Lesson 1

What Is a Preposition?

A preposition is a word used to show a relationship between a noun or pronoun and some other word in the sentence.

The dog is under the bed. (*under* shows the relationship between *dog* and *bed*)

<table>
<thead>
<tr>
<th>Common Prepositions</th>
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A *prepositional phrase* consists of a preposition, its object, and any modifiers of the object. The *object of the preposition* is the noun or pronoun following the preposition.

*People communicate in many ways.* (The preposition is *in*, the object of the preposition is *ways*, and the prepositional phrase is *in many ways*.)

Sometimes the same word can be used as a preposition or as an adverb. If there is no object, the word is an adverb.

**Adverb** Come *along*.

**Preposition** The messages travel *along* the telephone wire.

A. Finding Prepositions and Their Objects

Underline the prepositions in each sentence. Underline the objects of the prepositions twice.

1. People enjoy talking with one another.
2. They share news of their daily lives.
3. News about international events are broadcast on television.
4. Many people find current news on the Internet.
5. Communication methods have changed over the centuries.
6. Sending messages around the globe has become commonplace.

B. Recognizing Prepositions and Adverbs

Decide whether the boldfaced word is a preposition or an adverb. Write P on the line if it is a preposition. Write A if it is an adverb.

1. I have spoken to you *before*, haven’t I?  
2. *Before* the speech, the audience was restless.
3. Get you words *down* on paper before you forget them.
4. The train continued *down* the track.
What Is a Preposition?

A. Identifying Prepositions and Their Objects

Underline each preposition once. Circle the object of the preposition. Sentences may have more than one prepositional phrase.

1. Some of the construction crew built a scaffold near the tower.
2. The library will hold the book until tomorrow.
3. The prompter sat behind the scenery with a small flashlight.
4. Chirps of the newly hatched chicks could be heard in the corridor.
5. A plane made an emergency landing in a cornfield.
6. The elephants lumbered past us toward the water hole.
7. The puppy came into our tent and slept at the foot of my sleeping bag.
8. A skywriter flew over the field during the game.
9. The city was without power for several hours.
10. The cross-country team ran down the avenue and through the park.

B. Recognizing Prepositions and Adverbs

Decide whether the boldfaced word is an adverb or a preposition. Write Adverb or Preposition on the line.

1. The Pony Express got the mail through.
2. The company moved some employees around.
3. The ferry passed under the bridge.
4. We looked across at the crowd on the opposite shore.
5. The circus parade just went past.
6. The investigators found clues inside the closet.
7. The swimmer held his breath when he went under.
8. Ellen saw the bus coming and raced out the door.
9. The parade had never passed this way before.
10. The horses trotted around the ring.
11. A professional doesn't leave her tools lying around.
12. The boomerang flew across the back yard.
What Is a Preposition?

A. Writing with Prepositional Phrases
Add one or more prepositional phrases to each simple sentence. Write your new sentence on the line.
1. The telephone rang.
   ____________________________
2. The radio announcer reported.
   ____________________________
3. A television special report aired.
   ____________________________
4. The telegram arrived.
   ____________________________
5. Flora wrote a letter.
   ____________________________

B. Writing with Prepositional Phrases
Use three of these prepositional phrases in an original story. Write your story on the lines below.
- by a citizen
- to the mayor
- in the newspaper
- with concern
- around the park
- across the city
- from other countries
- before the election
- toward the future

__________________________________________
__________________________________________
__________________________________________
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__________________________________________
__________________________________________
Using Prepositional Phrases

A prepositional phrase is always related to another word in a sentence. It modifies the word in the same way an adjective or adverb does.

An adjective phrase is a prepositional phrase that modifies a noun or a pronoun. It can tell which one, how many, or what kind.

The capital of the United States is Washington, D.C. (The phrase of the United States modifies the noun capital.)

An adverb phrase is a prepositional phrase that modifies a verb, an adjective, or another adverb. It usually tells where, when, how, why, or to what extent.

Modifying a verb Many Americans travel in the summer. (The phrase in the summer modifies the verb travel, telling when.)

Modifying an adjective New York City is remarkable for its public buildings. (The phrase for its public buildings modifies the adjective remarkable.)

Modifying an adverb The street system works well for such an old plan. (The phrase for such an old plan modifies the adverb well.)

Placement of Prepositional Phrases Place the prepositional phrase close to the word it modifies, so you don't confuse your readers.

Confusing Excited tourists walk down the mall with ice cream bars.

Better Excited tourists with ice cream bars walk down the mall.

Identifying Prepositional Phrases

Underline the prepositional phrase in each sentence. If it is an adjective phrase, write ADJ on the line to the right. If it is an adverb phrase, write ADV.

1. The capital of a country should be a beautiful city.

2. Any visitor to Washington, D.C., will see that it is, indeed, beautiful.

3. Visitors are impressed by its broad avenues.

4. The President lives at 1600 Pennsylvania Avenue.

5. The White House is an impressive residence with lovely rose gardens.

6. The national mall was built near the White House.

7. The tall Washington Monument appears on the mall.

8. The Lincoln Memorial with its brooding statue is thought provoking and peaceful.

9. Cherry trees around the Tidal Basin are colorful and inspiring.

10. The Capitol is the home of the United States Congress.
Lesson 2

Using Prepositional Phrases

A. Identifying Prepositional Phrases

In each sentence, underline the word modified by the boldfaced prepositional phrase. On the blank, write ADJ or ADV to identify what kind of prepositional phrase it is.

1. The actors gathered **around the director**.

2. In the science classroom, there are many books **on wildlife**.

3. The raging fire spread **over the river** and through the trees.

4. **Until next week** the paintings will be on sale at a hotel near Tulsa.

5. Music **from the auditorium** could be heard across the hall.

6. The oak trees behind the school were sprayed **in the spring**.

7. The plant on the windowsill thrives **in the sun**.

8. The car came **down the street** and parked outside our house.

9. The model airplane **in my brother's room** was made in Germany.

10. The monkeys ran **from the sound of humans**.

B. Placing Prepositional Phrases

Rewrite each sentence, changing the position of one or more prepositional phrases so that the sentence is no longer confusing.

**Example** In a big hurry, we saw the senator rush away.

*We saw the senator rush away in a big hurry.*

1. The tourists with a special display visited the museum.

2. Karen sent her father in a sturdy box a souvenir.

3. I took a picture of the president with my new camera.

4. The tour bus with its beautiful flowers passed the national garden.

5. My father beyond the monument parked the car.
Using Prepositional Phrases

A. Revising Sentences with Misplaced Prepositional Phrases

Rewrite each sentence, changing the position of one or more prepositional phrases so that the sentence is no longer confusing.

**Example** Below the waves we watched the sun sink.

*We watched the sun sink below the waves.*

1. We waited for the bus inside the mall.

2. Behind the clouds we saw the sun disappear.

3. Alonzo was walking his dog in his school sweater.

4. Inside a tube, Kathy sent her mother a poster.

5. The cook with a sour smell threw away the milk.

B. Using Prepositional Phrases as Adjectives and Adverbs

Add a prepositional phrase to each sentence. The type of phrase to add is indicated in parentheses after the sentence.

1. The city is the U.S. government center. (Add an adjective phrase.)

2. The president spoke to reporters. (Add an adverb phrase.)

3. The Secret Service checked the dining room. (Add an adverb phrase.)

4. Supporters cheered the president. (Add an adjective phrase.)

5. Cars were parked at the curb. (Add an adjective phrase.)
Conjunctions

A **conjunction** is a word used to join words or groups of words. Different kinds of conjunctions do different jobs.

A **coordinating conjunction** connects words or groups of words used in the same way. The words joined may be used as subjects, objects, predicates, or any other sentence part.

Some common coordinating conjunctions are *and, but, or, nor,* and *yet.* Use *and* to connect similar things or ideas. Use *but* or *yet* to contrast things or ideas. Use *or* or *nor* to introduce a choice.

Meriwether Lewis and John Clark led an expedition to the West.
The United States owned the Louisiana Territory but knew little else about it.
No one had followed the Missouri or the Columbia rivers to their source.

**Correlative conjunctions** are pairs of conjunctions that connect words used in the same way.

Common correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also,* and *whether . . . or.*

Both Lewis and Clark had served in the U.S. Army.

**Identifying Conjunctions**

Underline all the conjunctions in the following sentences. Remember there are two parts to a correlative conjunction.

1. President Jefferson was looking for a water route between the Atlantic and the Pacific oceans.
2. No one knew whether that was possible or not.
3. Both Lewis and Clark brought their special skills to the expedition.
4. Lewis knew about plants and animals, and Clark was a good mapmaker.
5. Most encounters with Native Americans were friendly, but some were filled with danger.
6. Both the beauty of the land and its abundant wildlife impressed the explorers.
7. The expedition could follow either the right branch of the river or the left one.
8. The explorers needed an interpreter, and they met Sacagawea, a Shoshone woman.
9. The party crossed the mountains and spent the winter in Oregon.
10. Neither Lewis nor Clark should ever be forgotten.
11. We couldn't all be on this expedition, but we can read about it in the explorers' journals.
Conjunctions

A. Identifying Conjunctions
In the following sentences, underline the conjunctions.
1. I like hockey, but I prefer football.
2. Neither the coaches nor the timekeepers knew the score.
3. Junk food may taste good, but it is not good for you.
4. Both badminton and volleyball require a net on the court.
5. Jon hit a home run and won the game.
6. The keys are either on the table or in the drawer.
7. Should we play chess or watch the game?
8. Not only was it raining, but it was also hailing.
9. This restaurant serves neither breakfast nor lunch.
10. This pineapple juice is both cool and refreshing.

B. Using Conjunctions
Complete each of the following sentences with a coordinating conjunction or a correlative conjunction.

**EXAMPLE** Exploring is exciting, _________ but _________ it is also dangerous.

1. Lewis _________ Clark explored the West, _________ their story is fascinating.
2. _________ Lewis _________ Clark had ever been to Montana before.
3. They thought they knew what they might find, _________ they were still amazed.
4. They took _________ a keelboat _________ canoes up the Missouri River.
5. At one point, they couldn't decide _________ to follow one stream _________ another.
6. They must have made the right choice, _________ we would never have heard about them.
7. If _________ Lewis _________ Clark had been less curious, the United States might not extend to the Pacific coast.
8. On the way back from Oregon, Lewis went one way _________ Clark went through the Yellowstone area.
9. We read about their adventures, _________ reading is not as exciting as exploring.
10. I sometimes wonder _________ I would have gone on this expedition _________ stayed home.
Conjunctions

A. Proofreading
Proofread the following paragraph, adding appropriate conjunctions where they are needed.

Without the help of a Shoshone woman, the Lewis __________ Clark expedition might have failed. Sacagawea was very young, ___________ she was still able to serve as guide and interpreter for the explorers. Sacagawea had been captured by an enemy tribe when she was only 14 years old ___________ taken from her home. Later she met her husband, a fur trader named Toussaint. Soon after her first baby’s birth, ___________ she ___________ Toussaint were hired by Lewis and Clark to guide them through the mountains ___________ act as interpreters to tribes along the way. The trip across the mountains was going to be hard and dangerous, especially without fresh supplies. Imagine Sacagawea’s surprise when the weary expedition met a tribe, ___________ its chief was her own brother! ___________ she ___________ her brother had seen each other for years. Sacagawea’s brother traded with the expedition for food ___________ supplies. The explorers were able to go on ___________ earn their place in history.

B. Writing with Conjunctions
Imagine that you had been on the Lewis and Clark expedition into the unknown West in 1804. What sights might you have seen? What would have impressed you the most—the wide prairies, the rushing rivers, the steep mountains, or the peaceful ocean? Write a journal entry for one day in your imagined trip. Use at least two coordinating conjunctions and two correlative conjunctions. Underline all the conjunctions.
Interjections

An interjection is a word or short phrase used to express emotion, such as wow and my goodness.

Hey, that ball was foul!
Fantastic! That ball is out of here!

Identifying Interjections

Read each sentence. If it contains an interjection, write the interjection on the line to the right. If it does not contain an interjection, write None on the line.

1. Wow! It is hot in the sun!

2. Have you been to many games this year?

3. Well, thanks for inviting me along.

4. That’s Sammy Sosa himself, isn’t it? Awesome!

5. Boy, I wish they would start the game.

6. Finally! Let’s stand for the national anthem.

7. Now, let the game begin!

8. Amazing! That ball went 400 yards!

9. Yeah! He struck out all three batters!

10. Gosh! That ball is coming straight at me!

11. Congratulations! You caught the ball!

12. That will be a great souvenir for my collection.

13. Who feels hungry now?

14. Yum! Those tacos look tempting!

15. Whew! If that ball had been fair, we would have lost the game!

16. Hurray! We won!
Lesson 4 Interjections

A. Identifying Interjections
Read each sentence. If it contains an interjection, write the interjection on the line to the right. If it does not contain an interjection, write None on the line.

1. Wow! Your serve is so fast today!
2. Well, I have been working with a tennis pro.
3. He gave me some useful pointers for improving my serve.
4. Great! Now I'll never beat you!
5. Ridiculous! Your serve is good too.
6. Hey, I just had a great idea.
7. We could play doubles and challenge two other players.
8. Right! The coach was looking for doubles players.
9. Frankly, I think doubles might be more fun than singles anyway.
10. Excellent! Let's start practicing.

B. Using Interjections
Write an interjection before each of these sentences.

Example: Yuck! I wouldn't eat that if I were you!

1. ________, that coat looks great.
2. ________,! This cocoa is too hot to drink!
3. ________,! We got a touchdown!
4. ________,! Your garden is lovely.
5. ________, who put the empty milk carton back into the refrigerator?
6. ________,! I forgot my homework!
7. ________,! That cake was absolutely delicious!
8. ________,, that's the way things go sometimes.
9. ________,! My parachute hasn't opened yet!
10. ________,! I'm so proud of you!
Interjections

A. Writing Sentences with Interjections
Write a sentence for each of these interjections. You can decide for yourself whether to use a comma or an exclamation point after the interjection. An exclamation point after an interjection shows stronger emotion than a comma does.

**EXAMPLE** yikes Yikes! My brakes aren’t working!

1. yum
2. hooray
3. ouch
4. gee
5. hey
6. eek
7. wow
8. golly
9. whew
10. well

B. Writing a Conversation with Interjections
Suppose you were at a sporting event such as a football, baseball, basketball, or soccer game with a friend. You would probably use quite a few interjections as you reacted to what was happening in the game. Write a conversation between two fans who are watching a game. Use at least four interjections whenever one of the speakers expresses strong emotion.
Gerunds and Gerund Phrases

A **verbal** is a word that is formed from a verb but acts as a noun, an adjective, or an adverb.

A **gerund** is a verbal that ends in *-ing* and acts as a noun. A **gerund phrase** consists of the gerund with its modifiers and complements.

*Painting a landscape* requires careful observation. (The gerund is *painting.*

In sentences, gerunds and gerund phrases may be used any place that nouns may be used.

<table>
<thead>
<tr>
<th>As subject</th>
<th>Painting is my favorite pastime.</th>
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</thead>
<tbody>
<tr>
<td>As predicate nominative</td>
<td>My favorite pastime is <em>painting portraits.</em> (phrase)</td>
</tr>
<tr>
<td>As direct object</td>
<td>I love <em>painting with watercolors.</em> (phrase)</td>
</tr>
<tr>
<td>As object of a preposition</td>
<td>I get in touch with nature by <em>painting.</em></td>
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</tbody>
</table>

A. Finding Gerunds and Gerund Phrases

In each sentence, underline every gerund phrase once. Underline each gerund twice.

1. Painting still-life pictures taught Mike a lot about color.
2. Studying art also taught him about history.
3. His main goal is improving his brushwork.
4. Creating art is hard work but also lots of fun.
5. Martina started painting with oils this year.
6. People like visiting art galleries.

