

# Writer's Choice

Grammar and Composition

# Grammar Enrichment

Grade 11



New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

**Glencoe/McGraw-Hill**

A Division of The McGraw-Hill Companies



Copyright © The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce material contained herein on the condition that such material be reproduced only for classroom use; and be provided to students, teachers, and families without charge; and be used solely in conjunction with *Writer's Choice*. Any other reproduction, for use or sale, is prohibited without written permission of the publisher.

Printed in the United States of America.

Send all inquiries to:  
Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, Ohio 43240

ISBN 0-07-823336-4

1 2 3 4 5 6 7 8 9 055 04 03 02 01 00

# Contents

## Unit 10 Parts of Speech

10.1	Nouns . . . . .	1
10.2	Pronouns . . . . .	2
10.3	Action Verbs . . . . .	3
10.3	Linking Verbs . . . . .	4
10.4	Adjectives . . . . .	5
10.5	Adverbs . . . . .	6
10.6	Prepositions . . . . .	7
10.7	Conjunctions . . . . .	8

## Unit 11 Parts of the Sentence

11.1–3	Subjects and Predicates . . . . .	9
11.5	Direct and Indirect Objects . . . . .	10
11.5	Object Complements . . . . .	11
11.5	Subject Complements . . . . .	12

## Unit 12 Phrases

12.1	Prepositional Phrases . . . . .	13
12.2	Appositives and Appositive Phrases . . . . .	14
12.3	Participles and Gerunds . . . . .	15
12.3	Infinitives and Infinitive Phrases . . . . .	16
12.4	Absolute Phrases . . . . .	17

## Unit 13 Clauses and Sentence Structure

13.1–4	Clauses and Sentence Structure . . . . .	18
13.5	Adjective Clauses . . . . .	19
13.6	Adverb Clauses . . . . .	20
13.7	Noun Clauses . . . . .	21
13.8	Four Kinds of Sentences . . . . .	22
13.9	Sentence Fragments . . . . .	23
13.10	Run-on Sentences . . . . .	24

## Unit 15 Verb Tenses, Voice and Mood

15.1-3	Verbs: Principal Parts and Tense . . . . .	25
15.4–5	Verb Tenses and Forms . . . . .	26
15.7–8	Voice and Mood of Verbs . . . . .	27

# Contents

## Unit 16 Subject-Verb Agreement

16.1-3	Subject-Verb Agreement I	28
16.4-5, 7-8	Subject-Verb Agreement II	29

## Unit 17 Using Pronouns Correctly

17.1	Case of Personal Pronouns	30
17.2-3	Pronouns	31
17.4	Reflexive and Intensive Pronouns	32
17.5	<i>Who</i> and <i>Whom</i>	33
17.6-7	Pronouns and Antecedents	34

## Unit 18 Using Modifiers Correctly

18.1-2	Comparisons	35
18.5-6	Using Modifiers Correctly	36
18.7	Misplaced and Dangling Modifiers	37

## Unit 20 Capitalization

20.1	Capitalization of Sentences and <i>I</i>	38
20.2-3	Capitalization: Proper Nouns and Adjectives	39

## Unit 21 Punctuation, Abbreviations, and Numbers

21.1-3	Period, Exclamation Point, Question Mark	40
21.4	The Colon	41
21.5	The Semicolon	42
21.6	Commas and Compound Sentences	43
21.6	Coordinate Adjectives	44
21.6	Commas and Nonessential Elements	45
21.6	Commas: Titles, Addresses, Direct Address	46
21.6	Proper Use of Commas	47
21.8-9	Parentheses and Brackets	48
21.10-11	Ellipsis Points and Quotation Marks	49
21.12	Quotation Marks and Italics (Underlining)	50
21.13	The Apostrophe	51
21.16	Numbers and Numerals	52

Answers	53
---------	----

## 10.1 Nouns

### ■ A. Identifying Nouns

Above each underlined noun in the sentences below write *Pr.* (proper), *Con.* (concrete), *Ab.* (abstract), *Coll.* (collective), *Sing. Poss.* (singular possessive), or *Pl. Poss.* (plural possessive). You will need to write more than one term above nouns that fall into more than one category.

1. Known primarily as an anthropologist who studied the people of the South Pacific, Margaret Mead was also a distinguished psychologist, writer, lecturer, and teacher.
2. Born in 1901, Mead was raised in and around Philadelphia, Pennsylvania.
3. The faculty at Barnard College in New York City interested her in studying different societies.
4. On her first field trip in 1925, Mead spent almost a year on Samoa, an island in the South Pacific.
5. During this time she learned the Samoans' language and slept on pebble floors.
6. She chronicled her findings in *Coming of Age in Samoa*, published in 1928.
7. Mead's book challenged many commonly held beliefs about adolescence.
8. One of these tenets was that the "teen-age years" are "difficult" because of "human nature."
9. In the Samoan culture the passage from childhood into adulthood seemed to be a smooth one.
10. During the next eleven years Mead made several additional visits to the South Pacific.
11. She saw that human nature varied vastly from one culture to the next.
12. Mead studied a tribe in which warfare was unknown and another group in which women conducted business affairs while men engaged in domestic chores.
13. Mead's observations contradicted many Americans' traditional opinions about human nature.
14. Margaret Mead's work helped establish the national-character approach to studying societies.
15. It showed how the development of the individual person is dependent on the character of the social environment in which the person lives.

### ■ B. Using Nouns

Use nouns from above to write sentences as requested below. Underline the nouns.

1. (Use two proper nouns.)
2. (Use one collective noun and one plural abstract noun.)
3. (Use two singular nouns, one concrete and one abstract.)
4. (Use one singular proper noun and one plural concrete noun.)
5. (Use one singular possessive noun and one plural possessive noun.)

**10.2 Pronouns****■ A. Identifying Pronouns**

Underline all the pronouns in the sentences below. Above each pronoun, identify it as *Per.* (personal), *Poss.* (possessive), *Ref* (reflexive), *Inten.* (intensive), *Dem.* (demonstrative), *Inter.* (interrogative), *Rel.* (relative), or *Ind.* (indefinite).

1. The Russian desire for seaports that are not icebound for much of the year fueled an expansion that made the Russian empire a mighty one.
2. During the sixteenth century, after the Russians seized the vast Siberian landmass for themselves, they needed to find a way to export its valuable sable furs.
3. What made their task difficult?
4. Siberia had four major river systems; three of them flowed northward into Arctic waters that were frozen much of the year.
5. That meant the Russians had to search farther south for their suitable seaport.
6. Peter I, who is usually referred to as “the Great,” won a “window to the west” for himself and for Russia on the Baltic Sea.
7. He began construction of St. Petersburg on the Gulf of Finland, which opens into the Baltic.
8. Later, Peter himself battled the Ottoman Turks around the Black Sea, which has waters that never freeze.
9. By doing this, he hoped to give himself and his people a “window” to ship grain from the Ukraine via the Danube River to some of the markets of eastern Europe.
10. Much to his grief, all of his efforts proved futile.

**■ B. Using Pronouns**

Use pronouns you identified above to write sentences as requested below. Underline the pronouns.

1. (two relative pronouns)
2. (one personal pronoun and one possessive pronoun)
3. (one interrogative pronoun and one demonstrative pronoun)
4. (one intensive pronoun or one reflexive pronoun)
5. (one indefinite pronoun)

## 10.3 Action Verbs

### ■ A. Identifying Action Verbs

Each of the following pairs of sentences uses the same italicized action verb. In the space provided, write **T** for each action verb that is transitive and **I** for each action verb that is intransitive.

- \_\_\_\_\_ 1. a. The alarm *sounds* as soon as smoke reaches the sensing devices.  
\_\_\_\_\_ b. The guard *sounds* the alarm as soon as possible in an emergency.
- \_\_\_\_\_ 2. a. Farmers in the fertile valley of the Saint John River *grow* potatoes.  
\_\_\_\_\_ b. The potatoes *grow* rapidly because of the soil and climate.
- \_\_\_\_\_ 3. a. A Caribbean hurricane often *trails* destruction as far north as the coast of Maine.  
\_\_\_\_\_ b. A devastating storm surge frequently *trails* behind the high winds of a hurricane.
- \_\_\_\_\_ 4. a. Fortunately everyone *painted* steadily and carefully.  
\_\_\_\_\_ b. At least thirty different people *painted* the rooms at the animal shelter over the last weekend.
- \_\_\_\_\_ 5. a. The committee *questioned* her for hours about the problem.  
\_\_\_\_\_ b. They *questioned* exhaustively and without a break.

### ■ B. Using Action Verbs

On the lines below, use action verbs to write five sentences about attending an event in your area. Identify each action verb as transitive or intransitive; use each type of action verb at least twice.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## 10.3 Linking Verbs

### A. Using Action and Linking Verbs

Complete each sentence with the verb form(s) requested.

1. The population of California \_\_\_\_\_ (action, past tense) from 23.7 million in 1980 to 29.8 million in 1990.
2. Eighty-five percent of the people born in the state or who \_\_\_\_\_ (action, past tense) to the state during this period \_\_\_\_\_ (linking, past tense) Asian or Hispanic.
3. The Census Bureau \_\_\_\_\_ (action, present tense) that by the year 2000 there \_\_\_\_\_ (linking, future tense) no ethnic majority in the state of California.
4. Even without any immigration the state's population \_\_\_\_\_ (action, future tense) by 4 million people between 1990 and 2000.
5. Because the birthrate among recent immigrants \_\_\_\_\_ (linking, present tense) high, most of the newborn \_\_\_\_\_ (linking, future tense) offspring of immigrant groups.

### B. Using Linking Verbs

Write a sentence for each verb listed below using it as a linking verb. (You may use any tense you wish.) Underline your linking verbs.

- |       |        |    |
|-------|--------|----|
| feel  | remain | be |
| smell | look   |    |

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**10.4 Adjectives****■ A. Identifying Adjectives**

The paragraph below is from *Attending Marvels: A Patagonian Journal*, published in 1934. In this paragraph, the author, George Gaylord Simpson, describes one of the animals common to Patagonia, the southernmost part of South America, part of which lies in Argentina, part in Chile. Underline each adjective in the paragraph. (Do not include articles.)

