standing alone

clause group of words that has a subject and verb and is used as part of a sentence

cliché overused expression that is no longer fresh or interesting to the reader

close reading reading carefully to locate specific information, follow an argument's logic, or comprehend the meaning of information

clustering visual strategy a writer uses to organize ideas and details connected to the subject

coherence logical and smooth flow of ideas connected with clear transitions

collaboration in writing, the working together of several individuals on one piece of writing, usually done during prewriting, including brainstorming and revising

Español

clásicos obras literarias que superan la prueba del tiempo y atraen a los lectores de generación en generación y de un siglo a otro

clasificación método de desarrollo en el que los detalles están agrupados en categorías

fragmento de cláusula cláusula subordinada que aparece de forma independiente

cláusula grupo de palabras que tiene sujeto y verbo y se utiliza como parte de una oración

cliché expresión demasiado usada que ya no resulta original ni interesante para el lector

lectura atenta lectura minuciosa para identificar información específica, seguir un argumento lógico o comprender el significado de la información

agrupación estrategia visual que emplea un escritor para organizar las ideas y los detalles relacionados con el tema

coherencia flujo lógico de ideas que discurren conectadas con transiciones claras

colaboración en el ámbito de la escritura, el trabajo en común de varios individuos en un texto, usualmente durante la etapa de preparación para la escritura, incluida la técnica de intercambio de ideas y la tarea de revisión

English

collective noun noun that names a group of people or things

colloquialism informal phrase or colorful expression not meant to be taken literally but understood to have particular non-literal meaning

common noun names any person, place, or thing

comparative degree modification of an adjective or adverb used when two people, things, or actions are compared

comparison and contrast method of development in which the writer examines similarities and differences between two subjects

complement word or group of words used to complete a predicate

complete predicate all the words that tell what the subject is doing or that tell something about the subject

complete subject all the words used to identify the person, place, thing, or idea that the sentence is about

complex sentence sentence that consists of a dependent and an independent clause

composition writing form that presents and develops one main idea

compound adjective adjective made up of more than one word

Español

sustantivo colectivo sustantivo que designa un grupo de personas o cosas

coloquialismo frase informal o expresión pintoresca que no debe tomarse literalmente, pues tiene un significado figurado específico

sustantivo común designa cualquier persona, lugar o cosa

grado comparativo forma de un adjetivo o adverbio que se usa cuando se comparan dos personas, cosas o acciones

comparación y contraste método de desarrollo en cual el escritor examina las semejanzas y las diferencias entre dos temas

complemento palabra o grupo de palabras utilizadas para completar un predicado

predicado completo todas las palabras que expresan qué hace el sujeto o dicen algo acerca del sujeto

sujeto completo todas las palabras utilizadas para identificar la persona, el lugar, la cosa o la idea de la que trata la oración

oración compleja oración que consiste de una cláusula dependiente y una independiente

composición tipo de texto que presenta y desarrolla una idea principal

adjetivo compuesto adjetivo formado por más de una palabra

English

compound noun a single noun comprised of several words

compound sentence consists of two simple sentences, usually joined by a comma and the coordinating conjunction *and*, *but*, *or*, or *yet*

compound subject two or more subjects in a sentence that have the same verb and are joined by a conjunction

compound verb two or more verbs in one sentence that have the same subject and are joined by a conjunction

compound-complex sentence two or more independent clauses and one or more subordinate clauses

concluding sentence a strong ending added to a paragraph that summarizes the major points, refers to the main idea, or adds an insight

conclusion a strong ending added to a paragraph or composition that summarizes the major points, refers to the main idea, and adds an insight

concrete noun person, place, or thing that can be seen or touched

conflict struggle between opposing forces around which the action of a work of literature revolves

Español

sustantivo compuesto sustantivo individual formado por varias palabras

oración compuesta consiste de dos oraciones simples, unidas generalmente por una coma y la conjunción coordinante *and* (*y*), *but* (*pero*), *or* (*o*) y *yet* (*sin embargo*)

sujeto compuesto dos o más sujetos en una oración que tienen el mismo verbo y están unidos por una conjunción

verbo compuesto dos o más verbos en una oración que tienen el mismo sujeto y están unidos por una conjunción

oración compuesta-compleja dos o más cláusulas independientes y una o más cláusulas subordinadas

oración conclusiva un final que se añade a un párrafo y que resume los puntos principales, se refiere a la idea principal o añade una reflexión.

conclusión un final fuerte que se añade a un párrafo o a una composición y que resume los puntos principales, se refiere a la idea principal y añade una reflexión

sustantivo concreto una persona, un lugar o una cosa que puede verse o tocarse

conflicto lucha entre fuerzas opuestas alrededor de cual gira la acción de una obra literaria

English

conjunction word that joins together sentences, clauses, phrases, or other words

conjunctive adverb an adverb used to connect two clauses

connotation meaning that comes from attitudes attached to a word

consonance repetition of a consonant sound, usually in the middle or at the end of words

context clue clues to a word's meaning provided by the sentence, the surrounding words, or the situation in which the word occurs

contraction word that combines two words into one and uses an apostrophe to replace one or more missing letters

contradiction in a persuasive speech or essay, a logical incompatibility between two propositions made by the author

controlling idea the main idea or thesis of an essay

cooperative learning strategy in which a group works together to achieve a common goal or accomplish a single task

coordinating conjunction single connecting word used to join words or groups of words

Español

conjunción palabra que une dos oraciones, cláusulas, frases u otras palabras

adverbio conjuntivo adverbio utilizado para conectar dos cláusulas

connotación significado que proviene de los valores vinculados a una palabra

consonancia repetición de un sonido consonántico, usualmente en el medio o al final de las palabras

clave del contexto pistas sobre el significado de una palabra proporcionadas por la oración, las palabras que la rodean o la situación en la que aparece la palabra

contracción palabra que combina dos palabras en una y utiliza un apóstrofo en lugar de la(s) letra(s) faltante(s)

contradicción en un discurso o ensayo persuasivo, incompatibilidad lógica entre dos proposiciones hechas por el autor

idea dominante idea principal o tesis de un ensayo

aprendizaje cooperativo estrategia mediante cual los miembros de un grupo trabajan juntos para alcanzar una meta en común o llevar a cabo una tarea

conjunción coordinante palabra de conexión usada para unir palabras o grupos de palabras