B. Identifying Gerunds and Gerund Phrases

Underline each gerund or gerund phrase. On the blank, write how it is used: **S** for subject, **PN** for predicate nominative, **DO** for direct object, or **OP** for object of a preposition.

1. Painting made me appreciate how light affects color.
2. John prefers taking photos of people.
3. We encouraged his entering the competition.
4. Mom kept me from going without my jacket.
5. Doria's best subject is acting in drama class.
6. Finding the right tool is half the job.
7. After jogging, Mr. Conway loved to eat doughnuts.
8. The problem is thinking of a good topic.
9. Do you remember fingerpainting in kindergarten?
Gerunds and Gerund Phrases

A. Identifying Gerunds and Gerund Phrases
Underline each gerund or gerund phrase. In the blank, write how it is used: S for subject, PN for predicate nominative, DO for direct object, or OP for object of a preposition.

1. For a crisp texture, avoid overcooking the vegetables.


3. Omar preferred watching the hockey game.

4. For Joanna, making a papier-mâché globe was a messy project.

5. Marcello's specialty is sculpting.

6. Collecting candy on Halloween still appeals to Del.

7. Noreen hates being left behind.

8. Thomas really dislikes drawing.

9. Aunt Frances started searching the attic for baby clothes.

10. My dog's only trick is singing.

B. Using Gerunds and Gerund Phrases
Rewrite each sentence. Change the boldfaced word or words to a gerund or gerund phrase. Underline each gerund. You may need to alter some other words in the sentence.

1. To paint landscapes well has always been Juan's goal.

2. After he took lessons, Juan showed great improvement.

3. His goal for this year is to sell at least one of his works.

4. He feels that to make a sale will prove he has some ability.

5. We say he should be happy with his creation of a decent picture.
Gerunds and Gerund Phrases

A. Using Gerunds and Gerund Phrases
Write sentences using the following gerunds and gerund phrases in the sentence parts indicated.

1. painting by numbers (subject) ______________________________________________________________________

2. sculpting in marble (object of preposition) ______________________________________________________________________

3. sketching cartoons (predicate noun) ______________________________________________________________________

4. cleaning brushes (direct object) ______________________________________________________________________

5. choosing a good subject (your choice of sentence part) ______________________________________________________________________

B. Using Gerunds and Gerund Phrases in Writing
You are on a committee whose job is to design a model city. What public buildings and parks will be needed, in addition to homes, stores, offices, and factories? What concerns (such as safety, avoiding wasted travel time, and providing good scenery) should be taken into account when locating these different types of buildings? Write a paragraph in which you outline one or more topics that the committee should discuss. Use five or more gerunds in your paragraph.
Participles and Participial Phrases

A participle is a verbal that acts as an adjective. It modifies a noun or pronoun. There are two kinds of participles: present participles and past participles. The present participle always ends in -ing.

The listening crowd was still. (The present participle listening modifies crowd.)

The past participle of a regular verb ends in -ed. For irregular verbs such as tell, the past participle has a different ending.

That retold story is still funny. (irregular verb.)

A participial phrase consists of a participle plus its modifiers and complements.

The crowd, listening to the storyteller, was spellbound. (modifies crowd.)
Told in many versions, this story is still funny. (modifies story.)

Gerunds, present participles, and progressive verbs all end in ing. Here's how to tell them apart.

<table>
<thead>
<tr>
<th>Participle</th>
<th>What is that barking sound?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerund</td>
<td>That barking is the neighbor's dog.</td>
</tr>
<tr>
<td>Verb</td>
<td>The dog is barking at our cat.</td>
</tr>
</tbody>
</table>

Can be replaced by an adjective such as "loud" Can be replaced by a noun such as "noise" Always preceded by a helping verb

Identifying Participles and Participial Phrases

Underline the participle or participial phrase in each sentence. Underline twice the noun or pronoun that it modifies.

Example: The plane, veering wildly, almost crashed to the ground.

1. The old flag, battered by wind and weather, was finally replaced.
2. Finished, the artists cleaned their brushes.
3. Exhausted, Victor fell to the ground after his long run.
4. The skaters, moving effortlessly, danced across the ice.
5. Crossing the old bridge, she passed the village store and the stable.
6. Nan, breathing deeply, bent her knees and lifted the box.
7. Leaving, Doug promised that he would be back.
8. The postal clerk, hurrying, placed the mail in the wrong place.
9. The promised troops did not arrive until it was too late.
10. The alarmed workers saw smoke and fled the factory.
11. The laughing children dashed onto the playground.
12. Cheering crowds welcomed home the winning team.
Lesson 2  Participles and Participial Phrases

A. Identifying Participles and Participial Phrases
Underline the participle or participial phrase in each sentence. On the blank to the right, write the word that the participle or participial phrase modifies.

1. The art students, brought by bus, toured the museum.

2. The search party found the skiers huddled together.

3. The antique desk, collecting dust in a corner, is priceless.

4. Holding her torch aloft, the Statue of Liberty welcomes newcomers to the United States.

5. Graduation came at last for the exhausted students.

6. The letter, damaged in the mail, finally reached its destination.

7. Completed in record time, the new building was open for business.

8. The game show contestant, thinking hard about the question, didn’t answer in time.

9. We watched the goldfish swimming in the pond.

10. Hiking briskly, we reached the mountain pass at noon.

B. Distinguishing Between Gerunds and Participles
In each sentence, underline the verbal. On the line, label it as either a Gerund or a Participle. Underline twice the word each participle modifies.

1. Baking is a major project for the holidays.

2. Baking in the oven, the bread smelled delicious.

3. The burgers, sizzling on the grill, were almost ready.

4. Dressing up for parades is a family tradition.

5. The woman, dressed as a princess, has the lead in the play.

6. Seeing the accident, Lori helped the boy to his feet.

7. Seeing the old slides reminded me of the good times we had.

8. Talking is rude while the movie is on.

9. Talking among themselves, the actors missed their cues.

10. The dog, wagging its tail, eyed the steak.

11. Dropping the toy, the baby laughed.

12. Dancing takes strength and discipline.
Participles and Participial Phrases

A. Identifying Participles and Participial Phrases

You are writing a fairy tale about knights, princesses, and fire-breathing dragons. Write sentences for the story using the following participles and participial phrases. (Use a comma after any participial phrase that begins a sentence.) Underline the word modified by each participle or participial phrase.

1. disguised

2. building a fortress

3. enraged

4. threatening the kingdom

5. determined to save the kingdom

B. Using Present and Past Participles in Writing

The following story is missing several participles. The verbs that must be used in the participles are listed here. Choose the right verb for each blank, and write either the present participle or the past participle on the line, as needed.

worry peep accompany pretend need trust defeat

The fox appears in many folktales. A hen, often ___________ by a brood of chicks, is another stock character. ___________ about her chicks, the hen looks for help. ___________ the fox, she doesn’t recognize him for what he really is. The hungry fox really wants to eat her and her ___________ brood too. ___________ to be harmless, the fox offers to help the hen out. The hen, ___________ help, takes him up on his offer. Then, suddenly realizing her error, she escapes with her chicks. ___________ at his own game, the fox heads back to his den still hungry.
Lesson 3

**Infinitives and Infinitive Phrases**

An *infinitive* is a verb form that usually begins with the word _to_ and acts as a _noun_, an _adjective_, or an _adverb_. In each example below, the infinitive is _to eat_. An *infinitive phrase* consists of an infinitive plus its complements and modifiers. The entire phrase functions as a noun, adjective, or adverb.

- **As noun**  
  - To eat healthily was Anna's New Year's resolution. (subject)
  - Anna wanted to eat healthily. (direct object)
  - Anna's resolution was to eat healthily. (predicate noun)

- **As adjective**  
  - Her plan to eat healthily was fine. (to eat healthily modifies plan)

- **As adverb**  
  - To eat healthily, Anna will learn the art of cooking vegetables properly. (To eat healthily modifies will learn, telling why.)

To decide whether a phrase is an *infinitive* or a prepositional phrase, look at the word after _to_. If the word is a verb, the phrase is an infinitive. If the word is a _noun_, _pronoun_, or _modifier_ the phrase is a prepositional phrase.

- John is going to the library. (prepositional phrase)
- Does Marie want to go with him? (infinitive phrase)

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A. **Identifying Infinitives and Infinitive Phrases**

Underline every infinitive.

1. Lola hesitated to order the pork sausage.
2. We don’t care to go out for breakfast.
3. Who wants to run to the store for some milk and bread?
4. Marie’s idea was to try eating vegetarian twice a week.
5. To keep more taste and food value in vegetables, I use a steamer.
6. Lou’s intention to have healthy meals clashed with his love of ice cream.
7. To cook eggs for all ten of us, you’ll need a much larger pan.
8. Where can you go to school to learn to be a chef?

B. **Identifying Infinitive Phrases**

Underline the infinitive phrase in each sentence. On the blank, write how it is used: **N** for noun, **ADJ** for adjective, or **ADV** for adverb.

1. Her suggestion was to leave at 9:00 AM.
2. It was his idea to take a cab instead of the subway.
3. To get to the French restaurant, take a right at the next street.
4. Colin wants to live forever, but he eats like there’s no tomorrow.
5. To eat healthily is not enough; you also need regular physical exercise.
Infinitives and Infinitive Phrases

A. Identifying Infinitive Phrases
Underline the infinitive phrase in each sentence. On the blank, write how it is used:
N for noun, ADJ for adjective, or ADV for adverb.

1. To have a balanced diet, keep the food triangle in mind. ___
2. George wants to take Lea out tonight. ___
3. Fifty years ago, people didn’t know to avoid “bad” cholesterol. ___
4. Would you like to read this detective novel? ___
5. Avoiding green, leafy vegetables is guaranteed to ruin your health. ___
6. To get good food at that place is impossible. ___
7. My grandmother taught me to make lentil soup. ___
8. Brenda went to that popular, crowded cafe simply to see her friends. ___
9. We listened to Rosalie’s suggestion to disguise the leftovers. ___
10. Everyone plans to bring a potluck dish to the party. ___

B. Using Infinitive Phrases
Use each of the following infinitive phrases in a sentence.

1. to make soup

2. to get to dinner on time

3. to ask you to dinner

4. to wait tables

5. to snack before the TV
Infinitives and Infinitive Phrases

A. Using Infinitive Phrases

Use each of the following infinitive phrases in a sentence.

1. to eat a balanced diet

2. to chew his food slowly

3. to teach nutrition

4. to avoid high-calorie snacks

5. to get enough vitamins

B. Writing Infinitive Phrases

Rewrite the following paragraph, changing every sentence to include an infinitive or infinitive phrase.

**Example**

Eating well is important to your health.

To eat well is important to your health.

Laying the foundations for health is simple. Your needs include choosing the right foods and exercising. For choosing foods wisely, consider the food pyramid. This guide advises eating some foods from each food group daily. The key is balancing your diet—some high-protein food, some fruits and vegetables, and some bread or pasta. For exercising effectively, stay simple. Walking every day beats going to the gym once a week.
What Is a Clause?

A clause is a group of words that contains both a subject and a verb. There are two kinds of clauses: independent and dependent.

An independent clause expresses a complete thought and can stand alone as a sentence. An independent clause is also called a main clause.

The gardener calculated the total area.

A dependent clause contains a subject and a verb, but it does not express a complete thought. It cannot stand alone as a sentence. Another name for a dependent clause is a subordinate clause. Most dependent clauses are introduced by words like although, before, because, so that, when, while, so, and that.

After she had measured the plot carefully

A dependent clause can be joined to an independent clause to express a complete thought.

The gardener calculated the total area after she had measured the plot carefully.

Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause.

1. Joyce enjoyed geometry more than she enjoyed algebra.

2. She liked the fact that the class began with simple shapes.

3. A point was the first thing that the students learned about.

4. A point has no length or width.

5. When you study geometry, you must use terms accurately.

6. For example, you may not say line when you mean line segment.

7. A triangle, which everyone recognizes, is a shape made of three line segments.

8. An equilateral triangle is a triangle whose three sides are equal.

9. An isosceles triangle is different because it has only two equal sides.

10. When Nick draws triangles, he uses a ruler.

11. Every square is a rectangle, but not every rectangle is a square.

12. What is the reason why this is true?

13. There are some statements about shapes that cannot be proved.

14. Statements that cannot be proved are called theorems.
What Is a Clause?

A. Identifying Independent and Dependent Clauses
Identify each boldfaced group of words by writing IND for independent clause and DEP for dependent clause.

1. The facts that are taught in math classes can be useful in practical problems.
2. Although Gene wants to paint his room, he needs to buy paint first.
3. He must figure the wall area so that he'll buy the right amount of paint.
4. First he measures the length of each wall and the height of the room.
5. Then he measures the windows and doors, which do not need to be painted.
6. Gene calculates the area of the total wall space, and then he subtracts the area of the windows and doors.
7. Most people can do the math easily when they use calculators or computers.
8. Before you can multiply or subtract, you must decide which numbers to use.
9. Gene learned the formulas that he applies in his grade school math classes.
10. He won't waste money if he measures and calculates correctly.

B. Identifying and Correcting Fragments
This paragraph includes several dependent clauses that are not attached as they should be to independent clauses. Rewrite the paragraph, connecting the dependent clauses to appropriate independent clauses. Rearrange the order of clauses as needed.

When Lindy took up crocheting, she started with a scarf. She chose three colors. That she particularly liked. Directions for the scarf were in a magazine. Lindy decided to make the scarf shorter than the one shown in the magazine. Because she wasn't sure of her ability. The scarf turned out well. When she went on to her next project. Lindy tried gloves. Which required more skill. That project turned out well too.
What Is a Clause?

A. Identifying Independent and Dependent Clauses

If an item is a sentence consisting of only one independent clause, write IND on the line. If it is a fragment consisting of only a dependent clause, write DEP. If the item is a sentence consisting of both an independent and a dependent clause, write either IND + DEP or DEP + IND to show the order of clauses.

**Example** After the snow fell. **DEP**

1. We had to leave the party because the room was so crowded.  
2. Although the competition was rough.  
3. Daisy drove the yellow car out to her cousin’s home in the country.  
4. Since Beverly’s voice is strong, she won the lead in the musical.  
5. Jeffrey likes music that was written over 300 years ago.  
6. Because the rain was so heavy.  
7. Jay asked the store clerk for directions.  
8. After the bees chased us inside, we watched TV.  
9. That grew almost six feet tall.  
10. Dinah read a magazine while she waited for the bus.

B. Correcting Fragments

In Exercise A, which items were fragments with the answer DEP? Write the numbers of those items on the lines below. Then complete each item by adding an independent clause to the dependent clause. Write the corrected sentence after the item number.

**Example** After the snow fell.  
**After the snow fell, we had a snowball fight.**

Revision of # ____________________________________________________________________________________________

Revision of # ____________________________________________________________________________________________

Revision of # ____________________________________________________________________________________________

Revision of # ____________________________________________________________________________________________
A *simple sentence* has one independent clause and no dependent clauses. Even a simple sentence can be elaborate, and it may have compound parts.

*Ed and Vi read and compared the essays.* (compound subject, compound verb)

A *compound sentence* has two or more independent clauses joined together, but no dependent clauses. The clauses must be close in thought. They may be joined by a comma and a coordinating conjunction or by a semicolon.

They chose Maxine's essay as the winner, but the judges said the final choice was hard.

*Ed and Vi disagreed on some essays; however, they agreed on the quality of Maxine's writing.*

The following are coordinating conjunctions:

for and nor or but so yet

**Identifying Kinds of Sentences**

Identify each sentence below with *S* for simple or *CD* for compound.

1. It was pouring rain; getting a cab was impossible.

2. Miguel patched and cleaned the sails of the boat.

3. The magazine was both timely and readable.

4. Ted read the instructions, and then he built the model.

5. At first, television stations were on the air only a few hours a day, but now many broadcast 24 hours a day.

6. Computers and printers are standard equipment in most classrooms.

7. Leo took the flag down, and Rosaria folded it.

8. The train came in early, but I was already at the station.

9. The wind started blowing in the morning and kept on until late in the day.

10. The storm forced waste water into the lake, so swimming is prohibited today.

11. All-electric cars are still too expensive to operate; this hybrid car, however, combines batteries with a gas-powered engine.