(1.) [T]he favorite child of Patagonia is surely the guanaco. (2.) A guanaco looks like a small, humpless camel, which it is, and it also looks like a careless mixture of parts intended for other beasts and turned down . . . (3.) It has a head something like that of a hornless deer, long ears like a mule, a neck that tries but fails to reach the giraffe standard, a scrawny, shapeless body, and gangling legs like those of a young colt. (4.) To top off the joke played by creation on this poor beast, it has a stubby little brush of a tail . . . that . . . looks very much like the handle of a jug.

**■ B. Using Adjectives**

The paragraph below continues Simpson's description of the guanaco. Some adjectives have been left out of the description. In each of the spaces provided, write an adjective as requested in the parentheses. Try to use adjectives like the vivid ones that Simpson uses in the paragraph above—adjectives that appeal to the senses.

Its back and sides are woolly and in the newborn are (1. adjective that describes how something feels to the touch) \_\_\_\_\_ and (2. adjective that describes how something feels to the touch) \_\_\_\_\_, but within a very short time, even a few days, the wool becomes unpleasantly matted and in the old guanacos it is patchy, (3. adjective that describes texture) \_\_\_\_\_, and (4. adjective that can be perceived by the sense of sight) \_\_\_\_\_. The other parts have (5. adjective that describes length), \_\_\_\_\_ straight hair. The under parts are (6. adjective that describes color) \_\_\_\_\_, and this color extends up in streaks near the legs, while more exposed parts of the body vary from a rather dark russet to pale yellow. The forehead is usually grey. The animals are (7. adjective that describes size) \_\_\_\_\_, in comparison with most of the camel tribe, and (8. adjective that describes shape) \_\_\_\_\_ in proportion. Even with their (9. adjective that describes shape) \_\_\_\_\_ necks and legs, the adults usually run between six and seven feet in height and the newborn, disproportionately tall and spindly, about (10. adjective that describes number) \_\_\_\_\_ feet.

## 10.5 Adverbs

### ■ A. Identifying Adverbs

Underline the adverb in each sentence below. Identify whether the adverb is *negative* or one that tells *when*, *where*, *to what degree*, or *how* by writing the appropriate word(s) in the space provided.

1. Carving simple gravestones became an American folk-art form early.

\_\_\_\_\_

2. Early New England settlers continued the primarily European custom of marking graves with images carved in stone.

\_\_\_\_\_

3. Here, gravestone-marking was a self-taught art.

\_\_\_\_\_

4. The early carvers of gravestones never used any except simple tools—mallets, chisels, and grinding stones.

\_\_\_\_\_

5. Working in marble, sandstone, and slate, they were able to decorate gravestones elaborately with complex designs.

\_\_\_\_\_

### ■ B. Using Adverbs

Follow the directions in parentheses to write an appropriate adverb in each space. (You may use more than one word in a space.)

1. (Use a *comparative* adverb.)

These carvers worked \_\_\_\_\_ than one might have guessed.

2. (Use an adverb that tells *when*.)

A gravestone \_\_\_\_\_ took about a week to complete.

3. (Use an adverb that tells *to what degree*.)

The finished gravestone \_\_\_\_\_ displayed some ornamentation, a figure, and an inscription.

4. (Use a *negative* adverb.)

Examples of these gravestones can be found \_\_\_\_\_ altered at all in historic burial grounds all over New England.

5. (Use an adverb that tells *where*.)

Today, the gravestones are \_\_\_\_\_ considered a unique national legacy.

**10.6 Prepositions****■ A. Identifying Prepositions**

The sentences below have been taken from a passage about Kansas written by William Least Heat-Moon. Underline all the prepositions in the sentences. Above each preposition, write the object of the preposition.

1. I am driving west of Emporia, Kansas, on Highway 50 . . . , and I've just entered the prairie hills through a trough of wooded bottom that runs some way into the uplands before the road rises out of the floodplain to reveal the open spread of grasses.
2. If I kept heading west, I would ride among the grasses—tall, middle, short—until I crossed the prairie and the plains and climbed into the foothills of the Rockies.
3. People may prefer the obvious beauty of mountains and seacoasts, but we are bipedal [twofooted] because of savanna; . . . because of tall grass.
4. A lthough my blood may long for the haven of the forest . . . it also recognizes this grand openness . . . where it became itself.
5. I came to understand that the prairies are nothing but grass as the sea is nothing but water; that most prairie life is within the place: under the stems, below the turf, beneath the stones.

**■ B. Using Prepositions**

Write sentences as requested below in the parentheses. Underline the object of each preposition.

1. (Write a sentence using the word *before* as a preposition.)
2. (Write a sentence using a compound preposition that is not *because of*.)
3. (Use two prepositions not used above.)
4. (Use the word *but* twice in one sentence—once as a preposition, once as another part of speech.)
5. (Use a three-word compound preposition.)

Name ..... Class ..... Date .....

## 10.7 Conjunctions

### ■ A. Using Coordinating and Correlative Conjunctions

Write an appropriate coordinating or correlative conjunction in the spaces provided.

1. Charlie Chaplin was \_\_\_\_\_ an actor \_\_\_\_\_ a filmmaker.
2. Chaplin's parents taught him to sing \_\_\_\_\_ to dance at an early age.
3. As a child, Charlie had occasional stage engagements, \_\_\_\_\_ he did not always have a permanent home.
4. Much of his youth was spent in boarding schools \_\_\_\_\_ in orphanages.
5. \_\_\_\_\_ was Chaplin a legendary comedian, \_\_\_\_\_ he was \_\_\_\_\_ a brilliant mime.

### ■ B. Using Subordinating Conjunctions and Conjunctive Adverbs

Follow the directions in parentheses to write an appropriate word or words in each blank. (Several choices may be appropriate for each blank.)

1. (Use a subordinating conjunction.) \_\_\_\_\_ many people think of him as American, Chaplin was actually British.
2. (Use a subordinating conjunction.) \_\_\_\_\_ Chaplin developed the character of the little tramp, he was acclaimed as a comedic genius.
3. (Use a conjunctive adverb.) Among Chaplin's features were major 1920s hits that included *The Kid*, *The Gold Rush*, and *The Circus*; \_\_\_\_\_, these box-office successes continued with *City Lights*, *Modern Times*, and *The Great Dictator*.
4. (Use a conjunctive adverb.) Despite his popularity, Chaplin was fiercely attacked for his politics and personal behavior; \_\_\_\_\_, in 1952 he left the United States to settle in Switzerland.
5. (Use a subordinating conjunction.) Many people believe that Charlie Chaplin did not receive the recognition due to him \_\_\_\_\_ he was honored by the Academy of Motion Picture Arts and Sciences in 1973 and knighted by Queen Elizabeth II in 1975.

Name ..... Class ..... Date .....

## 11.1–3 Subjects and Predicates

### ■ A. Identifying Simple Subjects and Predicates

On the line beneath each sentence, write the simple subject and the simple predicate of each sentence. Note that some subjects and predicates are compound.

1. Growing numbers of Americans feel remote from the political process.  
\_\_\_\_\_
2. The number of votes continues to decline.  
\_\_\_\_\_
3. Lack of interest in politics and disengagement from social institutions are especially noticeable among young people.  
\_\_\_\_\_
4. Many of today’s issues, such as recycling, will be difficult to resolve.  
\_\_\_\_\_
5. Serious discussions and debates about important problems in today’s society are few.  
\_\_\_\_\_
6. Many television programs, newspapers, and magazines focus on the sensational.  
\_\_\_\_\_
7. Without widespread citizen involvement, politics may be dominated by extreme points of view.  
\_\_\_\_\_
8. Some problems are too complex for politicians.  
\_\_\_\_\_
9. Please be aware of the many complex issues.  
\_\_\_\_\_
10. Should public schools teach the responsibilities of good citizenship?  
\_\_\_\_\_

### ■ B. Expanding Simple Subjects and Predicates

On a separate sheet of paper, expand each italicized subject or predicate.

1. Citizens *need*.
2. *Politicians* will attend the conference.
3. Engines *roared*.
4. *Rain* falls more frequently on the windward side of the mountain.
5. *Michelangelo* painted.

Name ..... Class ..... Date .....

## 11.5 Direct and Indirect Objects

### ■ A. Identifying Direct Objects and Indirect Objects

Write *DO* above the direct object and *IO* above the indirect object in each of the following sentences.

1. I offered her a ride, but she refused.
2. She did not buy herself any special clothes or shoes for walking.
3. Her sister lent her a waterproof jacket that she wore when the weather was chilly.
4. Her aunt gave her a pair of old blue tennis shoes that she wore whenever it was not raining.
5. When she asked for directions to the river, I showed her the most scenic route.

### ■ B. Using Direct Objects and Indirect Objects

Follow the directions in parentheses to write a direct object or an indirect object in each space provided. (Some answers may vary.)

1. All of us helped bake Joe a fantastic \_\_\_\_\_ (direct object) for his seventeenth birthday.
2. Susan cooked \_\_\_\_\_ (indirect object) his favorite meal, which consisted of pizza and salad.
3. We all brought \_\_\_\_\_ (indirect object) inexpensive gifts that we knew he would enjoy.
4. George gave his \_\_\_\_\_ (indirect object) an extra cleaning, and, believe me, it needed it.
5. Paul lent George a large \_\_\_\_\_ (direct object) so that everyone could sit and eat together.
6. Joe's oldest sister Mary taught \_\_\_\_\_ (indirect object) the words to his favorite song.
7. Martha had shown \_\_\_\_\_ (indirect object) the location of George's house on a map so no one would get lost on the way to the party.
8. Frank left Joe a fake \_\_\_\_\_ (direct object) on his answering machine so he would not suspect the surprise we had been planning all week.
9. Henry's boss at the party store sold us \_\_\_\_\_ (direct object) at a steep discount, and we were able to transform George's drab living room into a party palace without spending a fortune.
10. I saved \_\_\_\_\_ (indirect object) some money when I bought a second-hand jacket for Joe at a local flea market.
11. After a long search, Tanya found Joe the perfect \_\_\_\_\_ (direct object) to hang on the wall above the sofa.
12. Joe thinks he will be paying \_\_\_\_\_ (indirect object) a little visit this evening; little does he know he will be walking into his own surprise party.

## 11.5 Object Complements

### ■ A. Identifying Object Complements

Underline each object complement in the following paragraph. Then identify the part of speech of each underlined complement by writing *adjective*, *noun*, or *pronoun* above it. (Some sentences may not have object complements.)