English

correlative conjunction pairs of conjunctions used to connect compound subjects, compound verbs, and compound sentences

count noun a noun that names an object that can be counted (*grains of rice, storms, songs*)

counter-argument argument offered to address opposing views in a persuasive composition

creative writing writing style in which the writer creates characters, events, and images within stories, plays, or poems to express feelings, perceptions, and points of view

critique a detailed analysis and assessment of a work such as a piece of writing

D

dangling modifier phrase that has nothing to describe in a sentence

dash punctuation mark that indicates a greater separation of words than a comma

declarative sentence a statement or expression of an opinion. It ends with a period.

definition method of development in which the nature and characteristics of a word, object, concept, or phenomenon are explained

Español

conjunción correlativa pares de conjunciones usadas para conectar los sujetos compuestos, los verbos compuestos y las oraciones compuestas

sustantivo contable sustantivo que designa un objeto que se puede contar (granos de arroz, tormentas, canciones)

contraargumento argumento que se ofrece para tratar las opiniones contrarias en una composición persuasiva

escritura creativa estilo de escritura en cual el escritor crea los personajes, los sucesos y las imágenes de cuentos, obras de teatro o poemas para expresar sentimientos, percepciones y puntos de vista

crítica análisis detallado y evaluación de una obra, como un texto escrito

modificador mal ubicado frase que no describe nada en una oración

raya signo de puntuación que indica una separación mayor entre las palabras que una coma

oración enunciativa enunciado o expresión de una opinión. Termina en punto.

definición método de desarrollo en cual se explican la naturaleza y las características de una palabra, objeto, concepto o fenómeno

English

- demonstrative pronoun** word that substitutes for a noun and points out a person or thing
- denotation** literal meaning of a word
- descriptive writing** writing that creates a vivid picture of a person, an object, or a scene by stimulating the reader's senses
- developmental order** information that is organized so that one idea grows out of the preceding idea
- Dewey decimal system** system by which nonfiction books are arranged on shelves in numerical order according to ten general subject categories
- dialect** regional variation of a language distinguished by distinctive pronunciation and some differences in word meanings
- dialogue** conversation between two or more people in a story or play
- direct object** noun or a pronoun that answers the question *What?* or *Whom?* after an action verb
- direct quotation** passage, sentence, or words stated exactly as the person wrote or said them
- documentary** a work composed of pieces of primary source materials or first-hand accounts such as interviews, diaries, photographs, film clips, etc.

Español

- pronombre demostrativo** palabra que está en lugar de un sustantivo y señala una persona o cosa
- denotación** significado literal de una palabra
- texto descriptivo** texto que crea una imagen vívida de una persona, un objeto o una escena estimulando los sentidos del lector
- orden de desarrollo** información que está organizada de tal manera que una idea surge de la precedente
- Sistema decimal de Dewey** sistema por cual los libros de no ficción se ubican en los estantes en orden numérico según diez categorías temáticas generales
- dialecto** variación regional de un idioma caracterizada por una pronunciación distintiva y algunas diferencias en el significado de las palabras
- diálogo** conversación entre dos o más personas en un cuento o en una obra de teatro
- objeto directo** sustantivo o pronombre que responde la pregunta ¿Qué? (*What?*) o ¿Quién? (*Whom?*) después de un verbo de acción
- cita directa** pasaje, oración o palabras enunciadas exactamente como la persona las escribió o las dijo
- documental** obra compuesta por fragmentos de fuentes primarias o relatos de primera mano, como entrevistas, diarios, fotografías, fragmentos de películas, etc.

English

double negative use of two negative words to express an idea when only one is needed

drafting stage of the writing process in which the writer expresses ideas in sentences, forming a beginning, a middle, and an ending of a composition

E

editing stage of the writing process in which the writer polishes his or her work by correcting errors in grammar, usage, mechanics, and spelling

elaboration addition of explanatory or descriptive information to a piece of writing, such as supporting details, examples, facts, and descriptions

electronic publishing various ways to present information through the use of technology. It includes desktop publishing (creating printed documents on a computer), audio and video recordings, and online publishing (creating a Web site).

ellipses punctuation marks (. . .) used to indicate where text has been removed from quoted material or to indicate a pause or interruption in speech

elliptical clause subordinate clause in which words are omitted but understood to be there

Español

negación doble uso de dos palabras negativas para expresar una idea cuando sólo una es necesaria

borrador etapa del proceso de escritura en la cual el escritor expresa sus ideas en oraciones que forman el principio, el medio y el final de una composición

edición etapa del proceso de escritura en la cual el escritor mejora su trabajo y corrige los errores de gramática, uso del lenguaje, aspectos prácticos y ortografía

explicación agregar información explicativa o descriptiva a un texto, como detalles de apoyo, ejemplos, hechos y descripciones

publicación electrónica o Ciberedición varias maneras de presentar la información por el uso de la tecnología. Incluye la autoedición (crear documentos impresos en una computadora), las grabaciones de audio y video y la publicación en línea (crear un sitio web).

puntos suspensivos signos de puntuación (. . .) utilizados para indicar dónde se ha quitado parte del texto de una cita o para indicar una pausa o una interrupción en el discurso

cláusula elíptica cláusula subordinada en cual se omiten palabras, pero se comprende que están implícitas

English

- e-mail** electronic mail that can be sent all over the world from one computer to another
- emoticons** symbols used by e-mail users to convey emotions
- encyclopedia** print or online reference that contains general information about a variety of subjects
- endnote** complete citation of the source of borrowed material at the end of a research report
- essay** composition of three or more paragraphs that presents and develops one main idea
- essential phrase or clause** group of words essential to the meaning of a sentence; therefore, not set off with commas
- etymology** history of a word, from its earliest recorded use to its present use
- evidence** facts and examples used to support a statement or proposition
- exclamatory sentence** expression of strong feeling that ends with an exclamation point
- expository writing** prose that explains or informs with facts and examples or gives directions

Español

- correo electrónico** mensaje electrónico que puede enviarse a cualquier lugar del mundo desde una computadora a otra
- emoticonos** símbolos utilizados por los usuarios del correo electrónico para transmitir emociones
- enciclopedia** obra de referencia, impresa o en línea, que contiene información general sobre varios temas
- nota final** cita completa de la fuente de la que se tomó información, colocada al final de un informe de investigación
- ensayo** composición de tres o más párrafos que presenta y desarrolla una idea principal
- frase o cláusula esencial** grupo de palabras esencial para el significado de una oración; por lo tanto, no está encerrado entre comas
- etimología** historia de una palabra, desde su uso registrado más antiguo hasta su uso actual
- evidencia** hechos y ejemplos utilizados para fundamentar un enunciado o proposición
- oración exclamativa** expresión de sentimiento intenso que termina con signo de exclamación
- texto expositivo** texto en prosa que explica o informa con hechos y ejemplos o da instrucciones