12. The legendary founders of Rome were raised by wolves.

13. Books and clothes were scattered all over the twins' room.

14. The picnic begins at noon; the clouds should have cleared by then.

15. I finished my homework early and then went outside.
Lesson 2

Simple and Compound Sentences

A. Identifying Kinds of Sentences
Identify each sentence below with S for simple or CD for compound.

1. Helium weighs more than hydrogen, but it is less dangerous than the lighter gas. ______
2. A severe storm struck the area and downed power lines. ______
3. The students visited a nursing home; most of them enjoyed the experience. ______
4. The rain stopped abruptly, and cold air swept in from the north. ______
5. The stilt-walker fell during his performance, but his only injury was to his pride. ______
6. The electrician needed tools and insulated wire to restore service. ______
7. Marisa doesn’t often express opinions; nevertheless, she recommends this book. ______
8. I must have lost the tickets; they aren’t in the envelope. ______
9. In the evening Carlos usually studies or reads at the library. ______
10. Astronauts train hard and prepare for the unexpected. ______

B. Combining Sentences
Combine the two sentences in each item to make a compound sentence. Use a semicolon alone, or a comma with one of the coordinating conjunctions: and, but, or, nor, for, so, yet.

1. The benefit dinner was a success. The school band still needed more money for new uniforms.

2. The skater did a back flip. The crowd applauded.

3. Jane’s newest house robot moves smoothly. She’s very proud of it.

4. Mike worked on the car for hours over the weekend. It still sounds loud.
Lesson 2

Simple and Compound Sentences

Combining Sentences

In all but two of these items, the two simple sentences can be combined as a compound sentence. If the sentences are close in thought, combine them using a semicolon alone, or a comma with one of the coordinating conjunctions: and, but, or, nor, for, so, yet. If the sentences are not close in thought, write Unconnected Simple Sentences.

1. Usually this flight takes an hour. This time it took 90 minutes because of strong winds.

2. One usher took our tickets at the door. Another guided us to our seats.

3. The professor has a strong policy against admitting latecomers to class. The topic of today's lecture was "Shakespeare's Influence on the English Language."

4. Bob found an old, nicked-up radio at a garage sale. He has restored it beautifully.

5. My sister had a babysitting job at 6:30 P.M. We ate dinner early.

6. You'll need to get a new flashlight for your hike. The switch on this one is broken.

7. I don't feel well today. The year-end sale at Big Sales offers great discounts.

8. We had snow on the weekend. It melted quickly afterwards.
Complex Sentences

A complex sentence has one independent clause and one or more dependent clauses.

Although every sport involves some risk, people who take part in extreme sports face a higher-than-average level of risk.

Many dependent clauses are introduced by a subordinating conjunction. A subordinating conjunction relates a dependent clause to an independent clause. Here is a list of common subordinating conjunctions:

- after
- although
- as soon as
- because
- before
- even though
- if
- though
- since
- than
- unless
- until
- wherever
- when
- whichever
- while

A. Understanding Complex Sentences

In each complex sentence below, find and underline one of the following independent clauses. Then underline each dependent clause twice.

1. When the high winds blew it down, the falling tree barely missed the house.
2. My great-aunt, who is 84, rents a condo near the lake.
3. Our class president introduced the speaker, whose topic was choosing a career.
4. When she is in town each summer, my great-aunt rents a condo near the lake.
5. The falling tree barely missed the house where my cousin lives.
6. Our class president, who is in my home room, introduced the speaker.
7. My great-aunt rents a condo near the lake, which she can see from the balcony.
8. The falling tree, which was toppled by high winds, hit the garage.
9. My great-aunt rents a condo, which is really quite roomy, near the lake.
10. Although she had laryngitis, our class president introduced the speaker.

B. Understanding Complex Sentences

In each of these complex sentences, underline only the independent clause.

1. Although I try, I can’t understand the appeal of extreme sports.
2. I saw a program where an extreme skier was interviewed.
3. A videotape, which was part of the program, showed her accident.
4. When she hit a rough spot, she fell and tumbled down the slope.
5. Though she had spent months recovering from her injuries, she wanted to try the slope again.
Complex Sentences

A. Understanding Complex Sentences
In each of these complex sentences, underline each independent clause once and each dependent clause twice.

1. Although the heat is on, it is still cold in here.
2. The trip takes an hour unless traffic is heavy.
3. When the music stops, change partners.
4. No one came when we called.
5. Horses can sleep while they stand.
6. When it gets dark, this light will go on automatically.
7. The bread is stale, although we just bought it.
8. No one may enter after the concert has begun.
9. The cashier had trouble when the electricity went out.
10. After the game ends, we’ll go for something to eat.

B. Identifying Kinds of Sentences
Identify each sentence below with S for simple, CD for compound, or CX for complex.

1. One of the sports that can be classified as extreme is free diving.

2. Participants hold their breath and dive hundreds of feet straight down in the ocean.

3. Deep below the ocean, water pressure squeezes the internal organs of divers, and darkness blinds them.

4. The return to the surface can kill a diver if he or she comes up too fast.

5. When the body doesn’t have time to adjust to changing pressure, internal gases expand too fast.

6. The sudden expansion of gases causes explosions in arteries.

7. Still, the activity is popular with people who like dangerous challenges.

8. The free diving federation refuses to recognize records in “no-limits” free diving because that method of diving is too dangerous.

9. “Variable-weight” and “constant-weight” free diving are approved methods.

10. Scuba divers, who wear oxygen tanks, accompany free divers to help them if problems arise underwater.
A. Creating Complex Sentences
Combine each numbered sentence with the sentence that follows to make a complex sentence. Write the new sentence on the line provided.

1. Ice climbing is a dangerous sport. In it, climbers pull themselves up frozen waterfalls. 2. The water was falling. It froze. 3. Climbers attach sharp pointed metal cleats to their boots. Then they start up. 4. The sun warms a frozen waterfall. The waterfall will give way under a climber.

B. Revising Complex Sentences
Underline the independent clause in each of these complex sentences. Then rewrite the sentence, keeping the independent clause but supplying a new dependent clause for each of the original dependent clauses.

1. As darkness closed in around the campfire, we all began to shiver.

2. The traffic was heavier after the bus reached the downtown streets.

3. Although June had just begun, the lake was warm enough for swimming.

4. I feel like dancing whenever I hear my favorite song on the radio.
Kinds of Dependent Clauses

An adjective clause is a dependent clause that is used as an adjective. An adjective clause modifies a noun or pronoun. It tells what kind, which one, how many, or how much.

Gonfalon is a word I'd never seen outside of this book. (What kind of word?)

Adjective clauses are usually joined to the main clause by relative pronouns such as who, whom, whose, that, and which. A clause beginning with which is set off by commas.

A gonfalon is a banner that is hung from a crosspiece. (Which banner?)

The word, which is Italian, isn't used much these days. (Clause not necessary)

An adverb clause is a dependent clause that is used as an adverb. It modifies a verb, adjective, or adverb. Adverb clauses tell where, when, how, why, to what extent, and under what condition.

When I saw the word, I had to look it up. (When did I look it up? Modifies verb)

Adverb clauses are usually joined to the main clause by subordinating conjunctions such as if, because, although, as, when, where, since, before, and while. If the adverb clause comes before the independent clause, use a comma after the adverb clause.

A noun clause is a dependent clause used as a noun. Noun clauses may be used anywhere in a sentence that nouns can be used. If you can substitute the word someone or something for a clause in a sentence, it is a noun clause.

Subject: What the word means puzzled me at first.
Direct Object: The dictionary explained what the word means.
Object of a Preposition: I'm no longer confused about what the word means.
Predicate Noun: A banner is what the word means.

Usually, a noun clause is joined to the main clause by words such as who, whom, whoever, whomever, that, which, what, when, how, where, why, and whether.

Identifying Adjective, Adverb, and Noun Clauses

Write ADJ (adjective), ADV (adverb), or N (noun) to identify each boldfaced clause.

1. Sometimes an unfamiliar word is explained by how it is used in a passage.

2. If the context of a word doesn't make its meaning clear, a dictionary will help.

3. An old story may use words that are no longer in daily use.

4. What a word means may change over the years, as well.

5. Another complication is that a word may have different meanings.

6. When you talk about a square in geometry, you mean a four-sided figure.

7. A person who is square, however, is a dull person.

8. How square came to refer to a dull person is not obvious.

9. About a century ago, you complimented a person if you called him or her square.

10. Then, square referred to a person who was fair, honest, and reliable.
Kinds of Dependent Clauses

A. Identifying Adjective, Adverb, and Noun Clauses

In each sentence, underline the dependent clause. On the line, write ADJ (adjective), ADV (adverb), or N (noun) to identify the clause.

Example: Writers who use unusual words challenge readers. ADJ

1. One tool that helps you learn about an unfamiliar word is a dictionary.

2. If you sit down with a novel and a dictionary, you can refer to the dictionary often.

3. Anyone who sits down with a novel and a dictionary is an unusual reader.

4. How a word begins and ends often gives clues to its meaning.

5. For example, since amorphous ends in -ous, it is probably an adjective.

6. Also, the prefix a-, which means “without” or “not,” might be helpful.

7. Still, what morph means remains the critical question.

8. If you are familiar with the word metamorphosis, you might figure out the meaning of morph from that word.

9. You might combine the bits of information that you have so far with the context.

10. If all else fails, go to the dictionary.

B. Identifying Clauses and Their Roles

In each item, underline once the dependent clause. If it is an adjective or adverb clause, underline twice the word it modifies. If it is a noun clause, write S, O, or PN to tell whether the clause is used as the subject of a verb, direct or indirect object of a verb or object of a preposition, or a predicate noun.

1. Myra looked as if she were really surprised.

2. Ask whoever is on the beach to run for help.

3. The book that Perry ordered has arrived at the bookstore.

4. Danita is saving her old watch for when the new one stops.

5. Gordon laughed when he saw his class picture.

6. Rhoda always sits in the seat that is closest to the door.

7. How the raccoon entered the house was obvious.

8. The homework was easier for Tyrone after he reviewed the chapter.
Kinds of Dependent Clauses

A. Identifying Adjective, Adverb, and Noun Clauses

Each sentence has at least one dependent clause. Underline each dependent clause, and, above the underlined words, write ADJ (adjective), ADV (adverb), or N (noun) to identify its type.

1. Words that are named after people make me curious about the people. ___

2. It wasn't hard for me to figure out where the word curie came from. ___

3. Clearly, curie, which means "a unit of radioactivity," is named after Madame Curie. ___

4. When I came across the word faraday, I learned that it was named after Michael Faraday. ___

5. Since a faraday is a measure of electricity, I figured that Mr. Faraday must have been a scientist. ___

6. I read an encyclopedia article that tells of his life. ___

7. An eponym refers to a person's name that is used to name something else. ___

8. Everyone can guess what was named after the Earl of Sandwich. ___

9. If something is ever named after you, what would you like it to be? ___

B. Using Dependent Clauses

Rewrite each sentence, adding a clause that fits the description in parentheses. Change words in the original sentence as needed.

1. Once upon a time, magicians were as powerful as kings. (Use when)

2. A greedy king built a fort. (Adverb clause; use where)

3. The castle was crumbling. (Adjective clause; use where)

4. Someone was forced to serve the king. (Noun clause, subject of was forced)

5. A magician stopped the king. (Use who.)
Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and one or more dependent clauses.

For years, nobody had entered the old house, **but** everyone knew the story **that the house was haunted**.

A. Identifying Clauses

In the compound-complex sentences below, the dependent clauses are underlined. Identify the sentence parts named in the parentheses, and write them on the line.

1. Many people claimed **that they had seen ghosts in the windows**, and others believed them.
   
   (simple subject and verb of the dependent clause) __________________________
   
   (simple subject and verb of the second independent clause) __________________________

2. **Each night, as the clock strikes midnight**, a strong wind blows the front door open, or can you explain its opening in another way?
   
   (simple subject and verb of the first independent clause) __________________________
   
   (simple subject and verb of the second independent clause) __________________________

3. The bank **that owns the old building** has tried to sell it, but nobody wants to buy it, and no one wants to live near it.
   
   (simple subject and verb of the dependent clause) __________________________
   
   (simple subject and verb of the first independent clause) __________________________

B. Identifying Kinds of Sentences

Identify each sentence below with **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

1. Shake the bottle well, but don't spill the juice.
   
   1

2. The message that Alex sent was hard to understand, and help was slow in arriving.
   
   1

3. The garden flourished, with sunflowers and hollyhocks towering above the marigolds, dahlias, and shorter flowers.
   
   1

4. At the end of the concert, audience members jumped to their feet, and enthusiastic applause broke out.
   
   1

5. As temperatures dropped close to freezing, many orange groves were threatened.
   
   1

6. The guide who escorted our group spoke three languages, so we had no problems.
   
   1
Lesson 5

Compound-Complex Sentences

A. Identifying Clauses

In each compound-complex sentence below, draw parentheses around each independent clause and underline each dependent clause.

1. When the campfire was burning steadily, all the campers sat on the ground around it, and someone began to tell a scary story.

2. The story was not very good; however, because the campers heard strange hoots and noises from the forest around them, everyone was soon shivering.

3. After the first storyteller finished, another camper began a tale, and it was scarier.

4. In this story, a boy who didn’t believe in ghosts agreed to stay in a haunted house overnight, and his friends couldn’t talk him out of it.

5. After he had been in the house for an hour or so, he began to hear strange noises, but they didn’t frighten him.

6. The camper who told the story added sound effects, for he knew how strange sounds scare people.

7. When he came to the “Boo!” at the end of the story, half of the campers jumped and screamed, and the rest laughed in relief.

B. Identifying Kinds of Sentences

Identify each sentence below with S for simple, CD for compound, CX for complex, or CD-CX for compound-complex.

1. The governor chose the best people whom he could find for the committee; Mr. Dobbs was appointed committee chairman.

2. The shopping mall has a store that sells nothing but clocks.

3. The most valuable of the prizes was wrapped in tattered and dirty paper.

4. People who expect special treatment are often disappointed.

5. Kathy had planned to study for the test this morning, but she overslept.

6. What we learned about France made us eager to visit that country, but we don’t save money quickly, so the trip will not come soon.

7. The family planned outdoor activities for every day of vacation; however, bad weather interfered with the plans.

8. Every summer my cousins and uncle go to the opening baseball game.
Compound-Complex Sentences

A. Identifying Kinds of Sentences
Identify each sentence in the short ghost story below with S for simple, CD for compound, CX for complex, or CD-CX for compound-complex.

1. One evening, George was driving in thick fog, and he took a shortcut past the cemetery.

2. When he saw a young woman walking slowly along in the dark, he pulled over to offer her a ride.

3. A cold, damp wind came into the car with the young woman.

4. The hitchhiker rode silently until the car reached the boundary of the cemetery, and there she disappeared.

B. Writing Different Kinds of Sentences
Write compound-complex sentences by adding to the sentences in Exercise A according to the directions in parentheses.

1. (Locate the compound sentence in Exercise A. Add an adjective clause.)

2. (Locate the complex sentence in Exercise A. Add another independent clause that gives more detail about the young woman’s response.)

3. (Locate the simple sentence in Exercise A. Add a complex sentence—independent clause plus an adjective, adverb, or noun clause—that tells George’s reaction to the coldness.)

4. (Locate the compound-complex sentence in Exercise A. Replace either independent clause.)
Lesson 1
Agreement in Number

A verb must agree with its subject in number. **Number** refers to whether a word is singular (naming one) or plural (naming more than one).

A singular subject takes a singular verb.