(1) The long hike in the snow left us exhausted and angry. (2) Robert's sister had lent him her car, and he considered it capable of handling the ice and snow on the back roads to the train station. (3) Subsequent events, however, soon proved Robert's faith in the car misplaced. (4) Robert appointed himself the driver, probably because he was most familiar with the way to the station. (5) I would have chosen Sallie the driver because she had been raised in North Dakota and was used to driving in snow. (6) The car had no traction going up the hills, and each descent made it a rolling hunk of metal. (7) Because Robert thought turning around was a sign of weakness, we pressed on. (8) Ultimately, it was a combination of Robert and the car that rendered us helpless. (9) After an especially long, sideways descent that ended in a snow-bank, we found a two-hour walk necessary to reach the station. (10) Not only did Robert and that car make us too late to catch the train, they also caused aching muscles, wet clothes, and the misery of a winter flu.

### ■ B. Using Object Complements

Underline the direct object in each of the following sentences. Then rewrite the sentence to include an object complement that is the part of speech specified in the parentheses.

1. The operation proved the technique. (adjective)

\_\_\_\_\_

2. The mayor appointed Ms. Gomez. (noun)

\_\_\_\_\_

3. Fred always made other people's problems. (pronoun)

\_\_\_\_\_

4. The danger rendered me. (adjective)

\_\_\_\_\_

5. The students elected her. (noun)

\_\_\_\_\_

## 11.5 Subject Complements

### ■ A. Identifying Subject Complements

Underline the subject complement(s) in each sentence.

1. The United States is a melting pot.
2. The first Native Americans in North America were emigrants from Asia.
3. Most settlers in North America in the seventeenth and eighteenth centuries were British.
4. Life in nineteenth-century China was chaotic and dangerous, and many Chinese emigrated to the West Coast of the United States.
5. Fleeing famine and political instability, northern and western Europeans were the largest group to immigrate to the United States in the nineteenth century.
6. A later wave of immigration was one in which people came from southern and eastern Europe.
7. When America was an expanding nation during the nineteenth century, American industry welcomed the new workers.
8. However, after World War I, immigration laws became quite strict.
9. New York's Ellis Island has become a landmark representing immigration to the United States.
10. To many people, the United States has become a place where people of diverse cultural backgrounds coexist, rather than "melt" into a uniform culture.

### ■ B. Using Subject Complements

Complete each sentence by writing a subject complement in the space provided. Reread your sentences to make sure they make sense.

1. The ship's horn sounded \_\_\_\_\_ through the dense fog.
2. When her horse refused to cross the bridge, LaShana became \_\_\_\_\_ with it.
3. The defendant seemed \_\_\_\_\_, kept changing her testimony, and fidgeted constantly.
4. That artist is \_\_\_\_\_.
5. He had just heard the disappointing news, and I felt \_\_\_\_\_ for him.
6. They may be the best \_\_\_\_\_ in the world, but the work they are doing on that house is not good.
7. Her cousin is a \_\_\_\_\_ of distinction.
8. After the violent wind and rain, the trees looked \_\_\_\_\_.
9. Despite many attempts to reconcile their differences, the families remained \_\_\_\_\_.
10. This is the \_\_\_\_\_ from Detroit whose lectures made her famous.

Name ..... Class ..... Date .....

## 12.1

### Prepositional Phrases

#### ■ A. Identifying Adjective and Adverb Phrases

Underline all the prepositional phrases in the following passage from *Charlotte's Web* by E. B. White. Above each phrase, indicate whether it is acting as an adjective or an adverb. (Some of the sentences have more than one prepositional phrase, and two sentences have none.)

(1) Then came a quiet morning when Mr. Zuckerman opened a door on the north side.  
 (2) A warm draft of rising air blew softly through the barn cellar. (3) The air smelled of the damp earth, of the spruce woods, of the sweet springtime. (4) The baby spiders felt the warm updraft. (5) One spider climbed to the top of the fence. (6) Then it did something that came as a great surprise to Wilbur. (7) The spider stood on its head, pointed its spinnerets in the air, and let loose a cloud of fine silk. (8) The silk formed a balloon. (9) As Wilbur watched, the spider let go of the fence and rose into the air.

#### ■ B. Using Prepositional Phrases

Complete each sentence with a prepositional phrase as requested.

1. During the storm the clock tower was struck \_\_\_\_\_ (adverb phrase).
2. They ran down the hill \_\_\_\_\_ (adverb phrase).
3. There was a great shuffling \_\_\_\_\_ (adjective phrase) in the room.
4. I saw one \_\_\_\_\_ (adjective phrase) as I walked by.
5. All \_\_\_\_\_ (adjective phrase) in the class came to see the dancers.
6. He turned \_\_\_\_\_ (adverb phrase) and climbed the stairs.
7. The fan \_\_\_\_\_ (adjective phrase) blew the papers onto the floor.
8. The train \_\_\_\_\_ (adjective phrase) was more than two hours late.
9. \_\_\_\_\_ (adverb phrase) came the roar of the ocean.
10. The cat crouched beneath the bushes and waited \_\_\_\_\_ (adverb phrase).

## 12.2

## Appositives and Appositive Phrases

### ■ A. Identifying Appositives and Appositive Phrases

Underline the appositives and appositive phrases in the following sentences.

1. The organ of hearing, the ear, is designed to transmit sound waves to the brain.
2. Jutting out from the side of the head like a small mitt, the external ear, the auricle, “catches” sound waves traveling through the air and sends them inward.
3. The sound waves travel through the ear canal, a slender, tubelike cavity.
4. At the canal’s far end, the sound waves strike the eardrum, a flat membrane, which is stretched across the end of the canal.
5. When the sound waves hit the eardrum, or tympanum, the eardrum vibrates.
6. These vibrations are picked up by three tiny bones, the ossicles, which lie on the other side of the eardrum in the middle ear and form a chain across the cavity of the middle ear.
7. The ossicles carry vibrations from the eardrum at one end of the chain to a “window” at the other end, where the inner ear, the innermost structure of the ear, is located.
8. The mazelike apparatus of the inner ear, or labyrinth, contains the cochlea, and it is to the window of the cochlea that the ossicles send the vibrations they have carried from the drum.
9. The stapes, the ossicle that touches the window, pumps against the window and causes fluid in the cochlea to move.
10. This movement stimulates tiny nerve endings, the hairs of Corti, that line the inner surface of the cochlea, causing them to produce nerve impulses that are transmitted to the brain and interpreted as sound.

### ■ B. Using Appositives and Appositive Phrases

Write original sentences using appositives as directed below.

1. (Use *a swift-moving river* as an appositive phrase.) \_\_\_\_\_  
\_\_\_\_\_
2. (Add an appositive phrase to the subject *the warm, friendly woman*.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. (Use *a large, overgrown hedge* as a nonessential appositive phrase.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. (Add an essential appositive to *my cousins*.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. (Add *the creator of the idea* as the appositive to the object of a preposition.) \_\_\_\_\_  
\_\_\_\_\_

## 12.3 Participles and Gerunds

### ■ A. Using Participles and Participial Phrases

Write an original sentence using a present or past participle as directed in each set of parentheses below. You may use any participle as part of a participial phrase.

1. (past participle of *confuse*)

---

---

2. (*-ing* form of the auxiliary verb *have* plus the past participle of *see*)

---

---

3. (present participle of *gallop*)

---

---

4. (present participle of *wonder*)

---

---

5. (past participle of *share*)

---

---

### ■ B. Using Gerunds and Gerund Phrases

Write a sentence in the manner requested for each gerund listed below. You may expand the gerunds into phrases by adding complements or modifiers.

1. (Use *buying* as the subject.)

---

---

2. (Use *playing* as the object of a preposition.)

---

---

3. (Use *hiking* as the direct object.)

---

---

4. (Use *marketing* as an indirect object.)

---

---

5. (Use *competing* as a predicate nominative.)

---

---

## 12.3 Infinitives and Infinitive Phrases

### ■ A. Identifying Infinitives

Underline each infinitive, infinitive phrase, or infinitive clause. In the space provided, write whether it is used as a noun, an adjective, or an adverb.

1. \_\_\_\_\_ Most of the club members tried to attend every meeting.
2. \_\_\_\_\_ They gave him permission to go.
3. \_\_\_\_\_ Susan was getting ready to leave when the storm broke.
4. \_\_\_\_\_ We intended to dismantle the scaffolding, but someone had already done it.
5. \_\_\_\_\_ Joe had had the foresight to park his car in the garage.
6. \_\_\_\_\_ The mountain road proved too dangerous to drive at night.
7. \_\_\_\_\_ The managers needed an expert to solve the problem.
8. \_\_\_\_\_ The doctor wanted the patient to finish the medicine.
9. \_\_\_\_\_ To break the code meant certain death.
10. \_\_\_\_\_ The challenge was to survive the harsh environmental conditions.

### ■ B. Using Infinitives

Write a sentence in the manner requested for each infinitive listed below. You may expand the infinitives into phrases by adding complements or modifiers.

1. (Use *to love* as a subject.)

---

---

2. (Use *to run* as an adverb.)

---

---

3. (Use *to give* as an adjective.)

---

---

4. (Use *to succeed* as an adjective.)

---

---

5. (Use *to remember* as a noun.)

---

---

Name ..... Class ..... Date .....

## 12.4

### Absolute Phrases

■ **A. Identifying Absolute Phrases**

On the line following each sentence, write the absolute phrase and place parentheses around the participle or participial phrase within the absolute phrase. If a sentence contains no absolute phrase, write *none* on the line.

1. It being Friday afternoon, we set up the tent for Saturday’s charity bazaar.  
\_\_\_\_\_
2. Recognizing the importance of medical care, politicians have paid a great deal of attention to it in their campaigns.  
\_\_\_\_\_
3. Although it was a pleasant night, we couldn’t fall asleep, the woods around us chirping, bubbling, and belching with life.  
\_\_\_\_\_
4. Watching the sun and clouds affect the landscape, Tomás spent the day on the hill.  
\_\_\_\_\_
5. The team being well coached, we were surprised to see the players making mental errors.  
\_\_\_\_\_

■ **B. Writing with Absolute Phrases**

Rewrite each sentence below as requested in parentheses.