English

external coherence organization of the major components of a written piece (introduction, body, conclusion) in a logical sequence and flow, progressing from one idea to another while holding true to the central idea of the composition

F

fable story in which animal characters act like people to teach a lesson or moral

fact statement that can be proven

feedback written or verbal reaction to an idea, a work, a performance, and so on, often used as a basis for improvement

fiction prose works of literature, such as short stories and novels, which are partly or totally imaginary

figurative language language that uses such devices as imagery, metaphor, simile, hyperbole, personification, or analogy to convey a sense beyond the literal meaning of the words

flashback an interruption of the normal chronological order of the plot to narrate events that occurred earlier

folktale story that was told aloud long before it was written

Español

coherencia externa organización de las partes principales de un trabajo escrito (introducción, cuerpo, conclusión) en una secuencia lógica que presenta fluidez y avanza de una idea a otra, pero sustentando la idea central de la composición

fábula relato en cual los personajes son animales que actúan como personas para enseñar una lección o una moraleja

hecho enunciado que puede probarse

realimentación reacción escrita u oral respecto de una idea, obra, representación, etc., que suele utilizarse como base para mejorarla

ficción obras literarias en prosa, como cuentos y novelas, que son parcial o totalmente imaginarias

lenguaje figurado lenguaje que emplea recursos tales como imágenes, metáforas, símiles, hipérbolos, personificación o analogía para transmitir un sentido que va más allá del sentido literal de las palabras

flash-back interrupción del orden cronológico normal del argumento para narrar sucesos que ocurrieron anteriormente

cuento folclórico relato que se contaba en voz alta mucho antes de que fuera puesto por escrito

English

footnote complete citation of the source of borrowed material at the bottom of a page in a research report

foreshadowing the use of hints or clues about what will happen later in the plot

formal English conventional rules of grammar, usage, and mechanics

format (page) the way in which page elements, such as margins, heads, subheads, and sidebars, are arranged

fragment group of words that does not express a complete thought

free verse poetry without meter or a regular, patterned beat

freewriting prewriting technique of writing freely without concern for mistakes made

friendly letter writing form that may use informal language and includes a heading, greeting (salutation), body, closing, and signature

G

generalization a conclusion based on facts, examples, or instances

generalizing forming an overall idea that explains something specific

Español

nota al pie cita completa de la fuente de la que se tomó información, colocada en la parte inferior de una página de un informe de investigación

presagio uso de pistas o claves sobre lo que sucederá posteriormente en el argumento

inglés formal reglas convencionales de gramática, uso del lenguaje y aspectos prácticos de la escritura

formato (página) forma en que están organizados los elementos de la página, como los márgenes, encabezados, subtítulos y recuadros

fragmento grupo de palabras que no expresa un pensamiento completo

verso libre poesía sin metro fijo o patrón rítmico regular

escritura libre técnica de preparación para la escritura que consiste en escribir libremente sin preocuparse por los errores cometidos

carta amistosa tipo de texto que puede usar un lenguaje informal e incluye membrete, saludo, cuerpo, despedida y firma

generalización conclusión basada en hechos, ejemplos o casos

generalizando formar una idea general que explica algo específico

English

genre (1) a distinctive type or category of literature such as the epic, mystery, or science fiction;
(2) a distinctive type or category of text, such as personal narrative, expository essay, or short story

gerund verb form ending in *-ing* that is used as a noun

gerund phrase a gerund with its modifiers and complements working together as a noun

glittering generality word or phrase that most people associate with virtue and goodness that is used to trick people into feeling positively about a subject

graphic elements (in poetry) in poetry, use of word position, line length, and overall text layout to express or reflect meaning

H

helping verb auxiliary verb that combines with the main verb to make up a verb phrase

homographs words that are spelled alike but have different meanings and pronunciations

homophones words that sound alike but have different meanings and spellings

Español

género (1) tipo distintivo o categoría literaria, como la épica, las novelas de misterio, o la ciencia ficción;
(2) tipo distintivo o categoría de texto, como la narración personal, el ensayo expositivo o el cuento

gerundio forma verbal que termina en *-ing* y puede usarse como sustantivo

frase de gerundio un gerundio con sus modificadores y complementos, que funcionan juntos como un sustantivo

generalidad entusiasta palabra o frase que la mayoría de la gente asocia con la virtud y la bondad, y que se utiliza con el fin de engañar a las personas para que tengan una reacción positiva respecto de cierto tema

elementos gráficos (en la poesía) en poesía, el uso de la ubicación de las palabras, la extensión de los versos y la disposición general del texto para expresar o mostrar el significado

verbo auxiliar verbo que se emplea junto con el verbo principal para formar una frase verbal

homógrafos palabras que se escriben de igual manera, pero tienen significados y pronunciaciones diferentes

homófonos palabras que suenan de igual manera, pero tienen significados diferentes y se escriben de manera distinta

English

- hyperbole** use of exaggeration or overstatement
- hyphen** punctuation mark used to divide words at the end of a line

I

- idiom** phrase or expression that has a meaning different from what the words suggest in their usual meanings
- imagery** use of concrete details to create a picture or appeal to senses other than sight
- imperative mood** verb form used to give a command or to make a request
- imperative sentence** a request or command that ends with either a period or an exclamation point
- indefinite pronoun** word that substitutes for a noun and refers to unnamed persons or things
- independent clause** group of words that can stand alone as a sentence because it expresses a complete thought
- indicative mood** verb form used to state a fact or to ask a question
- indirect object** noun or a pronoun that answers the question *To or from whom?* or *To or for what?* after an action word

Español

- hipérbole** uso de la exageración o amplificación
- guión** signo ortográfico usado para separar las palabras al final de un renglón
- modismo** frase o expresión que tiene un significado diferente de lo que sugieren habitualmente las palabras que la forman
- imaginería** uso de detalles concretos para crear una imagen o apelar a los otros sentidos además de la vista
- modo imperativo** forma verbal usada para dar una orden u hacer un pedido
- oración imperativa** pedido u orden que termina en punto con signo de exclamación
- pronombre indefinido** palabra que sustituye a un sustantivo y alude a personas o cosas que no han sido identificadas
- cláusula independiente** grupo de palabras que pueden formar por sí solas una oración porque expresan un pensamiento completo
- modo indicativo** forma verbal usada para enunciar un hecho o hacer una pregunta
- objeto indirecto** nombre o pronombre que responde la pregunta *¿A quién o para quién? (To or from whom?)* o *¿A qué o para qué? (To or for what?)* después de una palabra de acción

English

inference a reasonable conclusion drawn by the reader based on clues in a literary work

infinitive verb form that usually begins with *to* and can be used as a noun, adjective, or adverb

informative writing writing that explains with facts and examples, gives directions, or lists steps in a process

inquiring a prewriting technique in which the writer asks questions such as *Who?* *What?* *Where?* *Why?* and *When?*

intensive pronoun word that adds emphasis to a noun or another pronoun in the sentence

interjection word that expresses strong feeling

internal coherence in a written piece, organization of ideas and/or sentences in a logical sequence and with a fluid progression

Internet global network of computers that are connected to one another with high speed data lines and telephone lines

interrogative pronoun pronoun used to ask a question

interrogative sentence a question. It ends with a question mark.