**Jon enjoys** adventure. (singular subject, singular verb)

A plural subject takes a plural verb.

Adventurous **people enjoy** travel. (plural subject, plural verb)

In a sentence with a verb phrase, the first helping verb must agree with the subject.

**He has hiked** the Grand Canyon, and **they have gone** white-water rafting.

The **contractions** **doesn’t** and **don’t** are short forms of **does not** and **do not**. Use **doesn’t** with all singular subjects except **I** and **you**. Use **don’t** with all plural subjects, **I**, and **you**.

**Doesn’t the Grand Canyon look beautiful?**

**Don’t people ride** donkeys or horses to the bottom of the Grand Canyon?

Making Subjects and Verbs Agree in Number

In each sentence, underline the subject. Then underline the verb in parentheses that agrees with the subject.

1. Volcanoes (erupts, erupt) in countries all over the world.
2. Some people (watches, watch) volcanoes.
3. They try to predict when a volcano (is, are) going to erupt.
4. The watchers (warns, warn) the people who live nearby.
5. The closest town’s residents (moves, move) to a safer area.
6. A volcano watcher (has, have) an opportunity to save lives.
7. In addition, watchers (gathers, gather) information for scientists.
8. This activity (is, are) very dangerous.
9. Some volcano watchers (is, are) killed at work.
10. A watcher (has, have) to be extremely careful.

B. Identifying Subjects and Verbs That Agree in Number

In each sentence, underline the subject and the verb. On the line following the sentence, write whether the two parts of the sentence **Agree** or **Disagree** in number.

1. Juggling are not easy.
   
2. The activity require a lot of practice.

3. The world’s best jugglers throw as many as ten balls.
4. Jugglers uses balls, hoops, or clubs.
5. Many performers include juggling in their acts.
Lesson 1

Agreement in Number

A. Making Subjects and Verbs Agree in Number

On the line following each sentence, write the present tense form of the verb that agrees with the subject.

1. Mountain climbing (be) a sport of climbing to the summit of mountains.
2. People (climb) mountains for many reasons.
3. Climbing (appeal) to many people's sense of adventure.
4. Other people (be) attracted by the challenge of scaling difficult slopes.
5. A climber (need) extensive training.
6. A beginner (practice) on cliffs that are easier to climb.
7. Mountain climbers (keep) themselves in top physical condition.
8. A climber (learn) how to use specialized equipment.
9. Most climbing accidents (happen) to people who lack training and experience.
10. Otherwise, mountain climbing accidents (be) rare.

B. Correcting Agreement Errors

In each sentence, underline the subject once and the verb twice. If the verb agrees with the subject, write Correct on the line to the right. If it does not agree, write the correct verb.

1. My mother bakes delicious apple pies.
2. Tim's sunburn feel painful.
3. The steak was as tough as shoe leather.
4. The band members practices every day.
5. In my garden, the first flowers has bloomed.
6. Every year, my aunt sends me interesting gifts.
7. I has never visited our state capital.
8. We enjoys watching the sunset at the beach.
9. Lisa and Heidi is co-editors of the school newspaper.
10. A kangaroo carry its young in a pouch.
Lesson 1

Agreement in Number

A. Proofreading for Errors in Agreement

Underline the five verbs in this paragraph that do not agree with their subjects. On the lines below, write the numbers of the sentences in which you find agreement errors. After each sentence number, write the subject and the verb form that agrees with it.

(1) Astronauts risk their lives working in space. (2) The word astronaut comes from the Greek language. (3) The Greek words means sailor among the stars. (4) Pilot astronauts command the spacecraft. (5) Mission specialists conducts experiments. (6) All astronauts has been trained for weightlessness. (7) They experiences the near absence of gravity on large airplanes. (8) For about 30 seconds, they float weightlessly as the plane climbs and dives. (9) All the astronauts is asked to prove their physical and mental fitness. (10) For everyone who becomes an astronaut, the training process is a long one.

B. Making Subjects and Verb Agree in Writing

Choose one of the topics below and write a paragraph of at least four sentences about it. Use the present tense throughout. Make sure the subjects and verbs of all the sentences agree.

A visit to a planetarium
Life on other planets
A trip to the moon
Using a telescope

Living on a space station
Walking in space
Being weightless
Why I want to be an astronaut
Compound Subjects

A compound subject is made up of two or more simple subjects joined by a conjunction such as and, or, or nor.

And A compound subject whose subjects are joined by and usually takes a plural verb.

The radio and the CD player are both playing.

Sometimes a compound subject joined by and is used as a single unit and takes a singular verb.

Macaroni and cheese is one of my favorite meals.

Or or Nor When the parts of a compound subject are joined by or or nor, the verb should agree with the part closest to it.

Neither the speakers nor the music sounds clear.

Either a new CD player or better speakers are needed.

Making Verbs Agree with Compound Subjects

In each sentence, underline each part of the compound subject. Underline twice the word joining the parts. Then underline the verb in parentheses that agrees with the subject.

1. The school's front door or side entrances (is, are) going to be open for tonight's orchestra program.
2. Neither the night buses nor the subway (go, goes) to the school.
3. My uncle or my grandparents (plan, plans) to drive me there on time.
4. The violin and cello (is, are) orchestra instruments.
5. Neither the violins nor my viola (was, were) in tune.
6. Strings and percussion (make, makes) an interesting combination.
7. Either Ms. Meade or her assistants (has, have) the programs.
8. The classroom clocks and my watch (disagrees, disagree).
10. Either the music teachers or the principal (is, are) going to say something.
11. Musicians and parents (is, are) invited to a reception after the concert.
12. Either the first song or the last two pieces (is, are) my personal favorites.
13. Neither the musicians nor the conductor (is, are) tired yet.
14. The parents and relatives (are, is) applauding loudest.
15. Either the trumpeters or the tuba player (leaves, leave) the stage last.
16. Students and teachers (is, are) already anticipating next year's concert.
Lesson 2

Compound Subjects

A. Making Verbs Agree with Compound Subjects

In each sentence, underline each part of the compound subject. Underline twice the word joining the parts. Then underline the verb in parentheses that agrees with the subject.

1. Either the jugglers or the magician (perform, performs) next.
2. Neither the brownies nor the pie (taste, tastes) good.
3. The Baileys and Lees (is, are) neighbors.
4. Either the early Greeks or mythology (is, are) a good topic for your research paper.
5. Neither scary movies nor the dark (frighten, frightens) me.
6. Both the Scouts and their leader (know, knows) the way to the campsite.
7. Neither the bread nor the bananas (is, are) on sale this week.
8. Both the index and the glossary (is, are) in the back of the book.
9. The librarian or the science teachers (help, helps) me find books for my project.
10. Neither my brothers nor my father (like, likes) mushroom pizza.

B. Using the Correct Verb with a Compound Subject

Choose and write the correct form of the given verb.

1. Either some dogs or a raccoon (have, has) raided the garbage.
2. Both ocean liners and lake vessels (dock, docks) here.
3. Neither Illinois nor Indiana (have, has) mountain ranges.
4. Neither the tent nor the sleeping bags (arrive, arrives) until later in the week.
5. The orchestra and the band (are, is) playing together at the assembly.
6. Either the coach or the co-captains (call, calls) time.
7. Neither the players nor the coach (have, has) left the locker room yet.
8. Both beagles and basset hounds (howl, howls) a lot.
9. Either the first violinist or the teacher (play, plays) that part.
10. Neither the crew members nor the pilot (were, was) injured.
Compound Subjects

A. Correcting Errors in Agreement

Find the mistakes in the paragraph. For each sentence, write the correct present tense verb to agree with the compound subject. If the verb does agree, write Correct.

1. Several students and our music teacher is forming a new jazz band.
   Correct: Several students and our music teacher are forming a new jazz band.

2. Neither the students nor Mr. Blaine has much time for practice. (3) But for us, neither orchestra music nor band tunes is totally satisfying. (4) Our trumpeter and the drummer has played in jazz bands before. (5) Either Mr. Blaine or the two experienced jazz players has selected the other members of the group.

   Correct: Neither the students nor Mr. Blaine has much time for practice. (3) But for us, neither orchestra music nor band tunes is totally satisfying. (4) Our trumpeter and the drummer has played in jazz bands before. (5) Either Mr. Blaine or the two experienced jazz players has selected the other members of the group.

B. Using the Correct Verb with Compound Subjects

Write a sentence using each compound subject given and a verb in the present tense. Add words to the given subject as needed for the sense of the sentence.

1. The conductor and the musicians
   The conductor and the musicians

2. Either the newspaper or the television announcers
   Either the newspaper or the television announcers

3. Neither the ice nor the snowdrifts
   Neither the ice nor the snowdrifts

4. A parrot or a turtle
   A parrot or a turtle

5. The players and their coach
   The players and their coach

6. Neither the school bus nor the teachers’ cars
   Neither the school bus nor the teachers’ cars
Lesson 3

Agreement Problems in Sentences

Subjects in Unusual Positions In some sentences, unusual word order makes the subject hard to find. When a sentence is the form of a question, begins with a phrase, or begins with here or there, reorder the words, putting the subject before the verb to decide whether the verb should be singular or plural.

Question: Is that book interesting?
That book is interesting.

Here and There: Here are the new magazines.
The new magazines are here.

Beginning phrase: In the library are meeting rooms.
Meeting rooms are in the library.

Predicate Nouns A predicate noun follows a linking verb and describes the subject. The verb must agree with the subject, not the predicate noun.

My favorite reading material is mysteries.
Mysteries are my favorite reading material.

Prepositional Phrases The subject of a verb is never part of a prepositional phrase. Mentally block out any words between the subject and verb. Make the verb agree with the subject.

Books about baseball entertain fans. (plural subject and verb)
Baseball on the field or in books entertains fans. (singular subject and verb)

Making Subjects and Verbs Agree

Underline the subject of each sentence. Then underline the verb that agrees with the subject.

1. Here (is, are) the latest issue of the newsletter.
2. One pleasant result of the production number (was, were) demands for encores.
3. The cause of most earthquakes (is, are) the release of stress along a fault.
4. There (was, were) several clowns in the little car.
5. In the line (stand, stands) the patient ticket buyers.
6. Assignments from that teacher (is, are) always challenging.
7. (Is, Are) the children's petting zoo nearby?
8. The program about great moments in the 1990s (repeat, repeats) tonight.
9. Many hearing problems (is, are) a product of constant, loud noise.
10. There (is, are) two letters for you.
11. (Do, Does) that dog have a collar and tag?
12. The list of names of winners (is, are) being read now.
13. Into the pool (jump, jumps) the hot children.
14. Where (is, are) your new puppy?
Agreement Problems in Sentences

A. Making Subjects and Verbs Agree

Underline the subject. Then underline the verb that agrees with the subject.

1. The edges of the playing field (was, were) rimmed with ice.
2. The nurses at Dr. Stone's office always (seems, seem) pleasant.
3. There (wasn't, weren't) enough dictionaries for the whole class.
4. (Does, Do) voices sound different on a tape recording?
5. Here (is, are) the diamonds that our baseball teams always use.
6. From this potion (rises, rise) strange vapors.
7. Where (is, are) the boxes of cereal in this store?
8. All the nations along this line (pays, pay) close attention to seismologists' reports.
9. Why (doesn't, don't) Leslie join the group at the campground?
10. Under the bed (hides, hide) my timid kittens.

B. Correcting Agreement in Number

In each of these sentences, decide whether the verb agrees with the subject. If it does, write Correct on the line. If it does not, write the correct form of the verb on the line.

1. Were that baby-sitter willing to take care of four children?
2. There was left-overs from the faculty luncheon.
3. Here is the box of paper clips you need.
4. Antique cars like the Model A costs thousands of dollars.
5. Don't Uncle Matt write interesting letters?
6. Where is the Seven Wonders of the World?
7. Into the swamp slide the crocodiles.
8. The number of accidents on this road have been increasing.
9. Do the newspaper list all the cable stations?
10. There is not enough volunteers at the shelter.
11. The artwork on the gallery walls are priceless.
12. Here is the cause of our problems.
Agreement Problems in Sentences

A. Correcting Agreement in Number

Underline the subject and verb of each numbered sentence. If there is an agreement error, write the subject and the correct form of the verb on the lines below. If the subject and verb agree, write Correct.

(1) In our attic lies numerous old treasures. (2) One box of chipped dishes are not worth much in cash. (3) However, the worth of that box is the memories it holds for my mother. (4) Shelves at one end of the attic holds all our old dolls and games. (5) Don't everyone want to save souvenirs of all kinds?

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

B. Making Subjects and Verbs Agree

In each sentence beginning below, underline the word that should be used as the simple subject in a sentence. Then supply a complete predicate, including a verb of your choice, to complete the sentence. Make sure your verb agrees with the underlined subject.

Example: The waves on the shore wash away our footprints.

1. A band without trumpet players

2. The captain of the basketball team

3. The stores at the intersection

4. That ship beyond the rocks

5. The members of the crew
Indefinite Pronouns as Subjects

An **indefinite pronoun** does not refer to a definite, or specific, person, place, thing, or idea.

When used as subjects, some indefinite pronouns are always singular. Others are always plural. Others can be singular or plural depending on how they are used.

<table>
<thead>
<tr>
<th>Indefinite Pronouns</th>
<th>another</th>
<th>each</th>
<th>everything</th>
<th>nothing</th>
<th>something</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always Singular</td>
<td>anybody</td>
<td>either</td>
<td>neither</td>
<td>one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>anyone</td>
<td>everybody</td>
<td>nobody</td>
<td>somebody</td>
<td></td>
</tr>
<tr>
<td></td>
<td>anything</td>
<td>everyone</td>
<td>no one</td>
<td>someone</td>
<td></td>
</tr>
<tr>
<td>Always Plural</td>
<td>both</td>
<td>few</td>
<td>many</td>
<td>several</td>
<td></td>
</tr>
<tr>
<td>Singular or Plural</td>
<td>all</td>
<td>any</td>
<td>most</td>
<td>none</td>
<td>some</td>
</tr>
</tbody>
</table>

Singular indefinite pronouns take singular verbs.

*Each* of the phones *was* ringing.

Plural indefinite pronouns take plural verbs.

*A few* of the calls *were* wrong numbers.

All, *any, most, none, and some* can be singular or plural. If the pronoun refers to a single person or thing, it takes a singular verb. If it refers to more than one person or thing, it takes a plural verb.

*Most* of these *dates are* correct. (*The dates are considered as individuals.*)

*Most* of the *information is* correct. (*Information is considered as one quantity.*)

**Making Indefinite Pronouns and Verbs Agree**

In each item, underline the indefinite pronoun used as the subject. If the pronoun changes number according to the noun it refers to, also underline that noun. Then find the verb. If the verb agrees with the subject, write **Correct**. If not, write the correct verb form.

**Example**  *None* of the *callers was* ready to sign up.  *were*

1. None of the students is absent.
2. Each of the parents send care packages during the two weeks.
3. Nobody is going into the water in this high wind.
4. Some of the milk have turned sour.
5. Both of the twins go to summer camp.
6. Everyone wants to be a winner.
7. Most of the team members get a team picture.
8. Someone were supposed to bring the net.
9. Several of the girls has made the all-star team.
10. Most of the children has brought lunches.
Lessons 4

Indefinite Pronouns as Subjects

A. Making Verbs Agree with Indefinite Pronoun Subjects

In each sentence, underline the indefinite pronoun used as subject. If the pronoun changes number according to the noun it refers to, underline that noun. Then find the verb. If the verb agrees with the subject, write Correct. If not, write the correct verb form.

1. Several of the campers has arrived early.

2. Most of the neighbors was away on vacation.

3. Someone are dropping off campers in the parking lot now.

4. Somebody was trying to leave a message.

5. Was any of Brianna's classmates going to camp?

6. One of the girls have become ill.

7. Nobody like to be left out.

8. A few of the counselors has brought snacks.

9. Both of my best friends were unable to attend.

10. Several of Josh's friends is enrolled in computer camps.

B. Using Verbs with Indefinite Pronoun Subjects

Write each numbered sentence on the appropriate line, using the correct present tense form of the verb.