1. (Add a participial phrase to modify the noun, creating an absolute phrase.)  
The day \_\_\_\_\_, we decided to play softball.  
\_\_\_\_\_
2. (Add a noun to the absolute phrase.)  
\_\_\_\_\_ being due on Wednesday, Miguel began working seriously the weekend before.  
\_\_\_\_\_
3. (Add a main clause to follow the absolute phrase.)  
The car needing repairs, \_\_\_\_\_.  
\_\_\_\_\_
4. (Add an absolute phrase to the main clause.)  
Priscilla had to withdraw from the race, \_\_\_\_\_.  
\_\_\_\_\_
5. (Add a pronoun to the absolute phrase.)  
\_\_\_\_\_ being a good teacher, I expected to understand the explanation.  
\_\_\_\_\_

Copyright ©The McGraw-Hill Companies, Inc.

## 13.1–4

## Clauses and Sentence Structure

### ■ A. Identifying Clauses and Sentence Structure

Underline each subordinate clause in the following sentences. Some sentences may not contain a subordinate clause. In the blank, write *S* if the sentence is a simple sentence and *CX* if it is complex.

- \_\_\_\_\_ 1. We went to the library last night after we finished dinner.
- \_\_\_\_\_ 2. Jaime and I wanted to look up some Greek myths that we had heard about in class.
- \_\_\_\_\_ 3. We barely got through the door before we were sidetracked by an exhibit on local history, which the library had just put on display.
- \_\_\_\_\_ 4. Jaime and I quickly started looking for our houses in the pictures of old neighborhoods.
- \_\_\_\_\_ 5. We enjoyed reading newspaper accounts of important local events and looking at photos of people dressed in old-fashioned clothes.
- \_\_\_\_\_ 6. We were interested when we found a photo of our principal that had been taken after she had won the high school science fair.
- \_\_\_\_\_ 7. We were both intrigued by newspaper editorials about human rights from the 1800s.
- \_\_\_\_\_ 8. Jaime and I were surprised to learn about our lack of knowledge concerning our city's history.
- \_\_\_\_\_ 9. We asked the librarian to recommend other sources of information that would teach us more about our city's past.
- \_\_\_\_\_ 10. Although we did not get around to reading the material we had intended to read, our trip to the library was time well spent.

### ■ B. Using Clauses and Sentence Structure

Write a sentence in the manner requested for each topic suggested below. Label each clause in the sentence *M* for main and *S* for subordinate.

1. (simple sentence about yourself)

\_\_\_\_\_

2. (simple sentence about a career goal)

\_\_\_\_\_

3. (simple sentence about your favorite sport)

\_\_\_\_\_

4. (complex sentence about your school)

\_\_\_\_\_

5. (complex sentence about your city)

\_\_\_\_\_

6. (complex sentence about your favorite subject)

\_\_\_\_\_

Name ..... Class ..... Date .....

## 13.5 Adjective Clauses

### ■ A. Identifying Adjective Clauses

Underline each adjective clause. In the blank, write whether the clause is essential (E) or nonessential (N).

- \_\_\_\_\_ 1. The Nile River, which empties into the Mediterranean Sea, is the longest river in the world.
- \_\_\_\_\_ 2. The cataracts of the Nile, which are waterfalls, have impeded boat travel up and down the river for as long as people have lived along its banks.
- \_\_\_\_\_ 3. The ancient Egyptians, who considered the Nile a god, depended on the river for their livelihood.
- \_\_\_\_\_ 4. The river that was the Egyptians' main source of water also supplied them with fertile soil, which was necessary for abundant crops.
- \_\_\_\_\_ 5. Every year melting winter snows in the highlands where the Nile had its source would send more water down the river.
- \_\_\_\_\_ 6. These rushing waters eroded rock to form fertile silt, which was carried along by the moving stream.
- \_\_\_\_\_ 7. Each year the Nile flooded land where the banks were low.
- \_\_\_\_\_ 8. When the flood waters receded, they left deposits of silt, which kept the soil fertile.
- \_\_\_\_\_ 9. It was in this fertile soil that the ancient Egyptians were able to grow ample food to feed their powerful nation.
- \_\_\_\_\_ 10. The Aswan High Dam, which was completed in 1970, finally ended the flooding of the Nile.

### ■ B. Using Adjective Clauses

Rewrite each sentence. Add the kind of adjective clause specified in the parentheses to modify the underlined noun.

1. The red car belongs to Mrs. Wong. (nonessential adjective clause)

\_\_\_\_\_

2. Tony likes to read short stories. (essential adjective clause)

\_\_\_\_\_

3. We were in New York City. (essential adjective clause)

\_\_\_\_\_

4. Corn muffins are delicious. (nonessential adjective clause)

\_\_\_\_\_

5. The map was the wrong one. (essential adjective clause)

\_\_\_\_\_

6. My uncle was born in Houston. (nonessential adjective clause)

\_\_\_\_\_

Name ..... Class ..... Date .....

## 13.6

## Adverb Clauses

### ■ A. Identifying Adverb Clauses

Underline the adverb clause in each of the following sentences. Then, on the line provided, write the word(s) that the adverb clause modifies.

1. Vanessa decided to go to the museum after she heard about the new exhibit on dinosaurs.  
\_\_\_\_\_
2. The exhibit was amazing because the reconstructed skeletons were gigantic.  
\_\_\_\_\_
3. As soon as Vanessa passed through the double doors into the museum , she confronted the enormity of a *Tyrannosaurus rex* towering over her.  
\_\_\_\_\_
4. Vanessa halted and blinked uncertainly; no one could have been more incredulous than she.  
\_\_\_\_\_
5. Wherever she turned, she encountered fantastic images of life from a different era.  
\_\_\_\_\_
6. Vanessa’s interest in dinosaurs grew as she moved through the exhibit.  
\_\_\_\_\_
7. She walked faster than she should have.  
\_\_\_\_\_
8. Until she read some of the museum’s exhibit labels, Vanessa had not thought about where all the information about dinosaurs had come from.  
\_\_\_\_\_
9. Before she walked through the prehistoric world of dinosaurs, she did not imagine that learning about paleontologists and their methods would be nearly so interesting.  
\_\_\_\_\_
10. Surprisingly, Vanessa found the information on the digs and the reconstruction of the dinosaurs fascinating because paleontologists seemed to be detectives of the past.  
\_\_\_\_\_

### ■ B. Using Adverb Clauses

On a separate sheet of paper, expand the following sentences by adding an adverb clause to modify the underlined word in each sentence. Then underline the adverb clause.

1. Jane is more studious.
2. Lonnie is not awake.
3. Jamil brought his car.
4. Adu cooked us lunch.
5. Jorge jumped much higher.

Name ..... Class ..... Date .....

## 13.7 Noun Clauses

### ■ A. Identifying Noun Clauses

Underline the noun clause(s) in the following sentences. Then, above each clause, write whether the clause is used as a *subject (S)*, a *direct object (DO)*, a *predicate nominative (PN)*, or an *object of a preposition (OP)*. (Some sentences have more than one noun clause.)

1. What frightened me was the driver's test I had to take to get my license.
2. I knew I would do well on whatever questions were asked of me in the written part of the test.
3. How I would perform on the road was another matter entirely.
4. During practice I drove perfectly well in whatever situation arose.
5. What made me so nervous was that a driver's license was at stake in the test.
6. This high stake explains why I was so cautious on test day.
7. Whoever gave me my road test would be out to fail me.
8. What added to my nervousness was that mirrored sunglasses concealed my examiner's eyes.
9. How I ever got through that driving test is still uncertain.
10. What is certain is that I drove home with a license.

### ■ B. Using Noun Clauses

Write a sentence using the noun clause *who I am* in each of the ways requested below. In each sentence, underline the noun clause.

1. (as a subject)

\_\_\_\_\_

2. (as a direct object)

\_\_\_\_\_

3. (as the object of a preposition)

\_\_\_\_\_

4. (as a predicate nominative)

\_\_\_\_\_

## 13.8 Four Kinds of Sentences

### ■ A. Identifying the Four Kinds of Sentences

In the space provided, identify each sentence as declarative, imperative, interrogative, or exclamatory. Add appropriate end punctuation to each sentence.

1. Fish smells bad if it is not fresh \_\_\_\_\_
2. Please clean and cook the fish \_\_\_\_\_
3. How would you like the fish prepared \_\_\_\_\_
4. What a great dinner this is \_\_\_\_\_
5. Is dinner ready yet \_\_\_\_\_
6. Finish every bit of food on your plate \_\_\_\_\_
7. I don't like fish very much \_\_\_\_\_
8. Would you prefer to have meat loaf \_\_\_\_\_
9. I would rather have pizza \_\_\_\_\_
10. Pepperoni pizza is great \_\_\_\_\_
11. Come to the kitchen and wash the dishes \_\_\_\_\_
12. I hate washing dishes \_\_\_\_\_

### ■ B. Writing Sentences

Write a sentence as described in each item below. Be sure to use the correct punctuation.

1. (a declarative sentence about imperative sentences)  
\_\_\_\_\_
2. (an interrogative sentence about interrogative sentences)  
\_\_\_\_\_
3. (an imperative sentence about end punctuation for declarative sentences)  
\_\_\_\_\_
4. (an exclamatory sentence about exclamatory sentences)  
\_\_\_\_\_
5. (an interrogative sentence about end punctuation for all four kinds of sentences)  
\_\_\_\_\_

## 13.9 Sentence Fragments

### ■ Correcting Sentence Fragments

Rewrite each of the following fragments in two ways to form a complete sentence. If the item is already a complete sentence, write CS.

1. Paella, which is delicious, is a dish of chicken, rice, and seafood.

---

---

2. A festive dish often served at special occasions.

---

---

3. Its colors being bright: yellow rice, red peppers, green artichokes, and deep blue mussels.

---

---

4. Saffron, the yellow coloring, from a crocus flower.

---

---

5. Sometimes paella uses *chorizo*, which is a Spanish sausage.

---

---

6. Although a few paella recipes call for rabbit, chicken is often substituted.

---

---

7. Many varieties of seafood, such as shrimp, clams, mussels, and squid, included.

---

---

8. The rice simmering in a rich broth of fish or chicken stock.

---

---

9. The meat and seafood can be grilled and then assembled on top of the rice before serving.

---

---

10. Paella is delicious to eat. Because of its wonderful flavors.

---

---

## 13.10 Run-on Sentences

### ■ Correcting Run-on Sentences

Rewrite each of the following run-on sentences to form one or two complete sentences. If the item is already a complete sentence, write CS.