Español

inferencia conclusión razonable que saca el lector basándose en las pistas de una obra literaria

infinitivo forma verbal que generalmente empieza con *to* y se puede usar como sustantivo, adjetivo o adverbio

texto informativo texto que explica algo con hechos y ejemplos, da instrucciones o enumera los pasos de un proceso

indagar técnica de preparación para la escritura en cual el escritor hace preguntas como *¿Quién?* (*Who?*), *¿Qué?* (*What?*), *¿Dónde?* (*Where?*), *¿Por qué?* (*Why?*) y *¿Cuándo?* (*When?*)

pronombre enfático en una oración, palabra que añade énfasis a un sustantivo o a otro pronombre

interjección palabra que expresa un sentimiento intenso

coherencia interna en un texto escrito, la organización de las ideas y/o de las oraciones en una secuencia lógica y con un desarrollo fluido

internet red mundial de computadoras que están conectadas entre sí con líneas de datos y líneas telefónicas de alta velocidad

pronombre interrogativo pronombre utilizado para hacer una pregunta

oración interrogativa pregunta. Empieza y termina con signos de interrogación en español y termina con signo de interrogación en inglés.

English

intransitive verb action verb that does not pass the action from a doer to a receiver

introduction one or more paragraphs in a composition or an essay that introduce a subject, state or imply a purpose, present a main idea, and catch the reader's attention

inverted order condition when the subject follows the verb or part of the verb phrase

irony a recognition and heightening of the difference between appearance and reality. *Situational irony* occurs when events turn out differently from what is expected; *dramatic irony* occurs when the audience has important information that a main character lacks.

irregular verb verb that does not form its past and past participle by adding *-ed* or *-d* to the present tense

J

jargon specialized vocabulary used by a particular group of people

journal daily notebook in which a writer records thoughts and feelings

juxtaposition two or more things placed side by side, generally in an unexpected combination

Español

verbo intransitivo verbo de acción que no transfiere la acción del agente a un receptor

introducción en un ensayo, uno o más párrafos que presentan un tema, enuncian o sugieren un propósito, presentan una idea principal y capta la atención del lector

orden invertido circunstancia en la que el sujeto sigue al verbo o a una parte de la frase verbal

ironía reconocimiento e intensificación de la diferencia entre la apariencia y la realidad. La *ironía situacional* ocurre cuando los sucesos resultan de manera diferente de lo esperado; la *ironía dramática* ocurre cuando el público tiene información importante de la que carece el personaje principal.

verbo irregular verbo que no forma el pasado o el participio pasado al agregar *-ed* o *-d* al tiempo presente

jerga vocabulario especializado usado por un grupo específico de personas

diario cuaderno en el que un escritor anota cada día sus pensamientos y sentimientos

yuxtaposición dos o más cosas ubicadas una junto a la otra, generalmente en una combinación inesperada

English

L

linking verb verb that links the subject with another word that renames or describes the subject

listening the process of comprehending, evaluating, organizing, and remembering information presented orally

literary analysis interpretation of a work of literature supported with appropriate details and quotations from the work

loaded words words carefully chosen to appeal to one's hopes or fears rather than to reason or logic

M

memo short for *memorandum*, a concise form of communication used to disseminate decisions, plans, policies and the like; used frequently in business settings

metaphor figure of speech that compares by implying that one thing is another

meter rhythm of a specific beat of stressed and unstressed syllables found in many poems

Español

verbo copulativo verbo que conecta al sujeto con otra palabra que vuelve a nombrar o describe al sujeto

escuchar proceso de comprender, evaluar, organizar y recordar la información presentada oralmente

análisis literario interpretación de una obra literaria fundamentada con detalles apropiados y citas de la obra

palabras tendenciosas palabras escogidas cuidadosamente para apelar a las esperanzas o los temores del destinatario, en lugar de la razón o la lógica

memo abreviatura de *memorándum*, forma concisa de comunicación usada para difundir decisiones, planes, políticas y cuestiones similares; utilizada frecuentemente en el ambiente de los negocios

metáfora figura retórica que hace una comparación implícita entre dos cosas

metro ritmo con una cadencia específica de sílabas tónicas (acentuadas) y átonas (inacentuadas) que se halla en muchos poemas

English

misplaced modifier phrase or a clause that is placed too far away from the word it modifies, thus creating an unclear sentence

modifier word that makes the meaning of another word more precise

mood overall atmosphere or feeling created by a work of literature

multimedia the use of more than one medium of expression or communication such as a presentation composed of visual images and audio soundtrack

N

narrative writing writing that tells a real or an imaginary story with a clear beginning, middle, and ending

narrator the person whose voice is telling the story

network a system of interconnected computers

noncount noun a noun that names something that cannot be counted (*health, weather, music*)

nonessential phrase or clause group of words that is not essential to the meaning of a sentence and is therefore set off with commas (also called *nonrestrictive phrase or clause*)

nonfiction prose writing that contains facts about real people and real events

Español

modificador mal colocado frase o cláusula ubicada demasiado lejos de la palabra que modifica, por lo que crea una oración poco clara

modificador palabra que hace más preciso el significado de otra palabra

atmósfera clima o sentimiento general creado por una obra literaria

multimedia uso de más de un medio de expresión o comunicación, como una presentación compuesta por imágenes visuales y una banda sonora de audio

texto narrativo texto que relata una historia real o imaginaria con un principio, un medio y un final

narrador persona cuya voz cuenta la historia

red sistema de computadoras interconectadas

sustantivo no contable sustantivo que designa algo que no se puede contar (la salud, el clima, la música)

frase o cláusula incidental grupo de palabras que no es esencial para el significado de una oración y, por lo tanto, está encerrada entre comas (también llamada *frase o cláusula no restrictiva*)

no ficción texto en prosa que contiene hechos sobre gente real y sucesos reales

English

nonstandard English less formal language used by people of varying regions and dialects; not appropriate for use in writing

noun a word that names a person, place, thing, or idea. A common noun gives a general name. A proper noun names a specific person, place, or thing and always begins with a capital letter. Concrete nouns can be seen or touched; abstract nouns cannot.