(1) Most of this troop's members (want) to become Eagle Scouts in a few years. (2) Some of the boys (plan) ahead. For example, Jacob keeps track of all the badges he needs to earn. (3) Some of the work he does for his badges (be) helpful in his studies. (4) All of his free time (be) devoted to his service project. (5) None of his relatives (have) ever become Eagle Scouts.
Lesson 4

Indefinite Pronouns as Subjects

A. Checking Agreement of Verbs with Indefinite-Pronoun Subjects

Proofread this paragraph for errors in subject-verb agreement. Underline any verb that does not agree with the indefinite pronoun used as its subject. On the lines below, write the number of each sentence that has an error and rewrite the sentence correctly.

Jonathan’s main summer activity is soccer camp. (1) Most of the boys and girls of Jonathan’s age is in the advanced group. (2) Some of the motivation for the boys is to be better than the girls. (3) In fact, one of the girls are better than all of the boys. (4) Everybody play 20 minutes of every 40-minute game. (5) Several of the camp participants disagree with this policy. (6) However, none of the responses from the coaches suggest the policy will change.

B. Using Verbs Correctly with Indefinite Pronouns as Subjects

In each sentence beginning below, underline the word that should be used as the simple subject in a sentence. Then supply a complete predicate, including a present-tense verb of your choice. Make sure your verb agrees with the underlined subject.

EXAMPLE  Some of the certificates have not been signed.

1. Most of the day
2. All of the soccer players
3. None of the pizza
4. Both of the goalies
5. Everyone in the stands
6. One of the coaches
7. Each of the parents
8. Most of the ceremony
Problem Subjects

The following guidelines can help you decide whether the subject in a sentence is singular or plural.

Collective Nouns A collective noun names a group of people or things. Examples include group, team, family, class, and majority. When the members act together, the collective noun takes a singular verb. When they act as individuals, it takes a plural verb.

Next week, the club publishes its final report to the school. (acting together)

The club are completing their research projects. (acting as individuals)

Nouns Plural in Form Some nouns ending in -s or -ics appear to be plural but are considered singular. As subjects, these nouns take singular verbs. Examples include news, measles, mathematics, mumps, civics, physics, acoustics, and molasses.

Mathematics has many fields of study, including geometry and algebra.

Titles Titles of works of art, literature, or music are singular.

The Frogs is a play usually presented in swimming pools.

Measures and Amounts Words and phrases that identify weights, measures, numbers, and time are usually considered singular. Fractions are considered singular or plural depending on whether the subject is thought of as a whole or as separate objects.

Two ounces of the spice costs more than I want to spend. (singular)

Four hours is required for developing the film. (singular)

Only two-fifths of the packages have been delivered. (plural)

Using Verbs That Agree with Problem Subjects

In each sentence, underline the subject and the form of the verb that agrees with it.

1. The lacrosse team (has, have) won the championship.
2. The parents’ committee (has, have) been unable to agree on award winners.
3. The Fantasticks (is, are) the play that the drama club is performing.
4. Three dollars (are, is) the price of a raffle ticket.
5. A majority (have, has) voted for Benjamin, who is now the school president.
6. The honors club (is, are) offering free tutoring to the students.
7. Five inches of snow (are, is) enough for the school to close for the day.
8. Acoustics (are, is) the study of sound.
9. “Four days (are, is) plenty of warning for a test,” replied the teacher.
10. Two-thirds of the students (is, are) part of an athletic team.
11. Thirty dollars (is, are) the price for the team sweatshirt.
12. “Two-fourths of any amount (equal, equals) one-half of it,” answered the student.
13. The art class (meets, meet) only once a week.
14. Around the World in 80 Days (is, are) the book that the literature class is reading.
15. Economics (is, are) not a popular class for many high school students.
Problem Subjects

A. Using Verbs That Agree with Problem Subjects

In each sentence, underline the verb that agrees in number with the subject.

1. One-half of the students (are, is) participating in extracurricular activities.
2. Physics (is, are) offered only to high school juniors and seniors.
3. Three dollars (has, have) for years been the price for a school lunch.
4. The soccer team (practices, practice) every other day.
5. The Planets (are, is) the first work on today's orchestra program.
6. The group (argue, argues) about extending the school day.
7. Six years (was, were) a long time to wait for a championship title.
8. Three-fourths of our time (was, were) spent in choosing a name for the yearbook.
9. Athletics (is, are) an important part of the extracurricular activities at the school.
10. The troop (meet, meets) every Tuesday night to discuss upcoming events.

B. Correcting Subject-Verb Agreement

If the verb agrees with its subject, write Correct on the line. If it disagrees, write the correct form of the verb.

1. The war news were not good.
2. The hard-working staff deserves their days off.
3. Circular Forms was painted by Robert Delaunay.
4. The jury has delivered its opinion.
5. Slightly over 26 miles are run by every successful marathon runner.
6. Economics deals with the production and use of goods and services.
7. Two-thirds of the milk were spoiled by morning.
8. One-half of the marbles have fallen off the table.
9. The class have voted unanimously for Cheryl.
10. "We Three Kings" are a traditional holiday carol.
Lesson 5

**Problem Subjects**

**A. Proofreading for Subject-Verb Agreement**

Proofread this paragraph for errors in subject-verb agreement. Draw a line through each incorrect verb. Then draw this proofreading symbol → next to the word and write the correction above the error.

The school orchestra are holding a performance this week at the local music center. Five dollars are the price of the tickets for students, and seven dollars are the price for nonstudents. We are hoping that a large audience turn out for the show. The orchestra is performing a variety of songs. *The Pines of Rome* are to be played, for example. The audience are going to be encouraged to sing along with popular songs on the program. Two-thirds of the profit from the performance are to be spent on new sheet music.

**B. Writing Sentences**

Complete each of these sentences by adding a verb in the present or present progressive tense that agrees with the subject and any other needed words.

**EXAMPLE**: Three-fourths of the pudding *has been eaten already.*

1. The debate club

2. Two-fifths of these magazines

3. "The Three Little Pigs"

4. Six pounds

5. Mathematics
People and Cultures

Follow these rules of capitalization:

- Capitalize people's names and initials.
  Lyndon B. Johnson    Ulysses S. Grant
- Capitalize titles and the abbreviations of titles used before names or in direct address. Capitalize the abbreviations of some titles when they follow a name.
  Colonel Blake       Dr. Jane Elway       Hello, Professor      Luis Hernandez, M.D.
- Capitalize titles of heads of state, royalty, or nobility only when they are used with a person's name or in place of a person's name. Do not capitalize titles when they are used without a proper name.
  Sir Walter Raleigh   The Prince of Wales visited the United States.
  The queen wore a crown.
- Capitalize the titles indicating family relationships only when the titles are used as names or parts of names. Do not capitalize a family name when it follows the person's name or is used without a proper name.
  Aunt Vicky          Grandma Ellen        My uncle          Ellen, our aunt.
- Always capitalize the pronoun I.
- Capitalize the names of religions, sacred days, sacred writings, and deities. Do not capitalize the words god or goddess when they refer to a group of deities, as in ancient mythology.
  Christianity       Kwanza           the Book of Genesis     Allah
- Capitalize the names of nationalities, languages, races, and some ethnic groups, and the adjectives formed from these names.
  the French         Portuguese        Caucasian        Polish        German sausage

Capitalizing Names of People and Cultures

Underline the words that should be capitalized in each of the following sentences.

1. My sister and I love Thai food.
2. Can I have another piece of that delicious French bread?
3. This book is about Aztec pyramids.
4. The Hindu god Shiva is the patron of dancers.
5. In 1979, Prime Minister Margaret Thatcher was elected.
6. According to a Greek myth, the god Zeus was the father of Hercules.
7. The new professor at the college is Dr. Jeffrey A. Long
8. For his bar mitzvah, my cousin Joel memorized a passage from the Torah.
9. The Duke of Marlborough was an ancestor of Sir Winston Churchill.
10. When Grandpa Joe comes to visit, he tells us stories about when he was in the army with Colonel Jack S. Anderson.
People and Cultures

A. Capitalizing Names
Underline the letters that should be capitals in each of the following sentences. If the sentence is already correct, write Correct.

1. We read a short story by e. b. white.
2. The opening address was given by senator nancy holland.
3. Can ms. nold arrange an appointment with rev. thomas?
4. My new french teacher is canadian.
5. The principal invited capt. williams to speak at the assembly.
6. My father and uncle henry both enjoy books written by martin prescott, ph.d.
7. My brother and I saw grandpa victor downtown.
8. Several times a day, muslims pray to allah.
9. Ask mom if dad is ready to pack the camper.
10. In norse mythology, the god odin is ruler over the other gods, and his son is thor.
11. Romans often gave new names to the gods of greek mythology.
12. In greek mythology, the god of war was named ares; in roman mythology, the god of war’s name was mars.

B. Capitalizing Correctly
Underline each word that should be capitalized in the following paragraph. Not every sentence has a word that need to be capitalized.

(1) John jay was an early american statesman. (2) He was the president of the continental congress from December 1778 until September 1779. (3) He then became the american ambassador to Spain. (4) He was acquainted with general george washington. (5) In 1789, president george washington appointed jay the first chief justice of the supreme court. (6) In 1794, chief justice jay traveled to England and negotiated a treaty with the english government. (7) He resigned as chief justice when he was elected governor john jay of New York. (8) As a diplomat, patriot, and chief justice, john jay played an important role in early american history.
A. Proofreading

Proofread the following first draft of a report. Look especially for errors in capitalization. Draw three lines under each letter that should be capitalized.

**Example**

William _howard_ taft was an _american_ politician.

Many young people dream of being the president of the United States. Instead, William Howard Taft wanted to be a justice of the U.S. Supreme Court. On the way to reaching his goal, Taft served as the U.S. president from 1909 to 1913. During his presidency, Admiral Robert Peary became the first person to reach the North Pole. The Norwegian explorer Roald Amundsen led an expedition to the South Pole. The Chinese Republic was founded. The English ship _Titanic_ sank in the Atlantic Ocean. Although these were exciting times, President Taft was not happy. When he left the White House, he announced, "I'm glad to be going." Eight years later, President Warren G. Harding appointed Taft Chief Justice of the Supreme Court. Chief Justice Taft considered this office to be a greater honor than being president of the United States.

B. Writing with Capital Letters

Suppose it was your job to introduce a panel of speakers to an audience. You would need to announce each speaker's name and tell a little about him or her. Write an introduction for an imaginary panel of four speakers. Be sure to capitalize all the names and titles correctly.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
First Words and Titles

Capitalize these words:

- the first word of every sentence
- the first word of every line of traditional poetry
- the first word of a direct quotation if it is a complete sentence (Do not capitalize the first word of the second part of a divided quotation unless it starts a new sentence.)

"My favorite book is Where the Red Fern Grows," said Lesley.

"We just bought," exclaimed Owen, "two tickets to see The Miser next week."

- the first word of each item in an outline and letters that introduce major subsections

  1. Types of literature
     A. Drama
     1. Comedy
     2. Tragedy

- the first word in the greeting of a letter and the first word in the closing

- the first word, the last word, and all other important words in titles (don’t capitalize articles, conjunctions, or prepositions of fewer than five letters.)

Capitalizing First Words and Titles

Underline the words that should be capitalized in each of the following items.

1. "I like," Luther commented, "reading a play before I go to see it."
2. each year, we read several plays in our English class.
3. this year we will read and then see a live performance of Macbeth by William Shakespeare.
4. dear Lynette,
   The Festival Playhouse is pleased to announce that you have been selected to play Juliet in our upcoming performance of Romeo and Juliet. Congratulations.
   sincerely,
   Cleo Wilson, President, Festival Playhouse
5. Aisha said, "my favorite playwright is Tennessee Williams, who wrote the glass menagerie."
6. "many plays," Mrs. Richardson explained, "have been turned into successful musicals, such as Pygmalion, which is better known as my fair lady."
7. i. drama
   a. elements of drama
      1. plot
      2. character
First Words and Titles

A. Capitalizing First Words and Titles

In the following sentences underline the words that should be capitalized but are not. If the sentence contains no capitalization errors, write Correct on the line.

1. "Watch out!" warned the mine inspector. "the cable has snapped!"

2. In Julius Caesar, Mark Antony says, "friends, Romans, countrymen, lend me your ears."

3. "I think," said the doctor, "that you need a good rest."

4. the sun that brief December day

rose cheerless over hills of gray

John Greenleaf Whittier

5. we read the poem "a certain slant of light" by Emily Dickinson.

6. Natalie sang "the star-spangled banner" before the kickoff.

7. Ralph can play "down in the valley" and "the yellow rose of Texas" on the guitar.

8. "did you hear," Ida asked, "our classmate Brian playing the piano at the talent show?"

9. all students of American government should read The Federalist Papers.

10. "many paintings," our art teacher told us, "are based on stories from Greek mythology, such as the story of Icarus and his wax wings."

B. Capitalizing First Words in Outlines

Underline each letter that should be capitalized in the following outline.

Works of Edgar Allan Poe

I. poems
   a. "annabel lee"
   b. "the raven"
II. tales of horror
   a. "the pit and the pendulum"
   b. "the masque of the red death"
   c. "the fall of the house of usher"
First Words and Titles

A. Writing a Conversation

Continue the conversation of two people coming out of a theater. The speakers have seen an award-winning movie, but they have differing opinions about it. Have the two speakers compare this movie (you can decide which movie) with other movies they have seen. Include at least two other titles. Be sure to capitalize the quotations and titles correctly.

"I can see why that movie got the award," said Glenn. "It was one of the best movies I've ever seen."

"Well, I didn’t think it was that good," replied Gina. "In fact, I can name at least two films I liked better. One of them should have gotten the award."

B. Writing an Outline Using Capital Letters Correctly

Read the following brief report. Then write a short outline for it on the lines below. Be sure to capitalize correctly.

Laura Ingalls Wilder was born in Wisconsin in 1867. Her family moved around, and she grew up living on the American frontier. In 1885 she married farmer Almanzo Wilder. They survived through some hardships and eventually settled in Missouri.

Many years later, at the urgings of her daughter, Wilder began to write about her childhood. Her books became known as the Little House series, beginning with Little House in the Big Woods. The books, including Little House on the Prairie and On the Banks of Plum Creek, were loosely based on her family’s westward travels. For her work she won five Newbery Medals and received the first Laura Ingalls Wilder Award.

The Life of Laura Ingalls Wilder

I. Early life

II. Later life
Places and Transportation

Teaching

Follow these rules of capitalization:

- In geographical names, capitalize each word except articles and prepositions. Geographical names include the names of continents (Antarctica), bodies of water (Danube River), islands (Philippines), mountains (Ural Mountains), other land forms (Devil's Tower), world regions (Far East), nations (Russia), states (Georgia), cities (Atlanta), and streets (Peach Street).

- Capitalize the names of planets and other specific objects in the universe. Do not capitalize sun and moon or earth when it is preceded by the.

  Mercury    Andromeda Galaxy    Halley's Comet

- Capitalize the words north, south, east, and west when they name particular regions of the country or world, or when they are parts of proper names. Do not capitalize words that indicate general directions or locations.

  South Carolina    The bus turned west on Main Avenue.

- Capitalize the names of specific buildings, bridges, monuments, and other landmarks.

  Statue of Liberty    Grand Central Station

- Capitalize the names of specific airplanes, trains, ships, cars, and spacecraft.

  Maine    Challenger

Capitalizing Names and Places

Underline the words that should be capitalized in each of the following sentences. If the item is capitalized correctly, write Correct on the line.