1. Advertising has become a very important industry, it attempts to make the public buy, vote, and think in particular ways.  
\_\_\_\_\_  
\_\_\_\_\_
2. Often advertising does not even describe a product instead, advertisers create an image that the consumer is to associate with the product.  
\_\_\_\_\_  
\_\_\_\_\_
3. We consumers are to believe that buying the product will enable our lives to be similar to the lives depicted in the advertisement.  
\_\_\_\_\_  
\_\_\_\_\_
4. Suddenly, a new brand of toothpaste can drastically alter our life style and a different deodorant can land us the job that we want.  
\_\_\_\_\_  
\_\_\_\_\_
5. One beverage makes us beautiful another beverage keeps us in great shape and a third beverage solves all our problems.  
\_\_\_\_\_  
\_\_\_\_\_
6. It is interesting to look at advertisements carefully and to see them as mirrors reflecting what a section of the public desires.  
\_\_\_\_\_  
\_\_\_\_\_
7. Many Japanese advertisements are not set in Japan, Japanese ads are often set in wide open, uncrowded areas.  
\_\_\_\_\_  
\_\_\_\_\_
8. Advertisements will always be an interesting barometer of what the public desires and of what it feels it needs.  
\_\_\_\_\_  
\_\_\_\_\_

Name ..... Class ..... Date .....

## 15.1–3 Verbs: Principal Parts and Tense

### ■ A. Identifying Principal Parts of Verbs

Underline all the verbs in the following sentences. Above each verb, indicate which principal part of the verb is used: *base*, *present participle*, *past*, or *past participle*. (Do not underline verbals.)

1. Imagine you are taking a boat trip from the Black Sea to the Mediterranean.
2. You head south across the dark water toward Turkey and prepare to pass through a slender waterway called the Straits.
3. Turkey lies in both Europe and Asia, and the Straits mark the divide between the two continents.
4. As you are traveling through the Straits, you see Anatolia, the Asian part of Turkey, to the east and Thrace, the European part of Turkey, to the west.
5. After you have passed through the first section of the Straits, you see Istanbul on the west bank, and you recall that the name of this great, teeming city was once Constantinople.
6. After you have traveled through the last of the Straits' three sections, you enter the open water of the Aegean Sea.
7. The ship is heading south now, hugging the coast of Anatolia, where you see the ruins of the ancient city of Troy.
8. You learn that the devastations of war and earthquake have struck Troy repeatedly over the centuries, so that the ruins actually represent the remains of nine cities, each built on top of the previous one.
9. You have noticed throughout your journey the mountains that rise just a short distance inland from the coast.
10. You have reached the Mediterranean, where the mountains of the southern coast, guarding the vast plateau of central Anatolia, seem to loom directly from the sea.

### ■ B. Using Tenses of Verbs

Write a sentence in the tense requested for each regular or irregular verb below.

1. (future tense of *grow*)

\_\_\_\_\_

2. (past tense of *hang*)

\_\_\_\_\_

3. (present tense of *laugh*)

\_\_\_\_\_

4. (past tense of *watch*)

\_\_\_\_\_

5. (future tense of *lose*)

\_\_\_\_\_

## 15.4–5 Verb Tenses and Forms

### ■ A. Understanding Verb Tenses

Identify the verb tenses of the underlined verb in the sentences of each pair below. Then explain the difference in meaning between the sentences in the pair.

1. **a.** The sponge is an animal that lives anchored to one spot.
- b.** The sponge is an animal that has always lived anchored to one spot.

---



---

2. **a.** Scientists have noted that many reef-dwelling fish avoid sponges.
- b.** Scientists had noted that many reef-dwelling fish avoided sponges.

---



---

3. **a.** The scientists hypothesized that the sponges were poisonous to fish.
- b.** The scientists will have hypothesized that the sponges were poisonous to fish.

---



---

4. **a.** When force-fed bits of sponge, the fish died.
- b.** When force-fed bits of sponge, the fish have died.

---



---

5. **a.** One scientist will discover that a dead Caribbean sponge immersed in fresh water is resistant to bacterial decay for more than five years.
- b.** One scientist will have discovered that a dead Caribbean sponge immersed in fresh water is resistant to bacterial decay for more than five years.

---



---

### ■ B. Using the Progressive and Emphatic Forms

On another sheet of paper, write a sentence that uses the progressive or emphatic form specified in each of the following parentheses.

1. (present progressive of *talk*)
2. (present perfect progressive of *talk*)
3. (past perfect progressive of *talk*)
4. (future perfect progressive of *talk*)
5. (past emphatic form of *talk*)

Name ..... Class ..... Date .....

## 15.7–8 Voice and Mood of Verbs

### ■ A. Changing the Voice of Verbs

Rewrite each of the following sentences to change the passive voice to the active voice.

1. Taking 500 milligrams of ampicillin three times a day for fourteen days is recommended by the doctor.

---

---

2. Every morning the mail is taken by Sheila to the post office.

---

---

3. The squirrel population was greatly reduced by a poor acorn crop.

---

---

4. Saving all receipts for health-care services was suggested by the accountant.

---

---

5. The animals' learning is reinforced by food.

---

---

### ■ B. Using the Mood of Verbs

Write a sentence as instructed for each of the following and identify the mood of the verb in each sentence.

1. (command) \_\_\_\_\_

---

---

2. (condition contrary to fact) \_\_\_\_\_

---

---

3. (indirect suggestion) \_\_\_\_\_

---

---

4. (statement) \_\_\_\_\_

---

---

5. (wish contrary to fact) \_\_\_\_\_

---

---

Name ..... Class ..... Date .....

## 16.1, 3 Subject-Verb Agreement I

### ■ Identifying Subjects and Inserting Verbs

Identify the simple subject of every missing verb in the passage below, and write (S) above each subject that is singular and (Pl) above each one that is plural. Then complete the passage with the correct present-tense forms of the verbs in the list below.

- |           |             |             |
|-----------|-------------|-------------|
| 1. walk   | 6. endanger | 11. be      |
| 2. fail   | 7. harm     | 12. educate |
| 3. go     | 8. come     | 13. pass    |
| 4. exist  | 9. be       | 14. work    |
| 5. affect | 10. be      | 15. be      |

(1) In her book *Silent Spring* Rachel Carson wrote that many people \_\_\_\_\_ unseeing through the world. (2) Carson explained that many global citizens \_\_\_\_\_ to notice the beauty and wonder of nature. (3) Every day the importance of thousands of plants and animals \_\_\_\_\_ unnoticed. (4) By writing the book, Carson hoped to give people a better understanding of ecology, the idea that all living creatures \_\_\_\_\_ in a network of relationships. (5) That is to say, one living creature's acts \_\_\_\_\_ many others. (6) For example, a pesticide sprayed on bushes and trees \_\_\_\_\_ many birds and other creatures. (7) In addition, chemical poisons in the oceans and streams \_\_\_\_\_ the creatures that live in the water. (8) From Carson's explanations \_\_\_\_\_ a better understanding of the natural network of relationships on earth. (9) Carson's examples of how human actions affect all living creatures \_\_\_\_\_ now famous. (10) According to Carson, protection of the environment \_\_\_\_\_ something that everybody needs to know. (11) There \_\_\_\_\_ many ways that people can protect their natural surroundings. (12) Informed people like Rachel Carson \_\_\_\_\_ others about potential hazards to the environment. (13) The local governments of many communities \_\_\_\_\_ legislation to keep the natural environment safe for its inhabitants. (14) Groups of citizens \_\_\_\_\_ to clean up neighborhoods. (15) When it comes to our environment, there \_\_\_\_\_ plenty of jobs for everyone.



Name ..... Class ..... Date .....

## 17.1 Case of Personal Pronouns

### ■ A. Choosing the Correct Case Form

Underline the personal pronoun(s) in parentheses that correctly complete(s) each sentence.

1. Tara and (I/me) wanted to get some ice cream.
2. On the way, (we/us) met Juan and his friend Paul.
3. (They/Them) were also on their way for ice cream, and (they/them) asked (we/us) if (we/us) could go together.
4. Now the four of (we/us), imagining the flavors that awaited (we/us), were on our way to the ice cream shop.
5. Juan and Paul said that (they/them) had not eaten ice cream in months, but (I/me) did not believe (they/them).
6. Tara reminded Paul and (I/me) that (she/her) and (I/me) had seen Juan and (he/him) in the ice cream shop just last week.
7. When (I/me) said that I had seen (they/them), Juan said that the boys we had seen were not (they/them).
8. Whether or not (they/them) had been there recently did not matter; what mattered was that (we/us) and (they/them) were there now.
9. Tara immediately ordered two hot fudge sundaes, one for (I/me) and one for herself.
10. Juan and Paul watched (we/us) eating happily, and (they/them) finally ordered hot fudge sundaes, too.

### ■ B. Using Personal Pronouns

Write a sentence using a personal pronoun as instructed in each exercise. Underline the personal pronoun and label it *nominative*, *objective*, or *possessive*.

1. (personal pronoun in a compound subject) \_\_\_\_\_  
\_\_\_\_\_
2. (personal pronoun in a compound object) \_\_\_\_\_  
\_\_\_\_\_
3. (personal pronoun after a form of the linking verb *be*) \_\_\_\_\_  
\_\_\_\_\_
4. (personal pronoun showing possession) \_\_\_\_\_  
\_\_\_\_\_
5. (possessive pronoun before a gerund) \_\_\_\_\_  
\_\_\_\_\_

## 17.2-3 Pronouns

### ■ A. Using Pronouns with and as Appositives

Rewrite each sentence below inserting the appropriate pronoun.

1. The first two gymnasts, Bart and (female, singular), scored well.  
\_\_\_\_\_
2. They were the favored contestants, Nadia and (male, singular).  
\_\_\_\_\_
3. The audience applauded the winners, Yuri and (female, singular).  
\_\_\_\_\_
4. The judges awarded the best gymnasts, Ngoc and (male, singular), gold medals.  
\_\_\_\_\_
5. Silver medals were awarded to the runners-up, Jean and (female, singular).  
\_\_\_\_\_
6. (first-person plural) members of the team were happy just to compete.  
\_\_\_\_\_

### ■ B. Using Pronouns after *Than* and *As*

Expand each of the expressions below into two sentences. Follow the expression in one sentence with a personal pronoun in the nominative case. In the other sentence, follow the expression with a pronoun in the objective case.

better than

**Nominative:** *Steven is better than I in English.*

**Objective:** *Steven likes Marco better than me.*

1. more than \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. less than \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. as much as \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. as well as \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 17.4 Reflexive and Intensive Pronouns

### ■ A. Correcting Reflexive and Intensive Pronouns

Some underlined pronouns in the sentences below are incorrect. Write the correct pronoun for every sentence that needs to be corrected. Write *Correct* if the sentence needs no correction.