noun clause a subordinate clause used like a noun

novel a long work of narrative fiction

nuance a small or subtle distinction in meaning

O

object word that answers the question *What?* or *Whom?*

object pronoun type of pronoun used for direct objects, indirect objects, and objects of prepositions

objective not based on an individual's opinions or judgments

objective complement a noun or an adjective that renames or describes the direct object

Español

inglés no estándar lenguaje menos formal utilizado por personas de diversas regiones y dialectos; inapropiado para usarlo en la escritura

sustantivo palabra que designa una persona, un lugar, una cosa o una idea. Un sustantivo común expresa un nombre general. Un sustantivo propio nombra una persona, un lugar o una cosa específica y siempre comienza con mayúscula. Los sustantivos concretos designan cosas que pueden verse o tocarse, mientras que los sustantivos abstractos no lo hacen.

cláusula nominal cláusula subordinada usada como sustantivo

novela obra extensa de ficción narrativa

matiz diferencia de significado pequeña o sutil

objeto palabra que responde la pregunta *¿Qué?* (*What?*) o *¿Quién?* (*Whom?*)

pronombre objeto tipo de pronombre utilizado para los objetos directos, objetos indirectos y objetos de preposiciones

objetivo no basado en las opiniones o juicios de un individuo

complemento objetivo sustantivo o adjetivo que vuelve a nombrar o describe al objeto directo

English

- observing** prewriting technique that helps a writer use the powers of observation to gather details
- occasion** motivation for composing; the factor that prompts communication
- online** connected to the Internet via a line modem connection
- onomatopoeia** the use of words whose sounds suggest their meaning
- opinion** a judgment or belief that cannot be absolutely proven
- oral interpretation** performance or expressive reading of a literary work
- order of importance or size** way of organizing information by arranging details in the order of least to most (or most to least) pertinent
- outline** information about a subject organized into main topics and subtopics

P

- paragraph** group of related sentences that present and develop one main idea
- parallelism** repetition of two or more similar words, phrases, or clauses creating emphasis in a piece of writing and easing readability

Español

- observación** técnica de preparación para la escritura que ayuda a un escritor a usar su capacidad de observación para reunir detalles
- ocasión** motivación para componer; factor que da lugar a la comunicación
- en línea** conectado a la Internet a través de una conexión de módem
- onomatopeya** uso de palabras cuyos sonidos sugieren su significado
- opinión** juicio o creencia que no se puede probar completamente
- interpretación oral** representación o lectura expresiva de una obra literaria
- orden de importancia o tamaño** manera de organizar la información poniendo los detalles en orden de menor a mayor (o de mayor a menor) pertinencia
- esquema** información sobre un tema organizada en temas principales y subtemas
- párrafo** grupo de oraciones relacionadas que presentan y desarrollan una idea principal
- paralelismo** repetición de dos o más palabras, frases o cláusulas similares que crea énfasis en un texto escrito y facilita su lectura

English

paraphrase restatement of an original work in one's own words

parentheses punctuation marks () used to enclose supplementary information not essential to the meaning of the sentence; always used in pairs

parenthetical citation source title and page number given in parentheses within a sentence to credit the source of the information

parody humorous imitation of a serious work

participial phrase participle that works together with its modifier and complement as an adjective

participle verb form that is used as an adjective

parts of speech eight categories into which all words can be placed: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection

passive voice the voice a verb is in when it expresses that the action of the verb is being performed upon the subject

peer conference a meeting with one's peers, such as other students, to share ideas and offer suggestions for revision

personal narrative narrative that tells a real or imaginary story from the writer's point of view

Español

paráfrasis reescritura de una obra original con las propias palabras

paréntesis signos de puntuación () utilizados para encerrar información adicional que no es esencial para el significado de la oración; se usan siempre en parejas

cita parentética título de la fuente y número de página escritos entre paréntesis dentro de una oración para dar a conocer la fuente de la información

parodia imitación humorística de una obra seria

frase participial participio que funciona junto con su modificador y su complemento como adjetivo

participio forma verbal que se utiliza como adjetivo

categorías gramaticales ocho categorías en las que pueden clasificarse todas las palabras: sustantivo, pronombre, verbo, adjetivo, adverbio, preposición, conjunción e interjección

voz pasiva voz en que está el verbo cuando expresa que la acción del verbo se realiza sobre el sujeto

conferencia de pares reunión con los propios pares, como otros estudiantes, para compartir ideas y ofrecer sugerencias de corrección

narración personal narración que cuenta una historia real o imaginaria desde el punto de vista del escritor

English

personal pronoun type of pronoun that renames a particular person or group of people. Pronouns can be categorized into one of three groups, dependent on the speaker's position: first person (*I*), second person (*you*), and third person (*she/he/it*).

personal writing writing that tells a real or imaginary story from the writer's point of view

personification giving human qualities to non-human subjects

persuasive writing writing that expresses an opinion and uses facts, examples, and reasons in order to convince the reader of the writer's viewpoint

phrase group of related words that functions as a single part of speech and does not have a subject and a verb

phrase fragment phrase written as if it were a complete sentence

plagiarism act of using another person's words, pictures, or ideas without giving proper credit

play a piece of writing to be performed on a stage by actors

plot sequence of events leading to the outcome or point of the story; contains a climax or high point, a resolution, and an outcome or ending

Español

pronombre personal tipo de pronombre que vuelve a nombrar a una persona o grupo de personas en particular. Los pronombres se pueden clasificar en tres grupos, según la posición del hablante: primera persona (*I* [yo]), segunda persona (*you* [tú]) y tercera persona (*she/he/it* [ella/él]).

narración personal texto que cuenta una historia real o imaginaria desde el punto de vista del escritor

personificación atribuir cualidades humanas a sujetos no humanos

texto persuasivo texto que expresa una opinión y emplea hechos, ejemplos y razones con el fin de convencer al lector del punto de vista del escritor

frase grupo de palabras relacionadas que funciona como una sola categoría gramatical y no tiene un sujeto y un verbo

fragmento de frase frase escrita como si fuera una oración completa

plagio acción de usar las palabras, fotografías o ideas de otra persona sin reconocer su procedencia apropiadamente

obra de teatro texto escrito para que los actores lo representen en un escenario

argumento secuencia de sucesos que lleva a la resolución del relato o propósito del mismo; contiene un clímax o momento culminante y una resolución o final