1. If space travel were possible, I would surely visit mars.
2. The taj mahal in india must be a wondrous sight.
3. When we went to boston, massachusetts, last month, I enjoyed seeing the u.s.s. constitution.
4. Can you name two countries in southeast asia?
5. My grandmother has never left her home state, Texas.
6. One continent no one in my family has visited yet is africa.
7. The tower bridge in london crosses the thames river.
8. Wouldn't it be exciting to walk along the great wall of china?
9. Because the dead sea is so salty, it is easy to float in it.
10. If you travel west from st. louis, you will eventually reach the rocky mountains.
Lesson 3

Places and Transportation

A. Recognizing Words That Need Capitalization
Underline the words that should be capitalized in each of the following sentences. If the item is capitalized correctly, write Correct on the line.

1. When visiting San Francisco, don't miss Golden Gate Park.  


3. Will the Northwest Tollway take us to Lake Geneva?  

4. As we headed southeast, we saw the western edge of the Alleghenies.  

5. Charles Lindbergh flew the Spirit of St. Louis across the Atlantic Ocean to Paris.  

6. Explorer David Livingstone named Victoria Falls, which is on the Zambezi River.  

7. On the west side of the Capitol is the National Mall.  

8. Napoleon Bonaparte was exiled to Saint Helena, a small island in the South Atlantic Ocean.  

B. Capitalizing Names of Places
Write the words that should be capitalized in each sentence.

1. Lewis and Clark explored the Louisiana Territory, traveling west from St. Louis.  

2. The statue of Liberty was a present given to the United States by France.  

3. The second largest city in Russia is St. Petersburg, which is located by the Gulf of Finland.  

4. In B.C. 239, the appearance of Halley's Comet was recorded in China.  

5. In Florida, I'd like to see Cape Canaveral, where the Freedom 7 spacecraft was launched.  

6. Before the fall of the Berlin Wall, Berlin was divided into East Berlin and West Berlin.
A. Capitalizing Names of Places
Underline the words that should be capitalized in the following paragraph.

Come with me to New Orleans. This exciting city is located in the southeast corner of Louisiana on the Mississippi River. It was founded by the French in 1718 and was named for a regent of France. Probably the most well-known area of the city is the French Quarter. In the center of the French Quarter is Jackson Square, where you can see a statue of Andrew Jackson on horseback. Jackson defended New Orleans during the War of 1812. Jackson Square is surrounded by the Saint Louis Cathedral and two former government buildings, the Cabildo and the Presbytère. The French Market, a building with many shops, is east of the square on Decatur Street. The Ursuline Convent, thought to be the oldest building in the Mississippi Valley, stands on nearby Chartres Street. Many people flock to Bourbon Street to hear jazz and see its famous French and Spanish architecture.

B. Using Capital Letters in Writing
Write a paragraph about a vacation or trip you have gone on or would like to go on. In a short paragraph, name and describe at least four places—natural features, states, bodies of water, streets, or landmarks—that you saw or would like to see on your trip. Be sure to capitalize their names correctly.
Organizations and Other Subjects

Use capital letters for the following:

- all important words in names of organizations, institutions, stores, and companies
  Franklin Historical Association    Danville Middle School
- the abbreviations of organizations, businesses, and institutions by using the initial letters of the complete name (Notice that these abbreviations do not usually take periods.)
  ASPCA (American Society for the Prevention of Cruelty to Animals)
- names of historical events, periods, and documents
  Spanish-American War    Middle Ages    U.S. Constitution
- the abbreviations B.C., A.D., A.M. and P.M.
- names of months, days, and holidays but not the names of seasons except when used as part of a festival or celebration
  Tuesday, May 5    Memorial Day    Fall Concert
- names of school subjects only when they refer to language courses, when the subject is followed by a course number, or when it contains a proper adjective (Capitalize the word freshman, sophomore, junior, or senior when it is used as a proper noun.)
  English    Chemistry II    Senior Awards Ceremony
- names of special events and awards
  Pumpkin Festival    Pulitzer Prize
- brand names of products but not a common noun that follows a brand name
  Sleepytime slippers

Identifying Correct Capitalization
Underline the words or letters that should be capitalized in each of the following sentences.

1. The Lee high school senior class is preparing a time capsule to be buried on new year's day.
2. The winter festival celebration is being organized by the senior class council.
3. The time capsule burial will be sponsored by super grocer’s mart.
4. The history class is donating a newspaper about the end of the cold war.
5. The French class suggests adding an audio tape with their voices recorded on it.
6. Should we add items related to radio or TV, such as articles about NPR or the BBC?
7. Maybe we'll add popular products such as flower shampoo and chocofun cereal.
8. One freshman will be selected to sing the Lee high's school song when the ceremony begins on January 1 at 9:30 a.m.
9. Perhaps the time capsule will stay buried until 3000 A.D. or later.
A. Capitalizing Names of Organizations and Other Subjects
Underline each letter that should be capitalized in the following sentences.
1. The battle of waterloo was fought on June 18, 1815.
2. The spring concert will take place on April 16.
3. My sister will enroll at the University of California at Davis in the fall.
4. Volunteers from the Variety Club gave presents to the children.
5. During the middle ages, plagues caused many deaths.
6. Doctor Paglia performs surgery at Northwestern Memorial Hospital.
7. Don’t forget to buy me a wonder marker to use for my poster display.
8. The first ten amendments to the Constitution are called the Bill of Rights.
9. Do you know when the Treaty of Versailles was signed?
10. I hope to be placed in the honors English class and Algebra 2 next year.

B. Capitalizing Correctly
Rewrite every sentence that contains a capitalization error. If a sentence is capitalized correctly, write Correct on the line.
1. The actress on this television show deserves an award for her work.

2. Somerville plastics company is known as Spc.


4. My grandparents flew to Florida on Sunshine Airlines.

5. The senior class will choose five seniors to receive special awards.

6. For Halloween, my art class always enters the Midville pumpkin decorating contest.

Organizations and Other Subjects

A. Proofreading for Capitalization Errors

Jackson Middle School has been working on creating a time capsule. For the past few weeks, students and faculty have been suggesting what to include in it. Read the following speech given at the final ceremony before they bury the capsule. Draw three lines under any letters that should be capitalized but are not.

EXAMPLE Welcome to this year’s time capsule burial ceremony.

Jackson middle school is thrilled to see so many people here this memorial day. Our school has worked tirelessly with students, faculty, and the sga to choose the items to go into our capsule. The capsule now contains current newspapers, CDs, and photographs of the school, as well as the popular shannon’s trading cards and lietstep shoes. We heartily thank the fine folks at shane’s place for donating some current clothing items, namely jeans, sneakers, and dresses, to be included in the capsule. We have also included the essay written by the winner of the jackson literature award, Shania Byfield. Shania wrote her predictions for the world in a.d. 2100, when the capsule will be opened. Okay, digmaster construction company, start the digging!

B. Using Capitalization in Writing

Write sentences that combine names from any two categories listed below. First tell the categories you have chosen. Then write your sentence.

organizations institutions stores companies historical events
historical periods documents days months holidays
events awards brand names time abbreviations

EXAMPLE I am combining documents and historical periods.
The treaty of Versailles ended World War I.

1. I am combining ___________________ and ___________________.
   Sentence: _______________________________________________________

2. I am combining ___________________ and ___________________.
   Sentence: _______________________________________________________

3. I am combining ___________________ and ___________________.
   Sentence: _______________________________________________________

4. I am combining ___________________ and ___________________.
   Sentence: _______________________________________________________ 

5. I am combining ___________________ and ___________________.
   Sentence: _______________________________________________________

Grammar, Usage, and Mechanics Book 189
Lesson 1

Periods and Other End Marks

The three end marks are the period, question mark, and exclamation point. They are used to indicate the end of a sentence.

Periods Use a period at the end of a declarative sentence. A declarative sentence makes a statement.

Last year we vacationed in Wisconsin.

Use a period at the end of almost every imperative sentence. An imperative sentence gives a command. If a command expresses excitement or emotion, it ends with an exclamation point.

Tell me about your trip. Don’t leave out a thing!

Use a period at the end of an indirect question. An indirect question reports what a person asked without using the person’s exact words.

Thomas asked what happened.

Use a period after an abbreviation or an initial, as in this example: Mr. Nelson R. Diaz.

Use a period after each number and letter in an outline or list.

Question marks Use a question mark to end an interrogative sentence, or question.

Where did you go in Wisconsin?

Exclamation points Use an exclamation point to end an exclamatory sentence, that is, a sentence that expresses strong feeling. Use an exclamation point after an interjection that expresses strong emotions.

No kidding! I don’t know where to begin!

Using Periods and Other End Marks

Add punctuation as necessary in the following items.

1. Have you ever been in the Midwest
2. My mother grew up on a farm
3. She said there were more cows than people in her county
4. What a learning experience farm life must have been
5. My father, on the other hand, is from Washington, DC
6. Good grief I can’t imagine what they found in common
7. The Midwest has always been a major food supplier to the rest of the nation
8. I Cereal crops
   A Wheat (focus on Minn, Neb, SD)
   B Corn (focus on Wisc, Ia, Ill, Ind)
   II Meat products
   A Beef
   B Pork
Periods and Other End Marks

A. Using End Marks

Add punctuation marks where necessary in the following items.

1. My mother asked me if I had ever seen an egret before
2. It was right there in front of me Beautiful
3. What else did you see on your walk
4. Ice fishing is a popular winter activity in Wisconsin
5. Dr Harmon said he liked to get out around 6 AM
6. I asked if I could go fishing sometime
7. Can you come back in the winter
8. Was F Scott Fitzgerald from Wisconsin
9. I wonder who settled Wisconsin
10. Tell me about the Swedes
11. I Wisconsin geography
   A Agricultural lands
   B The Dells
   C Forest lands
   D Lakes and rivers
   II Wisconsin history
12. Look There are bears in those bushes

B. Using End Marks in Writing

Add the correct end mark at the end of each sentence in the following paragraph.

The Midwest is an important region in economic terms. But how does it rank as a vacationland. We went to Wisconsin to visit relatives. I didn't expect to see much more than the relatives themselves. How wrong I was. We spent some time in the Dells. Wow. What a ride we had on the river. Baraboo gave me another surprise. Who would expect circus history there. We saw the zoo at Milwaukee, historic sites around the state, and the most peaceful scenery you could imagine. I can't remember being bored during the whole two weeks we were there. For me, that's unusual. I'm not saying I want to go there every year. How many people go back to any place two years in a row. But ask me again in a couple of years if I'd like to visit Wisconsin. Then set a date.
Periods and Other End Marks

A. Using End Marks in Writing

Add periods, question marks, and exclamation points where necessary in the following paragraph. To add a period, insert this symbol . To add a question mark or an exclamation point, use a caret ^ and write the correct punctuation mark above it.

I've never been a bird-watcher. I've never understood people who go out and do it as an organized activity. What's the point? At least, that's how I used to feel. But on my vacation last summer in Wisconsin, I took an early-morning walk one day. In the half-light of dawn, in the mist along the Fox River, I saw an egret. And it saw me. We stood and looked at each other, and it seemed to accept me as part of the scene. Nothing to fear. Incredible. The experience changed my attitude toward bird watching. Now I go out whenever I can, hoping to run into an egret again.

B. Using End Marks in an Outline

Write an outline for a brief composition on a vacation you have taken, or one you would like to take, somewhere within the United States. List at least three things you plan to see (or saw) on the vacation. Then list three difficulties or possible problems that you would prepare for, such as unpredictable weather. Be sure to punctuate correctly.

Title:

I Things to see
A ____________________________
B ____________________________
C ____________________________

II Difficulties to prepare for
A ____________________________
B ____________________________
C ____________________________
Lesson 2
Commases in Sentences

**Commas** are used to separate parts of a sentence.

Use a comma before the conjunction that joins the two independent clauses of a compound sentence. Do not use a comma to separate parts of a compound predicate.

- The capital of Canada is Ottawa, but Montreal is Canada's biggest city.
- In a series of three or more items, use a comma after every item except the last one.
- Some of Canada's provinces are Quebec, Ontario, and British Columbia.

Use commas between two or more adjectives of equal rank that modify the same noun. The adjectives are of equal rank if you can substitute the word *and* for the comma.

- Canada and the U.S. have a peaceful, cooperative relationship.

Use a comma after an introductory word or phrase.

- Before the end of our trip, we took a group picture in front of Niagara Falls.

Use commas to set off one or more words that interrupt the flow of thought in a sentence.

- Most of Canada's population, I might point out, lives close to the United States.

Use commas to set off nouns of direct address.

- Jill, tell the border guard that all of us are American citizens.

Use commas to set off appositives that add extra information but are not needed to make the meaning of the sentence clear.

- The biggest city, Montreal, is the largest French speaking city outside France.

Use a comma whenever the reader might otherwise be confused.

- Before autumn, leaves start turning colors in the cool Canadian air.

**Using Commases Correctly**

Insert commas where necessary in the following sentences.

1. The Saint Lawrence Seaway a major waterway allows ocean-going vessels to travel between the Great Lakes and the Atlantic Ocean.
2. At the end of construction in 1959 the Seaway had seven locks and a depth of at least 27 feet.
3. Roland what can you tell me about the Saint Lawrence Seaway?
4. From Montreal to Lake Ontario the Saint Lawrence is about 183 miles long.
5. The Lachine section I believe has an 18-mile canal and two locks.
6. Three of the five sections are located entirely in Canada and the other two sections contain segments in northern New York.
7. The Seaway provides a deep stable waterway for commercial ships.
8. The cargo shipments are largely wheat corn barley soybeans and iron.
9. After ice forms the Seaway closes for the winter months.
Lesson 2

Commas in Sentences

A. Using Commas

Insert commas where necessary in the following sentences.

1. The U.S.-Canada boundary in fact is about 4,000 miles long.
2. It winds from a fishing village in Passamaquoddy Bay Maine to Vancouver Island.
3. Did you know LaTisha that Americans account for about 80% of Canada's tourists?
4. We waited in a long line to go through customs on our way to Canada but we had almost no wait at all when we came back home.
5. The customs officer was a serious stern woman.
6. Unlike the United States Canada is a federal parliamentary democracy.
7. After we entered Canada we changed our speedometer to kilometers.
8. Washington Montana North Dakota and Minnesota are U.S. states that share long borders with Canada.
9. When the border appears the cars traveling to Canada must go through customs.
10. People living near the Canadian border naturally must go through customs often.

B. Proofread for Commas

Insert commas where they are needed. Use the proofreading symbol ‘‘.’’

Niagara Falls as you may know is on the Niagara River in western New York and southeast Ontario. It actually has two waterfalls. The Horseshoe Falls on the Canadian side is 176 feet high and the American Falls on the U.S. side is 182 feet high. Carrying about nine times more water than the American Falls the Horseshoe Falls has a crescent shaped crest line. An island Goat Island in New York separates the two falls. A small beautiful section of the American Falls near Goat Island is called Bridal Veil Falls. Since its formation 12,000 years ago erosion has pushed Niagara Falls upstream about seven miles.
**A. Proofreading for Commas**

Add commas where they are needed in the following paragraph. Use the proofreading symbol ,.

Dora we will be visiting Glacier National Park in Montana. It's located as you know near the Canadian border. Glacier National Park borders the Waterton Lakes National Park in Alberta Canada and together they form the Waterton-Glacier International Peace Park. Named for glaciers the park still has about fifty active ones. The biggest glacier in the park Blackfoot Glacier is located on the northern slope of Blackfoot Mountain. The glaciers provide water to more than 250 lakes. The beautiful peaceful Lake McDonald is surrounded by tall cliffs. In the summer around 1,000 species of wildflowers grow in the park. Wild animals such as bears elks mountain lions eagles and bobcats roam the lands.

**B. Using Commas in Writing**

Rewrite the sentences by following the directions in parentheses.

1. We packed before we left for Canada. (Include a series of items.)

2. Campobello Island is an island in Passamaquoddy Bay. (Include two adjectives of equal rank that modify the same noun.)