- \_\_\_\_\_ 1. Ramón left hisself too much to do in one evening.
- \_\_\_\_\_ 2. Alison and yourself have been the most consistent batters on the team for the entire season.
- \_\_\_\_\_ 3. You don't have to worry about getting the car inspected; Cecil or myself will do it.
- \_\_\_\_\_ 4. The computer hard drive it must be turned on first.
- \_\_\_\_\_ 5. Gil and Katerina found theirselves back where they had started.
- \_\_\_\_\_ 6. I bought me a pair of jeans at the mall the other day.
- \_\_\_\_\_ 7. Patricia sat and mused to her about what she wanted to do over the weekend.
- \_\_\_\_\_ 8. Janice and herself are going to the mountains this weekend.
- \_\_\_\_\_ 9. George took himself out of the game after he had twisted his ankle.
- \_\_\_\_\_ 10. The teachers themselves were the ones who served the early morning breakfast.

### ■ B. Using Reflexive and Intensive Pronouns

Write the appropriate reflexive or intensive pronoun in each space.

1. I walked to the Georgia O'Keeffe exhibit by \_\_\_\_\_.
2. My brother drove \_\_\_\_\_ there later.
3. Georgia O'Keeffe \_\_\_\_\_ had been a friend of the curator.
4. We \_\_\_\_\_ are painters and students of modern art.
5. All of you should see this terrific exhibit for \_\_\_\_\_.
6. We found \_\_\_\_\_ inspired to paint.
7. I \_\_\_\_\_ learned about painting in school.
8. My brother, however, learned by \_\_\_\_\_.
9. We call \_\_\_\_\_ "the painting siblings."
10. Painting is an art in \_\_\_\_\_.

Name ..... Class ..... Date .....

## 17.5

## Who and Whom

### ■ Identifying *Who* and *Whom*

Underline all the verbs in the sentences below, and put parentheses around their simple subjects. (Include the subjects and verbs in subordinate clauses.) Then, on the line that follows each sentence, explain the case of the italicized pronoun by identifying the pronoun as a *subject*, *direct object*, *indirect object*, *object of a preposition*, or *predicate nominative* and writing the relevant verb, preposition, or subordinate clause.

The (painter) *whom* (we) met is Koifu's grandfather.

*Whom* is the direct object of the verb met in the adjective clause *whom we met*.

1. *Who* do you think wants to go? \_\_\_\_\_  
\_\_\_\_\_
2. We wondered *whom* she would choose. \_\_\_\_\_  
\_\_\_\_\_
3. We did not know *who* the person sitting in the front was. \_\_\_\_\_  
\_\_\_\_\_
4. The coach will award the game ball to *whoever* has the most assists. \_\_\_\_\_  
\_\_\_\_\_
5. I know *whom* the story is about. \_\_\_\_\_  
\_\_\_\_\_
6. The artist *who* has had the largest influence on the way I paint is Jasper Johns. \_\_\_\_\_  
\_\_\_\_\_
7. Although I have watched the movie *It's a Wonderful Life* many times, I still do not know *who* directed it.  
\_\_\_\_\_
8. *Whom* did you say you are addressing? \_\_\_\_\_  
\_\_\_\_\_
9. Dr. Koslowski was the one *who* set my broken leg. \_\_\_\_\_  
\_\_\_\_\_
10. The president of the class will be *whomever* the students elect. \_\_\_\_\_  
\_\_\_\_\_

## 17.6–7 Pronouns and Antecedents

### ■ A. Correcting Pronoun-Antecedent Agreement

Cross out the incorrect personal pronoun in each sentence. Write the correct pronoun on the line.

- \_\_\_\_\_ 1. Sir Isaac Newton was one of the greatest scientists in history; their ideas are still integral to modern science.
- \_\_\_\_\_ 2. Three of your most important contributions are called Newton’s three fundamental laws of motion.
- \_\_\_\_\_ 3. These laws are central to the branch of physics called dynamics, which is the study of movement and the forces that produce and influence them.
- \_\_\_\_\_ 4. The first of the laws defines inertia; their idea is that an object will remain at rest or in motion at constant velocity unless acted on by a force.
- \_\_\_\_\_ 5. Our science teacher, Ms. Meyer, tried to explain inertia; its example dealt with passengers riding in a car.
- \_\_\_\_\_ 6. She explained that when a car starts quickly, passengers are forced back in her seats.
- \_\_\_\_\_ 7. When the car is moving at a constant velocity, the passengers sit undisturbed, but when the car stops quickly, its forward movement continues—sometimes into the windshield.
- \_\_\_\_\_ 8. Ms. Meyer also said that certain forces act on the car to slow them down.
- \_\_\_\_\_ 9. Friction, for example, is applied as air resistance to the car, slowing him down.
- \_\_\_\_\_ 10. One girl in the class pointed out that their family’s car got good gas mileage because it was designed to create little air resistance.

### ■ B. Using Clear Pronoun Reference

Each of the following sentences contains a pronoun with an unclear antecedent. Rewrite the sentence to correct the error. (There are several ways to correct each sentence.)

1. In the 1700s folklore created many strange beliefs; this included the belief that dairy maids never caught smallpox.  
\_\_\_\_\_
2. Epidemics of smallpox were prevalent among some populations in the 1700s; they regularly killed or scarred great numbers of people.  
\_\_\_\_\_
3. Edward Jenner examined the facts behind the folklore, which found that people who had cowpox, which was relatively harmless, were immune to smallpox.  
\_\_\_\_\_
4. Jenner developed from the cowpox virus a smallpox vaccine that carried little risk of serious illness; this could be readily produced.  
\_\_\_\_\_

Name ..... Class ..... Date .....

## 18.1–2 Comparisons

### ■ A. Using Irregular Comparisons

Complete each of the sentences below with the correct degree of comparison of the modifier in parentheses. (The positive degree is used in some sentences.)

1. The Maine coast is the \_\_\_\_\_ (good) place in New England for sailing.
2. Sailing there is \_\_\_\_\_ (good) during warmer months than during cooler ones.
3. During the summer, however, the fog is \_\_\_\_\_, (bad) making navigation difficult.
4. One must be careful because there are \_\_\_\_\_ (many) rocks that must be avoided.
5. If the wind is strong, the waves will be \_\_\_\_\_ (bad) than usual.
6. The distance to Maine from Massachusetts always seems to be \_\_\_\_\_ (far) than one thinks.
7. Some sailors go \_\_\_\_\_ (far) with meal preparation on board than do others.
8. The harbor at Monhegan offers \_\_\_\_\_ (little) protection against bad weather; others offer even \_\_\_\_\_ (little).
9. The scenery along the Maine coast is some of the \_\_\_\_\_ (good) in New England.
10. I think that Penobscot Bay has \_\_\_\_\_ (many) islands with beautiful scenery than any other bay.

### ■ B. Creating Comparisons

Write a sentence in the manner requested for each modifier listed below. Underline the modifiers.

1. (the comparative degree of *badly*)

\_\_\_\_\_

2. (the superlative degree of *far*, referring to distance)

\_\_\_\_\_

3. (the comparative degree of *good*)

\_\_\_\_\_

4. (the positive degree of *well*)

\_\_\_\_\_

5. (the superlative degree of *bad*)

\_\_\_\_\_

## 18.5–6 Using Modifiers Correctly

### ■ A. *Well or Good; Bad or Badly*

Underline the word in parentheses that correctly completes each sentence.

1. He felt (bad / badly) after failing his driving test.
2. He hadn't felt (good / well) about his chances that day.
3. He didn't do a (good / well) job parallel parking during the test.
4. It was (bad / badly) luck to have that police car parked so close.
5. Do you think he will ever be a (good / well) driver?
6. If he practices, maybe he will drive (good / well) the next time he takes the test.
7. At this time, however, he drives (bad / badly).
8. He does want to learn to drive (good / well).
9. He does look (good / well) behind the wheel of his new convertible, I'll admit.
10. He wants (bad / badly) to get his license.

### ■ B. *Correcting Double Negatives*

Each of the sentences below contains a double negative. Rewrite each sentence in two different ways, eliminating the double negative.

1. I have never seen nothing prettier than the Chesapeake Bay at sunset in the autumn.

---

---

2. The colors of the sky are not like no others.

---

---

3. The cloud patterns aren't never more interesting.

---

---

4. The water is so still that there aren't no ripples.

---

---

5. I wouldn't never like to live without a view like that.

---

---

## 18.7 Misplaced and Dangling Modifiers

### ■ A. Identifying Misplaced and Dangling Modifiers

For each sentence below, underline the misplaced and dangling modifiers. Then explain what each of these modifiers is and how each sentence can be corrected.

1. Fine wooden furniture is painstakingly built by master craftspeople with elaborate carvings.

\_\_\_\_\_

2. Rough and uneven, I am reluctant to use low-quality lumber.

\_\_\_\_\_

\_\_\_\_\_

3. I buy mahogany at a lumber dealer having a rich red color.

\_\_\_\_\_

\_\_\_\_\_

4. Accurate measurements must be taken of each piece with a ruler.

\_\_\_\_\_

\_\_\_\_\_

5. Before gluing the furniture together, the pieces must be assembled in the proper positions.

\_\_\_\_\_

\_\_\_\_\_

### ■ B. Using Modifiers Correctly

Rewrite each of the sentences below, correcting the errors in the use of modifiers. There may be more than one way to correct each sentence.

1. I enjoy collecting fossils with my fellow hobbyists dating from prehistoric times.

\_\_\_\_\_

2. Fossils often reveal much about life forms to researchers of a previous epoch.

\_\_\_\_\_

3. Billions of years old, I have some pretty amazing specimens in my collection.

\_\_\_\_\_

4. Looking through a microscope, some fossils demonstrate unique cell structures.

\_\_\_\_\_

5. Buried deep underground, scientists can learn much from fossils.

\_\_\_\_\_

## 20.1 Capitalization of Sentences and of *I*

The sentences below are about Thomas Jefferson. For each sentence explain why the boldfaced letter(s) should or should not be capitalized.