English

plural form of a noun used to indicate two or more

poem highly structured composition that expresses powerful feeling with condensed, vivid language, figures of speech, and often the use of meter and rhyme

poetry form of writing that uses rhythm, rhyme, and vivid imagery to express feelings and ideas

point of view vantage point from which a writer tells a story or describes a subject

portfolio collection of work representing various types of writing and the progress made on them

positive degree adjective or adverb used when no comparison is being made

possessive pronoun a pronoun used to show ownership or possession

predicate part of a sentence that tells what a subject is or does

predicate adjective adjective that follows a linking verb and modifies, or describes, the subject

predicate nominative noun or a pronoun that follows a linking verb and identifies, renames, or explains the subject

Español

plural forma del sustantivo utilizada para indicar dos o más personas o cosas

poema composición muy estructurada que expresa un sentimiento intenso mediante un lenguaje condensado y vívido, figuras retóricas y, frecuentemente, el uso de metro y rima

poesía tipo de texto que utiliza ritmo, rima e imágenes vívidas para expresar sentimientos e ideas

punto de vista posición de ventaja desde cual un escritor narra una historia o describe un tema

carpeta de trabajos colección de obras que representan varios tipos de textos y el progreso realizado en ellos

grado positivo adjetivo o adverbio usado cuando no se realiza una comparación

pronombre posesivo pronombre utilizado para indicar propiedad o posesión

predicado parte de la oración que indica qué es o qué hace el sujeto

adjetivo predicativo adjetivo que sigue a un verbo copulativo y modifica, o describe, al sujeto

predicado nominal sustantivo o pronombre que sigue a un verbo copulativo e identifica, vuelve a nombrar o explica al sujeto

English

- prefix** one or more syllables placed in front of a base word to form a new word
- preposition** word that shows the relationship between a noun or a pronoun and another word in the sentence
- prepositional phrase** a group of words made up of a preposition, its object, and any words that describe the object (modifiers)
- prewriting** invention stage of the writing process in which the writer plans for drafting based on the subject, occasion, audience, and purpose for writing
- principal parts of a verb** the present, the past, and the past participle. The principal parts help form the tenses of verbs.
- progressive verb form** verbs used to express continuing or ongoing action. Each of the six verb tenses has a progressive form.
- pronoun** word that takes the place of one or more nouns. Three types of pronouns are *personal*, *reflexive*, and *intensive*.
- proofreading** carefully rereading and making corrections in grammar, usage, spelling, and mechanics in a piece of writing

Español

- prefijo** una o más sílabas colocadas adelante de la raíz de una palabra para formar una palabra nueva
- preposición** palabra que muestra la relación entre un sustantivo o un pronombre y otra palabra de la oración
- frase preposicional** grupo de palabras formado por una preposición, su objeto y todas las palabras que describan al objeto (modificadores)
- preescritura** etapa de invención del proceso de escritura en la cual el escritor planea un borrador basándose en el tema, la ocasión, el público y el propósito para escribir
- partes principales de un verbo** presente, pasado y participio pasado. Las partes principales ayudan a formar los tiempos verbales.
- forma verbal progresiva** verbos usados para expresar una acción que continúa o está en curso. Cada uno de los seis tiempos verbales tiene una forma progresiva.
- pronombre** palabra que está en lugar de uno o más sustantivos. Entre los tipos de pronombres están los pronombres personales, reflexivos y enfáticos.
- corregir** relectura atenta de un texto y corrección de la gramática, del uso del lenguaje, de la ortografía y de los aspectos prácticos de la escritura

English

proofreading symbols a kind of shorthand that writers use to correct their mistakes while editing

propaganda effort to persuade by distorting and misrepresenting information or by disguising opinions as facts

proper adjective adjective formed from a proper noun

protagonist the principal character in a story

publishing stage of the writing process in which the writer may choose to share the work with an audience

purpose reason for writing or speaking on a given subject

Q

quatrain four-line stanza in a poem

R

reader-friendly formatting page elements such as fonts, bullet points, line length, and heads adding to the ease of reading

Readers' Guide to Periodical

Literature a print or online index of magazine and journal articles

reflecting act of thinking quietly and calmly about an experience

Español

símbolos de corrección de textos tipo de taquigrafía que usan los escritores para corregir sus errores cuando revisan un texto

propaganda intento de persuadir distorsionando y tergiversando la información o disfrazando de hechos las opiniones

adjetivo propio adjetivo formado a partir de un sustantivo propio

protagonista personaje principal de un relato

publicar etapa del proceso de escritura en la cual el escritor puede escoger dar a conocer su trabajo a un público

propósito razón para escribir o hablar sobre un tema dado

cuarteta en un poema, estrofa de cuatro versos

formato de fácil lectura elementos que se agregan a la página escrita, como tipo de letra, viñetas, extensión de los renglones y encabezados para facilitar la lectura

Guía para el lector de publicaciones

periódicas índice impreso o en línea de artículos de diarios y revistas

reflexionar acción de pensar en silencio y con calma sobre una experiencia

English

reflexive pronoun pronoun formed by adding *–self* or *–selves* to a personal pronoun; it is used to refer to or emphasize a noun or pronoun

regular verb verb that forms its past and past participle by adding *–ed* or *–d* to the present

relative pronoun pronoun that begins most adjectival clauses and relates the adjectival clause to the noun or pronoun it describes

repetition repeat of a word or phrase for poetic effect

report a composition of three or more paragraphs that uses specific information from books, magazines, and other sources

research paper a composition of three or more paragraphs that uses information drawn from books, periodicals, media sources, and interviews with experts

resolution the point at which the chief conflict or complication of a story is worked out

restrictive phrase or clause group of words essential to the meaning of a sentence; therefore, not set off with commas (also called *essential phrase or clause*)

résumé summary of a person's work experience, education, and interests

Español

pronombre reflexivo pronombre que se forma al agregar *–self* o *–selves* al pronombre personal; se usa para aludir a un sustantivo o a un pronombre o enfatizarlos

verbo regular verbo que forma el pasado o participio pasado al agregar *–ed* o *–d* al tiempo presente

pronombre relativo pronombre con el que comienza la mayoría de las cláusulas adjetivas y que relaciona la cláusula adjetiva con el sustantivo o pronombre que describe

repetición repetir una palabra o frase para lograr un efecto poético

informe composición de tres o más párrafos que emplea información específica extraída de libros, revistas y otras fuentes

artículo de investigación composición de tres o más párrafos que utiliza información obtenida en libros, publicaciones periódicas, medios de comunicación y entrevistas con expertos en el tema

resolución momento en el que se resuelve el conflicto principal o complicación de un cuento

frase o cláusula restrictiva grupo de palabras esencial para el significado de una oración; por lo tanto, no está encerrado entre comas (también llamada *frase o cláusula esencial*)

currículum vítae resumen de la experiencia laboral, educación e intereses de una persona