3. We drove straight to Niagara Falls. (Include an introductory phrase.)

4. We saw our favorite animal at the national park. (Include a nonessential appositive.)
Commas: Dates, Addresses, and Letters

**Commas in dates** Use a comma between the day of the month and the year. If the sentence continues, use a comma after the year also.

On December 25, 1776, Washington crossed the Delaware.

**Commas in addresses** Use a comma between the name of a city or town and the name of the state or country. If the sentence continues, use a comma after the name of the state or country.

What happened at Lexington, Massachusetts, in 1775?

**Commas in letters** Use a comma after the greeting of a friendly letter and after the closing of a friendly or business letter.

Dear Dad,  Your daughter,

A. Using Commas Correctly in Dates and Addresses

Insert commas where necessary in the following sentences.

1. The Revolutionary War started at Lexington and Concord Massachusetts.
2. The British surrender was at Yorktown Virginia on October 17 1781.
3. The Battle of Bunker Hill was actually fought on Breed's Hill in Charlestown Massachusetts.
4. The young Marquis Lafayette was with Washington at Valley Forge Pennsylvania.
5. On July 4 1837 the Concord battle monument was dedicated.
6. Do you suppose that on July 4 2037 there will be an anniversary ceremony there?

B. Using Commas Correctly in Dates, Addresses, and Letters

Insert commas where necessary in the following letter.

476 Crescent Avenue  
Middleport NY 14006  
April 10 2000

Dear Grandpa Jim

Since you are interested in American history, I want to tell you about our field trip this year to Fort Ticonderoga near Albany New York. The trip was fun, and I learned all about the Green Mountain Boys and their leader, Ethan Allen. On May 10 1775 the Vermont patriots took Fort Ticonderoga from the British in a surprise attack. The fort is a museum now. During a demonstration, the museum guide let me help fire a cannon!

Your loving granddaughter  
Susan
Commas: Dates, Addresses, and Letters

A. Using Commas Correctly in Dates and Addresses

Insert commas where necessary in the following sentences.

1. On December 16 1773 colonists of Boston Massachusetts objected to British taxes on tea by dumping a shipment of tea into the harbor.

2. Soon many were predicting war; on March 23 1775 Patrick Henry gave a speech in Williamsburg Virginia in which he said, "Give me liberty or give me death!"

3. Just a month later, on April 19 1775 the first battle of the Revolution was fought.


5. Washington won an important battle at Trenton New Jersey on December 26 1776.

6. After the end of the war, the last British soldiers boarded ships to leave New York New York on November 25 1783.

B. Using the Comma in Letters

Write these parts in the correct order on the lines below. Use commas where they are needed.

<table>
<thead>
<tr>
<th>4700 Crescent Avenue</th>
<th>With love</th>
<th>It's been years since I've traveled through Albany New York and seen historic sites in the area. How were you lucky enough to be invited to take part in the cannon demonstration at Fort Ticonderoga? Did the cannon fire as it should?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandpa Jim</td>
<td>Dear Susan</td>
<td></td>
</tr>
<tr>
<td>Baltimore MD 21218</td>
<td>April 21 2000</td>
<td></td>
</tr>
</tbody>
</table>
Commas: Dates, Addresses, and Letters

Application

A. Proofreading a Letter

Proofread the following letter for punctuation errors. Insert commas where necessary.

476 Crescent Avenue
Middleport NY 14006
May 6 2000

Dear Grandpa Jim

You asked about my class's field trip to Fort Ticonderoga and how I was chosen to help fire a cannon in the demonstration. During our tour of the fort, the guide asked us about events of the Revolutionary War. Here are two of his questions: What happened on July 4 1776? Who almost turned over the American fort at West Point New York to the British? Everyone in the class could answer the first question, but I was the only one who knew about Benedict Arnold. So the guide chose me to help him. By the way, the cannon made a noise, but it didn't shoot anything at all!

Your loving granddaughter
Susan

B. Writing with Commas

Imagine that you're a soldier in Washington's army at Valley Forge during the terrible winter of 1777-78, and you're writing a letter to a family member at home. On the lines below, write the letter. Use the form of a friendly letter, using commas correctly.

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Lesson 4  Punctuating Quotations

A **direct quotation** is a speaker’s exact words. Use quotation marks at the beginning and at the end of a direct quotation.

> “Chicken pox is a contagious disease,” the doctor said.

Use commas to set off the explanatory words used with a direct quotation, at the beginning, middle, or end of the quotation.

> The doctor said, “Chicken pox is a contagious disease.”

> “Chicken pox,” the doctor said, “is a contagious disease.”

If the quotation itself is a question or exclamation, the question mark or exclamation point should be placed inside the end quotation marks. Commas and periods always go inside the end quotation marks.

> “Wait!” Mom objected. “Did you remember to take your medicine?”

If the quotation is part of a question or exclamation, the question mark or exclamation point should be placed outside the end quotation marks.

> Did the doctor say, “You need to have a booster shot”?

A **divided quotation** is a direct quotation that is divided into two parts by explanatory words. Both parts are enclosed in quotation marks. The first word in the second part is not capitalized unless it begins a sentence. Review the above examples to see how to punctuate and capitalize a divided quotation.

A **dialogue** is a conversation between two or more speakers. When writing dialogue, indicate a change in speaker by using a new paragraph and a new set of quotation marks.

> “Mrs. Abdalla,” the doctor asked, “how long have you had this cough?”

> “Well, I have felt sick for over a week,” Mrs. Abdalla replied.

An **indirect quotation** is a restatement, in somewhat different words, of what someone said. Do not use quotation marks to set off an indirect quotation.

> The doctor told me that I should start feeling better soon.

**Using Quotation Marks**

Add quotation marks where necessary in each of these sentences.

1. Angela asked, Did you hear that Julian has pneumonia?
2. Did she say, I was sick with the flu last weekend?
3. Ouch! the child wailed. That shot hurt!
4. Kyle, asked Quinn, was your ankle surgery a success?
5. I was hospitalized for bronchitis last year, said Adrian.
6. Oh! Kristen moaned. I don’t feel well.
7. Dave had to leave school early yesterday, reported Joshua, because he felt sick.
8. Can you give me information about visiting hours? Megan asked the receptionist. Are there any age limits for visitors?
Punctuating Quotations

A. Writing Sentences with Quotation Marks

Add quotation marks, commas, and end marks where necessary in each sentence. If the sentence is correct as is, circle the numeral before the sentence.

1. I can't wait to visit my cousin in the hospital next week said Monica.
2. The patient stated Dr. Saito has Lyme disease.
3. The doctor announced I plan to treat her infection with antibiotics.
4. Did Terryn say I'm having my tonsils removed next month?
5. Wait! cried Hector. Do I really need to have an operation?
6. Is a throat culture dangerous? asked Mike.
   No the doctor said. It is a very common procedure.
7. Shaquille wants to know when his stitches will be removed.
8. Did the patient say Don't forget to sign my cast?
9. When will you feel well enough to come back to school asked Mr. Garvey.
10. Lindsey said I have to take my medicine every day because I have an ear infection.

B. Using Quotation Marks

Add the necessary quotation marks to the dialogue below.

Did you hear? David said, Connie broke her leg yesterday in the soccer game.

How long will she have to be in a cast? asked Eric.

About six weeks, replied David. The doctor said it was a clean break and should heal quickly.

Jodie asked, Can we all sign her cast when she comes back to school tomorrow?

Sure, said David. Maybe we can have a cast-signing party. That should cheer her up!

Great! Eric said. Then when she gets it off, she can keep it and always remember our last soccer game!
Lesson 4

Punctuating Quotations

A. Correcting Misuse of Quotation Marks
Rewrite the following sentences, using quotation marks, commas, and end marks correctly.

1. Mindy said I'd like to go visit a friend who is in the hospital because of scarlet fever.

2. What is strep throat asked Caitlin. And how will Sasha get rid of it.

3. Lisa will most likely have a slow recovery, or so her doctor says explained Aida.

4. You have to get better soon, so we can go play basketball again stated Malcolm.

5. Did you hear the doctor say, Nicholas has the most unusual case of poison ivy I have ever seen.

B. Writing with Quotation Marks
Write a short dialogue that you might overhear in a hospital waiting room. Make sure that you indicate clearly who is speaking. Use quotation marks and other punctuation marks correctly.
Semicolons and Colons

A semicolon separates elements of a sentence. It is stronger than a period, but not as strong as a comma.

**Semicolons in Compound Sentences** Use a semicolon to join the parts of a compound sentence if you don’t use a coordinating conjunction.

- We discovered two sunken vessels; however, only one yielded pieces of gold.

Use a semicolon between the parts of a compound sentence if the clauses are long and complicated, or when one or more of them contain commas.

- Three ships sailed from Hispaniola; but only one, with a crew of 17 men, made it back to Spain.

**Semicolons with Items in a Series** When there are commas within parts of a series, use a semicolon to separate the parts.

- We tracked voyages from Cuba; Jamaica, south of Cuba; and Haiti, southeast of Cuba.

**Colons** Use a colon in the following ways: to introduce a list of items; after the formal greeting in a business letter; and between hours and minutes in expressions of time. When using the colon to introduce a list, use it only after nouns or pronouns.

- Dear Captain Phillips:

- We will arrive at 11:45 A.M. Dr. Johnson’s talk will cover the following islands: Martinique, Trinidad, and Grenada.

**Using Semicolons and Colons**

Add semicolons and colons where they are needed in the following sentences. Replace or cross out commas if necessary.

1. Captain Kidd was tried and hanged, Sir Francis Drake was knighted by the queen.
2. In the 1500s and 1600s, pirate captains and navy commanders had common goals, and, to tell the truth, I don’t see much difference between Kidd and Drake.
3. Thomas likes pirate stories, therefore, I recommended *Treasure Island*.
4. Alison likes three subjects language arts, history, and science.
5. We studied for three hours for that test, unfortunately, we studied the wrong material.
6. Let’s ask Jonathan, he’s the expert.
7. Sylvia is the most talented, however, she doesn’t practice enough.
8. Successful diving for treasure depends on three things good research, good weather, and good luck.
9. The test is at 300, not 330.
10. This is a good treasure ground, but we didn’t find anything valuable, except coral.
11. Treasure diving is fun, financing an expedition is hard work.
12. In the search of the ruins, one crew found gold, silver, and brass, but the other crew found wine bottles, wooden serving bowls, and an iron cooking pot.
Lesson 5

Semicolons and Colons

A. Using Semicolons and Colons

Rewrite this book report, adding semicolons and colons where they are needed.

*Treasure Island* is one of the best pirate stories ever it's about an expedition in search of a buried treasure. It's written from the point of view of the good guys, but the most memorable character, without question, is a pirate, the one-legged Long John Silver. He has many attractive qualities great intelligence, leadership ability, and a fine sense of drama.

Another character, Ben Gunn, was once a pirate, however, the pirate crew to which he belonged left him marooned on Treasure Island. Now he joins forces with the good guys against Long John Silver and the pirates.

B. Using Semicolons and Colons

On the line to the right, write the word(s) from the sentence that should be followed by a semicolon or colon. Write the correct punctuation mark following each word. If the sentence is punctuated correctly, write Correct.

**Example** Robert Louis Stevenson wrote these tales of adventure *Treasure Island, Kidnapped, and David Balfour.*

1. *Treasure Island* has all the elements of an exciting story intricate plot, interesting characters, dramatic situations, and suspense.

2. It's full of suspense, but the good guys, some of whom are interesting, some of whom are dull, win out in the end.

3. I stayed up until 10:30 three nights in a row reading it.

4. Jim begins the treasure hunt, he finds a map in the trunk of an inn guest who dies.

5. Jim gathers some trusted older friends to help him, but one of them, the squire, talks too much.
Semicolons and Colons

A. Proofreading a Play Review
The critic who wrote this play review didn't know how to use semicolons and colons. Prepare her review for publication by adding the needed semicolons and colons.

The new play at the Phoenix is about a cartographer, a mapmaker, but it's more interesting than you might think. The cartographer is a mysterious man, almost from the start of the play you know he's hiding something. He lives in the early 1700s, and he's always searching for maps of the Caribbean, especially any islands visited by pirates. He never works with the maps, what is he looking for? The play has attractive qualities strong writing, humor, interesting characters, and a surprise ending, which I won't give away.

B. Writing Sentences with Semicolons and Colons
For each item, write a sentence that matches the description in parentheses.

**Example** (sentence that uses a semicolon to join the parts of a compound sentence without a coordinating conjunction)

The treasure was hidden on an island; only one map showed its location.

1. (sentence that uses a colon in an expression of time)

2. (sentence that uses a semicolon to separate parts when commas appear within parts of a series)

3. (sentence that uses a semicolon to join the parts of a compound sentence without a coordinating conjunction)

4. (sentence that uses a colon to introduce a list of items)
Here are ways to use the hyphen, the dash, and parentheses.

**Hyphens**  Use a hyphen if part of a word must be carried over from one line to the next. Only words of two syllables or more may be broken, and at least two letters must be on each line. Make sure that the word is separated between syllables.

**Correct:** val-ue  an-tique  old-er

**Incorrect:** valu-e  ant-ique  o-lder

Use hyphens in certain compound words, such as self-made and man-hour.

Use hyphens in compound numbers from twenty-one through ninety-nine.

Use hyphens in spelled-out fractions, such as one-sixth and two-eighths.

**Dashes**  Use dashes to show an abrupt break in thought.

Each model you see—don’t touch!—requires weeks of work.

**Parentheses**  Use parentheses to set off material that is loosely related to the rest of the sentence.

Making ships in bottles (which seems impossible) is an enjoyable hobby.

**A. Using Hyphens in Compound Words and Fractions**

Write each of these words and phrases correctly, adding hyphens where needed.

1. fifty four stamps

2. two thirds complete

3. well balanced stamp collection

4. thirty two cent stamps

5. new self sealing stamps

**B. Using Hyphens in Words Broken Between Lines**

Underline each word that is broken correctly for use at the end of a line.

1. quart-er, dol-lar, nick-el, mone-y, bo-oks, penn-y

2. pict-ure, su-cess, mod-el, bru-sh, eas-y, paint-ing

**C. Using Dashes and Parentheses**

Add dashes and parentheses where they are needed in these sentences.

1. My prized baseball card oh, no! is missing.

2. He has been making models airplanes are his favorite since he was a boy.

3. Putting together a model no matter how easy it may look always takes time.

4. Buying new baseball cards they are usually cheap is something I do quite often.

5. Shirley runs three miles every day it takes her half an hour.
Hyphens, Dashes, and Parentheses

A. Using Hyphens in Compound Words and Fractions
Write each of these words and phrases correctly, adding hyphens where needed.

1. four fifths of the real size
2. ill advised trading
3. several half dollars
4. eighty eight piano keys
5. riding all of the merry go rounds

B. Using Dashes and Parentheses
Add dashes and parentheses where they are needed in these sentences.

1. Reading mystery novels mostly the ones by Agatha Christie takes up my evenings.
2. Painting you should most definitely try it is a good way to express yourself.
3. She might if I have anything to say about it change her mind about selling her coins.
4. Horseback riding you must have guessed by now can be a dangerous sport.
5. The first stitch in needlework see the drawing below is an important one to learn.

C. Using Hyphens, Dashes, and Parentheses Correctly
Rewrite each sentence, correcting punctuation errors. If a word at the end of a line is broken incorrectly, but there is a correct way of breaking it, show the word broken correctly in your revision. If the word may not be broken, move it to the second line.

1. Soccer (which is still more popular in Europe has been my favorite pastime since I was a young child.
2. When I play soccer as you probably already know—I play halfback.
3. Our team (which is called the Blazers) has been the division champion for two years.
4. The playoff games you should come to one—if you get the chance are always very thrilling.
5. My coach says that if I keep practicing, I will make the varsity team.
A. Proofreading for Correct Punctuation
Rewrite this paragraph on the lines below, adding or correcting the placement of hyphens, dashes, and parentheses as needed.