1. **s**elf-imposed, rather than external, discipline shaped Jefferson's education from his youth onward.  
\_\_\_\_\_
2. Frank Willis, a classmate, played disconcerting practical jokes (**s**uch as overturning the table or carrying off law books) on Jefferson when the two were reading law in Williamsburg, but Jefferson found Willis entertaining when Jefferson was not trying to study.  
\_\_\_\_\_
3. About two years after his admission to the bar, Jefferson wrote to his uncle by marriage, Thomas Turpin, about the latter's son Philip: "**t**he only help a youth wants is to be directed to what books to read and in what order to read them."  
\_\_\_\_\_
4. Addressing King George III in 1774, Jefferson said, "**t**he great principles of right and wrong are legible to every reader; to pursue them requires not the aid of many counsellors."  
\_\_\_\_\_
5. Jefferson said that **t**he actions of the British government had compelled the Americans to change the ground of opposition and to accept the appeal from reason to arms.  
\_\_\_\_\_
6. "In every event **i** shall resign myself to the hard necessity under which I shall act," he stated.  
\_\_\_\_\_
7. Edmund Randolph judged that Jefferson spoke with "**e**ase, perspicuity and elegance."  
\_\_\_\_\_
8. It was while Jefferson was the president that he asked, "**o**f our college friends (and they are the dearest) how few have stood with us in the great political questions which have agitated our country?"  
\_\_\_\_\_
9. The third president of the United States (**f**rom 1801 to 1809), Jefferson also drew up the Declaration of Independence.  
\_\_\_\_\_
10. Jefferson (**w**ho lived from 1743 to 1826) was also an author, scientist, architect, educator, and diplomat.  
\_\_\_\_\_

## 20.2–3 Capitalizing Proper Nouns and Adjectives

### ■ Understanding Capitalization

Explain why the boldface nouns or adjectives do or do not begin with a capital letter.

1. Following **World War II**, civil rights became an important issue in the **United States**.  
\_\_\_\_\_
2. Not since the latter half of the **nineteenth century** had the **African American** fight against racial discrimination received so much attention.  
\_\_\_\_\_
3. During the war many **African Americans** moved from rural areas to industrial cities in the **North**.  
\_\_\_\_\_
4. In addition to good jobs, many of these **Americans** acquired a good education and began to enter the political arena, usually as **Democrats**.  
\_\_\_\_\_
5. **President** Truman recognized the need for action after the war. He appointed a **Commission on Civil Rights** to seek ways to protect the rights of all Americans.  
\_\_\_\_\_
6. In 1947 the **commission** issued a report entitled *To Secure These Rights*.  
\_\_\_\_\_
7. The report called for the establishment of a **Federal Employment Protection Commission** to protect individual rights in **federal** job-hiring practices.  
\_\_\_\_\_
8. At the **Lincoln Memorial** on **June 29**, 1947, President Truman publicly declared his support for civil rights legislation.  
\_\_\_\_\_
9. The **Democratic party** was split between southern conservatives, who favored segregation, and northern liberals and southern moderates, who supported civil rights.  
\_\_\_\_\_
10. As a result the **president** could not persuade **Congress** to pass his civil rights proposals.  
\_\_\_\_\_

## 21.1-3 Period, Exclamation Point, Question Mark

### ■ A. Punctuating Declarative Sentences, Exclamations, and Commands

Rewrite each of the questions below as a declarative sentence, a command, or an exclamation. Include appropriate end punctuation.

1. Was Ishi aware of the difference?

\_\_\_\_\_

2. Will you stop that?

\_\_\_\_\_

3. How are you going to explain that to your parents?

\_\_\_\_\_

4. Where was Amy when we needed her?

\_\_\_\_\_

5. Are those Olympic athletes great?

\_\_\_\_\_

### ■ B. Punctuating Direct and Indirect Questions

Rewrite each of the statements or exclamations below as both a direct and an indirect question. Change as many words as necessary. Include appropriate end punctuation.

1. The Japanese attacked the United States fleet at Pearl Harbor.

Direct: \_\_\_\_\_

Indirect: \_\_\_\_\_

2. That was a horrible day!

Direct: \_\_\_\_\_

Indirect: \_\_\_\_\_

3. Much of the news coverage was frightening.

Direct: \_\_\_\_\_

Indirect: \_\_\_\_\_

4. The whole country was shocked and angered.

Direct: \_\_\_\_\_

Indirect: \_\_\_\_\_

5. One theory suggested that the government had known the attack would occur.

Direct: \_\_\_\_\_

Indirect: \_\_\_\_\_

Name ..... Class ..... Date .....

## 21.4

## The Colon

### ■ A. Identifying the Need for Colons

Supply colons where necessary in the items below. Write C (for *Correct*) in the space provided if no colons are needed.

- \_\_\_\_\_ 1. Dear Dr. Kramer
- \_\_\_\_\_ 2. I have been informed that you are an excellent physician your skills are famous.
- \_\_\_\_\_ 3. You were recommended to me for the following reasons your education, your experience, and your compassion.
- \_\_\_\_\_ 4. I would like you to examine my ears, nose, and throat.
- \_\_\_\_\_ 5. I understand that you have an opening at 3 00 p.m. on Thursday.
- \_\_\_\_\_ 6. Please schedule me for an appointment for an examination at that time.
- \_\_\_\_\_ 7. I plan to bring along the following items my body, my medical history, recent throat culture results, and an X-ray of my recently broken nose.
- \_\_\_\_\_ 8. I know you agree with Hippocrates, who said, "First, do no harm."
- \_\_\_\_\_ 9. That is why I have chosen you to examine my ears, nose, and throat.
- \_\_\_\_\_ 10. I look forward to meeting you I have heard so much about you.

### ■ B. Using Colons Correctly

For each item below, write a sentence as directed in the parentheses. Make sure you use a colon in each sentence.

- 1. (Write about your school schedule.)  
\_\_\_\_\_
- 2. (Write about some foreign languages.)  
\_\_\_\_\_
- 3. (Identify your favorite television shows.)  
\_\_\_\_\_
- 4. (Tell the time when an event began.)  
\_\_\_\_\_
- 5. (Include a quotation.)  
\_\_\_\_\_
- 6. (Restate material already given.)  
\_\_\_\_\_

**21.5 The Semicolon****■ Using Semicolons**

Add semicolons where appropriate in the sentences below. If no semicolons are needed, write *Correct* after the sentence.

1. Crystals surround us they are everywhere.
2. Some crystals are obvious there are, however, crystal structures to many other substances as well.
3. You probably know that snowflakes are crystals of ice, you probably didn't know that aspirin, too, is made of crystals.
4. Sugar, salt, and sand are clearly crystals moreover, most metals have a crystalline structure.
5. Dorothy Crowfoot Hodgkin planned to spend her life learning about crystals, furthermore, she intended to study chemistry.
6. She had always been curious about the materials around us she found the substances that make up things intriguing.
7. Dorothy's parents bought a home in Beccles, England, a town where her father's family had lived for generations.
8. Over the winter, while her parents worked abroad, she lived with friends, went to school, and studied.
9. Dorothy first heard about chemistry in Beccles there she learned about growing crystals.
10. She went to the Sir John Leman School in Beccles and was lucky to have a teacher, Miss Deeley, who made the subject of chemistry interesting.
11. Dorothy set up a small laboratory in her home she performed chemical experiments there.
12. She grew crystals by placing solutions in test tubes, jars, and shallow dishes.
13. Dorothy continued her studies at Oxford University she attended an all-women's college known as Somerville.
14. She learned a technique, known as X-ray diffraction, that was used to discover the structure of crystals.
15. In 1932 she had the opportunity to work with John D. Bernal at Cambridge University the work involved studying different kinds of crystals, including vitamins and hormones.
16. In 1943 the first crystals of penicillin were grown Dorothy analyzed their structure and then grew crystals of different penicillins.
17. It was now possible for a variety of antibiotics to be produced in the laboratory consequently, many lives were saved.
18. Dorothy was honored for her work in fact, at the age of thirty-seven she became a Fellow of the Royal Society of England.
19. In 1964, while in Africa, she learned that she had won the Nobel Prize for chemistry she won the award for having found the structure of important substances by X-ray methods.
20. In the years that followed, she worked with the hormone insulin subsequently, she learned that its molecule was composed of 777 atoms.



## 21.6 Commas and Coordinate Adjectives

### A. Inserting Commas with Coordinate Adjectives

Rewrite the sentences below, inserting commas where necessary. Write *Correct* if no commas are needed.

1. Neither rain nor snow nor gloom of night can stay these couriers from their appointed rounds.

---

---

2. The postal service still offers inexpensive efficient delivery of mail.

---

---

3. Mail is sorted and transported to a distant exact location and delivered to the addressee.

---

---

4. Simply by addressing and posting a letter, you can start it on an amazing far-reaching journey.

---

---

### B. Using Coordinate Adjectives

Rewrite each of the sentences below, adding two or three adjectives to modify each underlined noun. Be sure to include commas where necessary.

1. Jeremy is a friend.

---

---

2. Christina left before the end.

---

---

3. The new library was a building.

---

---

4. Leo's favorite pants were his jeans.

---

---

5. Janet's family was renovating a house.

---

---



Name ..... Class ..... Date .....

## 21.6 Commas: Titles, Addresses, Direct Address

### A. Using Commas

Respond to each item below with a complete sentence. Use commas correctly.

1. State the complete date today.

\_\_\_\_\_

2. Write a friend's or relative's address.

\_\_\_\_\_

3. Direct a question to someone in particular.

\_\_\_\_\_

4. Use this title after a name: Ph.D.

\_\_\_\_\_

5. Include a city and country name within a sentence.

\_\_\_\_\_

### B. Using Commas

On a separate sheet of paper, rewrite the passage below. Include your own address and name, and add commas where needed.

(address) \_\_\_\_\_

\_\_\_\_\_

(date) \_\_\_\_\_

Dear Susannah

I hope your junior year at college has been a good one. I know you're looking forward to one last summer as waterfront director at good old Camp Castaway in Moosehead Maine. Susannah I appreciate your offer to write a letter of reference for me and would like to ask you to do so now.

I have applied for a summer job as lifeguard at the town beach in Deepwater Delaware and have told my prospective employer about my experience as your assistant at camp. Please address your letter as follows:

Mr. Carl Croaker Manager  
Recreation Department  
55 Leapfrog Lane  
Deepwater Delaware 21212

Thanks again old friend for your willingness to recommend me.

Sincerely yours

\_\_\_\_\_

## 21.6 Proper Use of Commas

### ■ A. Correcting Misuse of Commas

Rewrite each of the sentences below, correcting the misuse of commas. If there is no comma error, write *Correct*.