English

revising stage of the writing process in which the writer rethinks what is written and reworks it to increase its clarity, smoothness, and power

rhetorical device (1) a technique used to influence or persuade an audience; (2) a writing technique, often employing metaphor and analogy, designed to enhance the writer's message

rhyme scheme regular pattern of rhyming in a poem

rhythm sense of flow produced by the rise and fall of accented and unaccented syllables

root the part of a word that carries its basic meaning

run-on sentence two or more sentences that are written as one sentence and are separated by a comma or have no mark of punctuation at all

S

sarcasm an expression of contempt, often including irony

scheme a figure of speech, such as parallelism, that changes the normal arrangement of words

script the written form of a dramatic performance, written by a playwright

Español

revisar etapa del proceso de escritura en la cual el escritor vuelve a pensar en lo que ha escrito y lo adapta para mejorar su claridad, fluidez y contundencia

recurso retórico (1) técnica usada para influir o persuadir al público; (2) técnica de escritura, que suele emplear metáforas y analogías, destinada a realzar el mensaje del escritor

esquema de rima en un poema, patrón regular de rima

ritmo sensación de fluidez producida por el ascenso y descenso de sílabas tónicas (acentuadas) y átonas (inacentuadas)

raíz parte de una palabra que lleva en sí lo esencial del significado de la palabra

oración sin final dos o más oraciones escritas como una sola oración y separadas por una coma o escritas sin ningún signo de puntuación

sarcasmo expresión de desprecio que suele incluir ironía

esquema figura retórica, como el paralelismo, que modifica la disposición normal de las palabras

guión forma escrita de un espectáculo dramático, realizada por un dramaturgo

English

- sensory details** descriptive details that appeal to one of the five senses: seeing, hearing, touching, tasting, and smelling
- sentence** group of words that expresses a complete thought
- sentence base** a subject, a verb, and a complement
- sentence combining** method of combining short sentences into longer, more fluent sentences by using phrases and clauses
- sentence fragment** group of words that does not express a complete thought
- sequential order** the order in which details are arranged according to when they take place or when they are done
- setting** the place and time of a story
- short story** well-developed story about characters facing a conflict or problem
- simile** figure of speech comparing two objects using the words *like* or *as*
- simple predicate** the main word or phrase in the complete predicate
- simple sentence** a sentence that has one subject and one verb
- simple subject** the main word in a complete subject

Español

- detalles sensoriales** detalles descriptivos que apelan a uno de los cinco sentidos: vista, oído, tacto, gusto y olfato
- oración** grupo de palabras que expresa un pensamiento completo
- base de la oración** un sujeto, un verbo y un complemento
- combinación de oraciones** método de combinar oraciones breves para formar oraciones más largas y fluidas mediante el uso de frases y cláusulas
- fragmento de oración** grupo de palabras que no expresa un pensamiento completo
- orden secuencial** orden en que están organizados los detalles de acuerdo con el momento en que tienen lugar o cuándo se realizan
- ambiente** lugar y tiempo de un relato
- relato corto** relato bien desarrollado sobre personajes que se enfrentan a un conflicto o problema
- símil** figura retórica que compara dos objetos usando la palabra como (*like* or *as*)
- predicado simple** la palabra o la frase principal en el predicado completo
- oración simple** oración que tiene un sujeto y un verbo
- sujeto simple** la palabra principal en un sujeto completo

English

slang nonstandard English expressions that are developed and used by particular groups

sonnet a lyric poem of fourteen lines, usually in iambic pentameter, with rhymes arranged according to certain definite patterns

sound devices ways to use sounds in poetry to achieve certain effects

spatial order the order in which details are arranged according to their physical location

speaker tag in dialogue, text that indicates who is speaking; frequently includes a brief description of the manner of speaking

speech an oral composition presented by a speaker to an audience

standard English proper form of the language that follows a set pattern of rules and conventions

stanza group of lines in a poem that the poet decides to set together

stereotype simplified concept of the members of a group based on limited experience with the group

story within a story a story that is told during the telling of another story

style visual or verbal expression that is distinctive to an artist or writer

subject (composition) topic of a composition or essay

Español

argot expresiones propias del inglés no estándar desarrolladas y usadas por grupos específicos

soneto poema lírico de catorce versos, usualmente en pentámetro yámbico, con rimas dispuestas según ciertos patrones definidos

recursos sonoros en poesía, formas de usar los sonidos para lograr ciertos efectos

orden espacial orden en el cual los detalles se organizan de acuerdo con su ubicación física

identificador del interlocutor en un diálogo, el texto que indica quién habla; suele incluir una breve descripción de la manera de hablar

discurso composición oral presentada por un orador ante un público

Inglés estándar forma correcta del lenguaje que sigue un patrón establecido de reglas y convenciones

estrofa en un poema, grupo de versos que el poeta decide colocar juntos

estereotipo concepto simplificado de los miembros de un grupo que se basa en una experiencia limitada con el grupo

relato dentro de un relato relato que se cuenta durante la narración de otro relato

estilo expresión visual o verbal que es propia de un artista o escritor

tema idea principal de una composición o ensayo

English

- subject (grammar)** word or group of words that names the person, place, thing, or idea that the sentence is about
- subject complement** renames or describes the subject and follows a linking verb. The two kinds are predicate nominatives and predicate adjectives.
- subjunctive mood** words such as *if*, *as if*, or *as though* that are used to express a condition contrary to fact or to express a wish
- subordinate clause** group of words that cannot stand alone as a sentence because it does not express a complete thought
- subordinating conjunction** single connecting word used in a sentence to introduce a dependent clause which is an idea of less importance than the main idea
- subplot** a secondary plot line that reinforces the main plot line
- subtle meaning** refined, intricate, or deep meaning, sometimes not noticed during the first encounter with a work of art
- suffix** one or more syllables placed after a base word to change its part of speech and possibly its meaning
- summary** information written in a condensed, concise form, touching only on the main ideas