My brother as you might remember is a very talented juggler. Juggling which I find hard to learn—is the art of keeping two or more objects in the air while tossing them back and forth in your hands. Four fifths of the time, he can juggle without dropping anything. He began as anyone would—with just three objects. Later, he wanted to try juggling, believe it or not, eggs! However, we convinced him to try hard-boiled eggs first.

B. Writing with Correct Punctuation
Follow the directions to write and punctuate sentences correctly.
1. Write a sentence that requires a hyphen.

2. Write a sentence that requires dashes and at least one hyphen.

3. Write a sentence that requires a hyphen and parentheses.

4. Write a sentence that requires two hyphens and either dashes or parentheses.
Apostrophes

Apostrophes are used in possessive nouns, contractions, and some plurals.

**Apostrophes in possessives** Use an apostrophe to form the possessive of any noun, whether singular or plural. For a singular noun, add 's even if the word ends in s.

Paul's ax    Jonas's lever

For plural nouns that end in s, add only an apostrophe.

the carpenters' tools    the workers' experience

For plural nouns that do not end in s, add an apostrophe and s.

the men's equipment    the deer's trails

**Apostrophes in contractions** A contraction joins two words by leaving some letters out. Use an apostrophes in a contraction to show where a letter or letters have been left out.

I would --> I'd    we will --> we'll    they have --> they've    she is --> she's

Don't confuse contractions with possessive nouns, which do not contain apostrophes.

it's (contraction, means it is)    its (possessive, means belonging to it)

**Apostrophes in plurals** Use an apostrophe plus s to form the plurals of letters, numbers, or words referred to as words.

Remember to cross your r's.

When I began to read, I read was's as saw's.

**Using Apostrophes**

In each sentence below, underline the correct form of the two choices in parentheses.

1. The (levers / lever's) one of the simplest machines.
2. (Who's / Whose) able to name an even simpler one?
3. (Curtis's / Curtis') suggestion is the inclined plane.
4. He says (its / it's) simpler because there (aren't / aren't) any moving parts.
5. Anna thinks (there / they're / their) using the term machine incorrectly.
6. "(What's / What's') a machine?" she asks.
7. Her friends look up machine in (their / they're) dictionary.
8. (Its / It's) definition is "a device that performs work."
9. I guess (I'm / I'm) confused about the (scientists' / scientists) definition of work.
10. While (your / you're) dictionary is open, look up inclined plane.
11. Look at that! There are four (planes / plane's) listed in the dictionary.
12. I think (we're / were) getting somewhere now.
13. (Let's / Let's) try to think of some other simple machines.
14. Is there anyone (whose / who's) willing to help me with this science unit?
15. These (children's / childrens / childrens') books on energy might be helpful.
Apostrophes

A. Using Apostrophes Correctly

In each sentence below, underline the word that uses the apostrophe incorrectly or should have an apostrophe but does not. Then write the word correctly on the line.

1. The troopers cars have flashing red lights on the top.

2. Theyre going to the store now for their supplies.

3. The chorus has its rehearsal on Tuesday nights.

4. We're working through the list, but we're only up to the ms.

5. She's sure its going to be all right with her mother.

6. Charles' poem was selected for publication in his school's yearbook.

7. The five student's parents will be guests of honor.

8. Helens car wouldn't start, so she never made it to the game.

9. Whos going to the graduates' dinner with you?

10. I've no idea who took your book.

B. Using Apostrophes in Possessives

On the lines below, rewrite all the underlined phrases in this paragraph, and replace them with phrases using possessives with apostrophes.

When I was young, I used to play in (1) the workshop of my grandfather, and watch him work. I was fascinated by (2) his tools of the carpenter. When I was older, I'd borrow (3) the bike of my brother and ride wherever new houses were being built. I'd stay out of (4) the way of the men, but I would try to get a close-up look at (5) the equipment of the crew. I knew I wanted carpentry to be (6) the work of my life. For years people kept telling me that construction wasn't (7) the work of a woman, but I didn't believe that. Finally (8) the laws of the nation supported my opinion. It took me a long time, but I finally got (9) my card of a union member. Now I'm eager to encourage (10) the dreams of other girls to do whatever work they like.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

7. __________________________________________

8. __________________________________________

9. __________________________________________

10. __________________________________________
Apostrophes

A. Proofreading for Use of the Apostrophe
Proofread the paragraph below for errors in the use of apostrophes. If a word uses an apostrophe incorrectly or is lacking a needed apostrophe, cross out the word. Then draw a caret ↑ next to the error and write the word correctly above the error.

Have you ever thought of how a carpenters’ tools find they’re way into art and music? Think of a chisel, for example. It’s operation depends on the principle of the inclined plane. Its a carpenter’s machine. Yet its also a sculptors’ machine. Without the hammer and chisel, they’d would be no marble, granite, or wood statues. We would not have Michelangelos David or the Native Americans totem poles. The hammer and chisel have they’re place in an orchestra, as well. Youll find the hammer in an orchestras’ percussion section, and the chisel inside the woodwind’s mouthpieces.

B. Using Apostrophes in Writing
First rewrite each phrase below, using a possessive with an apostrophe. Then use your phrases in a paragraph about building a doghouse according to the directions in a magazine.

the dog of my family ____________________________________________
the size of the dog ____________________________________________
the directions of the writer ______________________________________
the carpentry tools of my father __________________________________
the help of our neighbor ________________________________________
**Lesson 8**

**Punctuating Titles**

Quotation marks, italics, and underlining used correctly in titles show what kind of work or selection is named.

**Quotation marks** Use quotation marks to set off the titles of short works.

<table>
<thead>
<tr>
<th>Quotation Marks for Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book chapter</strong></td>
</tr>
<tr>
<td>&quot;An Unexpected Party,&quot;</td>
</tr>
<tr>
<td>from <em>The Hobbit</em></td>
</tr>
<tr>
<td><strong>Short story</strong></td>
</tr>
<tr>
<td>&quot;The Lottery&quot;</td>
</tr>
<tr>
<td><strong>Essay</strong></td>
</tr>
<tr>
<td>&quot;The American Scholar&quot;</td>
</tr>
</tbody>
</table>

**Italics and underlining** Use italics for titles of longer works and for the names of ships, trains, spacecraft, and individual airplanes (but not the type of plane—Boeing 707). In handwriting, use underlining to indicate words that should be in italics in printed material.

<table>
<thead>
<tr>
<th>Italics or Underlines for Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book</strong></td>
</tr>
<tr>
<td>Swiss Family Robinson</td>
</tr>
<tr>
<td><strong>Play</strong></td>
</tr>
<tr>
<td>Macbeth</td>
</tr>
<tr>
<td><strong>Magazine</strong></td>
</tr>
<tr>
<td>Rolling Stone</td>
</tr>
<tr>
<td><strong>Movie</strong></td>
</tr>
<tr>
<td>Beauty and the Beast</td>
</tr>
<tr>
<td><strong>TV series</strong></td>
</tr>
<tr>
<td>Law and Order</td>
</tr>
<tr>
<td><strong>Long musical selection or CD</strong></td>
</tr>
<tr>
<td>Beethoven's Fifth</td>
</tr>
</tbody>
</table>

**Punctuating Titles Correctly**

Write each sentence, using quotation marks or underlining to set off titles.

1. The community theater group is putting on Shakespeare's *A Midsummer Night's Dream*.

2. The American Scholar is an essay by Ralph Waldo Emerson.

3. Apollo 11 was the spacecraft that took the first humans to the moon.

4. The Snows of Kilimanjaro is a short story by Ernest Hemingway.

5. The Sun Also Rises is one of Hemingway's best-known novels.

6. Anna sang *Home on the Range*, *Red River Valley*, and *In the Gloaming* for the pageant.

7. Calliope is a magazine for young people about world history.
Punctuating Titles

A. Punctuating Titles Correctly

In each sentence below, insert quotation marks where needed and underline words that should be italicized.

1. The Lusitania was torpedoed by a German U-boat; the Titanic struck an iceberg.
2. At Stratford, we saw productions of Macbeth, As You Like It, and Henry IV, Part I.
3. Sailing to Byzantium is one of William Butler Yeats's greatest poems.
4. The name of Charles Lindbergh's plane was Spirit of St. Louis.
5. Anne Morrow Lindbergh wrote a famous book entitled Gift from the Sea.
6. The Mariner 9 spacecraft orbited Mars; Mariner 10 flew by Venus and Mercury.
7. Do you know who wrote the music to The Star-Spangled Banner?
8. Ludwig van Beethoven's Ninth Symphony sets Friedrich Schiller's poem Ode to Joy to music.
9. I loved Lewis Carroll's Through the Looking-Glass and What Alice Found There, especially the chapter Humpty Dumpty.

B. Punctuating Titles Correctly

Use each title given in parentheses in a sentence, punctuating the title correctly.

1. (play by Arthur Miller: The Crucible)

2. (short story by Nathaniel Hawthorne: Young Goodman Brown)

3. (magazine: Natural History)

4. (painting by Archibald Willard: The Spirit of '76)

5. (book by F. Scott Fitzgerald: The Great Gatsby)

6. (poem: Casey at the Bat)
Punctuating Titles

A. Punctuating Titles Correctly
Choose the person in your class that you think is least like you. Then, after filling out the column labeled “My favorites,” interview the other person to discover his or her likes and dislikes. Remember to fill in the person’s name at the top of the page. Use quotation marks and underlining to show italics.

<table>
<thead>
<tr>
<th>My favorite</th>
<th>___’s favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>Short Story</td>
<td></td>
</tr>
<tr>
<td>Ship</td>
<td></td>
</tr>
<tr>
<td>Movie</td>
<td></td>
</tr>
<tr>
<td>Song</td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td></td>
</tr>
<tr>
<td>Poem</td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td></td>
</tr>
</tbody>
</table>

B. Punctuating Titles Correctly in Writing
Review the chart above. Then write a paragraph in which you identify which of the choices were easy and which were difficult. Mention some of the other works that you wanted to include in the chart. Or, if you have enough information from the classmate referred to in the chart, write the paragraph discussing his or her choices.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

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Sentence Parts

Complete each diagram with the sentence provided.

A. Simple Subjects and Verbs
Athletes compete.

B. Compound Subjects and Verbs

**Compound Subject** Amateurs and professionals compete.

**Compound Verb** Athletes train and compete.

**Compound Subject and Verb** Amateurs and professionals train and compete.

C. Adjectives and Adverbs

**Adjectives and Adverbs** The energetic sprinters are running very fast today.
Sentence Parts

Complete each diagram with the sentence provided.

D. Subject Complements

**Predicate Noun** Jim Thorpe was an exceptional athlete.

**Predicate Adjective** Thorpe seemed unbeatable.

E. Direct Objects

**Single Direct Object** This outstanding athlete won Olympic medals.

**Compound Direct Object** He played professional baseball and professional football.

F. Indirect Objects

Thorpe brought his small school national fame.
Sentence Parts

On a separate piece of paper, diagram each of these sentences.

A. Diagramming Subjects, Verbs, and Modifiers
1. Individuals and teams compete.
2. Some athletes excel.
3. The best players are not forgotten.
4. Fans watched and cheered.

B. Diagramming Subject Complements and Objects
1. Jim Thorpe was a Native American.
2. His career gave younger tribe members hope.
3. Football was just becoming popular.
4. Thorpe gave football fans thrills and memories.

C. Mixed Practice
1. Jim Thorpe won the 1912 pentathlon and decathlon.
2. The pentathlon and the decathlon are multi-event competitions.
3. The rules have changed.
4. The pentathlon is rarely held today.
5. The decathlon includes the long jump, the high jump, several races, and other events.
6. Judges award the best all-around athlete the medal.
7. Strong winds often give jumpers problems.
8. Thorpe's biography is an eventful one.
Phrases

Complete each diagram with the sentence provided.

A. Prepositional Phrases
Adjective Phrases Storytellers of ancient times recited tales about the sun.

Adverb Phrases You have probably heard about several sun gods.

B. Participles and Participial Phrases
The surprising power of the sun still brings out amazed responses from humans.

Light sent into space by the sun supports life on Earth.
Phrases

C. Gerunds and Gerund Phrases
Gerund Phrase as Subject  Discovering facts about the sun requires careful observation.

Gerund Phrase as Object of Preposition  The sun’s brightness interferes with observing this star.

D. Infinitives and Infinitive Phrases
Infinitive Phrase as Noun  Scientists want to learn about all stars through the sun.

Infinitive Phrase as Modifier  Astronomers have tried many ways to collect information about the sun.
Phrases

On a separate piece of paper, diagram each of these sentences.

A. Diagramming Prepositional and Participle Phrases
   1. The sun is a star of medium size.
   2. Spinning like a top, the sun moves through the Milky Way galaxy.
   3. Most of the energy produced by the sun is lost in space.
   4. Eruptions on the sun’s surface, known as flares, disrupt radio signals traveling through Earth’s atmosphere.

B. Diagramming Gerund and Infinitive Phrases
   1. Looking directly at the sun will harm your eyes.
   2. Astronomers use spectographs to analyze the colors in sunlight.
   3. Studying these colors tells scientists about the sun’s interior.
   4. Other ways to learn about the sun include using radio telescopes.

C. Mixed Practice
   1. To see the sun as a god came naturally to early civilizations.
   2. To the Greeks, the sun was a shining god called Helios.
   3. The Greeks imagined Helios driving his fiery chariot through the sky.
   4. The Egyptians preferred to imagine the sun god in a boat.
   5. Watching an eclipse terrified people in early days.
   6. The sun, becoming dimmer by the minute, seemed to be dying.
   7. Today, informed by astronomers, we are tempted to laugh at these fears.
   8. The sun will continue to give us light for millenniums to come.
Clauses

Complete each diagram with the sentence provided.

A. Compound Sentences
Yellowstone National Park was created in 1872, and now the National Park System has 378 sites.

B. Complex Sentences
Adjective Clause
(Relative pronoun as subject) Yellowstone, which features steamy geysers, is a very popular destination.

Adjective Clause
(Relative pronoun as object of preposition) We, for whom the parks were created, enjoy them in the summertime.
Clauses

Complete each diagram with the sentence provided.

B. Complex Sentences (continued)

Adverb Clause  If you enjoy nature, consider visiting a site in the National Park System.

Noun Clause Used as Direct Object  Many sites in the park system commemorate where historical events happened.

Noun Clause Used as Subject  How our country developed is shown in memorials, monuments, and historic sites.
Clauses

On a separate piece of paper, diagram each of these sentences.

Application

A. Diagramming Compound Sentences and Complex Sentences (Adjective Clauses)

1. Millions of people visit the parks annually, and overcrowding has become a serious problem.
2. Gettysburg is a national military park that informs visitors about the Civil War.
3. One site that you might not recognize as a national parkland is the White House.
4. A park that draws people to Hawaii is the Volcanoes National Park, which has active volcanoes.

B. Diagramming Complex Sentences with Adverb and Noun Clauses

1. When night falls, visitors to Carlsbad Caverns National Park watch thousands of bats flying from Bat Cave.
2. How goldminers traveled to the Klondike is shown in the Klondike Gold Rush park.
3. If you walk across the National Mall in Washington, D.C., you are on Park System land.
4. Unless you live in Delaware, your state has at least one national parkland.

C. Mixed Practice

1. Most parklands are managed by the National Park Service, which is in the Department of the Interior.
2. Native Americans who lived in Colorado around 1000 A.D. occupied the cliff dwellings of Mesa Verde National Park.
3. Some parks offer visitors tram tours, or the visitors may hike on their own.
4. Before Columbus came to America, some trees in Sequoia National Park were already 2,000 years old!
5. Nobody who has seen the Grand Canyon can forget this unique scene.
6. A historic site in Atlanta shows visitors where Martin Luther King, Jr., lived and worked.
7. The Petrified Forest contains wood that water and dissolved minerals have changed into rock.
8. Every park offers whoever visits an opportunity to learn more about our country.