1. What I thought would be a dull play, turned out to be the best play I've ever seen.

\_\_\_\_\_

2. The setting of the first scene was an upstairs apartment, two boys came in talking.

\_\_\_\_\_

3. The childhood that their father had lived, became their childhood for a time.

\_\_\_\_\_

4. In the play the boys struggle to understand their grandmother and her world, and eventually gain some understanding.

\_\_\_\_\_

5. The interesting characters in the play included, a gangster, the grandmother, and a nervous sister.

\_\_\_\_\_

### ■ B. Using Commas Correctly (Review)

Insert commas where necessary and delete unnecessary commas in the sentences below. If no comma changes are needed, write *C* (for *Correct*) on the line before the sentence.

- \_\_\_\_\_ 1. Although outbreaks of flu have been recorded for more than 250 years the flu that struck in 1918 was the worst ever recorded.

- \_\_\_\_\_ 2. The epidemic because it began in Spain was called Spanish influenza.

- \_\_\_\_\_ 3. Within a very short time the flu spread throughout Europe, and to China, Egypt, India, and Peru.

- \_\_\_\_\_ 4. Recognized almost from the outset its most astonishing feature, was the speed with which it spread.

- \_\_\_\_\_ 5. Moreover many of the flu's victims unlike those of earlier flu epidemics were those aged twenty to forty not the very old and the very young.

- \_\_\_\_\_ 6. In many countries the disease was initially misdiagnosed because it had such varied symptoms.

- \_\_\_\_\_ 7. Falling into a coma some patients appeared to have encephalitis.

- \_\_\_\_\_ 8. Delirium, chills, high fever or great pain in joints or muscles was too often followed by decline and death within hours.

- \_\_\_\_\_ 9. As the numbers of sick and dying climbed people in San Francisco were required to wear face masks in public, and in Chicago it was a crime to cough or sneeze in public without a handkerchief.

- \_\_\_\_\_ 10. In four years the First World War caused twenty-five million deaths worldwide, in less than one tenth of that time the influenza epidemic claimed an equal number.

## 21.8–9 Parentheses and Brackets

### ■ A. Inserting Parentheses

Rewrite the sentences below, inserting parentheses where needed.

1. The route of Magellan see map was westerly.  
\_\_\_\_\_
2. Mary Ann Evans George Eliot wrote *Silas Marner*.  
\_\_\_\_\_
3. Notice how the flask is positioned on the stand. See diagram on page 123.  
\_\_\_\_\_
4. Theodore “Teddy” to his friends was appointed chairperson.  
\_\_\_\_\_
5. Notice how the reaction proceeds figure 2.  
\_\_\_\_\_
6. Add a solution of 20% sodium chloride NaCl to the beaker.  
\_\_\_\_\_
7. The last time I was at the store a favorite hangout was a year ago.  
\_\_\_\_\_
8. The gas produced is chlorine klo’reen.  
\_\_\_\_\_
9. Pyrite “fool’s gold” is often mistaken for real gold.  
\_\_\_\_\_
10. I am truly amazed by the aurora borealis the northern lights.  
\_\_\_\_\_

### ■ B. Inserting Brackets

Insert brackets where necessary.

1. Winston Churchill observed that never in the field of human conflict was so much owed by so many to so few the Royal Air Force.
2. My uncle Dirk (who lives in New Jersey my brother also lives there) is a very shrewd businessman.
3. “The Great Spirit above has appointed this place for us the Shawnee . . . and here we will remain.”—Tecumseh
4. T. S. Eliot was born in St. Louis, Missouri, in 1888. (He became a British subject in 1927 twelve years after the publication of “The Love Song of J. Alfred Prufrock.”)
5. A striker was quoted as saying, “If they the management want to talk, they can come out here and talk.”

Name ..... Class ..... Date .....

## 21.9–10 Ellipsis Points and Quotation Marks

### ■ A. Using Ellipsis Points

Rewrite the quotation below as requested in each set of parentheses. Use ellipsis points as required.

“Our defense is not in armaments, nor in science, nor in going underground. Our defense is in law and order.”—Albert Einstein

1. (Omit “Our defense is” from the sentence above.)

---



---

2. (Omit “nor in science,” from the sentence above.)

---



---

3. (Omit “nor in going underground” from the sentence above.)

---



---

4. (Replace “nor in science, nor in going underground. Our defense is” with [but].)

---



---

### ■ B. Using Quotation Marks

On a separate sheet of paper, rewrite the passage below, inserting quotation marks and missing punctuation where needed. (Not all sentences may need to be changed.) Divide the sentences into paragraphs where necessary.

(1) Full ahead ordered the captain heading oh-nine-oh and the crew placed the tanker *Crude Oil Princess* on an easterly heading. (2) Waving frantically, the first mate called to friends on shore, *Arrivederci*, which in Italian means till we meet again. (3) The captain’s favorite expression, a French one, was *à votre santé*, which means to your health. (4) His hat, tilted to one side, had the letters *C.O.P.* embroidered in gold braid. (5) Let’s get this baby moving he grunted to the men in the engine room We all want to feel some sunshine on our backs. (6) Then the captain began to hum the tune of the song Let It Be. (7) Off we went because *tempus fugit*, which is Latin for time flies. (8) How long before we reach port? the second mate queried. (9) All in good time, came the captain’s leisurely reply, all in good time. (10) He returned to reading *The Raven* in his tattered copy of *The Works of Edgar Allan Poe*.

## 21.10–11 Quotation Marks and Italics

### ■ A. Using Italics and Quotation Marks

Underline any words that should be italicized, and place double and single quotation marks where they belong. Insert commas where necessary.

1. Last night I studied the TV Guide to see what was on television.
2. I decided to watch an old episode of Zorro.
3. My mother suggested that I read War and Peace instead.
4. Chacun à son goût (everyone to his own taste), I thought, and as a compromise I announced I would go to the theater to see a revival of the movie classic Casablanca.
5. We'll see how smart you feel when you bring home an F in your literature class, observed Mom.
6. I reminded her of the Fielding v. Fielding decision, which limited parental authority.
7. She asked if I knew the meaning of the word grounded.
8. Naturally, I decided to stay home, but then I tried to talk Mom into letting me rent the movie version of War and Peace.
9. Que será, será, she laughed. Then she added In case you don't know, that means What will be, will be.
10. We wound up having a great time; first, Mom read me Langston Hughes's poem Mother to Son; then, together we began Hughes's first volume of short stories, The Ways of White Folks.

### ■ B. Using Italics

Write a sentence as requested in each set of parentheses. Underline where appropriate.

1. (telling about a story in a newspaper)

\_\_\_\_\_

2. (referring to a Supreme Court decision)

\_\_\_\_\_

3. (containing a word or words from a foreign language)

\_\_\_\_\_

4. (describing a television series or an album)

\_\_\_\_\_

5. (using a letter to represent itself)

\_\_\_\_\_

6. (mentioning a work of art)

\_\_\_\_\_

## 21.12 The Apostrophe

### ■ A. Inserting Apostrophes

Insert apostrophes where needed in the sentences below. If a sentence needs no additions, write *C* (for *Correct*) in the space provided.

- \_\_\_\_\_ 1. The 1930s was a difficult time for weather forecasters predictions.
- \_\_\_\_\_ 2. My grandfather remembers the summer of 34.
- \_\_\_\_\_ 3. That summers high temperatures were frequently in the 90s and 100s.
- \_\_\_\_\_ 4. It didnt rain once the whole summer.
- \_\_\_\_\_ 5. The dried soil had cracks like hundreds of little *x*'s.
- \_\_\_\_\_ 6. The 1940s brought generally wet weather, but drought returned by 53.

### ■ B. Using Apostrophes

On a separate sheet of paper, rewrite the sentences below correctly, adding apostrophes where they are needed. If a sentence needs no changes, write *Correct*.

1. At his birth in 1934, Imamu Amiri Barakas name was LeRoi Jones; the poet wasnt born with a Muslim name.
2. Joness birthplace was Newark, New Jersey.
3. A precocious child, Jones graduated from high school two years early.
4. He attended Howard University, spent two years time in the Air Force, and then received a degree in German literature from Columbia University.
5. His early poems attempted to convey a black intellectuals thoughts at living in a white world.
6. These poems speakers were concerned about their guilt and fears.
7. With times passage Jones became increasingly outspoken and separate from the white literary circles of which he had been an important part.
8. In a series of influential plays in the 1960s, Jones began to explore the bases of relationships between blacks and whites.
9. As his activities became more social and political, Jones set up Spirit House in Newark in 66.
10. After taking a Muslim name, Baraka in 68 helped found the Black Community Development and Defense Organization in Newark.
11. In 1969 Baraka wrote a play dealing with African slaves transportation to the New World.
12. His 69 book of poems, *Black Magic*, marked a real point of departure in the poets writings.
13. The sections titles—“Sabotage,” “Target Study,” and “Black Art”—tell a great deal about the volumes concerns.
14. Baraka has also written a novel, and he analyzed Americas black musicians in *Blues People* and *Black Music*.
15. The author didnt arrive at his viewpoints overnight; rather extensive thought and analysis led to the development of his ideas, which changed somewhat over the years.

## 21.15 Numbers and Numerals

### ■ A Correcting Numbers and Numeral Use

Rewrite the sentences below, correcting the use of numbers and numerals. Write *Correct* if there are no errors.

1. 114 people graduated in my senior class.

\_\_\_\_\_

2. Please arrive at exactly 5 minutes after nine A.M.

\_\_\_\_\_

3. Life was more exciting in the 18th century than it is today.

\_\_\_\_\_

4. You still owe me two dollars and 40 cents.

\_\_\_\_\_

5. Their apartment is near 7th Avenue, on Seventy-third Street.

\_\_\_\_\_

6. More than 1,000,000,000 people live in China.

\_\_\_\_\_

7. The car's fuel tank holds nine point seven gallons of gasoline.

\_\_\_\_\_

8. The number of participants jumped from 70 to two hundred thirty-five.

\_\_\_\_\_

9. The armistice ending World War I was signed November eleventh, 1918.

\_\_\_\_\_

10. We spent twenty-eight dollars on refreshments for the meeting.

\_\_\_\_\_

### ■ B. Using Numbers and Numerals

Write a paragraph describing preparations for a class dance. Include the time and date when the dance would be held, at what address the dance would be held, financial requirements and charges, and the number of people you expect to attend. Choose a decade for the theme of the dance.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_