Español

- sujeto** palabra o grupo de palabras que nombran la persona, el lugar, la cosa o la idea de la que trata la oración
- complemento predicativo subjetivo** vuelve a nombrar o describe al sujeto y está a continuación de un verbo copulativo. Los dos tipos son los predicados nominales y los adjetivos predicativos.
- modo subjuntivo** palabras como *if* (si), *as if* (como si) o *as though* (como si) que se usan para expresar la subjetividad o un deseo
- cláusula subordinada** grupo de palabras que no puede funcionar por sí solo como una oración porque no expresa un pensamiento completo
- conjunción subordinante** palabra de conexión usada en una oración para introducir una cláusula dependiente que expresa una idea de menor importancia que la idea principal
- subargumento** argumento secundario que refuerza la línea argumental principal
- significado sutil** significado delicado, intrincado o profundo que a veces no se nota durante el primer encuentro con una obra de arte
- sufijo** una o más sílabas colocadas después de la raíz de una palabra para modificar su categoría gramatical y, posiblemente, su significado
- resumen** información escrita en forma condensada y concisa, que incluye sólo las ideas principales

English

superlative degree modification of an adjective or adverb used when more than two people, things, or actions are compared

supporting sentence sentence that explains or proves the topic sentence with specific details, facts, examples, or reasons

suspense in drama, fiction, and nonfiction, a build-up of uncertainty, anxiety, and tension about the outcome of the story or scene

symbol an object, an event, or a character that stands for a universal idea or quality

synonym word that has nearly the same meaning as another word

synthesizing process by which information from various sources is merged into one whole

T

tense the form a verb takes to show time. The six tenses are the *present*, *past*, *future*, *present perfect*, *past perfect*, and *future perfect*.

testimonial persuasive strategy in which a famous person encourages the purchase of a certain product

theme underlying idea, message, or meaning of a work of literature

Español

grado superlativo forma de un adjetivo o adverbio que se usa cuando se comparan más de dos personas, cosas o acciones

oración de apoyo oración que explica o prueba la oración principal con detalles específicos, hechos, ejemplos o razones

suspense en las obras de teatro, de ficción y de no ficción, acumulación de incertidumbre, ansiedad y tensión acerca de la resolución de la historia o escena

símbolo objeto, suceso o personaje que representa una idea o cualidad universal

sinónimo palabra que significa casi lo mismo que otra palabra

sintetizar proceso por cual se integra en un todo la información proveniente de varias fuentes

tiempo verbal forma que toma un verbo para expresar el tiempo en que ocurre la acción. Los seis tiempos verbales son: presente, pasado, futuro, presente perfecto, pretérito perfecto y futuro perfecto

testimonial estrategia persuasiva en cual una persona famosa alienta a comprar un cierto producto

tema idea, mensaje o significado subyacente de una obra literaria

English

thesaurus online or print reference that gives synonyms for words

thesis statement statement of the main idea that makes the writing purpose clear

tired word a word that has been so overused that it has been drained of meaning

tone writer's attitude toward the subject and audience of a composition (may also be referred to as the writer's *voice*)

topic sentence a sentence that states the main idea of the paragraph

transitions words and phrases that show how ideas are related

transitive verb an action verb that passes the action from a doer to a receiver

trope in literature, a common or overused theme, motif, figure of speech, plot device, etc.

U

understatement an expression that contains less emotion than would be expected

understood subject a subject of a sentence that is not stated

unity combination or ordering of parts in a composition so that all the sentences or paragraphs work together as a whole to support one main idea

Español

tesauro (Diccionario de sinónimos) material de referencia en línea o impreso que ofrece alternativas para las palabras

enunciado de tesis enunciado de la idea principal que pone en claro el propósito para escribir

palabra gastada palabra que se ha usado tanto que se ha vaciado de significado

tono actitud del escritor hacia el tema y destinatario de una composición (también puede denominarse voz del escritor)

oración principal oración que enuncia la idea principal del párrafo

elementos de transición palabras y frases que muestran las ideas cómo están relacionadas

verbo transitivo verbo de acción que transfiere la acción de un agente a un destinatario

trope en literatura, un tema, motivo, figura retórica, recurso argumental, etc. muy común o muy usado

minimización expresión que contiene menos emoción que la esperada

sujeto tácito sujeto de una oración que no está explícito

unidad combinación u ordenamiento de las partes de una composición de tal manera que todas las oraciones o párrafos funcionen juntos como un todo para fundamentar una idea principal

English

V

verb word used to express an action or state of being

verb phrase main verb plus one or more helping verbs

verbal verb form that acts like another part of speech, such as an adjective or noun

voice the particular sound and rhythm of the language the writer uses (closely related to *tone*)

W

warrant in a persuasive speech or essay, connection made between a claim and the examples used to support the claim

wordiness use of words and expressions that add nothing to the meaning of a sentence

working thesis statement that expresses the possible main idea of a composition or research report

works-cited page alphabetical listing of sources cited in a research paper

World Wide Web network of computers within the Internet capable of delivering multimedia content and text over communication lines into personal computers all over the globe

Español

verbo palabra usada para expresar una acción o un estado del ser

frase verbal verbo principal más uno o más verbos auxiliares

verbal forma del verbo que funciona como otra categoría gramatical, tal como un adjetivo o un sustantivo

voz sonido y ritmo particular del lenguaje que usa un escritor (estrechamente vinculado al tono)

justificación en un discurso o ensayo persuasivo, conexión que se hace entre una afirmación y los ejemplos usados para fundamentarla

palabrería uso de palabras y expresiones que no añaden nada al significado de una oración

hipótesis de trabajo enunciado que expresa la posible idea principal de una composición o de un informe de investigación

página de obras citadas lista alfabética de las fuentes citadas en un artículo de investigación

red mundial de comunicación red de computadoras dentro de la Internet capaz de transmitir contenido multimedia y textos, a través de líneas de comunicación, a las computadoras personales de todas partes del mundo

English

writing process recursive stages that a writer proceeds through in his or her own way when developing ideas and discovering the best way to express them

Español

proceso de escritura etapas recurrentes que un escritor sigue a su manera cuando desarrolla ideas y descubre la mejor manera de expresarlas

A

- A, an*, 542, 796
A lot, 798
A while, awhile, 799
- Abbreviations
 in dictionary, 430
 end marks, 845-846
 punctuation of, 845-846
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